



The Learning Chronicles

The newsletter of the Australasian Corrections Education Association

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From the President

By Helen Farley

It's a great honour to be the new President of ACEA and it's a responsibility I don't take on lightly. I want to take a moment to thank Ron Wilson for his service to ACEA over the previous two years. I am grateful we can still call on his expertise for the next twelve months. We also bid farewell to Kieran McCann as immediate past Vice President and again, I would like to extend my thanks to Kieran for his service and irascible sense of humour. We still have a few steady hands who have soldiered the work with good grace! Thanks to Stavroola Anderson who has moved to the position of Vice President! Thanks to the ever-organised Stephen Seymour who carries on as Secretary. Thanks too to Paul Barnes who is slowly but surely making our books look the way they should! Marietta Martinovic stays on to ensure we are as learned as we should be.

And though we have some departures, we also have some arrivals. I would like to welcome Jocelyn Humbley as the Youth Justice Representative, replacing Stavroola Anderson who has been an absolute star in that role. Also joining us is Tatiana Harrison as the International Representative. Welcome! I look forward to working closely with both of you. It's a big commitment you have made, and I am grateful for your energy and enthusiasm. To the Advisory Board we welcome Klaus Baur, Cary Warren, Sasha Posthuma-Grbic, Brent Maughan, Fiona McGregor, Carla McCarthy, Moana Solomon, and Rita Durkin.

It has been a difficult time for the organisation as we struggled through COVID and all of the flow on effects from that. And we also moved our conference online for the first time in our history. These factors have placed an enormous amount of pressure onto the members of the previous Executive and Advisory Board. There have been a few tense moments, but I am hopeful we can move on and do what needs to be done. We have an important mission in supporting ideas and values for education and training in correctional settings.

Though we all hoped that 2022 would be an easier year, it's not shaping up that way. Our jurisdictions and the institutions within those jurisdictions are still struggling to mitigate the effects of COVID. In Aotearoa New Zealand education and training has all but stopped as those services deemed as 'non-essential' are suspended as we cope with staffing shortages and try to slow the spread of the omicron variant. All other jurisdictions have had to meet this challenge or are still wrestling with it. Our educators and trainers are struggling to get traction and make an impact under these conditions. I see we are at a critical juncture in corrections education (and in this term, I include education within juvenile justice).

I see there are a number of things we need to focus on this year:

- Compliance with the requirements of NSW Fair Trading and Commonwealth legislation;
- Making sure our Constitution is fit for purpose (tied up with the above point);
- Re-examining the membership of the Executive and Advisory Board;
- Looking at Roles and Responsibilities;
- Checking membership processes;
- Setting up sound financial processes;
- Making sure our website is fit for purpose;
- Leveraging the expertise of our Advisory Board;
- Establishing closer ties with prison industries and employment;
- Cementing our relationships with other Australasian and overseas jurisdictions and professional organisations; and

- Making sure our members (including jurisdictional members) get value for money.

Further to the last point, there are a number of initiatives I would like us to examine:

- Ensuring we have regular newsletters;
- Ensuring we have regular webinars;
- Present opportunities for professional development, particularly for frontline educators;
- The formation of Special Interest Groups (the first of which is research!);
- Formalising a research agenda;
- Incorporating the voice of lived experience;
- Small grants for frontline initiatives;
- Forward planning for our 2023 conference; and
- Making better inroads into Indigenous education and initiatives.

There are others but I don't want to overwhelm you straight away! This is an exciting time for us and I believe there is a lot we can achieve but only if we all pull our weight. We all need to get in and get our hands dirty. I'm looking forward to working with and for you all!

I apologise for the length of this newsletter! We have a lot to say! If the same volume of material keeps coming to us, we might consider moving to more frequent editions. At this stage we are looking at quarterly editions. We may need to move to monthly. If you have any feedback about *The Learning Chronicles* or if you would like to contribute some content, get in touch:

president@acea.org.au. Also, please forward to anyone you think might be interested.

If you are not a member, consider joining us! You can find out about membership [here](#).

Meet the ACEA Executive

With our AGM last month came some new faces onto the ACEA Executive! These are all people who are donating their time to ensure that ACEA fulfils its mission. I'd like to introduce you to:

President: Helen Farley



Associate Professor Helen Farley was the Acting Director of the Digital Life Lab at the University of Southern Queensland (USQ). She has worked extensively in partnership with correctional jurisdictions across Australia to introduce digital technologies into prisons to provide access to secure digital education. She was the project leader of the \$AUD4.4 million Australian government-funded *Making the Connection* project which developed in-cell technologies to allow prisoners to participate in higher education. To date, the project is active in Queensland, Tasmania, Western Australia and the Northern Territory. There have been over 1700 course enrolments in university programs with retention rates higher than for non-incarcerated university students and with slightly higher examination results. Towards the end of 2018, she left the University of Southern Queensland to join the Department of Corrections New Zealand Ara Poutama Aotearoa as the Practice Manager Education and Training for the Southern Region. She remains an Adjunct Associate Professor at USQ.

Vice-President and Public Officer: Stavroola Anderson



Dr Stavroola Anderson is an independent scholar, consultant, and practitioner with expertise in providing education to students at risk of educational disengagement. For the past 15 years, Stavroola has focussed the greater part of her research, consultancy, and practice on investigating and/or delivering programs specific to the needs of young people involved with the youth justice system. Her skills in program development and evaluation are founded upon extensive knowledge of psychological aspects of learning, thinking and behaviour. Stavroola is passionate about ensuring that high quality evidence is implemented to improve educational access and relevance for young people who have difficulty engaging with traditional systems. She is a strong advocate for enhanced engagement between individuals and organisations who provide programs to students within secure justice settings. Prior to her election as Vice-President, Stavroola has been an active participant in the Executive Committee, as ACEA's Youth Justice Representative.

Secretary: Stephen Seymour



Stephen is the Acting Associate Director Social Justice & Equity and Coordinator – Incarcerated Students in the Student Success and Well-being, Social Justice, and Equity team at the University of Southern Queensland. He coordinates the USQ Incarcerated Student Strategy and builds on the results from the award-winning HEPPP-funded *Making the Connection* project that has been incorporated into 'business as usual' at USQ. The project was awarded the Federal Government 2016 Australian Award for University Teaching – Enhanced Student Learning. Before joining the USQ team in mid-2014, Stephen spent 10 years in the vocational education sector working closely with clients and stakeholders as the Director for Business Development and Industry Engagement at South West Queensland TAFE. Stephen also has extensive experience in the not-for-profit sector and in cross-cultural contexts, specifically in economic and community development in central and southern Africa, primarily in the Congo and Zimbabwe.

Treasurer: Paul Barnes



Paul Barnes has over 15 years' strategic and operational management experience within correctional centres across Australia. Paul has broad cross-jurisdictional experience working in a variety of correctional centres including maximum, medium and minimum centres and he has been a pioneer in the provision of vocational education and training services in those centres.

Paul is an award-winning correctional education management practitioner whose focus is on providing quality vocational education and training services which assists incarcerated learners to articulate successful re-entry pathways upon release.

Research Officer: Marietta Martinovic

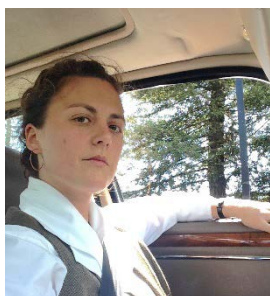


Marietta Martinovic is a Senior Lecturer in Criminology and Justice in the School of Global, Urban, and Social Studies, RMIT University, Melbourne, Victoria. She started the first Australian Inside-Out Prison Exchange Program in Australia which is now operating at five Victorian prisons. She also established and is leading four prison-based Think Tanks and one community based 'Beyond the Stone Walls Advisory Collective.' Her research interests include teaching in prisons, effective electronic monitoring programs and exploring the impact of incarceration.

Youth Justice Representative: Jocelyn Humbley

Jocelyn Humbley has spent the past 14 years in program development and delivery for disengaged youth. She has worked in diverse settings, including community-based organisations, state schools, non-state schools, and youth justice training centres. For the previous six years, Jocelyn has been employed by the Brisbane Youth Education and Training Centre tri-campus cluster. During this period, Jocelyn has been involved in establishing and managing the Registered Training Organisation, Vocational Training Queensland (VTQ). VTQ improves access to continuity of learning for transitional youth through a collaborative partnership delivery model. The organisation provides foundational literacy and numeracy curriculum resources and training of partner organisation staff. VTQ serves young people in Queensland youth detention centres and in numerous communities across the state, as well as in Western Australia. Jocelyn is passionate about high quality, consistent, and relevant education options for vulnerable young people in Australia. In 2021, she was a Finalist for the ACEA Youth Justice Training and Education Champion of the Year Award.

International Representative: Tatiana Harrison



Tatiana Harrison is an EdD doctoral student at San Francisco State University in Northern California, USA. She started her higher education with a BS in RTVF from Northwestern University in the US state of Illinois. After working as a radio reporter in her mother's native country, Peru, she moved to Sonoma County to be a youth radio program director. She then became a classroom teacher at the local Juvenile Hall and Community School classrooms. She also teaches at the local jail and Migrant Education summer school. Her dissertation is about teaching math in carceral settings using the Funds of Knowledge approach.

Public Officer in Waiting: Lorna Barrow

We're trying to distribute the workload fairly through the Executive Committee. Poor Stav is currently shouldering the workload as the Vice President and the Public Officer, something that is clearly not sustainable if we want Stav to retain her sanity and not be burned out! We're fortunate that Lorna Barrow has stepped up and in the coming months, we'll transition Stav's Public Officer work over to Lorna.



Lorna Barrow is an historian and registered nurse. Lorna completed her nursing qualifications in New Zealand and moved to Australia where she gained a BA Hons as an external student at the University of New England (Armidale NSW) in 2000, going on to complete a PhD in History at Sydney University in 2008. She then worked as an academic at Macquarie University teaching history both on campus and online. It was during this time that she encountered many students doing external/online university studies who were incarcerated. This prompted the following study and publication (led by Lorna), related to challenges faced by this group of students:

Barrow, Lorna G. Trudy Ambler, Matthew Bailey, & Andrew McKinnon. 'Our outcomes are dependent on others:' Incarcerated students, the technological divide and challenges in tertiary education delivery.' *International Journal of Bias, Identity and Diversities in Education: Special Issue: Educating the Incarcerated: Bias and Identity*. 4 (1), January-June 2019, pp. 17-34.

She is also widely published in history, and while incorporating her role as a registered nurse (academic), is pursuing an interest in the history of medicine. Lorna works as a casual academic currently based at Western Sydney University in the School of Nursing and Midwifery where she teaches theoretical subjects related to nursing. She also works for the CAPA Institute (a Global Education Network based in Boston and Sydney) in Sydney on campus and online, teaching the theoretical side of professional internships, Australian History and a Global Cities course. Lorna has maintained a keen and ongoing interest in the areas of social justice and education related to incarcerated people and has attended various ACEA conferences when time has allowed.

Meet the ACEA Advisory Board

The ACEA Advisory Board consists of the ACEA Executive plus an Indigenous Representative and representatives from all Australian jurisdictions. Again, lots of new faces (and energies) and expertise in this space!

Indigenous Representative: Moana Solomon



My name is Moana Solomon and I am from Ōtēpoti – Dunedin. Both of my parents are descended from southern Māori tribes, Kai Tahu and Kāti Māmoe.

In 2019, I completed a Masters of Māori and Indigenous Leadership with the University of Canterbury and joined Ara Poutama Aotearoa Department of Corrections New Zealand in April of that year. I hold a strong belief that as Māori we do much better when systems reflect and value our Māori identity, language, and culture and I work hard to see this become a reality. My first role with the department was within the Rautaki Māori team developing and implementing the current strategy Hōkai Rangi. Now I enjoy being part of the Education Programmes team who hold national oversight of education and training programmes within custodial settings. All great opportunities to influence positive change for Māori and Indigenous peoples!

Queensland Representative: Stephen Jackson



Stephen has worked in correctional education since 1998 and holds a BA (Hons) in Adult Education. His career started off as a physical training instructor working in a privately run juvenile secure training centre managed by Serco in the Northeast of England. Stephen then moved into education management, and this is where his career took off.

Stephen successfully led the Hassockfield Secure Training Centre Education Team to its first outstanding School Ofsted inspection. After this success, Stephen moved around the UK working for Serco in number of UK Prisons including HMP Doncaster, HMP Ashfield, HMP Dovegate and HMP Lowdham Grange. In 2011, Stephen was invited by Serco UK to travel to Australia as part of a team tasked with making improvements to the Serco run Immigration Detention Contract. The project was a great success and as a result Stephen was offered a permanent position in Australia.

In 2012, Stephen moved permanently to Australia where he worked in the immigration detention space until 2019. In 2019, Stephen realised he missed working in the corrections space and felt the time was right to return to his passion of working with offenders. Stephen took up a position as Head of Education at South Queensland Correctional Centre, where he managed the education department working with the female offender cohort. In July 2021, Stephen transferred from Serco to Queensland Corrective Services where he now works in the State office as the Principal Adviser for Educations Services.

Stephen loves Newcastle United Football Club, enjoys going to the gym and keeping fit and healthy.

New South Wales Representative: Brent Maughan



Brent Maughan worked for many years for Ara Poutama Aotearoa as the National Manager Corrections Inmate Employment. He moved across the ditch to Australia and now works at the Francis Greenway Correctional Complex as the Director, Work Readiness for the Department of Communities and Justice New South Wales.

Australian Capital Territory Representative: Sasha Postuma-Grbic



I'm the Executive Teacher at Murrumbidgee School, the Education and Training centre located within Bimberi Youth Justice Centre in Canberra, ACT.

Victoria Representative: Cary Warren



I've worked in VET education for over 18 years, predominately within the hospitality and tourism sector. I have been fortunate to have worked in diverse education positions throughout my academic career, commencing in the VET youth sector, through to principal trainer roles of international reality TV programs and in recent years, advancing to appointments of senior leadership. Continuing my journey of lifelong learning, I currently hold the position of Regional Manager Corrections – Student Experience

with Box Hill Institute Victoria. I look forward to sharing my professional experiences as an active member of ACEA Advisory Council.

Tasmania Representative: Klaus Baur



Klaus Baur's work in corrections environments dates back to 1997 in Victoria. He commenced as Programs Manager, which included the establishment a new TAFE contract in one of the three private prisons. After four years on the 'inside' he continued in project management roles working on the establishment of the first Victorian Community Transition Units and an innovative 300-bed programs prison, across public corrections. In early 2004/05 Klaus assisted the Tasmanian Prison Service (TPS), after a move to Tasmania, in developing their inaugural criminogenic needs program model and manual. Between the corrections years Klaus worked as a consultant, in a consumer engagement/co-design project role, and he led a small mental health consumer organisation. In early 2021, Klaus commenced in the role as Prison Education Manager with TasTAFE for all TPS locations.

South Australia Representative: Rita Durkin



I've been a Correctional Educator at Mobilong Prison in South Australia for 20 years. I came to Correctional Education by drift (a phone call out of the blue) and stayed because I decided it's what I wanted to do. Previously, and concurrently, I've worked in Special Education and Adult Literacy in high schools, TAFE colleges, Workplace Education and private tutoring.

I live in the Adelaide Hills, a far cry from the industrial north of England where I grew up. Here, I neglect my garden, read, watch way too much escapist television, and am occasionally lured away to folk music or family gatherings.

I have been a member of ACEA for some time, but now feel it is time to get more engaged. I am interested in the potential for ACEA to influence Corrections and would also like to see more educators involved.

Western Australia Representative: Fiona McGregor



Fiona commenced working in prison education in 2000, initially with juveniles in the UK and then young adult offenders in NSW and women in WA. She is a passionate about minimising the damage imprisonments can cause and creating the conditions in which people can flourish and the key role learning plays in the process of desistance from crime. Her PhD explored the relationship between engaging in adult basic education in prisons and desistance from crime. She is currently External Partnerships Coordinator for the Department of Justice WA where she aims to carve out pathways to progression with academic, training and employment partners for prisoners across WA.

Northern Territory Representative: Judith Trezise

Judith Trezise leads the portfolios of staff learning and development services, provision of bulk recruitment and prisoner education for Northern Territory Correctional Services, Department of the

Attorney-General and Justice. Judith has substantial experience in education and training, and is highly versed in workforce strategy, adult learning and development principles including instructional design methodologies. Judith looks forward to collaborating with other members of the Australasian Corrections Education Association.

New Zealand Representative: Carla McCarthy



My name is Carla McCarthy and I am originally from the UK but currently reside in Auckland, New Zealand. I am the Practice Manager Education and Training for Ara Poutama Aotearoa Department of Corrections. I have worked previously as a lecturer and academic programme manager in criminology, public service management and police studies. My main goal in my career is to create engagement opportunities for those who have had a tough time throughout their educational journey. I want to break down the barriers of 'what smart looks like' and show people the steps to take to where they aspire to be. My biggest achievement in my current role is the strategic implementation of a peer support model, using peer-supported learning to expand delivery across the region, with minimal disruption and no cost implications.

ACEA Webinar series

By Stephen Seymour

One of the great successes of ACEA over the past year or so has been the webinar series, run in conjunction with the University of Southern Queensland. The recordings of these webinars are available to members on the ACEA website. *But the live webinars are open to anyone.* The next webinar will be held on **Thursday 21 April 2022.**

The title of the webinar will be: **The wider benefits of education in the carceral setting** and will be presented by Dr Helen Farley.

The impacts of education and training are frequently couched in terms of the impact on recidivism rates or in promoting employability. This presentation will describe why we need to think more holistically about the benefits of education for the individual, the community and for the correctional facility, beyond those commonly cited goals.

An email will go out shortly with registration details.

Time to think about the ACEA Conference 2023!

By Helen Farley

It just seems like moments ago that the 14th Annual ACEA Conference finished! In fact, it was now 5 months ago! It was a first for us in many ways, most notably, it was the first time we held an online conference. Given the uncertainty around COVID in many jurisdictions, a face-to-face conference was not feasible. Also, we wanted to make the conference as accessible as possible and we know that many working for corrections jurisdictions are not permitted to travel, and especially, travel internationally. It also allowed people from overseas jurisdictions present at and attend the



conference. Our online conference ended up being our biggest conference ever with the biggest number of presentations. The really great thing is that we now have those presentations recorded and can make them accessible on our website for members. We're still wading through the feedback to make sure we make the next conference as good as possible and catering to the needs of attendees.

It's now time to turn our minds to the next conference. The ACEA Executive have selected the dates: **November 14-15 2023**. We have decided to again have a virtual conference but also recognise that people like to get together in a physical space so are considering concurrent face-to-face gatherings too. The 2021 conference caused us all a lot of stress and in order to avoid that next time around, we are starting to organise it **NOW!**

We need you!

There are some ways you can help us out:

1. **Join the ACEA Conference Sub-committee:** If you are interested in helping shape the 2023 conference, join the Sub-committee. Many hands make light work! If you are interested, email me: president@acea.org.au.
2. **Identify a virtual platform:** If you've been to a great virtual conference, let us know. What was great about it? What didn't you like? What conferencing platform did they use?
3. **Give us feedback:** We asked for your feedback at the time but now you've had time to reflect, is there anything else you'd like to tell us? We have a lot of great feedback – mostly good, some constructive suggestions, and some stuff people didn't think worked so well. That's something we can really work with!

Some of the feedback reflected the desire to have more for frontline educators and also for those involved in prison industries. We completely agree and are looking at ways we can make that happen. The 2023 conference will be here before we know it and want to make it as relevant as we can! Please join us!

The ACEA Research Special Interest Group

By Helen Farley

One of the things we wanted to focus on this year is the formation of Special Interest Groups to allow those interested in particular topics to swap ideas about practice and to effectively network. The first of these groups to be formed is the **Research Special Interest Group**.

There has been one meeting of interested parties to take a first look at a research agenda. We thought about some prominent studies and how we could take them further. One idea that we had was to look at the impacts of education and training (and employment) on incarcerated learners in our respective jurisdictions. We would use the same methodologies across jurisdictions to enable meaningful comparisons. Ideally, we would look across different cohorts of learners, particularly Indigenous cohorts who are often underserved in the carceral environment.



We will be looking at partnerships with jurisdictions mediated through our Advisory Board Members, but also with interested academics and external providers of education and technologies. We will seek external funding to conduct the research.

To be a member of the Research SIG you will need to be a [member of ACEA](#). If you are interested in joining us, email: president@acea.org.au.

The 2021 Ray Chavez Award:

Youth Justice Training and Education Champion of the Year



The worthy recipient of this award in 2021, was Alice Cooper. Alice is the Senior Teacher/Curriculum Coordinator at Banksia Hill Detention Centre located at Canning Vale in Western Australia having worked in the justice sector for more than 21 years. Alice's educational philosophy is steeped in her deep belief in an equitable education for all. She fiercely believes that all children and young people have the right to a quality education that is evidence- and strengths-based. Her purpose is to educate and train children and young people in detention in a culture committed to high care and success for all, where every student matters and every moment counts. In her stellar 21+ year career, Alice has made it her mission to ensure that young people who leave Banksia Hill Detention Centre do so with skills, knowledge, abilities, and experiences that will set them up for life. She empowers young people to be resilient and confident people who have high self-esteem and respect for self and others.

Alice's understanding of curriculum and educational standards is outstanding, so much so that she is considered among her peers at Banksia Hill to be an expert when it comes to understanding curriculum, content, strategies, assessment, and RTO standards. New and experienced teachers seek her out, specifically for her knowledge and curriculum expertise and use her experience to guide and support curriculum development and content delivery. She orientates new teachers to the team and inducts them into the curriculum, mentoring them during their first year of teaching at Banksia Hill.

Alice is always thinking about ways to improve curriculum delivery at Banksia Hill. She engages with external stakeholders to source new programs and pedagogies that are relevant and liaises with the Centre's management team about processes and practices that could be implemented to facilitate learning. For example, she engaged an external RTO to come to Banksia Hill to deliver the White Card (Prepare to Work Safely in the Construction Industry CPCCWHS100); she personally oversaw the delivery of the program and accreditation of the course. Young people who have exited Banksia Hill with this unit of competency under their belt, have gone on to enter the workforce.

She was instrumental in the development of the school's protective behaviours program, *Safe Circles*, and has been equally instrumental in its roll out across the school. The program she developed has been designed to educate and empower children and young people about their right to feel safe, all the time. Concepts and themes such as body awareness and ownership, personal space, assertiveness, networks and grooming are explored in our 'safe circle.' Engagement in the course is high and on completion of the 10-week course, students are awarded a certificate of participation. The program is culturally relevant, contemporary and strength based. Student wellbeing is prioritized through the delivery of the course. When students feel safe, valued, have a sense of belonging, they are more inclined to engage with their teacher and in the learning process. Comments and feedback from participants in the course has been surprising and unexpected. Students are appreciative and quietly comforted, their needs are met through the acquisition of new knowledge and empowered through the course content.

The 2021 Bob Semmens Award: ACEA Training and Education Champion of the Year



For the first time, an educator from Aotearoa New Zealand has been awarded the prestigious Australasian Educator of the Year at the Australasian Corrections Education Association Conference held late last year. Sir Graham Lowe was recognised for his outstanding service educating learners in prisons throughout New Zealand. The award is named the Bob Semmens Award in recognition of the founder of the Australasian Corrections Education Association.

Sir Graham Lowe – Lowie - founded the Lowie Institute to engage the socially, economically, educationally disadvantaged, particularly prisoners, using the vehicle of sport. The [12 Dynamic Principles](#) are a philosophy Sir Graham developed over his successful career as a Rugby League coach, as well as his mentoring of businessmen and politicians, including cabinet ministers. Using the language of sport, he aims to deliver education and mentoring to build stronger individuals, stronger communities, and stronger public institutions.

‘No matter what your circumstances, sport has the ability to reach young people and engage them through positive activity that is good for health, education and ambition. The language of sport speaks to us in a way we all understand.’

The Kick for the Seagulls programme is 17-weeks long and teaches life skills, fitness as well as embedding literacy and numeracy. On completion, learners receive the New Zealand Certificate in Foundation Studies (Level 2). Central to the programme are Lowie’s [12 Dynamic Principles](#) which guide participants in their day-to-day learning, as well as with their educational and sporting goals. Learners focus on one principle per week using a ‘sports’ scenario before engaging at a deeper level. Character strengths are examined through the lens of Māori tikanga. These are all discussed at the beginning of the week then reflected upon at the completion of the Principle.

Emerging from his personal coaching philosophy, Lowie’s Dynamic Principles can be applied within any setting. Lowie is not only a name, but is a co-contributor to the classroom setting, working alongside tutors from tertiary institutions to ensure academic rigour. To ensure buy-in, Sir Graham delivers his 12 Principles to Ara Poutama staff, before moving to the wing to deliver the Principles to the learners.

About Kick for the Seagulls:

- This programme has been successfully delivered in nearly all New Zealand prisons since 2015.
- There are around 600 men who have been through the programme.
- Is proven to positively impact learners’ behaviour and mentality.

This story is typical of those who have participated. A learner completed the programme at Ngawha Regional Correctional Facility. Lowie Foundation staff recognised his ability to deal with academic studies and his passion for the fitness industry. He was disruptive and frequently truant in other programmes, but his attendance was very good in Kick for the Seagulls. He was frequently on our ‘Caught Being Good’ list and is now working towards attending university upon release from custody.

Sir Graham Lowe is using his reputation in the global business community to access funding and open doors in Ara Poutama. He has created partnerships with Regional Sports Organisations to better position learners enrolled in the programme within the national sports pool.

In 2019, in recognition of his contribution to New Zealand, Sir Graham Lowe was knighted for his services to youth and education. Due to the immense success of Graham's works with Ara Poutama, he was awarded Department of Corrections 2018 Partner of the Year and in 2019 became the first Corrections wing patron for a graduating cohort.

Prison Break Podcast

From Natasha Derry, Education Tutor from Invercargill Prison, Ara Poutama Aotearoa

It is fascinating and thought provoking. Josie speaks to many different stakeholders including prison governors/ex-prisoners/custodial officers/lawyers/abolitionists/head of United Kingdom Corrections/MPs/victims of crime/prisoner family members/her own experience. It is not a beat up on prisons but looks at so many different points of view in an intelligent and considered manner; which tackles big questions.



This is a brilliant podcast that explores prison systems/sentences etc and springboards from the [Fishmongers Hall incident](#) is: Prison Break (On BBC app or BBC online). There is a powerful segment when a man talks about the transformative nature of the Learning Together Programme. wholeheartedly recommend it.

I considered listening to it as valuable professional development. Listen to it here:

<https://www.bbc.co.uk/sounds/series/m000v9t6>

Creative writing a platform to communicate

This article is reproduced from the Arts in Corrections Newsletter produced by Arts Access Aotearoa. The original article is [here](#).



Encouraging men at Otago Corrections Facility near Dunedin, Aotearoa New Zealand to express their ideas, thoughts and emotions through creative writing is a part of Jamie Lee's role as an education tutor at the South Otago prison.

'Creative writing creates a platform for the men to understand and communicate their thoughts,' says Jamie, who took up his new role at Otago Corrections Facility in June 2021.

Teaching mainly mathematics and English, Jamie has been working remotely with the men since the beginning of 2022 because of COVID-19 restrictions. As education tutor, he facilitates, supports and administers Te Kura's programmes. A state-funded distance education provider, Te Kura's programmes are delivered mainly online and offer the chance for students to gain NZQA qualifications.

Some of the men have also been working through creative writing exercise booklets, developed as part of Youth Arts NZ's Te Kāhui Creative Writing Programme. Designed for rangatahi in Mt Eden Corrections Facility, the programme and exercise booklets have expanded to other prisons around the country.

In October, Jamie decided to run a creative writing competition. He put up posters around the prison and men were told about the competition.

‘Creative writing is something the men can do in their cells in their own time. All they need is paper and a pen,’ he says. ‘Anyone was able to enter the competition even if they were busy undertaking work-related or rehabilitation programmes.’

‘A very clever use of metaphors’

The winning entry was Vignette at Three – Ward. It begins: ‘Three is the smudge of a dawn yet to herald the palette of a dull and grey despair ...’

Judges Ruth Ratcliffe, drama tutor, and Kim Schiller, Community Development Worker, wrote of the winning entry: ‘We were both moved by this piece. We were both taken on a journey that captivated us, and we could visualise every description and feel every emotion. It's beautiful, reads well and has a very clever use of metaphors.’

Vignette at Three – Ward was one of four pieces of writing and seven images of artworks, created by men in Otago Corrections Facility and published in the summer edition of the [Kaituhi Creative Writing Newsletter](#) (pdf 15.2 MB).

Jamie designed, printed and folded the 1500 copies of the newsletter. In collaboration with Project Bruce, the newsletters were distributed to homes and businesses in Milton and Waihola.

Jamie says the deadline for another creative writing competition for men in Otago Correction Facility was Friday 18 March.

He’s also keen to run creative writing workshops with the men when he can return onsite.

Te Kāhui Creative Writing Programme, Auckland

Youth Arts NZ set up Te Kāhui Creative Writing Programme and started teaching creative writing to rangatahi in Mt Eden Corrections Facility in early 2020. A few weeks later, COVID-19 arrived in New Zealand and the country went into lockdown.

Undeterred, the Te Kāhui team developed two exercise booklets that rangatahi could write in and then receive feedback on their work if they wished. This meant the programme could continue without the facilitators going onsite.

The team has continued to expand the scope of its programme for rangatahi both within and outside the Corrections environment. Since December 2021, it has reached beyond its roots in Mt Eden Corrections Facility to communities in Whakatāne, as well as rangatahi in other prisons.

In the face of ongoing COVID-19 restrictions, the remote exercise booklet components of the programme have proved invaluable to maintain connection, the team says. Te Kāhui is also in the final stages of crafting a third booklet centred on te ao Māori. With the support of Penguin Random House, it’s also working to publish an anthology of writing from rangatahi in Mt Eden Corrections Facility. This will be finalised over the coming months and include two launches: one for the public and another for rangatahi onsite.



‘We’re planting new outreach seeds every week and can’t wait to resume in-person facilitation, both in Corrections facilities and around Aotearoa,’ the team says.

Write Where You Are, Wellington

Since 2014, a group of published writers and experienced creative writing teachers have been teaching creative writing in Rimutaka Prison and Arohata Women’s Prison, both in the Wellington region. In 2017, the group of volunteers formed the Write Where You Are charitable trust.

Although the workshops are on hold because of COVID-19 restrictions, co-founding Write Where You Are member William Brandt says the group is keen to return to the prisons and resume their workshops.

He says that over the years he’s been teaching in the prison, he’s observed three different kinds of intervention going on in prisons: therapeutic (e.g. Drug Treatment Unit, counselling, psychologists), educational (e.g. the Howard League) and occupational (e.g. quilting, painting).

‘Creative writing, and the arts in general, seem to sit astride these three kinds of intervention. Like quilting, it’s something constructive to do. It also encourages literacy by encouraging the use of language and reading.

‘And, while we always stress we’re not therapists and have no training in this, it can feel like a therapeutic practice – a non-destructive way of expressing feelings and of working through issues. This is what participants in our creative writing classes often tell us.’

WA Corrective Services veterans recognised in Australia Day Honours list

Reprinted from [here](#).



Four Department of Justice, Corrective Services staff with a combined service of 160 years have been recognised in this year’s Australia Day Honours List as recipients of the prestigious Australian Corrections Medal.

The award winners, Casuarina Prison Superintendent Jim Schilo, Prison Education and Training Director Christine Laird, Adult Community Corrections Director Jim Hosie and Boronia Pre-release Centre for Women Vocational Skills Officer Tim Sanders, have all dedicated their working lives to protecting the West Australian community through the management and rehabilitation of prisoners.

Corrective Services Commissioner Michael Reynolds said this year's recipients came from diverse business areas across the Department, each starting at the coalface close to four decades ago.

'Mrs Laird joined as a prison teacher in 1987, and the three men signed on as prison officers between 1979 and 1982.' Commissioner Reynolds said.

'Since then, each of these very worthy recipients have made significant contributions to the evolution of corrective services in WA through innovation, a genuine interest in prisoner welfare and an unwavering commitment to serve the community.'

The 2022 WA Australian Corrections Medal recipients:

Mrs Christine LAIRD, Director of Prison Education Training and Employment

Mrs Laird has been responsible for a range of innovative and forward-thinking programs to enhance the education and training opportunities for prisoners and bring their skills in line with community and industry needs to improve their employment prospects. This included negotiating to have 250,000 student curriculum hours allocated annually to deliver vocational training in WA prisons by TAFE. The prison traineeship program was a first for Australia and is still held up as the most diverse and robust in national corrections. Other best practice programs introduced by Mrs Laird include the Carey Bindjareb Project.

Mr James (Jim) SCHILO

After commencing with the Department in 1979, Mr Schilo was promoted to Superintendent in 1990 and since then has been in charge of many WA prisons. Currently he's running our biggest maximum-security facility at Casuarina. Mr Schilo has fostered a number of initiatives that have had a considerable impact on the management and well-being of prisoners. At Casuarina he has been responsible for the introduction and management of custody-based programs and services that support behavioural change and address the National Agreement on Closing the Gap. While at Fremantle Prison, Mr Schilo introduced the first Aboriginal Visitor Scheme. And as Superintendent at Bandyup Women's Prison, Mr Schilo initiated the recruitment of more women to the senior management team.

Mr James (Jim) HOSIE

Mr Hosie started as a Prison Officer at Fremantle Prison in 1980. He has worked in prisons and community corrections across WA in both regional and metropolitan centres, with dedicated service to Adult Community Corrections. He was the Secretary of the Parole Board for many years and implemented the Mentally Impaired Accused Review Board and the Supervised Release Review Board, as well as the Victim Notification Register. Mr Hosie led the management of the Community Offender Monitoring Unit, responsible for Electronic Monitoring, and managed the introduction of GPS tracking of Dangerous Sex Offenders (DSOs). He has played a major role in protecting the public of Western Australia through his work with Police and other statutory agencies on the management of dangerous offenders.

Mr Timothy SANDERS

Mr Sanders joined Corrective Services in 1982 as a prison officer at Canning Vale Prison (now Hakea). From there he moved to Boronia Pre-Release Centre for Women where he still works. As a Skills Development Instructor, Mr Sanders has been integral to creating the prison industries model at Boronia, delivering positive pathways to employment for women outside of traditional industries, including the creation and ongoing delivery of the Women's Picture Framing Workshop. Mr Sanders

is a quiet achiever who maintains high standards in the management and support for women in his care. He goes above and beyond for residents and is a valuable and integral member of the Boronia team, respected by prisoners, peers and management alike.

Celebrating women in corrections education for International Women's Day

Reprinted from Linked In



We recently celebrated International Women's Day, a global day celebrating the social, economic, cultural, and political achievements of women.

Christine has been a Horticulture Instructor at Rolleston Prison in Christchurch for the past nine years. Her passion for horticulture began while working in her family's market garden when she was young. Christine studied a National Diploma in Horticulture (Nursery Production) with Honours from the Royal New Zealand Institute of Horticulture. She was always interested in sharing her passion for plants with others, so she gained qualifications in Adult Education and Training, and Adult Literacy and Numeracy Education.

'I enjoy sharing my horticultural experience, encouraging good work ethics and supporting men working in the prison nursery to gain qualifications for future employment in horticulture,' says Christine. 'It's a highly rewarding role. I especially enjoy knowing we make a real difference in the lives of some of the men, giving them the confidence to achieve their goals that they never thought would be possible.'

Christine says being a woman in this space helps balance the prison nursery workplace, making the working environment more like a nursery operating in the community.

Webinar opportunity: Understanding and Creating an Ethical Digital Prison [Register here.](#)

Dr Knight and Steven Van De Steene of De Montfort University will host an online event which will introduce and explore ideas about creating an ethical digital prison.

The event draws on and showcases De Montfort's international research which explores:

- digital maturity – defined as a measure of an organization's ability to create value through digital (forthcoming), and
- suggested ethical principles (published - Knight & Van De Steene (2020).

Delegates will get the opportunity to:

- review and reflect on the unfolding digitization programme within our prisons
- understand how their work as practitioners can help to develop a pathway of rehabilitation and desistance, and
- ask questions.

The webinar is on Wednesday, 18 May 2022 from 12:00 PM to 1:00 PM (BST). [For times and dates in your time zone check here.](#)

[Register here.](#)

Webinar opportunity: International Prison Education

From Dr Erin Corbett

Greetings, colleagues!

I write to invite you to a webinar about trends in International Prison Education, sponsored by Second Chance Educational Alliance, Inc. and Jamii Sisterhood.

The webinar will be held May 25, 2022 at 9am Eastern. I know it's pretty early but, with the exception of our moderator, everyone is in another country. Registration is mandatory and the link is [embedded here](#). In case the hyperlink does not work, it is highlighted here: https://bit.ly/IPEW_SCEA_Jamii



Often in conversations about international trends in incarceration and prison education, the focus is on homogenously white countries like Norway or Sweden. While those countries certainly offer some innovations, it is important to also focus our attention on countries whose citizens are predominantly people of colour and/or countries with substantive indigenous and/or aboriginal peoples still dealing with the impacts of colonization. This webinar will do exactly that.

Our speakers come from Tanzania, South Africa, Kenya, Ghana, Pakistan, and Australia and the panel will be moderated by [Dr. Dafina Diabate, Dir. of International Programs at Lincoln University \(PA\)](#), the very first [Historically Black College/University](#) in the United States.

I do hope you can find time to join us on May 25. As usual, if you have any questions, feel free to call or [email](#)!

Future IDs at Alcatraz, a Socially-Engaged Art and Educational Project about Justice Reform and Second Chances after Incarceration

Reprinted from [Global Ed Leadership](#).

By Ange Leech

Angela Leech is an Australian Fulbright Scholar completing a master's degree in Peace and Justice at the Joan B. Kroc School of Peace Studies at the University of San Diego. Ange is an educator and

multimedia artist who teaches in prisons in Western Australia. Here she shares a fascinating blog about the key role the arts can play in justice reform.

As part of my Master's Program in Peace and Justice at the Joan B Kroc School of Peace Studies, I had the opportunity to collaborate with artist and educator Gregory Sale from Arizona State University and a cohort of artists and justice advocates from the *Future IDs* project.

Future IDs is a collaborative, socially engaged art project that combines workshops, educational and public programming, justice reform and advocacy, with the objective of creating a platform for concerned communities to come together and address the challenges of mass incarceration in the United States.



Socially engaged art is a growing area of arts practice in which artists collaborate with individuals and communities on aesthetic responses to social challenges. Socially engaged art has less emphasis on the artists as an individual and focuses more on collective benefits and social outcomes.^[1]

As an educator and multimedia artist who works within the prisons in Australia, the questions and concerns embedded in *Future IDs* are at the core of my own academic and professional pursuits. My research goals include gaining the knowledge and skills to develop effective ways to work with those at risk of being negatively impacted by the justice system. To achieve this goal, I aim to develop frameworks that provide individuals more control over their rehabilitation and re-entry to the community.

The *Future IDs* project was collaboratively conceived by individuals with conviction histories working closely with lead artist Gregory Sale. As the project developed, a cohort of core-project collaborators – Dr Luis Garcia, Kirn Kim, Sabrina Reid and Jessica Tully – came together with Sale to present the year-long exhibition and programmatic series on Alcatraz Island, the infamous prison turned national park in San Francisco Bay. A guiding principle of *Future IDs* is to place those most impacted by the justice system at the centre of the creative process. This methodology ensures the project will have relevance for those who it most aims to serve.

At its core, *Future IDs* is an invitation for system-impacted individuals to participate in an artistic process as they conceive and develop a vision for their future self. This vision is then translated into an identity-card inspired artwork. It is self-authorized and self-determined.

Future IDs project collaborator Kirn Kim invites and challenges prospective participants to take part in the artistic process: 'If you don't have a goal to strive for, then where's your focus? You are going to go home eventually. What do you want to be when you get out? That's what it is. For too long the inmate ID is what defined us. You are here to write your future: what you're going to build your legacy toward. So, what ID do you want?'^[2]

The project contains collective and individual objectives and outcomes. To understand the full breadth of the project, I will compartmentalize elements of the project into past, present and future, as a means to demonstrate its strength, progression and reach.

Past

Future IDs started with Professor Gregory Sale and a group of committed system-involved advocates who shared the belief that 'cultural problems demand cultural solutions.'^[3] To achieve this, the group aimed to translate criminal justice reform advocacy into a visual arts language that could offer and change the narrative of re-entry and reintegration back into society after incarceration. Over 5 years, the multifaceted initiative came into fruition as *Future IDs at Alcatraz (2018-2019)*, a year-long exhibition, where mural-sized, ID inspired artworks were exhibited in combination with a series of workshops and monthly programs that engaged justice system-impacted individuals, community organizations, and the general public.

This exhibition was presented in partnership with the National Park Service (NPS) and its non-profit affiliate the Golden Gate National Parks Conservancy. The project helped activate Alcatraz Island as a platform for system-impacted individuals and communities to have their stories heard. Over 200,000 people visited the project and participated in a range of conversations that raised public awareness about mass incarceration in the United States, helping change the negative public perceptions of those returning from prison.



Alcatraz was an ideal location for this process to take place, as the island has a layered history with human rights issues. Originally it was one of the most feared prisons in the country, then in the 1960s became the site that birthed the Red Power movement. On multiple occasions between 1964 and 1969, it was occupied by Native Americans who were protesting against the disposition of their land. Since 1972, Alcatraz has operated as a National Park in what could be interpreted as a glorification of incarceration and dark tourism. In 2014, a turning point came for NPS when Alcatraz was designated a member of the International Coalition of Sites of Conscience.^[4] NPS aims to extend beyond a limited, one-size-fits-all tourist experience, to become a site that engages communities to cultivate social change. Shared objectives between NPS and *Future IDs* enhanced the relevance and site-specific nature of the year-long project.

Being fortunate enough to visit the exhibition myself and to participate in the *Art and Justice Summit*, I found the island's desolate environment amplified the power and meaning of the

individual artworks. Each work told the unique story of an individual's dream and what they perceived their future could be. Project collaborator Sabrina Reid explains the impact of what making a *Future ID* can mean to someone leaving prison.

'Everyone deserves to dream about what they want in life. But for many of us who return to life after incarceration, it can feel like dreaming is a privilege for others. For me, the power of this project is the license it has given me to dream again, the space it holds for contemplation and moving towards fuller humanity and citizenship.'^[5]

On the third Saturday of each month, *Future IDs* offered a full day of community programs, workshops, discussions, and performances that were co-designed with justice-based community organizations. These activities pushed the boundaries of the standard functions of NPS, demonstrating that national parks could be a cultural incubator for social change. Sale explains how this component of the *Future IDs* initiative was often where some of the most important, vulnerable and powerful conversations in the project took place.

The project culminated with an *Art & Justice Summit on Alcatraz* on September 28, 2019. Exhibiting artists, community members, organizations and allies all came together to reflect on the work that had been accomplished over the year and to consolidate plans on how to extend the project into the future. One outcome was the development of the *Future IDs Art & Justice Leadership Cohort*, a cohort of leaders consisting of the core collaborators who will continue to drive the social impact campaign of the project.

Present

The December 2020 edition of the Kenneth Rainin Foundation's online magazine features an open conversation among *Future ID's* creative team members—Sale, Dominique Bell and Kelly Savage-Rodriguez, —talking via Zoom with Shannon Jackson (scholar/campus administrator) and Roberto Bedoya (arts administrator/thought leader).^[6] The conversation focused on what it means to create civic space in the context of *Future IDs at Alcatraz*. Civic space is a term used to describe a feature of democratic society where citizens have autonomy and are able to communicate, organize and operate without hindrance from outside parties.^[7]



In relation to the multiple justice-based organizations who participated in the public program workshops, attended by advocacy and community groups, Sale asked, 'How can the site serve as a valuable civic forum for local communities to consider incarceration, justice, and our common humanity?'^[8]

With programs and workshops focused on the re-entry community—their lived experience, their trauma, their resilience—and how speaking about and being with those real-life experiences might lead to justice reform, often created a nuanced dynamic, or even a complex clash at times, with the everyday practice of national parks. As a federal agency, NPS cannot host direct political advocacy. However, it can host first-person storytelling. With NPS approval and invitation, *Future IDs* negotiated this nuanced space, developing processes and strategies to operate as the facilitator in the process of transforming personal narrative into justice reform. The collaboration between NPS and *Future*

IDs produced mutual gains. The legacy of the *Future IDs at Alcatraz* will likely be the development of a model for NPS to use in the future.

This quality of questioning and extending institutional boundaries continues into the present-day activity of the *Future IDs* project. Over the past 12 months, Sale and the *Future IDs Art & Justice Leadership Cohort* have been continuing the social impact campaign by exploring the benefits of integrating the *Future IDs'* goals with academia. Using the Zoom platform, Sale has facilitated a series of dynamic conversations between core-collaborators, educators, community partners and thought leaders, to explore and collaboratively realize what these benefits could be.

Having participated in a number of these conversations, I understand the value of this process and the rich content that is generated when focused, committed individuals share and combine their expertise. Something I have witnessed during the pandemic is how the Zoom platform can flatten and re-shape the academic hierarchy. Deans, professors, students, and visitors are all equalized and each contained within a small, rectilinear frame. Power dynamics, physically and visually, are leveled. The quality of the contribution that people bring to an open conversation is their capacity to communicate, ask thoughtful questions, actively listen and provide substantive answers.

The online arena, in this destabilizing time, has blurred the boundaries between social need and mental health, educational, professional and domestic environments. People are simultaneously experiencing isolation while having access to large groups of people they may never have anticipated connecting with. The restrictions brought on by the pandemic demand a level of authenticity and honesty that potentially may have been skimmed across, prior to the pandemic in academic environments. This quality has a significant impact on projects such as *Future IDs* with a socially-engaged justice focus.

In October, one of the conversations was held as a hybrid event at the Arizona State University Art Museum, as part of a *Pilot Projects: Art. Response. Now.* exhibition series. The event titled, *What's next for Future IDs? A focused dialogue on second chances after incarceration, socially engaged art practice, and the role of academia.* The conversation focused on how academia could best provide a platform for art and justice reform advocates to continue to develop as social leaders and drive social change. This conversation, facilitated by Sale, involved project collaborators Kim Kirn, Cirese LaBerge, community collaborator Frantz Beasley, ASU professors and thought leaders Lois Brown, Kevin Wright and curator Julio Cesar Morales.

On November 3, another Zoom conversation took place between *Future IDs* community and Yale University students and faculty in the School of Architecture. The group of Yale students and faculty who were creating designs for a new youth diversion facility, invited the *Future IDs* community to discuss their ongoing work. The conversation had an arts focus, with the Yale students wanting to gain an understanding of how the *Future IDs at Alcatraz* exhibition and programs activated the site, and supported generative relationships between the site and system-impacted individuals and communities.

It was exciting to see how much the Yale students and faculty valued the insight offered by the *Future IDs* collaborators; whose expertise was gained through their lived experience. This is an important aspect of how society is shifting, as core collaborator Kim Kirn explained in the Yale conversation and provided an example of multiple organizations in Los Angeles who are starting to recognize the value of such lived experience in job applications.

My independent research project has been working with Sale and *Future ID's* collaborators developing an *Art and Future Planning Workbook* and curriculum. This workbook will serve as an

educational resource that will enable the impact of *Future IDs* to be disseminated into other prisons and communities. The workbook will be available for incarcerated individuals, re-entry communities and program instructors as an invitation for people to participate in the process of creating their own *Future ID*.

My role has been to review the large body of material generated throughout the *Future IDs* project, to review drafts and to design the layout of the workbook. One of the strongest elements of this workbook is that the contents are predominantly produced by those with the lived experience of reentering society after incarceration. The workbook will include lesson plans, questions and instructions that were used in the original workshops leading up to *Future ID* exhibition on Alcatraz. This content has been carried through a collaborative process in which Sale, *Future ID* collaborators and I have selected the material that will ideally make the workbook most accessible to others.

Future

As an outcome of the deliberate conversations, focusing on the combination of *Future IDs* and academia, Sale has initiated a new *Art & Justice Leadership Cohort* through the School of Art, Herberger Institute for Design and the Arts at Arizona State University. As a first step, this involves several *Futures IDs* core collaborators and I participating in a new hybrid seminar/studio course called the *Arts and Justice* as community leaders, co-learners and teachers. The course, starting in January 2021, will explore the intersection of art, activism, history, and politics and will focus on the complexities of race and democracy, and how, as thought-leaders and change-makers, we can better prepare to operate in these challenging times. I will participate in this as an intern, collaborator, and community teacher, bringing the knowledge and skills I have gained previously, working within educational campuses in Australian prisons.

To see a short film about *Future IDs at Alcatraz* follow the link to an article, *Creating Space for Second Chances*, in the Kenneth Rainin Foundation Arts Blog. <https://krfoundation.org/creating-space-for-second-chances/>

[1] Pablo Helguera, *Education for Socially Engaged Art A Materials and Techniques Handbook*, Jorge Pinto Books New York, 2011.

[2] Future IDs, 2020, *The Future Planning Curriculum*, <https://futureids.com/art-future-planning-workshop/future-ids-art-future-planning-workshop/>

[3] Future IDs, 2020, <https://futureids.com/>

[4] International Sites of Conscience, Golden Gate, National Recreation Area California, April 4, 2018, <https://www.nps.gov/goga/learn/historyculture/site-of-conscience.htm>

[5] Stand by Your Art, Future IDs, 2020, <https://futureids.com/artist-ids/stand-by-your-art/>

[6] Communications, *Creating Space for Second Chances* [VIDEO], Kenneth Rain Foundation Art Blog, Dec 3, 2020, <https://krfoundation.org/creating-space-for-second-chances/>

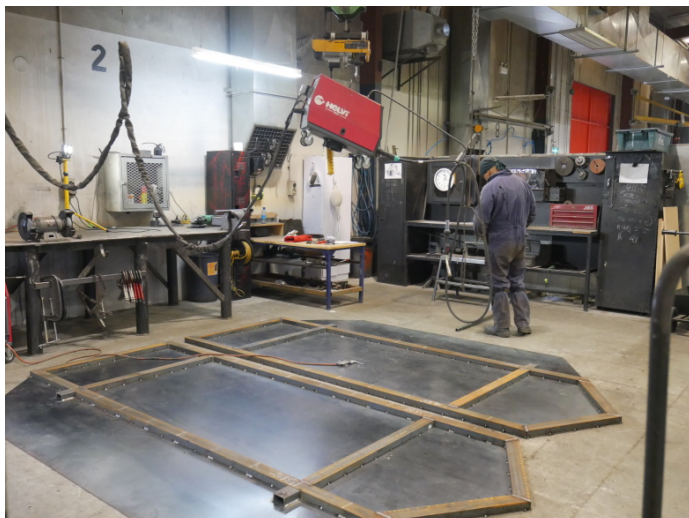
[7] Civic Space, *Monitoring Civic Space*, 2020, <https://monitor.civics.org/whatis-civicspace/>

[8] Ibid.

[Click to access Helguera-Pablo_Socially-Engaged-Art.pdf](#)

Strengthening our engineering pathway to employment

By Carolyn Murgatroyd, Ara Poutama Aotearoa



Employment in Engineering is that much closer for men learning the trade at Christchurch Men's Prison.

Principal Instructor Joe Sheasby says for the past 18 months Engineering at CMP has been developing a unique Engineering pathway where men gain the skills and qualifications to fabricate, weld and manage projects.

The pathway begins when the men are early into their sentence and runs through to the latter stages, as they near release. They can see their projects all

the way through to installation, either on site, outside the wire or off site, and may also experience Release to Work employment in the community.

'We are training and qualifying men for employment in industries that are crying out for good qualified workers,' says Joe. 'Our men are gaining real world skills. We have expanded the qualifications we support, to give the men more transferable skills across the board - in engineering or in another trade. We also now have an Outside the Wire (OTW) Engineering workshop at CMP and our learning and experiences are as close to the real world experience as possible.'

It's early days, but Joe says that already they have 16 men in the new pathway and others who transferred from other regions specifically to be involved.

Engineering training at Christchurch Men's Prison is well recognised for the quality and bespoke projects.

Recently these have included projects as diverse as building kennel units for Husky Rescue, and designing and building windows and doors for prisons throughout the country. One of the Engineering teams' current projects is the design and build of a room divider for Rawhiti, the new Canterbury Community Corrections site in East Christchurch.

The design, fabrication, weld and build of this has been overseen and supported by Engineering Instructor Russell Hawes.

Russell says the divider for Rawhiti will be manufactured in the Engineering workshop and, all going well, our staff will install this onsite alongside two of the men involved in its build.

'This has successfully happened already on the Husky project,' he says, 'and we are delighted to have another opportunity. It makes an enormous difference for the men who get to see their project through to completion and delivery to the happy client. Opportunities like this highlight the collaborative nature and real-life experience offered through the pathway



and will hopefully become a consistent occurrence as we continue the development of our men within the Engineering pathway.'

Joe says new qualifications supporting the pathway have been well received by the men. Recently the Engineering team gathered with the 14 men on the pathway to celebrate their achievements with nine men achieving their Pre-Trade Certificate and five men also achieving their NZ Certificate in Manufacturing. The remaining men are enrolled in either of these courses and underway with their training.

Join Us for Collective Action!

From Peter Fulks and Alec Griffin

After two years of postponement due to the pandemic, we are pleased to announce the second offering of Basecamp – Prison Educators and Faculty Retreat. All-inclusive - June 8-12, 2022, located in the alpine forests of Tehachapi, California. This is a nation-wide invite to join us for an in-person event in the warm sun of early summer in the mountains of southern California. This event also includes a low-cost virtual option designed to meet all attendee needs, but we strongly encourage in-person attendance if possible for temporal and spatial solidarity. We are also happy to announce the support of the Michelson 20MM foundation for this unique opportunity. You definitely want to attend this epic personal and professional development event. We believe in the utmost sustainable practices for events, guided by World Progress Now non-profit eco-tourism advising and 1% For the Planet.

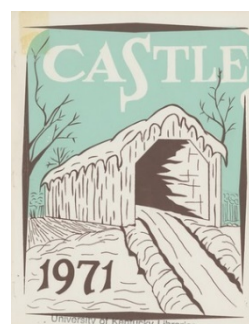
Who Should Come?

This event is dedicated to practitioners in the field of Higher Education in Prison (or jails), developed by expert prison faculty specifically for HEP program faculty and staff teams, or individuals. There will be structured team time to facilitate self-developed retreat outcomes and un-structure team time to develop self-assigned outcomes for program teams. Individual faculty or program staff are also welcome to attend, as there is plenty of concrete outcomes for everyone. The facilitated sessions will cover the expansive range of topics needed in the carceral classroom, with a focus on the return to in-person instruction for the fall, new programs, and refinement or expansion of seasoned programs. Topics include program evaluation and assessment, wellness in action, critical pedagogy in practice, formerly incarcerated student facilitated sessions, developing self-assessment KPIs, co-production of field research, achieving self-reflective retreat outcomes, true equity praxis, guided pathway development, course content contextualization, and more. Agenda included in the attachment.

[Register Now, Space Limited!](#)

American Prison Newspapers, 1800-2020: Voices from the Inside

On March 24, 1800, Forlorn Hope became the first newspaper published within a prison by an incarcerated person. In the intervening 200 years, over 450 prison newspapers have been published from U.S. prisons. Some, like the Angolite and the San Quentin News, are still being published today. American Prison Newspapers will bring together hundreds of these periodicals from across the country into one collection that will represent penal institutions of all kinds, with special attention paid to women's-only institutions. Development of the collection began in July 2020 and will continue through 2021, with new content added regularly.



Development of the American Prison Newspapers collection began in July 2020 and will continue through 2022, with new content added regularly. The source material for the collection is being provided by numerous libraries and individuals from across the country. The collection was made Open Access in July 2021 thanks to the funding contributions from libraries listed here and a generous grant from the Andrew W. Mellon Foundation.

The link to the collection is [here](#).

Selected research articles

Compiled by Stephen Seymour and Helen Farley

There is a lot of great research being released around the world. We have tried to bring together the highlights for you! I should note, this list is not exhaustive and the articles are in no particular order! If there is an article you think should be included or if you have written an article, let Stephen know by emailing secretary@acea.org.au.



[Prison Work and Vocational Programs: A Systematic Review and Analysis of Moderators of Program Success](#)

Justice Quarterly

Alexandra V. Nur and Holly Nguyen

Custodial prison work and vocation programs are among the most common programs in United States corrections. However, literature suggests ambiguity regarding their effectiveness in producing desired

outcomes. Extant systematic reviews and metaanalyses of these programs are dated, focus on post-release programs, and rely on monolithic effect sizes to determine if these programs ‘work.’ To assess this issue, we conduct a meta-analysis of 31 program evaluations published between 1986 and 2017, focusing on study and program characteristics that moderate conclusions of success. We argue that several issues require attention before researchers can conclude whether and for whom custodial work and vocational programs are successful, including: incomparable outcomes; treatment heterogeneity and treatment effect heterogeneity; program stacking; and conflicting definitions of programs. Implications from this study aid in establishing a cohesive literature to make stronger conclusions about the characteristics of programs and program evaluations that produce effective custodial work and vocation programs.

[Not just another brick in the wall? Protecting prisoners’ right to education](#)

International Journal of Law, Crime and Justice 69, 2022

Susan Easton

Prison education can play a crucial role in prisoners’ rehabilitation yet despite prisoners possessing a right to education there are barriers to realising the right to education in practice. This article reviews the barriers to realising the right to education, discusses the legal framework underpinning the right and considers possible ways of enhancing access to education. It is argued that implementation of the right to education should be strengthened and further investment made in education, in view of its benefits to prisoners, prison regimes and to the wider society and to the legitimacy of prison regimes at a time of instability.

[Volunteering in an Aotearoa New Zealand Prison: Expanding Sociological Criminal Justice Learning](#)

Journal of Criminal Justice Education, 2022

F.E. Gilmour, L. Alessi

This article outlines an evaluation of a student-volunteer program at a corrections facility in Aotearoa New Zealand. The aim of the volunteer program was to offer students the opportunity to think critically on the criminal justice system and to give back to the community. This article explores the volunteering project evaluation in terms of the potentials and limitations of service-learning initiatives and unpacks the implications for teaching sociological criminology. While learning in a community setting is a powerful tool, this evaluation indicates that student learning initiatives may need to be adapted to initiate increased reflection upon the role of structure and agency in shaping lives, and to develop a framework that encourages students to engage in a critical consideration of taken-for-granted assumptions (about who is 'dangerous', about what 'rehabilitation' means). These findings point more broadly to some of the challenges in teaching sociological criminology in the contemporary era.

Unseen roots and unfolding flowers? Prison learning, equality and the education of socially excluded groups

June 2021, British Educational Research Journal 47(1)

Sarah Galloway

The objective of this theoretical article is to critique the notion that adult education, in its current marketised formations, might serve the purpose of rehabilitating learners. To date there has been no detailed interrogation by educationalists of the desirability of rehabilitation as an overarching aim for prison education, or to consider the existing educational philosophies that notions of rehabilitation might cohere with. This article begins to address this gap by engaging with the idea of rehabilitation from a critical adult education perspective. The conceptual framework informing the analysis is critical adult education theory, drawing tangentially on the work of Raymond Williams. The overarching assumption is that education might be understood as the practice of equality, which I employ alongside conceptualisations of empowering adult literacies learning as drawn from writings in the field of New Literacies Studies (NLS). These approaches enable the critique of criminological theory associated with prison learning, alongside the critique of assumptions traceable to NLS. The analysis focuses more specifically on Scotland's prison system, where the criminological theory of 'desistance' currently holds some sway. I observe that whilst perspectives of criminologists and educationists draw upon similar sociological assumptions and underpinnings, different conclusions are inferred about the purpose and practice of adult learning. Here criminologists' conceptualisations tend to neglect power contexts, instead inferring educational practices associated typically with early years education. I also demonstrate the importance of equality in the context of adult education, if educators are to take responsibility for the judgements they make in relation to the education of socially excluded groups.

Public Acceptability of Prisoners' Access and Use of Digital Technologies in the UK

The Prison Journal, March 2, 2022

Lee Hadlington, Victoria Knight

The incarcerated are subject to digital inequalities whereby the distribution of Information Communication Technology (ICT) access, uptake, and skills is restricted by strict regulations to control use. Using the Attitudes toward Digital Technology in Secure Environments (ATD-ISE) scale, 237 participants were surveyed to assess public opinion regarding access and implementation of digital technology in prisons. We observed there is a potential opportunity to inform and educate the public on the value of enhancing digital literacy in correctional facilities for the benefit of rehabilitative outcomes.

[Developing an Evidence-Based Nutrition Curriculum for Correctional Settings](#)

Journal of Correctional Health Care, 3 March, 2022

Audrey Thomas

People experiencing incarceration in the United States face numerous health disparities before, during, and after imprisonment, with prison conditions often exacerbating the severity of their health conditions. Within prisons, inadequate nutrition may contribute to the high prevalence of chronic disease such as diabetes and heart disease. This article discusses the development of an evidence-based nutrition curriculum for prison settings, informed by literature on current nutrition in prison, as well as previous health interventions designed to improve the health of incarcerated individuals. The curriculum was developed using guidelines for an effective health curriculum from the Centers for Disease Control and Prevention. Furthermore, this article discusses the theoretical foundations and effective pedagogies for teaching health materials in prison and provides further recommendations for improving nutrition in correctional institutions.

[Prison Education: Beyond Review and Evaluation](#)

The Prison Journal, 2022

Nick Flynn, Rachel Higdon

Much is made of the potential of prison education to impart knowledge and skills and transform life chances. Prison education is tasked with delivering qualifications and effecting recidivism. In assessing current arrangements for the delivery of prison education and reviews and evaluations of its impact on recidivism in England and Wales, this article argues that prison education should be an inclusive activity. Specifically, prison education should focus less on individual development and more on whole class 'domains,' in particular, knowledge of (re)integration. Research, policy, and practice on civic/citizenship education provide models in this regard.

[What Are the Barriers to the Development of Convict Criminology in Australia?](#)

Journal of Prisoners on Prisons, 2022

L. Carey, A Aresti, S. Darke

Convict Criminology (CC) is a concept that has its roots in the USA in the mid-1990s and was created by a group of previously incarcerated academics. The movement has spread to other countries, with similar groups commencing in the UK and Canada with large numbers of active members with others such as New Zealand having smaller numbers of members. Some countries are in the process of formalizing a CC group, but due to numerous barriers the progress is slow. This paper will discuss the barriers faced in developing convict criminology in Australia. It will provide context to the need for the lived experiences of previously incarcerated people to enhance criminological research in this country. In addition to this, the paper will provide a rationale as to the insider perspectives that previously incarcerated academics can provide to enhance the quality of criminological scholarship in Australia.

Editor's Note: This article appears in the journal, [The Journal of Prisoners on Prison](#) which is free to access.

[An overall picture about academic literature focused on online learning in prison](#)

Revista Conhecimento Online 1(13):127-152

Rita Manuela Barros, Angélica Monteiro, Carlinda Leite

Digital competency – which is indicated by the European Framework of Reference as one of the key competencies for Lifelong Learning – has been increasingly important in the international policy

agenda as well as in the studies and academic publications. Taking into account that Adult Education mediated by a virtual environment may be an opportunity for knowledge acquisition and digital inclusion, there are, however, some contexts in which access, usage and participation are particularly obstructed or even precluded. Prisons are one of those contexts. Aiming to map trends in academic literature about Adult Learning supported by digital resources in prisons, we resorted to Education Source and ERIC databases to perform a literature review – published between 2010 and 2019 – and using the keywords prison, education, technology. The analysis of the 20 identified articles made it possible to know when and where they have emerged, as well as their objectives and the focus of the studies. With worldwide representation – although mainly European – and with particular expression in the last 5 years, the studies are mainly focused on prison education resources, learning results, educational staff and cultural aspects and policies.

[Penal Arts Interventions and Hope: Outcomes of Arts-Based Projects in Prisons and Community Settings](#)

The Prison Journal 2022, Vol. 102(2) 217–236

Susie Atherton, Victoria Knight, and Benedict Carpenter van Barthold

The value of arts-based projects within the criminal justice system is well documented, as research has identified positive outcomes relating to inmates' behavior and their relationships with others. This article examines the work of the Soft Touch Arts project at HMP Leicester, UK and identifies the importance of hope as a transformative outcome. Interviews with artists in prison and community settings demonstrated the value of engaging in creative and purposeful activity, generating hope which enabled artists to aspire to a better future. This occurred alongside ameliorating the harms of prison and helping artists manage their relationship with probation services.

[Bringing inside-out online: coming together in a virtual environment](#)

Journal of Offender Rehabilitation, Volume 61, 2022 - Issue 2

Kimberly Collica-Cox

Inside-Out courses bring together traditional campus-based students and incarcerated students to learn alongside one another in a correctional setting. This novel approach to the delivery of educational programming has recognized benefits for both inside and outside students. This past year, the COVID pandemic prevented non-essential staff, such as college instructors, from physically entering correctional institutions. While most colleges and universities continued to provide educational services to its campus-based students virtually, they were prohibited from doing the same with their incarcerated students. The majority of correctional institutions have been resistant to using this technology because of security concerns, even though with proper planning, such programming can be provided successfully and safely. Although most Inside-Out programs were cancelled during the Coronavirus pandemic, this article profiles one program that was able to continue virtually through the use of internet-based services at the Westchester County Department of Correction. Data from this feasibility study suggest that a virtual pedagogical approach has the ability to create positive learning experiences for inside and outside students. Results imply that increased programmatic opportunities could be available to more correctional institutions, even post-COVID, if correctional staff are open to the implementation of internet based technology and willing to work collaboratively with outside program providers.

[Digital reentry: uses of and barriers to ICTs in the prisoner reentry process](#)

Information, Communication & Society

Bianca C. Reisdorf, Julia DeCook, Megan Foster, Jennifer Cobbina & Ashleigh LaCoursed

High incarceration rates and a focus on incapacitation during incarceration lead to a ‘revolving door effect’ in the United States, with more than two thirds of parolees rearrested within three years of release. One aspect that is missing from efforts to resolve the revolving door effect is how access to and use of information and communication technologies (ICTs) might improve the reentry process. Focus groups with 73 male and female returning citizens in a large Midwestern city examined which types of ICTs parolees use and for what purposes; what the key barriers to access and use are; and which kinds of ICTs parolees need for reentry services. Our findings show that both access and lack of skills are barriers to using ICTs, with many perceived negative effects reported by our participants. As part of our policy recommendations, we stress the importance of including ICT training during and after incarceration.

[Women’s Imprisonment in Britain and Ireland](#)

The Prison Journal, February, 2022

Christina Quinlan

This research, utilizing a case study design, focused on prison operations in women’s prisons and compared those across each of the four jurisdictions of England and Wales, Scotland, Northern Ireland, and the Republic of Ireland. The numbers of women in prison, the crimes for which they are imprisoned, and their sentences are considered, along with women’s prison policy initiatives in each jurisdiction. The differences between these policies and the realities of women’s experiences in prison are highlighted.

[Understanding Women's Imprisonment in Australia](#)

Women & Criminal Justice, Volume 30, 2020 - Issue 3

Lorana Bartels

This article examines women’s imprisonment in Australia through a feminist multifocal lens. We consider female prisoners’ gendered needs, especially ‘the triumvirate’ of victimization, substance abuse, and mental illness. We also acknowledge the importance of taking an intersectional approach, with particular reference to Indigenous women. We identify recent developments in Australian corrections policies and programs, especially trauma-informed care, mental health programs, children/parenting, education and work, and post-release support. Although we commend initiatives to support women during and after custody, we question the need to send most of them there in the first place, as we are concerned about the ability of any prison to provide an environment conducive to healing.

[From the inside \(Otago Corrections Facility\)](#)



P.T.S.D. (Post-Traumatic Stress Disorder)

In order I intend intense recovery I fend
Struck by lightning
Shutdown in flames defence
Struggling to affirm a way out
Opened up like a
Can of worms
Cluttered
Clutching on to my withers end expansion
Rid of fears isolated, helping hands, reincarnation
I am born again incarceration
Change, I turn which seems a lifeline
So bold yet it burns with pain and misery
So firm, no hold, grab a grip and grasp a breath
What matters is forward steps
Looking back in the rear view
Bold and burnt profound this hurts
Deep misery explainable express
Reluctantly remorsefully regrets recovery enticed
Set out
Plan treatment ahead giving hope to no longer
Tense imprisoned stress
Mind at ease relaxed follows
Suit expansion beyond measured ends meet
Limitless unfolding power within
Capable manageable this never ends creativity
i.e.; sure whom I endeavour to be best friends
Healing history to an extent this soul craves
Stability
Ability content
Conscious mind I try uphold
P.T.S.D. I forget

