

How a holistic teaching approach is used to achieve transformational educational change for detainees enrolled in training courses at the AMC.

Presented by **Alexandra Feeney & David Bell**

The program involves combining the Foundation Skills Training Package with VET courses & a Life Skills program to develop resilient community members.



What were some of the Prison to Work report (COAG 2016) findings

- “Prisoners said that the assessment in prison was not good at picking up their language, literacy and numeracy needs. Prisoners want targeted LLN training to be directly relevant to work skills” (COAG 2016, page 27).
- “Many prisoners have low levels of literacy, numeracy and prior education and little or no work experience” (COAG 2016 page 27)
- “Gaining and keeping a job is a key part of the process of reintegrating successfully into the community” (COAG 2016 page 22)
- “many prisoners exiting prison do not have the capability or support to take advantage of the opportunity for change or to sustain change by themselves” (COAG 2016 page 22)

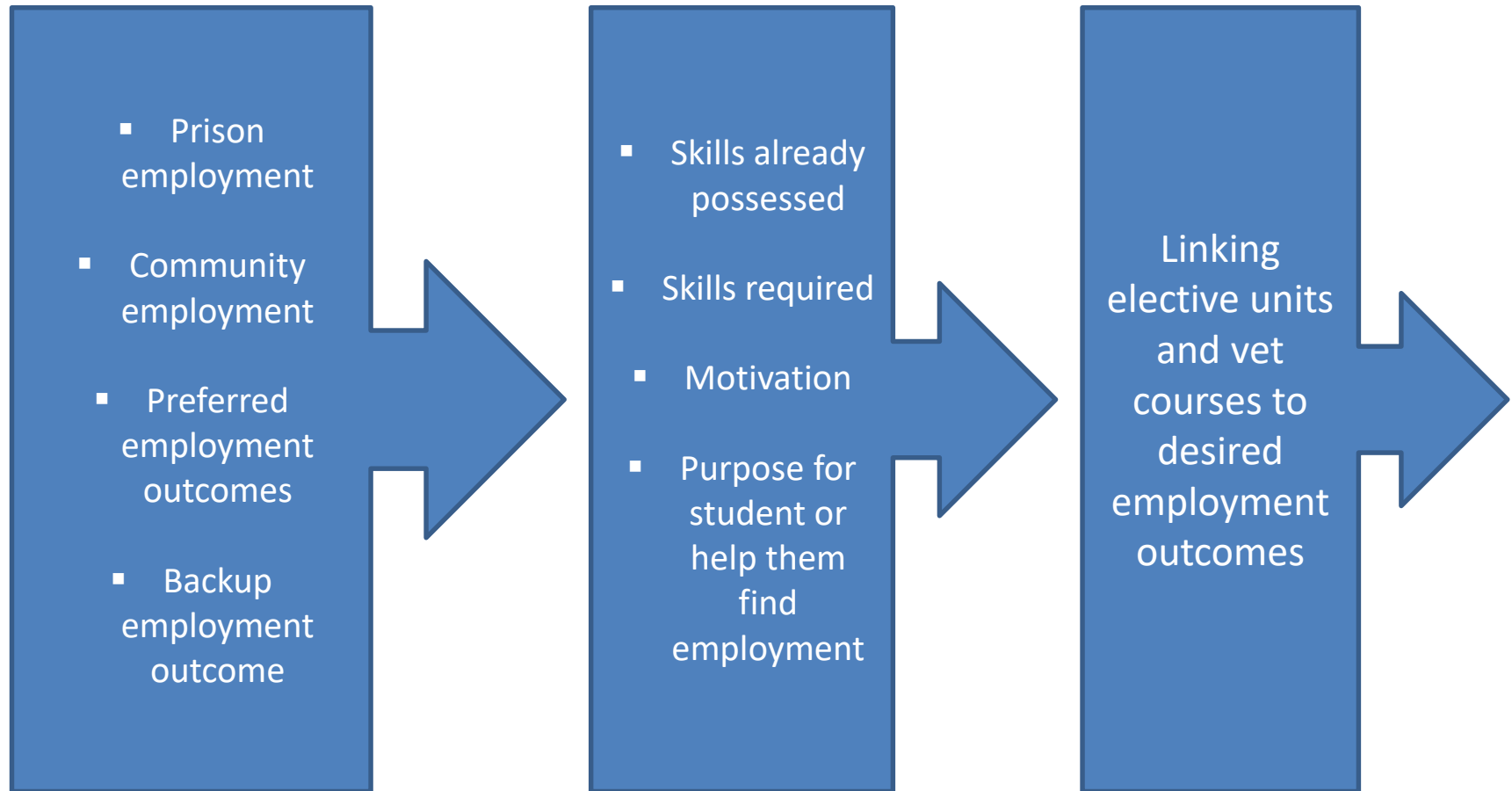
- **How is our education program structured so as to meet the expectations of the Prison to Work report and for integration back into the community?**



Snap-shot of the training program




Snap-shot of the Training & Employment plans




The education induction: First steps


1. Induction & enrolment: Complete an Australian Core skills Framework LLN assessment using an in-house developed tool



2. Employment Pathways Plan completion: Identify the students career goals that will lead to achievable work in the AMC & then upon release.



3. Learning Plan: Identify the appropriate FSK courses & VET programs for each student that will achieve the goals of the Employment Pathways Plan.



What does the employment and education plan look like?

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Assessment Task 1.1. Writing Task – Writing activity complete ILP:

The learning and Life Plan is the most important part of this unit, you need to fill this out with direction and purpose to show that you have forward thinking and planning skills.
Please do this in a group class activity

Learning and Life Plan

Mr./Mrs./Ms
AMC Learning goal: While here
Time frame of achieving: Tell I get out
AMC Work goal: Learning while here
Time frame of achieving: Whilest here at Amc
Community Work goal:
Time frame of achieving:
Personal goal: Better speller
Time frame of achieving:

What level of Learning will you start at and like to finish with:
Please number from 1 to 8

<input checked="" type="checkbox"/>	Certificate I	<input checked="" type="checkbox"/>	Certificate II
<input checked="" type="checkbox"/>	Certificate III	<input checked="" type="checkbox"/>	Certificate IV
<input type="checkbox"/>	Diploma	<input type="checkbox"/>	Graduate Diploma
<input type="checkbox"/>	TPP	<input type="checkbox"/>	University

You should have asked for help.

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Assessment Task 1.6. Writing Task – Writing activity complete ILP:

Feedback & review learner progress

	S	US	Comments
AMC Learning goal: FSK			
Time frame of achieving: 6 months			
AMC Work goal: Bins			
Time frame of achieving: 2 months			
Community Work goal: Start my Business			
Time frame of achieving: 3 months			
Personal goal: To be my own Boss			
Time frame of achieving: By the time I get out			

What level of Learning will you start at and like to finish with:
Please number from 1 to 8

<input checked="" type="checkbox"/> 1	Certificate I	<input checked="" type="checkbox"/> 3	Certificate II		
<input checked="" type="checkbox"/> 2	Certificate III	<input checked="" type="checkbox"/> 4	Certificate IV		
<input type="checkbox"/>	Diploma	<input type="checkbox"/>	Graduate Diploma		
<input checked="" type="checkbox"/> 5	TPP	<input type="checkbox"/>	University		

Would you like to travel? Yes/ No
If yes can you identify where you would like to go and Australia

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what experience you would like to get out of traveling to that place and country?

The sights & Culture of Asia
from the festivals to martial Art
the mind & body to food
Art & people in general

In dot points can you list some of the things that you would wish for your family, your friends and their future?

• be the best they can be
all the time • positive
thinking • learn from
mistakes • love & laughter
is the best medication



- With the aim of improving each students literacy, learning, numeracy & employability skills, each student is enrolled in the most appropriate Foundation Skills course as determined by their ACSF scores.
- These units are combined with VET units including White Card, Horticulture, Hospitality, Barista, Cleaning Operations, First Aid, Business II and Information Technology.

Foundation Skill + Vocational Skills oriented to work, combined with Life and employability skills is aimed at overcoming –

1. “Many prisoners have low levels of literacy, numeracy and prior education and little or no work experience” (COAG 2016 page 27)

and

2. “many prisoners exiting prison do not have the capability or support to take advantage of the opportunity for change or to sustain change by themselves” (COAG 2016 page 22)

Life Skills: Combining good life choices

- Life Skills – Cause & Effect, Above and below the line, Meaning & Beliefs, Six core needs and Solution-Focused Therapy

Definition of Boundaries

- “**Personal boundaries** are guidelines, rules or limits that a person creates to identify for him- or herself what are reasonable, safe and permissible ways for other people to behave around him or her and how he or she will respond when someone steps outside those limits.”

Life Skills: Building resilience & flexibility

- Writing projects aimed at challenging attitudes-
“Who you are as a person?”, “Empathy vs Sympathy”,
“The effects of social media on Society today”, “Plan
two holidays”, “local and international understanding
of gender equality”.



Life Skills: Building Empathy & Sympathy

- Education tutoring- supporting other detainees- encouraging engagement, building trust, never putting others down, excepting each others learning abilities



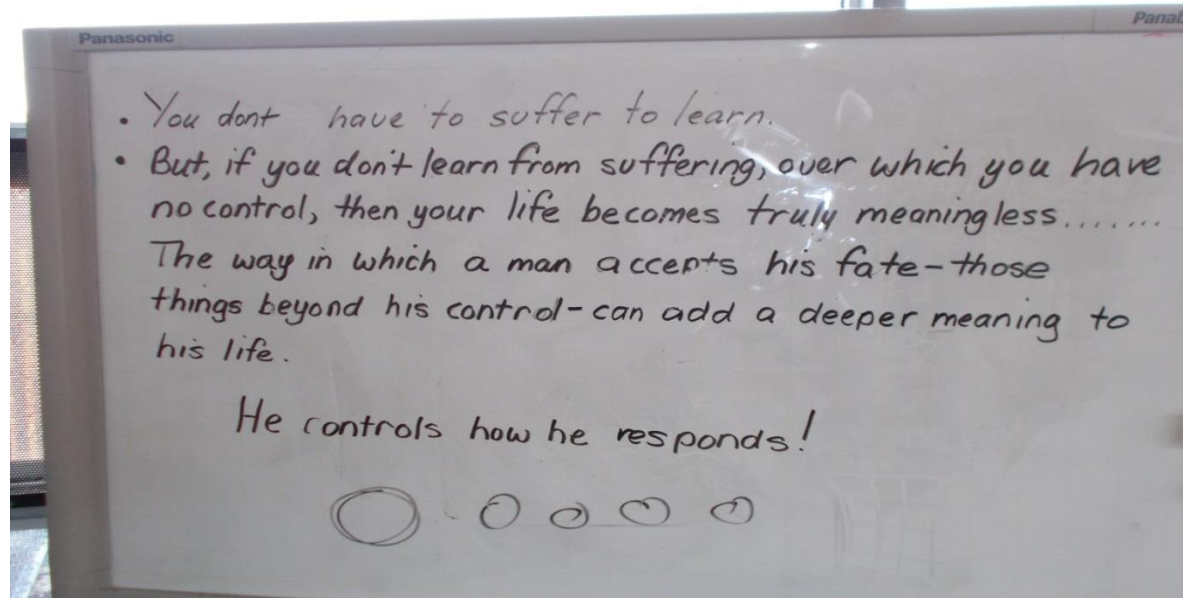
Life Skills: Creative & flexible learning & self-awareness & therapeutic engagement

- Board Games – Monopoly City, Family Feud, Pictionary
- Colouring for adults- Keeping engagement-Short attention spans but keeping them in the class to have discussions on hot topics or to find out more about the individual and what drives and motivates them.



Building resilience: Not being defined by your vulnerabilities & limitations

- Showing vulnerabilities- Dyslexia – showing courage and confidence and building acceptance.



Good News Stories: A successful mentoring program

- Good news story
- Currently we are trialling a mentoring class approach with engagement for detainees with complex needs. These are detainees that are unable to integrate with the wider AMC population due to mental health issues and sporadic behaviours.
- We have two students that have wanted to help mentor others for some time now. One of the men is 33 years old he has had 5 visits to ACT jail system since 2010. He has an ACSF score of 2, enrolled in FSK10213. He is subject to segregation for safety/Security and health reasons and wanted to prove to all departments that he wanted to do better for himself and that he is a changed man.
- The other man is 35 years old he has had 11 visits to the ACT jail since 2010. He has an ACSF score of 3 and enrolled in FSK20113. He is also subject to segregation for safety/Security and health reasons and wanted to prove to all departments that he wants to change.
- We are going with the approach of getting the two mentors to engage and encourage the men to complete their inductions and start engaging more in education so they can complete construction white cards, resume's and improve on their literacy skills.
- The two men mentors are doing extremely well and the mental health team have decided to move them into the same wing as the complex needs group to extend the help to sports, fitness and even help with hygiene, cleaning teeth, shaving and general wellbeing.
- The two mentors are learning about how to engage with difficult people with other challenges. How to alter their language to communicate at all levels. To see the big picture and look beyond themselves and how adjusting their own behaviours has a huge impact on the way they communicate.
- Quotes from the mentors:
 - "I felt a sense of achievement; also I was grateful to be able to help others that find it hard to focus on their work."
 - "It made me feel some sort of pride and proudness within myself, when I rarely ever gave any regard to myself, let alone anyone else!"

Good News Stories: Student feedback



- ***“I felt my skills were average but was excited about engaging with education to learn more skills”.***
- ***“Group learning – you get to hear different opinions and approaches to learning and life”.***
- ***“I got to experience things I would not have known about and it made me more confident with conversation to talk about subjects I would not normally be able to contribute to”.***
- ***“Helped me take my time when filling in forms to put the correct information in the right allocated spot”.***
- ***“Helped me in the two interviews I have had since I have left the AMC, questions and how to present myself”.***
- ***“Helped me understand how to keep my employment options open and experience interviews even if I was not wanting the role but get the experience of the interview”.***

Good News Stories: Student feedback – Examples

These are the following questions:

1. How has Education helped you deal with your time in incarceration?

When you have teacher's that see the potential & good in you there is nothing you can't do. When I came to jail I was a negative person always thinking the worst & was always going to come back to jail. I was going to quit education after 1 month of being here. Alex had said to me just come up for a few more weeks and if I still wanted to quit she wouldn't stop me. I had explained my situation with employment on the outside, getting sucked for the same reason (my criminal history) and my self-esteem gets shot down. Tell me the NEIS program to start my own business. She gave me hope when I was convinced there was none. So has has education helped me in jail. It occupies my time and I learn new things everytime I go to class. I am bettering my self and giving myself more opportunities when I get released from jail. Thanks to Alex, Dave & Andre for the help and especially Alex for all the research she done in her own time and the NEIS program I'm going to start soon.

Thank You

3. What have you learnt or achieved out of education personally?

I have learnt that if I keep taking small steps forward I can achieve anything in life. This was only possible because Teachers here are so passionate about teaching.

Focus on job ready skills

- Self-employment – New Enterprise Incentive Scheme
- Job seekers who are interested in running a small business may be eligible to participate in the New Enterprise Incentive Scheme (NEIS).
- What is NEIS?
- NEIS is part of Job Active. It is a programme delivered by a network of 21 providers who provide individualised help for job seekers to become self-employed business owners.
- *accredited small business training*
- *income support for up to 39 weeks (NEIS Allowance) and NEIS Rental Assistance for up to 26 weeks (if eligible)*
- *personalised mentoring and support from a NEIS provider in the first year of the new business to help a job seeker put their business idea into practice.*
- *A total of 8,600 NEIS places are available nationally each year.*
- Drivers' licences to provide ID and transport
- Detainee mentoring program to improve social skills & give a sense of responsibility.
- Job seeking skills

AMC Prison Education Outcomes



AMC Prison Education Outcomes: Enrolments

- For August 2017 we had about 203 enrolled students from the FSK10113, FSK10213 and FSK20113 classes, alone.
- Of these, we had about 113 or %55 of the enrolled students attending Foundation Skills (FSK) classes.

AMC Prison Education Outcomes: Attendance

- Altogether, we had a total of about 850 student attendance hours during August 2017.
- Of these, 585 hours were accrued by male detainees and
- 271 hours were accrued by female detainees.

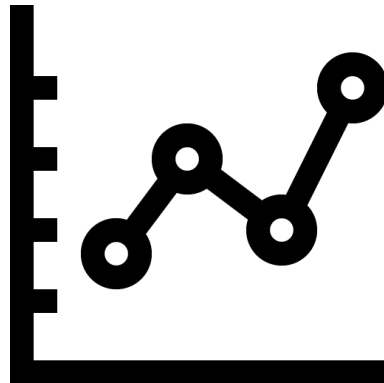
A very significant outcome in terms of national data results.

AMC Prison Education Outcomes: Attendance

- As far as unit completions are concerned, between 1 July 2016 and 27 September 2017, students at the AMC recorded **1,026** compliant, accredited outcomes.
- These units were in the area of Foundation Skills, White Card, Certificate II Business, CALM, Horticulture, Information Technology, Hospitality, Cleaning Operations, First Aid, Barista etc.

AMC Prison Education Outcomes: Learning

- From the perspective of acquired skills and learning, our students have improved their ACSF levels by one level in two different literacies, over a six month period, for about 10% of our participants (this is only achieved by students who are sentenced for more than 6 months).



Questions?

