

## National Cultural Policy Submission

1469826

Public and anonymous

Individual



Short submission (text box 500 words or less)

I'm an arts educator - a secondary visual arts teacher, a creative arts advisor for a state government department of education, and a ceramics program tutor subcontracted by a local government.

Broadly I support the submission from NAAE. It concerns me greatly that Arts Education is not embedded as a core pillar for the National Cultural Policy. Where does the department think creative artists and arts workers come from? Without high-quality arts education, we will continue to see concerning declines across the sector. The critical impact here is in tertiary education, with noted discontinuation of post-school study pathways nationwide. This disproportionately impacts rural and regional communities and further concentrates opportunity and advantage in state capitals. While we do the best we can in schools - noting cumulative impacts of funding cuts and COVID performance restrictions that have resulted in declining enrolments - the decline in tertiary pathways poses a looming risk for secondary education. This is the pathway for qualified specialist teachers of secondary visual arts, music, drama, dance and media arts. This is the pathway for primary teachers to develop their skills and experiences to effectively deliver creative arts curriculum. With fewer specialist teachers, the impact is predictable - a continued decline in enrolment in elective and senior subjects, a continued decline in enrolment in tertiary arts courses, and the negative feedback loop continues.

If this government believes the arts are of value for Australian society - if it believes it's own value statements in the draft policy and if the goal is truly to REVIVE this sector and Australian cultural life - then Arts Education must be a core pillar of its focus to arrest the ongoing decline in the sector.