



australasian
corrections
education
association

11th Biennial

ACEA Conference 2013 incorporating CIAA



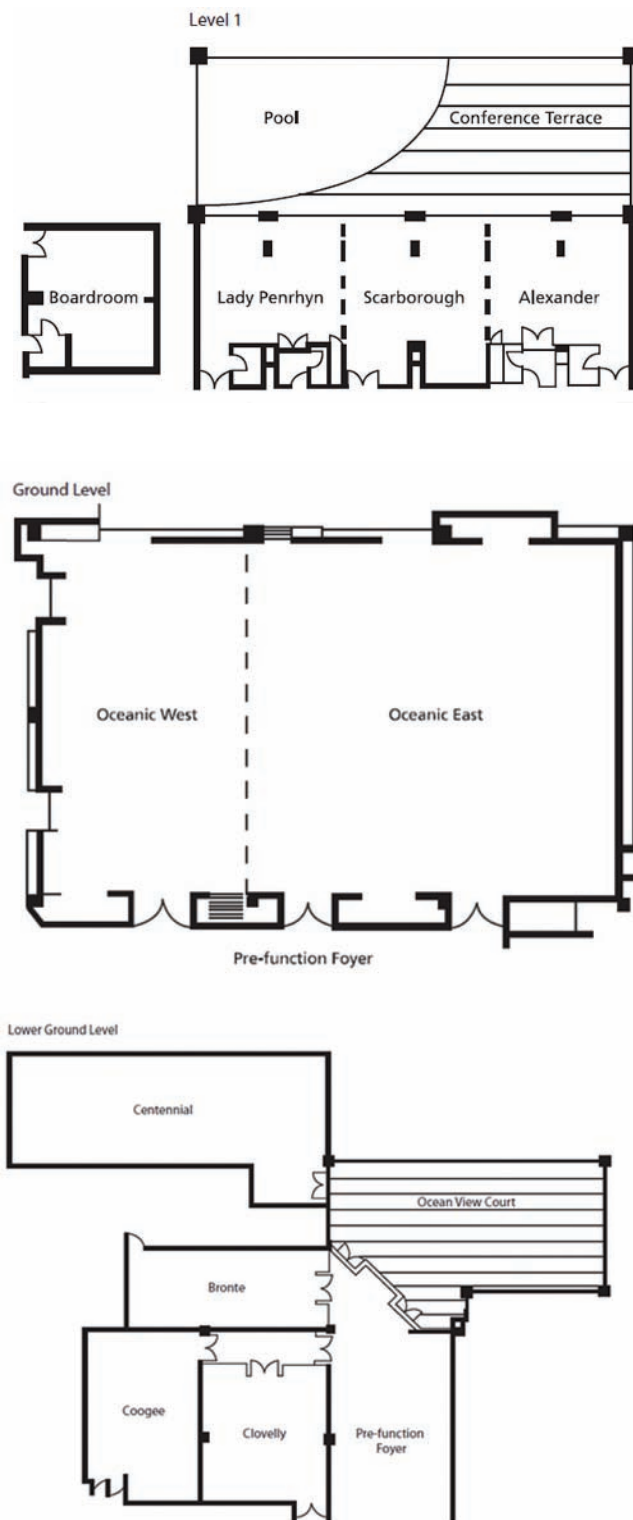
The Learning Prison Correctional Education in the 21st Century

29 September - 1 October 2013
Crowne Plaza
Coogee Beach
Sydney Australia



Corrective Services
Attorney General & Justice

Conference Venues and Breakout Rooms



On behalf of the Australasian Corrections Education Association (ACEA) and the Correctional Industries Association of Australasia (CIAA) I would like to welcome all our delegates to the 11th Biennial ACEA International Conference: 'The Learning Prison, Correctional Education in the 21st Century'.

It has been 12 years since NSW hosted the 5th Biennial ACEA International Conference. In 2001 the conference was located in the regional city of Bathurst which is a contrast to this year's location in the beautiful coastal village of Coogee. The organising committee has worked vigorously to ensure that the 2013 conference meets the high standard set in 2001 and at previous conferences.

The partnership between corrections industries and education and training has consolidated and grown in many jurisdictions since the co-joined ACEA & CIAA Conference held on the Gold Coast in 2011. This year again members of the CIAA will participate in this integrated industries, education and training conference.

The conference theme of 'The Learning Prison - Correctional Education in the 21st Century' is forward looking and places prisoner education at the centre of the prison and the correctional system. A number of workshops on the use of digital technology and prison education building design directly address this theme. I am delighted to welcome Rachel O'Brien from the UK who has put forward a vision for a 21st Century prison in her Transitions paper and surveyed the state of learning and skills provision training in UK prisons under the Learning Prison Project.

I would like to thank all our keynote speakers who have committed their time to participate in the conference and to present information on new correctional education and training practice, research and modelling, which will add to the dialogue in Australia and beyond.

I would like to thank those practitioners and researchers who will be sharing their experience, knowledge and ideas in the conference workshops. Delegates from each Australian state and territory as well as from New Zealand, Hong Kong, the United States and for the first time South Africa, will make this a truly international conference.

Over the two days of the conference I hope you will be engaged, stimulated, perhaps challenged and inspired. The conference organisers have provided a number of social and networking opportunities outside of the scheduled sessions. A welcoming reception will take place on Sunday evening on the Conference Terrace and a gala dinner is scheduled for Monday evening in the Oceanic Ballroom. I hope that you leave the conference with new ideas to apply to your work and a network of new colleagues with whom to share future challenges and solutions.

Anthony Becker
ACEA 2013 Convenor

KEYNOTE SPEAKERS

Lena Axelsson **European Prison Education Association (EPEA), Sweden**



Lena Axelsson, Sweden, is the Chairperson of the European Prison Education Association, EPEA. Professionally, she is the Swedish Prison Education Manager working at the Head Office of the Swedish Prison and Probation Administration. She is also the Swedish representative in a Nordic network for education in prison. She has been working within the field of education in prison for the last ten years and has contributed to a new way of organizing education in Swedish prisons. Lena started her career as a qualified subject teacher at upper secondary level within adult education in the middle

of the 80s. Later on she was employed as a Principal, also within adult education, first in a municipality, then at a national agency for distance learning.

Rachel O'Brien **Transitions, UK**



Rachel O'Brien has worked in policy and communications for over 20 years, in national non-government organisations (children and families services, homelessness and housing), for government as a special advisor and in think tanks. The latter included running the project team at the RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce). Here Rachel led on a range of projects notably The Prison Learning Network, which explored the state of learning and skills provision in prisons in England and Wales and resulted in a final report The Learning Prison (RSA 2009),

published in 2011. Rachel then wrote a second piece of work called Transitions (RSA 2011), which set out a vision for a 21st century prison, emphasising the role of service user engagement and co-design, social enterprise and community participation in justice services. As the Transitions Project Director, Rachel is now leading a feasibility study aimed at making Transitions a reality. The focus is work with a public adult resettlement prison in East Yorkshire in the north of England and the potential for using Government owned land adjacent to the facility as a Transitions park focused on strengthening the skills, learning and employment offered to prisoners and staff. The study will be completed in January 2014, with the aim of the project being up and running by the end of 2014.

Dr Steve Steurer **Correctional Education Association (CEA), USA**



Dr Steve Steurer has been Executive Director of the Correctional Education Association (USA) since 1986. He is a Collegiate Professor of Criminology for the University of Maryland University College. He has been involved in correctional education since 1975 and has been a member of the Advisory Board to the National Institute for Correctional Education, as well as working as a Correctional Academic Specialist for the state of Maryland. Steve consults with private foundations and US state and federal governments.

In his keynote address, Steve will focus on supporting education for the incarcerated. While his story is built primarily on the American experience, there are some important issues that cut across international borders. In the last decade or two, US research has shown the real benefits of education for the incarcerated in terms of reduced criminal activity and recidivism, and increased employment. So what have been the trends for correctional education, at least in the USA? What are some of the arguments that are being made for and against correctional education? What US states seem to be doing better than others and why? What is happening with technology in correctional education? Are private foundations coming forward? While exploring these issues, he will review some of the research such as a cost-benefit analysis in Washington State and the Rand-CEA study on best practices.

Dr Juanita Sherwood **University of Technology, Sydney (UTS), Australia**



Dr Juanita Sherwood is the Professor and Head of Australian Indigenous Education, Faculty of Social Science at the University of Technology Sydney (UTS). Juanita is a Wiradjuri woman who has worked in the area of Aboriginal and Torres Strait Islander health, education and research for over twenty years. Over that time she has had the opportunity to work with many Indigenous communities in urban, rural and remote areas across Australia. These opportunities have provided valuable learning experiences that have formulated for the learner a strong appreciation of the importance of recognising

that there are many ways of knowing, being and doing. Growing openness to many ways of knowing is an important undertaking, and one that requires sharing in the area of education and social justice.

PLANNING COMMITTEE

The 11th Biennial ACEA International Conference is proudly hosted by New South Wales through Corrective Services NSW. The conference committee is comprised of representatives from New South Wales, Queensland, Victoria and Western Australia:

Anthony Becker..... Corrective Services NSW, Treasurer of ACEA
Ray Chavez..... Department of Corrective Services, WA, Vice President, ACEA
Katrina Curry Corrective Services NSW
Colleen Henry..... ACEA Conference Co-ordinator, Corrective Services NSW
Bill Holland..... Corrective Services NSW
Janice Navin..... TAFE, NSW
Mark Norbury Corrective Services NSW
Yvonne Russell Kangan Institute TAFE, VIC, Juvenile Justice Rep, ACEA

ART EXHIBITION & POSTER DISPLAY

An exhibition of inmate art work will take place over the conference. These pieces, from the Boom Gate Gallery at Long Bay Correctional Complex, will be for sale during the conference, CASH ONLY.

In addition, there will be a poster display from Lotus Glen Correctional Farm in Queensland. Lotus Glen is a working farm housing 124 prisoners, of which 85% are Indigenous from the Cape York and Torres Strait region. The poster comprises elements created by individuals preparing for their future through "Preliminary Level" Literacy and Numeracy classes, collaged by the current students to exemplify the success of this Lotus Glen Farm initiative.



Shards by Wayne Cleveland
(Courtesy of Boom Gate Gallery)

EXHIBITOR PROFILES



With a National network of over 30 branches servicing in excess of 80,000 small businesses and ABN holders across all states and territories, Campbells Wholesale are Australia's leading distributor in Fast Moving Consumer Goods. With an extensive range of over 15,000 SKU's in Confectionery, Grocery, Non food, Soft drinks, Dairy / Frozen, Food service, General merchandise, Office products, Liquor and Tobacco, we are truly a 'One Stop Shop' for all your needs and are committed to providing the Total Supply Solution, whether you're after a shop in-store experience or a full delivered service. All branches offer a range of value added services, including e-ordering via our website www.campbells.com.au and over 130 Business Development Representatives and Telesales teams to assist in anyway we can.



OTEK provides a sustainable solution for your On Premise laundry. Substantial reductions in Water, Energy and Productivity costs can be achieved with our OTEK ozone system. The OTEK system also provides Disinfection in your laundry using cold water. Installing the

OTEK system will enable your laundry to work faster, cleaner and safer. For a free site survey please contact our office on 1300 766 961 or speak with our OTEK representatives at this year's ACEA conference.



Clearvue Electronics is one of the leading suppliers of specialised products to Correctional facilities within NSW, ACT and are now expanding into other states and territories. Clearvue Electronics is a subsidiary company of Peters Wholesalers who have been operating for more than 30 years. Clearvue strives to offer superior products

and services, relying on years of experience to assist our clients in the most efficient and beneficial way. We are committed to achieving our client's goals by offering specifically customised products that meet the strict specifications and requirements set by the corrective services. Our products include a High Definition 13" LCD TV made entirely from a customised transparent housing; in addition to this we also offer an electric kettle and 8" fan both with transparent housings. All our electronic products meet Australian and New Zealand standards, certification and warranted against defects. Clearvue Electronics have been continually supplying NSW Corrective Services for the past 10 years with clothing and other apparel including hats, beanies, gloves, sunglasses, towels, thongs, rainwear and more. We will always conduct our business with integrity and with awareness of our customers' needs.



TAFE NSW delivers a range of long and short courses that offer a choice of industry areas, learning styles and qualifications to suit students' needs. Courses are offered full-time, part-time and flexibly through distance and online learning. TAFE offers over 1,200 nationally

recognised vocational qualifications from Certificate One to Advanced Diploma level, as well as Graduate Certificates, Graduate Diplomas, Statements of Attainment and TAFE NSW statements. TAFE also offers higher education qualifications at Degree level. A wide range of short courses offers professional development and career acceleration options.



FranklinCovey is a global company specialising in performance improvement. We help organisations achieve results that require a change in human behaviour. Our expertise is in Leadership, Execution, Productivity, Trust,

Sales Performance, Customer Loyalty and Education. Our mission is to enable greatness in people and organisations everywhere. Our vision is to profoundly impact the way billions of people throughout the world live, work, and achieve their own great purposes.

The 7 Habits on the Inside

About two-thirds of convicted criminals reoffend after they are released from prison. What would our world be like if most parolees were so completely changed while incarcerated that they never return to a life of crime? Far too many have not had the benefit of early exposure to the life-changing guidance found in the 7 Habits concepts, such as responsibility, good decision-making, vision, teamwork, and renewal. The benefit of teaching The 7 Habits on the Inside is to give prisoners something to work on while incarcerated that will become of immediate use to them in prison and later, upon release. It is our belief that the 7 Habits provide the basis for fundamental change.

EXHIBITOR PROFILES

Accommodation

The Crowne Plaza Coogee Beach is located approximately 10km from Sydney Kingsford Smith Airport and 8km from the city. Village View king or twin hotel rooms have luxurious ensuites, ergonomic work desks, high-speed broadband internet access, LCD TV screens and 24 hour room service. Other features include pay-to-view movies, bathrobes and in-room safes. There is also a gym, pool, spa, tennis courts and business centre. Disabled access rooms are also available. Phone: (02) 9315 7600.

Conference Secretariat

The Conference Secretariat is located just inside the main entrance to the hotel. Entry is from Carr Street. Delegates are requested to register on arrival.

Welcome Function

Sunday 29 September, from 6.00pm to 8.00pm on the Pool Deck. Canapes and beverages will be served. Dress is smart casual, semiformal or formal. Music will be performed by Ben Fink and Mark Elliot. Mr Luke Grant, Assistant Commissioner Strategic Policy & Planning will give the Welcoming Address.

Gala Dinner

Monday 30 September – dinner is from 7pm to 11pm in the Oceanic Ballroom providing an opportunity to meet informally with old and new friends and enjoy fine food, wine and entertainment. Music for dancing will be provided by The Lurlines, and Valentino Arico will MC this fun-filled occasion. Dress is smart casual, semiformal or formal.

Sponsors' Displays

Sponsors' displays will be located in the Court Pre-Function Foyer just outside the breakout rooms. Please visit them as they are a great support for our conference.

Conference Identification

All conference delegates are requested to wear their identification tags AT ALL TIMES during official conference activities. These tags are your entry to all conference activities including meals.

The theme of the conference "The Learning Prison: Correctional Education in the 21st Century" focuses on lifelong learning and the role education and training plays in the rehabilitation process. It also reflects the shift to dynamic new technologies and methods being trialled and implemented in Australian and international correctional jurisdictions.

SUNDAY 29 SEPTEMBER

- | | |
|---------------|--|
| 2.00pm-6.00pm | Register and collect conference satchel
Venue: Registration desk, hotel lobby |
| 6.00pm-8.00pm | Welcoming Function – Cocktail Party and Art Exhibition Opening
Venue: Conference Terrace |

MONDAY 30 SEPTEMBER – DAY ONE

- | | |
|---------------|---|
| 6.30am-8.15am | Breakfast
Venue: Bluesalt Restaurant - Crowne Plaza guests only |
|---------------|---|

MORNING

- | | |
|-----------------|---|
| 7.30am-8.30am | Register and collect conference satchel
Venue: Registration desk, hotel lobby |
| 8.30am-9.30am | Welcome and official opening
Venue: Oceanic East

Welcome to Country
Welcome - Ron Cox,
President ACEA
Welcome – Rob Steer,
President CIAA
Welcome – Dr Anne-Marie Martin,
Assistant Commissioner, Offender Management and Policy
Official Opening – The Hon. Greg Smith, MP
NSW Attorney General and Minister for Justice |
| 9.30am-10.30am | Keynote Address – Ms Rachel O'Brien
RSA Transitions, United Kingdom
<i>RSA Transitions and the Learning Prison</i>
Introduced by: Anthony Becker
Venue: Oceanic East |
| 10.30am–11:00am | Morning Tea and Sponsorship Expo
Venue: Court Pre-Function Foyer and Ocean View Court
Art Exhibition
Venue: Oceanic Pre-Function Foyer |

- 11.00am-12 noon **Keynote Address – Dr Juanita Sherwood**
Professor and Head of Australian Indigenous Education,
University of Technology Sydney (UTS), Australia
Indigenous education: it does matter!
Introduced by: Anthony Becker
Venue: Oceanic East
- 12.00pm-1.00pm **Lunch**
Venue: Ocean View Court (or Bluesalt Restaurant if raining)
Art Exhibition
Venue: Oceanic Pre-Function Foyer

AFTERNOON

- 1.00pm-1.40pm **Forum - Panel Discussion**
Prisoner education and employment in 2025
Panel Members:
Lena Axelsson – Chair, European Prison Education Association,
Sweden
Ray Chavez – Vice President ACEA, Education and Vocational
Training, Department of Corrective Services Western Australia
Rachel O'Brien – Transitions Project Director, Royal Society
for the encouragement of Arts, Manufactures and Commerce
(RSA), United Kingdom
Dr Juanita Sherwood – Head, Australian Indigenous Education,
University of Technology, NSW
Dr Steve Steurer – Executive Director, Corrections Education
Association, USA
Steve Thorpe – Director, Corrective Service Industries,
Corrective Services NSW
Facilitator: Yvonne Russell
Venue: Oceanic East

WORKSHOP STREAMS

- Stream 1** Literacy and Numeracy – Coogee Room
- Stream 2** Indigenous – Clovelly Room
- Stream 3** Industries, Vocational Training and Employment – Bronte Room
- Stream 4** 21st Century Learning – Oceanic East
- Stream 5** Juvenile – Oceanic West

1.45pm-2.15pm

Session 1

- Workshop 1** **Stream 1**
Can brain exercises be used to reduce recidivism?
Katherine Alling, Language, Literacy and Numeracy Teacher,
Goulburn Correctional Centre, Corrective Services NSW
Facilitator: Buktha Sathurayar
Venue: Coogee Room
- Workshop 2** **Stream 2** **Stream 4**
*Making the connection: Creating a pathway for
Indigenous incarcerated into higher education*
Dr Helen Farley, Senior Lecturer, Australian Digital Futures
Institute, University of Southern Queensland
Facilitator: Janelle Ridgeway
Venue: Clovelly Room
- Workshop 3** **Stream 3**
*Implementation and benefits of an offender
employment portal*
Jeremy Hildreth, Reintegration Development Manager,
Corrective Services Industries
Justin Sargent, Project Officer, Reintegration Development,
Corrective Services Industries
Facilitator: Margaret Burns
Venue: Bronte Room
- Workshop 4** **Stream 4**
*Enhancing educational opportunity for prisoners by
providing a simulated online learning environment*
Dr Tas Bedford, Associate Director (Academic Development),
Gary Orth, Principal Examiner, Tertiary Preparation Program,
Open Access College, University of Southern Queensland
Facilitator: Yvonne Russell
Venue: Oceanic East
- Workshop 5** **Stream 1** **Stream 5**
*Murrumbidgee Education & Training Centre's
Recognising Respectful Relations*
Vanessa Akister, Teacher, David Bromhead, Principal,
Murrumbidgee Education and Training Centre, ACT
Facilitator: Kieran McCann
Venue: Oceanic West

2.20pm-2.50pm

Session 2

Workshop 6 **Stream 1** **Stream 5**

Language impairment, literacy problems and learning difficulties in youth offenders: A systematic review of empirical research in the past 25 years

Stavroula Anderson – PhD student, School of Psychology, University of Sydney, NSW
Facilitator: Buktha Sathurayar
Venue: Coogee Room

Workshop 7 **Stream 1** **Stream 2**

Garabara Indigenous Music Competition and Literacy: Using Indigenous music from www.triplejuneearthed.com to improve inmates' literacy

David Winch, ESL, Literacy and Numeracy Teacher, Corrective Services NSW and TAFE
Facilitator: Janelle Ridgeway
Venue: Clovelly Room

Workshop 8 **Stream 2**

Partners in Learning – Kangan Institute's approach to learning design

Mary-Ellen Blackburn, Assistant Manager, Dame Phyllis Frost Centre, Centre for Corrections Education, Kangan Institute of TAFE, Victoria
Geraldine (Dino) Anderson, Assistant Manager (Melbourne Assessment Prison), Centre for Corrections Education, Kangan Institute of TAFE, Victoria
Facilitator: Margaret Burns
Venue: Bronte Room

Workshop 9 **Stream 4**

Building a community of practice: The Journal of Prison Education and Re-entry – a new online periodical

Lena Axelsson, Prison Education Manager, Swedish Prison and Probation Administration, Sweden
Facilitator: Yvonne Russell
Venue: Oceanic East

Workshop 10 **Stream 3**

Getting the best bang for our buck! Trying to balance sustainability, commercial activity and employment and training outcomes in Western Australia's primary industries.

Kathy Csaba, Manager, Prison Industries, WA Department of Corrective Services
Facilitator: Kieran McCann
Venue: Oceanic West

2.50pm-3.20pm

Afternoon Tea and Sponsorship Expo

Venue: Court Pre-Function Foyer and Ocean View Court
Art Exhibition
Venue: Oceanic Pre-Function Foyer

3.20pm-3.50pm

Session 3

Workshop 11 **Stream 1** **Stream 3**

Convicts in the Classroom – The study experience of prisoners in Western Australian adult public prisons 2005-2010

Dr Margaret Giles, Senior Lecturer, Centre for Innovative Practice, Edith Cowan University, Western Australia
Facilitator: Buktha Sathurayar
Venue: Coogee Room

Workshop 12 **Stream 2** **Stream 3**

Gundi – There's no place like home

Jacinta Ledlin, Senior Correctional Education Officer, St Heliers Correctional Centre, Corrective Services NSW
Helen Adams, Correctional Education Officer, St Heliers Correctional Centre, Corrective Services NSW
Facilitator: Janelle Ridgeway
Venue: Clovelly Room

Workshop 13 **Stream 3**

Widening horizons: Preliminary observations about a new university program in South Australia's Mabilong Prison

Dr Michael X. Savvas, Lecturer & Foundation Studies Co-ordinator, Flinders University, South Australia
Salah Kutieleh, Associate Professor, Flinders University, South Australia
Facilitator: Margaret Burns
Venue: Bronte Room

Workshop 14 **Stream 4**

E-learning incarcerated: The social and cultural context of mobile and digital learning in Queensland Correctional Centres

Dr Susan Hopkins, Associate Lecturer, Open Access College,
University of Southern Queensland
Facilitator: Yvonne Russell
Venue: Oceanic East

Workshop 15 **Stream 3**

Creating lasting change

Brent Maughan, National Manager, Industry Sectors,
Department of Corrections, New Zealand
Facilitator: Kieran McCann
Venue: Oceanic West

4.00pm-4.15pm **Summary of Day 1 and close**

Facilitator: Anthony Becker
Venue: Oceanic East

4.30pm-5.30pm **Sponsorship Expo**

Venue: Court Pre-Function foyer

4.30pm-5.30pm **Juvenile Justice Educators' meeting**

Stavroola Anderson
Venue: Coogee Room

4.30pm-5.30pm **Teachers' Federation meeting**

Sharryn Usher
Venue: Bronte Room

6.30pm-7.00pm **Pre-dinner drinks**

Venue: Oceanic Pre-Function Foyer

7.00pm onwards **Gala Dinner**

Venue: Oceanic Ballroom
MC: Valentino Arico
Music: The Lurlines

TUESDAY 1 OCTOBER – DAY TWO

MORNING

6.30am-8.15am

Breakfast

Venue: Bluesalt Restaurant - Crowne Plaza guests only

7.00am-8.00am

Breakfast Meeting - ACEA Annual General Meeting

Financial members only
Venue: Southern end of Bluesalt Restaurant

7.30am-8.30am

Register and collect conference satchel

Venue: Registration desk, hotel lobby

8.30am-9.30am

Keynote Address – Dr Steve Steurer

Executive Director, Correctional Education Association (USA)
Supporting education for the incarcerated
Facilitator: Anthony Becker
Venue: Oceanic East

9.35am-10.05am

Session 4

Workshop 16 **Stream 3**

On the job training – Train the trainer

Angela Graham, Prisoner Education Operations Manager,
Education & Vocational Training Unit, Western Australian
Department of Corrective Services
Facilitator: Jacinta Ledlin
Venue: Coogee Room

Workshop 17 **Stream 2**

Walking together – Corrections and community in the 21st century

Louise Lynch, Aboriginal Literacy/Numeracy Teacher,
Silverwater/Dawn De Loas Correctional Centre
Janelle Ridgeway, Aboriginal Literacy/Numeracy Teacher,
Goulburn Correctional Centre
Facilitator: Nadene Rodham
Venue: Clovelly Room

- Workshop 18

Stream 3

The Road Ahead (Transport and Logistics)
Ray Driscoll, Teacher, Road Transport, TAFE Western, NSW
Helen Strik, Teacher, TAFE Western, NSW
Facilitator: Jan Navin
Venue: Bronte Room
- Workshop 19

Stream 4

A designer making sense of 21st century learning in correctional settings
Tasman Munro, Tasman Munro Design
Dr Rohan Lulham, Designing Out Crime Research Centre, University of Technology, Sydney
Facilitator: Kathy Alling
Venue: Oceanic East
- Workshop 20

Stream 2

Stream 3

More than just a work camp – an operational model for Indigenous employment and training for the mining sector in Western Australia’s Pilbara Region
Kathy Csaba, Manager, Prison Industries, WA Department of Corrective Services
Facilitator: Ray Chavez
Venue: Oceanic West

10.10–10.40am

Session 5

- Workshop 21

Stream 3

Education and industrial training – a collaborative approach
Steve Thorpe, Director Corrective Services Industries, Corrective Services NSW
Facilitator: Jacinta Ledlin
Venue: Coogee Room
- Workshop 22

Stream 2

Stream 5

Creative Arts training in Juvenile Justice for Indigenous students
Jack Randell, Teacher, Arts and Media, Dubbo TAFE, NSW
Facilitator: Nadene Rodham
Venue: Clovelly Room

- Workshop 23

Stream 3

Career Self-Efficacy as an indicator of successful employment post-release from prison
Sandie Jessamine, Communications Teacher, Corrective Services NSW
Facilitator: Jan Navin
Venue: Bronte Room
- Workshop 24

Stream 1

Legal Literacy program: Assisting students in the correctional setting and beyond
John Hargrave, Teacher, Literacy and Legal Literacy, Corrective Services NSW
Facilitator: Kathy Alling
Venue: Oceanic East
- Workshop 25

Stream 3

Corrections Victoria – Education delivery – 2014 and beyond
Kieran McCann, General Manager, Offender Employability, Department of Justice, Victoria
Facilitator: Ray Chavez
Venue: Oceanic West

- 10.40am-11.00am

Morning Tea and Sponsorship Expo
Venue: Court Pre-Function Foyer and Ocean View Court
Art Exhibition
Venue: Oceanic Pre-Function Foyer

11.00am-12noon

Session 6

- Workshop 26

Stream 5

1 hour presentation

Young Adult Offender programs in Corrective Services NSW
Dennis Carey, State Manager, Young Adult Offender Programs, Corrective Services NSW
Facilitator: Jacinta Ledlin
Venue: Coogee Room

Workshop 27 **Stream 4** 1 hour presentation
Inside/outside partnership developing prison radio by inmates for inmates

Margaret Burns, Teacher, Communication and Life Skills, Corrective Services NSW
 Kate Pinnock, Jailbreak Health Project Co-ordinator, Community Restorative Centre
 Facilitator: Nadene Rodham
 Venue: Clovelly Room

Workshop 28 **Stream 4** 1 hour presentation
Media production – a creative tool for engagement?

Rob Osborne, Manager, Audiovisual Production Unit, Corrective Services NSW
 Facilitator: Jan Navin
 Venue: Bronte Room

Workshop 29 **Stream 4** 1 hour presentation
Prison Education: Real Reform via the 7 Habits

Dr Dean Collinwood, Consultant and former Executive Director, Centre for Advanced Research, Franklin Covey, USA
 Facilitator: Kathy Alling
 Venue: Oceanic East

Workshop 30 **Stream 4** 1 hour presentation
CEA technology – tablets and online courses for staff

Dr Steve Steurer, Executive Director, Correctional Education Association (USA)
 Facilitator: Ray Chavez
 Venue: Oceanic West

12 noon-1.00pm

Lunch

Venue: Court Pre-Function Foyer and Ocean View Court or Bluesalt Restaurant (if raining)

Art Exhibition

Venue: Oceanic Pre-Function Foyer

AFTERNOON

1.00pm-2.00pm

Keynote address: Ms Lena Axelsson, Sweden, Chair of the European Prison Education Association (EPEA)
What is the current situation within education and training in prisons in Europe?

Facilitator: Anthony Becker

Venue: Oceanic East

2.05pm-2.35pm

Session 7

Workshop 31 **Stream 3**

Growth in Victorian prison numbers and the impact on prison industries

Tony Layh, General Manager, Prison Industries, Department of Justice, Corrections Victoria

Facilitator: Helen Peat

Venue: Coogee Room

Workshop 32 **Stream 2**

Yarning with the Aunties – An Elders program

James Opie, Principal, Sunning Hill School, Juniperina Juvenile Justice Centre

Lynne Kirkpatrick, Assistant Principal, Sunning Hill School, Juniperina Juvenile Justice Centre

Facilitator: Helen Adams

Venue: Clovelly Room

Workshop 33 **Stream 3**

Corrections Victoria – Industry Skills Centre Project 2008-2014

Rachael Newton, A/Senior Project Officer, Education, Training & Employment Unit, Corrections Victoria

Facilitator: David Gould

Venue: Bronte Room

Workshop 34 Stream 4***A space for 21st century learning in maximum security prisons***

Kevin Bradley, Fiona McGregor, Tasman Munro, Douglas Tomkin, Dr Rohan Lulham, Designing out Crime Research Centre, University of Technology, Sydney (UTS),
Facilitator: John Hargrave
Venue: Oceanic East

Workshop 35 Stream 3***The approach of Department of Correctional Services South Africa to education and training of offenders***

Hellen Leseyane, Educator, Mafikeng Correctional Centre, North West Province, South Africa; Excellence Ambassador for Education and Training
Tebello Mahlangu, Regional Co-ordinator, Formal Education, Department of Correctional Services, South Africa
Facilitator: Dr Ruth Price
Venue: Oceanic West

2.35pm-3.05pm

Afternoon Tea and Sponsorship Expo

Venue: Court Pre-Function Foyer and Ocean View Court

Art Exhibition

Venue: Oceanic Pre-Function Foyer

3.05pm-3.35pm

Session 8**Workshop 36** Stream 2 Stream 3***Northern Territory Dept of Correctional Services – Sentenced to a job – Indigenous Employment Transition Programs***

Rob Steer, Director, Industries and Employment, Offender Services, Programs and Indigenous Affairs, Northern Territory Department of Correctional Services
Facilitator: Helen Peat
Venue: Coogee Room

Workshop 37 Stream 2***Help with study costs***

Matthew Ferguson, Director of ABSTUDY, Australian Government Department of Human Services
Sarah Grasevski, Assistant Director, National Prison Service Team, Australian Government Department of Human Services
Facilitator: Helen Adams
Venue: Clovelly Room

Workshop 38 Stream 3***Custodial traineeships in the 21st century***

Marlene Lenstra, Traineeship Co-ordinator, Education & Vocational Training Unit, Western Australian Department of Corrective Services
Facilitator: David Gould
Venue: Bronte Room

Workshop 39 Stream 4***From access to success: Improving the Higher Education learning experience for incarcerated students***

Malcolm Wake, Dr Helen Farley, Dr Tas Bedford, Dr Angela Murphy, Offender Education, Southern Queensland Correctional Centre
Facilitator: John Hargrave
Venue: Oceanic East

Workshop 40 Stream 1 Stream 5***Unlocking learning – interactive literacy and numeracy courses for prevocational adolescent learners***

Neil Lloyd, Deputy Principal, Brisbane Youth Education & Training Centre, Brisbane Youth Detention Centre
Andrea Hayes, Head of Department (Curriculum), Brisbane Youth Education & Training Centre, Brisbane Youth Detention Centre
Facilitator: Dr Ruth Price
Venue: Oceanic West

3.40pm-4.10pm

Session 9

Workshop 41 **Stream 1**

Learning relationships, special education and correctional education programs

Alison O'Day, Special Education Teacher, Long Bay Correctional Complex, Corrective Services NSW

Facilitator: Helen Peat

Venue: Coogee Room

Workshop 42 **Stream 2**

An integrated approach to education and training for Aboriginal prisoners

Ray Chavez, Research and Evaluation Co-ordinator, Education & Vocational Training Unit, Western Australian Department of Corrective Services

Facilitator: Helen Adams

Venue: Clovelly Room

Workshop 43 **Stream 3**

Civilizing Incarceration

Jan Birmingham, A/Co-ordinator, Visual Arts, Long Bay Correctional Complex, Corrective Services NSW

Facilitator: David Gould

Venue: Bronte Room

Workshop 44 **Stream 4**

Compass – Engage the disengaged

John Morath, Education Consultant, Australian Council for Educational Research (ACER), Victoria

Nicola Roschko, Project Director, Australian Council for Educational Research, (ACER), Victoria

Facilitator: John Hargrave

Venue: Oceanic East

Workshop 45 **Stream 4**

Tasmania Corrections – a time for change

Dr Kay Cuellar, Senior Manager, Integrated Offender Management, Department of Corrective Services, Tasmania

Facilitator: Dr Ruth Price

Venue: Oceanic West

4:15pm-4.30pm

Conference wrap-up, evaluation and close

Facilitator: Anthony Becker

Venue: Oceanic East

Workshop 1

Can brain exercises be used to reduce recidivism?

Katherine Alling



As pressure mounts for governments to increase support services ensuring public safety while simultaneously slashing budgets, it has become evident that there is a growing need for innovative ways to address the issue of recidivism. Correctional education and therapy-based programs have shown much promise with studies reporting strong correlations between program participation and reduced rates of reoffending. However, developments in an emerging field of science known as 'neuroeducation' point to the potential for innovative approaches in the design of current practices. Research in the field of neuroscience is providing increasingly convincing support that old dogs can indeed learn new tricks. This change in attitude is due largely to research investigating 'neuroplasticity', the process by which the brain alters its structure through the growth and development of new and existing brain cells or neurons. The implications of a brain that can continue to grow and develop are enormous as it inspires new hope in attempts to rehabilitate offenders. Given that the clients within Corrective Services often report a myriad of learning difficulties, poor academic achievement, weak impulse control, poor decision making ability and cognitive distortion, it is well worth investigating alternative approaches to addressing these problems. It is the aim of the present study to explore the aforementioned implications in further detail as they can inform current educational and therapy-based practices aimed at tackling high rates of recidivism. This paper will review the literature in neuroscience, psychology and education, with particular focus placed on studies exploring the efficacy of interventions targeting specific brain functions involved in literacy, numeracy and executive functions. The findings are discussed in terms of design considerations for specific exercises that can be integrated within the current delivery of correctional education classes.

Workshop 2

Making the connection: creating a pathway for Indigenous incarcerated into high education

Dr Helen Farley



The University of Southern Queensland was recently awarded \$4.4 million to create a pathway for Indigenous and non-Indigenous incarcerated students into higher education. Depending on the experience and skills of the students, they can enter the pathway through a Certificate I, II or III before entering into a Tertiary Preparation Program, one-year Diploma of Arts or three-year Bachelor of General Studies program. All of these programs will be delivered on a version of Moodle, designed to operate without the internet, and eBook readers. Approaching release, students will be prepared for either employment or further study through specially

designed programs aimed at easing the transition from incarceration. This paper will outline the plans for this ambitious project, while considering the opportunities and challenges it will entail.

Workshop 3 **Implementation and benefits of an offender employment portal**

Jeremy Hildreth, Justin Sargent



The Employment Portal is a controlled, measurable, up-to-date and informative resource for all inmates who have access to the Offender Network in participating correctional centres. The design and implementation of the Employment Portal assists inmates to gain employment after release - a key factor in reducing recidivism. The Portal provides useful information on career planning, getting ready for employment, skills in demand and preparing applications / resumes. The Employment Portal will also assist offenders to develop an understanding of the necessary steps needed to register as an active Job Seeker and types of training programs available to further develop their skills and qualifications. It is essential that recently released offenders avoid unnecessary delays when actioning the above steps to avoid risk of re-offending and to increase their chances of securing employment or training outcomes soon after release. The Employment Portal will provide resources to help in planning this. AEVTI will provide information outlining the types of training programs available within Corrective Services NSW (CSNSW) for inmates to further develop their skills and qualifications. The portal gathers information offered by inmates to match their existing skills and qualifications against those required for a specific occupation. It is then possible to determine if career aspirations are realistic, whether relevant vocational training is available and use this to inform an offender's case plan. Job information appearing within the Employment Portal will be sourced from participating Job Service Australia (JSA) providers via a secure extranet with the main aim of building a link between Employers and Ex-Offenders (via the participating JSA providers) and therefore generating increased employment outcomes for the ex-offenders.

Workshop 4 **Enhancing educational opportunity for prisoners by providing a simulated online learning environment**

Dr Tas Bedford, Gary Orth



This paper outlines the development and trial of a project that aims to provide incarcerated students with opportunities to experience an electronic learning environment of a type increasingly used to deliver formal education programs online, especially in higher education. Generally, prisoners in Australian jurisdictions cannot

directly access such learning environments. Consequently, they are experiencing increasing disadvantage regarding their opportunity to acquire advanced education and vocational qualifications. The positive relationship between prisoner acquisition of education/vocational qualifications and reduced recidivism has been well documented in the literature. The project involves use of an internet-independent version of StudyDesk, the Moodle-based learning management system of the University of Southern Queensland (USQ). This version of StudyDesk is referred to as Stand Alone Moodle (SAM). In the partnership project between USQ, Queensland Corrective Services (QCS), Serco Asia-Pacific, and Southern Queensland Correctional Centre (SQCC), a particular USQ course SAM is being trialled with students at SQCC. In addition to describing the initial development of the project, the paper briefly canvasses the difficulties that had to be overcome in implementing the trial including the modification of the online course StudyDesk so it could function as a SAM. It then outlines intended future development of the project.

Workshop 5 **Murrumbidgee Education & Training Centre's Recognising Respectful Relations**

Vanessa Akister, David Bromhead

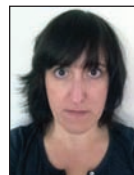


Early in 2012, Murrumbidgee Education and Training Centre (METC), the school within the Australian Capital Territory (ACT) Bimberi Youth Justice Centre, adopted a positive school wide behaviour support approach to promoting student learning. Following the ACT Human Rights Commissioner's earlier review of Bimberi, the METC community developed a holistic and positive child-centred approach to student development. Central to this approach are the adopted values of Martin Brokenleg and Larry Brendtro's Circle of Courage. METC has woven the Circle of Courage's four core values of belonging, mastery, independence and generosity into the Recognising Respectful Relationships (RRR), program. At its core RRR is a framework that articulates, teaches and recognises (rewards), positive behaviours related to Self, Others and Community. This philosophy and framework moves away from a deficit model of fixing flaws to a responsibility in building strengths. Combined with student's Individual Learning Plans that are also expressed in terms of the Circle of Courage's core values, RRR promotes individual and societal pro-social goals of positive regard for self and others. Within the RRR program students are assessed in each lesson on how they demonstrate the community's Respect values. The system is: transparent and timely - student achievements are immediately provided to them and a daily Respect Board displays ongoing achievements; realistic recognitions are provided according to levels of behaviour and students who are developing 'emerging respect' are also recognised; and motivating - tangible recognitions have extrinsic worth, while becoming more valued for students who demonstrate longer term respect.

Over the year that RRR has been operating, there have been measurable improvements in student behaviour, curriculum engagement and general school participation. Data collected in this period includes the high proportion of total Recognitions achieved by students and students' improved attitudes to education and learning.

Workshop 6 **Language impairment, literacy problems and learning difficulties in youth offenders: A systematic review of empirical research in the past 25 years**

Stavroola Anderson



Language impairment and literacy problems are two key obstacles that impact young offenders' capacity to effectively engage in programs, including educational programs, delivered within justice settings. The purpose of this systematic review is to investigate recent evidence of the prevalence of these problems among youth offenders and, more importantly, the evidence of effective intervention for such deficits. The results of a literature search of seven databases, using key terms relating to youth offenders, language impairment and literacy problems are discussed. PRISMA guidelines are used to select and analyse the quality of relevant research. Results reveal that language and literacy difficulties have been found to be prevalent in youth offender populations. However analysis demonstrates that the breadth and quality of research conducted into related interventions is limited

Workshop 7 **Garabara Indigenous Music Competition and Literacy: Using Indigenous music from www.triplejuneearthed.com to improve inmates' literacy**

David Winch



We run "Garabara" literacy classes for female inmates at Dillwynia Correctional Centre based on a music competition within the correctional centre between independent Indigenous bands selected from Triple J Unearthed. We play 6-8 new songs (some as videos) each week on the inmate's in-house MultiScreen TV system. Inmates listen in the cells, rate and write a short review then submit through the inmate library. Alternatively, they can join the literacy class, listen (again) to the songs then write their reviews. Ratings are collated to decide the favourite song. After 7 weeks, the weekly winners play off to get a series winner. Each band is invited by email to send in a message for the ladies to read in literacy class. About 40% of bands get involved and are universally enthusiastic. Literacy students write thank you letters back to the bands (sent by email by me). The workshop will run like a mini Garabara class – reading emails from bands, listening, rating and reviewing songs and writing thankyou notes.

A brief explanation of the Multi-Screen In-House TV system at Dillwynia CC will also be given. This project has enormous appeal to low level literacy students because they love the music and emails from the bands. The class is real!

Workshop 8 **Partners in Learning – Kangan Institute's approach to learning design**

Mary-Ellen Blackburn, Dino Anderson



Kangan Institute delivers accredited Vocational Education & Training (VET) to prisoners in the Victorian correctional system. Kangan Institute has developed the innovative 'partners in learning' approach to structure learning programs for offenders while working closely with the host organisation, Corrections Victoria. The emphasis is on the design of learning programs that will be of greatest benefit to offenders and to the prison community.

This has led to the design and implementation of 3 specific educational programs:

- Education and Inclusion (Hep C, Child's Play)
- Living Stories

The benefits of all three programs have included the following:

- Provided an opportunity to improve literacy and numeracy skills
- Developed oral communication skills
- Stimulated ongoing engagement with education
- Built social inclusion within prison community

This workshop session aims to share the learnings gained through the implementation of these three programs in a prison environment.

Workshop 9 **On Line Journal**

Lena Axelsson



Building a community of practice: The Journal of Prison Education and Re-entry – a new online periodical. A new scholarly journal in prison education and re-entry was unveiled at the recent European Prison Education Association (EPEA) Conference in June, The Journal of Prison Education and Re-entry (JPER). JPER is an international, open access, periodical that will publish peer-reviewed articles relevant to education in prison and prisoner re-entry. The target group is educators, scholars, counsellors, administrators, policy makers and others interested in prisons, re-entry, community and reform. Practitioner papers as well as research studies and

scholarship will be published. JPER is an inclusive forum where ideas from around the world will be vetted. EPEA welcome the initiative of this new online forum where the interdependence of researchers and practitioners is recognized. As Belfiore et al (2004) argued, "There needs to be more opportunities for both workplace educators and academics to write in the same journals". This workshop will present the new journal and give more information about call for papers and about expression of interest in participating in the editorial review board for the JPER. The Lead Editor, Arve Asbjornsen, of University of Bergen, Norway, has announced that JPER plans to publish its first issue by summer, 2014.

Workshop 10

Getting the best bang for our buck – Trying to balance self sustainability, commercial activity and employment and training outcomes in Western Australia's primary production industries

Kathy Csaba

WA Corrective Services has a strong focus on self sustainability and over the past four years prison industries has significantly contributed to this by moving to a more self sustainable model. The manufacture of items "in house" and food production at all farms, prisons and work camps has significantly increased over the past four years with internal supply now responsible for 85% of total industry output generating significant cost savings to the department.

With continuing budget constraints and growing prison populations, self sustainability ensures that the Department can offset the costs of incarceration and scarce resources can be redirected elsewhere. This however needs to be balanced with the key objective of prison industries which is to provide employment and on-the-job training opportunities that align as much as possible to the current labour market needs.

The integration of the Vocational Education and Training Unit (EVTU) into the Adult Custodial Division has provided the opportunity for the primary production industries to better identify training and employment pathways within the horticulture and agriculture sectors via the Integrated Market Garden and Farm Plans. In addition to meeting employment and training outcomes, a higher skilled workforce has had the added advantage of increasing production and therefore self sustainability outcomes as well.

Workshop 11

Convicts in the classroom – the study experience of prisoners in Western Australian adult public prisons, 2005-2010

Dr Margaret Giles



Spending public funds on educating and training prisoners can generate a significant return on investment by reducing costly recidivism and improving life outcomes for ex-prisoners. In WA adult public prisons, prisoners can choose whether or not to study and, if they choose to study, which classes to attend. This paper reports on 14,600 prisoners who were incarcerated in WA adult public prisons between 1 July 2005 and 30 June 2010, and the subset of these prisoners (n = 11,700) who studied whilst in prison (n = 140,000 class records). The data show that 88% of prisoners are male, the mean age of prisoners is 35 years, 58% of prisoners last resided in metropolitan Perth and 39% of prisoners are of Aboriginal or Torres Strait Islander (ATSI) descent. Two thirds of prisoners have served only one prison term in the data period with 54% of prisoners serving sentences of 12 months or less. Most prisoners who study undertake vocational education and training classes. Few prisoners take university-level classes. Proportionately more non-ATSI prisoners (31%) compared with ATSI prisoners (17%) successfully completed classes that improved their human capital as did proportionately more male prisoners (26%) compared with female prisoners (18%).

Workshop 12

GUNDI – There's no place like home

Jacinta Ledlin, Helen Adams



The GUNDI program was launched in mid 2011 aiming to help Indigenous inmates gain trade skills and secure jobs once released from custody. Through joint funding the project builds culturally appropriate housing for remote communities.

GUNDI means shelter in Kamilaroi language and for the program it has many meanings. While the participants on the program are providing shelter for remote communities the program is designed to shelter inmates by assisting them gain trade skills, gain employment and establish their lives once they leave prison.

Whilst participating in the program inmates have the opportunity to complete OHS Induction Construction (white card), Cert II Building and Construction, Get that Job (Statement of Attainment) and various relevant tickets such as their Elevated Work Platform ticket and Dogging ticket. At St Heliers GUNDI inmates have a workplace mentor from the organisation A4e who helps them transition to employment upon release.

Currently, seven houses have been completed and delivered to the remote communities of Hillston, Coonamble and Wilcannia. They are now occupied by local families and work has begun at St Heliers on the next houses to be built. It is hoped that Indigenous inmates who exit the program gain employment, re-establish themselves with their families and communities and stay home rather than coming back to gaol. After all there's no place like home.

Workshop 13 **Widening horizons: preliminary observations about a new university program in South Australia's Mobilong Prison**

Dr Michael X. Savvas, Salah Kutieleh



Flinders University, in partnership with the Department for Correctional Services and TAFESA, has embarked on an ambitious project to deliver its nationally renowned Foundation Studies Program (FSP) to a group of inmates at Mobilong Prison in South Australia. This innovative program has been running now for six months and all indications suggest that it will continue to run in the future. The FSP is a bridging program for people who wish to study at university but need to develop the necessary skills to cope with the demands of tertiary studies. More importantly, the program focuses on enhancing students' confidence in their abilities to use the acquired skills in their everyday life. A further aim of the Mobilong FSP is to reduce the risk of participants' recidivism through giving them alternative options for their future after being released from prison. All of the lectures and tutorials in the four topics comprising the FSP were conducted face-to-face and we negotiated the constraints on technology by providing extra computers, using staff to conduct Internet research with inmates, presaving YouTube clips to use in lectures, and engaging a university librarian to train students in more efficient ways to do online research. The students involved offered much feedback about the FSP and were generally very positive about the benefits it has given them. The low attrition rate and the high level of student engagement with the program have ensured the future support of all stakeholders for the program. The impact of the program on students' perception of their abilities and future aspirations will be the focus of a research project that will commence soon. It is an ongoing program that has evolved and will continue to do so through consultation with the participants, but it appears to be a successful initiative. I propose to talk about the basic aim and structure of the course and how students responded to it.

Workshop 14 **E-learning incarcerated: The social and cultural context of mobile and digital learning in Queensland Correctional Centres**

Dr Susan Hopkins



Projects which extend information and communications technology for prisoner education face challenges which go beyond ICT issues and relate to the social, cultural and affective climate of correctional centres. This paper has developed out of the recent trial of new mobile learning technologies including internet-independent e-readers loaded with Tertiary Preparation Program course content within five Queensland Correctional Centres. Through the application of critical theories within the sociology of education it suggests, however, technology alone cannot enhance learning unless it is embedded within a learning program which takes account of the student-prisoner's need for positive social exchange, reflection, self-growth, identity, purpose, meaning and autonomy.

While the internet and its digital cultures may carry connotations of connectedness, openness, fluidity and reinvention, incarcerated adult distance education students still confront many more traditional barriers to full participation. The challenge is to ensure incarcerated students are not left behind in this digital age and to balance institutional priorities such as order and security against opportunities for authentic, current, relevant and transformative learning experiences. One partial solution may be to include the prisoners themselves as co-researchers and co-producers of content in the design of digitised learning programs for incarcerated students.

Workshop 15 **Creating lasting change**

Brent Maughan



Too many lives in New Zealand are touched by violence and crime. At times it can feel like we're powerless to stop horrible things happening to people. But at Corrections, we're not powerless. We can make a difference and that's why we work here – to create lasting change in the lives of all New Zealanders by breaking the cycle of crime. Across the Department there is a move towards making more use of employment as a key strategy in achieving a 25% reduction in re-offending by 2017. The rebuild occurring in Canterbury after significant earthquakes has created some unique opportunities for us to embrace the employment of offenders in this District. The pace of the rebuild efforts is starting to increase and the needs of the labour market in Canterbury are changing quickly. The Department of Corrections is committed to helping with the rebuilding of Canterbury through a range of initiatives and programmes. As part of this success, Corrections has

engaged staff across Corrections and is working closely with a wide range of other Government agencies and external stakeholders. Our unique focus on rehabilitation and reintegration is making a meaningful difference to offenders in prison and the community, employers, and the community in general.

Workshop 16 **On the job training – train the trainer**

Angela Graham



Over the last few years the Education & Vocational Training Unit of the WA Department of Corrective Services has progressively developed an integrated education and training program which supports a cross Departmental approach for the rehabilitation of prisoners. One outcome of this initiative has led to the training of the highest number of Vocational Support Officers (VSO's) ever previously trained in VET. The VSO's have participated and/or completed Certificate IV in Training & Assessment (TAE) or a cluster of these selected units which are aimed at increasing prisoner vocational training. The new found confidence that has emanated from this success has resulted in strong Departmental support for initiatives being put forward jointly by Prison Industries and EVTU. This support includes backing for a new prison industry order of priorities which places Departmental self sufficiency and the upskilling of prisoners for post release employment as the top two goals. This presentation will include a discussion of the cross Departmental organisation of the TAE training, the different sources of funding used by EVTU to deliver the training, and the selection of both the participants and the public and private training providers involved.

Workshop 17 **Walking together – corrections and community in the 21st century**

Louise Lynch, Janelle Ridgeway



The concept behind the presentation titled "Walking Together – Corrections and Community in the 21st Century" is to showcase the possibility of positive relationships between Corrective Services NSW, Community, Non-profit Organisations and Aboriginal offenders within prison. This will be highlighted through successful projects undertaken at Dawn De Loas and Goulburn Correctional Centres. These projects involved Aboriginal offenders undertaking educational projects that provided an opportunity to showcase their culture and more importantly gain valuable literacy/numeracy/oracy skills. Implementing these projects required positive relationships being developed with Government, Community and non-profit organisations. Another important concept behind this presentation is to celebrate the success of Aboriginal offenders within prison and showcase the support and opportunities available. This

support includes Aboriginal Teachers, Aboriginal Community Members, Elders and outside Agencies to assist them in sharing their cultural knowledge. Opportunities involve the chance to gain educational achievements, address their case plan goals and more importantly their understanding of the importance of moving forward towards a positive future within their community upon release. Finally this presentation will also provide insight for other educators, both Aboriginal and non-Aboriginal, into how Aboriginal perspectives can be implemented across a variety of curriculum areas and elements of competency within the Adult Education and Vocational Training Institute's (AEVTI) educational programs.

Workshop 18 **The Road Ahead – transport and logistics**

Ray Driscoll, Helen Strik



There is no doubt that our highways are becoming busier. There is also no doubt that there are more trucks on the road these days. What is not obvious to the general public is that the amount of freight carried by trucks will double over the next two decades. The average age of truck drivers is in the mid-fifties. Training of inmates in transport and logistics by TAFE Western has been occurring since 2008 at three correctional centres in the central west of NSW. In this time TAFE Western has taken delivery of a mobile Heavy Vehicle Driving Simulator. This is only one of six in Australia. The intent of this training is to prepare inmates for work in the transport industry. Specific training includes practical skills including load restraint, completion of work diaries, chain of responsibility, route planning as well as time in the simulator experiencing various driving conditions and environments. Graduates now complete a nationally accredited certificate in either Logistics or Warehousing. Recent developments have seen driver training and licence assessment occurring. Upon release, former inmates are readily employable and have been taken up by national transport companies. There have been many Aboriginal people involved in these programs which have led to vocational outcomes and subsequent employment opportunities. This paper explains the journey so far, its popularity, and plans for the future development and progress of the training.

Workshop 19 **A Designer making sense of 21st century learning in correctional settings**

Tasman Munro, Dr Rohan Lulham



Within a 21st century learning environment, teachers model learning rather than teach learning. Staff are actively engaged in the process of learning with the adults attending their classes. They model how to learn – they demonstrate the engagement with and joy of learning – and they learn from the learners. In correctional settings

this learning needs to occur within a space bounded by layers of real and metaphysical barriers. In this paper a framework is presented that was developed by a designer to assist in understanding a 21st century learning environment in a correctional facility. In essence the framework was a tool for considering how to design a space to support 21st century learning, but it may have broader utility for educators. It may provide prompts for thinking about the types of interactions and meanings that can be supported for 21st century learning in correctional settings.

Workshop 20

More than just a work camp – an operational model for Indigenous employment and training for the mining sector in Western Australia's Pilbara Region

Kathy Csaba

In January 2014, the WA Department of Corrective Services will open its fourth "purpose built" work camp located in Roebourne in the Pilbara region. Unlike other work camps that have a primary focus on community work, charity and reparation to the community, the new Roebourne Work Camp will focus on Indigenous employment and training for the mining sector. The operational model will build on the award winning and successful "Decca" project which has operated from the Roebourne Regional Prison since 2007 and will relocate to the work camp. As a purpose built facility with classrooms, workshops and commercial kitchen, the new work camp will deliver the majority of training modules on site for progression to both specialised Work Ready Training programs and employment in the local mining, allied and support industries in the Pilbara. The program will continue to be supported by mining giant Rio Tinto, and it is expected that other high profile companies operating in the Pilbara will want to be involved with funding and delivery entry level training in house, with the objective of increased and sustained employment for Indigenous people.

Workshop 21

Education and industrial training – a collaborative approach

Steve Thorpe



This session will take participants on a journey through the achievements of the last two years from a CSI perspective, and how those achievements are linked to training, education, and post-release employment opportunities for offenders. The presentation will cover the following:

- Upgrade and commissioning of the Glen Innes Saw Mill
- Affordable Housing Unit
- CSI Inmate Driver Program
- Intensive Learning Centre (ILC) Construction Project

- Cessnock Food Manufacturing Facility
- New 14,000 meals per day cook/freeze production facility
- Current and proposed self-sufficiency initiatives
- Establishment and growth of Inmate Buy-Ups

Workshop 22

Creative Arts training in Juvenile Justice for Indigenous students

Jack Randell



Taphoglyphs and Teletoglyphs (carved trees) are particular to the inland south-eastern region of Australia. They form part of the cultural practices of the Wiradjuri and Kamilaroi nations of central western New South Wales and lower central Queensland. The carving of trees is no longer practised ceremonially, and many of the old trees have disappeared due to fire, early anthropological interference and willful destruction. Some remain but locations are kept secret from the broader community. Alternate forms of the practice have seen resurgence through cultural reappraisal both in carving with modern tools and painting. The "style" has also been adopted by contemporary artists claiming Wiradjuri or Kamilaroi heritage. The training program is based on an understanding of the history of this form, its historic uses and respect for the images, sites and trees. The technical skills training in research and replication of the "style" incorporates several vocational training units. The outcomes are based on community engagement processes including working with community to find ways of re-introducing these forms into public spaces and to re-claim ownership of the style. This presentation will include case studies, including a winning entry in a national competition and a cultural submission to a city park.

Workshop 23

Career self-efficacy as an indicator of successful employment post-release from prison

Sandie Jessamine



Career self-efficacy is an extension of Albert Bandura's (1977) theory of self-efficacy, which examines links between self-belief and behaviour, and postulates four sources of self-efficacy: past performance accomplishments, verbal persuasion, emotional arousal, and vicarious learning. In 1981 Hackett and Betz applied the concept of self-efficacy to career development, choice and adjustment, thus developing the theory of career self-efficacy. Career self-efficacy is useful for understanding the relationship between people and work in the post-release period from prison. Motivation to find and maintain employment is influenced by the beliefs an individual has about his or her capability, and beliefs about whether the environment will support them. Self-talk is central to how individuals interact with their environment. Career self-efficacy affects learning and performance by influencing a person's

goals, effort and persistence. This workshop explores the relevancy of this concept when developing and delivering work readiness programs for people in the pre-release period of custodial sentences, and argues that these programs need to offer more than skills based training and job search skills. Career self-efficacy can be strengthened through awareness, training and support and it may be the crucial factor in overcoming many other barriers to employment post-release.

Workshop 24 **Legal Literacy program – assisting students in the correctional setting and beyond**

John Hargrave



In a 2008 report on the legal needs of prisoners, the Law and Justice Foundation of NSW noted that in addition to the obvious criminal law problems that prisoners face, many also face a range of other civil and family law issues, such as outstanding debt, unpaid fines, unresolved family issues, tenancy problems and social security payments. These legal problems, if not adequately addressed, can reinforce and exacerbate the already entrenched economic and social disadvantage that many prisoners face, hinder their effective and positive reintegration into the community upon release and may lead to increased rates of recidivism. Although there are some legal resources in prisons, prisoners can face significant barriers in assessing this information and where access is possible, there can be difficulties understanding how to use the resources. The Legal Literacy in Prison Project aims to provide a legal education program to inmates within the framework of the existing AEVTI literacy curriculum offered to prisoners in NSW Correctional Centres. Legal content will be drawn from the Legal System, Family, Criminal and Civil law. In a collaborative approach, AEVTI teachers will work alongside lawyers from Legal Aid, NSW and Community Legal Centres (CLC's) to develop and deliver the course. It is anticipated that the course will assist inmates in dealing not only with their present legal problems but their future re-integration into society upon release.

Workshop 25 **Corrections Victoria – Education delivery – 2014 and beyond**

Kieran McCann



From January 2012, Corrections Victoria (CV) assumed the responsibility for the funding and management of the VET delivery in Victoria's prisons. This provided the opportunity to design VET delivery around Offender Management Frameworks and introduce a range of measures to prioritise delivery to those presenting with the greatest educational disadvantage. TAFE providers in the Victorian system were introduced to a range of performance measures including Minimum class sizes,

Successful Module completion rates and Participation rates of targeted groups, to support CV's Education and Training Strategy – Prisons 2012-2013. In conjunction with these performance measures, CV introduced a range of new services including Learning Plans and Vocational Counselling. These services are designed to assist enrolment practices and align vocational goals/interests with areas of prisoner employment where possible. In 2013, CV introduced a computer based Language, Literacy & Numeracy assessment tool. The tool identifies literacy and numeracy levels of learners, helping direct support to those most in need. Furthermore, the tool provides data from which to review systemic trends of functional literacy and numeracy. Moving into 2014, CV will continue to drive education to where it is most needed and look to maximise opportunities for vocational training within its prisons.

Workshop 26 **Young Adult Offender programs in Corrective Services NSW**

Dennis Carey



An overview of Corrective Services NSW with an emphasis on young adult offenders (18 to 25), this presentation includes objectives and operations of Gurnang Life Challenge program at Oberon Correctional Centre; women's Adventure Based Challenge (ABC); and Young Adult Satellite Programs (YASP).

The presentation will highlight the adventure therapy and experiential learning programs and explain the link into cognitive based learning, education, work readiness and self responsibility programs. Issues in relation to the dynamic risks of recidivism will be included, as well as readiness of young adult offenders for other programs such as Intensive Learning Centres.

Workshop 27 **Inside/outside partnership developing prison radio by inmates for inmates**

Margaret Burns, Kate Pinnock



Can prison radio be an asset to encourage rehabilitation and reduce recidivism? This was the question presented to the inmate participants who enrolled in a prison radio pilot project in CSNSW and they discuss the potential in a thirty minute CD they have produced. This project has been a collaboration between a communication teacher, a community radio program presenter and the Audio Visual Unit of CSNSW. The pilot has been inspired by the media award winning Prison Radio Association in England and Wales launched 18 years ago which today broadcasts 24/7 across thirty prisons.

The workshop will present inmate perspectives of their needs and their ideas on how a prison radio network could lower stress, increase stability in managing their sentence, and impact on rehabilitation. We will explore how prison radio offers an avenue for custodial and offender services, and can work to increase impact on everyone's objectives. The presenters will share the course outline with specific focus on teaching techniques working with recording technology, script writing and audio editing for attendees who are interested in launching their own pilot. Recommended to visit: www.prisonradioassociation.org. It is envisioned that the workshop will be an opportunity to establish a network of prison radio enthusiasts to contribute to continuing knowledge and resources in this dynamic untapped pathway to encourage rehabilitation.

Workshop 28 **Media Production – a creative tool for engagement?**

Rob Osborne



My presentation will consist of:

Part One – Educational Use of the Multiscreen channel.

In this section I will present 2 case studies on the use of the channel to deliver educational courses, "Listen and Respond" module, and a music tuition course.

Part Two – Media production – a creative tool for engagement?

As part of the development of the "in house" TV channels in individual Correctional Centres, accredited TAFE courses in Media Production (camera and editing) have been offered in 2 centres. Other centres have expressed an interest in adopting the same approach. I propose to present material from 4 aspects of this media based educational activity:

1. The Compulsory Drug Treatment Correctional Centre – 6 inmates have completed a TAFE accredited camera course, and are about to commence an editing course. They are engaged in producing an induction video, and have also produced a music clip and other content for CCDTV (the in house TV channel).
2. The media based elements of 2 ongoing projects – the "Unlocked" poetry project, and a radio production pilot at Dawn De Loas. The latter is the subject of a separate workshop, but my emphasis will be on the technical media training aspects, so will not invalidate the more detailed exposition of the other presenters.
3. The new studio (audio and TV production) facility at IDAPT (John Morony). My involvement to date has included the design of the studio space, and the specification of the equipment to be installed. This facility should be completed, and in use, within a few weeks. Media production courses, including camera, editing and audio engineering (music production) will be offered, and my presentation will conclude with some up to date observations on these developments.

Workshop 29 **Prison Education: Real reform via the seven habits**

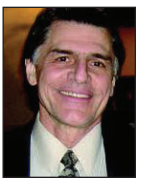
Dr Dean Collinwood



Pilot studies at several prisons in the past two years have documented significant reductions in penal code violations amongst inmates who had completed a 13-week course called the "7 Habits on the Inside." Assault, disobeying a lawful order, possession or use of drugs, and verbal and sexual abuse were among a dozen behaviours where dramatic and sustained improvement was shown. The studies were undertaken at several large, medium and maximum security prisons for men and at two prisons for women. Additional pilots are underway in smaller jails. The presentation will include hard data as well as inmate responses. In addition, one of the short videos used in the training will be shown to give attendees a taste of the training. Will improved behaviour while incarcerated translate to reduced recidivism upon release?

Workshop 30 **CEA technology – tablets and online courses for staff**

Dr Steve Steurer



Correctional education in the USA has been undergoing great changes during the last 10-15 years because of research findings, economic trends affecting government budgets and technological changes in the delivery of education everywhere. With a PowerPoint presentation, Steve Steurer will summarize the latest results of the federally funded newly released CEA - Rand Corporation Best Practices study and the long term and continuing efforts in Washington State to fund programs through performance-based research.

There are national and state efforts to reduce incarcerated populations of adult and juvenile offenders, a continuing trend to create effective re-entry programs and a brand new post-secondary (college credit) program in three large states funded by private foundations including Gates and Ford. The 2014 implementation of computer-based high school equivalency assessment by the GED Testing Service has effected immense changes in adult and correctional education in the USA and Canada. The trends in state and federal budget reductions have had negative impact on professional association training and conference attendance. Finally a brand new initiative by CEA and a private company to supplement education on all levels with secure tablet technology carries the promise of big changes in educational programs in jails, prisons and juvenile facilities.

Workshop 31 Growth in Victorian prison numbers and the impact on prison industries

Tony Layh



Workshop 32 Yarning with the Aunties – an Elders program

James Opie, Lynne Kirkpatrick



Sunning Hill School operates within Juniperina Juvenile Justice Centre. This centre accommodates young female offenders between the ages of 12 and 20. It is the only facility for young female offenders in NSW. The school caters for 36 young women. Aboriginal and Torres Strait Islander students average about 60% of the cohort. These young women come from a variety of geographic locations and domestic circumstances. Many have broken their connections with their culture and histories. Most have a disrupted academic history.

The staff at Sunning Hill School have embarked on a program to reconnect these young women with their communities by including the local Elders Group in the school teaching and learning. The school now has the 8 Ways of Aboriginal Learning embedded in all school programs.

“Yarning with The Aunties” is the story of the journey. The students, the teachers and the Elders have come away with a better understanding of the role identity plays to enable these young to succeed at school and to transition successfully to the community upon discharge.

Workshop 33 Corrections Victoria – Industry Skills Centre Project 2008-2014

Rachael Newton

Corrections Victoria’s Industry Skills Centre (ISC) was conceived in 2008 following various reviews of Prison Industries recommending the alignment of prison based employment with industry skills. The ISC model:

- Increases skill and employment outcomes
- Integrates education and training with industries
- Develops close links with employers
- Strengthens links within the Offender Management Framework.

To qualify for the program, prisoners must be working within prison industries whilst concurrently completing a formal qualification in the same field. For example, participants working within prison kitchens will receive qualifications in commercial cookery, and those within the metal engineering workshops will complete certificates in engineering.

Throughout their time on the program (minimum 6, maximum 18 months) prisoners receive intensive employment support from their “Field Officer” who later assists with reverse marketing the exiting prisoner to potential employers. Currently there are 6 participating prisons, with a planned expansion into the women’s prisons in July 2013, taking the ISC to 8 prisons out of the total of 13 prisons in Victoria. The model consistently places an average of 50% of participants into post release employment with a further 50% of participants remaining in employment 13/16 weeks later.

Workshop 34 Learning in maximum security prisons

Kevin Bradley, Lucy Klippan, Dr Rohan Lulham, Fiona McGregor, Tas Munroe, Douglas Tomkin



What sort of space supports transformative 21st century learning in maximum security prison? In August 2012 this challenge was proposed to the Designing Out Crime (DOC) centre in a brief from Corrective Services NSW. The brief provided a new frame for considering an educational centre in a maximum security prison. Rather than being described as a secure educational environment for remedial learning, it was framed as a 21st Century learning environment with core values of citizenship, creativity, critical thinking, problem solving and other key qualities consistent with obtaining employment and maintaining a life outside the justice system. Based on the principles of co-design, a multi-disciplinary DOC design team worked with staff and inmates in Corrective Services NSW to develop a design concept for new Intensive Learning Centres. Approved for construction later this year, this paper describes and reflects on the project and the plans for its evaluation.

Workshop 35 The approach of the Department of Correctional Services, South Africa, to education and training of offenders

Hellen Lesevane, Mahlangu Tebello



South African Correctional Centres went through several transformation stages. ‘Prisons’, as they were referred to prior to democracy, did not put more emphasis on rehabilitation of offenders, especially black offenders. An attempt was made by the 1945 Lansdowne Commission on Penal and Prison Reform to reverse the situation, but it was not successful.

The year 1994 was when South Africa became democratic, and Act 111 of 1998 then outlined development of all offenders. Restructuring within the Department of Correctional Services resulted in the creation of the Directorate of Formal Education and Skills Development to address illiteracy in Correctional Centres and to provide skills training that will enable offenders to contribute to community poverty alleviation, whilst still serving their sentences, and also to enable them to earn a living upon their release. The transition from punishment to rehabilitation of offenders in the form of Education and Training seems to be bearing fruits. For 2012/2013 financial year, about 5318 incarcerated offenders and parolees have participated in the Skills Development Programme and they continue to function productively in society.

Workshop 36 **Northern Territory Department of Correctional Services – Sentenced to a job – Indigenous Employment Transition Programs**

Rob Steer

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 49 per cent of prisoners returning to prison within two years. This continued re-offending and subsequent re-imprisonment is contributing to unsustainable growth in the prison population. 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, upon release from prison, face a number of challenges reintegrating into community, in particular finding employment and accommodation. These challenges are often exacerbated by low levels of literary, numeracy and basic skills, and lack of employment options in remote communities. In order to reduce re-offending and improve public safety, it is important that Indigenous people are supported to reintegrate successfully into the community upon release. Research shows that people are less likely to re-offend when they are in stable employment and accommodation. Sentenced to a Job, in partnership with local communities and industry, is providing relevant training to prisoners and assistance to remote communities to achieve economic development in construction, horticulture and agriculture, mining, and hospitality and tourism.

Workshop 37 **Education in custody – how the Department of Human Services can help**

Matthew Ferguson, Sarah Grasevski

This is a practical session focusing on two ways our department can help with education during custody:

- financial assistance with course expenses for Indigenous students, and
- real life content for literacy programs.

Currently, the Lawful Custody Allowance is under-utilised and this workshop will provide an opportunity to discuss coverage and any access issues to assist in streamlining the application process for education staff.

We'll also look at real life content you may want to consider including in your literacy programs to aid participant motivation. This includes things people leaving custody will often need to do to when seeking Centrelink, Medicare or Child Support services. For example, people looking for work may need to fill in a form each fortnight on their Activity Test requirements. People who have difficulty accessing health services and keeping medical records may wish to fill in a basic form for eHealth registration that can be processed pre-release. The workshop will provide the opportunity to discuss the types of products, context and mediums that will be most useful to education staff in correctional centres and potentially establish a working group that may wish to collaborate.

Workshop 38 **Custodial traineeships in the 21st century**

Marlene Lenstra



As part of the Education and Vocational Training Unit of Western Australia's developing integrated education and training program, Custodial Traineeships have changed to meet the shifting and diverse needs of Industry, clients and prison administration. The industry need for higher levels of traineeships and the subsequent up-skilling of Australian workers has filtered into WA prisons, allowing them to provide traineeships which align with skill shortages in the community and improved employment prospects for ex-offenders on release. Nationally, the proportion of people with a higher level qualification continues to rise. This trend is reflected in traineeships in WA correctional facilities. However, the pathways to providing higher level qualifications varies from site to site and has necessitated new ways of planning, implementing and tailoring traineeships to meet the needs of an increasingly diverse group of stakeholders.

The presentation will showcase three differing examples from WA prisons where a traineeship pathway has been planned, implemented and developed to meet the specific needs of an offender, a community industry area with skill shortages, and an internal prison refurbishment project, all of which provided an opportunity to deliver higher level qualifications.

Workshop 39

From access to success: Improving the higher education learning experience for incarcerated students

Malcolm Wake, Dr Helen Farley, Dr Tas Bedford, Dr Angela Murphy



Higher education institutions are increasingly relying on digital technologies that require internet access to support learning and teaching, particularly from a distance. Disadvantaged student groups that do not have access to the internet, such as incarcerated students, are often excluded as a result. This paper reports on a project that will develop and trial a sustainable and innovative learning management system (LMS) called Stand-Alone Moodle (SAM) that is able to operate without internet access. SAM will enable institutions to provide these students with similar course materials, activities and support available to other students, thereby improving the quality of the student learning experience. SAM will be trialled within a Queensland correctional centre and evaluated using a design-based research methodology. The findings and recommendations from the project will be disseminated to learning institutions and correctional centres across Australia to encourage equitable access to education for disadvantaged students. This paper will also report on the challenges and considerations of deploying such a system into a correctional centre. The digital literacies of staff and students, the maintenance of the technology and sufficient access to computer labs all had to be accommodated within the design of the project.

Workshop 40

Unlocking learning – interactive literacy and numeracy courses for prevocational adolescent learners

Neil Lloyd, Andrea Hayes

Students in youth detention frequently have significant gaps in their literacy and numeracy skills, a situation which makes it difficult for them to participate in mainstream schooling or access vocational training. In 2013, Brisbane Youth Education & Training

Centre (BYETC) received a grant under the national eLearning strategy to develop a suite of resources to address the 'skills gaps' of the school's students and to allow them to achieve the Certificate I in Core Skills for Employment and Training using online and interactive content. The course materials which have been developed can be deployed on any computer or tablet which supports the interactive pdf format and they have been designed with the aim of making them high interest, flexible, portable, and culturally appropriate. In particular, the resources are intended to allow students to continue studying their course in their home communities. It is acknowledged that only a very limited number of students in detention return to regular schools and it is anticipated that an engaging and familiar course may encourage students to continue their studies following their release from detention. This paper discusses the rationale for the literacy and numeracy interventions utilised and the evolution of the eLearning project.

Workshop 41

Learning relationships, special education and correctional education programs

Alison O'Day

Working in an additional support unit for people with cognitive impairments can at times challenge everyone to look at various ways to develop a cohesive and motivating learning environment. The Additional Support Unit (ASU) at Long Bay Correctional Centre, Sydney, has approximately 70 potential students who may be attending treatment programs, working on literacy and numeracy, work skills, and pre release programs. In terms of staff in the unit, there are teachers, psychologists, welfare staff and custodial officers who all work to support the development of knowledge and skills for each individual.

The development of a 'learning relationship' is critical for all teachers and students. This learning relationship develops through looking at the needs of the individual/s, resources available and the stage that a student in a correctional centre is at, for example pre-release versus remand.

Working with students with additional needs is best addressed through developing social and life skills using resources available, with some 're-jigging' to make information more accessible, as well as conversations between all staff to develop plans and support through ongoing dialogues. This workshop presents some of the barriers and work done to take mainstream programs and make them more inclusive.

Workshop 42 **An integrated approach to education and training for Aboriginal prisoners**

Ray Chavez



Some research indicates that the sustainability of initial positive results achieved in the education and training of younger prisoners could be improved. This presentation discusses an Aboriginal program being introduced in Western Australia (WA) which tries to address this issue.

The Education and Vocational Training Unit (EVTU) of the WA Department of Corrective Services, with assistance from the Department of Training and Workplace Development, and the Commonwealth's National Partnership Agreement for Youth Attainment and Transitions, is introducing an innovative program for 18-24 year old Aboriginal prisoners. It provides adult basic education (ABE) as required, but also offers students an opportunity to acquire a more positive self image through a better understanding of their culture and themselves. A support network to increase post release opportunities is also offered. The program combines ABE and VET skills, local Aboriginal culture and language, and uses horticulture training as a contextual vehicle between these different areas of learning. The program incorporates a new EVTU introductory course on emotional intelligence to help improve students' self awareness, empathy, and communication skills. At the conclusion of this presentation participants will be provided with program and unit information and outlines which are used by staff involved in the program.

Workshop 43 **Civilizing Incarceration**

Jan Birmingham

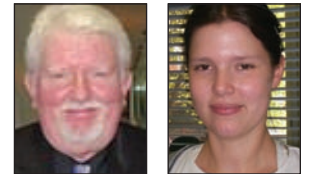


This PowerPoint presentation introduces the ACEA Conference Art Exhibition, emphasising the vocational as well as social value of providing opportunities for creative activities in prisons. The paintings are from the Boom Gate Gallery, Long Bay Correctional Centre, Sydney - mainly from its Special Purposes Prison and Art Unit. The Art Unit has delivered an intense, atelier form of art teaching since 1988 - within a maximum security prison and without custodial supervision. Apart from encouraging a responsible attitude to the trust placed in them, and acquiring traditional skills and safe methods of working with materials, students learn to articulate intention and critique results. This introduces research methods and new vocabulary. They also learn geometry and measurement, realistic pricing, professional presentation, and marketing - all valuable in the commercial world. It is little known that the arts industry provides a huge number of jobs in Australia. The Australian Government, Department of Regional Australia, Local Government Arts and Sport, Office for the Arts in 2012 valued the arts at more than "31 billion in terms of industry gross

product... larger than that of a number of other traditional industry groups, such as agriculture, forestry and fishing; electricity, gas and water supply; accommodation and food services."

Workshop 44 **Compass – Engage the disengaged**

John Morath, Nicola Roschko



The session will outline the background to the development of the Compass program. It will detail the unique nature of this computer based, multiple choice assessment of literacy and numeracy. A tool originally designed to be delivered online for disengaged young people, it has been adapted to apply in Juvenile Justice and Corrective Services settings with their particular security considerations. The session will explain how security has been maintained by bypassing internet delivery and using two different approaches in two jurisdictions. A selection of screen shots will provide a feel for the look of the tool which is an important factor in the assessment's ability to engage. The key elements in the program will be discussed. The session will consider the assessment's ability to identify skill levels and inform the development of individual learning plans. Reference will be made to the fact that, when administered a second time, it assists in evaluating the success or otherwise of any interventions. The Compass reporting system will be discussed with particular attention to each report's alignment to the Australian Core Skills Framework (ACSF). Complimentary logins will be distributed to enable delegates to view the tool at a later stage.

Workshop 45 **Tasmania Corrections – a time for change**

Dr Kay Cuellar

The Tasmania Prison Service and Community Corrections have been presented with a number of major reports and strategic plans which will influence the future direction of corrections in Tasmania. In 2011, the Department introduced Breaking the Cycle – A Strategic Plan for Tasmanian Corrections 2011 – 2020. The plan will guide future direction in the area of corrections for the next decade and it provides a sound framework for corrections policy. Other reports such as the Palmer Report and the Tasmania Prison Service Education and Training Strategic Plan 2011–2016 will have a significant influence on operating methodologies and future direction of Prison Industries in Tasmania. The Tasmania Prison Service has seen much change in the past 2 years and with Mr Brian Edwards OBE leading both the organisation and the change process, a very different Prison Service is destined to emerge.

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