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I make this submission as Professor of Music Education at RMIT University and Program Manager of the Master of Arts (Arts Management) in the School of Art, RMIT University. Within the MA program are two specific courses in Cultural Policy: Cultural Policy and Practice (24cp) and Cultural Planning and Evaluation (12cp).

I have been researching and observing the development (or lack of development) of cultural policy in Australia for more than a decade. This work has been presented internationally at the International Society for Music Education (ISME) Commission on Policy: Culture, Education and Media invited research seminars

Acknowledging the five interconnected pillars that set out the Government's strategic objectives, and the ten principles that sit across the pillars to guide the Government's actions and investments, in a 2024 paper I presented:

It is in relation to Pillar 3 where we see the centrality of the artist and in particular the support of "the artist as worker and celebrating artists as creators" (CoA, 2023, p. 50). It was identified that "Too often artists have not been considered real workers, arts businesses have not been considered real businesses, and arts training courses have not been considered as training for real jobs" (CoA, 2023, p. 52). It is within this section that the place of education and training is acknowledged along with its capacity to develop future audiences for the arts and cultural sector.

Under the sub-heading of Artist as creator - Arts education we see the clear statement that "The pathway to a career in the cultural and creative sector begins with arts education. Arts education develops artistic and creative skills, and fosters cultural appreciation and participation". It is here that there is an articulated link between the arts as a key learning area (including the separate disciplines) and the Australian Curriculum. The two actions that are associated with this section are:

- Continue to support creative practice in the classroom through the delivery of five arts subjects (dance, drama, media arts, music and visual arts) under the Australian Curriculum: The Arts, as well as cross-cutting general capabilities covering intercultural understanding and critical and creative thinking.
- Support specialist in-school arts education programs that directly draw from cultural and creative sector expertise, focussing on areas of identified disadvantage. (CoA, 2023, p. 59)

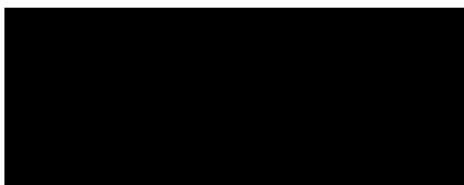
These are two important policy directives that have not been previously stated and provide important direction for the Arts and Education sectors. Within the sector there is also the need and requirements for training and capacity building to provide professional training across the various component of the

arts and cultural sectors through higher and vocational education sectors. In addition to this is the acknowledgement of mid-career professional development. It will also consider new types of training and delivery models that bridge the gap between education and work, such as industry fellowships and mentoring to “support sustainable long-term careers in the sector” (CoA, 2023, p. 61) and to accommodate the growing and changing needs of the industry. (Forrest, 2025, pp. 151-152)

In this review of *Revive* it is essential to affirm the development and success of the policy implementations to date and the direct links to the arts and education. If the policy is to continue to develop and emerge each of the pillars should have a link to Education as this is foundational across the sector.

References

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