

Recipient Details

Name of organisation or individual: [O] New England Regional Art Museum

Reference Type: Art Museum

State or territory: NSW

Serial Identification Number: 474506

Responses

Curriculum and assessment

One of the advantages which students in capital cities have over country students is the easy accessibility of a number of major cultural institutions and facilities including state theatre companies, museums and art galleries, as well as a plethora of other cultural activities. The curriculum should provide more incentives and opportunities for country based students to interact with their local cultural facilities and organisations including improved bus transport, class time to visit regional art galleries and museums, live performances and events as well as opportunities for joint artistic and creative activities with these organisations as part of the curriculum. The curriculum needs to provide opportunities and encourage students to make and create new works, interact with live artists and performers and see real artworks in person, rather than just online or in books.

Rating: 5

Teachers and teaching

Teacher's need more opportunities for professional development, meeting with peers from other schools and regions to compare notes, develop their skills and knowledge and participate in the local community. At present it is incredibly difficult for teachers to carve out time for these purposes due to workload and other commitments. Teachers also have a lot to offer to country communities as volunteers and through sharing their skills and knowledge with community service organisations (eg Rotary, Lions) and as participants in cultural organisations (eg regional galleries, theatre groups, museum committees etc) and this should also be encouraged by schools, the state education departments and the government through awards, bursaries and incentives.

Rating: 7

Leaders and leadership

It is important the current notions of leadership are the ones being encouraged through schools including community participation, equity and social justice, ethics and racial harmony.

Rating: 5

School and Community

The active participation of school staff and students in all aspects of community life is an essential contribution that schools make to the culture of regional towns. Schools should be providing incentives for students and staff to participate as volunteers in a range of service organisations, cultural facilities and programs, working with members of the community. The opportunity to create new things, participate in organising events and activities, meet and work with a diverse range of community members (CALD, seniors, ATSI etc) should be encouraged and supported to ensure that

country based school students have a wide world view that reflects the composition of Australian society as well as opportunities to develop new skills, knowledge and abilities.

Rating: 7

Information and Communication Technology

Country schools should have access to the best technology and support possible.

Rating: 6

Entrepreneurship and schools

Current students will be dealing with a wide range of issues and challenges in the workplace and at home which we may not even be able to imagine as yet. Schools should be encouraging students at all levels to be flexible in their approach to problem solving, creative in their outlook and to think laterally in how they deal with issues.

School management should also use these qualities in how they approach their issues. Multi-use educational facilities should be designed for use by both the school and community groups where possible and arrangements should be made to make them accessible at a reasonable cost.

Rating: 5

Improving access – enrolments, clusters, distance education and boarding

All of these are important issues that need to be addressed.

Rating for enrolments: 5

Rating for clusters: 7

Rating for distance education: 4

Rating for boarding: 6

Diversity

Diversity is essential. Many regional areas lack the diversity of major cities and this can be confronting to students when they (almost inevitably) leave their home town and move to the 'big city'. Schools need to be aware of this and run active cultural diversity programs to assist with this transition. Students need to be able to take part in diverse workplaces, neighbourhoods and communities .

Rating: 0

Transitioning beyond school

It is important to ensure that students are aware of as many post-school options as possible so that they can make informed decisions about their futures.

Rating: 5

Additional Comments

It is essential that students at country schools have as many opportunities to interact with the cultural and creative industries sector as possible to ensure that they are not left behind. The Commonwealth Government should look at how they can support the stationing of teachers and educational staff within poorly funded regional cultural facilities and organisations (theatres, art

galleries and museums) so that they can provide curriculum relevant educational resources and support services to students across regional Australia.

Most city based cultural facilities have whole teams of educational support staff while regional facilities are lucky if they have one dedicated staff member. This means that it is difficult for regional facilities to plan, promote and co-ordinate school visits, educational activities and curriculum resources as well as ensure that teachers receive any support during their visit.

This should also include support with making it easier for teachers to organise classes to take site visits, gallery/museum tours, attend performances, events, workshops and seminars away from their schools. This support could include bus subsidies, meal allowances, etc.