

Highlights from



THE 12 CORE COMPETENCIES OF AN ARTS EDUCATION LEADER

The aptitudes, skills, practices, and commitments which drive professional learning for leaders in the field of arts education.

Look inside for a theoretical framework to guide arts education professionals through their professional development journey to become the most effective arts education leader they can be.

Understand the core competencies which were derived from a multi-year, participatory, field-wide research process.

Think about and determine your strengths and areas of growth before diving into learn more.

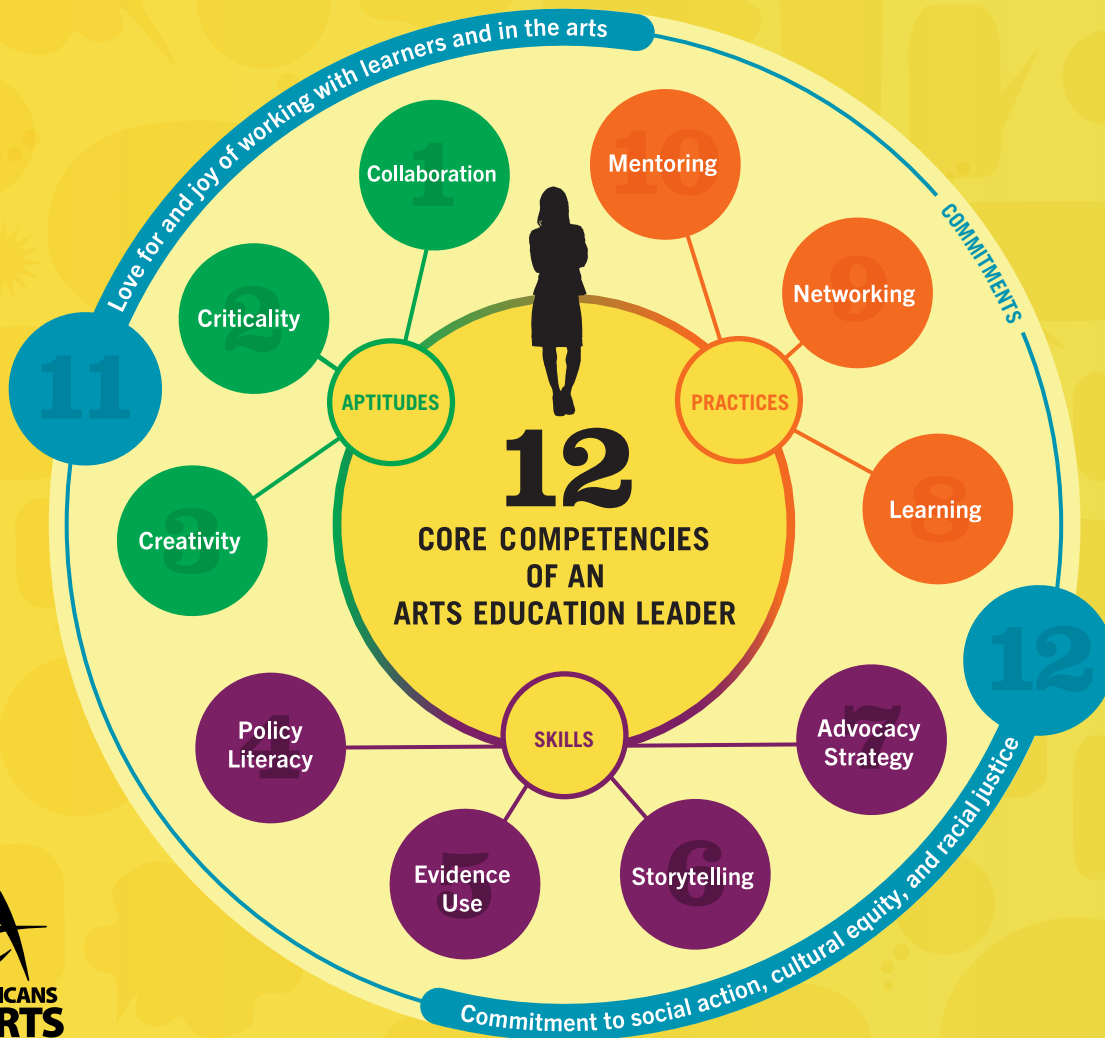
This brochure summarizes the numerous components of this framework to help drive conversation and animate professional learning experiences.

You can use the full-length publication, **The 12 Core Competencies of An Arts Education Leader**, to:

- Dive deep into the aptitudes, skills, practices, and commitments which were identified by the field as essential to arts education leadership;
- Identify your own strengths and weaknesses and work to improve them; and
- Inform your design of professional learning opportunities for arts education leaders.

Download it today!

The below graphic represents the essential competencies—aptitudes, skills, practices, and commitments—necessary to be an effective arts education leader. Explore how they are interrelated and think about where you own strengths and weaknesses may appear in this framework.



APTITUDES

the inherent ways in which we approach our work

1 Collaboration

Working together within and without the arts field, we recognize that we are stronger together.

2 Criticality

Seeing beyond how the work currently is and envisioning how it can be.

3 Creativity

Thinking outside the box to solve problems and imagine the future.

SKILLS

the developed approaches to interconnect our work

4 Policy Literacy

Understanding the impact of the implicit and explicit policies which impact our work.

5 Evidence Use

Utilizing quantitative and qualitative data to illustrate the impact of our work.

6 Storytelling

Illuminating the impact of our work through the real-life experiences of individuals and groups.

7 Advocacy Strategy

Formulating the strategies which unify advocacy efforts to effect sustained change.

PRACTICES

the ongoing processes which sustain our work

8 Learning

Continuously engaging in opportunities to attain new knowledge and maintain up-to-date with current trends.

9 Networking

Recognizing our own and fostering community among diverse individuals with different strengths to contribute.

10 Mentoring

Engaging in multi-generational cyclical learning experiences to foster the next (and renew the current) generation of leaders.

COMMITMENTS

the obligations which run through our work

11

A love for and joy of working with learners and in the arts is essential for sustained engagement in a career as an arts education professional.

12

A commitment to social action, cultural equity, and racial justice is essential to achieving a flourishing civic society.

THE 12 CORE COMPETENCIES OF AN ARTS EDUCATION LEADER

Download the full publication at

AmericansForTheArts.org/ArtsEdLeadershipFramework

Understanding The 12 Core Competencies of an Arts Education Leader

Americans for the Arts is committed to lead, serve, and advance the diverse networks of organizations and individuals who cultivate the arts in America. To this end, the Arts Education Program is dedicated to building leadership among diverse stakeholders, including arts education professionals, cultural and education sector leaders, the business community, parents, and young people, to create change in their communities, states, and the nation. This leadership framework helps guide professional learning experiences of these stakeholders to develop and reinforce the competencies necessary to create equitable systems and strong policies to advance arts education in America.

From 2016-2018, the Arts Education Program at Americans for the Arts engaged in a series of field-wide research initiatives to discover how the arts education field regarded leadership in their work. This framework is the end result and final product of this work and is intended to expand the knowledge of practitioners, educators, funders, and others who share a commitment to supporting arts education leaders in communities across the country.

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