

■ PROFESSIONAL STANDARDS FOR CONDUCTORS IN THE UK

March 2011

Paper initially written by CEHEG July 2000; revised 2005; 2011



CONDUCTIVE EDUCATION PROFESSIONAL
EDUCATION GROUP



PROFESSIONAL CONDUCTORS
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■ INTRODUCTION

These standards have been written for the following purposes:

1. To provide a framework of professional standards from which conductor training in the UK should be based.
2. To provide a framework of minimum standards for qualified conductors working in the UK.
3. As a support for conductor's professional development
4. As a basis for dialogue during performance management for qualified conductors
5. As a basis for success criteria and standards for centres using Conductive Education.

These standards may be seen as an indication of the expectation from employers, colleagues and children/adults with neurological conditions of the distinct body of knowledge and core skills of qualified conductors.

It should however also be recognised that conductors may specialise in an area of the work and therefore gain more in-depth knowledge in specific areas.

The standards are separated into three main areas:

- professional values and personal commitment
- professional skills and abilities
- professional knowledge and understanding.

Each area should be considered as a part of the whole. Conductors and employers alike should look for a balance of across all areas.

	Outcomes	Expected Features
1.1	Value and respect the potential for development and change in all people with motor disorders, young and old, in response to conductive pedagogy;	• Recognise and acknowledge their responsibility for learners' progress • Respect and value all learners as unique whole individuals who have great potential for change and development • Provide the learning environment, social and material, which will foster learners' active growth and development • Show enthusiasm and commitment to providing and supporting individuals' development and well-being • Show sensitivity and respect for the social, medical and other influences which may effect an individual's capacity to change
1.2	Respect the vital importance of choice and self-determination in learning;	• Value and promote freedom of choice for learners and create practical opportunities to encourage spontaneity, flexibility and creativity • Show commitment to creating programmes in which learners follow their own interests, choices and preferences • Respect the unique contribution made by all individuals to the teaching/learning process (conduction)
1.3	Respect the rights of disabled people, their families and carers, to determine the way in which their needs are met;	• Respect the rights of all children, young people and adults without prejudice or discrimination • Show commitment to user-involvement in the development and delivery of learning programmes and services • Have the sound knowledge necessary to advise learners and families to create informed choice • Be ready and able to advocate on behalf of learners and their families
1.4	Be committed to explanation and clarification of their philosophy;	• Have sound knowledge and belief in CE as a transformative system of teaching/learning • Be able to articulate their philosophy and contribute to reasonable debate • Have belief that human development has no pre-set limits • Have a willingness to explain and clarify the philosophy of Conductive Education to learners, families, other professionals and other agencies
1.5	Be committed to responsible change and development of Conductive Education to meet new requirements and new approaches	• Show commitment to and critical evaluation of their own practice • Be enthusiastic and committed to the growth and development of Conductive Education • Be able to distinguish between essential and non-essential features of CE and maintain the conductive essence • Be aware of changes and development in the context of CE and seek to adapt accordingly
1.6	Value themselves as developing professionals and take responsibility for their own professional learning and development;	• Show commitment to reflective practice and continuing professional development • Show commitment to the development of professional identity and organisation for conductors • Contribute actively to changing policies and practices
1.7	Know the boundaries of their professional competence and define their practice accordingly.	• Have an ability to identify and articulate the boundaries of their professional competence • Be able to work co-operatively with other agencies and professionals through mutual recognition, knowledge and respect • Recognise when to seek advice and adapt their own practice accordingly

2 PROFESSIONAL SKILLS AND ABILITIES

	Outcomes	Expected Features
2.1	Project their personalities and create effective contact with learners;	• Have the flexibility, creativity and spontaneity which allows them to respond immediately to learners and adapt their practice accordingly • Communicate with learners in a manner which is stimulating, motivating and age-appropriate. • Personal qualities such as the conductor's own warmth, empathy and genuineness • Motivate and sustain interest of both individuals and groups • Create an ethos of trust and optimism
2.2	Observe learners conductively in the process of teaching/learning and adapt pedagogy accordingly;	• Use conductive observations immediately to adapt facilitation to bring about satisfying outcomes for the learner • Differentiate and elaborate to provide opportunities for success for all
2.3	Ensure individual learning in a group setting;	• Develop programmes/use facilitation to benefit the whole group and/or individuals within the group • Ensure the ethos, contact and intention essential for learning • Utilise the group as a 'vehicle' or a 'tool' for individual learning • Ensure that effective learning takes place in whatever context
2.4	Operate in different roles, planning, leading, facilitating and evaluating as required;	• Plan appropriate long and short term programmes for individuals and groups. • Lead programmes in required contexts • Be able to assist other conductors/professionals as required
2.5	Create in learners the satisfaction, intention and motivation required for self-activated learning;	• Create a setting and ethos which motivates learners to be active participants in their own learning • Create situations where learners will form and work towards their own intended goals • Show constant diligence and attention to learners efforts and ensure that these are rewarded and appreciated
2.6	Understand fundamental theoretical and scientific positions to justify and interrogate their practice, through relevant disciplines including developmental psychology, brain sciences and pedagogy;	• Have relevant understanding of neuroanatomy, neurophysiology and neuropsychology as underpinning knowledge for their conductive practice • Understand the key features of cognitive psychology (e.g. Luriya, Vygotskii) as underpinning knowledge for their conductive practice • Understand current debates and knowledge in the relevant field • Contribute to academic debates on the place of CE in a wider context
2.7	Articulate Conductive Education both orally and in writing;	• Articulate the conductive philosophy and its practice • Articulate CE as a system of learning and teaching (conductive pedagogy) • Articulate the history and present context of CE
2.8	Organise, plan and manage their own work and that of learners and groups;	• Recognise the importance of time management • Establish, maintain and use appropriate written records • Integrate the conductor's own work with that of the wider system of which it is part • Develop the use of reflective practice to ensure continued learning and development

3

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

	Outcomes	Expected Features
3.1	Take full and appropriate responsibility for the care, welfare, health, safety and protection of those children and adults, and their families, whom they serve;	• Have sound knowledge of all health and safety issues relating to working with children and adults with disabilities • Have up-to-date knowledge of all legal requirements related to child protection/adult protection • Recognise the vital importance of the family as client and assume appropriate responsibilities
3.2	Have a sound and critical grounding in human biology and physiology, and of the relevant pathological conditions met in conductive practice;	• Have a sound basic introduction to human biology and physiology at an appropriate professional level - have a sound knowledge of relevant pathological conditions • Have a sound knowledge of other conditions likely to be met in learners • Be able to investigate by whatever means unknown/unfamiliar conditions and diagnoses
3.3	Have practical and analytical understanding of the development and pathology of human movement;	• Understand the complexities of development and the range of influencing factors that can effect developmental progress, including its dissolution • Recognise human movement as irreducible below the level of meaningful activity
3.4	Have practical skills and critical understandings about the assessment of human movement;	• Understand the short-term and long-term anatomical/physiological effects of moving and functioning • Maintain basic approaches to assessing human movement
3.5	Have a broad, comparative and critical understanding of the history and philosophy of Conductive Education;	• Understand how CE developed in Hungary and of the work of Andras Peto • Understand the varying circumstances in which CE became known outside Hungary • Understand the social forces that shape the development of conductive practice • Have a clear and up-to-date understanding of the present international geography of CE
3.6	Have critical awareness of the current societal interventions, provisions made and remedies spontaneously sought, for children and adults, and their families, with motor disorders;	• Show commitment to reflective practice and continuing professional development • Show commitment to the development of professional identity and organisation for conductors • Contribute actively to changing policies and practices
3.7	Understand the bases for research in the field and have a critical understanding of research findings and future research issues, and know the relevant literature.	• Have an understanding of relevant research methodologies • Know how to access, interpret and apply relevant findings from medical, social, educational and other kinds of enquiry • Show an open mind and an interest in how their own practice may benefit from formal enquiry • Be committed to continual and critical appraisal of services
3.8	Understand the bases of relevant contemporary thinking in disability and inclusion	• Have a critical understanding of the disablist position on medical and social models, particularly in respect to CE • Have a critical understanding of social and educational inclusion, particularly in respect to CE



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