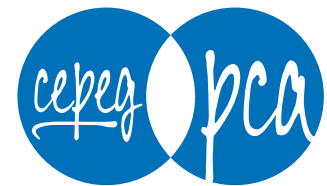


Professional Standards for Conductors in the UK

2017

Paper initially written by CEHEG July 2000; revised 2005; 2011, 2017



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 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.

1 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 motor disorders, in response to conductive pedagogy.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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;	<ul style="list-style-type: none">• 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 Professional values and personal commitment

Outcomes	Expected features
<p>1.4 Be committed to explanation and clarification of their understanding of CE philosophy</p>	<ul style="list-style-type: none"> • Have sound knowledge and belief in CE as a transformative system of teaching/learning • Be able to articulate their understanding of the philosophy of CE 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
<p>1.5 Be committed to responsible change and development of Conductive Education to meet new requirements and new approaches</p>	<ul style="list-style-type: none"> • Have sound knowledge and belief in CE as a transformative system of teaching/learning • Be able to articulate their understanding of the philosophy of CE 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
<p>1.6 Value themselves as developing professionals and take responsibility for their own professional learning and development</p>	<ul style="list-style-type: none"> • Show commitment to reflective practice and continuing professional development • Show commitment to the development 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
<p>1.7 Know the boundaries of their professional competence and define their practice accordingly.</p>	<ul style="list-style-type: none"> • 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
<p>2.1 Project their personalities and create effective relationships with learners, their families and carers</p>	<ul style="list-style-type: none"> • Have the flexibility, creativity and spontaneity which allows them to respond to learners and adapt their practice in response to the detail of the immediate situation, in the wider educational, social and political contexts. • Communicate with learners in a manner which is stimulating, motivating and age-appropriate. • Personal qualities to facilitate the development of safe and trusting relationships • Motivate and sustain interest of both individuals and groups • Create an ethos of trust, optimism and expectation
<p>2.2 Observe learners conductively in the process of teaching/learning and adapt pedagogy accordingly</p>	<ul style="list-style-type: none"> • 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 • Ensure that effective learning takes place in all contexts
<p>2.3 Ensure individual learning in a group setting</p>	<ul style="list-style-type: none"> • 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
<p>2.4 Operate in different roles, planning, leading, facilitating and evaluating as required</p>	<ul style="list-style-type: none"> • 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 Professional skills and abilities

Outcomes	Expected features
<p>2.5 Create in learners the satisfaction, intention and motivation required for self-activated learning</p>	<ul style="list-style-type: none"> • 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
<p>2.6 Understand fundamental theoretical and scientific positions to justify and analyse their practice, through relevant disciplines including developmental psychology, brain sciences and pedagogy</p>	<ul style="list-style-type: none"> • Have relevant understanding of neuroanatomy, neurophysiology and neuropsychology as underpinning knowledge for their conductive practice • Understand the key features of underpinning theories and philosophies (e.g. Pestalozzi, Vygotskii, Makarenko, Csikszentmihalyi and Leont'ev) as knowledge for their conductive practice • Be aware of current debates and gain knowledge in relevant subjects eg motor learning across the lifespan, motivational and learning theories, pedagogical approaches • Contribute to academic debates on the place of CE in a wider context
<p>2.7 Articulate Conductive Education both orally and in writing</p>	<ul style="list-style-type: none"> • Articulate the underpinning conductive philosophies and its link to practice • Articulate CE as a system of learning and teaching (conductive pedagogy) • Articulate the history and present context of CE
<p>2.8 Organise, plan and manage their own work and that of learners and groups;</p>	<ul style="list-style-type: none"> • 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
<p>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</p>	<ul style="list-style-type: none"> • 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 and adult protection • Recognise the vital importance of the family and assume appropriate responsibilities
<p>3.2 Have a sound and critical grounding in human physiology, and of the relevant pathological conditions and associated symptoms met in conductive practice;</p>	<ul style="list-style-type: none"> • Have a sound understanding of basic human physiology and the relevant neurological and motor conditions • Have a sound knowledge of other conditions likely to be experienced by learners • Be able to investigate and gain understanding of the ever increasing range of conditions, diagnoses and associated symptoms impacting upon the individuals' ability to move and learn within their environment.
<p>3.3 Have practical and analytical understanding of the development and pathology of human movement</p>	<ul style="list-style-type: none"> • 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
<p>3.4 Have practical skills and critical understanding for the assessment of human movement, and its potential</p>	<ul style="list-style-type: none"> • Understand the short and long-term anatomical/physiological effects of moving and functioning • To observe human movement from a conductive, pedagogic perspective

3 Professional knowledge and understanding

Outcomes	Expected features
<p>3.5 Have a broad, comparative and critical understanding of the history and developing philosophy of Conductive Education</p>	<ul style="list-style-type: none"> • Understand how CE developed in Hungary, the work of Andras Pető and Maria Hári • Understand the varying circumstances in which CE became known outside Hungary • Understand the social forces that continue to shape the development of conductive practice • Have a clear and up-to-date understanding of the present international geography of CE
<p>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</p>	<ul style="list-style-type: none"> • Be aware of the wide range of measures that individuals and families might consider of be offered • Be aware of the varying nature and knowable effectiveness of such measures • Be aware that remedies include political awareness and activism
<p>3.7 Have a critical understanding of the relevant literature and research finding, and have an awareness and interest in the relevance of research in the development of practice and professional accountability.</p>	<ul style="list-style-type: none"> • Have an understanding of relevant research methodologies • Know how to access, interpret and apply relevant findings from medical, social, educational contexts • 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 within a research, or developmental context
<p>3.8 Understand the bases of relevant contemporary thinking in disability, inclusion and pedagogy</p>	<ul style="list-style-type: none"> • Have a critical understanding of CE within the context of current models of disability • Have a critical understanding of social, educational and health policies and the impact for CE