12th Biennial ACEA Conference 2015

The Pen, the Hammer or the Mouse?
What Works for Correctional Education and Training in the 21st Century

November 22 – 24, 2015
Old Woolstore
Hobart
Tasmania, Australia
VENUE FLOOR PLAN

GROUND FLOOR

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MESSAGE FROM THE CONVENOR

Welcome to everyone to the Australasian Corrections Education Association (ACEA) and the Correctional Industries Association of Australasia (CIAA) co-hosted 12th Biennial ACEA International Conference: ‘The Pen, The Hammer or the Mouse: What Works in Correctional Education and Training in the 21st Century.’

Thank you for joining us for this great event which brings together a number of world experts in research and practices in correctional education and vocational training.

The ACEA and CIAA partnership in co-hosting this conference reflects the continuing and growing importance our associations place on rehabilitation, support and the successful reintegration to the community for our nation’s prisoners.

Many delegates have travelled great distances to be in Hobart, bringing their unique insight and experience to this conference. The aim of our planning committees is to provide you with a forum to discuss your programs, projects and proposed ideas on how best to increase our rates of sustainable success with prisoners seeking to adopt healthy, rewarding and law abiding lifestyles.

We are pleased to present both an interesting and engaging schedule of presentations and events which will inspire your participation. Throughout the two days of the conference you will have the opportunity to move freely to the sessions of your choice.

I would like to express my personal appreciation to the keynote speakers who have so graciously agreed to participate in the conference, and who will provide us with their expertise in research and correctional education and training.

I would also like to thank all our other presenters who will share their ideas and experiences in the individual sessions and forums of the conference.

I would most importantly, like to recognise the contributions of the members of the planning committees for this conference without whom this conference would not have been possible. Their volunteering made ideas into reality.

On behalf of the Executive Committees of both associations, I can sincerely state that we hope to meet as many of you personally at the social and networking opportunities as we can. We look forward to seeing you at the Welcoming Reception on Sunday evening and at the gala dinner on Monday evening at the Old Woolstore.

We hope you find the conference inspirational, informative and of real value to your work. Please take the time to enjoy both the conference and the delights of Hobart!

Ray Chavez
ACEA President and 2015 Convenor
KEYNOTE SPEAKERS

Dr. Susan Lockwood

Director of Juvenile Education, Indiana Department of Corrections; Executive Board Member Correctional Education Association (CEA)

Dr. Lockwood has a deep knowledge of youth who find themselves in the juvenile justice system and in educational programming designed to improve overall outcomes and future decision-making. Susan has also investigated post-release employment and recidivism rates among different groups of offenders over a 5 year study starting in 2005. For the conference in Hobart, Susan will be discussing the impact of education on recidivism as discussed in the CEA supported RAND Corporation’s studies on the Effectiveness of Correctional Education. These studies support the premise that receiving correctional education while incarcerated reduces an individual’s risk of recidivating. They also found that those receiving correctional education had improved odds of obtaining employment after release. The authors also examined the benefits of computer-assisted learning and compared the costs of prison education programs with the costs of reincarceration.

Elizabeth Drake

Senior Research Associate at Washington State Institute of Public Policy.

Since the 1990s, the Washington State legislature has directed the Washington State Institute for Public Policy (WSIPP) to identify policies with an “evidence-based” track record of improving certain public policy outcomes. Outcomes of interest have included, among others, education, child welfare, crime, and mental health.

The studies Beth has been involved in have found that a number of public policies can reduce crime and are likely to have benefits that exceed costs. They also found credible evidence that some policies do not reduce crime and are likely to have costs that exceed benefits. The lists provided by WSIPP are designed to help with subsequent State budgets and policy legislation. The Washington State Legislature has directed WSIPP to create an inventory of evidence-based and research-based programs to be used by the Department of Corrections. WSIPP provided that inventory of evidence-based and research-based programs for adult corrections.

Beth’s research includes, ‘Inventory of Evidence-Based and Research-Based Programs for Adult Corrections in December 2013’
KEYNOTE SPEAKERS

Pamela Snow
The Head of the La Trobe University Rural Health School.

Pam is a registered psychologist, having qualified originally in speech pathology and her research spans various aspects of risk in childhood and adolescence, in particular:

• the oral language skills of high-risk young people (youth offenders and those in the state care system), and the role of oral language competence as an academic and mental health protective factor in childhood and adolescence;
• applying evidence in the language-to-literacy transition in the early years of school;
• linguistic aspects of investigative interviewing with children / adolescents as witnesses, suspects, victims in criminal investigations;

Pam has research links with the education, welfare and justice sectors, and her research has been published in a wide range of international journals. She is frequently called upon to address education, health, welfare, and forensic audiences and has over 120 publications, comprising refereed papers, book chapters, monographs and research reports.

Karen Brown
Director, North Carolina Department of Public Safety Correction Enterprises. President of the National Correctional Industries Association which represents all 50 US States and has close to 20,000 members.

Twenty-six years’ experience in business and financial management including strategic planning, operational and capital budgeting; cash flow analysis; contract administration; accounting; forecasting and tracking Return on Investment (ROI).

Karen is responsible with providing job training to over 2200 inmates through the manufacture of quality goods and services for state agencies. Division has 17 different industries, 31 facilities and 400 employees. Annual sales for 14/15 exceeded $95.2 million.

Karen has developed and implemented policies and procedures to promote consistency in operations. Control raw material and finished goods inventory of approximate $25 million. Develop and implement prisoner work opportunities and training programs. Partner with private sector businesses, the Employment Security Commission and the North Carolina Community College System to employ trained ex-offenders. She is also responsible for developing a diverse workforce able to meet the challenges of supervising and training the prisoner population.
KEYNOTE SPEAKERS

Kylie Farmer

The conference planning committee is extremely happy to announce that Kylie Farmer will be participating in this year’s conference. Kylie (also known as Kaarlijilba Kaardn) is a proud Noongar woman from Pingelly in Western Australia. Kylie has consistently excelled in many aspects of the performing arts. She is best known for being a versatile actress of theatre, film and television. Kylie has played Juliet in a run of Romeo and Juliet with the Australian Shakespeare Company, performed in the theatre production Aliwa, featured in television’s The Gods of Wheat Street, Redfern Now and the children’s show Waabiny Time. Kylie has also featured in the films, The Sapphires (2010) and the soon to be released, Friendship Love and Loyalty.

Kylie is a great storyteller and passionate supporter of her people, traditional cultures, and the future of children everywhere. We look forward to hearing Kylie share her thoughts in her address at the conference on the Monday.

Ian Trust

Ian will be the featured speaker at the conference dinner. He is the Executive Director of the Wunan Foundation and has been involved with Wunan since its inception in 1997. Ian is one of the driving forces behind Wunan’s key strategy to establish a strong economic base, which allows it to deliver sustainable programs to assist Aboriginal people of the East Kimberley to create better lives and a more positive future for themselves.

Ian is involved in the support and development of emerging Aboriginal leaders in the East Kimberley because he believes developing strong leaders from within the Aboriginal community is crucial to drive and maintain development strategies and ensure Aboriginal people achieve their full potential.

Ian uses a metaphor called ‘Swimming the River’, to talk about how life was radically changed for his people with the arrival of white settlers. After successfully surviving in a harsh desert environment, Aboriginal people were now faced with the challenge of surviving a completely new, alien way of life. To do this, Ian explains, they must ‘swim the river’ in order to access opportunities such as jobs, housing and business opportunities. The place to learn to ‘swim the river’ is school.
The 12th Biennial ACEA Conference incorporating the CIAA is proudly hosted by the Tasmanian Department of Justice.

The conference committee is comprised of representatives from Tasmania, the ACT, New South Wales, the Northern Territory, Victoria and Western Australia:

Norman Alexander . Tasmanian Department of Justice
Mark Bartlett.......... ACT Corrective Services
Anthony Becker ....... Corrective Services NSW, Treasurer of ACEA
Ben Burbury.......... Tasmanian Department of Justice
Ray Chavez......... Department of Corrective Services, WA, President of ACEA
Jonathon Field ....... Tasmanian Department of Justice
Colleen Henry......... Corrective Services NSW
Bill Holland.......... Corrective Services NSW
Kieran McCann....... Corrections Victoria
Mike McLaughlin..... Tasmanian Department of Justice
Mark Norbury ........ Corrective Services NSW
Gary Rowbottom ..... Tasmanian Department of Justice
Yvonne Russell ...... Kangan Institute TAFE, Victoria
Shane Stanton ....... Tasmanian Department of Justice
Rob Steer .............. Department of Correctional Services, Northern Territory
INFORMATION FOR
DELEGATES & PRESENTERS

Conference Secretariat
The Conference Secretariat is located next to Reception in the Old Woolstore foyer. Delegates are asked to register on arrival.

Welcome Function
The welcome function will be held at 5.30pm on Sunday 22 November at Hadley’s Hotel, 34 Murray St. Hobart. Canapes and drinks will be served. Dress is smart casual, semi-formal or formal.

Gala Dinner
The gala dinner will be held in the Old Woolstore’s Stockman’s Restaurant from 7pm – 11pm. This is an opportunity to meet informally with old and new friends and enjoy fine food and wine. Ian Truss, Executive Director, Wunan Foundation, is the dinner speaker. Dress is smart casual, semi-formal or formal.

Sponsors’ Displays
Sponsors’ displays will be located in the foyer. Please visit them as they are a great support for our conference.

Conference Identification
All conference delegates are asked to wear the identification tags AT ALL TIMES during official conference activities. These tags are your entry to all conference activities including meals.

Conference Summary
The theme of the 12th Biennial Australasian Corrections Education Association Conference is The Pen, the Hammer or the Mouse: What works in correctional education and training in the 21st century?

The 12th Biennial Australasian Corrections Education Association Conference will provide a forum for the exchange of ideas and values pertaining to education, training and employment programs provided to people in correctional settings and under orders in the community. The aim of this conference is to stimulate and support the development of best education practices in correctional settings to assist in the rehabilitation of adult prisoners and offenders and young people.

The main topic streams of the conference are:

• Juvenile education and employment
• Indigenous education and employment
• Adult Basic Education
• Vocational training and employment
• Digital technology for delivering learning
about the old woolstore

location
The Old Woolstore is located in the Hobart CBD, one block back from the waterfront and just a short walk from the legendary Salamanca Place and Hobart’s Shopping Mall. Being centrally located we are only minutes’ walk away from a range of waterfront activities, restaurants and hotels. Using The Old Woolstore as your accommodation choice, your guests will benefit from all that Hobart has to offer while enjoying the comfort and convenience for which we are renowned.

facilities
- 24-hour reception and room-service
- 32 complimentary in-room television channels including 5 movie channels, and Fox Sport 1,2 and Fox Football
- Complimentary on-site gymnasium
- Complimentary Business Centre with computers and printer
- Complimentary passes to Hobart Aquatic Centre (5 mins walk)
- Nil credit card surcharge
- Complimentary parking for all in-house guests
- Complimentary WiFi internet connectivity

accommodation
The Old Woolstore features a flexible mix of Hotel Rooms, Studio and One and Two Bedroom Apartments. All rooms are individually air conditioned with ensuite.

onsite restaurant and bar
Our Stockman’s Restaurant is open for buffet breakfast between 0630 – 1000 daily and as an a la carte restaurant for dinner between 1800 – 2130. Our Baa Bar is open from 1600.

award
Gold Award in Business Tourism at 2014 Qantas Australian Tourism Awards – held in Adelaide in April.
conferences & events

The purpose-built conference, meeting and event facilities provide a versatile and professional environment in which to conduct your event or conference in Hobart. We offer a unique range of indoor and outdoor options to suit any occasion and specialize in residential multi-day conferences for up to 150 delegates.

Our Theatrette features 100 tiered seats with swing pallet, ceiling mounted data projector and lectern control panels, large fixed AV screen, broadband internet access and climate control.

The Merino Room (218m²) can accommodate:
- 200 theatre style
- 100 in a cabaret style setting
- Cocktail parties for up to 200
- 60 classroom style
- Dinners for 150

The Merino Room has the flexibility of being divided in half within minutes by a soundproof concertina door which then creates Half Merino and Shearers Room, (116m² each). Both rooms feature natural lighting.

Roberts Boardroom is a 14-seat, dedicated boardroom offering a private and relaxed atmosphere with natural lighting.

The Drovers Room (38m²) and Macarthur Room (48m²) offer ideal breakout options or provide ideal training venues for up to 20 or 16 respectively.

We have the following services/facilities to offer Conferences;
- Dedicated events team for conference management
- In-house IT support
- State of the art in-house audio visual equipment
- Outdoor areas – Rose Garden and Courtyard
- All catering prepared in-house
- Natural lighting
- Comfortable seating
- Delegate parking by arrangement
- Wheelchair access to all conference rooms
- Wheelchair accessible facilities

All our conference and accommodation facilities can be viewed online at www.oldwoolstore.com.au
PROGRAM

DAY 1  SUNDAY 22 NOVEMBER 2015

5.30pm-7.30pm  Cocktail Party
Venue: Mary Hadley Room, Hadleys Orient Hotel / Bar

DAY 2  MONDAY 23 NOVEMBER 2015

MORNING

8.00am-9.00am  Welcome to Country
Welcome to the Conference – Ray Chavez
Official opening – Dr Vanessa Goodwin
Tasmanian Attorney General, Minister for Justice, Minister for Corrections, Minister for the Arts, Leader of the Government in the Legislative Council
Venue: Merino Room

9.00am-10.00am  Keynote address 1 - Dr Susan Lockwood
Director of Juvenile Education, Indiana Department of Corrections (USA)
Facilitator: Ray Chavez
Venue: Merino Room

10.00am-10.30am  Morning tea and Sponsorship Expo
Venue: Foyer

10.30am-11.30am  Keynote address 2 - Kylie Farmer
Indigenous actor and television presenter
Facilitator: Buktha Sathurayar
Venue: Merino Room

11.30am - 12.00pm  SESSION ONE

(30 min session)  Workshop 1  Vacant
11.30am - 12.00pm  Venue: Shearers Room
DAY 2 MONDAY

(30 min session)  Workshop 2  Stream: Literacy and Numeracy
11.30am - 12.00pm  Presenter: Greg Barns and Rosalie Martin
Legal Literacy Confluence: An innovative team approach to literacy intervention
Venue: Theatrette

(30 min session)  Workshop 3  Stream: Literacy and Numeracy
11.30am - 12.00pm  Presenter: Ron Wilson
Prisoner Education Reform, Theory, Practice and Language
Venue: Drovers Room

(30 min session)  Workshop 4  Stream: 21st century learning
11.30am - 12.00pm  Presenter: Kate Brice and Ange Leech
Deadly Driving: discovering the wonderful world of digital technology in Correctional Education
Venue: Merino Room

12.00pm - 12.30pm  SESSION TWO

(30 min session)  Workshop 5  Stream: Literacy and Numeracy
12.00pm - 12.30pm  Presenter: Adam Nobilia
Literacy for Driving in Prison
Venue: Merino Room

(30 min session)  Workshop 6  Stream: Indigenous
12.00pm - 12.30pm  Presenter: Mark Bartlett and Andre Penders
Starting CALM, Staying CALM, Remaining CALM
Venue: Theatrette

(30 min session)  Workshop 7  Stream: Industries & Vocational Learning
12.00pm - 12.30pm  Presenter: Chris Brocklebank and Rob Steer
Italk Library / N.T. Corrections Partnership
Venue: Drovers Room

(30 min session)  Workshop 8  Stream: Juvenile
12.00pm - 12.30pm  Presenter: Neil Lloyd
Developing a Growth Mindset in Juvenile Offenders: an exploration of pedagogical reforms
Venue: Shearers Room
DAY 2 MONDAY

12.30pm-1.30pm Lunch
Venue: Stockmans Restaurant

AFTERNOON

1.30pm - 3.00pm Forum – Digital Technology

1.30pm-2.15pm (45 min session) Forum Intro 1 Stream: Digital Technology
Presenter: Rachel Bulliff
Secure Online Learning in New Zealand Corrections
Venue: Merino Room

2.15pm-3.00pm (2 x 15 min sessions followed by discussion for 15 min) Forum Intro 2 Stream: Digital Technology
1) Presenter/s: Helen Farley and Anne Pike
Taking Digital Learning to Prison in Australia, UK and Turkey
2) Presenter/s: Gary Orth and Clare Robinson
Digital Recourses Propel Tertiary Preparation Courses for Incarcerated Students Into 21st Century
3) Forum Discussion
Venue: Merino Room

3.00pm-3.15pm Afternoon tea
Venue: foyer

3.15pm – 3.45pm SESSION THREE

(30 min session) Workshop 9 Stream: Industries & Vocational Learning
Presenter: Sarah Duncan
Cultivating Emotional Balance in WA prisons
Venue: Merino Room

(30 min session) Workshop 10 Stream: Prison Education/Indigenous
Presenter: Robyn Evans and Catherine Franklin
Real training, Real Skills, Real Outcomes
Venue: Theatrette
DAY 2 MONDAY / DAY 3 TUESDAY

(30 min session) Workshop 11  Stream: Indigenous
3.15pm - 3.45pm
Presenter: Rob Steer
New Ways to Learn for Indigenous Learners
Venue: Drovers Room

(30 min session) Workshop 12  Stream: Prison Education
3.15pm - 3.45pm
Presenter/s: Douglas Tomkin, Rohan Lulham, Tasman Munro, Anthony Becker
Evaluating a new high security teaching environment
Venue: Shearers Room

3.45pm-4.45pm Keynote address 3: Karen Brown, NCIA President (USA)
(60 min session)
Facilitator: Steve Thorpe
Venue: Merino Room

4.45pm-5:00pm Day 1 Wrap up – Short Q & A
(15 min session)
Venue: Merino Room

6.30pm-7.00pm Pre-dinner drinks
Venue: Foyer

7.00pm-11.00pm Conference dinner
Dinner speaker: Ian Trust
Venue: Merino Room

DAY 3 TUESDAY 24 NOVEMBER 2015

MORNING

7.00am-8.00am Breakfast meeting – ACEA Members’ Annual General Meeting
Venue: TBA
DAY 3 TUESDAY

8.30am-9.30am  
Keynote address 4: Elizabeth Drake : Washington State Institute of Public Policy (USA)  
Facilitator: Anthony Becker  
Venue: Merino Room

9.30am – 10.00am  
SESSION FOUR

(30 min session)  
Workshop 13  Stream: Juvenile  
9.30am - 10.00am  
Presenter: Stavroola Anderson  
**Investigating Correlates of Language Deficits in Young Offenders**  
Venue: Merino Room

(30 min session)  
Workshop 14  Stream: Literacy and Numeracy  
9.30am - 10.00am  
Presenter: Rachel Bulliff  
**Embedding Literacy & Numeracy within Prisoner Trades Training**  
Venue: Theatrette

(30 min session)  
Workshop 15  Stream: Literacy and Numeracy  
9.30am - 10.00am  
Presenter: John Pegg and Rob Steer  
**Numeracy and Literacy needs of ‘At Risk’ Prisoner Learners in Corrections**  
Venue: Drovers Room

(30 min session)  
Workshop 16  Stream: Indigenous  
9.30am - 10.00am  
Presenter: Daniel Reeves  
**Rehabilitating Aboriginal Prisoners through Radio Station Training**  
Venue: Shearers Room

10.00am – 10.30am  
SESSION FIVE

(30 min session)  
Workshop 17  Vacant  
10.00am - 10.30am  
Venue: Merino Room
### DAY 3 TUESDAY

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<th>Time</th>
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<th>Topic</th>
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<tr>
<td>(30 min session) 10.00am - 10.30am</td>
<td>Workshop 18</td>
<td>Stream: Juvenile</td>
<td>Martin Trotman</td>
<td>Numeracy Support for low achieving students in NSW Juvenile Justice Schools</td>
<td>Theatrette</td>
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<td>(30 min session) 10.00am - 10.30am</td>
<td>Workshop 19</td>
<td>Stream: Industries &amp; Vocational Learning</td>
<td>Tony Layh</td>
<td>Aligning Victoria’s Prison Industries to 21st Century Employment opportunities</td>
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<td>(30 min session) 10.00am - 10.30am</td>
<td>Workshop 20</td>
<td>Stream: Indigenous</td>
<td>Jodi Miller</td>
<td>Western Kimberley Regional Prison - A Bold New World</td>
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<td>10.30am-11.00am</td>
<td>Morning tea</td>
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<td>Foyer</td>
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<td>11.00am – 12.00pm</td>
<td>SESSION SIX</td>
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<tr>
<td>(30 min session) 11.00am - 11.30am</td>
<td>Workshop 21a</td>
<td>Stream: Indigenous/Industries &amp; Vocational Learning</td>
<td>Jacinta Ledlin and Paul Boyce</td>
<td>Taking the Hammer by the Handle – Literally: The Gundi Program</td>
<td>Merino Room</td>
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<td>(30 min session) 11.30am - 12.00pm</td>
<td>Workshop 21b</td>
<td>Stream: Prison Education</td>
<td>Ray Chavez</td>
<td>Holistic correctional education: Time to provide real ‘skill sets’ for prisoners</td>
<td>Merino Room</td>
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<td>(60 min session) 11.00am - 12.00pm</td>
<td>Workshop 22</td>
<td>Stream: Industries &amp; Vocational Learning</td>
<td>Andrew Jarrett</td>
<td>The Prefabricated Modular Cell Construction Program</td>
<td>Theatrette</td>
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DAY 3 TUESDAY

(30 min session) Workshop 23a  Stream: Literacy and Numeracy
11.00am - 11.30am Presenter: Simon Burrett, Rosalie Martin and Norm Reed
Use of Video for positive literacy outcomes in Risdon Prison
Venue: Drovers Room

(30 min session) Workshop 23b  Stream: Prison Education
11.30am - 12.00pm Presenter: Mark Bartlett, Arthur Huggins and Janice Navin
Building Cornerstones for Foundation Skills Training
Venue: Drovers Room

(60 min session) Workshop
11.00am - 12.00pm Presenter: Pamela Snow, LaTrobe University Rural Health School (Victoria, Australia)
Facilitator: Stavroola Anderson
Venue: Shearers Room

12.00pm-1.00pm Lunch
Venue: Stockmans Restaurant

AFTERNOON

1.00 – 3.40pm Australasia (CIAA) professional development and information exchange session
Facilitator: Correctional Industries
Venue: Theatrette

1.00pm – 2.40pm SESSION SEVEN

(20 min session) Workshop 24 – Stream: 21st Century Learning
1.00pm - 1.20pm Presenter: Helen Farley
Providing Interactive Higher education using digital technology in Correctional Education
Venue: Merino Room

12th Biennial ACEA Conference 2015
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<td>1.20pm - 1.40pm</td>
<td><strong>Workshop 25</strong> Stream: Industries &amp; Vocational Learning</td>
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<td>Dr Anne Pike</td>
<td>Technologies to support ex-prisoners into employment, training or Education post release</td>
<td>Merino Room</td>
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<td>1.40pm - 2.00pm</td>
<td><strong>Workshop 26</strong> Stream: Prison Education</td>
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<td>Lorna Barrow</td>
<td>The Delivery and Problems Associated with Innovative Learning to the Prison Student Population</td>
<td>Merino Room</td>
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<td>2.00pm - 2.20pm</td>
<td><strong>Workshop 27</strong> Stream: Correctional research</td>
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<td>Fiona McGregor</td>
<td>Learning to Desist: re-evaluating prison education’s relationship from crime</td>
<td>Merino Room</td>
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<td>2.20pm - 2.40pm</td>
<td><strong>Workshop 28</strong> Stream: Industries &amp; Vocational Learning</td>
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<td>Joe Graffam</td>
<td>Toward a future beyond the Wall</td>
<td>Merino Room</td>
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<td>2.40pm - 3.00pm</td>
<td><strong>Afternoon Tea</strong></td>
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<td>Foyer</td>
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<td>3.00pm - 4.00pm</td>
<td><strong>Workshop 29</strong> Stream: Correctional Research</td>
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<td>Michael Hiskox and Bruce Western, Dept. of Prime Minister &amp; Cabinet</td>
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<td>Merino Room</td>
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<td><strong>Research Forum</strong></td>
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<td>Joe Graffam</td>
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<td>Merino Room</td>
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DAY 3 TUESDAY

4.00pm - 4.30pm  Summary, Thanks, Short Q & A  
Evaluation from delegates and Close  
Facilitator: Ray Chavez and Steve Thorpe  
Venue: Merino Room
The Pen, the Hammer or the Mouse?

Thanks to our generous sponsors

Training for a Better Future
WORKSHOP ABSTRACTS

Investigating Correlates of Language Deficits in Young Offenders

Stavroola Anderson
PhD Student, Sydney University

Contact with the juvenile justice system exposes youth offenders to a range of high-stakes language rich situations that they may not possess the skills to navigate. The primary aim of our research is to intensively examine the associations between language deficits and behaviour in youth offenders. In addition, our research aims to investigate the potential moderating roles of social inference and emotional reactivity on the relationship between language deficits and behaviour in youth offenders. The research involves male youth offenders between the ages of 14 and 21 years who have contact with Juvenile Justice NSW, and a comparison group, matched on gender and age, recruited through public schools in NSW. This research measures the structural, pragmatic and narrative discourse skills of participants, as well as self-perception of communication skills, social inference skills, behavioural difficulties and emotional reactivity.

This presentation represents the first opportunity to introduce results from the preliminary stages of the research to educators working within the justice system. Initial findings allow detailed description of the skills and modalities of language that youth offenders find most problematic. Also, analysis of findings will demonstrate how the language skills of youth offenders compare to those of their non-offending peers. In addition, results will clarify the relationship between language deficits and different socio-emotional and behavioural difficulties experienced by these youth. The presentation will culminate with discussion of educational strategies to support the development of those language skills this research indicates to be most challenging for youth offenders.

Legal-Literacy Confluence: An innovative team approach to literacy intervention

Greg Barns
Barrister, Tasmanian Prisoners’ Advisory Legal Service

Rosalie Martin
Clinical Speech Pathologist in private practice

People with low levels of literacy are over-represented amongst the incarcerated. Such disadvantage and disability negatively impacts their access to services to meet the most essential human needs upon release from prison (e.g., access to housing, employment). For some clients, access to release from prison when parole falls due is also adversely impacted by reduced functional literacy. This presentation highlights
the case of a long term functionally-illiterate client, several years past his earliest parole opportunity. This client was unable to engage with the documentation by which to apply for the pre-conditions of parole – namely staged, supervised community-access. It is shown how the trusted encouragement of the client’s lawyer became the point upon which his re-engagement with learning literacy turned. The case highlights how liaison between professionals not commonly understood to have directly complementary roles within rehabilitation teams – in this case a legal practitioner and a speech pathologist – can create innovative ways to effectively support hope, resilience and tenacity in undertaking the activity required to make literacy gains. The presentation will detail the client’s pre- and post-program literacy measures, as well as the processes employed within the phonemic-linguistic-metacognitive perspective of the program. Implementation challenges will be discussed.

The Delivery and Problems Associated with Innovative Learning to the Prison Student Population

Dr. Lorna Barrow

The aim of the Prison Project is to increase the availability of higher education within the prison student population. In doing so, it also aims to:

• Examine and rectify the problems associated with the delivery of innovative, 21st century learning to the prison student population
• Reduce the amount of recidivism experienced within the Australian criminal justice system
• Provide a means of rehabilitation to inmates, through higher education, in order to empower the prisoner to thrive academically, socially and mentally.

Starting CALM, Staying CALM, Remaining CALM

Mark Bartlett
Senior Manager, Offender Services & Corrections Program, ACT Corrective Services

Andre Penders
Trainer & Assessor, Campbell Page, AMC Education and Training

Alexander Maconochie Centre (AMC) was designed, built and operates in accordance with the ACT Human Rights Act 2004 and human rights principles. The AMC is the ACT’s only fulltime custodial facility. It was named after Alexander Maconochie (1787-1860), commandant, Norfolk Island convict settlement. He was a noted reformer who focused on rehabilitation rather than punishment.

At the time of writing we have 76 Aboriginal detainees in custody which equates
to approximately 21.4% of the total prison population. Historically the Aboriginal population within the AMC did not engage in education or employment to the same level as other detainees. Two years ago we embarked on a program of full time education for Aboriginal and Torres Strait detainees. Detainees were able to apply for a “position” in the program and if they were successful they would receive a salary for a full week of participation in the program.

The CALM program stands for Culture and Land Management. The commencement of this program in 2013 increased the Aboriginal detainee numbers attending education from 3 to 20. In order to comply with relevant security protocols, the overall CALM Program has been limited to eighteen males, equally divided amongst the three security classifications, and up to six women, (24 in total). A waiting list allows individuals to move into the program when positions become available.

We currently have 21 actively participating in the program, 17 men and 4 women. Core to the program is a Certificate II in Foundation Skills for Work and Vocational Pathways which includes the Horticulture Vocational Educational & Training elective stream. This program has been a drawcard for other external agencies and individuals to get involved. We currently have two (2) agencies actively participating in the program, Greening Australia and ACT Department of Environment and Planning involved as well as a language expert, a traditional basket weaver and art trainer.

**Building Cornerstones for Foundation Skills Training**

Mark Bartlett  
*Senior Manager, Offender Services & Corrections Programs*  
*ACT Corrective Services*

Arthur Huggins  
*Manager, Campbell Page AMC Education & Training*

Janice Navin  
*TAFE Western Institute, Corrections Training Co-ordinator*

This workshop explores the delivery of Foundation Skills and Vocational Education Skill Sets in a streamed delivery of three Foundation Skills Training Package certificates at the Alexander Maconochie Centre, ACT. Using examples of ‘the Pen’ (LLN skills), ‘the Hammer’ (VET industry skill sets), and ‘the Mouse’ (essential digital literacy) the workshop will describe the program genesis, its implementation, success outcomes, delivery pitfalls and unintended consequences.

Workshop participants will have an opportunity to compare the AMC delivery with their own similar programs, if any, and develop improvements and future initiatives.
The Foundation Skills Training Package was endorsed by the NSSC in February 2013 and is currently available to view and download on the training.gov.au website. At the AMC, Campbell Page trainers and assessors are partnered with TAFE Western Institute specialist staff to deliver Foundation Skills and Vocational Education Training under contract to both sentenced and remand detainees.

This is achieved through offering three qualifications (certificates) of the Foundation Skills Training Package which may include course electives from a number of VET training packages and the use of embedded LLN competencies encountered in those training packages.

**‘Deadly Driving’ Discovering The Wonderful World Of Digital Technology In Correctional Education**

Kate Brice  
*Education Campus Manager, WA Corrective Services Eastern Goldfields Prison*

Ange Leech  
*Casual Tutor at Eastern Goldfields Regional Prison and Program Facilitator for the Laverton-Leonora Cross Cultural Association*

Eastern Goldfields Regional Prison (EGRP) Education Campus Manager, Kate Brice and Casual Tutor / Regional Artist Facilitator, Ange Leech present a digital technology project that resulted in the production of a quirky, innovative stop motion animation film, called Deadly Driving.

The project was aimed at reducing the number of Indigenous prisoners incarcerated for driving related offences at EGRP. It was designed to include digital technology to enhance engagement, participation and motivation of the learners. Ange facilitated learning through creation of the film, mapping the puppet making; storyboarding; script writing; music, voice over; editing and filming to units in Certificate I in Gaining Access to Training and Employment (GATE), Keys for Life (K4L) and the Certificate I in Entry to General Education (EGE) unit, Prepare for Learner’s Permit.

This presentation covers how the project was managed, what barriers were overcome and the positive impacts of the Deadly Driving DVD. Excitingly, Deadly Driving has been included in the School Drug Education and Road Aware (SDERA) K4L resource package which is delivered to all eligible learner drivers in Western Australia. Over the past decade twelve thousand (12,000) people have completed K4L.

The production of Deadly Driving initiated a through-care approach to driving in the
small Indigenous township of Laverton. It has developed and fostered partnerships between the Education and Vocational Training Unit, Eastern Goldfields Regional Prison Education Centre, School Drug Education and Road Aware (SDERA) and the Laverton Leonora Cross Cultural Association (LLCCA). Participation in the K4L program now qualifies as work hours on the Remote Jobs and Communities Program (RJCP) in Laverton. Today’s presentation will demonstrate how those involved were able to navigate complex digital restrictions in a Correctional environment to produce a popular short stop animation film and open up other avenues of continuing the digital dialogue at EGRP.

_**italk™ library / N.T. Corrections Partnership**_

**Christopher Brocklebank**  
_Director, italk library_

**Rob Steer**  
_Executive Director, Correctional Operations, Northern Territory Department of Correctional Services_

Imagine for one moment that you were unable to read this piece of writing. What kind of vital information and knowledge would this lock you out of? Imagine that your English literacy level was sufficiently low that you were unable to do a written exam to obtain a driver’s licence, or type on a keyboard to use a computer. What kind of impact would this have on your life knowledge and work prospects? There are many inmates within Correctional Centres across the Northern Territory, and indeed across Australia who are in just such a position. These men and women do not have to imagine; this is their reality.

How can Correctional Centres meaningfully and accurately exchange information, from Induction Procedures to Safety Processes across this literacy barrier? Is there a better way? These are the kind of questions that the italk™ library / N.T. Corrections Partnership is working to address. italk library can convert written information into short visual stories that can be spoken in the language of the target audience. This helps to overcome the barriers presented by low levels of English literacy. italk library in partnership with the Northern Territory Department of Correctional Services has set up an industry training course at the Alice Springs Correctional Centre. This training course is using italk library methodology and italk™ software to train inmates in Media Production.

The course covers the production of educational stories in three areas:
1. **Work stories** – Work place training stories
2. **My stories** – Personal stories created by trainees
3. Language stories – Stories that strengthen skills in English and the trainees’ first language.

All stories can be viewed at www.italklibrary.com. Here they can be viewed as videos or as italk™ versions that can be swiftly spoken into any new language.

**Use Of Video Technology For Positive Literacy Outcomes In Risdon Prison**

**Simon Burrett**  
*Literacy Coordinator, Tasmanian Prison Service*

**Rosalie Martin**  
*Clinical Speech Pathologist in private practice*

**Norm Reed**  
*Pastor and Family Engagement Worker, Christian Family Centre*

In Tasmania, because 60% of prisoners’ families live outside of the capital city of Hobart and approximately 40% live in the north and northwest of the state (three to five hours drive away from the Risdon Prison site in the south of the state), technology has begun to play a crucial role in connecting prisoners to their families and their literacy needs.

In November 2013 a video visits programme was commenced with a Regional Visits Centre established in the north of the state to support families to video visit with incarcerated family members. Piggybacking on this network we have now been able to create the opportunities for inmates to assist their children with their homework. This service not only provides educational learning opportunities for prisoners and their children but also creates a shared experience that the prisoner is able to build on in the normal phone calls home when talking with his or her children.

This homework programme has proven to be exceptionally valuable for children’s carers who have appreciated the support and interest by the prisoner in the children’s schooling, an interest which is normally denied prisoners because of their incarceration. Video technology is now being trialled to expand on literacy support being offered to prisoners. One literacy programme in Risdon being offered by a speech pathologist has been exceptionally valuable. However the programme, which relies heavily on the voluntary services of professionals, is limited to a very small number of prisoners. Recent trials of video technology are very promising and suggest that volunteer specialists will be able to increase the frequency of visits and the number of prisoners they can service. Technology creates an opportunity for professionals to spend more time with more clients, more often and make significant gains in literacy outcomes for inmates.
Embedding Literacy And Numeracy Within Prisoner Trades Training

Rachel Bulliff
Senior Advisor, Offender Training and Education, NZ Department of Corrections and University of Waikato Masters student

Over 300 Corrections trades qualified Instructors deliver New Zealand Qualifications Authority (NZQA) accredited national qualifications to prisoner learners across a range of industries. Low levels of literacy and numeracy skills have long hindered prisoners’ efforts in achieving these valuable qualifications. Yet getting prisoners to participate in formal literacy classes can be fraught with difficulties, including breaking down the stigma associated with having poor reading and maths skills.

In 2009, a pilot group of ten Instructors and training staff were trained to embed literacy and numeracy within trades training. Since then, over 170 Instructors and other front-line staff have completed the Level 5 National Certificate in Adult Literacy and Numeracy Education, enabling them to embed literacy and numeracy within their specific trades training contexts.

Instructors have since developed a range of practical resources which they use to explicitly teach the necessary reading, writing and numeracy skills required of their specific trade contexts. Instructors report much higher engagement and comprehension by learners, improved course retention and qualification completion rates and more prisoners progressing onto higher level qualifications.

Prisoners report feeling more confident through learning the language and calculations of their trade, and being able to better understand and apply the theoretical work required of them to achieve formal qualifications.

The challenge ahead is to build upon this upskilling and ensure embedding of literacy and numeracy becomes standard practice across all trades training.

This presentation will showcase the work of prison trades training Instructors who deliver embedded literacy and numeracy to their prisoner learners.

Secure Online Learning In New Zealand Corrections

Rachel Bulliff
Senior Advisor, Offender Training and Education, NZ Department of Corrections and University of Waikato Masters student

Research across a range of jurisdictions shows participation by prisoners in foundation
level education and ICT contributes to measurable reductions in re-offending. Delivering effective literacy, numeracy and ICT education to typically disengaged prisoner learners is both a priority and a challenge within New Zealand’s widely distributed prisons. Historically ICT access has been limited, and access to internet-based education non-existent for prisoners.

An innovative pilot of Online Learning at Christchurch Men’s Prison Youth Unit in 2013 demonstrated that prisoner learners could safely access restricted and monitored educational websites. Uptake of e-learning by young prisoners was enthusiastic, in sharp contrast with typical responses to formal classroom education. Many started writing, and connecting their numeracy modules to their trades training. Statistically significant gains in literacy and numeracy skills were made by the pilot cohort at twice the rate of similar community-based cohorts. Learners gained significantly more credits towards their school-leaving qualifications than similar learners had in 2012.

Outcomes were so promising a roll-out of Secure Online Learning (SOL) to 14 computer suites across 11 prison sites was implemented over 2014/15. SOL provides access to twelve free or low-cost educational websites covering literacy and numeracy assessment and education, Te Reo Maori language, digital (ICT) skills, secondary school subjects, budgeting, driver education, career guidance and job search training.

Prisoners are enthusiastic users of the newly accessible career guidance, job search and driver education websites, showing genuine interest in researching career pathways and job opportunities, and gaining a practical understanding of the road code.

Rigorous IT security protocols, physical hardening and supporting business processes were developed, to ensure a high level of security management. Implementations of further computer suites are scheduled for 2015/16. This presentation will cover the environmental, technological and logistical challenges of such an implementation, and the real-world benefits being delivered to prisoner learners.

**Holistic correctional education: Time to provide real ‘skill sets’ for prisoners**

**Raymond Chevaz**

*Coordinator of Research and Evaluation for the Education and Vocational Training Unit (EVTU) of the Western Australian Department of Corrective Services*

The flexibility to provide education and training under the Western Australian VET system which can assist in providing positive outcomes required of most prisoners, including increased self-awareness, pro-social behaviour, and improved interpersonal
communication are invaluable to prisoner education. Practitioners in WA adapt and develop accredited units for Indigenous prisoners such as, ‘Indigenous Storytelling through Art’; ‘Indigenous History’ and ‘Noongar language and culture’, or courses like ‘Standing on Solid Ground’ an emotional and multiple intelligence course. These units can be included in a skill set type training program so, they can suit the holistic educational purpose of meeting both the acquisition of specific vocational skills required by national training packages and also address the criminogenic risk factors of the individual prisoner. The vocational skill set increases the opportunity to secure employment, while the correctional education skill set provides the transformative foundation which can help ensure positive social, familial and attitudinal well-being. It is the professional skills of qualified WA educators delivering these skill sets which can together help the prisoner adopt a more sustainable law abiding lifestyle.

**Cultivating Emotional Balance in WA Prisons**

**Sarah Duncan**

*Senior Education Officer, Western Australian Department of Corrective Services*

In 2011, the Education and Vocational Training Unit (WA Dept. Corrective Services) initiated the development of an Emotional Intelligence program that could be ’mapped’ to a unit in the Gaining Access to Employment and Training course. ‘Standing on Solid Ground’ (SSG) is an innovative adult education and training program which is currently being rolled out in six WA prisons. Four years development has resulted in creating a Workbook and Teacher’s Guide along with the relevant mapping and assessment tools. It was trialled at two maximum security prisons for two years then delivered to a third minimum security prison in 2014 where it was very well received. Currently teachers at six metropolitan prisons are being trained to run the program.

Prisoners gain skills and insights that help them to cultivate the emotional balance they need to maintain stable accommodation, employment, and relationships; key factors in reducing the likelihood of reoffending. It addresses the gap between getting a ‘ticket’ while in prison and being able to sustain employment after release.

SSG builds on strengths rather than repairing weakness and aims to:

1. Cultivate the habit of Awareness by learning to pay close attention to thoughts and feelings,
2. Build confidence and self-worth. Prisoners learn to challenge negative self-talk and begin to see themselves in a more positive light,
3. Identify values, and
4. Challenge limiting attitudes and beliefs. Learning to see things from a broader perspective is a skilful choice that prisoners are encouraged to practise.
The decision to roll the program out state-wide was based on good retention and completion rates, positive feedback, and reports from prisoners that the skills learned were helping them to manage stress better, to stay calm and listen more (during visits and phone calls), and to feel better about themselves.

**Real Training, Real Skills, Real Outcomes**

**Robyn Evans**  
*Vocational Training Officer, Lotus Glen Correctional Centre, Secure Facility*

**Catherine Franklin**  
*Programs Facilitator, Lotus Glen Correctional Centre Farm*

The 2014-2015 financial year was one of the most challenging for Queensland Corrections with the State Government abolishing the previous QCS/DETE education funding model established in 1995. Education in Queensland for offenders was at risk without innovative thinking and processes. As a result the Certificate III Guarantee model rolled out linked to Government outcomes and consistent with community standards. This key initiative under the Queensland Government’s five year training reform plan (Great Skill, Real Opportunities) subsidises eligible individuals to participate in Certificate I, II, III and Foundation Skills Literacy/Numeracy: targeted qualifications enabling employment across many industries.

LGCC embraces change! Moving forward, we link State Government identified vocational qualifications to job outcomes for offenders. This model focusses on the learning needs of individuals, identifies outcomes and supports transition from a foundation vocational qualification to entry level Certificate III. We embraced the new model, C3G which supports Government initiatives of identified job outcome areas delivering higher quality, more targeted education to a wider prisoner base.

Employing a focused, positive, practical, “get it done” approach, engaging Management and staff across all disciplines, we at Lotus Glen Correctional Centre have created a huge shift in culture which has in turn supported our efforts to motivate and engage prisoners through meaningful educational pathways supporting employment. Although the state benchmark for education engagement is 23% of eligible prisoners, Lotus Glen consistently achieves over 40%.

With over 65% indigenous clientele within our offender population of 880, Lotus Glen Correctional Centre has consistently exceeded benchmark outcomes during this transition period. Our proposed presentation focusses on how Lotus Glen CC
has successfully motivated and engaged our predominately indigenous prisoner population fundamentally increasing the ability of these minority groups to achieve meaningful educational outcomes for sustainable employment. We seek the opportunity to share our strategies with others at the 2015 ACEA conference.

**Taking digital learning to prison: How three universities are using technology to deliver higher education into prisons in Australia, UK and Turkey**

**Dr Helen Farley**  
Associate Professor (Digital Futures),  
Australian Digital Futures Institute, University of Southern Queensland

**Dr Anne Pike**  
Lecturer in Mathematics and Criminology; advisor to the University of Southern Queensland; Researcher at the Institute of Educational Technology, UK Open University

Around the world, various correctional jurisdictions are struggling to enable the delivery of higher education into prisons. At a time when universities are moving increasingly online, very often access to the internet is restricted or disallowed in correctional environments. Three universities, all leading distance education providers in the countries in which they are based, are delivering higher education into prisons using technology to varying extents.

This paper reports on regional differences in the provision of distance education into prisons, particularly using technology, in Australia, UK and Turkey. In these three jurisdictions, there are significant differences in prisoner access to computer hardware, personal devices and to the internet. How these differences impact on the delivery of distance education is explored with an examination of various learning initiatives and lessons learned.

**Providing interactive higher education using digital technologies in Australian correctional centres**

**Dr Helen Farley**  
Associate Professor (Digital Futures), Australian Digital Futures Institute, University of Southern Queensland

Prisoners in most Australian jurisdictions are not permitted to access online learning technologies due to procedural restrictions prohibiting prisoner access to the
internet. Formal education and training delivery to prisoners is currently provided in non-digital forms, usually in the form of blocks of printed text. Although this method enables access to course materials, it does not develop digital literacies in incarcerated students, and these skills are becoming more essential to pursue formal learning outside of correctional centres. Currently, there are few programs offered to incarcerated students that adequately prepare them for entry into higher education and even fewer that provide incarcerated students with the opportunity to use modern ICTs.

This paper reports on an Australian government-funded project, Making the Connection, which is taking digital technologies, that don’t require internet access, into correctional centres to enable prisoners to enrol in a suite of pre-tertiary and undergraduate programs. A version of the University of Southern Queensland’s learning management system has been installed onto the education server of participating correctional centres. The second stage of the project will see notebook computers preloaded with course materials, allocated to participating prisoners. At the time of writing, the project has been deployed at eight correctional centres in Queensland and Western Australia, with negotiations underway for further rollout across Australia.

**Toward a Future Beyond the Wall**

**Professor Joe Graffam**

*Pro Vice-Chancellor (Research Development and Training), Professor and Chair in Psychology, Deakin University.*

Little is known about the specific benefits and outcomes of education, training and employment for prisoners and ex-prisoners in Australia. The ‘Beyond Prison Walls’ ARC Linkage project is examining these questions. This paper reports on and discusses an early phase of our work: both peer reviewed and grey literature reviews of the field. There is sparse experimental evidence about the impact of vocational education or training programs on re-offending but we report the findings of a handful of research reports. A number of elements of potentially effective practice are identified relevant both to the content of programs and the selection of those participants who are most likely to benefit. We also highlight key findings from other literature, reports and papers.
ABSTRACTS

The Prefabricated Modular Cell Construction Program – Linking Innovation and Education.

Andrew Jarrett
Technical Support Officer, Corrective Services Industries, Corrective Services NSW

This presentation will focus on the construction of Two (2) Pods of Prefabricated Modular Cells that have been constructed utilising Inmate Labour which form an integral part of the Corrective Services NSW strategy for coping with significant increases in its prison population.

This Presentation will focus upon the opportunities that the project has created for inmates including but not limited to additional employment, Construction Skills, Literacy and Numeracy skills, Traineeships and Apprenticeships.

Aligning Victoria’s Prison Industries to 21st century employment opportunities: In a dynamic internal and external labour market

Tony Layh
General Manager, Prison Industries, Corrections Victoria

Corrections Victoria Prison Industries was a ‘mature’ business in many ways. The basic business building blocks of production capabilities, systems, processes, and customers had been consistent and relatively unchanged for many years. As a consequence revenue and margin were also unchanged for many years.

In 2013/14 a number of new challenges emerged:
• Dramatic increase in prisoner numbers
• Department of Treasury & Finance focus on the profitability of Prison Industries, and the level of taxpayer subsidy
• Review of post release employment prospects highlights issues with the majority of activity taking place
• System expansion provides ‘greenfield’ opportunities for the introduction of new activities and skills.

This combination of factors drove the need to identify a different approach for Victoria’s Prison Industries. As a consequence the following new strategies were identified:
• Short term need to provide extra employment activities, particularly in low
security prisons. Changing a ‘silo’ mentality was key to re-allocating work across different sites.

• Review of a number long standing activities and customers:
  o 65% of revenue/activity focused in Metal and Timber industries,
  o is the customer a good partner?
  o what are the vocational training/post release employment prospects of this work?
  o is the work profitable?

• Increased Commercial focus
  o Not for profit model analogy – culture change
  o Business cases to drive investment
  o Costing and pricing process reviews
  o Debtor management
  o Negotiation with customers to increase margins
  o Efficient business processes held back by inadequate systems

• Self sufficiency strategy
  o Use Greenfield developments to introduce ‘new’ activities directed towards supplying the Victorian public prisons
  o Criteria for choosing new activities included potential for higher margins, improved post release employment prospects
  o Staff expansion allowed the introduction of required new skills and experience
  o Identified a long term ‘marketing’ strategy including highlighting these new products, to overcome negative internal perceptions towards Prison Industries products.

• Update on progress of implementation of the new strategy:
  o Current state
  o Successes
  o Issues and roadblocks
  o Next steps and evolving challenges
Taking The Hammer By The Handle - Literally.
The Gundi Program - A Building Program For Indigenous Inmates

Jacinta Ledlin
Senior Correctional Education Officer,
St Heliers Correctional Centre, Corrective Services NSW

Paul Boyce
An Anaiwan man and Mentor for the Gundi Program, St Heliers Correctional Centre, Corrective Services NSW

The GUNDI program is a recipient of the international award from the International Corrections and Prisons Association. The Gundi Program was chosen for this award from more than 80 international nominations and was presented with the award at the Association’s 15th AGM and Conference, ‘Thinking Outside the Cell: Reducing the Use of Imprisonment’ in Colorado Springs. The program combines the pen, the hammer and the mouse approaches as indigenous students build their way to a better future in more ways than one.

The word gundi has a broad meaning in Kamilaroi language. The word gundi encompasses shelter and all the implications that the concept of shelter brings with it including home, community and ownership. While participants on the program are providing shelter for remote communities the program is designed to shelter inmates by assisting them gain trade skills, employment and re-establish their lives once they leave gaol.

The main purpose of the Gundi program is to enable Indigenous inmates to gain employment skills in the construction and building industry. Involvement in the building of the houses allows the inmates to experience the art of building houses from scratch and the multitude of trade skills that accompany residential house building. In their 2004 literature review Rasmussen, Baydala and Sherman highlighted the preference of Indigenous students to learn through co-operative activities, use their superior visual-spatial abilities and apply an observational and hands on approach to learning. The Gundi program provides an opportunity for co-operative activities which lead to deep learning rather than the superficial learning which sometimes accompanies short VET courses taking place in an artificial environment.

This building project provides a perfect environment for the introduction, practising and refinement of trade skills through an interactive and hands on learning process. In addition to using the skills for employment, participants also have the opportunity
to take these newly developed skills back to their communities and share them. They can take their highly valuable skills, which include plumbing, carpentry, plan reading and plastering, and assist other community members.

The program extends beyond incarceration, with the Gundi mentor assisting the men to find suitable accommodation, access further training and find and maintain employment once they are released. This approach follows the guidelines of the Closing the Gap report where it has been shown that programs which are most effective are those that incorporate on the job training with support through mentoring (Graffam and Shrinkfield, 2012). As outlined by Simpson (2011), the Gundi Program, aims to bridge the gap between leaving incarceration and successfully rejoining the community. It does this by nurturing the development of sustainable and meaningful skills with the support of the Adult Education and Vocational Training Institute (AEVTI), TAFE and a Gundi mentor. The Gundi Program draws inmates who come from indigenous communities anywhere in NSW but the program particularly enjoys the external support of the Kamilaroi and Wanaruah communities of the local area.

Currently, nine houses have been completed and delivered to the remote communities of Hillston, Coonamble, Breewarina and Wilcannia as well as an intensive learning centre for Mid North Coast Correctional Centre. The houses are now occupied by local families and work has begun at St Heliers on the next houses to be built. Recent preliminary research has indicated that the Gundi program has a profound impact on many participants’ lives and dramatically improves their ability to maintain employment, stay out of prison and build more rewarding lives for themselves.

Developing a Growth Mindset in Juvenile Offenders: An exploration of pedagogical reforms.

Neil Lloyd
Deputy Principal, Brisbane Youth Education & Training Centre

The learning culture at the Brisbane Youth Education and Training Centre has been transformed over the last 3 years with significant improvements in student motivation and engagement being key outcomes. An increased commitment from students developed following a review of pedagogy and the adoption of teaching strategies centred around growth mindset theory. Growth mindset proposes that if individual students are provided with personal ‘stretch targets’ and their progress is monitored appropriately then an attachment to learning will be cultivated. Underlying this approach is a belief that every student is capable of progressing if they are provided
with relevant learning opportunities. BYETC’s pedagogical change has been supported by the introduction of a tailored diagnostic testing regime capable of setting measurable learning goals for students and the development of vocational education and training courses which are relevant to, and highly supportive of, ‘large gap’ learners.

A customised reading program has also been introduced to accelerate the acquisition of language skills in adolescents reading on average 5 years below peer expectations. The success of the change in learning culture can be seen in the increasing numbers of students wanting to continue their studies post-detention. It is now common for youth offenders to ask their community-based workers, “can I just keep doing what it was in ‘juvie’?” This has led to enquiries from across Queensland for BYETC to assist released offenders to continue their education in their home communities. In supporting this initiative it has been possible to engage more and more youth offenders in education programs post-detention. An unexpected consequence of the reforms has been an increased commitment from stakeholders to develop their understanding of best practice interventions in a detention centre school and how young people can be supported to continue to engage with their schooling.

Learning to Desist: Re-evaluating prison education’s relationship with desistance from crime.

Fiona McGregor
PhD student, University of Technology Sydney

While there is a sizeable amount of research available asserting that prison education ‘works’, sometimes prison educators wonder if this can be true. We see an offender progress in class and can identify small albeit significant changes that are verified by feedback from the individual student, classmates and other staff, indicating that real and positive transformation is occurring. Yet how disheartening it is to see the same person returning to prison having reoffended upon release. Sometimes it feels that what we do as teachers in prison makes no real difference – it’s just not enough.

Recidivism and even low educational achievement rates can suggest no progress has been made, so how do we explain the noticeable changes we see occurring in the prison classrooms. Are those changes even real? How can we capture and explain these changes? Do they have any long-lasting impact?

Rethinking rehabilitation and desistance as a learning process provides a useful lens to consider what happens when an offender is involved in education in custody. It moves us away from viewing prison education as valuable only in terms of its contribution to employability or improving accessibility to CBT-based Offending Behaviour Programs. It makes us think anew about what the impact of quality
custodial learning experiences may have on our incarcerated learners.

This paper aims to interrogate the terms ‘recidivism’, ‘rehabilitation’ and ‘desistance’ and to explore the relationship between principles of 21st century learning and desistance from crime, drawing on recent international research. It also raises questions about whether we can and should be developing pedagogies of desistance for our offender learners in order to better support the process of desistance started behind prison walls.

West Kimberley Regional Prison: A Bold New World

Jodi Miller
Assistant Superintendent Offender Services
West Kimberley Regional Prison

West Kimberley Regional Prison was commissioned in November 2012. The prison was designed for 120 male and 30 female prisoners accommodated in 22 self-care housing units. It is located 6km from the town of Derby and is a world first in terms of specific design and operational philosophy premised upon Aboriginal culture and values as far as possible. WKRP is an example of excellence.

The paper will discuss the unique grass-roots approach, and contemporary action research, taken to develop an integrated self-care model designed to meet the needs of Kimberley Aboriginal prisoners. The paper is divided into sub headings focussing on the actual model and the prison as a community, its implementation (staged approach), and the role of leadership, cultural security and the foundation of self-care (education/vocational support and contextualised learning developing employment pathways). Physical and mental health, working with community and Traditional Land Owners, lessons learnt and future projects are also explored.

Observations from criminologist and independent specialist’s visitors, and actual prisoner feedback, document the success of WKRP and its self-care model.

The primary goal of self-care is to reduce prisoners’ dependence on institutional care and provide skills for independent living. We have been doing it wrong for a long time. The model’s overarching aim is to improve rehabilitation outcomes and reduce reoffending for the benefit of offenders and the wider community. WKRP integrates offender services, prison industries and external partnerships to engage prisoners in life-skills development and Integrated Offender Management.

Self-care at WKRP has been an integrated approach, internal and external to the prison, and the learning outcomes are transferrable and can be applied to other
jurisdictions and service delivery models. Ultimately we are hopeful that through shared learning we will reduce the over representation of Aboriginal people in Australian Prisons.

**Literacy for Driving in Prison**

**Adam Nobilia**  
*Special Education Teacher, Long Bay Correctional Centre  
Corrective Services NSW*

For many people in custody, especially those identified as having a learning disability, their first adult experience of coming into contact with the law is through a driving offence, whether it be, driving without a licence, drink/drug driving, driving with an expired licence, driving a vehicle that is not roadworthy, not theirs or a combination of all of these.

My presentation will explore the barriers for people with a learning disability obtaining their driver’s licence, including low literacy levels, lack of confidence, inability to find a licensed mentor, inability to afford a roadworthy car, negative attitudes towards the law and an inability to pay SDRO fines.

There are numerous reasons why getting a licence in custody or being “licence ready” on release contributes largely to reducing recidivism; my presentation will detail the numerous reasons. My presentation will cover “What Works” in driver education in custody including a briefing on the successful Work Development Order Program for students. I will detail success stories of inmates completing the driving program in custody and offer practical resources to help facilitate this program successfully.

**Addressing the Numeracy and Literacy Needs of At-risk Learners in Corrections**

**John Pegg**  
*Professor and Foundation Director of the SiMERR National Research Centre at the University of New England in Armidale.*

**Rob Steer**  
*Executive Director – Correctional Operations, Department of Correctional Services in the Northern Territory*

Education and training have been placed among the core drivers of supporting prisoners to take more responsibility for their lives, and to offer them more options...
involving employment when they leave Corrections in the Northern Territory (NT). However, the low level of fundamental numeracy and literacy skills of a high proportion of prisoners presents a significant challenge to authorities. It also presents a major impediment to these prisoners participating successfully in education and training activities, even at a most basic level.

This paper details the results of a three-year study to address the development of fundamental numeracy and literacy skills in both the Darwin and Alice Springs Correction Centres for prisoners classified as at-risk learners. Evidence is provided concerning prisoner achievements and gains, and presents an overview of prisoner and prisoner tutor perspectives.

The central basis of the research is the QuickSmart numeracy and literacy programs. QuickSmart has been under development and refinement since 2001. It is a research-based program with a strong neuroscience basis that is highly supported, well-resourced and built around a professional learning program for Corrections staff and prisoner tutors. QuickSmart emphasises deliberate practice and effort to achieve automaticity with basic skills to create a strong base for future learning development.

QuickSmart had its origins as second-chance programs for students in upper primary and secondary schools. It is currently offered in over 1,200 schools to many thousands of students across Australia as well as with at-risk adult learners in TAFE, remote communities, and Industry. It is built around three 30-minute lessons a week. These lessons, comprising a series of small interrelated components, are structured for success, and built on the skill base and learning needs of participants. In the NT, numerate and literate prisoners were supported to be tutors who work with pairs of prisoners.

Technologies to support ex-prisoners into employment, training and continued education

Dr Anne Pike  
Lecturer in Mathematics and Criminology; advisor to the University of Southern Queensland; Researcher at the Institute of Educational Technology, UK Open University

This paper provides details of a research pilot at the UK’s Open University, investigating how technologies can support ex-offenders into continued education, training or (self) employment. Large-scale research has established links between employment, education and reduced recidivism but the detail about how they are
linked is less clear. This pilot builds on longitudinal research into the effects of prison-based college education for ex-prisoners in England and Wales (Pike, 2014) which identified that prisoner-students developed resilience and positive identity through their learning. They left prison with high hopes and aspirations for a better, crime-free future, but on release their positive identity was severely challenged and their aspirations for continued education and suitable employment were rarely fulfilled. Immense post-release barriers existed, including lack of ICTs and lack of support. Fortunately, their resilience and ability to reflect on their situation prevented them from returning to prison and ultimately it was found that where hope and positive identity could be maintained or renewed, prospects for successful integration into society were significantly improved. Building on this research and in order to gain an understanding of how learning and support mechanisms could better maintain that hope and positive identity, the TARGET project was born. It investigates how technologies can support access to employment, training and continued education in one community (piloted in Milton Keynes). In collaboration with ex-prisoners, local employers, charities and education providers a virtual hub of resources, including Open Educational Resources, was created. The resources were trialed through workshops and data collected from all stakeholders through focus groups and interviews. Findings suggest that the resources, alone, are not enough; peer-led community hubs are needed, providing safe physical spaces to engage with the resources, raise hopes and build positive identity. A blueprint for peer-led community hubs is being developed.

Rehabilitating Aboriginal Offenders Through Radio Station Training

Daniel Reeves
Prisoner Education Coordinator, West Kimberley Regional Prison

Over the past fifteen months, the Education Team at the West Kimberley Regional Prison (WKRP) have worked to establish a radio station training project for Aboriginal prisoners. This project involved meticulous planning and involved a five-week intensive training course, provided by a specialist media Registered Training Organisation (RTO).

The ACEA conference paper will cover in detail how the planning process occurred, how the challenges surrounding the project (e.g. security concerns) were overcome and how the project has led to tangible employment outcomes for Aboriginal prisoners in their local Kimberley region communities. During planning, the WKRP education team established partnerships with radio stations in Kimberley Aboriginal
communities. This provided the team with the insight needed to target potential candidates, who were identified based on their sentences, their community origins and whether they had the communication skills needed to be good community role models ‘on-the-air’, together with cultural issues (such as the acceptability of the prisoner in the relevant local community).

The training itself involved accredited unit delivery from Goolarri Media, with units sourced from the nationally-recognised Certificate III in Media (Radio Broadcasting). The results included unit completions for all participants and an ongoing partnership between various Kimberley radio broadcasters. Most importantly, the radio station project complemented the philosophy of the WKRP to support Aboriginal offenders in building their:

- Cultural responsibilities
- Community responsibilities
- Kinship and family responsibilities

Not only has the adopted training process led to real post-release job opportunities for Aboriginal prisoners, but it has also led to an internal prisoner radio recording service (which is scheduled to cover the WKRP NAIDOC Education day in July 2015). Ultimately, the high level of planning and investment from the Education and Vocational Training Unit (EVTU) reflects an approach to Aboriginal prisoner rehabilitation that could be applied by other prisons with similar prisoner populations.

New Ways to Learn for Indigenous Prisoners

Robert Steer  
Executive Director, Correctional Operations, Northern Territory Department of Correctional Services

The Northern Territory prison population has grown over the last 20 years at a rate greater than other jurisdictions and recorded the highest recidivism rate with 54 per cent of prisoners returning to prison within two years. One of the challenges confronting the correctional system in the Territory is the continued over-representation of Indigenous people in prisons. Indigenous people represent approximately 30 per cent of the Territory population, but comprise 85 per cent of the adult prisoner population.

Indigenous people face a number of challenges reintegrating into the community, in particular finding employment and accommodation. These challenges are often exacerbated by low levels of literacy, numeracy and basic skills and lack of employment options in remote communities. The Northern Territory Department of Correctional
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Services (NTDCS) is moving forward with a strong focus on employment to help break the cycle of re-offending, having recognised that there is a direct correlation between higher levels of education and employment and lower levels of crime. Prisoner education and employment will be the key to our success. Some of the initiatives that have been introduced include:

1. Education and Training
   • Italk stories
   • Drive Safe NT Remote Driver Education Program
   • Jumpstart – Batchelor Institute of Indigenous Tertiary Education
   • Quicksmart (University of New England)
   • Peer Education Program
   • Telstra initiative

2. Industry Opportunities
   • Sentenced to a Job – working in real world workplaces
   • Volunteer Employment – getting job readiness skills
   • Pilot initiatives – Pastoral Training and Automotive Training
   • Increasing Correctional Industries by providing new and innovative industries, providing:
     • increased prisoner participation rates
     • expansion of industry facilities
     • variety of industries
     • variety of jobs

The Northern Territory Government is determined to reduce re-offending and improve public safety through the provision of real jobs for prisoners.

Evaluating a new high security teaching environment

Douglas Tomkin, Dr Rohan Lulham, Kevin Bradley, & Tasman Munro
Designing Out Crime Research Centre, University of Technology Sydney

Anthony Becker
Principal, Adult Education & Vocational Training Institute, Corrective Services NSW

In 2014 Corrective Services NSW opened a purpose designed Intensive Leaning Centre (ILC) in the maximum security Mid North Coast Correctional Centre (MNCCC). The facility represents a considerable departure from teaching places in most prisons. The physical design is radically different from the surrounding accommodation blocks with an emphasis on openness, light, and colour. The centre is equipped with smart boards, specialised furniture and is designed for maximum
flexibility encouraging new ways of supporting learning. There are four classrooms, a library, amenity area, a staff office all of which are set on extensive timber decking in landscape grounds. This presentation describes an evaluation of the ILC conducted over a six-month period earlier this year following the first year of operation. The resulting recommendations have implications for the design of further prison learning centres and may also contribute to the wider debate of correctional centre design.

**Numeracy Support for Low-achieving Students in NSW Juvenile Justice Schools: QuickSmart**

**Martin Trotman**  
*Research fellow in SimERR National Research Centre*

QuickSmart Numeracy and Literacy programs are research and evidenced based. Since 2001, the programs have been implemented in over 1200 schools and with over 25,000 students. Students consistently achieve Effect Size improvements of 0.6-1.0 in basic skills and in standardised tests, i.e., bridging a three-year performance gap in one year.

QuickSmart Lessons are of 30-minutes duration, incorporate six, five-minute components and are delivered by a trained instructor to a pair of students. The lessons integrate Visible Learning with formative assessment and deliberate practice to support the establishment of automaticity with basic facts. Lessons provide for mathematical problem solving that links to curriculum outcomes.

This paper reports on two schools within NSW Juvenile Justice detention centres that implemented QuickSmart Numeracy through 2014-15. Staff undertook instructor-training workshops through 2014. One school implemented the program with students in its lowest-achieving mathematics class while the second school implemented the program across all mathematics classes. In all, 160 students were involved in the program.

The students involved generally performed below national benchmarks and their poor performance can be linked to social disadvantage and high recidivism rates. They identified as being disengaged from regular schooling, where their periods of attendance were commonly short and intermittent. Characteristically, these students’ working memory resources were commonly exhausted on basic academic skills, limiting capacity to undertake higher cognitive tasks.

QuickSmart was shown to be highly effective in addressing the particular educational challenges faced by these students in these schools. Staff comments from both schools report the ready engagement of students in the QuickSmart lesson routines. The lessons results showed Effect Size improvements in accuracy and speed in the
overall recall of basic numeracy facts of 0.7-0.8 and 0.8-0.9 respectively, with a wider range for specific assessments.

**Prisoner Education Reform – Theory, Practice and Language**

**Dr Ron Wilson**  
*Director, Diosma Consultancy Pty Ltd*

Contemporary corrections policy identifies prisoner education as influential in the reduction of recidivism. Many correctional performance indicators link effectiveness of education resource allocation with reduced recidivism. Reducing recidivism is an important goal however research on the relationship between prisoner education and recidivism is divided, ambiguous and, at worst, flawed (Gehring). The transformational imperative at the core of correctional / prisoner education practice is on student centred learning which addresses cognitive, social and vocational skill deficits. However the ambiguous policy and theoretical contexts challenge the effectiveness of prison education in directly reducing recidivism. These challenges are evident through the history of prisoner education.

Using the concept of transparent and opaque reforms (Cohen, 1985; Wilson, 2014) this presentation examines the challenges faced by Joseph Akeroyd (Victoria’s longest serving Inspector General 1924 - 1947) in his attempt to reform prisoner management by reducing recidivism through formalised education programs. This presentation then relates Akeroyd’s challenges to those faced by contemporary prison educators and questions how well prepared are today’s prison educators to undertake their role in reducing recidivism.