On behalf of the Australasian Corrections Education Association (ACEA) I would like to welcome you to the 10th Biennial ACEA International Conference, Offender Recovery, Education Training and Employment. It is my pleasure to also welcome you to Queensland and in particular the Gold Coast.

This is the second time the conference has been conducted at Crowne Plaza, Surfers Paradise and I am sure that those of you who attended in 2003 have retained fond memories of that conference. The organising committee have worked hard to ensure the 2011 ACEA conference does achieve the high standards that have been set by all previous conferences and that the conference meets your expectations.

This, the tenth ACEA conference will once again provide the forum for people who are involved in the education and training of prisoners, offenders and young people in the juvenile justice system to interact. The conference will enable participants to gain knowledge of and to share good practice in education and training that is effective in assisting adult prisoners, offenders and young people in detention with their rehabilitation and reintegration. I do encourage all delegates, either involved in presenting or not, to share your knowledge and experiences with other conference participants and where necessary to challenge traditional beliefs and practices utilised in the provision of education and training to prisoners and offenders. For conferences to be effective there needs to be positive interaction between presenters and participants.

In recognition of the close links between prison industries and the provision of education and training, this year both the Correctional Industries Australasian Association (CIAA) and the ACEA conference are being conducted co-jointly. A forum on training and prison industries is to be conducted on day one. I do invite all participants to take part in this forum and to share good practice on how education and training and employment in prison industries is and can be integrated in the various state and international corrections jurisdictions.

I would like to thank those people who have demonstrated their willingness to share their experiences and knowledge by conducting workshops and I also thank the keynote speakers who have willingly agreed to share their wealth of knowledge and to encourage us to take a fresh look at how we meet the rehabilitation and reintegration needs of prisoners and offenders through the provision of education, training and employment programs.

I hope that in the next two days you will take the opportunity to network with other corrections educators, be inspired by the presentations and upon your return to your employment be more motivated to provide effective and innovative programs that will continue to make a significant contribution to the rehabilitation and reintegration of prisoners and offenders.

Ron Cox
Convenor: 10th Biennial ACEA Conference
President, ACEA

Exhibition Hours:
Monday 7th November 08:30 – 17:00
Tuesday 8th November 08:30 – 16:15
Typequick

Typequick Pty Limited is a specialist organisation devoted to the development and marketing of the most effective touch-typing teaching systems available. Typequick’s mission ‘Teaching the World to Type’, expresses its commitment to helping people worldwide to improve their productivity by learning an essential life skill. Typequick has specialised in developing keyboard training and testing software for more than 29 years and has trained more than 6 million people worldwide. Typequick is sold in several countries and languages (including UK and US English, Japanese, Chinese and Spanish) and has a major market share in Australia where it has been purchased by more than 3,000 schools and 2,000 corporations. In Japan over 1,000 universities and high schools use the program where it dominates the education market with more than 250,000 Japanese students trained annually. Typequick is also successfully used in Australian and Japanese correctional institutions.

Sound English

Publishing & Data
Address: 8 Campbell Street, Castlemaine, Vic 3450
Phone: 0413 643 953
Email: sales@soundenglish.com.au
Website: soundenglish.com
Contacts: Rosemary McKenry
Bruce Mitchell

We are former teachers who decided to do something useful in our so-called retirement, so we produced the Sound English readers for adults who are at the beginning stages of learning to read and write English. We knew there was a need for a very basic adult resource that does not patronise. Sound English fills that gap. Preliminary Level is aimed at stimulating talk and building a relationship between student and teacher. Levels 1-2 are phonics based and cover the 44 phonemes used in Australian pronunciation. Accompanying software is due for release in the first half of 2012.

Exhibitor Profiles

Cyber Source

PrisonPC
Address: 1/130-132 Stawell Street, Richmond, Vic 3121
Phone: +613 9428 6922
Facsimile: +613 9428 6944
Email: info@prisonpc.com
Website: www.prisonpc.com
Contact: Ron Fabre

PrisonPC is the only all-encompassing solution for providing prisoners with access to secure computing services, both Internet and offline.

PrisonPC has been deployed in multiple correctional facilities over the past six years and has an exemplary security record while ensuring prisoners are provided with the requisite educational resources.

The 10th Biennial ACEA International Conference is proudly hosted by Queensland through Queensland Corrective Services. The conference committee is comprised of representatives from Queensland Corrective Services, the Department of Employment, Economic Development and Innovation, a training service provider, a privately-operated correctional centre and representatives from New South Wales and Victoria.

The ACEA Conference Planning Committee comprises of:
Ron Cox, Natasha Propsting, Buktha Sathurayar, David Brown, Kevin Kehoe
- Queensland Corrective Services
Eddie Alamate - The Department of Employment, Economic Development and Innovation
Dianne Davis – The Bremer Institute of TAFE
Elizabeth Turley – Borallon Correctional Centre
Janice Navin – Technical and Further Education – New South Wales
Yvonne Russell – Kangan TAFE, Victoria

As in past years, this will be a major event with local and international guest speakers. Queensland Corrective Services will also be conducting an art exhibition and some prisoners’ art pieces will be available for sale. Proceeds from the sale of art work will be donated to charities.
Dr Carolyn Eggleston is currently the Director of the Center for the Study of Correctional Education at California State University, San Bernardino and a Professor of Special Education. She has spent her career in correctional education and community reentry, as both a practitioner and researcher. She recently opened a Program Center for returning parolees, which sees 100 clients a day.

Dr. Eggleston spent almost 20 years working in corrections as a diagnostician, teacher, school principal, and supervisor. She has written about special needs juveniles and adults, historical issues in corrections, history or the female prisoner, and education and reentry issues for inmates.

She serves as the Program Administrator for the recently opened program center for parolees in San Bernardino CA, a multi-service center for “one-stop” programs for returning California State prisoners.

Professor Joe Graffam is currently Pro Vice-Chancellor (Research Development and Training) of Deakin University, having previously served as Pro Vice-Chancellor (Academic). Joe is Professor and Chair in Psychology within the School of Psychology, Faculty of Health. He has worked in higher education for more than 30 years. Joe held early career positions as a researcher in the Neuropsychiatric Institute, School of Medicine, UCLA. Since commencing with Deakin University, Joe has filled several senior academic positions within the Faculty of Health. More recently, he served as Chair of the Academic Board of the University.

He has received two Vice-Chancellor’s Awards for Excellent Contribution: Research – Research Facilitation (2004); and People, Culture and Change (2009). He has served on numerous University committees and working groups and been a member of the Academic Board since 2005. Joe’s research has focused on development and application of an ecological model for the study of community integration of people with a disability. He has an international reputation and served for several years on the Ministerial Disability Industry Advisory Group. Since 2000, he has also studied reintegration of ex-prisoners and is developing an international reputation in this area as well.

Qualifications and affiliations:
BBSc (Cal State U); MA (UCLA); PhD (UCLA); FAICD; MAPS; MACEA

Margaret Browne is an Aboriginal woman from Eidsvold, Queensland.

Margaret has worked for several years in the VET sector and served on national and state Indigenous VET advisory committees as Director of Indigenous VET Initiatives within the Queensland Department of Education and Training.

Margaret uses her vast knowledge to help shape the future of skilling for Indigenous Queenslanders.
The Crowne Plaza Surfers Paradise, one of the Gold Coast’s premier five star hotels, is located in the centre of the Gold Coast and is approximately one hour’s drive from the Brisbane airport and 20 minutes drive from Coolangatta, the Gold Coast’s main airport.

Phone (07) 5592 9990  Fax (07) 5592 9994

The theme of the conference “Offender Recovery – Education, Training and Employment” focuses on lifelong learning and the role education and training plays in the rehabilitation process in Australian corrections and international jurisdictions.
### Workshop 2 – Stream 2
**Addressing social changes and expectations in educating females in a correctional environment**
Shelagh Trusselle, Education Officer, Brisbane Women’s Correctional Centre, Queensland
Mary Crombie, A/Education Officer, Brisbane Women’s Correctional Centre, Queensland
Facilitator: Yvonne Russell
Venue: Cypress Room

### Workshop 3 – Stream 3
**Making Data Count – How do we know we are making a difference with students?**
Gerri Walker, Principal, Youth Education Centre, South Australia
Graham Clark, Assistant Principal, Youth Education Centre, South Australia
Facilitator: Janice Navin
Venue: Kauri Room

### Workshop 4 – Stream 4
**Living Stories: Drama with Women and Indigenous Participants in two correctional sites**
Preliminary Report
Sarah Woodland, PhD Candidate, School of Education and Professional Studies (Brisbane/Logan), Applied Theatre Program, Griffith University, Brisbane, Queensland
Facilitator: Catherine Franklin
Venue: Waratah Room

### Workshop 5 – Stream 5
**Changing the debate in the law and order auction – Education beats crime every day**
Terry Keeley, Post-schools Organiser, New South Wales Teacher’s Federation
Suzanne Wilde, Vice President Corrective Services Teachers Association
Facilitator: Tammy Gregory
Venue: Acacia Room

### 12:00 – 1:00 pm Lunch
Relish Restaurant

### 1.05 – 1.50pm Session 2

#### Workshop 6 – Stream 1
**Using Portable Moodle and eReaders to Enhance Learning at a Distance for Incarcerated Offenders**
Dr Helen Farley, Senior Lecturer and Mission Leader (Mobility), Australian Digital Futures Institute, University of Southern Queensland
Dr Tasman Bedford, Senior Lecturer, Coordinator Domestic Preparatory Programs, Open Access College, University of Southern Queensland
Elizabeth (Liesl) Turley, Head of Offender Education, Borallon Correctional Centre, Serco Australia Pty Ltd
Facilitator: Deanne Bailey
Venue: Norfolk Room

#### Workshop 7 – Stream 2
**A Commercial Work Environment in a Women’s Maximum Security Prison**
Scott Hoctor-Turner, Assistant Manager Acting, Centre for Corrections Education Deer Park Campus
Facilitator: Janice Navin
Venue: Cypress Room

#### Workshop 8 – Stream 3
**Inside Out: Positive Integration Beyond The Walls through Visual Arts**
Jack Randell, Teacher part time Juvenile Justice Centre, New South Wales
Facilitator: Ted Krol
Venue: Kauri Room

#### Workshop 9 – Stream 4
**Teaching for the Way We Learn: Learning Theory, Multimedia Technology and Learners in Custody**
Fiona McGregor, Teacher, Intensive Learning Centre, John Morony Correctional Centre, Windsor
Facilitator: Shelagh Trusselle
Venue: Waratah Room

#### Workshop 10 – Stream 5
**Assessing Offender Readiness For Change**
Steve Barlow, PhD, AFAIM, Director, Redequip, Pty Ltd
Facilitator: Tammy Gregory
Venue: Acacia Room

### 2:00 – 2:45 pm

#### Keynote Address – Professor Joe Graffam
**Pro Vice-Chancellor (Research Development and Training)**
Deakin University
Closing the Gap by Enhancing Employment Opportunities for Indigenous ex-prisoners and offenders
Facilitator: Ron Cox
Venue: Norfolk Room
<table>
<thead>
<tr>
<th>Time</th>
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| 3:15 – 4:00 pm | **Workshop 11 – Stream 1**  
**Value in Investment**  
Leanne Rose, Compliance Officer, Probation and Parole, Department of Community Safety, Queensland  
Facilitator: Buktha Sathurayar  
Venue: Norfolk Room |
| 3:15 – 4:00 pm | **Workshop 12 – Stream 2**  
**Reading Together … Lowering Recidivism Through Strengthening Family Connections In Embedded Literacy Programs**  
Sandra Duncan, Literacy and Numeracy Educator, Tasmanian Prison Services, Australia  
Facilitator: Catherine Franklin  
Venue: Cypress Room |
| 3:15 – 4:00 pm | **Workshop 13 – Stream 3**  
**Outside In – Inside Out – Creating Work Culture in Transitioning Juveniles**  
Julie Niblett, Head of Department (Curriculum)/VET, Brisbane Youth Education and Training Centre, Queensland, Australia  
Facilitator: Yvonne Russell  
Venue: Kauri Room |
| 3:15 – 4:00 pm | **Workshop 14 – Stream 4**  
**The Fairbridge Pinjarup Project – Addressing Aboriginal Retention In The Mining Industry**  
Larry Smith, Manager, Prisoner Employment Programs, Department of Corrective Services, Education and Vocational Training Unit, Bentley, Western Australia  
Kerry Wilson, Vice President, Human Resources, BIS Industries Pty Ltd  
Facilitator: Deanne Bailey  
Venue: Waratah Room |
| 4:00 – 5:00 pm | **Forum - VET and Industries Partnership**  
Venue – Norfolk Room |
| 5:05 pm         | **Housekeeping**                                                          |
| 6:30 pm         | **Pre-dinner drinks**                                                      
Venue Pre-Function (outside Norfolk Room) |
### Workshop 18 – Stream 3
**Positive Behaviour for Learning (PBL) in Juvenile Justice Education – The Induna Journey**
Jeffrey Tinmouth, Head Teacher, Learning Support, Induna Education and Training Unit
Facilitator: Janice Navin
Venue: Kauri Room

### Workshop 19 – Stream 4
**From Jail to Jobs Project**
Mervyn Lea, Director Indigenous Initiatives, Employment, Industry Development and Innovation, Department of Employment, Economic Development and Innovation, Queensland, Australia
Ron Cox, Director, Adult Education, Vocational Education and Training Branch, Queensland, Australia
Facilitator: David Brown
Venue: Phoenix Room

### Workshop 19 – Stream 4
**“Round Peg, Round Hole” – Indigenous Mentoring Program**
Lynn Robson, Business Development Manager, Advance2Work and Offender Reintegration Support Services, Career Employment Australia
Jodie Anson, Education Contract Officer, Career Employment Australia
Facilitator: Natasha Propsting
Venue: Acacia Room

#### 11:35 am – 12:20 pm
**Keynote Address – Dr. Carolyn Eggleston, PhD**
Director of the Center for the Study of Correctional Education
University of California at San Bernardino
Parolee re-entry center
Facilitator: Ron Cox
Venue: Norfolk Room

#### 12:25 – 1:05 pm
**Lunch**
Relish Restaurant

#### 1:10 – 1:55 pm
**Session 5**

### Workshop 21 – Stream 1
**Corrective Services’ New South Wales Inmate Computer Network**
Anthony Becker, Principal, Adult Education & Vocational Training Institute (AEVTI), Cessnock, New South Wales
Facilitator: Dianne Davis
Venue: Norfolk Room

### Workshop 22 – Stream 3
**The Whole Student: More Than Just Literacy And Numeracy**
Petra Burr, Special Education, Brisbane Youth Education and Training Centre, Queensland
Facilitator: Leisl Turley
Venue: Cypress Room

### Workshop 23 – Stream 4
**Building a better future with Aboriginal and Torres Strait Islander People through the: Aboriginal and Torres Strait Islander Strategy, The Northern Strategy and The Cultural Intervention Project**
Ruth Link, Cultural Intervention Manager, Queensland Corrective Services
Michael Stubbins, Director, Indigenous Coordination, Queensland Corrective Services
Facilitator: David Brown
Venue: Kauri Room

### Workshop 24 – Stream 5
**We Don’t Need No Education. Engaging the Disengaged**
Bruce O’Toole, Senior Secondary/VAL Teacher, Ashley School, Deloraine, Tasmania, Australia
Facilitator: Mary Crombie
Venue: Phoenix Room

### Workshop 25 – Stream 5
**Services to support the successful reintegration of ex-prisoners back into the community.**
Dung (Yung) Tran, A/Program Manager, Stakeholder and Community Relationships, Southern QLD Service Zone, Department of Human Services, Centrelink
Stacey Turner, Prison Liaison Officer, Centrelink
Facilitator: Eddie Alamate
Venue: Acacia Room

#### 2:05 – 3:05 pm
**Forum**
Venue: Norfolk Room

#### 3:10 – 3:30 pm
**Afternoon Tea**
Pre-Function Area

#### 3:30 – 4:15 pm
**Session 6**

### Workshop 26 – Stream 1
**Inside Learning for Outside Living**
Les Elliott, Manager, Lotus Glen Farm, Queensland Corrective Services
Catherine Franklin, A/Programs Facilitator, Lotus Glen Farm, Queensland Corrective Services
Facilitator: Leisl Turley
Venue: Norfolk Room
Workshop Abstracts

Workshop No. 1
Innovation in Vocational Education and Training in Corrections Victoria
Jenny Roberts
Since 2008, Corrections Victoria has introduced a number of key education, training and employment initiatives across the prison system. These include streamlining prisoner foundation occupational health and safety training delivery, introducing a language, literacy and numeracy assessment toolkit, improving the support provided to distance education students and piloting a closer interaction between education and prison industry through the Industry Skills Centres Program. In 2011 the development of Corrections Victoria’s Education and Training Strategy 2012-13 (Prisons) and the Rool Education, Training and Employment Strategy 2011-13 add to this list.

Over the past two decades, funding for corrections education has not kept pace with the increasing prisoner population. In recognition of this, in 2010, the Victorian Government approved a proposal to significantly increase the funding for education and training in prison. As from January 2012, the responsibility for funding and delivery arrangements will transfer from Skills Victoria to Corrections Victoria. This is an important milestone in prisoner vocational education and training in Victoria and affords Corrections Victoria with the opportunity to guide and target the delivery that occurs within its prisons.

New responsibility for delivery and funding arrangements provides the opportunity to strengthen the access, relevance, and efficiency of vocational education and training and its integration into the overall offender and sentence management frameworks. The future policy direction of education and training in Victorian prisons is to provide those prisoners who demonstrate the most need with improved access to education and training in order to assist them to develop skills that facilitate employment and improve their social integration. In doing so, Corrections Victoria will provide prisoners with enhanced opportunities to improve their capacity in two fundamental areas – literacy and numeracy and vocational skills. This presentation will provide an overview of the status of vocational education and training in Victorian prisons.

Workshop No. 2
Addressing Social Changes and Expectations in Educating Females in a Correctional Environment
Shelagh Trusselle, Mary Crombie
Educating females in a correctional environment is a challenge at the best of times. Not only is the physical environment itself and its inherent restrictions challenging, but too is the nature of the students being taught.

Whilst a traditional school situation is geared around teaching the developing mind, in a correctional centre the challenge is often teaching entrenched ideas and biases and established patterns of behaviour. However, in the last twelve to eighteen months, the process has been further challenged by what has been perceived as accelerated social changes reflected in the correctional environment. These changes are still subject to social expectations which do not appear to have adapted to these changes.

Whilst the importance of the role of education in reducing recidivism has been studied in various countries and correctional environments, the theory needs to be underpinned by the support of offenders wanting to be educated. The theory also needs to be supported with resources and a delivery structure that is dynamic, flexible and reactive to changing correctional populations. In turn, it must meet social expectations of rehabilitation and accountability, including such issues as academic integrity.

This presentation will examine some of the social changes currently being experienced in a female correctional population, specifically Brisbane Women’s Correctional Centre, the challenges they pose and the thought processes in managing such dynamics. A combination of research, first hand experience and case studies will be utilised to present a current snapshot which, hopefully, will fed to discussion and possible avenues of resolution. At the very least, it will raise awareness of associated issues specific to a female environment.

Workshop No. 3
Making Data Count – How Do We Know We Are Making a Difference With Students?
Gerry Walker, Graeme Clark
At Youth Education Centre, we have been challenged to demonstrate how we target improvement with our students due to their very transient nature. To focus our work, we set an overarching goal that would channel our energies into an improvement agenda focused on all students and prepare us for the pending move to a new centre. We developed the goal ‘All Youth Education Centre students have an individualised learning program which is informed by current data, shared by all and delivered and reported against by staff’.

In this paper we will talk about how we have addressed the key questions of:
- What current data do we need?
- Who collects it?
- How do staff access it in real time?

Cont. over
We will share the journey so far in implementing a learner management system that ties our learner data together in a way that makes sense in centres to make information management seamless, secure and meaningful for those responsible for improving learning opportunities and outcomes for young people at the cutting edge of risk.

We will also share how we are engaging with new technologies in creative and constructive ways within the restricted environment of youth training course offerings.

- Individualised Learning Plans
- How does it inform case management and improve our work with partner agencies?
- How does it link with our reporting processes?
- How do staff use this data within their teaching and learning program?

This paper will outline a proposed project at South Queensland Correctional Centre as a first step in addressing this challenge. The focus will be on those incarcerated offenders studying within the Tertiary Preparation Program at the University of Southern Queensland. Though the course is offered online, blocks of printed material and CD ROMs are distributed to the incarcerated students. Even so, their experiences are not comparable to those accessing the course online through USQ’s instance of Moodle. Consequently, students who are incarcerated offenders are not achieving all of the graduate attributes set out in the course profile.

In order to redress these issues, it is proposed that a portable version of the course Moodle site be loaded directly onto a local server within the correctional centre. Students will access this rather than the version located on the university servers located in Toowoomba. This will be supplemented by eReaders – without internet connectivity – which will hold relevant library resources, removing the need for Education and Learning Support Officers to download resources and extending learning beyond the lab time.

It is expected this will result in numerous benefits, among them: students will be participating in learning experiences more closely related to those experienced by students outside of the prison system; they will be learning relevant IT skills; USQ will be fulfilling its obligation in relation to equity of access; and will be addressing the Federal Government’s agenda of increasing participation by socially and economically disadvantaged groups in higher education.

Workshop No. 7
A Commercial Work Environment in a Women’s Maximum Security Prison
Scott Hector-Turner

Re-integration starts at the beginning of a prisoner’s sentence at the Dame Phyllis Frost Centre (DPFC) if they are a student of Kangan Institute’s Hospitality Program.

Frost Bites Café operates four days a week from the TAFE hospitality kitchen providing up to 250 meals a week. Meals are purchased by the correctional officers and support staff.

The principle goal of running Kangan Institute’s TAFE Hospitality course as a working café is to provide an actual workplace environment in a women’s maximum security prison. This innovative hospitality program includes the opportunity to deal with everyday workplace pressures such as time management and decision making, catering deadlines, dealing with difficult customers and conflict within the workplace.

Hospitality at the DPFC is conducted as a fulltime program for nine weeks. The Certificate II in Hospitality (Kitchen Operations) is delivered in the new purpose built, industry-standard commercial kitchen. The selection process for each nine week course ensures that women from over-represented groups in the prison community such as Non English Speaking Background (NESB) and Indigenous women have an opportunity to participate.

Initially the women are given the opportunity to implement their own workplace rules for their guidance and direction over the nine weeks, these rules culminate in a list consisting of teamwork, punctuality, personal hygiene, communication, efficiency and honesty. Ultimately the women are not aware of the employability skills they are developing. Initially the women are given the opportunity to implement their own workplace rules for their guidance and direction over the nine weeks, these rules culminate in a list consisting of teamwork, punctuality, personal hygiene, communication, efficiency and honesty. Ultimately the women are not aware of the employability skills they are developing.

This workshop aims to explore both the positive outcomes the challenges and the value-added experiences gained by the prison as a community. Including direct links and pathways to the facilities industry kitchen, this caters for the women population of 267.

Workshop No. 8
Inside Out: Positive Integration Beyond The Walls Through Visual Arts
Jack Randall

This paper describes a program employing visual arts learning as a vehicle for community engagement by juvenile inmates.

**Delivery**
A VET program designed from selected units in Certificate II in Visual Arts and Contemporary Craft with the aim of integrating outcomes to community participation.

**Scope**
The process of forming an idea, generating a vision, making the vision substantial as a negotiated design and bringing that design into the public domain.

**Flexible delivery**
Fluid entry and exit points for juvenile inmates to enhance broad scope learning in a teaching environment where students may start and leave without notice due to Juvenile Justice accommodation and administrative demands.

**Competence barriers**
Overcoming cultural and learning barriers of Aboriginal and Torres Strait Islanders.

**Simulated workplace**
The creation of a simulated design and production studio is aimed at rehabilitation through the recovery of social confidence by dissolving the “teacher/student” roles using co-operative and collaborative strategies.

**KOTO**
The Know One, Teach One (KOTO) principal is deployed to offset doubt and resistance as new students move into the program they are paired off with an existing student who will be encouraged to pass on his already embedded skills in a mentoring relationship. This paper will identify two pedagogical outcomes from this strategy.

Cont. over
I many cases the course qualification chosen by the offender becomes less important as the developed self esteem, feeling of inclusiveness and self worth strongly support offenders. Pathways to successful personal development and employment in their communities. One technique of enabling individuals to embrace community responsibility is through education that provides avenues to better understand that they will reject the lifestyles and laws of that community base. It has been implied that offenders returning to the community unprepared and uneducated results in bitter individuals that could be a further threat to most effective methods of crime control is through the education of offenders. Clear of criminal behaviour we need to also examine the value for the community. We could suggest that one of the least expensive yet effective methods of crime control is through the education of offenders.

Workshop No. 9
Teaching for the Way We Learn: Learning Theory, Multimedia Technology and Learners in Custody
Fiona McGregor
Despite all the seemingly inmountable barriers to effective learning facing offender learners in CSIROW custody and their teachers, teachers have far greater control over what happens in our classrooms once our learners are there and positive learning is occurring. However, there are very real barriers teachers may create if we are neither aware nor responding to the latest developments in learning theory. This paper aims to highlight the most recent research and developments in learning theory and the impact this has on our pedagogy. In addition, it will also outline the impact these developments will have on the future development of our teaching and learning resources. Real examples taken from international models, NSW public education as well as the unique offender learning environment of the intensive Learning Centre at John Morony Correctional Centre are discussed in the context of resourcing and delivery with a view to encouraging teaching professionals to try new techniques to facilitate better quality learning experiences within their classrooms, regardless of the operational or policy obstacles they face. This paper aims to show how we can reengage some of society’s most excluded learners by creating and connecting with other learning communities through multimedia technology and reflective learning. This paper will go on to identify the impact this underpinning research should have on CSIROW policy regarding the resourcing of custodial educational departments and use of multimedia technology within offender education. It will outline why updating the technology available for offender learning and upskilling the staff using new tools is a wise and essential use of public funding which can actually save the department money in the short and long term while simultaneously raising learner engagement, aspiration and achievement.

Workshop No. 10
Assessing Offender Readiness for Change
Steve Barlow
This paper examines the issue of offenders’ readiness for positive life change, and how it can be identified. It presents a report of PhD research conducted by the author in an Australian correctional facility between 2004 and 2009. Discussion of offender rehabilitation and the efficacy of programs is, of course, important and necessary. However, it is equally important to remember one important fact: offenders do not change because society or the correctional system is ready for them to change; they change because they are ready to change. The concept of change readiness is not well understood in the literature. Often readiness for positive life change has been confused with readiness to engage in rehabilitative programs. While program readiness is important, it is not the same thing as change readiness. To be ready for change is to be ready to act as your own agent of change – it is readiness to change, not readiness to be changed. This paper argues that correctional rehabilitation needs to recognise and support change readiness in offenders. To do this, there must be a reliable means of identifying readiness. Research conducted by the present author indicates how offenders indicate their change readiness through their narratives. The indicators are discussed, along with some possible implicatins of change readiness for correctional systems and programs.

Workshop No. 11
Value in Investment
Leanne Rose
As we support an offender in preparing to step back into his or her community with a renewed sense of self image and a plan to stay clear of criminal behaviour we need to also examine the value for the community. We could suggest that one of the least expensive yet most effective methods of crime control is through the education of offenders. It has been implied that offenders returning to the community unprepared and uneducated results in bitter individuals that could be a further threat to public safety and increase recidivism rates which is costly. The more offenders are isolated from a law abiding community base and deprived of supporting amenities or future opportunities, the more likely it is that they will reject the lifestyles and laws of that community base. One technique of enabling individuals to embrace community responsibility is through education that provides avenues to better understand that community along with its expectations and its rewards. In all Queensland correctional centres, offenders interact in group settings that provide them with opportunities to learn and practice skills that might be required in work settings in the private sector upon their release. Since 1 July 2010 Probation and Parole has been able to offer vocational courses to strongly support offenders Pathways to successful personal development and employment in their communities. I many cases the course qualification chosen by the offender becomes less important as the developed self esteem, feeling of inclusiveness and self worth found within, brings more than the piece of paper presented for competency of the module. Attending vocational training through ‘Pathways’ can:
• relieve boredom of dead-head spare time;
• support offenders to better understanding of community;
• pathways for positive pursuits;
• offer offenders opportunity to experience the value of team environments.

Workshop No. 12
Reading Together ... Lowering Recidivism Through Strengthening Family Connection In Embedded Literacy Programs
Sandra Duncan
The Tasmanian Reading Together Literacy Program is a pioneering adaptation of Dartmout’s iconic Storybook Dads program. It aims to keep family connections maintained despite the problems of incarceration whilst addressing issues of intergenerational illiteracy. Colloquially named Books on CD, it involves inmates choosing a children’s story book appropriate to their child’s age and sometimes gender. Depending upon the inmate’s ‘literacy’ levels, they either read and record the book then and there or practice with a peer tutor until they feel confident to read and have it recorded. The digital recording is then edited by trained inmates and burnt to a CD. After appropriate security checks, the book and the CD are then sent to the child/children.

Workshop No. 13
Outside In – Inside Out – Creating Work Culture in Transitioning Juveniles
Julie Niblett
The philosophy of youth detention in the western world is changing from a punitive approach to one based on therapeutic and educational redirection. Recidivism rates in youth detention remain high partly because the barriers experienced by the student on leaving the institution mitigate against returning to school or gaining employment. Many students have strengths in a vocational area upon which to build a more positive life but have lack the resources and cultural capital on exiting detention to obtain and retain employment. In order to build on these strengths the Brisbane Youth Education and Training Centre (BVEC) in partnership with the Beacon Foundation aims to provide students nearing the end of their custodial orders with a program of socialisation, work experience and school based traineeships to enhance their chances of entering employment or tertiary study.

Outside In – Inside Out is an intervention program designed to address employment pathways and school-to-work transitions for young people in detention. BITEC and Beacon contend that young people need to take responsibility for their own future, however, tackling youth unemployment should be a shared responsibility with commitment from young people, their school and local businesses. Through the work of the Beacon Foundation our partnership links education and training with businesses that are willing to support reintegration of targeted students. The model developed has enormous potential to generate cultural change in the structure and direction of educational delivery and has applicability to juvenile detention centres throughout Australia.

Workshop No. 14
The Fairbridge Pinjarup Project – Addressing Aboriginal Retention In The Mining Industry
Larry Smith, Kerry Wilson
The Fairbridge Pinjarup Project is a collaboration between BIS Industries Limited (BIS), Fairbridge Western Australia Inc (Fairbridge) and the Government of Western Australia Department of Corrective Services (DCS). It exists to provide Indigenous people currently engaged in the criminal justice system with industry training in a supportive environment that leads to guaranteed jobs and real careers in the mining industry, in a way that leads to positive sustainable change in their lives and the lives of their families.

All three organisations see the benefits of tailoring the training to meet the potential employment opportunities that the company offers. A coordinated pathway has been devised to target offenders in metropolitan prisons, commence pre-training and link post release offenders to the supported Indigenous employment opportunities with BIS.

Cont. over
Once trained BIS will offer suitable ex-offenders employment in a variety of occupations. Over a six month period participants will undergo training towards a Certificate II in Surface Extraction Operations. A simulated mine site has been established specifically for the project and will be the base for a large part of the training. This will provide students with a unique practical learning environment and an introduction to mine site operations, heavy equipment (provided by WesTrac) and industry culture.

The participants will also take part in an intensive lifestyle development program where they will learn how to manage their physical, nutritional and financial wellbeing, effectively relate with others, understand the discipline required to be fit for work, and how to balance work and family responsibilities.

An extensive cultural awareness package has also been developed to educate participants in industry culture, while also supporting them to reconnect

Workshop No. 15
Learning Pathway to Potential
Leisl Turley

Through the ‘Learning – Pathway to Potential’ strategy the Education team at Serco Borallon Correctional Centre has delivered a unique and innovative program of learning to offenders, demonstrating an extraordinary degree of commitment and achieved excellent results for offenders, their families and Queensland Corrective Services. Innovative educational initiatives include targeted programs such as Tell Me A Story, a high level of peer tutoring, a community of practice for tertiary students, MULTIT, annual Careers Education and Employment Expo, students writing and compiling children’s activity booklets for Visits, and other programs that promote literacy development in offenders and their children. A high level of offender support and family engagement are key factors in the success of our programs, with a dramatic increase in offender education participation to over 50% of the population undertaking education in any one month, with completion rates at 96%.

Other aspects of the strategy include a highly successful combination of nationally recognised vocational training through our Serco Registered Training Organisation and a dedicated Career Counsellor. Education Graduates motivate prisoners to undertake education and encourage pride in their achievements, with their families and key stakeholders being invited.

The ‘Learning – Pathway to Potential’ strategy received a Highly Commended Award in the 2011 Minister’s Awards for Excellence in Community Safety.

Workshop No. 16
Western Australian Correctional Education and Vocational Training and Employment: A Positive Impact on Recidivism Rates
Ray Chavez

The presentation will discuss a Western Australian review on the impact of nationally accredited enrolments and successful unit completions by individual prisoners during previous sentences. There will be general comparison of the overall engagement in education and training against a rate of return to Department of Corrective Services’ supervision and the rates of return to prison by ex-prisoners on a lesser charge.

In order to make available a practical explanation on how the results of the review were achieved, the presentation will provide an overview of some of the innovative programs that are currently being delivered, and others that have recently been developed and/or are in the planning stage. This overview will briefly discuss selected adult basic and vocational education and employment preparation training.

The Program necessarily remains a continuous work in progress, as it aims to meet the ever changing needs of the prisoner population in an environment where its Department works to address the requirements demanded by a larger prison population. With a goal of providing a true transformative educational experience for its students, the Program continues to be guided by adult basic education principles, evidence based correctional education research and the local teaching and learning experiences of its educational staff.

Workshop No. 17
Secure Computer and Internet Resources in Prison
Ron Fabre

This presentation will provide an overview on the current state-of-play of secure computer resources and Internet access available to correctional facilities for the purposes of prisoner education, rehabilitation and recreation. There is an inescapable move in society towards computers and the Internet. Consequently correctional facilities are facing an increasing challenge of educational content being made available through on-line facilities (often-times exclusively so). Unless correctional facilities respond positively and provide secure access to these resources then prisoners will face a diminution of training and job search opportunities. With the right technologies and strategies, what would otherwise be a very difficult and risky task becomes a straightforward one. The presentation will cover these technologies and strategies in detail, and provide examples of successes experienced within Australian facilities.

Workshop No. 18
“Positive Behaviour for Learning (PBL) in Juvenile Justice Education – The Induna Journey”
Jeffrey Timmough

This presentation will provide an overview of the Positive Behaviour for Learning (PBL) process that is being implemented in schools throughout Australia. These schools access and design systems to support staff behaviour, identify and use sources of data to support decision making, and develop practices to support student learning and behaviour. Some of the associated research will be presented, including research with specific reference to its application in correctional education.

Introducing PBL requires challenging society’s predominant approach to managing difficult behaviours via punishment and control to the more positive approach of teaching behaviour through instruction. The implementation of PBL at Induna Education and Training Unit in Grafton will be explored by outlining the development of staff consensus for agreed school values from which our behavioural expectations are drawn. From our agreed values the behavioural expectations matrix emerged whereby the specific expectations for each class setting were illustrated. Copies of the matrix are in every room/setting in the school.

Importantly the PBL team established strategies and resources for teaching the “rules” to each student and ensured staff are using a common language when correcting student behaviour. Data will be presented illustrating the success of PBL in our journey to date based on in-school and external assessments. Discussion will explore the implications for students in terms of risk when in school, time on task, access to educational outcomes and/or national accreditation.

Workshop No. 19
From Jail to Jobs Project
Mervyn Lea, Ron Cox

From Jail To Jobs Program forms a strategic element of the State Government, Department of Communities and Aboriginal and Torres Strait Islander Justice Strategy 2011-14, which addresses over-representation of Indigenous people in criminal justice system and is an effort to operate within the Closing the Gap agenda.

The aim of ‘From Jail to Jobs’ is to build upon and strengthen the current Advance2Work Program. The Advance2Work program is delivered through a partnership between Department of Employment, Economic Development and Innovation (DEEDI) and Queensland Corrective Services (QCS). This initiative will create opportunities for 200 Indigenous people leaving jail each year from 2011/12 to 2013/14 who will immediately commence traineeships, apprenticeships, employment and employment initiatives – SQW.

The Post-release program includes industry placement with identified industries to create employment linkages in construction, mining and transport/logistics. From Jail to Jobs initiatives may also include:

(1) Increased mentoring
(2) Continue funding Advance2Work to prepare prisoners transition to employment.
(3) Participate in DEEDI employment initiatives program.
(4) Target discrete communities to maximise employment and economic development opportunities through the roll out of social housing and other government infrastructure projects as part of prisoner transition to employment.

Workshop No. 20
“Round Peg – Round Hole” – Indigenous Mentoring Program
Lynn Robson, Jodie Anson

The through-care Indigenous Mentoring Program (IMP) seeks to close the gap on Indigenous over-representation in correctional centres. The culturally appropriate program delivery encompasses the same stages 1, 2 and 3 as an Advance2Work commencing pre-release and continuing 6 months into the community. Staff work to support and educate employers, train the candidates, create linkages and supports into the community to provide twice the outcomes gained through Advance2Work. This is achieved through a dedicated, well connected IMP case manager, developing a strong presence in communities and preparing the workplace to be friendly to new Indigenous employees.

Indigenous employment is complicated for many reasons particularly poor health, inadequate and overcrowded housing, a lack of work readiness, underpinning work skills such as punctuality, presentation and a thorough understanding of leave and work entitlements. Working with clients and employers particularly to prepare the workplace, explore expectations and provide cross-cultural awareness training to prepare the new worker and current staff to be part of an inclusive workplace. Reference has been made to regional linkages in Cairns and Maryborough, support services and employer strategies to attract and retain Indigenous workers.

The presentation provides a table of outcomes of the previous contract and those to be achieved in the present contract. Real Indigenous employment outcomes take time and commitment to develop meaningful relationships, good networks and 50/50 involvement from Indigenous clients rather than just fulfilling contracted numbers.
Corrective Services' New South Wales Inmate Computer Network
Anthony Becker
The technologies of the 'digital age' have provided access to a wealth of opportunities in education, research, communication, recreation, commerce and business. Education providers have tapped into this technology by delivering learning on-line and thus providing the opportunities for people living distances from the institution to study without having to travel or relocate. TAFEs and other large education providers have established networks where the 'virtual classroom' is created by beaming lessons from a teacher at one location to students in a number of locations.
Corrective Services NSW has established an inmate computer network which links correctional centers across the state to a central hub. The network currently provides inmates with access to a common suite of learning programs and information, such as legal information through a Legal Portal. The network has the capacity to be connected to the world wide web and thus expand the possibilities for learning a thousand fold. Increasing inmate access to computers by allowing computers to be located in-cell would provide more flexible learning opportunities and widen education participation.
Skills in information technology are now a basic education skill to prepare students for further learning, employment and to participate fully in the Australian and world communities. For students with developing literacy, computers can provide learning through a range of media which can be interactive and highly motivating. Skills in IT can set students up to be independent, life-long learners.
This paper will outline how the network operates for NSW inmates, explore possibilities for future use and look at some international examples where inmates have access to the internet to engage in learning and maintain community contact.

Cultural Intervention Project under the Northern Strategy is implementing a Framework for Aboriginal and Torres Strait Islanders within a Queensland Corrections policies and practices will consider how to reduce the percentage of Aboriginal and Torres Strait Islander prisoners to close the gap.

The Aboriginal and Torres Strait Islander Strategy looks to work with Aboriginal and Torres Strait Islander people, communities, the government and non-government sector and their own Aboriginal and Torres Strait Islander staff to develop programs and services that better reflect the complex and needs and factors that bring Aboriginal and Torres Strait Islanders into contact with the justice system.
The Northern Strategy aims for excellence in holistic offender management of Aboriginal and Torres Strait Islander Offenders through: Visits; Rehabilitation; Reparation; Incentive Programs specifically designed for the Northern and Far Northern Regions; Case management designed for the Northern and Far Northern Communities.
Queensland Corrections policies and practices will consider how to reduce the percentage of Aboriginal and Torres Strait Islander prisoners to close the gap on their over-representation. The Northern Framework is a philosophical change, focusing on: Interaction; Community links, Aboriginal and Torres Strait Islander prisoners are able to connect with their families and communities for rehabilitation; and Holistic intervention.
The Cultural Intervention Project under the Northern Strategy is implementing a Framework for Aboriginal and Torres Strait Islanders within a Corrective Environment.

Workshop No. 21
We Don't Need No Education. Engaging the Disengaged
Bruce O’Toole
This talk, via power point presentation is designed to encourage consideration of factors that may have been ignored when striving to improve student behaviour. It explores developmental stages that not every individual may have experienced, and analyses the consequences of not progressing through these events.
It is intended to provoke questions about the way people act in society, regardless of their educational experiences. Another element of this talk is to ask why, as educators, we have only bothered to modify the learners’ behaviour when it does not conform to our expectations, and why we have failed to modify our curriculums to alter attitudes of the disengaged? The purpose of this talk is to put a ‘theory’ on the table for discussion. To consider elements that may need to be incorporated within a school’s curriculum in a bid to allow our learners the chance to mature through developmental stages that they may not yet have encountered, but are considerably a definite necessity.
It strives to find a way to engage the disengaged learner by modifying their beliefs where those beliefs are in conflict with social norms, progressing to the development of a social conscience that encourages positive participation.

Workshop No. 22
The Whole Student: More Than Just Literacy And Numeracy
Petra Bunn
Brisbane Youth Education and Training Centre is a school located within the Brisbane Youth Detention Centre. We cater for around 100 students at any time. Of these students 50% are indigenous, 20% are Student’s with Disabilities and 25% are Students in Care. Recently, management has begun the move towards changing the philosophy of the centre, applying a more therapeutic approach as opposed to a purely disciplinary approach. This has opened the doors for a number of programs to be either introduced or further developed in our school.
A parenting program has been developed to cater for any interested student, particularly for those who are becoming or already are parents. Sex education is also being delivered in classrooms with the support of our local usual health clinician. The Indigenous Urban Health Service spends time with our indigenous students concentrating on health issues specific to them. An after school chat group is popular with girls learning about simply ‘being a girl’. Partnership with industry through the Beacon foundation is an integral part of our career development program. Interschool sports games encourage leadership and team building skills amongst our students. Our ‘You Can Do It’ program provides weekly lessons for students in a variety of personal development areas. Our RTF committee develops various cultural activities that all students enjoy.
On top of all this is the particular program offered to Students with Disabilities with modified curriculum including lessons teaching social and living skills and also provides for Professional Development for all centre staff. Specialised services are also offered to individual students in this area. Community funding provides a full time Teacher Aide who works to support Students in Care, giving them not only assistance with Literacy and Numeracy, but also some extra social-emotional support.

Workshop No. 23
Building a Better Future with Aboriginal and Torres Strait Islander People Through the: Aboriginal and Torres Strait Islander Strategy, The Northern Strategy and The Cultural Intervention Project
Ruth Link, Michael Stubbs
The Aboriginal and Torres Strait Islander Strategy looks to work with Aboriginal and Torres Strait Islander people, communities, the government and non-government sector and our own Aboriginal and Torres Strait Islander staff to develop programs and services that better reflect the complex and needs and factors that bring Aboriginal and Torres Strait Islanders into contact with the justice system.
The Northern Strategy aims for excellence in holistic offender management of Aboriginal and Torres Strait Islander Offenders through: Visits; Rehabilitation; Reparation; Incentive Programs specifically designed for the Northern and Far Northern Regions; Case management designed for the Northern and Far Northern Communities.
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The Cultural Intervention Project under the Northern Strategy is implementing a Framework for Aboriginal and Torres Strait Islanders within a Corrective Environment.
Workshop No. 27
Horticulture Employment and Eco-Living Program
Adrian Carrin, Michelle Enham
The Horticulture Employment and Eco-Living Program (HEELP) within Port Phillip Prison is part of the Joint Treatment Program (JTP), an initiative of G4S and Kangan Institute and is delivered in partnership with Disability Forensic Assessment and Treatment Services and Corrections Victoria and were supported by donations from a range of stakeholders. It focuses on treatment, education, employment and transitional opportunities to offenders with a Cognitive Impairment. This new key initiative takes a holistic approach to reducing recidivism. The positive outcomes of horticultural activity in rehabilitation is well documented within the research literature, hence the partnership with Kangan Institute is an important element of the program.

In the past 2½ years staff from Kangan Institute and G4S have worked to establish this facility in accordance with the Corrections Disability Framework and the Victorian Disability Act, 2006. The program facilitates:

- equal opportunity to employment
- inclusion and participation in the community for persons with a disability
- reducing barriers for persons with a disability in accessing goods, services and facilities
- tangible changes in attitudes and practices that discriminate against people with a disability

The HEE LP program utilised initial capital expenditure to establish:

- four hot houses equipped with commercial propagation equipment, farm shed, water tanks, pumps and reticulation, ancillary supplies used to establish vegetable gardens, compost bins and an orchard.
- the educational and employment goals of the program are supported by specialist teachers that deliver contextualised training in the areas of:
  - Adult Basic Education
  - Business studies
  - Horticulture studies

HEELP inmates take pride in being able to return something to the community through their labour as evidenced by donations of produce to the Migrant Hub Cafe. They also recently donated 800 trees and shrubs to Manor Lakes P-12 Special College, a new school in Melbourne’s west.

Workshop No. 28
CSNSW Inmate Traineeship Program
Mark Norbury
2011 represents the 7th year of the current Traineeship Program within CSNSW. Running this program requires support from State Training Services (NSW DEC) to allow for the unique situation of having inmates engage in a traineeship (employment based) scheme.

The program offers suitable inmates work experience with vocational training. Those inmates completing a traineeship can leave custody knowing they have had real work experience to support their received qualification. This benefits them with their opportunities of gaining employment. Correctional Services Industry (CSI) is an important stakeholder in the program as they provide employment opportunities for most of the trainees. A benefit to CSI with traineeships is the likelihood of a more stable work place. To succeed, an inmate trainee requires Correctional Centre support, employment of 12 months were the work skills match vocational competencies for traineeship and the completion of required competencies from accredited RTO

The Correctional Centre Educational staff work with staff from CSI, Classification and outside RTOs to follow CSNSW Policies and Procedures dealing with traineeships. The CE educational staff also work with AEVTD HQ staff ensure integrity of the program is maintained. To simplify administration of applications from various Correctional Centres in NSW, AEVTD HQ staff act as the AAC in the preparation of Training Contracts.

Currently the program operates in 23 Correctional Centres, covering 43 traineeships for approximately 240 trainees.

This workshop discusses the unique arrangement of running a traineeship in correctional centres and how the many stakeholders contribute to the ongoing success of this program.

Workshop No. 29
Improving Access and Achieving Successful Outcomes Aboriginal and Torres Strait Islander People
Alex Woodcock
Tropical North Queensland Institute of TAFE (TNQIT) is one of the largest providers of Vocational Education and Training (VET) to Aboriginal and Torres Strait Islander people in the State of Queensland. The presentation will focus on the range of programs delivered by the Institute and some of the barriers that restrict access and outcomes for Aboriginal and Torres Strait Islander people.

The presentation will share information on the successes of our approach as well as our learning from the differing modes of delivery. In particular, we will demonstrate how we deliver flexible training and provide support to Aboriginal and Torres Strait Islander people living in rural and remote communities. To complement this information, the presentation will include statistical data on completions and withdrawal rates including levels of qualifications achieved by Aboriginal and Torres Strait Islander students.

Our role is to deliver high quality training to Aboriginal and Torres Strait Islander people within the Australian Quality Training Framework by providing employability skills that have been identified by Industry. Our endeavours contribute towards “Closing the Gap” by providing opportunities for Aboriginal and Torres Strait Islander communities to gain skills for employment as well as establishing small enterprise businesses.

Workshop No. 30
Elementary Construction Courses at Northland Region Corrections Facility
Shane Walden
In November 2005 a pilot scheme for New Zealand Corrections Inmate Employment (“CIE”) was started at Northland Regional Corrections Facility, New Zealand. I was contracted by Northtec, a large training provider to work with CIE and implement an elementary carpentry course. I being the sole tutor. It was started with 14 inmates.

The focus of this pilot scheme was training and education with a view to employment rather than the more traditional setting of inmates learning skills to work in Correction based industries. The inmates had the opportunity to complete Unit Standards. Gaining these Unit Standards meant the inmates had skills to use in the construction industry to gain employment as hammerhands, labours etc or go on to further construction training. At least half of the inmates completed National Certificate in Elementary Construction.

I encountered problems with staff perceptions and the usual mind set of “these guys are crims and they are not going to be anything else” as well as the perceptions of the inmates themselves having little confidence in their practical and academic ability. This was a whole learning curve and one that I am still developing strategies for. Some of the innovations I developed involved habitat for Humanity (a community based organization) constructing components for housing projects. I noticed immediately that the inmates’ motivation and dedication was markedly improved when they were working on meaningful projects.


Vocational Training courses have been started in other New Zealand Corrections Facilities and have expanded to include other trades such as painting, automotive, forestry and horticulture.

I am keen to see a mentor programme for recently released prisoners who have completed vocational training.
Special Thanks to Lotus Glen Correctional Centre for manufacturing the conference satchels, to Colour Bug and Wolston Correctional Centre for the production of the coasters given as gifts to the presenters, to the prisoner artist from Woodford who created the artwork for the coasters and to Woodford Correctional Centre and the prisoner artist for the paintings presented to the keynote speakers.

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