



PROFESSIONAL PROFILE
THE CONDUCTOR

Introduction

Whilst conductive work is practised in many countries across Europe this document aims to provide a greater understanding of 'The Conductor' as the specialist professional who delivers the Conductive System: often referred to as Conductive Education (=CE)¹. The effective and efficient implementation of CE requires the prior realization that the whole conductive system can only be implemented by qualified conductors. The conductive system was defined by its founder, Prof. András Pető as an inseparable unity of education, therapy, schooling and care where each area has equal importance and is realised simultaneously. CE is a complex approach which aims to develop the whole personality of an individual and advocates inclusion in society at all levels.



It is recognized that there will be national differences in the terminology and delivery of CE however this document serves to provide a united framework in order to place CE and the conductor in a European context.

Underlying principles of the Conductive System

Origin:

The term 'conduction', along with the conductive system based upon it, and CE were developed in Hungary by the physician Professor András Pető in the 40's and 50's of the 20th century. His assumption was that cerebral disabilities can also be understood as complex learning difficulties. This means that even individuals with severe disabilities can acquire unexpected competencies in certain activities under optimal learning conditions.

Today, its fundamental principles are recognised worldwide and have been based on studies about the way humans learn in the following sciences: medicine, psychology, pedagogy, education, and sociology. CE is a permanently developing system which considers latest scientific findings and social requirements.

Identity and characteristics:

CE is a system developed specifically to improve the quality of life for people with neuro-motor disorders. It is a holistic learning and teaching approach. CE views neuro-motor disorders as a cognitive learning challenge rather than as a primary medical problem. It aims to teach people to achieve and retain their maximum potential in all aspects of life.

Conductive pedagogy provides the theoretical and methodological basis for CE. It is vital that the Conductor is trained in and applies all aspects of theory as well as the distinct methodological tools which constitute CE. The Conductor intentionally 'leads' or 'conducts' the complex learning process by merging therapeutic and pedagogical skills in order to lead the person towards the highest possible level of activity and learning.



Age-appropriate expectations and learning goals are an essential feature of CE where tasks are differentiated to promote individual achievement and conductors will systematically develop the learning process based on conductive observation and facilitation.

A focus of CE is to create, change and develop 'intention' in the person; this is the basis for all voluntary activity and the starting point for ensuring that the skills and abilities learnt can be applied immediately in everyday life.

The goal of conduction

The primary goal of CE is to lead the person towards developing an 'orthofunctional personality'; this refers to all aspects of development including motor skills, cognition, social skills, communication and life skills. Conductors' aim to embed the "I can", "I will work out how" attitude in their learners thus establishing inner self-motivation in order to:

- Achieve and retain the highest possible quality of life
- Attain the greatest level of independence from people and assistive aids
- Develop autonomous skills to utilize resources when necessary

- Develop life skills towards being an active member of mainstream society
- Access the human right of working towards their level of potential

CE places much importance on group-pedagogy and the group as an important learning environment for the development of an orthofunctional personality.

Range of activity

CE can be successfully applied in a wide range of settings. The 'place' for CE will depend on the health, social care and educational structure of the host country. As CE places such a strong emphasis on social inclusion and the development of independence it can be delivered in almost any area of society where people with neuro-motor disorders may be.



Examples include:

- In conductive institutes/centres and practices
- Conductive schools and special schools
- Conductive centres in rehabilitation clinics
- Hospitals, premature birth units, paediatric hospitals, rehabilitation clinics
- Community paediatric centres and early development centres
- Mainstream schools, kindergartens and day centres
- Special education day care centres, habilitation centres
- Further education settings and vocational training centres
- Private clinics/centres/private practice/sessions through health insurance
- Retirement homes, day centres and geriatric units
- Social and cultural leisure facilities

This list provides an indication of potential areas where conductors may work. There will be some further national variations.

Target groups

CE can be successfully applied to help disabled and non-disabled individuals – in all ages across the life span. The following list provides examples of conditions/diagnoses/syndromes where CE can be effective:

- Varying forms of Infantile Cerebral Palsy (ICP)
- Multiple learning disorder (MLD), Profound/multiple learning disability (PMLD), Severe learning disorder (SLD)
- Spina Bifida
- Perceptual disorders including Autism Spectrum Disorder
- Apraxia/ dyspraxia/ developmental co-ordination disorders
- Muscular hypotonia
- Ataxia



- After-effects of head injuries, acquired brain disorders e.g. apoplectic fits with hemiplegia, drowning, intoxication and tumours
- Conditions following encephalitis, meningitis, with residual syndrome
- Multiple Sclerosis
- Parkinson's
- CVA/ stroke
- General developmental delay
- Age related disorders of movement and co-ordination

For other diagnoses conductors will carry out an assessment in order to ascertain if CE can be of potential benefit and that working practices are deemed safe. In some countries this may be alongside a physician or other medical specialist; however the final decision would remain with the conductor. The role of the physician and/or medical professionals will vary in each country and this should be made clear in any national documentation.

The Conductor

The conductor is a (re)habilitation and integration professional trained in a multitude of disciplines. In a complex and target-oriented approach s/he conducts the personalities of individuals of all ages suffering from damage to the central nervous system and/or with learning disabilities. The conductor constantly safeguards the process of increasing activity, consciousness and self guidance of the learning process. S/he has special methodological and didactic, therapeutic, rehabilitative and educational skills. S/he is trained to support all areas of development and personality whilst simultaneously taking into account the social environment. The conductor may work individually, in a homogenous group or as a part of a multi-disciplinary/trans-



disciplinary team. S/he continues to be a specialist focussing on conductive pedagogy and working simultaneously as an educator and therapist. S/he recognises the primary needs of every individual and the required psycho-physical resources along with the individual's social environment. This forms the basis for the conduction plan s/he then designs and carries out in the respective environment.

The conductor is trained and skilled in pedagogic and medical-therapeutic fields and fosters development in both disabled and non-disabled individuals in accordance with the United Nations Convention on the Rights of Persons with Disabilities of 13 December 2006.

The conductor continually builds on and expands the basic competencies acquired during his or her comprehensive training by pursuing a course of further education. To support this process, quality assurance measures are required.

Key qualifications

1. Personal and social-communicative competencies

- Sensitivity
- Team working
- Professional dialogue and communication
- Ability to critically reflect
- Ability to problem solve
- (Self) management competencies in social, professional, organisational and economic issues

2. Professional Conductive Competencies

Competencies in planning the educational setting:

- Conductive anamnesis
- Planning how to implement the group goals
- Formation and organisational planning of a conductive group



- Planning the integration of a disabled person in a learning group of non-disabled people
- Planning and implementation of supplementary conductive measures
- Working with parents, relatives and carers

3. Competency in implementation and adaptation of learning and conductive units

- operational observation/conductive observation
- Arousing and maintaining multi-sensorial attention
- Deployment of all conductive facilitation options
- Leading to self-responsibility, self-control and independence from people and aids
- Reflecting on the learning and conduction progress
- Documentation
- Evaluation
- Adaptation, individualisation and development of the conduction plan

Training

Individual countries within Europe will have nationally recognised qualifications for professionals who can deliver CE. Education may be at degree or post-graduate level however each country must ensure that Conductors have the required key qualifications stated above and have a sound knowledge in the basic theories and methodology of applying CE within the national context.

Following a series of European projects the following criteria were agreed across all countries.

The educational paths leading to qualification:

- Underlying principles of conduction
- Medical-therapeutic fundamentals according to CE



- Fundamentals of pedagogy, psychology and sociology according to CE
- Fundamentals of (development) age specific conductive methodology and didactics
- Approximately 50 % practical training in conductive groups
- Studies in the regulations and laws of the respective country (e.g. the social security code; educational acts etc.)
- Organisational management and personnel management

Detailed information about the training and the key qualifications can be found in the following documentation:

Grundtvig Project:
www.complexrehabilitation.com
Leonardo Project:
www.conductiveeducation.eu/index.php/leonardo-da-vinci
Comenius Project:
www.comeniusconductive.jimdo.com/

Each country in Europe has a commitment to the development of CE through appropriate training of the professionals who deliver this.

Each national affiliation should have the following documentation:

- A professional code of conduct
- A list of authorised conductor qualifications and rationale
- A statement regarding Continuing Professional Development for Conductors
- Quality assurance

For further information on these documents please contact the National Professional Bodies in the appropriate country.

National Affiliations

European Umbrella Organisation
The European Conductive Association (=ECA) sees itself as a

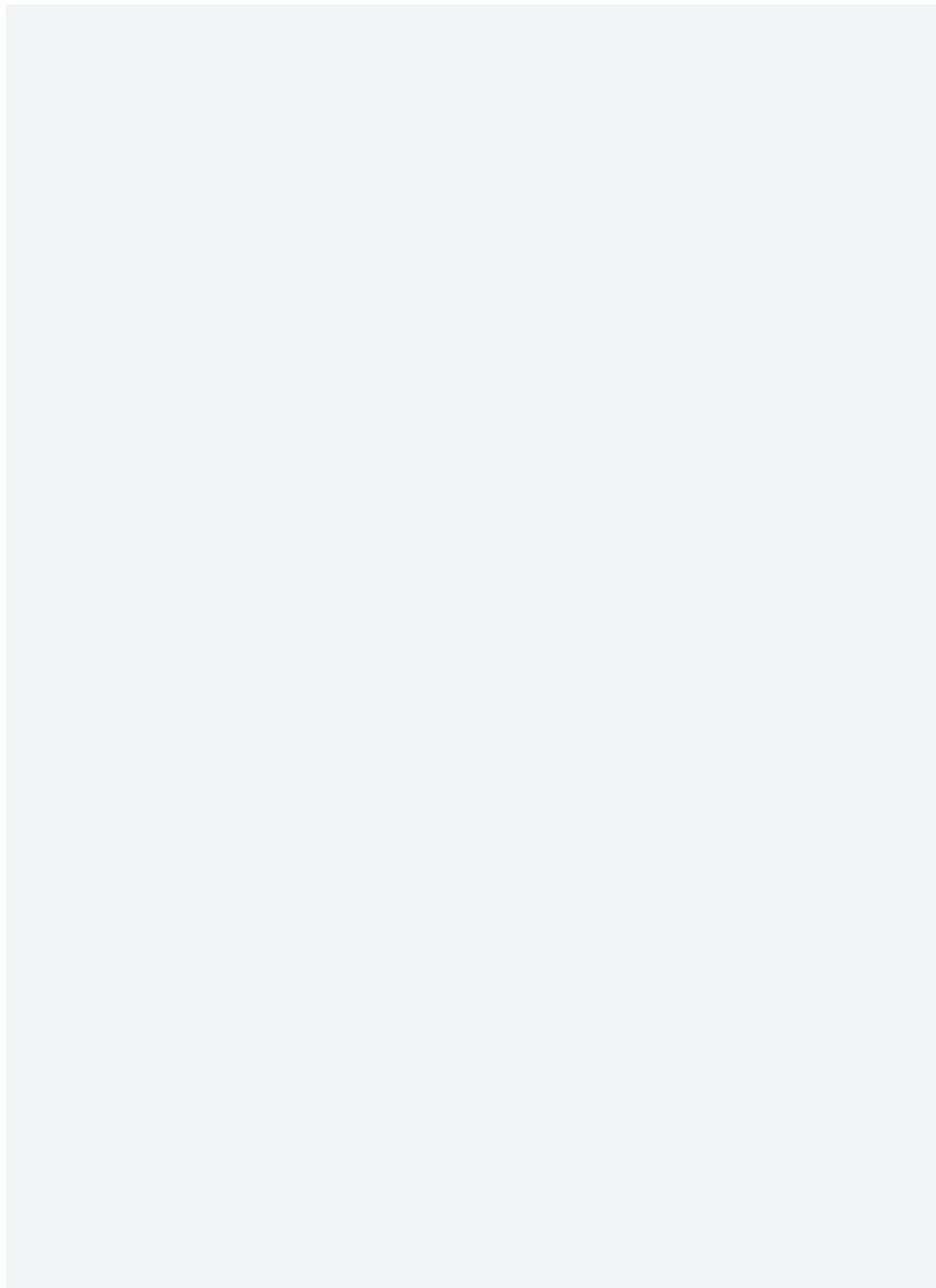
- Professional association
- Umbrella association
- Expert forum

www.conductiveeducation.eu

National Professional Affiliations in Europe

- Austria
KFI: Association of Austrian Conductors, Kuratorium für Konduktive Förderung, Berufsausübung und international Fachkontakte
www.institutkeil.at
- Belgium
l'Association Belge de Pédagogie Conductive
www.geslafamille.be/projets.htm
- France
Association française de pédagogie conductiv AFPC
www.afpc-asso.com
- Germany
Association of Conductors in Germany, Bundesverband der in Deutschland tätigen KonduktorInnen e.V.
www.konduktorenverband.de
- Hungary
Hungarian Association of Conductors, Magyar Konduktorok Egyesülete
www.konduktorok.hu
- Sweden
Association of Swedish Conductors Svenska Konduktorsföreningen
www.conductors.se
- UK
Conductive Education Professional Education Group (CEPEG) and Professional Conductor Association (PCA, UK)
www.cepeg.org.uk

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