

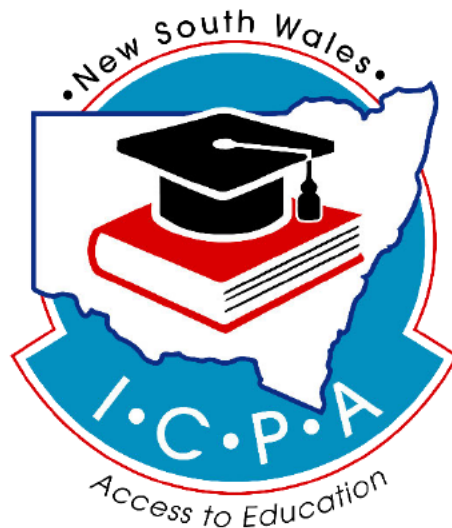
Submission
No 95

INQUIRY INTO ARTS AND MUSIC EDUCATION AND TRAINING IN NEW SOUTH WALES

Organisation: Isolated Children's Parents' Association of NSW Inc.

Date Received: 31 July 2024

Isolated Children's Parents' Association of New South Wales Inc.



Submission to the Inquiry into Arts and Music training in New South Wales

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President: Mrs Tanya Mitchell

Secretary: Mrs Libby McPhee

ICPA-NSW is a voluntary non-profit advocacy group that has its roots firmly embedded in rural, remote, and regional areas across the state. ICPA-NSW believes that all students - irrespective of where they live - are entitled to equitable access to education that enables them to participate to their full potential in the social, economic, political and cultural life of a community.

The NSW State Council of the Isolated Children's Parents' Association advocates for members who have children who:

- Attend a rural pre-school or access early childhood education through a mobile service,
- Attend a small rural or remote school,
- Study by Distance Education and School of the Air lessons
- Travel to school by bus or private vehicle (daily, weekly or at the end of term)
- Board away from home to access primary or secondary school at a boarding school, agricultural high school, hostel, private board or maintain a second home,
- Attend a Tertiary institution- University/TAFE/ College

Inquiry into Arts and Music Education and Training in New South Wales

TERMS OF REFERENCE

1. That a joint select committee be established to inquire into and report on arts and music education and training in New South Wales, and in particular:

(a) the quality and effectiveness of arts and creative industries education, including:

ICPA-NSW members have voiced their concern about the ineffectiveness of Creative Kids vouchers to rural and remote students. The vouchers are unable to be used for online learning, which is a real disadvantage for those students who are living remotely and who live vast distances to the nearest centre where such lessons may be offered.

In many rural schools there may not even be a teacher who is trained in art or creative industries to teach the students.

Students living remotely and in some cases hundreds of kilometres from towns are unable, due to distance, to utilise such educational opportunities. In many of these cases there would not be anyone with the skillset to teach such subjects.

Any potential in these students is generally not recognised until they commence schooling in larger centres where such education is available.

ICPA-NSW also represents students living on the Lord Howe Island and these students have very limited access to art and creative education because there is a lack of skillset available to the students. In this case, online education would be a game changer for them.

(i) progress towards a long-term goal of quality arts and creative industries education

ICPA-NSW would like to see a long-term goal of providing quality arts and creative industries education for all rural and remote students who are currently disadvantaged.

With mental health prevalent amongst our rural and remote students' art and creativeness education could assist these students, if they were able to access training.

(ii) the present level and status of formal arts and creative industries education across all levels, including primary, secondary, and tertiary levels

Many rural schools due to the teacher shortage struggle to provide the required teacher staff for the mandatory subjects let alone the elective subjects, this means that they either miss out or complete the subject via distance education.

If more training in art and creativeness was available online it would be advantageous for many rural and remote students.

(iii) robust and evidence-based arts and creative industries education in initial teacher education courses in the tertiary sector

(iv) the role of arts organisations and creative professionals in education and the development of creative skills across the arts

ICPA-NSW does see that arts organisations and creative professionals could play a beneficial role in educating students, but it would have to be online, otherwise again rural and remote students would miss out.

It would be advantageous if students could access current and up to date art education via online, just like all other subjects these students are learning.

(v) the contribution of the national performing arts training organisations in New South Wales and the adequacy of the support they receive

(vi) the efficacy of the current primary and secondary school curriculum in delivering learning outcomes in arts and creative industry-related subjects

(vii) the availability of support for teachers and principals in delivering quality arts education, and ensuring that an inclusive approach is taken towards resource allocation for regional schools across New South Wales

(viii) the most effective approach for the arts, culture, and creative industries to co-ordinate with the education system to support the development of creative skills

(ix) ways that students can learn entrepreneurial skills and gain industry experience to ensure they are job-ready

(x) measures of success in arts education

(xi) factors influencing student decisions to pursue further arts education, including but not limited to course choice, course location and the method of study

ICPA-NSW feels if art education was offered online, students may be influenced to pursue further arts education. This influence could be beneficial to the art industry as well as students being able to realise any potential they may have in this field of study at a much earlier age.

(xii) notable approaches to arts and creative industries education in other jurisdictions

(b) the quality and effectiveness of music education and training, including:

ICPA-NSW is aware that many of our rural and remote students experience little or no training or education in music, because of their geographical location. This should not be the case for any student who has a desire to learn the subject.

We are aware that there is limited music training available online.

(i) progress towards a long-term goal of quality music education, including actions to address identified barriers

ICPA-NSW would support progress towards long term goals for providing quality music education for rural and remote students. When considering the distance and geographical isolation this training would have to be predominantly online.

It is not acceptable that these students, in many cases, do not get any music training until they attend larger schools in larger rural towns where the training is available.

Lord Howe Island is another example of limited music training available to students on the island, and they are only able to access such training when they leave the island for secondary and tertiary education.

(ii) the present level and status of formal music education across all levels, including primary, secondary, and tertiary levels

Music education is very limited in the schools that our students attend, due to staffing.

(iii) robust and evidence-based music education in initial teacher education courses in the tertiary sector

(iv) the role of regional conservatoriums and creative professionals in music education

(v) the efficacy of the current primary and secondary school curriculum in delivering learning outcomes in music related subjects

(vi) the availability of support for teachers and principals in delivering quality music education and ensuring that an inclusive approach is taken towards resource allocation for regional schools across New South Wales

(vii) the most effective approach for the music and the creative industries to co-ordinate with the education system to support the development of creative skills

ICPA-NSW believes the most effective approach to music and creative industries training is to coordinate with the education system to support the development of these skills. It must also be recognized that this education and training needs to be offered online thus making it accessible to a wider range of students regardless of their location.

(viii) ways that students can learn entrepreneurial skills and gain industry experience to ensure they are job ready

(ix) measures of success in music education

Students' music skills are generally not realised until they move away to larger schools in larger towns. Some students have an innate ability to learn and play music and this skill should be fostered at the earliest possible age. It is a real disadvantage for these students to have to wait until the latter part of their education to enjoy and learn music skills.

(x) factors influencing student decisions to pursue further music education, including but not limited to course choice, course location and the method of study

Whilst students are learning from geographically isolated areas this is the major factor hindering their pursuit of music education. Also, the lack of trained teachers available to teach the skill in their location is a disadvantage to the music industry and the students. The lack of education provisions is an inequity to access of the training.

(xi) notable approaches to music education in other jurisdictions, and

(c) any other related matters.