New ways to do old things: Building Basic Education in Corrections

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The way we were.

- Heavy emphasis on face to face moderation meetings
- We felled whole trees at every moderation meeting
- The staff working in more remote areas of the state were more professionally isolated
- Staff turnover proved problematic
Collaboration- features of our relationship

- Two departments (DET and DCS)
- Physical distance between prison and TAFE education sites does not always enable face to face meetings
- Staff working in prison sites often experience academic isolation within the prison environment
- A network of support with many strands
DCS has an internal portal where coordinators can have a page dedicated for their area.

Helena has her own Adult Basic Education page.

The ABE page is like a forever changing newsletter that is updated most days with professional development, curriculum and resource development information.

The ABE page is a one stop shop for DCS ABE staff.
IT - How we make it work for us
DCS Portal and the ABE page

- Information sharing
- Teleconferences
- Resources for induction
How we make it work for us

DCS Portal and the e-port

- E-port is part of portal and contains all the learning resources DCS has developed
- ABE staff can post their resources on e-port for others to use
- Resources are shared internally, feedback is given and they continue to develop into more considered versions
IT- How we make it work for us

ALaN Google Groups

The next step is for tutors to share their work on the external ALaN Google Group that has been set up by Cheryl

Features:
- post resources
- ask for feedback
- seek answers to questions
- find you’re ALaN feet or
- become a mentor
Sharing the work of implementation

ALaN Model Activities Google Group

- [http://groups.google.com/group/alan-model-activities?hl=en](http://groups.google.com/group/alan-model-activities?hl=en)
- Open to all Google account members (free)
- Contains a set of 23 Model Activities for the CGEA.
- Most Model Activities provide a range of different sorts of material including samples of students’ work and documents you can edit to use with your own students.
Staff Development

What Portal, e-port and the Google Groups achieve?

- Timely feedback
- Expertise drawn from a range of learning environments
- Resources shared and developed: eg ALaN model activities
- A range of access points (from home or at work)
Curriculum - another area of collaboration
The IGE-EGE story

Problem: a curriculum called IGE was due to expire
- The curriculum was called ‘Introduction to General Education’
- The IGE was Developed by Curtin University in early nineties for Aboriginal adults
- Most sites within the Department of Corrective Services used the IGE (up to 100 students at 14 sites)
- DET agreed to manage reaccreditation
Curriculum- another area of collaboration
The IGE-EGE story

- The reaccreditation was a group effort in curriculum writing
- A reference group was formed involving specialists from education sites all over the state
- Aspects of the curriculum were written by reference group members without a face to face meeting
- Teleconferences were the key to the communication required for this process to succeed.
Features of new curriculum

Target group: adults who are either learning to read and write from scratch or have received a jigsaw puzzle of learning that has not yet enabled them to acquire and use initial literacy, numeracy and life skills.
Core units

Three levels for core units

- Entry to Reading and Writing 1  40
- Entry to Reading and Writing 2  40
- Entry to Reading and Writing 3  40
- Entry to Mathematics 1         60
- Entry to Mathematics 2         60
- Entry to Mathematics 3         60
- Introduction to Completing Forms  20
- Introduction to Managing Your Bills  20
More features

New Electives

- Introduction to Oral Communication 1  20
- Introduction to Oral Communication 2  20
- Introduction to Oral Communication 3  20
- Your Health  20
- Healthy Eating on a Budget  30
- Digital Time  20
- Analogue Time  20
More features

New Electives (continued)
- Preparing for the Learner’s Permit Test: 20
- Extraordinary Driver’s License: 20

Imported Units from other curricula:
- Safety Signs and Information: 20
- Participate in activities related to current Indigenous events of significance: 20
- Complete a project with support: 20
- Use computer language and perform simple computing tasks: 20
Features of new curriculum

- Effective break up of initial skills e.g. phonics
- Covers initial skills that are not outlined in detail within the CGEA (e.g. alphabet, initial sounds and sight words)
- 60 hour core modules covers most areas required as building blocks for lower levels of CGEA
- Time in separate electives (Analogue/Digital)
What was achieved through this collaborative project

- An entire group of staff learnt a lot about curriculum and developed their expertise in this area
- We developed some ownership of the curriculum we will moderate with in future
- The variety of roles and expertise brought to this project ensured the ABC two way aspects were given appropriate consideration
Where to find more information on the EGE?

- CGEA Google Group
- Contact Helena Zielinska at DCS
  - Phone 08 9229 6584
  - helena.zielinska@correctiveservices.wa.gov.au
- Contact is Cheryl Wiltshire at DET
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DET and DCS

Summary

- Efficient use of resources
- Empowering model for all staff
- A fulfilling relationship