

New Mexico Advisory Council on Arts Education
Position Statement on Diversity, Equity, and Inclusion

...The red shimmer of remembering will compel you up the night to walk the perimeter of truth for understanding...

Joy Harjo, “[Conflict Resolution for Holy Beings](#)”
from *Conflict Resolution for Holy Beings*. Copyright 2015 by Joy Harjo

The New Mexico Advisory Council for Arts Education (NMACAE) is committed to best practices in arts education. This includes careful scrutiny of the essential relationship between arts education in New Mexico and the intentional nurturing of diversity, equity and inclusion¹ in our field. Beyond naming some of the current challenges that we witness as educators, we also wish to activate arts education leaders to critically and thoughtfully leverage their leadership to imagine and cultivate a more equitable and responsive environment for all students, teachers, and arts educators.

The arts are undoubtedly one of humanity’s greatest tools for communicating and shaping culture; they reflect our values, beliefs, and identities. As such, arts education and arts educators are vital to evolving understandings of the New Mexico Public Education Department’s (NMPED) *Culturally and Linguistically Responsive Instruction* (CLRI). Culture is the field in which our content areas are planted. The NMACAE encourages school districts statewide to leverage arts educators’ knowledge and understandings of the intersection of arts and culture as they design and implement their [Culturally and Linguistically Responsive \(CLR\) Framework](#).

As a council, our vision for the future of arts education in New Mexico includes the following:

- Arts educators are committed to advocating for excellence, equity, and inclusivity for all learners.
- All school districts in the state have access to arts education resources that are responsive to needs and identities of diverse populations, especially those who are underserved.
- Arts educators, including arts education leaders, receive annual, content-specific professional development around CLRI.
- Arts educators are provided meaningful time and tools to integrate New Mexico history and culture into their instruction in accordance with the [New Mexico Core Arts Standards](#), including the intentional and systematic inclusion of Indigenous content and perspectives in their curricula, in consultation with tribal leaders.
- Arts educators create partnerships with families and diverse communities.

¹ See addendum for definitions of diversity, equity and inclusion.

In service of co-creating this vision, the NMACAE commits to intentionally and actively reenergizing our council with authentically diverse voices; removing barriers to participation and undoing structures that lead to inequity; building partnerships with artists, arts communities, and arts organizations that serve PreK-12 youth, including those that operate outside of school districts and are successful in engaging families and diverse communities; engaging in ongoing reflection and learning around these topics; and continuing the work of this statement by establishing a standing Equity Committee of the NMACAE.

In the words of Joy Harjo, we commit to walking the “perimeter of truth for understanding.”

Addendum

Adapted from the [Ford Foundation](#) we lean on the following definitions of diversity, equity and inclusion:

Diversity is the representation of all our varied identities and differences (racial, ethnic, gender identity, disability, sexual orientation, national origin, tribe/Indigenous Nation, caste, socio-economic status, thinking and communication styles, etc.), both collectively and as individuals. We seek to proactively engage, understand, and draw on a variety of perspectives. We believe that the solution to the problems we hope to address-can be found by affirming our similarities, as well as by valuing our differences.

Equity seeks to ensure fair treatment, equality of opportunity, and fairness in access to information and resources for all. We believe this is only possible in an environment built on respect and dignity. We acknowledge that many diverse groups have been historically marginalized, harshly treated, and structurally excluded from realizing equity and access. In our movement toward equity, the history of inequality must be revealed, and structural changes needed to address that history must be enacted.

Inclusion builds a culture of belonging by actively inviting the contribution and participation of all people. We believe every person's voice adds value, and we strive to create balance in the face of power differences. We believe that no one person can or should be called upon to represent an entire community. We imagine that each person's and group's histories and cultures contribute to each community's wealth and assets, which should be included, embraced, and, when destructive, challenged within arts education.

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https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR_Guidance_Handbook_2019_June.2020.pdf Also please note the books referenced on p. 34 of this document.

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