
A Learning Community or a Leaning Community?

The Fulham Story....



The GEO Group Australia Pty Ltd



ACEA Conference Oct '07

■ Session Outline

- Early Drivers
 - TAFE Perspective
 - GEO Perspective
 - Successes / Issues and Battles
 - Current Drivers
 - What do we mean – “Learning Community”
 - Moving Forward
 - Creating Futures
 - Periodised Planning
 - Discussion
-

Early Drivers

■ TAFE Perspective

- Learning and employment needs of adults
 - Contractual obligations
 - SCH delivery
 - SDO achievement
 - Desire to produce quality product
 - Client satisfaction
 - Responsive to client requests
 - Innovative approaches
 - Utilisation of staff and other resources
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Early Drivers

- GEO Perspective

- Business

- SDO achievement
- \$ cost
- Relevance
- Staffing

- Establishing a relationship with the contractor

Successes

- Integration of training and employment in industry
 - Development of horticulture program
 - Automotive workshop
 - Numeracy and literacy programs delivered within Industry area
 - Adventure activity program at Nalu
 - Continuity of contract
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Issues & Battles

- Resources
 - Integration of training and employment in industry
 - Automotive workshop
 - Adventure activity program at Nalu
 - Changes in Key Staff
 - Us/Them
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The new OD Manager was quick to notice that little cliques existed between GEO and EG TAFE staff at Fulham

Current Drivers

- Contractual and Service Delivery Requirements
 - Offender Development Framework
 - Bearing Point Review
 - Framework for Education in Victorian Prisons
 - Responsiveness to Government initiatives and directions driving TAFE Institutions eg employability skills
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Current Drivers

- To maintain our position as providers of quality corrections education
 - To move out of the 'holding pattern'
 - Client satisfaction
 - Contemporary Theory and Practice
 - Open / honest reflection and evaluation
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What is a learning community?

Sharing

common goals and values

collaboration

reflection

developing

vibrant

participative

skilled

flexible

respects a variety of perspectives

pro-active

partnership

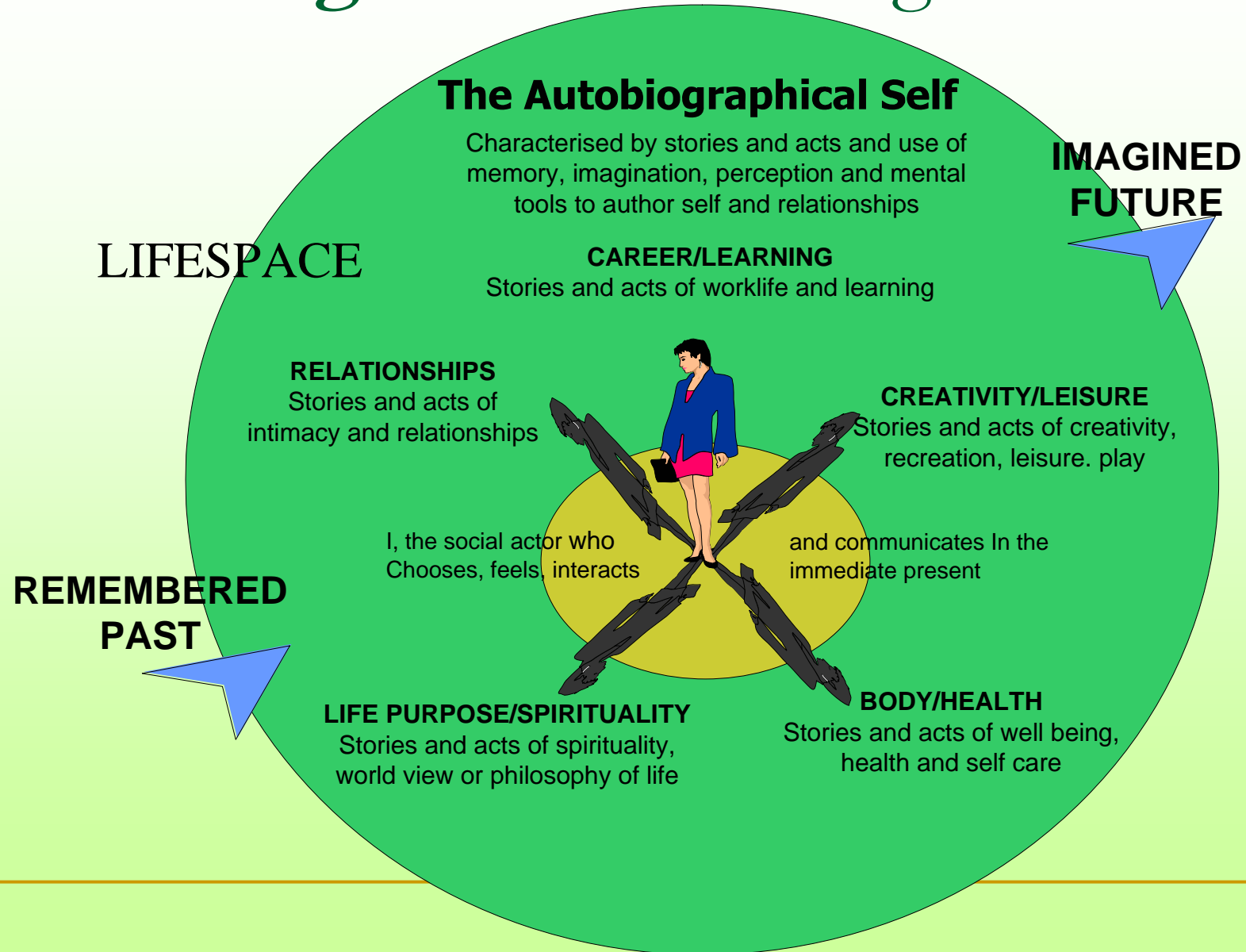
enhances potential of all members

creates new knowledge

Moving Forward

- Innovative methodologies
 - Periodised Planning
 - “***Creating Futures***” Program – constructivist, solution focused, socio-dynamic
 - Continuous Learning & Improvement
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“Creating Futures” Program



Periodised Planning Model

Sentence Length.....

3 Months or less

Eligible for:

- Mandated Therapeutic Programs
- “*Creating Futures*” Program Elements
- Short Courses and / or Programs

6 Months to 12 Months

Eligible for:

- As ABOVE plus
- Allocated full time work and / or
- Assessed and Case Managed Education / Career Plan with capability of completion within timeframe

12 Months to 36 Months

Eligible for:

- As ABOVE plus
- Peer Supporter Training
- Longer term Case Managed Education / Career Plan. May include external Studies
- Inclusion in “Longer Term Prisoner Program” (Group Discussions and more intensive ‘pre-release’ activities)

More than 36 Months

Eligible for:

- As ABOVE plus
- ‘Special Projects’ as agreed through Case Management

Periodised Planning

MACRO PLAN *(Incorporating Sentence Plan)*

Micro Plan 1

(consisting of shorter term goals agreed to following R&A and further on-site assessments)

Micro Plan 2

(consisting of review of shorter term goals as agreed to in plan 1, plus adjustments as req.)

Periodised Planning

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Sample 12 Month Plan: Prisoner Smith. CRN XXXXXXXX

MACRO PLAN *(Incorporating Sentence Plan)*

1st and 2nd months

3rd and 4th months

5th and 6th months

7th and 8th months

9th and 10th months

Final two months

Induction
&
R&A

Assessment
for
24 hr AOD

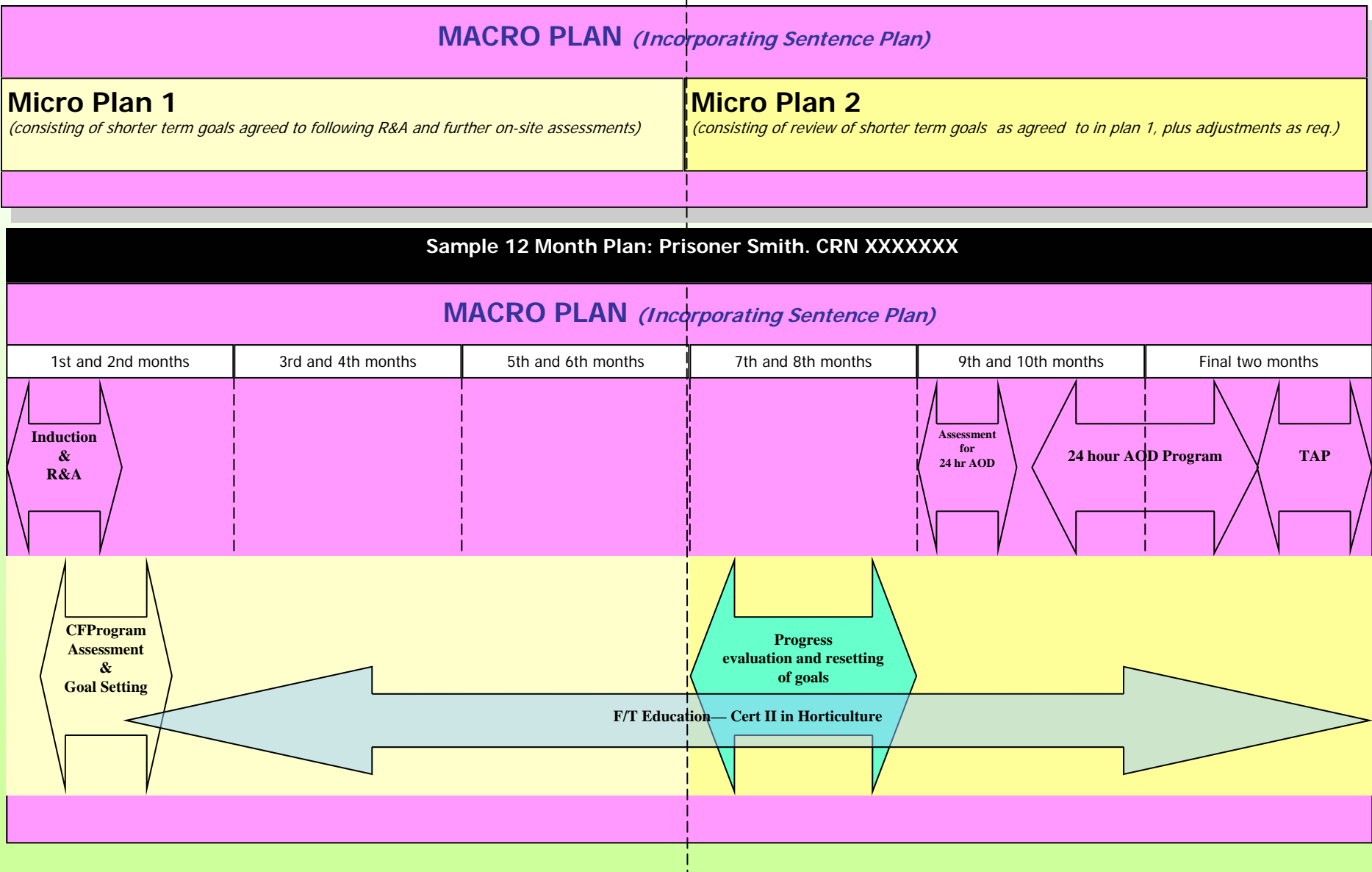
24 hour AOD Program

TAP

CF Program
Assessment
&
Goal Setting

Progress
evaluation and resetting
of goals

F/T Education — Cert II in Horticulture



Periodised Planning

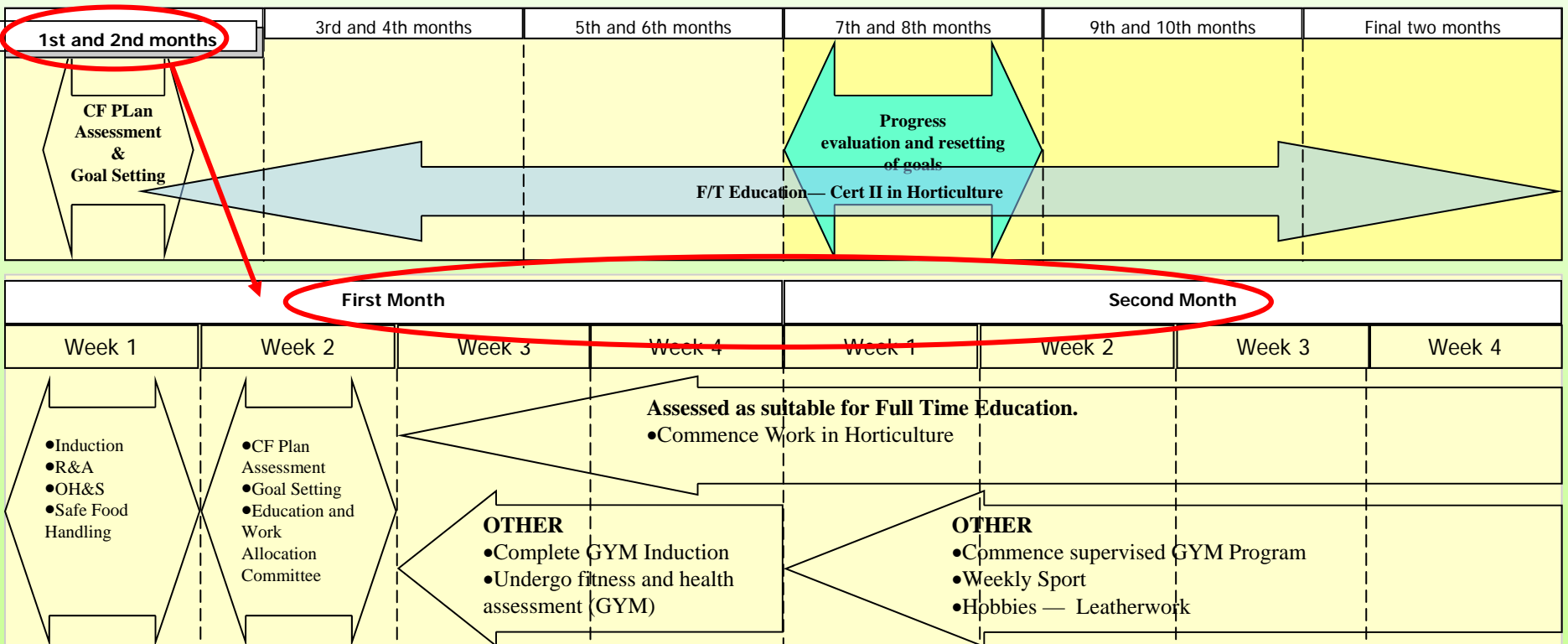
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Discussion

- What has been your biggest obstacle in the context of corrections education?
 - What steps have you taken to overcome this obstacle?
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Thank you

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