



The Learning Chronicles

The newsletter of the Australasian Corrections Education Association
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Contents

Welcome.....	2
ACEA President's message	2
Getting down to (ACEA) business	3
ACEA website renovation	3
ACEA corporate governance	3
ACEA financial reports and budget.....	4
Reconnecting with the membership	4
Secretary position	4
ACEA AGM	4
A focus on youth	5
Responding to COVID-19.....	5
VTQ review	5
Some recent reports and articles.....	5
Links to youth detention school/education centre websites	6
In depth	7
The 'MALWAYS' experience – what does this mean to prison educators?	7
Using education to reduce risk and recidivism	9
People ...	13
An interview with Stephen Seymour, Coordinator Incarcerated Students, University of Southern Queensland and Editor of the Unlocking the Future Update	13
No idle hands thanks to Brain Bites project.....	15
Contributing to the Learning Chronicles.....	16

Welcome

Helen Farley, International Representative

Welcome to the very first edition of The Learning Chronicles, the newsletter of the Australasian Corrections Education Association. The purpose of the newsletter is to recognise the great work of the many educators within corrections who everyday work with prisoners to help them reimagine their lives and those of their family post-release. It will also be a place where we can let you know of happenings within corrections within Australasia but most importantly, it is a place where you can have your say, ask questions and celebrate your successes.



We look forward to hearing your comments, reading your contributions, and asking your questions. At the end of the newsletter, we'll let you know how you can contribute. In the meantime, we hope there is something of use to you in these pages.

ACEA President's message

Ron Wilson, ACEA President

I am delighted to present this President's message via the revamped ACEA website!

The impact of COVID 19 provided corrections educators across the Pacific Rim with many challenges over the past few months. Some jurisdictions closed face-to-face contact, with some facilities unable to deliver programs while others had no interruptions to delivery. Some have enabled innovative technological responses to reach students in restricted access environments, while others found the value of printed distance learning materials to be life savers.

The challenge facing all of us is to capture the innovative practices and resources to share with one another. This of course also reflects on the challenge facing ACEA to support teachers, trainers, vocational counsellors, managers and policy makers in adult and youth corrections services across





Australasia. No doubt our next international conference for 2021 will harness efficient and innovative ways to connect with one another across hard and soft regional boundaries to share these learnings and experiences!

I want to acknowledge the work of the ACEA Executive, especially Helen Farley, in bringing this newsletter together.

Finally, I want to close this message to reiterate the great sadness we all felt with the sudden and unexpected passing of past president Ray Chavez. Ray was President of ACEA for many years and the loss of his experience, corrections education knowledge and his many contacts leaves the association and corrections education in general with a significant gap.

Please enjoy this newsletter!

Getting down to (ACEA) business

Paul Barnes, ACEA Secretary

ACEA website renovation

The ACEA Executive Committee have secured the services of a website developer to upgrade the ACEA website.

The new website will retain the look and feel of the existing site but will have some enhanced capabilities including webinars and web conferencing facilities. Members will find a more user-friendly interface which will allow them to navigate the site with relative ease and locate current information accessible by a pc or mobile.

We anticipate that the website will be operational by July 2020 and we appreciate that while the new website is being developed, the existing website may not be fully functional, in particular access to the membership portal. This may result in some members being processed manually rather than electronically. If members have any concerns or queries, please don't hesitate to contact President Ron Wilson (ron@diosmaconsultancy.net.au) or Paul Barnes (paul.barnes@justice.wa.gov.au).



The website can be accessed at: <https://acea.org.au/>

ACEA corporate governance

The ACEA Executive Committee has worked with members of the Advisory Council to ratify and endorse the Strategic Plan and the ACEA Business Plan. These plans will provide the future strategic direction for ACEA over the next three years. Importantly, the focus of these plans is on growing membership and visibility through the provision of professional development opportunities via the website.

These plans are also underpinned by a number of policies and procedures which have been approved by Executive Committee. These provide for good corporate governance of the association and ensures the Executive Committee can be held to account by its members.



ACEA financial reports and budget

The ACEA Executive Committee has prepared its first budget for the financial year 2020-2021. This budget focuses on maintaining membership renewals while increasing new memberships across Australia and the Asia Pacific region.

It is anticipated that while membership revenue will be retained, other forms of revenue will be considered outside of memberships and registrations. This includes securing corporate sponsorship.

If members have any suggestions as to potential sponsors, please contact your state representative so that this information can be discussed.

Reconnecting with the membership

Since the AGM, ACEA has been working hard on behalf of the membership. And while not obvious at first, there have been considerable changes undertaken by the Executive Committee. These changes include a newly written strategic plan and business plan, newly created policies and procedures and an operating budget.

The frequency and scope of the Executive Committee meeting and Advisory Council Meetings have increased and include an International Representative – Dr Helen Farley from New Zealand.

Secretary position

Angela Graham has recently resigned as Secretary of ACEA after many years of service. Angela has provided consistency throughout those years of service and her service to ACEA is appreciated.

Paul Barnes has been appointed secretary until the AGM. The office bearer will be declared vacant at the AGM and a new appointment will be made at that time.

ACEA AGM

The next ACEA AGM will be held in October 2020. The details are yet to be confirmed.

A focus on youth ...

Stavroola Anderson

ACEA Juvenile Justice Representative

Responding to COVID-19

Approaches across a broad spectrum were taken across Australian youth detention centres in response to COVID-19. These ranged from educational delivery as usual to working towards establishing virtual school online. Some of the biggest challenges have related to IT systems, especially access to the internet and network compatibility between schools/education units and youth justice accommodation units.



VTQ review

Vocational Training Queensland (VTQ; <http://vtq.edu.au/>), is the RTO attached to the Brisbane Youth Education and Training Centre (BYETC). Their aim is to facilitate provision of high standard suitable literacy, numeracy and learning skill education to youth offenders departing detention, youth offenders on community orders and other youth disengaged from or at risk of disengagement from education. During their official review last week, reviewers commended their work for providing ways to reduce recidivism and increase the opportunities for students to stay connected to education.



Some recent reports and articles

Here are some links to recent youth justice reports/articles either totally or partially relating to education for youth offenders:

Youth detention in Australia 2019

<https://www.aihw.gov.au/getmedia/c3ba6d29-7488-4050-adae-12d96588bc37/aihw-juv-131.pdf.aspx?inline=true>

How juvenile justice and education support the transition of school-aged youth from within a custodial environment to the community: Lessons to be learned and celebrations to share

<http://unsworks.unsw.edu.au/fapi/datastream/unsworks:42708/bin993daa90-d69f-43d3-8e4f-19a87caa2bf9?view=true>

Improving educational connection for young people in custody

<https://www.vu.edu.au/sites/default/files/Improving-educational-connection-for-young-people-in-custody.pdf>

A snapshot of education behind the fence

<https://www.sciencedirect.com/science/article/pii/S0883035517305372>

What children and young people in juvenile justice centres have to say

<https://apo.org.au/sites/default/files/resource-files/2019-10/apo-nid266896.pdf>

Links to youth detention school/education centre websites

NB: Not all schools/centres have up to date websites at present

Youth Education Centre, Adelaide

<http://www.yec.sa.edu.au/>

Parkville College, Victoria

<http://parkvillecollege.vic.edu.au/>

Cleveland Education and Training Centre, Townsville

<https://clevelandetc.eq.edu.au/>

Brisbane Youth Education and Training Centre, Brisbane

<https://byetc.eq.edu.au/>

Dorchester School, Campbelltown

<https://dorchester-s.schools.nsw.gov.au/about-our-school.html>

Induna School, Grafton

<https://induna-s.schools.nsw.gov.au/about-our-school.html>

Lincoln School, Dubbo

<https://lincoln-s.schools.nsw.gov.au/about-our-school.html>

Putland Education and Training Centre, Werrington

<https://putland-s.schools.nsw.gov.au/about-our-school.html>

Shepherds Park Education and Training Unit, Wagga Wagga

<https://shepherds-s.schools.nsw.gov.au/>

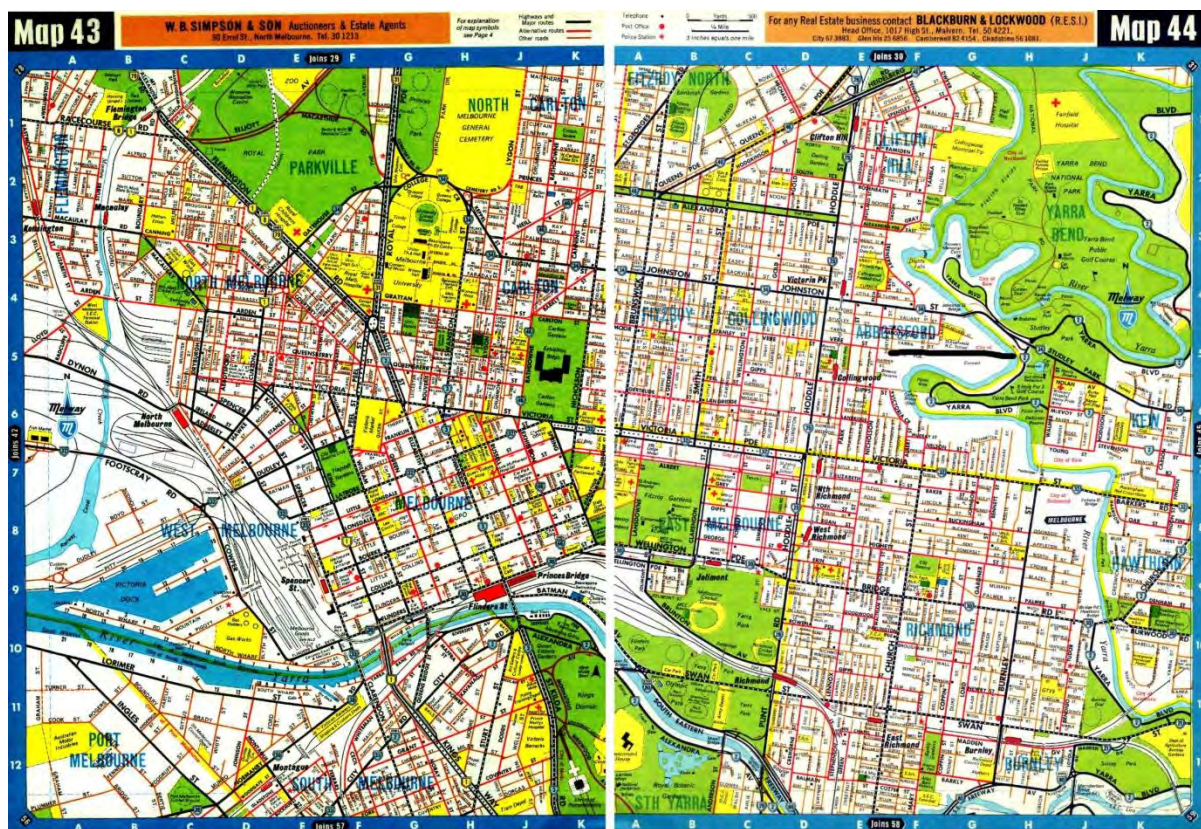
In depth ...

The 'MALWAYS' experience – what does this mean to prison educators?

Ron Wilson, ACEA President

In 1998, the Melbourne-based community theatre company, [Somebody's Daughter](#), performed a play titled MALWAYS at the now named Dame Phyllis Frost Corrections Centre (DPFC). This play was written by the women prisoners in concert with the prison education staff and Somebody's Daughter directors, Maud Clark and Kharen Harper.

As is the intent of community theatre, there are many takeaway points of enlightenment, learning and challenge for the participants and the audience to reflect on. For me, as general manager of a TAFE institute that managed all the education and training services for Melbourne metropolitan adult corrections and juvenile justice facilities at the time, the MALWAYS experience provided some of the most critical and enduring messages to all prison educators regarding the content and delivery challenges faced every day in these unique, and often bizarre, learning environments. As indeed intended through community theatre, the reflections and learnings are completely subjective – everyone takes their own meanings from the experience. However, the essential challenge, as TS Eliot dared us all, is to ensure we drive to gain our own meaning from our experiences.



The MALWAYS story

The MALWAYS experience opened the door for the voice of some prisoners to articulate their understanding of their life journey to the point of ending in prison. This title was a deliberate play on words in which each of these women mapped their life and experiences onto a social map characterised by the Melbourne street directory known as 'Melways.' The women chose to replace the 'Mel' (for Melbourne) with the term 'mal,' the French term for bad. The underpinning structure of the Melways street directory emerges as a grid overlaid on the streetscapes of Melbourne's inner

and outlying suburbs. The top axis of the grid is referenced by the alphabetic symbols ranging from A through to K, while the vertical axis is represented by the numbers 1 through to 12. Each map connects with adjoining suburbs along the vertical and horizontal with roughly a suburb per page. Each map shows the interconnection of roads, streets and lanes and also includes symbols for landmarks such as railway lines, stations, parks, reserves and other significant local features.

Throughout the play, each woman expressed her individual journey to the time of incarceration in song, verse and or monologue. While each journey was unique, this play produced a metaphorical map to illustrate the social and cultural parameters shaping the options available for life decisions they made along the journey. Without going into the intricacies of each woman's journey, the themes of the journeys could be paraphrased as follows.

In this play, the women likened their life as being symbolically bounded by the grids on the Melways map. By way of illustration, this grid is referred to as the grid G5 on a particular page of the Melways road map. Each woman referred to the limited scope they believed they had that informed their decision making. The boundaries of G5 represented the limitations of their lives as they knew it. All the options they believed were available to them were framed by the experiences they had in G5. All their social contacts, family contacts, education (formal and informal) and their history were bounded by this grid. There was not an appreciation or awareness there was a G6 or an H5 let alone another page in which there were other grids!

Bounded in their respective grids, the women explained how the features within their grid were interpreted along with their own experiences and as learned through the experiences of others (family, friends, and so on). For example, one woman explained that the traffic lights on the edge of her G5 always appeared red. She was not aware that the lights could be green nor associate with the licence that a green light afforded to go further. Hence, figuratively, she did not countenance the option of making a decision to travel across this road. Another explained there was a railway station in her G5. To her, this railway station was a social meeting point. She knew that trains came through the station and that she could get on a train to go somewhere. However, she also did not consider that the train tracks connected with other train tracks further down the line and these tracks led to alternate stations which linked with other tracks (i.e. other G5s on other pages of her Melways). The key message was that G5 symbolised the defined scope of life options available and the scope of behaviours available to them.

It was through engaging with writing this play that each of these women realised the symbols could also represent opportunities to do something else rather than reflecting a limited option bounded by the culture of G5. Each told her story, in her own way, in which she started to realise that she had a choice to explore the various meanings behind the symbolic representations within her grid and understand the opportunities presented through this expanded awareness. To each of them, the exposure to education helped them gain an awareness of the options and then an awareness of their own capabilities to capitalise on these opportunities.

While their awareness of alternative options emerged, the women also expressed further and alternate insights into options available. This alternate learning identified there were factors in our community which worked to ensure that those living in G5 stayed in G5. For example, some women related stories of previous releases from prison when they were subjected to extra scrutiny from police or justice agencies while on restrictive parole orders. Others perceived that having offenders in our society served other, less obvious benefits to society. For example, one woman was able to see herself in a much broader social context when she expressed a critical perception that governments provided a substantial financial commitment to operating prisons and prisons needed prisoners to give them (i.e. prisons) meaning for existence. This raised the question of what this

insight meant to her? She replied that she now had a broader context with which to understand the options available to her when she made her decisions.

The takeaways

The meanings arising from this experience are manifold and varied to all exposed to the play. First, this play challenges prison educators to consider the significant impact they can have on offenders' lives by ensuring that they are well-prepared to work in a secure custodial environment. There are no national standards around the skills and knowledge necessary for prison educators. Second, the MALWAYS experience demonstrates the critical role of language, literacy, numeracy, employability and now digital skills play in supporting prisoner decision making skills. For example, the development of literacy capabilities assisted the MALWAYS women to more effectively articulate their various social, emotional and even financial matters to others. Thirdly, the value of coordinating services and programs across prison operations lead to more effective outcomes for incarcerated students. In this case, the interrelationship between community programs and education services complemented each other to provide a learning environment conducive to productive learning. Fourthly and importantly, the MALWAYS experience highlights the importance of the prisoner/offender voice in planning effective education and training programs to be delivered in prison. All too often, funded education programs have been directed by authoritative agencies with benevolent intent but with little input from the end user.

In finishing ...

The MALWAYS experience provided a great example of contextualised language literacy and numeracy programs embedded within a community drama program which provided benefits way beyond expectations. These benefits:

- facilitated prisoner personal growth in their respective capacity to view their own life experiences, develop the language, literacy and numeracy skills (albeit limited in the numeracy space) to negotiate their individual next steps toward living in the broader community;
- demonstrated the synergies of connecting and coordinating programs across separate operational sectors within the prison community;
- raised the importance of including the prisoner voice in planning educational programs reflective of prisoner student needs; and
- gave prison educators the opportunity to reflect on the knowledge, attributes and skills needed to effectively deliver programs in custodial settings.

Using education to reduce risk and recidivism

Helen Farley, University of Southern Queensland

Anne Pike, Open University UK

Engaging prisoners in education is one of a range of measures that could alleviate security risk in prisons. For prisoners, one of the main challenges with incarceration is monotony, often leading to frustration, raising the risk of injury for staff and other prisoners. This article suggests that prisoner engagement in education may help to alleviate security risk in prisons through relieving



monotony and reducing re-offending by promoting critical thinking skills.

Prison security is a topic of growing community and political concern. Regular news reports highlight prisoner unrest in response to overcrowding, smoking bans and other frustrations. On a day-to-day basis, prisoners who have difficulty adapting to the 'pains of imprisonment,' namely boredom, conflicts with staff and concerns for one's safety, can be much more likely to resort to serious prison misbehavior and violence (Rocheleau, 2013). In addition, prison violence results in increased workplace injuries and work time lost to chronic health conditions such as depression and anxiety for prison staff (Finney, Stergiopoulos, Hensel, Bonato, & Dewa, 2013). The cost to the prison estate is substantial and effective ways of mitigating risk through reducing prisoner misconduct is an imperative. Researchers suggest that at least one effective way to counter this anti-social acting out could be to fill prisoners' days with constructive activity, including education (Rocheleau, 2013).

The Standard Guidelines for Corrections in Australia (2012), recommends that prisoners be provided with access to education and vocational training primarily as a way of helping them develop skills and abilities to support reduced re-offending upon release from custody (Australian Institute of Criminology, 2012). However, there is little understanding of the impact on security risks of prisoner participation in such programs. Much research into prison education is focused on individual learning benefits and there is less known about the impact of educational programs on prison operations, including the management of risk (Brazzell, Crayton, Mukamal, Solomon, & Lindahl, 2009). If prisoner engagement with education can be shown to reduce the security risk of prisons, an alternative measure of the success of these programs could be to measure changes in prisoner misconduct, both prisoner-to-prisoner and prisoner-to-prison officer.

How education could mitigate risk

'Education has made me more well-behaved ... it's had a calming effect ... gave me something else to think about ... stopped me acting so impulsively ... gave me some long-term thoughts ...'

*Damien, undergraduate incarcerated student
Maryborough Correctional Centre, Australia, 31 July 2015*

In a survey in the United Kingdom, 81 per cent of prisoner respondents claimed that they participated in study to occupy their time and relieve monotony, 69 per cent said that distance education helped them to cope with prison and 40 per cent said that it helped a lot (Taylor, 2014). This is particularly significant for those prisoners with long sentences or with mental health issues. Though many prisons emphasize vocational education over higher education, mostly provided through distance-learning, there are many benefits to be realized from engaging prisoners in this way. Recent longitudinal research by one author has found that higher levels of education can transform some prisoners, making them more risk averse. Prisoners who had studied through distance learning had increased cognitive ability and new pro-social thinking patterns, giving them the ability to express themselves more effectively and negotiate agreed outcomes without having to resort to violence (Pike, 2014). Moreover, student-tutor relationships are usually characterized by respect, understanding, care and positive expectations which reduce anti-social cognition and help to build anti-criminal identity. Thus, engaging in higher levels of education provides powerful cognitive and social learning which are fundamental to the Risk–Need–Responsivity (RNR) model of rehabilitation (Andrews, 2006; Andrews & Dowden, 2007).

The provision of education could assist prison management to address issues of 'prisonization', the process whereby prisoners become acculturated to the negative values of the prison sub-culture (Brazzell et al., 2009). Earlier studies have revealed the potential for prison education programs to

create positive institutional cultures. These changes were thought to be brought about by prisoner exposure to positive civilian role models (educators), because prisoners are kept occupied (and 'out of trouble') (Adams et al., 1994), and through improved decision-making abilities and pro-social values (Brazzell et al, 2009). Prison management often encourage prisoner enrolment in education because it can provide an incentive for good behaviour; and is thought to produce more responsible, mature individuals who have a calming influence on other prisoners and on prison officers (Ross, 2009). Theorists suggest that improvements in cognitive processing, communication abilities and enhancement of long-term prospects afforded by education and training may result in pro-social behaviors, emotional maturity, empathy and control (Bandura, 1977; Knowles, 1975; Mezirow, 2000a). For prisoners, these qualities have been linked to desistance from crime (Farrall and Maruna, 2004) and they may result in a reduction in the frequency and severity of assaults within the prison. Using education may therefore improve security outcomes in a prison and contribute to a 'dynamic security' mediated by human factors (Wynne, 2001). However, providing the right education, which develops cognitive and social learning, comes with many challenges.



Measuring the success of prison education

The success of education and training programs in prisons is usually couched in terms of reductions in recidivism. Certainly, recent research suggests that prisoners who participate in education are indeed less likely to re-offend (Davis et al, 2013; Ministry of Justice, 2013). However, this form of measurement is problematic given that there is no agreed definition of recidivism between jurisdictions, rates are measured over a period of years (Andersen & Skardhamar, 2015), and other factors aside from education, including police activity, significantly impact on an individual's inclination to reoffend (Dempsey, 2013). This uncertainty around the definition of recidivism means that this measure is frequently manipulated to reinforce whatever argument is being proposed (Andersen & Skardhamar, 2015). A report into police and community safety in Queensland, Australia called for a better measure of prison performance that took into account those who were working directly in and with the system. In turn, it was indicated, these measures could be used to better inform the public on the efficacy of corrective services (Dempsey, 2013). Given this, a more appropriate and useful way to measure the success of education and training within prisons, could be to monitor the rate of assaults in custody. Prisons generally report against a number of key performance indicators including assaults in custody and percentage of eligible prisoners enrolled in education and training (Australian Government Productivity Commission, 2015; Ministry of Justice, 2015).

Rates of assault, both prisoner on prisoner and prisoner on prison officer, offers an alternative measure to recidivism to ascertain the efficacy of prison education and training programs, favoring improvements in dynamic security as evidenced by the change in the numbers of assaults (Andersen & Skardhamar, 2015). In this way, the number of assaults could act as a proxy measure for changes in recidivism (French & Gendreau, 2006) and provide an indication of post-release behaviour (Lahm, 2009).

Conclusion

This article argues that provision of prison education may directly address the security risks of prisons by providing a mechanism to combat negative prison sub-culture and reduce prisoner assaults. A reduction in prisoner misconduct correlates strongly to a reduction in recidivism rates (Lahm, 2009). The literature suggests that prison education is almost twice as cost-effective as incarceration alone as a crime control policy (Bazos & Hausman, 2004). Investing public funds in education and training in prisons will achieve more sustainable community outcomes as compared to building prisons.

Previously education has been considered as a separate requirement, insufficiently linked to the RNR model of rehabilitation and reduced security risks. However, improved engagement with education and training and an associated reduction in the number of assaults in custody could potentially have many positive effects. It could decrease the number of workplace injury claims, absenteeism and turnover in prison officers. Physical and verbal abuse from prisoners is a significant component of the workplace stress experienced by prison officers, contributing to a high burden of stress-related chronic disease (Gould, Watson, Price, & Valliant, 2013).

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People ...

An interview with Stephen Seymour, Coordinator Incarcerated Students, University of Southern Queensland and Editor of the Unlocking the Future Update

The Unlocking the Future update has been going for a number of years, edited by Stephen Seymour at the University of Southern Queensland. It's a major source of information for educators and administrators across the sector in Australia and overseas. Here we ask Stephen a few questions.

How did the Unlocking the Future Update get started? And when?

What are you trying to do with the Update?

The newsletter commenced in the later part of 2014. However, we first had a clunky broadcast email with links to project stakeholders on interesting articles and the odd image. Then Dr Helen Farley put me onto a newsletter out of the USA that used paper.li - Prison Update. I checked that out and we then explored quite a few different newsletter platforms and in the end we went back to paper.li which incidentally is run out of Switzerland, set up an account (very cost effective) and away we went.

The intent of the newsletter was not and is not to promote the work of USQ, or the project (Making the Connection) but rather to share relevant and interesting content (it's very much a curation exercise) with all of those that have a professional and social interest in all things prison education. 'Supporting ideas and values for education and training in correctional settings.' Sure, we have links on the site back to USQ but that is secondary. We wanted to support and encourage our



stakeholders particularly education officers, their centre management and internal USQ stakeholders with their work. We knew that normal social media like Facebook does not work too well in corrections 😊 so a direct mail newsletter was the best option.



How many subscribers do you have and where are they?

Quite a few. 400+. Most are, as you would expect in Australia. Though there are a number in New Zealand and in a smattering of other countries around the world.

What is the most surprising thing that's happened with the newsletter?

Well, I've tried a few times to retire it, but the overwhelming response has been to keep it going. So, it is achieving something. Feedback from readers/users is that it is used to provide positive and encouraging news to students. It is used to inform briefs and reports to management and department heads in new initiatives and so on. It's also raised the profile of the sector within USQ and I'm finding that uni staff are also encouraged to see the good news stories and level of activity.

The most read articles are usually about Indigenous and female incarceration and related issues.

I should add that we do not expect people to read the entire newsletter but will select, when they've a free moment, the article relevant to their interest and work needs.

Can people suggest articles for you and how?

Yes, by simply emailing a link to the article of interest to me.

Now though the articles come to us via social media tags and you have to set that up (bots) to track the prison education news in the social media and news feeds. Therefore, you do have to commit a bit of time each day to ensure that the feeds are working. Social media: I guess that is why we get so much out of the USA, but we really do need more from our region. By the way, paper.li have just launched a new platform for the newsletter with better features and different views etc. Haven't had the chance to explore that but will do.

How do people subscribe to the newsletter?

Subscribers come to us these days via word of mouth. But, they can subscribe directly via the platform or I add them to a list of stakeholder contacts and email the publication to them. Surprisingly very few ask to be taken off the list.

How has USQ coped with the COVID-19 lockdowns? What about your incarcerated learners?

The uni sector as a whole has to deal with the COVID impact on international student revenue falls and USQ less so just because we don't have the numbers that other unis have. However, there will in due course be an impact on the business as most of us are working from home and we have had to change many of our processes to be able to do that. I can do the newsletter from anywhere!

For the moment, however, USQ has a comprehensive COVID support package and scheme in place for students. We have a dedicated COVID support package, financial and academic for students ([COVID support page](#)) at USQ. Most encouragingly, we have had very few incarcerated students drop from their studies this semester and this is due primarily to the ongoing support of the education officers and centre management and of course, USQ staff adapting processes. For example, having to accommodate the fact that paper-based sit-down exams are not possible. Take a look at: <https://www.usq.edu.au/current-students/support/covid-19-online-learning/student-communication>

You can see the Unlocking the Future Update at: https://paper.li/stephenseymour9/1418018338#

No idle hands thanks to Brain Bites project

From Tātou, Department of Corrections New Zealand

The Department of Corrections New Zealand Education Team's response to COVID-19 saw around 52,000 Brain Bites activity books provided to people in prison since the March lockdown.

Eight editions of Brain Bites were sent out nationwide with around 6,500 copies printed each week.

The Brain Bites Project was conceived by the Education Team and Practice Managers - Education and Training to support people in our care during Level 4 by keeping them busy with educational material.

Principal Adviser Education Programmes Melissa Nielsen says the first step was to ask partners and education tutors for resources that could be printed at sites.

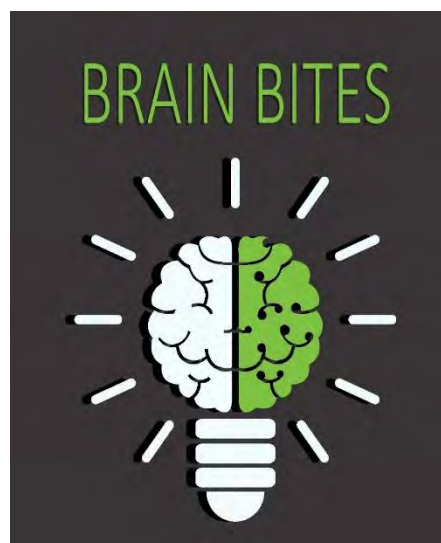
'We were flooded with content including creative writing, licensing, graphic design, drumming, yoga, dance, puzzles, exercise, sign language and art to name only a few!'

The A4 activity booklets soon followed.

'This was an example of when we work together, great things happen! We would like to thank the many individuals, teams, site staff, tutors and organisations that contributed to the brain bites project and acknowledge the goodwill that was shown throughout this time,' says Melissa.

Rimutaka Principal Adviser Rehabilitation and Learning Phil Wrenn says learners gained a lot. 'Of particular note was the enjoyment of Māori language learning activities that many men found interesting and enriching.

'Sometimes learning the Māori language can be quite intimidating, especially for some of our tāne who feel whakāma about the level of knowledge they have of te reo Māori.'



Phil says the booklets also let reluctant learners work at their own pace and experience ownership and success in learning. 'The resource was full of embedded literacy and numeracy activities such as text navigations skills, critical thinking skills, measurement and shape interpretation and many more. These are all skills that we want our learners to have in their kete, they're so important to our daily lives and meaningful reintegration.'

He said the Rimutaka Distribution team did a great job getting the booklets out to each unit every week.

Learner feedback

'Visual, accessible without being patronising or dumbed down.'

'Something for everyone – and Fun!'

'Loved the focus on creativity and the stuff that made me think.'

'Helps pass the time and keep minds occupied.'

'Exercise activities were well used – enjoyed the puzzles.'

'The Te Reo Māori and Māori the Māori designs.'

'I learnt about myself.'

Contributing to the Learning Chronicles

Helen Farley, International Representative

We are interested in stories from right around Australasia! We'd like to hear your good news stories. We'd like to hear about how you're overcoming challenges. If you have a colleague who deserves special recognition, let us know and we can feature them. If you've read an interesting article about an innovative idea, we would be interested in hearing that too. This is your newsletter. We want it to be shaped by you.

We are also happy to receive Letters to the Editor. And we are happy to have a Classifieds Section if you think that would be helpful.

If you have an idea for a story, get in touch at helen.farley@corrections.govt.nz

