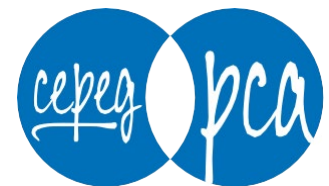


Professional Standards for Conductors in the UK

2026

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Conductive
Education
Professional
Education
Group

Professional
Conductors'
Association

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 conductors' professional development.
4. As a basis for dialogue during performance management for qualified conductors.
5. As a basis for success criteria and standards for settings using Conductive Education.

These standards may be seen as an indication of the expectation from employers, colleagues, children, young people and 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.

I Professional values and personal commitment

Outcomes	Expected features
1.1 Value and respect the potential for development and change throughout the lifespan in people with neurological motor disorders, aligned to the system of CE.	• Recognise and act on their responsibility for learners' progress • Respect and value all learners as unique, whole individuals who have great potential for change and development • Create and foster the learning environment (both physical and non-tangible), which facilitates learners' active growth and development • Show enthusiasm and commitment to guiding and supporting learners' development, resilience and well-being • Show sensitivity and respect for social, medical and other influences which may affect an individual's capacity to change
1.2 Respect the vital importance of choice, self-determination and resilience in learning.	• Value and promote freedom of choice individuals' autonomy and create practical opportunities to encourage spontaneity, flexibility and creativity • Show commitment to creating opportunities 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 and autonomy of disabled people, their families and carers, to determine the way in which their needs are met.	• Respect the rights and autonomy of children, young people and adults without prejudice or discrimination • Show commitment to involving learners, their families/carers in service development and delivery • Have the sound knowledge necessary to advise learners and families/carers to make informed choices • Be ready and able to advocate on behalf of learners and their families/carers

I Professional values and personal commitment

Outcomes	Expected features
1.4 Be committed to explanation and clarification of their understanding of the system of CE and its parts.	• Have sound knowledge and belief in CE as a transformative system of teaching/learning • Be able to articulate their understanding of the system of CE and its parts, and contribute to reasonable debate • Have belief and conviction in neuroplasticity and that human development has no pre-set limits • Have a willingness to explain and clarify the system of CE to learners, families/carers, professionals and agencies, and an awareness of how to contextualise the explanation according to the audience
1.5 Be committed to responsible change and development of Conductive Education to meet contemporary requirements and innovative approaches.	• Maintain professional curiosity and stay up to date with policy, legislation, research and initiatives • Contribute actively to research and growing knowledge base • Show commitment to critically reflective practice and continuing professional development • Value the heterogenous nature of their professional practice
1.6 Value themselves as autonomous professionals and take responsibility for their own professional learning and development.	• Show commitment to the development and maintenance of professional identity and organisation for conductors • Be a member of the PCA, the professional body for conductors • Contribute actively to changing policies and practices
1.7 Know the boundaries of their developing competence and define their professional practice and knowledge accordingly.	• Have an ability to identify and articulate the boundaries of their professional competence • Be able to work collaboratively with agencies and professionals through mutual recognition, knowledge and respect • Recognise the need for support and adapt their own professional practice accordingly

2 Professional skills and abilities

Outcomes	Expected features
2.1 Project their personalities and create effective relationships with learners, their families/carers.	• Have the flexibility, creativity and spontaneity which allows them to respond to learners' needs and adapt their practice in response to the detail of the immediate situation, in the wider educational, social and political contexts • Engage learners in a manner which is stimulating, motivating and age-appropriate • Have personal qualities to facilitate the development of safe and trusting relationships
2.2 Observe learners conductively in the process of teaching/learning and adapt pedagogy accordingly.	• Develop programmes and use facilitation to benefit the whole group and/or individuals within it • Ensure the ethos, contact and intention essential for learning • Utilise the group as a 'vehicle' or a 'tool' for individual learning in a group context • Ensure that effective learning takes place in all contexts
2.3 Ensure individual learning in a group setting.	• Motivate and sustain interest of both individuals and groups • Create an ethos of trust, optimism and expectation • Have the sound knowledge necessary to advise learners and families/carers to create informed choices • Be ready and able to advocate on behalf of learners and their families/carers
2.4 Operate in different professional roles, planning, leading, facilitating and evaluating conductive programmes as required.	• Set appropriate long and short term aims for individuals and groups within their zone of proximal development • Plan and lead conductive programmes in required contexts • Be able to effectively assist conductors and/or professional colleagues as required

2 Professional skills and abilities

Outcomes	Expected features
2.5 Create in learners the satisfaction, intention and motivation required for self-activated learning.	• Create the appropriate environment and ethos which motivates learners to be active participants in their own development • Create opportunities 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 analyse their professional practice, through relevant disciplines.	• Have relevant understanding of neuroanatomy, neurophysiology and neuropsychology as underpinning knowledge for their conductive practice • Understand the key features of underpinning pedagogical theories as knowledge for their professional practice • Be aware of current debates and gain knowledge in relevant subjects • Contribute to academic debates on the value of CE in a wider context
2.7 Articulate the system of Conductive Education both orally and in writing.	• Articulate the theory-practice link in conductive practice • Articulate CE as a system of learning and teaching (conductive pedagogy) • Articulate the history and contemporary context of CE
2.8 Organise, plan and manage their own work and that of learners and groups.	• Recognise the importance of effective time management and organisation • 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 critical 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, young people and adults, and their families/carers, whom they serve.	• Have sound knowledge of all health and safety issues relating to working with children, young people and adults with disabilities • Have up-to-date knowledge of legal and institutional expectations around moving and handling regulations • Have up-to-date knowledge of all legal requirements related to child and adult safe-guarding and protection • Recognise the vital importance of the family and assume appropriate responsibilities
3.2 Have a sound and critical grounding in human physiology, and of the relevant pathological conditions and associated symptoms met in conductive practice.	• Have a sound understanding of basic human physiology and the relevant neurological and motor conditions • Have a sound knowledge of associated conditions likely to be experienced by learners • Be able to investigate the ever increasing range of conditions, diagnoses and associated symptoms impacting upon the individuals' ability to move and learn within their environment.
3.3 Have practical and analytical understanding of the development and pathology of human movement.	• Understand the complexities of child development, and the range of influencing factors that can effect developmental progress across a lifespan • Recognise that human movement has a purpose and needs to lead to meaningful activity
3.4 Have practical skills and critical understanding for the assessment of human movement, and its potential.	• Understand the short and long-term anatomical/physiological effects of moving and functioning • To observe human movement from conductive and pedagogical perspectives

3 Professional knowledge and understanding

Outcomes	Expected features
3.5 Have a broad, comparative and critical understanding of the history and living practice of Conductive Education.	• Understand how CE developed in Hungary, in the UK and around the world • Understand the social, political and economic forces that continue to shape the development of conductive practice • Have a clear and up-to-date understanding of the contemporary international geography of CE
3.6 Have critical awareness of the current societal interventions and provisions available for children, young people and adults with motor disorders.	• Maintain a critical awareness of the wide range of measures that individuals and families might be offered or be considering • Be aware of the varying nature and knowable effectiveness of such measures and their impact • Be aware that 'remedies' include political awareness and activism
3.7 Have a critical understanding of relevant literature and research findings, and have an awareness and interest in the relevance of research in the development of practice and professional accountability.	• Have an understanding of research methodologies and their relevance to professional practice • Know how to access, interpret and apply relevant findings from medical, social, educational research and publications • Show an open mind and an active interest in how their own professional practice may benefit from formal enquiry • Be committed to continual and critical appraisal of CE
3.8 Understand the bases of relevant contemporary thinking in disability, rehabilitation, inclusion and pedagogy.	• Have a critical understanding of CE within the context of models of disability and health • Develop and maintain a critical awareness of social, educational, rehabilitation and health policies/legislation and their potential impact for CE