



Platform: Art Educators

Position Statement on Positive School Culture and Climate [Adopted March 2016; Reviewed and Revised March 2019; April 2024]

NAEA believes there is an interdependent relationship between a supported high-quality visual arts education program and a positive school culture and climate. Certified/Licensed visual art educators play important leadership roles in building positive school culture and climate. The fundamental context for a school-based visual arts education program, including design and media arts, requires resources including:

- Facilities designed to support the visual arts curriculum*
- sufficient budget to support standards-based curriculum inclusive of a variety of media,
- Time to deliver age-appropriate curriculum
- **Program-specific** instructional materials, equipment, and resources (including access to technology)

Visual arts education impacts school culture and climate by:

- increasing student attendance and student engagement
- promoting a sense of belonging within the school
- promoting personal expression and social-emotional learning thereby enhancing an understanding of cultural diversity, supporting mental health, and nurturing mutual respect
- promoting innovation, collaboration, and creative problem-solving skills
- applicable to life-long learning
- advocating for and supporting school and community relationships
- facilitating interdisciplinary learning through an inclusive, supportive environment where students develop abilities to problem solve, take risks, develop a personal creative voice, collaborate, and reflect
- building a sense of community within the school.

A positive school culture and climate supports visual arts education by:

- **Honoring students' scheduled access to visual arts instruction**
- recognizing arts education as an integral part of a balanced education
- fostering a creative atmosphere throughout the school
- supporting creativity and innovation in teaching and learning
- showcasing and valuing student success in the visual arts
- encouraging diverse connections among people, subject areas, and ideas

- respecting visual art educators as both teachers and artists
- providing access to discipline-specific professional learning opportunities including instructional strategies to meet the needs of a diverse student body
- valuing visual art educators as leaders in their discipline, schools, and communities

Resources:

NAEA Position Statements:

- Certified/Licensed Visual Art Educators in Pre-K through 12 School Settings -
<https://www.arteducators.org/advocacy-policy/articles/503-naea-position-statement-on-certified-licensed-visual-art-educators-in-pre-k-through-12-school-settings>
- Professional Development -
<https://www.arteducators.org/advocacy-policy/articles/531-naea-position-statement-on-professional-development>
- Scheduling, Time, Enrollment, Facilities, Funding and/or Resources for Visual Arts Education -
<https://www.arteducators.org/advocacy-policy/articles/533-naea-position-statement-on-scheduling-time-enrollment-facilities-funding-and-or-resources-for-visual-arts-education>
- Visual Arts as part of a Well-Rounded Education
<https://www.arteducators.org/advocacy-policy/articles/544-naea-position-statement-on-visual-arts-as-part-of-a-well-rounded-education>

NAEA Publication:

- Purposes, Principles and Standards for School Art Programs -
<https://my.arteducators.org/naea-merchandise-details?id=5315f24e-7ed7-ea11-bf21-0003ff681f5a&index=0>
- Design Standards for School Art Facilities publication -
<https://my.arteducators.org/naea-merchandise-details?id=372921c9-57d6-ea11-bf21-0003ff681f5a&index=0>
- National Visual Arts Standards Handbook -
<https://www.arteducators.org/learn-tools/articles/221-national-visual-arts-standards-handbook>