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**Welcome**

Welcome to the second edition of the newsletter from the Australasian Corrections Education Association Inc (ACEA).

The purpose of this newsletter is to provide correctional education administrators, researchers, practitioners and people interested in correctional education with useful information regarding the correctional education profession both in Australia and internationally.

Our goal is to ensure that every correctional educator is aware of the services, changes, new developments, and projects that are currently being undertaken.

Our mission is to respond to the changing needs of the correctional education community through effective planning, research and communication, thereby allowing us to provide the highest level of support in a timely fashion. ACEA is committed to providing the best sources of information and services to meet the needs and requirements of the correctional educator community. We hope you find the information contained here to be useful and appreciate your comments and feedback.

This newsletter incorporates articles from all participating states and territories in Australia.

Newsletters are produced quarterly and are available on the ACEA website [www.acea.org.au](http://www.acea.org.au)

Please direct any feedback with regard to the layout, distribution of, or information contained in these newsletters to the WA-based Newsletter Coordinator.

**About the ACEA**

The ACEA was incorporated as an association on 17<sup>th</sup> September 2004. It builds on the work of previous associations, IFECSA and the International Forum for Education in Penal Settings (IFEPS).

The ACEA is a network of academics, practitioners and policy makers committed to leadership and influence in the development and implementation of best practice education and training programs for people under supervision within adult and juvenile justice systems.

The vision of the ACEA is to be recognised as Australasia’s leader in the development and promotion of education and training for prisoners, detainees, and people on corrections orders in the general community.

ACEA is a not for profit organisation. Apart from donations and some specific-purpose research funding, it is completely dependent on its members for its funds and activities. Membership is open to individuals (see *Membership Form on page 17*).

### **Aged care at Wolston**

A group of eight prisoners at Wolston Correctional Centre (WCC) can now provide specialist care for infirm and disabled inmates after graduating from a nationally accredited 'Provide Personal Care' training course.

Each prisoner will care for up to five fellow offenders living in the six-person residential style accommodation units at WCC. Their three months' study qualifies them to assist QCS nursing staff with the care of prisoners with conditions ranging from terminal cancer to dementia.

Wolston Health Services Coordinator Marie Griffiths said the program was specially modified by Career Employment Australia to suit the needs of the offenders.

"The course covered four areas – process of aging, personal care needs, diversional therapy and organisational requirements," Marie said.

"This initiative should result in a better quality of life not only for infirm prisoners, but for all prisoners housed in the Wolston Disability Unit. The prisoners' enthusiasm for learning was outstanding and they are already showing therapeutic results.

"For example, an introverted prisoner who previously rarely spoke is now actively participating in group programs."



**Photo:** Prisoners learn to care for the aged & infirm.

WCC Offender Development Manager Sonya Messer said the program was initiated in response to the aging Queensland prisoner population.

"It's also taught prisoners the importance of social awareness and responsibility," she said. "Some of the men are now considering undertaking further study in other medical fields through distance education."

Diversional therapy activities, which keep prisoners active, healthy and occupied, are now part of the normal daily routine.

The 2006-07 State Budget allocated \$577,000 to be spent on nurses and occupational therapists to provide care for aged prisoners or those with a disability or chronic or terminal illness at Wolston Correctional Centre.

## Getting technology over the wall Solutions for distance education

The Open Training and Education Network (OTEN) is part of TAFE NSW and is the largest provider of distance education courses in Australia. It enrolls close to 40,000 students in over 250 TAFE NSW courses. Each year over 500 students from around 35 NSW Correctional Centres enrol in around 80 different OTEN courses.

In recent years there has been a growing emphasis on the use of the internet to provide support for OTEN students both before and after enrolment, and this has meant that students in Correctional Centres, who have no access to the internet (and often very little access to computers) have been unable to access many of the resources available to other students.

In response to this situation, OTEN has developed a compact disc version of the OTEN website [www.oten.edu.au](http://www.oten.edu.au). This CD allows students and staff in correctional centres to browse the site without being connected to the internet. The CD offers staff easier access to information on courses as well as resources and guides to enrolling their students. More importantly, the CD offers students a rare opportunity to use a website in a way that does not conflict with security issues.



Many long term inmates have little or no experience using the internet and think of it as a confusing and daunting mystery. Current institutional constraints mean that gaining experience in the use of web technology and developing the resulting technical confidence is impossible while in custody. This CD offers students an opportunity to engage with a 'real life' website, search for information in different ways, 'download' and print documents. Also, by developing a greater familiarity with an educational institution's enrolment processes, inmates may find it easier to apply for and participate in courses after release.

Given the growing focus on new technologies in education and the growing need to keep students within reach of the skills they will need post-release, this technology and others like it have great potential to help students in correctional centres jump the gap between the technology they have access to, and the technical skills modern employment demands.

## **John Morony 1 Correctional Centre – Intensive Learning Centre (N.S.W)** **Overview**

Young adult males are over-represented in the correctional system and have one of the highest rates of recidivism. Evidence indicates a strong correlation between recidivism and low levels of formal education, training and employment experience, especially for this group.

In July 2004 NSW Department of Corrective Services established an intensive Learning Centre (ILC) offering a full time basic education & vocational training program within the John Morony 1 Correctional Centre.

The ILC provides an integrated program of study and work, customised to the needs, interests, skill levels and preferred learning styles of young male offenders. It takes place in a purpose-built environment physically separate from the rest of the gaol and staffed by a team of teachers recruited solely for this program. The program includes Certificate II in General Education for Adults, Certificate II in Communication Skills, Certificate I in Information Technology, and TAFE NSW units in Small Motor Maintenance, OH&S, Restaurant Operations and Small Business Management. In addition, students are provided with practical work-based training in a number of Corrective Service Industries.



The program operates 5 hpd 5 dpw with the full support of Head Office and centre management, and industry overseers. This means that it is largely spared the disruptions of lockdowns and security-related crises. Groups run concurrently for up to 6 months, with 6-10 students in each group. The Intensive Learning Centre is now one of the NSW Department of Corrective Services most successful programs in targeting the needs of young adult offenders. By the end of 2006, 56 young adult offenders will have graduated, representing a completion rate of 85%.

While it is too early to measure the program's effect on recidivism, initial results meet the target levels of improved skill levels in a range of basic and vocational competencies, plus improved behaviour and attitudes in both classroom and workshop settings. More than half the participants go onto further education or training courses, most enter or resume gaol industry employment, and those with sufficient time left to serve progress to the next phase of the Young Adult Offender program at Oberon.

Data from the NSW Department of Corrective Service's Corporate Research, Evaluation and Statistics division indicate improved behaviour post completion, as measured by decreases in disciplinary charges, decreases in positive urine tests, and improved security classifications. This is a positive outcome as young male offenders serving custodial sentences have higher than average rates of self harm, and rates of committing offences, while in custody.

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**'Plastic Repair' pilot program**  
**John Morony 1 Correctional Centre**

John Morony 1 Correctional Centre in conjunction with Mt. Druitt College of TAFE Automotive Section has developed a Plastic Repair Course. The centre works in conjunction with a private company as part of the CSI to repair motor vehicle plastic bumper bars. The offenders repair an average of 45 bumper bars per day which are used as exchanged bars when a motor vehicle has sustained accident damage.

The students are assessed in the workplace by the TAFE teacher & Production Supervisor. A log book was developed by Allen Higginbotham (Automotive Teacher) which the Production Supervisor uses to keep a record of student learning outcomes that are completed. The TAFE teacher provides students of context and purpose of the assessment process and supplies the students with theory notes and different types of plastic for them to weld as assessment tasks. Evaluation of these assessments is conducted 2 hrs per week over a 5 week period.

The students are always eager to accept challenging assessments and view new assessments as an opportunity for growth.

The partnership between all stakeholders on this pilot program has been a huge success. Feedback from the TAFE teacher is that the students have welcomed the opportunity and continuously strive to improve their performance and remain focused on achieving their goal, which is to successfully complete the course and gain their TAFE Certificate with the knowledge that this qualification will enhance their scope for gaining employment in the industry.

### **Improving Outcomes for Aboriginal Inmates in NSW Correctional Centres**



While Aboriginal Australians make up about 2% of the NSW population, they make up just under 20% of the NSW prison population – a ten-fold over-representation. Many are repeat offenders, who often serve short sentences separated by periods back in their communities or in urban precincts before returning to prison.

The NSW Department of Corrective Services has set in place a number of strategies to address the specific needs of Aboriginal offenders, including a recently expanded Aboriginal Support and Planning Unit (ASPU) and a number of centre-based Aboriginal assessment and support officers. In addition, a number of designated Aboriginal teaching positions are located in correctional centres across NSW. Ten Aboriginal teachers are currently employed in these positions, with recruitment underway to fill a further three positions.

The Department's RTO for inmate education, the Adult Education and Training Institute (AETI), recently included the Aboriginal-specific Certificate I, II and III in Learning Pathways for ATSI Peoples on its scope of delivery. For the last 12 months the Aboriginal teachers delivering this curriculum have been developing a comprehensive Teaching and Learning Kit to support consistent, high quality delivery across all centres.

This has been a collaborative effort, starting with a 2-day workshop. The aim of this first workshop was firstly, to establish common understandings of the role of the Aboriginal teacher in a correctional setting, and how to balance meeting the cultural, social and welfare needs, as well as educational needs, of students; and secondly, to reach consensus on how the Learning Pathways curriculum should be delivered to achieve the best outcomes for Aboriginal students. It was agreed that a Teaching and Learning Kit of worksheets, lesson plans and assessment tasks would be developed, with each teacher contributing material for a particular module. Two teachers with the support of the AETI State Manager Adult Basic Education and the Director of the ASPU agreed to co-ordinate the process, in close consultation with their colleagues.

Three months later, teachers presented their resources and teaching and learning materials at a 4-day workshop held at Mid North Coast Correctional Centre. Paintings made by each teacher during the workshop were combined together into a cover image for the kit, to reflect the collaborative process.

In December a third workshop will take place at Yetta Dhinnakal, an agricultural open prison in western NSW which has a mainly young Aboriginal male population. Here teachers will be presented with the final version of the kit, comprising a teacher's book, learner's workbook and book of assessments for each module in Certificate I of the curriculum. This project has validated the unique contribution that Aboriginal teachers are making to the education, training and rehabilitation of indigenous offenders, and will long be a source of pride to both the teachers and their students.

### **Special gifts for school** **Borallon Correctional Centre**

Prisoners from Borallon Correctional Centre have continued their tradition of donating “occupationally-designed” products to students at the Ipswich Special School.

The products, built by prisoners participating in a vocational education and training program, were presented to the school at a small ceremony attended by Ipswich Special School Principal Peter Davies, Borallon GM Troy Ittensohn, Offender Programs and Services Executive Director Di Taylor, Custodial Operations Executive Director Jim Mullen, and teachers and students.

Products donated included building boards, black boards, craft boards and water therapy boards.

This is the third year the correctional centre has donated custom-built products to the school.

Troy Ittensohn said that the products were specifically designed by the school’s occupational therapists to meet the needs of the students. “Each product has been manufactured by the prisoners through a Certificate I in Furnishings,” he said. “The program provides each prisoner with a basic understanding of furnishing and a recognised certificate that can be added to their resume.”

He said the hand-over ceremony itself was an excellent opportunity for students at the school to practice life skills. Peter Davies offered a special vote of thanks to Borallon Correctional Centre Vocational Trainer Fons Boots, who was responsible for managing the project.

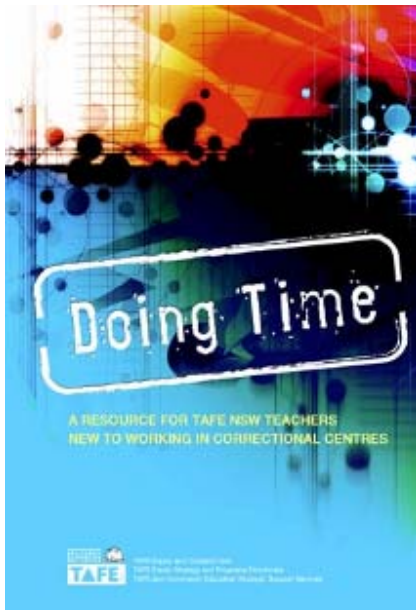
Di Taylor said the project was an excellent example of how QCS was providing prisoners with education and life skills to help them successfully reintegrate back into the community on their release. “Seeing the smiles on the faces of the children and teachers certainly assures me QCS is making a difference,” she said.



**Picture:**

*Ipswich Special School student Corey Stokes, 8, shows off the School’s new equipment to, from left, Borallon General Manager - Troy Ittensohn, Borallon Correctional Centre Vocational Trainer - Fons Boots, Ipswich Special School teacher – Dimitra Baveas, Ipswich Special School Principal – Peter Davies, and Custodial Operations Executive Director – Jim Mullen.*

### **Doing Time: A resource for TAFE NSW teachers new to working in correctional centres**



*Doing Time* is a resource developed by TAFE NSW to assist teachers who are new to working in correctional centres. It gives teachers basic background information about how the vocational training provision for inmates is managed by the NSW Department of Corrective Services (DCS) and TAFE NSW and explains the administration and reporting requirements for TAFE NSW and the Adult Education and Vocational Training Institute (AEVTI) which is the DCS Registered Training Organisation for inmate education.

The resources also contain information about the inmates, the correctional centres, the classification system and factors affecting inmates learning in the correctional centre environment.

Information on risk management and risk assessment of courses, teacher inductions, occupational health and safety and security issues for teachers is also covered. Flexible teaching, learning and assessment strategies are provided including workplace assessment strategies. Finally, guidance on what to do before, during and after the course is completed is covered.

### **Correctional Educator Certification**

The Correctional Education Association (CEA), California State University San Bernardino's Center for the Study of Correctional Education and the College of Extended Learning have partnered to bring you a series of three innovative courses that combined, qualify you to earn the CEA Highly Qualified Correctional Educator certificate. In this program you'll learn from professors, other teachers and administrators about teaching in correctional and closed-custody environments. You will be provided opportunities to reflect upon your professional identity and as a result, to withstand some of the stressors associated with working in a correctional environment. You will discover what it means to be an educator "on the inside" or, if you are already teaching, to reflect thoughtfully on the foundations of your work. In these courses you'll find fascinating topics such as teacher culture shock, the criminal mind, groupthink, boundary maintenance, and more.

Understanding the field from the personal and theoretical perspective can promote effective teaching and also prevent burnout and stress. You will explore the foundations of your craft as related to pedagogy, andragogy, sociology, curriculum, criminology, ethics, history, politics and culture. These courses promote the expertise and training garnered over time in the profession and enhance the skills, characteristics and performance indicators of the successful correctional educator identified in the literature. See the CEA website- <http://www.ceanational.org/> for further details.

### **DCS/TAFE NSW – ‘Australians Working Together’ Project**

TAFE NSW and the NSW Department of Corrective Services (DCS) collaboratively utilised funding from the Commonwealth ‘*Australians Working Together*’ program to pilot TAFE courses to enhance vocational education and training (VET) outcomes for minimum security inmates with intellectual disabilities.

After several months of preparation during 2004, the provision began in 2005 and was finalised this year with a comprehensive evaluation report. The pilot consisted of modules from the Certificate I in Horticulture and Certificate III in Fitness in the DCS Special Programs Centre at Long Bay Correctional Centre Complex and modules from the Certificate I in Horticulture to inmates in Intellectual Disability Unit at Goulburn Correctional Centre. While significant environmental and resourcing differences exist between the two delivery locations, both provided a context in which training could be tailored to the particular learning needs of a group of inmates with intellectual disabilities.

Horticulture was chosen as the main vocational program at both centres to allow students transferred from one centre to the other the opportunity to continue with the program. Goulburn and Long Bay are the two main correctional centres between which inmates with intellectual disability will be transferred. Fitness was included at Long Bay as it was an area which would have life skills and health benefits to the participants.

Across the two delivery locations 22 students completed core modules and a number of elective modules in the Certificate I in Horticulture. Five students have completed all modules and been awarded their Certificate I in Horticulture, which is a nationally recognised qualification. Most of the Long Bay students also participated in training in two modules from the Certificate III in Fitness and have been deemed competent in a number of the learning outcomes of these modules.

Outcomes extend well beyond specific vocational outcomes to those which are less easily quantified but highly significant. Of great importance has been the development of employability skills including learning how to work as a group, to follow directions and to persevere in tasks. The lack of these generic skills is frequently the reason that people with mild intellectual disability struggle to retain employment.

In addition, the pilot program has brought personal change to the participating inmates including the enhancement of social and communication skills. The pilot also contributed to cultural change within the intellectual disability units and built an active community of practice between DCS and TAFE NSW staff with the commitment, energy and expertise to bring about outcomes for inmates with intellectual disability.

### **Pathways to Employment, Education and Training (PEET) program**

The *Pathways to Employment, Education and Training* (PEET) program is an initiative of Community Offender Services (COS) - NSW Department of Corrective Services (DCS) in partnership with TAFE NSW and funded by the NSW Drug Summit for the period 2003 till 2007. In 1999, at the request of DCS, the PEET course was specifically developed and implemented by TAFE NSW for offenders managed by the Drug Court.

Since 2004 it has subsequently changed to broaden its target base. COS now provides the course for any appropriately identified offender supervised in the community by COS whose background involves drug and alcohol issues, is considered by the supervising officer as being likely to benefit, possesses significant educational and vocational deficits and who is not impeded to attend by mandated restrictions. Emphasis is on offenders with a medium to high risk of re-offending.

The course aims to assist participants to identify realistic education and/or employment options, develop a core of basic skills and a sense of self confidence and self-esteem. It also aims to empower targeted groups by providing equitable access to vocational education and training.

The program consists of a 36 hour course spread over nine-weeks but also has the flexibility to be conducted in a shorter or longer period of time depending on the needs of the target group and impediments created by transport issues. The course is held at a TAFE college and so provides an opportunity for the participants to feel comfortable in a vocational training environment and to gain more information about future courses available for them when they complete the PEET program. They greatly benefit from being seen as students rather the offenders.

Since the delivery of PEET in its new format in 2004, the program has generated the following results:

- 1050 offenders were identified as suitable for the program.
- 806 offenders began the program.
- 409 offenders completed the program.
- 321 obtained work or committed to further TAFE programs.

The following factors demonstrate positive program outcomes as well as reinforcing a positive identity in the students:

- Negotiation of learning outcomes between the TAFE facilitators and the students;
- Inviting different guest speakers to the various sessions;
- Holding the program at a TAFE college and offering TAFE taster courses;
- Issuing PEET students with a TAFE student ID card and library card;
- Celebrating the completion of a program with a graduation ceremony

Feedback has also demonstrated that one of the ways to an offender's rehabilitation is through the stomach. There is a small component allocated in the funding for each PEET program to cover the cost of what are loosely called refreshments, usually a cheap lunch. The social learning and positive offender interaction with invited TAFE 'guests' to the lunches has proven invaluable.

The collaborative approach between local COS staff and the TAFE colleges has been a key to the success of the program. Currently approximately 20 courses are conducted each semester throughout NSW with the locations being determined by COS needs as well as proximity to a TAFE college. The program requires a COS facilitator and a TAFE teacher/facilitator to work closely together to implement the course. This has ensured a strong link between the two agencies that provides a positive outcome for COS, TAFE and the participants.

## Inmate Traineeships NSW Department of Corrective Services



Traineeships are financed through the Commonwealth-funded, NSW State government-administered *Apprenticeship and Traineeship Training Program* (ATTP) and delivered by Registered Training Organisations on the NSW Department of Education and Training's *Approved Provider List* (APL).

NSW Department of Corrective Services offers inmate traineeships under a piloting arrangement established with the Apprenticeship and Traineeship Directorate of the NSW Department of Education and Training.

Traineeships aim to provide inmates with not only industry-recognised qualifications (namely AQF Certificates II, III or IV) but also practical on-the-job training and real work experiences supervised by trade-qualified Corrective Services Industries (CSI) Overseers.

Traineeships integrated with work opportunities across a range of Corrective Services Industries (CSI) have been undertaken at Cessnock, John Morony, Silverwater, Emu Plains, Kirkconnell and Bathurst Correctional Centres during 2005-2006. Traineeships for inmates include:

- Certificate II & III in Engineering Production
- Certificate II in General Construction
- Certificate II in Hospitality;
- Certificate II in Transport & Distribution;
- Certificate II in Food Processing
- Certificate II in Horticulture
- Certificate II in Furnishing (Furniture Production)

'Work holds' for inmates undertaking traineeships have been negotiated with the Department's classification unit. This enables inmates to remain at the correctional centre while undertaking their traineeship. This arrangement is valued by CSI in that it provides a more stable workforce which is better skilled, more motivated and more productive.

Of the 65 inmates undertaking traineeships in 2005-2006, 52 successfully completed, a completion rate of 80%.

### **W.A Correctional Education Conference & Awards**

The Department of Corrective Services Education and Vocational Training Unit (EVTU) Annual Conference was held on the 24<sup>th</sup> – 26<sup>th</sup> of September at the Fremantle Sailing Club. The conference was attended by education and vocational training staff from all 12 public prisons, Acacia (the State's private prison), and the EVTU head office administration team. The Chief Executive Officer of the DCS, Commissioner Ian Johnston, and each of the Deputies attended the conference along with the Director Strategic Operations of the Office of the Inspector of Custodial Services.

The Western Australian Department of Education and Training was represented by the Manager of VET Teaching and Learning, and the Manager of Indigenous VET.

The annual EVTU Trainer Award winner and the Education Centre Award winners were introduced along with the 2006 WA Meat Industry MINTRAC Trainer of the Year, from Karnet Prison Farm.

It was announced that the EVTU had been nominated for the 2006 Premier's Award in the Jobs and Economic development category and the Department of Corrective Services Team Excellence Awards.

In another matter related to vocational training recognition, the WA Building Industry has created, and will present a new Custodial Trainee of the Year award for 2006. This award was created as a result of a DEWR funded Silver Trowel (a private training provider) – EVTU construction training project which secures participants in the prison-based training course employment prior to their release.

These awards, which originate from outside the criminal justice system, establish that the EVTU's decision to expand its emphasis on employment placement and the economic well being of its students can at this stage, be considered successful. The increased understanding of local labour market conditions and the targeted employment focus which concentrates on specific sectors of Industry have been recognised by Government and Industry, as contributing to the employment outcomes of prisoners.



**Photo:**  
*Education staff from the Award winning WA Prison Education Centre, Hakea Prison.*



**Photo:** *EVTU Correctional Educator Award winner, Jodie, O'Brien, from Boronia Pre-release Centre.*

## **ACEA President attends the 6<sup>th</sup> European Conference of Directors & Coordinators of Prison Education**

Ron Cox, President ACEA, attended the 6<sup>th</sup> European Conference of Directors & Coordinators of Prison Education, which was conducted in Prague, Czech Republic at the Corinthia Panorama Hotel from 21<sup>st</sup> to 24<sup>th</sup> September 2006.

The conference was organised by the European Prison Education Association (EPEA). The EPEA conducts the international conference biennially to support those people involved in the provision of education and training to prisoners in Europe to share ideas and research that leads to the effective provision of education to prisoner.

The next EPEA international conference, Learning for Liberation, is to be conducted in Dublin, Ireland, from 13<sup>th</sup> to 17<sup>th</sup> June 2007.

On alternate years to the biennial conferences EPEA also brings together Directors/Coordinators of prison education to share ideas, experiences and research to guide the provision of prisoner education in the various European countries.

Attendance at the Director/Coordinators conference is by invitation and is usually restricted to two participants from each European country. The restriction on numbers is to contain the number of delegates to a small working group and is normally limited to a maximum of 40 to 60 people. This year as well as inviting education Directors/coordinators from the European countries the organising committee extended an invitation to Australia and the United States of America.

From the USA, Carrolyn Eggleston, Ph.D, Associate Dean for Administration and Graduate programs, and co-director of the Centre for the study of Correctional Education at California State University, San Bernardino, USA and President, Correctional Education Association was invited and attended. Ron Cox, Director of the Australasian Corrections Education Association (ACEA) was invited and attended. His attendance was supported by the ACEA and the Queensland Corrective Services.



**Photo:** Delegates visiting the Rynovice Prison (one of the 3 prisons visited).



**Photo:** Opening of the conference by Mr Zdenek Kreuzzieger, 1<sup>st</sup> Deputy Director General of the Prison Services of the Czech Republic.

Attendance at the conference provided a great opportunity to gain an appreciation of the ways in which education and training is provided to prisoners in European countries. It was also pleasing to observe that the provision of education and training to prisoners in Australia compares most favourable with what is occurring in the European correction jurisdictions.

A full report (produced by Ron Cox) is available on the ACEA website [www.acea.org.au](http://www.acea.org.au)

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**~ Coming Events ~**

**Reintegration Puzzle Conference**



The 3<sup>rd</sup> Annual Reintegration Puzzle Conference will take place in Sydney, May 7<sup>th</sup> and 8<sup>th</sup> 2007 at the WaterView Conference Centre. The conference is organised by EASE, a Research Group, in the School of Psychology at Deakin University in Victoria.

The Conference brings together people from all areas of corrections and prisoner support with an emphasis on people working in the area of reintegrating prisoners after release from prison.

The Reintegration Puzzle is the only conference of its kind in Australia, and attracts delegates from all areas of the community and government sectors from all over Australia.

The conference program includes a number of international and Australian keynote speakers as well as workshops and sessions from Australian practitioners. Each year the conference attracts approximately 120 delegates.

Organisations have the opportunity to participate in the 2007 conference as a sponsor. There are a range of sponsorship options. Minor sponsorship options are available for \$5000 which includes delegate registrations.

If you would like to discuss sponsoring the conference, please contact Jenny Crosbie, Conference Co-ordinator, on (03) 9251 7887 or by e-mail [jcrosbie@deakin.edu.au](mailto:jcrosbie@deakin.edu.au)

**ACEA Conference**

The ACEA Conference will be held from Sunday 28<sup>th</sup> October til Tuesday 30<sup>th</sup> October 2007 at The Rydges Hotel, Exhibition Street, Melbourne. We look forward to seeing everyone there!

**~ Key Contacts ~**

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## ~ Newsletter Contributions ~

The ACEA newsletter is produced quarterly and made available on the ACEA website [www.acea.org.au](http://www.acea.org.au)

Each State/Territory are asked to contribute at least one article per newsletter. Any members wanting to contribute information to the newsletter are asked to contact their State representative.

All State/Territory representatives will be regularly advised of the intended date/s for the next newsletter release. They should ensure that all articles and information are sent to the WA-based Newsletter contact person, Ray Chavez, by the given date.

Some article topics which will be covered in the newsletters include:

- Adult Basic Education
- Vocational Training
- Labour Market Training
- Indigenous Education
- Women's Education
- Current Research
- Events

When preparing an article for publication in the newsletter, State/Territory Representatives may want to consider following the example format below, and addressing some of the example questions. Your article length should be a maximum of 1 page.

*Example article format:*

<b>1.</b>	<b>Article heading</b>
<b>2.</b>	<b>Overview/Relevance to Education in Prisons</b> (inc. what is the event/topic?, when is it happening?, why do it [what problem does it solve]?, how does it fit into the big picture?, what inspired it [how did it come about]?, why now?)
<b>3.</b>	<b>Project Initiatives/Description</b> (inc. what's involved in doing this?, who's involved?, any key numbers [cost/budget, number of staff/offender participants, timeframe/milestone date]?)
<b>4.</b>	<b>Outcomes so far/Recommendations</b> (inc. have there been any results/feedback yet?, what will come of it (next step, next plan)?)
<b>5.</b>	<b>Attach a relevant photo to accompany article</b>
<b>6.</b>	<b>If applicable, attach relevant documents/resources/web links (for download)</b> (e.g. learning and assessment resources used throughout the project etc)



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Please let us know if you change your address and contact details, especially your email address, by sending the updated information by post to: ACEA Inc PO BOX 149, DARLINGHURST, NSW 1300 or by email to [Christine.sylva@det.nsw.edu.au](mailto:Christine.sylva@det.nsw.edu.au)