

National Cultural Policy Submission Template

Name: Robin Pascoe

Submitting: As an individual and as a teacher and as an artist

What challenges and opportunities do you see in the pillar or pillars most relevant to you?

Strong Institutions

Central to this pillar of the policy is strengthening arts education. A broad arts education across schools, community, society and institutions strengthens access for first nations, diverse tellers of every story, builds the centrality and role of the artists and develops audiences of today and tomorrow.

Please tell us how each of the 5 pillars are important to you and your practice and why.

Strong Institutions

I am a teacher. I am a teacher of teachers.

- Affirming the place of arts education for every Australian student in every Australian school – in every location, socio-economic circumstance, cultural identity and person – is a foundation on which to build a National Cultural Policy. [The revisions to the *Australian Curriculum: The Arts* 92022) need to be re-considered]
- Ensuring that every teacher has an understanding of the Arts themselves and the opportunities they provide is fundamental. On this must be built the need for every teacher to know and value the *Australian Curriculum: The Arts* – and the rich diversity provided by arts opportunities. Teacher education must include arts education. This includes teachers in training as well as teachers in service.
- As part of an entitlement for all students to an arts education is recognition of the importance of developing students with identified gifts and talents in the arts through the provision of specific arts education opportunities and programs.
- More broadly, there needs to be a mandate for arts education in community. Support for community arts, community choirs, community youth theatres must be part of a rich and diverse cultural fabric.
- The role of arts organisations – galleries, orchestras, theatre companies, dance companies, etc – in providing arts education in the broadest sense needs to be recognised.
- The role of parents and community as part of the fabric of arts education also needs to be addressed.

Finally, it is now almost 20 years since the National Review of School Music Education (2005) and the National Review of Visual Education (2008). It is overdue that a comprehensive and forensic review of all the Arts subjects in the curriculum is undertaken (the lack of reviews of Drama, Media and Dance education are glaring gaps).

- The role of arts education in health, well-being, community, economy need to be significance e reaffirmed. The significance of arts education in national, social, cultural and personal identity must be central to a reaffirmed Cultural Policy.

One additional point: the role of providing pre-vocational arts education – WAAPA/NIDA/VCA – also need to be reviewed and strengthened. The current impact of the neo-liberal university and managerialist policies is damaging rich traditions and past successes. Pre-professional arts training is not simply an economic equation. What is valuable is not simply what can be measured.

As already noted, strengthening arts education as an institution will also impact on the other pillars of this policy.

Are there any other things that you would like to see in a National Cultural Policy?

Affirmation

Valuing

Recognition

Support – tangible and intangible support

Aspiration

Move us on from mean-spirited, cost-benefit metrics. Reach higher.