Skills Framework for Arts
(Arts Education)

A Guide to Occupation and Skills

A Joint Initiative By

Contents

Introduction

SKILLS FRAMEWORK

The Skills Framework is a SkillsFuture initiative developed for the Singapore workforce to promote skills mastery and lifelong learning. Jointly developed by the National Arts Council and SkillsFuture Singapore, together with employers, industry associations and unions, education and training providers and individual arts practitioners, the Skills Framework for Arts (Arts Education) provides useful information on:

- Sector Information
- Career Pathways
- Job Roles and their Key Tasks and Functions
- Existing and Emerging Skills

With the Skills Framework, individuals are equipped to make informed decisions about career choices, as well as take responsibility for skills upgrading and career planning.

Assess Career Interests	Prepare for Desired Jobs	Find Avenues to Close Skills Gaps	Renew, Upgrade and Deepen Skills
• Understand career pathways • Recognise personal attributes required	• Understand skills and competency required	• Identify relevant training programmes to equip oneself with the required skills and competencies • Participate in on-the-job training opportunities provided by companies	• Plan for career development / transition • Recognise skills and competencies required for the intended job role • Identify training programmes to upgrade and deepen skills

Apart from individuals, the Skills Framework can also be utilised by:

Employers	Training Providers
• Recognise and understand the vital skills required for success in the Arts industry • Invest in training and development programmes to enhance their employees' skills and support their career progression	• Gain insights on the latest sector trends and emerging skill sets that are in demand • Design and develop training programmes that cater to the specific needs of the industry

Arts Education Career Tracks

Education Track

Professionals in the Education Track are primarily responsible in designing and delivering arts lessons, guiding students in their creative pursuits, and nurturing their artistic abilities. These roles require a strong understanding of the arts and excellent communication skills to effectively communicate ideas and concepts to students and support them in their artistic journey.

Professionals should have an artistic practice alongside their teaching practice. Particularly for the Master Artist Educator, they should also have a body of work that showcases their artistic talent and knowledge. They are an "Artist Teacher" who is an established and recognised practitioner in their respective art form.

Research Track

Professionals in the Research Track contribute to an art form's body of knowledge through publications, exhibitions, showcases, and other forms of research. This role involves conducting research, analysing data, and presenting findings to advance teaching methods as an art form. While those in the Education Track may do some level of research as part of their own practice, professionals in the Research Track are primarily focused on conducting formal research.

Skills Maps of Job Roles – Education Track

Assistant Arts Instructor

JOB ROLE DESCRIPTION

Assistant Arts Instructors support Arts Instructors in delivering the lesson plan and assessing learners' performance according to required standards. They help learners gain understanding and competency in the fundamentals of an art form. Assistant Arts Instructors deliver arts learning in schools, universities, community centres, welfare organisations and co-curricular settings to diverse student profiles.

	CRITICAL WORK FUNCTIONS	KEY TASKS
CRITICAL WORK FUNCTIONS AND KEY TASKS	Plan course delivery	• Determine appropriate instruction style to facilitate programme delivery and achievement of learning objectives, seeking guidance from Arts Instructor when needed • Deploy learning technologies and digital aids to support the delivery of arts learning • Prepare activities, content, art form materials, and technology in advance of lessons • Coordinate logistics to ensure health, safety, and hygiene standards and protocol are adhered to across all learning activities and environments
	Deliver arts education programmes and nurture learning	• Deliver lesson content and coursework to learners in line with the programme and lesson plans outlined by the Arts Instructor on topics related to art form and creative development • Instruct and aid students individually and in groups, using various teaching methods, such as lectures, discussions, demonstrations, and feedback. • Teach the technical and foundational knowledge of the art form • Facilitate activities such as group discussions and individual reflection that enable the practice of the art form • Attend to learner questions related to course material and art form specific knowledge • Provide feedback and ongoing support to learners
	Support student assessment and creative showcase	• Assist in coordination of art-form specific assessments, such as art showcases or portfolios • Prepare students for learning milestones such as performances, showcases, portfolios and assessments • Assist in the grading of student work, providing help and inputs as needed

Assistant Arts Instructor

SKILLS & COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		CRITICAL CORE SKILLS (TOP 5)	
	Vendor and Partnership Management	Level 3	Communication	Basic
	Diversity Appreciation and Sensitivity	Level 2	Self-management	Basic
	Arts for Social and Cultural Development	Level 2	Learning Agility	Basic
	Art Form Experience and Knowledge	Level 3	Adaptability	Basic
	Art Form Pedagogy	Level 3	Collaboration	Basic
	Lesson Planning	Level 2		
	Lesson Delivery and Classroom Management	Level 3		
	Student Relationship Management	Level 2		
	Health and Safety	Level 3		

ADJACENT JOB OCCUPATIONS	JOB ROLE	SKILLS FRAMEWORK
	Designer	Design
	Learning Support Executive	Training & Adult Education
	Teacher Aide	Social Services

Arts Instructor

JOB ROLE DESCRIPTION

Arts Instructors deliver the lesson plan and assess learners' performance according to required standards. They help learners gain understanding and competency in the fundamentals of an art form. They deliver arts learning in schools, universities, community centres, welfare organisations and co-curricular settings to diverse student profiles. They also play a part in supervising and mentoring Assistant Arts Instructors.

CRITICAL WORK FUNCTIONS AND KEY TASKS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan course delivery	• Direct appropriate instruction style to facilitate programme delivery and achievement of clear learning objectives • Deploy learning technologies and digital aids to support delivery of arts learning • Plan activities, content, art form materials, and technology required for meaningful learning experience
	Deliver arts education programmes and nurture learning	• Deliver lesson content and coursework to learners in line with lesson plans and programme on topics related to art form and creative development, providing direction to Assistant Arts Instructor for support as needed • Instruct students individually and in groups, using various teaching methods, such as lectures, discussions, and demonstrations in line with the art form specific approaches • Cultivate artistic competence by explaining and demonstrating the technical and foundational knowledge of the art form • Facilitate activities such as group discussions and individual reflection that enrich the practice of the art form and allow for the development of creative expression • Apply relevant pedagogies to facilitate learning and shape a mindset of arts appreciation in students • Adapt teaching methods and instructional materials to meet students' varying needs, interests, and other individual characteristics. Demonstrate flexible and strategic approaches to student engagement to achieve learning outcomes. • Guide students to develop an arts inquiry mindset by providing ongoing feedback and building relationships • Prepare students for further development by encouraging them to explore learning opportunities and to persevere with challenging tasks

Arts Instructor

	CRITICAL WORK FUNCTIONS	KEY TASKS
CRITICAL WORK FUNCTIONS AND KEY TASKS (CONTINUED)	Oversee administration and people management	• Manage course budget and perform essential financial management activities (Financial & People Management) • Oversee human resources administration, including headcount management and operations • Coach the Assistant Arts Instructor to cultivate creative expression and art form knowledge in students
	Assess student learning and creative showcase	• Facilitate student assessments, including art form specific showcases, such as performances or portfolios, at defined intervals during and at the culmination of the course • Prepare students for learning milestones such as performances, showcases, portfolios and assessments • Evaluate and grade students' class work, performances, portfolios, projects, assignments, and papers • Share assessment feedback with students to support their development and learning
	Evaluate programme effectiveness	• Gain insights into course effectiveness using various evaluation tools and feedback channels • Make observations on course delivery, learning environment, student experience, and achievement of learning outcomes to propose improvements • Propose recommendations on improvements in teaching and learning approaches to create quality learning environment

Arts Instructor

SKILLS & COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		CRITICAL CORE SKILLS (TOP 5)	
	Vendor and Partnership Management	Level 4	Communication	Intermediate
	Programme and Project Management	Level 3	Collaboration	Basic
	Diversity Appreciation and Sensitivity	Level 3	Adaptability	Intermediate
	Arts for Social and Cultural Development	Level 3	Problem Solving	Basic
	Arts for Diversity and Wellbeing	Level 4	Learning Agility	Basic
	Arts Education Research	Level 3		
	Arts Curriculum Design	Level 4		
	Learning Environment Design	Level 4		
	Art Form Experience and Knowledge	Level 4		
	Art Form Pedagogy	Level 4		
	Art Form History and Culture	Level 4		
	Art Form Showcase	Level 3		
	Lesson Planning	Level 3		
	Lesson Delivery and Classroom Management	Level 4		
	Student Relationship Management	Level 3		
	Learning Analytics	Level 3		
	Health and Safety	Level 4		
	Assessment Design and Implementation	Level 3		

ADJACENT JOB OCCUPATIONS	JOB ROLE	SKILLS FRAMEWORK
	Assessor	Training & Adult Education
	Content Strategist	Design
	Learning Facilitator	Training & Adult Education

Arts Educator

JOB ROLE DESCRIPTION

Arts Educators design, deliver and review learning experiences and use effective assessment strategies to help learners perform according to required standards. Their teaching practice is complemented and informed by their artistic practice in their chosen art form. They have a strong understanding of effective teaching pedagogies and learning strategies and are agile in adapting them for specific contexts, student needs, and learning objectives. They coach learners towards achieving their fullest potential in the craft and in gaining a deeper understanding and appreciation of artistic work. They help learners connect with and express their creativity, and equip them with the tools to explore their ideas and imagination.

Arts Educators invest in the advancement of arts education by developing and improving pedagogies, programmes, and curricula. They take an active role in engaging with arts and arts education institutions and mentoring emerging artists. They are self-reflective and take a critical approach to their own teaching and art form practice, often adopting a signature teaching approach unique to themselves.

Arts Educators deliver arts education programmes in schools, universities, community centres, welfare organisations and co-curricular settings to diverse student profiles.

CRITICAL WORK FUNCTIONS AND KEY TASKS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Design arts education programmes	• Engage stakeholders internally and across the industry to define needs and programme objectives in line with strategic vision for the advancement of the art form • Craft learning objectives for programme, including desired knowledge, skills, and attitudes cultivated through artmaking and appreciation • Curate and scaffold content into building blocks and components for learning • Determine appropriate learning delivery methods to facilitate achievement of learning objectives • Create methods, materials, and resources to guide programme delivery • Develop art form specific assessments to evaluate learner progress and competence during and at culmination of course • Ensure programme design and delivery is inclusive and accessible to empower creative expression for all learners

Arts Educator

	CRITICAL WORK FUNCTIONS	**KEY TASKS**
CRITICAL WORK FUNCTIONS AND KEY TASKS (CONTINUED)	Deliver arts education programmes and nurture learning	• Deliver lesson content and coursework to learners in line with lesson plans and programme, preparing activities, content, art form materials, and technology in advance • Instruct students individually and in groups, using various teaching methods, such as lectures, discussions, and demonstrations guided by the art form specific pedagogy • Cultivate artistic competence by explaining and demonstrating the technical and foundational knowledge of the art form, as well as its historical and cultural context • Facilitate activities such as group discussions and individual reflection that enrich the practice of the art form and allow for the development of creative expression • Develop artistic capability and mindset in students through pedagogical curriculum, adapting approaches as needed to drive improvements to teaching and elevate learning • Adapt teaching methods and instructional materials to meet students' varying needs and interests, and other individual characteristics • Guide students to find their artistic voice by providing ongoing feedback and building relationships to elevate their unique artistic potential • Prepare students for further development by encouraging them to explore learning opportunities and to persevere with challenging tasks
	Assess student learning and creative showcase	• Facilitate student assessments, including art form specific showcases such as performances or portfolios, at defined intervals during and at the culmination of course • Encourage students to express their creative ability through learning milestones such as performances, showcases, portfolios and assessments • Evaluate and grade students' class work, performances, portfolios, projects, assignments, and papers

Arts Educator

	CRITICAL WORK FUNCTIONS	KEY TASKS
CRITICAL WORK FUNCTIONS AND KEY TASKS (CONTINUED)	Evaluate programme effectiveness	• Gain insights into course effectiveness using various evaluation tools and feedback channels • Make observations on course delivery, learning environment, student experience, and achievement of learning outcomes to propose improvements • Drive recommendations on improvements in teaching and learning approaches to create quality learning experience • Adapt and iterate programme design and learning philosophy based on feedback and observations
	Advance art form education and develop thought leadership	• Advocate for programme and curriculum development to enhance learner experience and art form capabilities • Implement research and professional practices to share and extend knowledge of the arts • Share innovative ideas about integrating art form specific theory and practice • Keep up to date on the development of discipline-related teaching practices and learning strategies

Arts Educator

SKILLS & COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		CRITICAL CORE SKILLS (TOP 5)	
	Vendor and Partnership Management	Level 5	Communication	Advanced
	Programme and Project Management	Level 4	Creative Thinking*	Intermediate
	Diversity Appreciation and Sensitivity	Level 4	Collaboration	Intermediate
	Arts for Social and Cultural Development	Level 4	Decision Making	Intermediate
	Arts for Diversity and Wellbeing	Level 5	Problem Solving	Intermediate
	Arts Education Research	Level 4		
	Learning Strategy and Framework Development	Level 5		
	Arts Curriculum Design	Level 5		
	Learning Environment Design	Level 5		
	Art Form Experience and Knowledge	Level 5		
	Art Form Pedagogy	Level 5		
	Art Form History and Culture	Level 5		
	Art Form Showcase	Level 4		
	Lesson Planning	Level 4		
	Lesson Delivery and Classroom Management	Level 5		
	Student Relationship Management	Level 4		
	Coaching and Mentoring	Level 3		
	Learning Experience Evaluation and Enhancement	Level 4		
	Learning Analytics	Level 3		
	Accreditation Structure Management	Level 4		
	Assessment Design and Implementation	Level 4		

ADJACENT JOB OCCUPATIONS	JOB ROLE	SKILLS FRAMEWORK
	Associate- Talent Management and Learning and Organisation Development	Human Resources
	Beginning Early Intervention Educator	Early Childhood
	Courseware Developer	Training & Adult Education
	Curriculum and Pedagogical Specialist	Early Childhood
	Curriculum Lead	Training & Adult Education
	Designer	Design

Notes

*The expectation of the Arts Educator to demonstrate the Creative Thinking CCS may span Intermediate to Advanced proficiency levels depending on their career path. Arts Educators who are employed as part of an organisation (as opposed to freelance) may be required to demonstrate this competency at an Advanced level.

Master Artist Educator

JOB ROLE DESCRIPTION

Master Artist Educators are experienced and acclaimed artists recognised for their cultural contributions with an interest in advancing their chosen art form through mentorship and education. They have demonstrated mastery in their artistic practice and coach and mentor artists, as well as Arts Instructors and Arts Educators.

Master Artist Educators lead and advance arts education for their chosen art form by actively sharing their knowledge and practice through platforms such as masterclasses, lectures, and consultancy services. They champion thought leadership and promote innovative practices in the sector, adding value to the broader arts and arts education community.

	CRITICAL WORK FUNCTIONS	KEY TASKS
CRITICAL WORK FUNCTIONS AND KEY TASKS	Educate the artists of tomorrow	• Identify high-potential artists to nurture, coach, and sponsor in the progression of their artistic and creative careers • Provide advice and inputs to artists, Arts Instructors and Arts Educators to improve their understanding and delivery of learning objectives • Impart art form knowledge and expertise in formal and informal learning settings
	Develop thought leadership	• Inspire practicing artists to achieve mastery of their skills and to experiment, innovate, and push the boundaries of their art form • Build strong relationships across the academic and industry community to understand and bridge emerging Arts Education needs • Share experiences, opinions, purposeful ideas, and recommendations through white papers, articles, books, blog posts, opinion editorials and social media content
	Advance arts community and profession	• Play active role in key industry events, conferences, symposiums, and media • Influence development of arts education policy and syllabus, teaching methods and tools based on emerging trends in the Arts Education sector and relevancy of the arts across other fields • Advise arts education institutions on programme, curriculum, and accreditation effectiveness • Champion initiatives that build relationships across key stakeholder groups and community to uplift the arts community and profession

Master Artist Educator

SKILLS & COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		CRITICAL CORE SKILLS (TOP 5)	
	Programme and Project Management	Level 5	Communication	Advanced
	Diversity Appreciation and Sensitivity	Level 6	Developing People*	Intermediate
	Arts for Social and Cultural Development	Level 6	Decision Making	Intermediate
	Arts for Diversity and Wellbeing	Level 6	Collaboration	Intermediate
	Arts Education Research	Level 5	Transdisciplinary Thinking	Advanced
	Learning Strategy and Framework Development	Level 6		
	Arts Curriculum Design	Level 6		
	Art Form Experience and Knowledge	Level 6		
	Art Form Pedagogy	Level 5		
	Art Form History and Culture	Level 5		
	Art Form Showcase	Level 5		
	Lesson Delivery and Classroom Management	Level 5		
	Student Relationship Management	Level 5		
	Coaching and Mentoring	Level 4		
	Learning Experience Evaluation and Enhancement	Level 6		
	Learning Analytics	Level 5		
	Accreditation Structure Management	Level 5		
	Assessment Design and Implementation	Level 5		

ADJACENT JOB OCCUPATIONS	JOB ROLE	SKILLS FRAMEWORK
	Centre Director/Head of Institute	Training & Adult Education
	Creative Director	Media

Notes

*The expectation of the Master Arts Educator to demonstrate the Developing People CCS may span Intermediate to Advanced proficiency levels depending on their career path. Master Arts Educators who are employed as part of an organisation (as opposed to freelance) may be required to demonstrate this competency at an Advanced level.

Skills Maps of Job Roles – Research Track

Arts Education Researcher

JOB ROLE DESCRIPTION

Arts Education Researchers specialise in investigating and studying various aspects of arts education. They review literature, conduct studies using various research methodologies, analyse data and provide insights to drive recommendations that would advance various aspects of arts education. They disseminate research findings through journal publications, white papers, presentations and conferences as well as through exhibitions and showcases. They communicate their research findings to the broader arts education industry to provide evidence-based best practices in teaching and learning, and promote innovative pedagogies, programme/curricula design and learning technologies.

Arts Education Researchers collaborate with educators, artists, administrators, and policymakers to identify gaps and explore interests in selected arts fields and propose recommendations related to arts education and beyond. They typically conduct research in the context of institutes of higher learning, arts organisations, or independently.

CRITICAL WORK FUNCTIONS AND KEY TASKS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Conduct research	• Formulate research questions and hypotheses on arts education topics such as pedagogies and curriculum development to inform study objectives, research design and methodologies • Consider research ethics when crafting research proposals, connect and seek approval from the relevant ethics board • Gather in-depth knowledge and insights on arts education using local and international sources • Research emerging trends and best practices in arts education, including innovations in arts pedagogies and art forms • Investigate research hypotheses through qualitative and quantitative research methods, including arts-based research methodologies, literature reviews, collecting survey data, focus group discussions and interviews
	Disseminate research findings	• Translate research findings into clear insights and conclusions • Publish research findings and generate thought leadership through reports, academic publications, white papers, and panels or via arts-based settings such as exhibitions and showcases • Share research findings and implications with the broader research community through settings such as conferences and symposiums

Arts Education Researcher

	CRITICAL WORK FUNCTIONS	KEY TASKS
CRITICAL WORK FUNCTIONS AND KEY TASKS (CONTINED)	Develop thought leadership	• Engage with broader research and arts communities and institutions to share insights for the advancement of arts education • Refine current and promote new development of teaching methods and tools based on emerging Arts Education research • Identify potential technology improvement and innovation opportunities to drive learning outcomes • Make recommendations on programme, curriculum, educational policies and accreditation design based on research findings

Arts Education Researcher

SKILLS & COMPETENCIES

TECHNICAL SKILLS AND COMPETENCIES		CRITICAL CORE SKILLS (TOP 5)	
Programme and Project Management	Level 5	Transdisciplinary Thinking	Intermediate
Diversity Appreciation and Sensitivity	Level 4	Global Perspective	Intermediate
Arts for Social and Cultural Development	Level 5	Creative Thinking*	Intermediate
Arts Education Research	Level 6	Communication	Intermediate
Art Form Pedagogy	Level 4	Sense Making	Advanced
Art Form History and Culture	Level 5		
Learning Experience Evaluation and Enhancement	Level 5		
Learning Analytics	Level 4		

ADJACENT JOB OCCUPATIONS

JOB ROLE	SKILLS FRAMEWORK
Analyst- Analytics & Customer Insights	Media
Courseware Developer	Training & Adult Education
Designer	Design
Design Researcher	Design
Learning Consultant	Training & Adult Education
Learning Technology Designer	Training & Adult Education

Notes

*The expectation of the Arts Education Researcher to demonstrate the Creative Thinking CCS may span Intermediate to Advanced proficiency levels depending on their career path. Arts Education Researchers who are employed as part of an organisation (as opposed to freelance) may be required to demonstrate this competency at an Advanced level.

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
General Management	Diversity Appreciation and Sensitivity	Understand and learn about diverse groups and their interests, concerns, and behaviours to broaden educator perspectives and include diverse themes in classroom discussions and activities. Connect with students across cultures, abilities, gender, sexuality, age and other elements of diversity.		●	●	●	●	●
	Programme and Project Management	Manage the implementation and development of programmes and projects to facilitate achievement of organisation's objectives and growth.			●	●	●	
	Vendor and Partnership Management	Establish formal contracts and systems for maintaining and improving performance against established expectations.			●	●	●	
Arts Education for Community	Arts for Diversity and Wellbeing	Provide avenues for creative expression to individuals seeking to improve cognitive and emotional well-being through expression and reflection using artistic and creative processes.				●	●	●
	Arts for Social and Cultural Development	Develop strategies to establish partnerships and collaborations with family and community stakeholders such as community and arts centres and cultural organisations, to broaden the impact of arts education and creative expression on society and promote local heritage and cultural traditions across communities, neighbourhoods, and educational institutes.		●	●	●	●	●
Research and Innovation	Arts Education Research	Investigate a research focus and hypothesis leading to the generation of insights on current developments, trends and innovative methods of learning delivery and programme design.			●	●	●	●
Arts Learning Delivery	Coaching and Mentoring	Develop and implement coaching and mentoring approaches to address learner developmental needs, taking an empathetic approach to support the artistic development and expression of students.			●	●		
	Health and Safety	Adhere to health, safety, and hygiene standards and procedures across all learning activities and environments.	●		●	●		
	Learning Analytics	Analyse data to glean insights and drive decision making to enhance learning delivery, in accordance with governance and management policies for the handling of data at various stages of its lifecycle.			●	●	●	
	Learning Experience Evaluation and Enhancement	Evaluate student experience and address learning challenges to measure effectiveness and drive excellence across all learning activities in alignment with quality assurance policies and systems.				●	●	●
	Lesson Delivery and Classroom Management	Facilitate classroom instruction to deliver curriculum with positive learning outcomes, observe student engagement, provide environmental comfort, and deliver learning materials, and activity. Optimize learning experience through technologies.			●	●	●	●
	Lesson Planning	Prepare class materials, facilitation approach, and relevant content and activities from the curriculum, including digital aids, in advance of lesson to ensure effective delivery and instruction.		●	●	●		
	Student Relationship Management	Nurture relationships and build empathy with students to address individual learning needs across diverse groups and ensure wellbeing and psychological safety to support artistic expression and learning.		●	●	●	●	

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
Art Form Specific Instruction	Art Form Experience and Knowledge	Demonstrate artistic talent, creativity, and knowledge of concepts, processes, styles, and forms of expression in chosen art form.			●	●	●	●
	Art Form History and Culture	Understand and teach the history and cultural context of the chosen art form, including prominent artists, the historical evolution of the art form, and the background of the art form in Singapore.				●	●	
	Art Form Pedagogy	Understand and apply the instructional techniques best suited to teach the chosen art form to create positive learning outcomes.			●	●	●	
	Art Form Showcase	Understand the key products and outcomes of creative expression in chosen art form to be embedded into class practice and assessments and drive experience-based learning.			●	●	●	
Arts Learning Design	Arts Curriculum Design	Design and develop overall curriculum framework, including learning outcomes, art form specific pedagogy, course content and materials, structure of learning units and activities, assessment criteria, and showcase opportunities.				●	●	●
	Learning Environment Design	Create high-quality learning environments across digital, physical, and hybrid spaces that promote the achievement of desired learning outcomes conducive to the specific art form and pedagogy, including classroom format, use of technology, interior design, and learner demographic and learner style considerations.				●	●	
	Learning Strategy and Framework Development	Design learning strategy and philosophy to define best practices for how arts students will develop the desired skills, qualities, experience, and behaviours necessary to achieve their learning objectives through the curriculum.					●	●
Assessment and Accreditation	Accreditation Structure Management	Design accreditation structures and award learning qualifications based on assessments in alignment with accreditation requirements.				●	●	
	Assessment Design and Implementation	Design and implement assessment methods and tools to evaluate learner progress, taking into account the learning objectives of the specific art form and incorporating showcase style assessment opportunities where appropriate and as relevant to the art form, such as performances, portfolios, and exhibitions.			●	●	●	

TSCs General Descriptor

Level	Responsibility (Degree of supervision and accountability)	Autonomy (Degree of decision-making)	Complexity (Degree of difficulty of situations and tasks)	Knowledge and Abilities (Required to support work as described under Responsibility, Autonomy and Complexity)
6	Accountable for significant areas of work, strategy or overall satisfaction	Empowered to chart direction and practices within and outside of work (including professional field/ community), to achieve/exceed work results.	Complex	• Synthesise knowledge issues in a field of work and the interface between different fields, and create new forms of knowledge • Employ advanced skills, to solve critical problems and formulate new structures, and/or to redefine existing knowledge or professional practice • Demonstrate exemplary ability to innovate, and formulate new ideas and structures
5	Accountable for achieving assigned objectives, decisions made by self and others	Provide leadership to achieve desired work results; Manage resources, set milestones and drive work.	Complex	• Evaluate factual and advanced conceptual knowledge within a field of work, involving critical understanding of theories and principles • Select and apply an advanced range of cognitive and technical skills, demonstrating mastery and innovation, to devise solutions to solve complex and unpredictable problems in a specialized field of work • Manage and drive complex work activities
4	Work under broad direction Hold accountability for performances of self and others	Exercise judgement; adapt and influence to achieve work performance.	Less Routine	• Evaluate and develop factual and conceptual knowledge within a field of work • Select and apply a range of cognitive and technical skills to solve non-routine/ abstract problems • Manage work activities which may be unpredictable • Facilitate the implementation of innovation
3	Work under broad direction May hold some accountability for performance of others, in addition to self	Use discretion in identifying and responding to issues, work with others and contribute to work performance.	Less Routine	• Apply relevant procedural and conceptual knowledge and skills to perform differentiated work activities and manage changes • Able to collaborate with others to identify value-adding opportunities
2	Work with some supervision Accountable for a broader set of tasks assigned	Use limited discretion in resolving issues or enquiries. Work without frequently looking to other for guidance.	Routine	• Understand and apply factual and procedural knowledge in a field of work • Apply basic cognitive and technical skills to carry out defined tasks and to solve routine problems using simple procedures and tools • Present ideas and improve work
1	Work under direct supervision Accountable for tasks assigned	Minimal discretion required. Expected to seek guidance.	Routine	• Recall factual and procedural knowledge • Apply basic skills to carry out defined tasks • Identify opportunities for minor adjustments to work tasks

Critical Core Skills (CCSs)

INTERACTING WITH OTHERS

CCS	CCS Description	Proficiency Levels		
		Basic	**Intermediate**	**Advanced**
Building Inclusivity	Collaborate with stakeholders from different backgrounds or with different abilities, to understand the interests of diverse groups and build an inclusive work environment	Demonstrate sensitivity to the differences in diversity dimensions and perspectives	Manage relationships across diverse groups within the organisation	Oversee the develop and implement processes and practices which build an inclusive work environment and enable diverse groups to work effectively together
Collaboration	Manage relationships and work collaboratively and effectively with others to achieve goals	Contribute to a positive and cooperative working environment by fulfilling own responsibilities, managing interpersonal relationships and providing support to others to achieve goals	Build relationships and work effectively with internal and external stakeholders to create synergies in working towards shared goals	Establish team effectiveness and manage partnerships to create a cooperative working environment which enables the achievement of goals
Communication	Convey and exchange thoughts, ideas and information effectively through various mediums and approaches	Communicate with others to share information, respond to general inquiries and obtain specific information	Tailor communication approaches to audience needs and determine suitable methods to convey and exchange information	Synthesise information and inputs to communicate an overarching storyline to multiple stakeholders
Customer Orientation	Identify the needs of customers, both internal and external, to deliver an effective customer experience	Demonstrate an understanding of customer needs or objectives to respond in a way which delivers an effective customer experience	Build relationships with customers to anticipate needs and solicit feedback to improve the customer experience	Foster the creation of an effective customer experience
Developing People	Empower others to learn and develop their capabilities to enhance their performance and achieve personal or professional goals	Create individual career and development plans, and support co-workers in performing their work activities	Develop and coach team members to identify and leverage their strengths to enhance performance	Foster a conducive environment to enable employees' professional and personal development, in alignment with the organisation's objectives and goals
Influence	Influence behaviours, beliefs or attitudes in order to achieve desired outcomes and solutions	Demonstrate empathy to understand the feelings and actions of others and communicate in ways that limit misunderstandings and influence others on operational issues	Develop relationships with stakeholders to build confidence, alignment and communicate desired purpose, goals or objectives	Build consensus with stakeholders to achieve desired outcomes on matters of strategic importance

Critical Core Skills (CCSs)

STAYING RELEVANT

CCS	CCS Description	Proficiency Levels		
		Basic	Intermediate	Advanced
Adaptability	Exercise flexibility in behaviours or approaches to respond to changes and evolving contexts	Modify behaviours and approaches to respond to changes and evolving contexts	Manage change in evolving contexts	Foster a culture of flexibility that caters to changes and evolving contexts
Digital Fluency	Leverage digital technology tools, systems, and software across work processes and activities to solve problems, drive efficiency and facilitate information sharing	Perform work processes and activities using identified digital technology tools, systems and software	Identify opportunities and evaluate risks of integrating digital technology tools, systems and software across work processes and activities	Drive the creation of a digital culture and environment, educating stakeholders across the organisation on the benefits and risks of digital technology tools, systems and software
Global Perspective	Operate in cross-cultural environments, demonstrating an awareness of the wider global context and markets to identify potential opportunities and risks	Demonstrate an understanding of global challenges and opportunities to work effectively in a cross-cultural environment	Develop global networks and determine impact of global context and trends on the organisation's vision, objectives and operating climate	Lead the resolution of the challenges of operating in a cross-cultural environment and build the organisation's capabilities to compete in a global environment
Learning Agility	Deploy different learning approaches which enable continuous learning across different contexts to drive self-development and the achievement of long-term career goals	Identify opportunities and targets for learning to facilitate continuous career development	Deploy various learning approaches in different settings to maximise opportunities for learning and self-reflection and measure their impact on the achievement of career goals	Establish an organisational culture of continuous learning to encourage the adoption of new learning approaches and identification of new learning opportunities
Self Management	Take ownership of managing one's personal effectiveness, personal brand and holistic physical, mental, emotional and social well-being	Exercise self-awareness by monitoring own behaviours and ways of working in personal and professional capacities, and implement techniques for improvement	Analyse own well-being and personal effectiveness to develop strategies to regulate self and build personal brand	Evaluate strategies to manage own well-being, personal effectiveness and personal brand

Critical Core Skills (CCSs)

THINKING CRITICALLY

CCS	CCS Description	Proficiency Levels		
		Basic	Intermediate	Advanced
Creative Thinking	Adopt diverse perspectives in combining ideas or information and making connections between different fields to create different ideas, improvements and solutions	Connect ideas or information to propose and test ideas, improvements and solutions which challenge current assumptions or ways of working	Integrate multiple ideas and information from across various fields to develop solutions and new ways of working which address specific issues and deliver impact	Cultivate a culture of innovation and creativity across the organisation to push boundaries and reshape goals and possibilities
Decision Making	Choose a course of action from several alternatives developed through a structured process in order to achieve intended goals	Follow processes to make decisions which achieve intended goals using given information and guidelines	Implement structured decision making processes and analyse multiple sources of information to propose solutions	Define decision making criteria, processes and strategies and evaluate their effectiveness
Problem Solving	Generate effective and efficient solutions to solve problems and capitalise on new opportunities	Identify problems and implement guidelines and procedures to solve problems and test solutions	Determine underlying causes of problems and collaborate with other stakeholders to implement and evaluate solutions	Anticipate potential problems to drive a culture of continuous improvement which seeks to turn problems into opportunities across the organisation
Sense Making	Leverage sources of qualitative and quantitative information and data to recognise patterns, spot opportunities, infer insights and inform decisions	Organise and interpret information to identify relationships and linkages	Analyse information and data and uncover patterns, opportunities and impacts	Evaluate relationships, patterns and trends to inform actions and generate wider insights
Transdisciplinary Thinking	Apply concepts from multiple disciplines, and synthesise different areas of knowledge and insights to guide decisions, foster cooperation and drive continuous improvement	Explore concepts from outside one's field of expertise to supplement one's knowledge, proficiency and work practices	Identify opportunities for transdisciplinary collaboration and knowledge transfer to facilitate the integration of knowledge from different disciplines	Endorse collaboration and the integration of knowledge across disciplines to make decisions and solve problems within and outside the organisation

Self-Employed Persons Competencies (SEPCs)

SEPC	SEPC Description	Proficiency Levels		
		Basic	**Intermediate**	**Advanced**
Entrepreneurship	Develop and nurture a vision and purpose for entrepreneurial ventures and explore strategic business opportunities including proposal writing, pursuing new leads and spotting opportunities, networking, and regularly engaging with arts communities, patrons, and sponsors	Pursue new business opportunities, collaborations, and artistic endeavours in line with professional goals and vision by creating and launching arts-related products/services to target audiences and customers	Formulate strategies to expand entrepreneurial ventures and introduce creative work to various audiences and communities in line with artistic goals and unique value proposition	Lead continuous growth and improvement of artistic and business endeavours through continuous innovation, creativity, and agility, and by inspiring audiences and customers
General Financial Management	Develop and execute a financial strategy and plan to manage budget and revenues. This includes a foundational understanding of budgeting, taxation, and reading and preparing financial statements	Execute operations within set budget parameters, documenting necessary paperwork for the preparation of financial statements	Utilise analysis of current and historic arts projects to control costs and provide the basis for forecasting and benchmarking for future project needs	Leverage emerging technology and best practices to guide financial management initiatives to optimise financial management to reduce costs and maximise revenue
Legal, Contract and Negotiation Management	Ensure terms of work are fair, transparent and in all parties' best interests. This includes the development of legally binding contracts outlining the description of services, payment terms and termination clauses, and negotiating for "win-win" terms that meet the needs of the SEP(s) and the client(s)	Develop and manage contracts such as terms of services and employment in compliance with regulatory requirements and outlining basic contractual terms	Promote fair terms of service and freelance employment through transparent and clear contractual agreements and effective dispute management	Lead greater equitability in contracts for freelance employment by identifying new trends in freelance contracting and championing best practices, in addition to building greater awareness of rights and legal protections for SEPs

Self-Employed Persons Competencies (SEPCs)

SEPC	SEPC Description	Proficiency Levels		
		Basic	Intermediate	Advanced
Personal Brand Management	Define and create a brand rooted in personal and professional values and art form expertise among desired target audiences through social media and other channels	Communicate personal and professional artist brand through social media and digital marketing initiatives	Drive strategic communication with key target audiences through social media to showcase a personal brand, unique signature approach, and creative value proposition	Inspire and connect with target audiences by developing an engaging brand that aligns with artistic values and professional goals, utilising social media and innovative personal branding techniques to build a community of followers
Portfolio Career and Project Management	Organise and prioritise deliverables to manage time across projects, identify the capacity for new opportunities and ensure alignment of work to personal creative brand and professional objectives	Oversee small projects and programmes in alignment with artistic and business objectives, including management of timelines, resources, risks, and stakeholders	Drive medium scale projects and programmes, allocating resources, managing interdependencies, and engaging with key stakeholders on project progress and outcomes	Develop arts portfolio strategy to identify professional goals, prioritise impactful projects, and define key performance metrics

CCSs and SEPCs General Descriptor

Proficiency Level	Responsibility	Autonomy	Complexity	Knowledge & Abilities	Typical Sample Action Words
Advanced	Accountable for significant areas of work, strategy or overall satisfaction	Empower to chart direction and practices to exceed objectives / results	Complex	Synthesise breadth and depth of knowledge to influence thinking, present new ideas and push boundaries Drive innovative and solution development to address complex issues or problems Role model the competency across complex, varied situations	Direct, Evaluate, Assess, Guide, Formulate, Drive, Design, Synchronise, Establish, Lead
Intermediate	Work under broad direction Accountable for performances of self and others	Exercise judgement Adapt and influence stakeholders to achieve work performance	Less Routine	Evaluate diverse information and demonstrate advanced knowledge within a broad work area Facilitate the implementation of innovation and integrate ideas to solve less routine problems Share knowledge, guiding others where required	Plan, Develop, Monitor, Analyse, Review, Implement, Recommend
Basic	Work under supervision and guidance Accountable for a set of broader tasks or performance or self	Use limited discretion to respond to issues Work with others to contribute to work performance	Routine	Apply understanding and knowledge when performing differentiated work activities Follow instructions and guidelines to carry out activities and solve routine problems	Consolidate, Conduct, Collate, Operate, Support, Prepare, Perform, Deploy

Career Map

Arts Education

Education	Research

Master Artist Educator

Arts Educator ↔ **Arts Education Researcher**

Arts Instructor

↑

Assistant Arts Instructor