



# The Learning Chronicles

The newsletter of the Australasian Corrections Education Association

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We say good-bye to some faces from our committee. Paul Barnes has stepped aside from the Treasurer role but not before taming the maelstrom that was the ACEA finances. Marietta Martinovic has been a voice of calm, uncommon good sense and good humour. Marietta, I hope you will stay close to us and work with us. The Advisory Committee will also undergo some changes after the AGM, to become more inclusive. Thank you for your service and enthusiasm. Some of the discussions we've had about prison education have been some of the best I've had. Your knowledge and caring have been extraordinary. I hope we can call on it again.

So, taking on ACEA has been a massive task for all of us. We've had three main foci:

1. To make ACEA work administratively which includes getting our Constitution into a good state, making sure we're meeting our reporting obligations and setting up systems that will allow us to focus on the main game including banking. We've expanded the Advisory Committee too to be more representative. Moana Solomon challenged us to think about Māori overrepresentation and reminded us it was unfair and unhelpful to lump indigenous peoples together. Ngā mihi, Moana.
2. Delivering services to our members including newsletters, webinars and other PD opportunities, awards, and the biennial conference. We're setting up special interest groups, our first being the research SIG, closely followed by the library SIG. Watch this space for others!
3. Supporting the delivery of prison education across Australasia which includes sharing practice with our colleagues across the oceans. Our 1000-strong mailing list ensures everyone knows how well our frontline educators do.

There are a few people who I will single out for special mention. Stavroola Anderson is as feisty and determined a vice president as you'll ever find. I have spent many hours looking at Stav across Teams as she wrangles spreadsheets and legislation, writes endless lists that all we have to do is follow (but we are a bit hit and miss at that). She spent hours on the phone talking to people in official organisations I've never heard of. She found a partner in crime in Lorna Barrow, our public officer. Lorna just seems to know what we can and can't do, what's reasonable and what's not. And then she laughs and makes us all laugh too. It's as if she enjoys this administrivia!

Stephen Seymour as the secretary has been my rock. I can tell when he disapproves of what I'm doing because he stays silent, so I keep talking and adjusting my point of view until he says, 'Yes, that will be good, Helen.' I find my way in the end. He is the connector of people, respected by everybody. He digs out documents that we've only heard mention of in dark corridors. I find myself CCed into emails with folk I've never heard of, included in some collaboration or opportunity. It would not be overstating it to say that ACEA's reputation is in no small part built on the esteem with which people hold Stephen.

I don't want to single out particular webinars or meetings or discussions as highlights this year. Each has been phenomenal. But ... the Library Professional Development webinar attracted 100 registrations from around the world and scared the pants off of us! My University of Canterbury colleague Dr Jayson Ware talked after the AGM about addressing resilience in our frontline educators. I am very proud that at last, Aotearoa New Zealand is so well represented in ACEA. Finally, ACEA is truly Australasian.

I will finish with this small point and to beg a favour. I ask that you bear with us while we finish setting up the systems and sorting out the administrivia. That means memberships and invoices may get overlooked, emails unanswered and phone calls unreturned. Know that we mean nothing by it.

Reach out to us again and hopefully, before too much longer we'll have it sorted. If you have a comment, a question, or a favour to ask, reach out. ACEA belongs to you and our purpose is to support prison education. We can only do that by supporting those frontline educators who front up every day to work with some distinctly unpleasant characters, pushed and pulled by forces beyond their control. By supporting those education administrators trying to elbow their way around cumbersome organisations. By supporting those academics who hope to show what works and what doesn't, and how to undo the harm of organisational and societal carelessness.

Thank you for your belief in the mahi and your willingness to embark on this journey with us. Please reach out if we can help; I'm just an email away: [president@acea.org.au](mailto:president@acea.org.au).

Noho ora mai,  
*Helen*

### **ACEA has a new sponsor!** ***From Helen Farley***

So, I may have exerted some pressure, but I am pleased to report that the Faculty of Law at the University of Canterbury in Ōtautahi Christchurch, Aotearoa New Zealand have become proud sponsors of ACEA. Executive Dean Professor John Page was only too pleased to contribute and plans are afoot to have the 2023 ACEA conference be co-badged with the University as part of their 150<sup>th</sup> Anniversary celebrations. The Faculty of Law is home to an ever growing range of Criminal Justice programmes into which I teach. In addition, the University contributes a steady stream of interns to help with policy, organisational and administrative matters for ACEA.



The Faculty of Law's sponsorship of the Australasian Corrections Education Association (ACEA) presents a unique opportunity for both organizations to collaborate and further their respective goals. This mutually beneficial partnership will bring together the expertise of the faculty with the mission of ACEA to advance the cause of prison education and advocate for its importance within the prison system.

By sponsoring ACEA, the Faculty of Law is able to demonstrate its dedication to promoting the cause of prison education and rehabilitation. This sponsorship provides a platform for the faculty to engage with the wider community and raise awareness about the significance of education within the prison system. Additionally, it allows faculty members to contribute their research and expertise to the cause, further elevating the profile of both organisations.

The partnership between the Faculty of Law and ACEA offers numerous opportunities for faculty members to engage with ACEA and its network of professionals. It provides a platform for faculty members to participate in ACEA's events and initiatives, as well as contribute to the development of its research and best practices in the field. This collaboration allows faculty members to build their networks and enhance their professional profiles, while also contributing to the wider community.

## ACEA Training and Education Champion of the Year

Every year, we accept nominations from the states, territories and jurisdictions for the coveted ACEA Training and Education Champion of the Year. Last year Sir Graham Lowe with his Kick for the Seagulls programme and Alice Cooper were our worthy recipients. Nominations are open again and must be received by **Tuesday 28 February 2023 at 11:59pm**. If you are going to struggle to make that deadline, *let us know*.



### Purpose

To recognise exceptional educators, trainers, administrators or co-ordinators in prisons, community corrections and youth justice settings in Australasia. These individuals will exemplify outstanding professional knowledge, skills and practice.

### Categories

#### ***Corrections Training and Education Champion of the Year: The Bob Semmens Award***

In 1992, following discussions between correctional education specialists across the globe, Bob Semmens was instrumental in founding the organisations which later became ACEA. This award recognizes exceptional training and education champions in prison and community corrections settings.

#### ***Youth Justice Training and Education Champion of the Year: The Ray Chavez Award***

Ray Chavez was a long serving President of ACEA between 2013 and 2019. During his presidency, Ray facilitated greater recognition and more active engagement of youth justice educators in the association. This award recognizes exceptional training and education champions in the youth justice space.

### Eligibility

To be eligible, applicants must be:

- A current trainer, educator, administrator or coordinator in prisons, community corrections or youth justice settings; **or** in employment, regular contracting, or regular volunteering with a school, registered training organization, education provider or post-secondary education provider operating within a secure justice setting.
- Involved in the delivery of education and/or training in a secure adult or youth justice setting within the 12 months prior to nomination.
- Involved with the provision of education and/or training which has led to recognized outcomes, qualifications or statements of attainment which align with the Australian Qualifications Training Framework and/or Australian Curriculum or their equivalents in other jurisdictions.
- A financial member of ACEA.

### The Submission

The submission should be no more than **500 words** or a **10-minute video** and *may* include the following:

Evidence of a well-developed **education philosophy**, which could include:

The principles and beliefs that underpin their development and delivery of education programs and engagement with learners in secure justice settings.

How and why that education philosophy promotes and facilitates positive engagement and outcomes for their students.

Evidence of incorporating the needs of First Nations learners.

Evidence of high standards of **professional knowledge and understanding**, which could include:

Extensive knowledge and understanding of the standards, curriculum, content and strategies associated with the educational programs delivered in secure justice settings.

Extensive knowledge and understanding of the barriers and support that exist in relation to developing and delivery education generally, and their educational program specifically, to learners with diverse life experiences and learning needs within secure justice settings.

A discussion of how professional knowledge and understanding has resulted in enhanced educational programming and/or delivery to incarcerated learners.

Extensive knowledge of what First Nations learners need to thrive.

Evidence of high standards of **professional practice**, which could include:

Evidence of the capacity to develop programs and/or resources which are appropriate for delivery and include innovative approaches to address the challenges of providing education to learners, especially First Nations learners.

Evidence of the capacity to develop programs and/or resources which reflect and are responsive to the complex life experiences and learning needs of learners.

How their professional practice has resulted in enhanced educational and/or vocational outcomes for students in the short and long term.

Evidence of high standards of **professional engagement**, which could include:

Evidence of a willingness and capacity to engage and work collaboratively with a wide range of individuals and organisations from diverse disciplines and sectors, who provide concurrent services to their learners.

Evidence of a willingness to engage with and design learning interventions to accommodate the specific needs of First Nations learners.

How professional engagement with peers and students has resulted in enhanced educational programming and/or delivery, as well as enhanced educational and/or vocational outcomes for learners.

Evidence of high standards of **professional development**, which could include:

A pattern of continual engagement in professional development in order to enhance knowledge and skills specifically relating to the delivery of appropriate and relevant education to learners with diverse life experiences and learning needs.

A capacity to adapt education design and provision in relation to short-term and long-term changes in justice and/or education policies, procedures and priorities, as well as changes in learner cohorts.

Continual engagement in professional development that has resulted in the maintenance or improvement of educational programming and/or delivery within the secure justice setting, as well as educational and/or vocational outcomes for learners over an extended period of time.

Our aim is to recognise the fantastic work our educators and education administrators do. Too often that work is overlooked. We look forward to receiving your submissions!

### First ACEA webinar for 2023

**By Helen Farley**

We are proud and excited to announce the first ACEA webinar for 2023! The webinar will be held on Thursday 16 February 2023 at 2pm NZDT, 12 noon AEDT, 11am AEST. Look for the time in your time zone [here](#). It is titled: [The Implementation of Advanced Welder Training in Prisons: A case study from Langi Kal Kal Prison](#). In 2022, Corrections Victoria expanded the VET Centre of Excellence model to deliver Fusion Welding to ISO 9606 certification standard to complement the Metal Fabrication industry at Langi Kal Kal prison. Federation University delivers the training program with the support of Weld Australia and on-site prison industry staff.



As part of the program, augmented reality (AR) training was introduced to expand the welding skills of the prisoner learners to meet international standards. A welding workshop sits alongside the AR training room so that CoE participants can work on projects to use and practice their welding skills in the physical as well as virtual environments. Learn more about the teacher software and how this program has been implemented and supported by Weld Australia.

The webinar will be presented by **Michael Pitt – National Manager Training, WELD Australia.**

Michael joined Weld Australia as its National Business Development Manager in early 2018 and is now the organisation's National Manager Education & Training. Prior to joining Weld Australia, Michael held various positions with TAFE New South Wales. He initially commenced as a Teacher of Metal Fabrication and Welding, moving on to take on roles such as the Institute Labour Market Programs Coordinator, Head Teacher Metal Fabrication and Associated Processes, and Manager of the Manufacturing Industry Liaison Unit. Most recently, Michael was the Faculty Director for Trades and Technology.

An expert educational leader, Michael has had extensive experience in change management, project development and industry liaison and collaboration. Michael has been responsible for the introduction of significant reforms and has worked actively to change culture across TAFE NSW, Illawarra. Throughout his career, Michael has consulted with both industry and various peak bodies involved in training and development. In the course of this, he has introduced significant innovation and change to practice.

Most recently, Michael was involved in collaborative relationships with the university sector, industry and peak bodies to deliver outcomes that will impact locally and nationally in the area of

training and development. Michael believes that both research and practice are highlighting the benefit of blended delivery models for the strongest educational outcomes. This is an area of expertise in which Michael has both a strong passion and in-depth experience.

Michael began his career as a Boilermaker Welding, before going on to become a Welding Supervisor. Michael went on to gain a Diploma of Teaching, a Graduate Diploma in Educational Studies, and a Master of Education before joining TAFE NSW. Michael's key focus at Weld Australia is helping to deliver the Advanced Welder Training Centres around Australia. Michael will liaise with TAFE and industry to deliver the new Centres, and develop new opportunities in training, consulting and certification.

## ACEA Prison Library Seminar

**By Helen Farley**



Our prison librarians do a great job working with people in our prisons to encourage reading, support education and to help people explore their interests and hobbies. Unfortunately, opportunities for professional development are rare! To help alleviate this dearth, ACEA hosted a Prison Library Seminar on Thursday 24 November 2022. It was a great day and we received lots of feedback. Participants said that they would enjoy catching up together and hence the ACEA Prison Library SIG was born.

It's time to get started again for 2023. This event will allow prison librarians from across Australasia and the world to come together to share practice and explore opportunities. There will be ample time for guided discussion. The event will be on **Wednesday 22**

**February at 3pm NZT, 1pm AEDT, 12pm AEST.** Look for the time in your timezone [here](#).

There will also be two special guests! **James Levy** of Socrates 360 and **Emma Lamb**, Global Sales Manager of Encyclopedia Britannica. James and Emma will be talking about and demonstrating the use of the Encyclopedia Britannica on Socrates 360 tablets for those in prison.

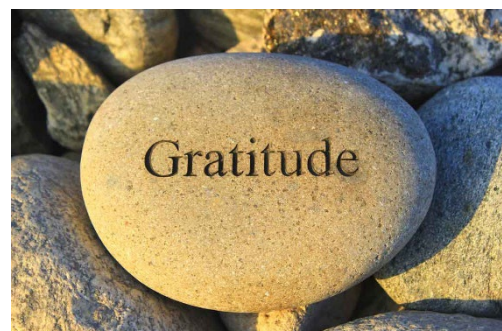
**To register for this meeting, please go [here](#).**

## Recognising extraordinary contributions

**From Helen Farley**

We do our best to make sure that our membership and our community are well supported in their important work in prison education. And what makes it all happen are the outstanding contributions of our office bearers in the Executive Committee and the Advisory Council. At the AGM, we established a new membership category, that of Honourary Lifetime Membership. We bestowed this title upon three extraordinary individuals, all past presidents of ACEA:

Ron Wilson  
Bob Semmens, and  
Ron Cox.



ACEA recognizes the importance of acknowledging and celebrating the contributions of outstanding individuals who have made a significant impact on the field of prison education. These individuals have dedicated their time, energy, and resources to promoting the cause and their tireless efforts have played a crucial role in transforming the lives of people in prison through education. As a result, ACEA is proud to recognize their contributions through the award of Honourary Lifetime Membership.

Honorary Lifetime Membership is the highest honor that ACEA can bestow upon an individual. It is a recognition of an individual's exceptional contributions to the field of prison education, and their commitment to promoting the cause. This award acknowledges their outstanding achievements and celebrates their hard work, dedication, and passion for making a difference.

The individuals who are awarded honorary lifetime membership are those who have made a significant impact in their field of work. They have developed innovative programs, advocated for policy changes, and provided support and guidance to others in the field. Their work has inspired others to join the cause, and their dedication and commitment have helped to raise awareness about the importance of prison education.

ACEA's recognition of these individuals is not only a tribute to their accomplishments but also a way to inspire others to follow in their footsteps. The award serves as an example of what can be achieved through hard work, dedication, and a passion for making a difference in the lives of people in prison. It is a reminder that even in the face of challenges and obstacles, individuals can make a meaningful impact on the lives of others and contribute to the betterment of society.

Congratulationsm Ron, Ron and Bob! Thank you for all that you have done. Look in coming issues for interviews with this formidable trio!

## Results of the ACEA elections

### ***From Helen Farley***

To make sure ACEA works for you, we've been working hard on the committee structure. This was endorsed by the ACEA Membership at a Special General Meeting. At the AGM held November 17 2022, elections were held to fill those positions. Executive Committee terms are staggered so that there is never a completely new Executive Committee. We felt that was important for continuity. Positions are for two years. Advisory Council roles are for 1 year. We would like to welcome the following people either continuing in their roles or welcome those into new roles.

### **Executive Committee**

Helen Farley – *President (not for re-election)*  
Stavroola Anderson – *Vice President*  
Stephen Seymour – *Secretary*  
Carla McCarthy – *Treasurer (filling a vacancy)*  
Fiona McGregor – *Partnerships Officer (new role)*  
Tarryn Jones – *Communications Officer (no for re-election)*  
Lorna Barrow – *Public Officer (not an elected position)*

### **Advisory Council**

Dion Barnett – *Aboriginal and Torres Strait Islander Representative*  
Sasha Posthuma-Grbic – *Australian Capital Territory Representative*  
Vacant – *First Nations Representative*

Ron Wilson – *Immediate Past President*  
Tatiana Harrison – *International Representative*  
Lukas Carey – *Lived Experience Representative*  
Moana Solomon – *Māori Representative*  
Vacant – *New South Wales Representative*  
Melissa Nielsen – *New Zealand Representative*  
Judith Trezise – *Northern Territory Representative*  
Stephen Jackson – *Queensland Representative*  
Jane Garner – *Research Representative*  
Rita Durkin – *South Australia Representative*  
Jacob Stevens – *Student Representative*  
Klaus Baur – *Tasmania Representative*  
Nicole Levi – *Victoria Representative*  
Fazluz Zaman – *Vocational Education and Training Representative*  
Lisa Cross – *Western Australia Representative*  
Jocelyn Humbley – *Youth Justice Representative*

In the next issue, we will have some information about each of these office bearers, along with contact details so you can contact your local representative. In the meantime, email me ([president@acea.org.au](mailto:president@acea.org.au)) if you need to contact any of them).

### Open letter calling for Medicare in prisons

**From Damien Linnane**

Most people are surprised to hear that incarcerated people in Australia, including children in juvenile detention, lack access to Medicare, our 'universal' health care system. The consequences of the Medicare exclusion include unnecessary deaths, the exacerbation of mental and physical health conditions, and increased recidivism and strain on public health services once those in custody are released.



Academics and all people holding a position in law, healthcare, the criminal justice system or criminal justice reform are encouraged to add their names to [our open letter](#) calling on Federal Health Minister Mark Butler to make Medicare available for those in custody. Please don't hesitate to contact former prisoner and PhD candidate Damien Linnane if you have any questions. [damien.linnane@gmail.com](mailto:damien.linnane@gmail.com)

### Help needed! What do you know about adult literacy?

**From Amanda Wilson**

Hello. I'm a volunteer adult literacy tutor, assisting students through Libraries Tasmania in Ulverstone, Australia. As a personal project and potential Churchill Fellowship research topic, I'm exploring adult literacy programs that have successfully integrated reading, writing and numeracy teaching resources and methods with those that address the psychological barriers to learning experienced by some adult students (e.g. in the library literacy services context, this may be the result of historic negative in-school experiences, personal trauma experienced while attending educational institutions, or other stigmas, fears and anxieties sometimes present in adult learners).

I am particularly interested in the best practice, trauma-informed resources and teaching methods used to identify and address barriers to learning, and the delivery models that make these expanded forms of adult literacy programs a success.

At this stage of the project, I'm keen to find out:

1. If these forms of programs are operating in Australia (in any setting)? Leads are welcomed!
2. If so, are there gaps in the program resources / practices that are yet to be addressed?
3. What other countries or settings are doing good work in this area? Leads are also welcomed!

Thank you for any advice and guidance you can provide.

*Amanda Wilson*

Email: [amandabwilson@gmail.com](mailto:amandabwilson@gmail.com)

### Time to think about the ACEA Conference 2023!

*By Helen Farley*

Just reminding you that it's time to turn our minds to the next conference. The ACEA Executive have selected the dates: **November 21-23 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!*

We had a couple of people who put their hands up after the last newsletter, but we need some more willing helpers and creative thinkers!

There are some ways you can help us out:

**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](mailto:president@acea.org.au).

**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!

The 2023 conference will be here before we know it and want to make it as relevant as we can! You can read about some of the feedback from the conference later in the newsletter. 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](mailto:president@acea.org.au).

## Looking for reviewers passionate about prison education

*From Helen Farley*

[The Journal of Prison Education and Re-entry](#) is about to be rebadged, The Journal of Prison Education and Research (JPER). It is a leading publication in the field of prison education and research, dedicated to promoting the cause of prison education and advocating for the importance of education in the prison system. As a result, the journal is seeking the support of academics to contribute as reviewers in its mission to disseminate the latest research and best practices in the field.

We are calling on academics who are passionate about prison education to nominate themselves as reviewers for JPER. As a reviewer, you will play a critical role in ensuring that the quality of the journal remains high, and that the latest research and best practices are disseminated to the wider academic community. Your expertise and knowledge of the field will be instrumental in helping to guide the direction of the journal and to promote the cause of prison education.

Becoming a reviewer for JPER is an excellent opportunity for academics to contribute to the field and to enhance their own professional profile. As a reviewer, you will have the opportunity to engage with the latest research and best practices in the field, to provide feedback to authors, and to help shape the direction of the journal. Furthermore, your involvement with the journal will provide you with a platform to share your own research and ideas with a wider audience.

The process of reviewing is an excellent opportunity to develop critical skills, to refine your knowledge of the field, and to contribute to the wider academic community. Reviewing also provides an excellent opportunity for interdisciplinary exchange, as you will engage with scholars from a variety of disciplines and backgrounds who are working on related issues.



If you are interested, please email me ([president@acea.org.au](mailto:president@acea.org.au)) with your reviewing interests and affiliation. Happy to chat!

## First 'Course in Consumer Leadership' in an Australian Prison, in Tasmania

*TasTAFE at Risdon Facilities*

*Via Klaus Baur*

Working with consumer representatives, is well developed across health, mental health, and community services. Melbourne's [Health Issues Centre](#) 'HIC' is Australia's lead not-for-profit training, resource, consumer advocacy and consultancy service provider, and has been for over 35 years.

In May 2022, the Tasmanian Alcohol Tobacco and Other Drugs Council (ATDC) brought a first '[Course in Consumer Leadership](#)' (10946NAT) for their clients to the state. Prior to this, there had solely been two courses for mental health consumers in Tasmania.



As an innovative move, the ATDC coordinator approached the prison service and TasTAFE at the Risdon prison complex if it would be interested to send one or two inmates to the course who fitted the consumer cohort.

Since early 2021, TasTAFE has commenced to incorporate consumer engagement/co-design activities, involving prisoners into planning, delivery and evaluation projects across its correctional facility

'campuses'; all with promising results.

The Tasmanian Prison Service (TPS) was initially reserved, however embraced the program. Strong collaboration between TPS, TasTAFE and the ATDC led to joint funding for two inmate participant places, one female, one male.

When the manager of the female prison was approached, without knowing any of the detail around the course, and that the prisoner had to be on 'community leave' for a week, responded: 'I know exactly who would be perfect for this training.' It proved to be a good call.

Feedback was received that the participants engaged very passionately and actively in the course, at times carrying the course as a student.

Both graduates completed the five-day course successfully in June. They have since been utilised by the TPS, extensively by the TasTAFE prison team and, on further community leave by the ATDC as, consumer representatives or advocates. For example, TasTAFE involved the graduates in supporting the Directors' visits and engaged the representatives in providing feedback into policy and procedures development.

One of the graduates, now released, has linked up with a mental health consumer group and the ATDC and is now well placed, with the training and early experiences, of receiving regular 'consumer rep'/'advocacy' work of up to \$70 per hour reimbursement. There is also a strongly likelihood that this will lead to part-time or full-time peer worker role in the future; something the student was passionate about.

Clear employment pathways exist into growing numbers of roles as consumer reps or peer workers. There is growing understanding and readiness to engage actively with clients and utilise them as

‘consumer reps’, accessing their ‘lived experience’ providing an important and valuable perspective into all aspects of an organisation’s planning and work.

### What’s it like to be an intern with ACEA?

**From Jacob Stevens**

My experience as an intern at the Australasian Corrections Education Association has been fantastic! I've learned lots of new and cool stuff, plus I've been able to apply what I have learnt at University to a practical setting. I am confident PACE ([Professional and Community Engagement](#)) is an excellent opportunity for students to engage in their field of study in more of a professional environment. One of my favourite moments at the ACEA was when I attended the theatre play performed by former inmates. It was one of the most fabulous on-campus experiences I had all year and the most beautiful and top-of-the-line learning opportunity. I was highly impressed by the coordinator of the play and how they were made to fit real-life scenarios. But what impressed me the most was covering situations to prevent offenders from returning to prison.



It was beautiful how the audience got to contribute to the scenarios when the play ran through a second time around. I exceptionally enjoyed the benefit and joy of participating in the play alongside the inmates. All up, it was a fantastic evening! My experience dealing with Helen Farley was unique while on my internship, and my favourite part was working remotely. Remote work, to me, is one of the most excellent ways of working. Privacy is vital to an organisation and how it governs, privacy as I unexpectedly found out is. Most data is collected by the company for various protocols, security reasons and identification. Most importantly, there were many different ways that this data was collected, including just enhancing the experience of the individual subject to the policy.

The volunteer policy became my favourite because I got to write a guideline for myself and other young adults. It allowed me to understand what it means to be professional and productive in a work environment. The volunteering included a step-by-step process for what to do if something is wrong or any auspicious or unruly behaviour occurs. It ultimately creates a sense of safety between the intern and the organisation, whether a third party is needed to mediate is present. I thought the internship programme that ran was fantastic; prison education is a challenging sector, and the information and some of the stewardship involved in wellbeing practices of not just colleagues but of the inmates as well. That ultimately makes a difference in reoffending rates amongst prisoners can often be impacted by how they live their lives and their daily routines. Just getting insight into studying how people behave in their daily lives, how some challenges are brought into effect by working life and how they are often self-inflicted.

Dr Jayson Ware did an excellent presentation on this after the AGM, and I was excited to be elected as the student rep!! Which is one of my highlights for the year 2022. One of the best parts of being an intern is sharing my experience to see if they relate to other interns. And hearing about the stories and different types of internships people were undertaking and what they thought of the work or corporate environment they were assigned to. The online reflection tasks were an excellent way to evaluate my experiences as an intern. I got to submit videos of myself reflecting on my thoughts and feelings about the internship. Often the training or career path relies on odyssey plans. Criminal Justice is one of my odyssey plans. The area of Criminal Justice is addressing and preventing

social justice, and social harm within communities is prevented and treated by International human rights laws. Human rights declare that prisoners have the same rights to education as free citizens, and my intern experience made me a part of that. I was able to understand and be part of the system and movement that makes this happen. Stav and I were coming along just swimmingly with how we communicated and the way we negotiated the programme of the internship. Since I am currently a member of the Young Nats youth political wing, I found where the organisation is designated in a policy. I often partake in their policy pillars and write public submissions to the government. I constantly aspire to become a politician to be a part of and join the National Party. Policy for me is definitely one of my critical aspirations of study. It involves researching key facts and making points from the legal system about what factors and elements are needed to create a functional policy. Being part of the ACEA built my global perspective of offending is cared for but also has an impact it has on communities. That is one well-defined passion. It ultimately gives a beautiful sense of achievement and character to what good things I can do for the world. Being part of the corrections sector for this short time further strengthens my aspiration to be involved in the future in parole or a prison governor. It has long been an interest of mine to be involved in education and what it is like to educate prisoners and understand the procedures around how to structure a prison policy system based on allowing prisoners daily activities that are vital towards constructing a low recidivism rate.

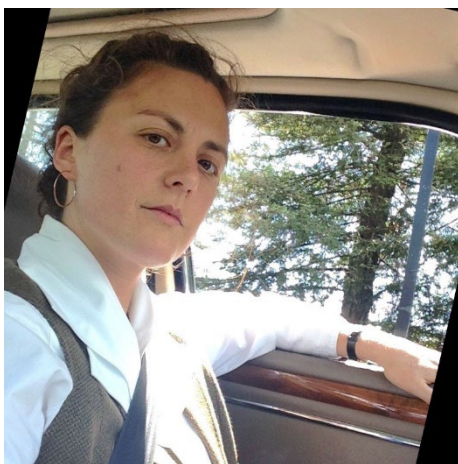
Criminal Justice is one of my favourite avenues and strengthens my creativity and problem-solving. My world became broadened with many eye-openers, especially with sexual offending. And how categorical denial is a subjective factor in sexual reoffending, worsening the act, and how sex offenders feared that they could be accused of sexual offences at some point or in some position. That was astounding and gave me some insight that I would not usually have into a career path in that profession. I also have an interest in intelligence and international policing with experience like working at the ACEA and being a student in criminal justice can ultimately enhance and further my interest in working for enforcement agencies as a long-term professional career.

***We were so lucky to have Jacob working with us! He brought fresh insight into what we did. And he was just great to be able to call on! – Helen***

### Interview with ACEA's International Representative Tatiana Harrison

***From Jess Lynch***

***Jess was one of our University of Canterbury interns. She recently caught up with Tatiana, our International Rep.***



I recently had the pleasure of interviewing ACEA's International Representative, Tatiana Harrison, hearing about the details of her background in education and communication, as well as her career path and future goals. She offered me great insight into the implications someone's schooling experience can have, drawing on an understanding of crime, privilege, and empathy.

#### **Where were you born and where did you grow up?**

I was born in San Francisco California in the United States and I mostly grew up here. Until high school, I was in San Francisco, but I have spent time on the East Coast, in the middle of the US for college, in Southern California and have lived out of the country as well.

### **How did you find your schooling experience?**

I had a really different schooling experience than most of my students. I went to a private school and I had no idea what a privilege it was to have things such as smaller classes which stopped any disputes between students from getting out of control. I was blessed to have not just an amazing academic experience, but also an experience which protected me from things such as trauma and addiction in my formative years. As I have told my students, if I had wanted to get drugs when I was growing up, I doubt I would have been able to, because I wouldn't have known who to ask and I probably would have looked like some sort of informant. My experience of an almost completely private education was not the norm, it was the exception. It was a very positive experience.

### **What degree did you complete and why?**

I have three degrees. I have what we now call a Bachelor of Science in Communication, a Masters degree in Education, and in May, I got an EdD and completed my dissertation at San Francisco State University in Educational Leadership.

### **Did you enjoy your degree?**

Yes! I think I got very nice experiences out of all of them.

### **If you could do it all over again, would you choose the same path?**

My communications degree has been really important when teaching students who are disengaged, but I think I would have tried to include a computer element to what I was doing, although I probably couldn't have back in the day.

### **Did you always know you wanted to be a teacher?**

I initially thought I was going to be a theatre director and then a documentary film producer, or a fictional film producer for films that matter. At no point did I anticipate becoming a teacher. What happened was that through a youth programme that I ran in the area, I became a radio reporter. I then became a journalist and later got a job teaching other students journalism. Eventually, the teaching job turned into wanting to spend time with students full time.

### **What does your current work day look like?**

I now do four days a week at a school for who you might call 'excluded students', who have gone through a quasi-legal expulsion process. Once you have exhausted the patience of the school district, one of your only choices is to go to this school. I also spend one day a week at the local juvenile hall where you go to school if you're sentenced, committed for time or if you're awaiting some kind of adjudication or trial. Students can be here for as little as 2 days or as long as 3 years.

### **What do you do for ACEA?**

My main focus is trying to get more countries and regions of the world involved in a dialogue about correctional education. A lot of my work involves responding to and sending out emails, and encouraging others to start thinking about the criminal justice and educational approaches outside of their region. To be good practitioners, I think we need to think outside of the box. My goal is to bring international connections through emailing, networking and the actual exchange that occurs at the meetings we have. Through the fellowship, the goal is to hold us all accountable.

### **How did you first hear about ACEA?**

A few years ago ACEA came up in one of my searches about correctional education. I was really intrigued, so I attended one of their conferences and was really impressed. I've now been with ACEA for around 2 years.

### **What have been your highlights of being a part of ACEA?**

The last ACEA conference was a real highlight for me. The way it was organised was really thoughtful and I was able to hear from so many different spaces and such high-ranking people. It was also really exciting being able to present and share some of the hard work that myself and my students have done with others. When I came back, I was able to share this with my students which was really meaningful.

### **What are some of the challenges in your field of work?**

One of the challenges is that by the time students are in my care, they've already spent a lot of time feeling unsuccessful in school and in life, which has led them to form a bad association with learning itself. For them, school is a site of failure where things such as fractions can cause a really strong negative reaction. I can't control what beliefs they have already formed, so it can be challenging when they need a lot more than me. What you're doing is just teaching them how to learn, or even how to feel comfortable with learning.

### **What are some of the biggest challenges facing the US criminal justice system at the moment?**

I would say the biggest challenge is racial segregation. Especially in California, there is a lot of racial segregation in the prisons, so many will not talk to or associate with people from other races or gangs. This is largely a result of overcrowding which has meant that each group has to be segregated to prevent fighting. Even if you weren't in a gang they would very rarely put you in the general population and you would probably have to affiliate with the prison gang for protection. There is very little supervision in some of the prisons and a lot of people sentenced to life will have nothing to lose. I also think we've made the job so difficult that there is a serious corruption issue. Although not all cops are corrupt, it is becoming such a difficult job that it is almost impossible to stay on top of the temptation of corruption. People are recording whole rap albums from their cells. While prison is supposed to be tough, I have had students tell me that every day, they had to be ready for something epically terrible to happen.

### **How does your job affect you?**

When you have been in a learning environment with people, you don't have the luxury of dismissing them when they commit a crime. When most people think of crime, they think they know it through the shows they watch on television, but when you work with these individuals, you realise that there is so much complexity to the situation. There is nothing more eye-opening than hearing what happened from the students who knew the individual and then seeing a simplified version of what happened in the newspaper.

### **What are your goals for the future?**

Since I like travelling and my husband likes hunting and fishing, we would love to see the world while meeting people at the same time. My goal is to get enough scholarship to be able to speak or participate in different events around the world with other correctional educators.

## 'A life changing experience': how adult literacy programs can keep First Nations people out of the criminal justice system

This article originally appeared in [The Conversation](#)

By Jack Beetson, Melanie Schwarz, and Pat Anderson

Despite years of discussion and countless reviews, the incarceration rate of First Nations adults continues to increase in Australia. The federal government has said it will address this via 'justice reinvestment.' That means funding programs that keep people out of the justice system.



Justice reinvestment reduces ever-growing criminal justice system costs, which frees up more funding to invest in communities. That keeps more people out of the system. And so the positive cycle continues.

One part of the justice reinvestment picture may be boosting literacy rates. In fact, a growing body of research shows the crucial role community-controlled adult literacy campaigns can play in reducing crime and improving justice outcomes.

### A 65% drop in serious offences after literacy training

An estimated [40-70%](#) of First Nations adults have low literacy.

Our research has focused on boosting literacy rates among First Nations adults via free programs rolled out by the [Literacy for Life Foundation](#).

These programs involve more than 100 hours of adult literacy classes and activities, led by local Aboriginal staff, over a period of six months.

Our [study](#), published in the [International Journal for Crime, Justice and Social Democracy](#), found that after participation in the Literacy for Life Foundation adult literacy campaign, serious offences by students dropped by almost 65%.

The research was conducted as a before-and-after study looking at six communities in New South Wales. It included 162 participants who were all students in Literacy for Life Foundation's Aboriginal adult literacy campaign. We also drew on NSW Bureau of Crime Statistics and Research data. Study participants consented to researchers examining their criminal offence records relating to the 12-month period prior to participation in the literacy campaign, and 12-month period after participation.

The study also drew on more than 100 interviews with students, staff, community members, service providers and criminal justice practitioners.

We found:

- total offences recorded (including those categorised as serious, plus other categories) declined by 32% (from 71 to 48).
- among women in the study, total offences halved (from 40 to 20).
- the largest reductions related to traffic offences (down 50%, from 14 to seven), public order offences (down 56%, from nine to four) and theft offences (down from five to zero).

One community leader described the impact for one participant by saying:

*By the time he'd finished, he came out the other side not only having the ability to read and write, but he also came out of the other side with a licence. So that was a life-changing experience.*

### **Low literacy can mean more contact with the justice system**

Our study is among a growing body of [research](#) that highlights the correlation between low adult literacy and contacts with the police.

So what's one got to do with the other?

Lower levels of English literacy are considered one of many factors contributing to [continued inequalities](#) in health and social outcomes for Indigenous peoples. One major area of inequality is in crime and justice.

Systemic racism and discriminatory policies across multiple sectors and over generations have contributed to Indigenous Australians facing [more contacts](#) with police, higher rates of incarceration and more contact with courts.

For many Indigenous people, entry into the judicial system is through minor, non-violent offences such as [traffic infringements](#), in part due to insufficient literacy skills needed to [pass a written driver's licence](#) test.

Low levels of English literacy [also affect](#) a person's ability to understand their legal rights, seek legal counsel and read official documentation such as court attendance notifications. Not showing up to court proceedings can also result in additional charges being laid.

Convictions for these minor offences leave people with a criminal record, which make it hard to get a job. That can exacerbate issues with health and social wellbeing and perpetuate cycles of disadvantage.

Building basic literacy skills [can help](#) keep people out of jail, and for those in prison, participation in literacy and numeracy programs while in custody can help reduce recidivism (reoffending).

The Literacy for Life Foundation has recently started work with Indigenous people serving sentences in prison and it is hoped the trends highlighted in our study can be replicated.

What's already clear is that community-led adult literacy campaigns can help reduce serious offences among participants by well over 50%, meaning the benefits extend beyond just helping people to read and write.

Research on this can help justice reinvestment programs, turning policy aspirations into practical action.

## Laying the foundations for participant at the Rolleston Prison Construction Yard

### *From Ara Poutama Aotearoa*

The day begins at 8am in the Rolleston Prison Construction Yard in New Zealand, when around 60 men leave their prison units, put on their hardhats, pick up their tools and get to work on new builds for Kāinga Ora – Homes and Communities for public housing customers.

But housing isn't the only thing under construction...

'The purpose of the Construction Yard is to give back to the community and to support the men in prison to have better life options on release,' says Industries Manager, John. 'The employable skills and qualifications earned through the Yard offer the men opportunities for further study and employment on release. But, as important as these practical skills and qualifications are, the other less tangible skills they are developing will help them make the most of these opportunities and, potentially, will make the biggest difference for them and their whānau going forward.'

Qualified builder and Instructor, Lee, says staff see a real change in people working in the yard and that it provides the perfect environment for the men to put their rehabilitation learnings into practice; growing their social skills, confidence, and ability to work with other people.

'The general skills people learn in the Yard are amazing,' he says. 'The men are dealing with things they'll have to adjust to on the outside – relationship challenges, making mistakes, patience for themselves and others, perseverance and staying calm under pressure... The yard gives them space to challenge and practice these behaviours - a safe place where it's okay to make mistakes.'



The unique culture at the yard also does wonders, with Lee saying the men feeling able to leave any bravado or attitude they might have back at their unit, 'because they're part of a team out at the yard.'

This is reflected in the carved waharoa (gateway) at the yard, Te Waharoa Ki Te Maramatanga Hou (the gateway to a new understanding), which gives inspiration, knowledge and understanding to all people that enter.

'We have men who have mental health issues or struggle to communicate, and this work builds them up, giving them confidence to succeed in their rehabilitation,' says Lee.

'Others learn to share their skills and take on leadership roles within the work party, building their ability to make a life outside the wire, away from crime.'

With almost ten years' experience working at the yard, Lee can think of many men who have left Rolleston Prison and are now earning good wages at building sites around the country. 'We have an emphasis on real-life skills here,' says John. 'Our yard is just like a building site outside the wire, with toolbox meetings and scheduled breaks, led by our instructors, who are qualified builders themselves.'

While some men bring construction experience with them to the yard, which instructors help them turn into formal qualifications, others are starting from scratch, picking up nails and hammers for the first time in their lives.

‘Some men are resistant to the work at first,’ says Lee, ‘but end up telling me that they enjoy it more than they thought. There’s a lot of satisfaction to be gained from building – starting from the bottom, our guys do it all.’

### ***Case study: licensed builder qualifies in prison***

Alex\* has a new skill to add to his toolbelt, with his recent qualification as a Licensed Building Practitioner (LBP), a qualification he gained at New Zealand’s Rolleston Prison.

Building houses for Kāinga Ora – Homes and Communities at the Rolleston Construction Yard, Alex has helped construct over 20 homes, and is the first person at the Yard to become a fully qualified builder while in prison. The Rolleston Construction Yard has been designed to take suitable men from across New Zealand’s prisons, teaching them employable skills they can take back to their community upon release.

Entering the prison system with a range of construction experience but no formal qualifications, Alex was surprised at his own capabilities, saying, ‘I never thought I was smart enough to do any paperwork.’



Having left school at 15, Alex has since graduated from a range of rehabilitation programmes in prison, gaining NCEA levels 1, 2 & 3 and Horticulture National Certificates levels 2 & 3 in just ten months! Over nine years, he has completed a total of 900 credits.

His experience at the yard has not only given him his LBP certification, but has changed the way he works with other people. He’s even grown to take on a leadership role within the site, helping newer members in the work party grow their skills.

‘It’s been good for me – I probably wasn’t the nicest builder on the outside but working in the yard has changed the way I work with other people,’ he says, ‘I actually really like sharing my skills.’

Alex says the yard has given him a safe space to put his rehabilitation learnings into practice, growing his patience and communication skills. He’s also learnt to safely manage his frustration when things don’t go as planned, and to have empathy for the people around him.

‘When things go wrong now, I think about how the other person is feeling, and what they did to get to this position,’ says Alex. ‘In the old days, I would have chased someone round the yard, but I’ve really shifted the way I react now. I know how to stay calm.’

In providing people a safe space to fail and grow from their experiences, and learn employable skills, the construction yard is changing lives.

This achievement puts into practice the Department of Correction’s Hōkai Rangi strategy, helping to humanise and heal members of the construction work party, and laying the foundations for participation to make sure people are less likely to re-offend upon release.

‘I’m so grateful for all of the support from the yard supervisors,’ says Alex. ‘They have a great team at Rolleston who are really supportive.’

Alex’s plans are to use his qualification for future employment and a new start, on release.

\*Not his real name

### Bandyup smoking ban sparks education stimulus

Originally published [here](#)

*From the Department of Justice Western Australia*

Bandyup became the first custodial facility in Western Australia to convert to a smoke-free site on 31 October.

Together with the health and money-saving benefits flowing from the smoke-free initiative, Bandyup has seen an unexpected uptick in education participation among prisoners.



‘We’ve seen an absolute culture shift. The non-smoking project has definitely had a positive impact on their engagement in education and desire to learn,’ Acting Prisoner Education Campus Manager Fiona McGregor said.

‘The non-smoking pilot has meant increased engagement in education as some women no longer hanker for a ‘smoko’ break and would rather return to education than stay in the residential wing in the afternoons for a smoke.’

She said this has been complemented by an increased number of Bandyup prisoners attending classes, with greater retention and finishing rates expected in their education and training.

‘The women are achieving much improved rates of completion, with fewer dropping out and more wanting to take part,’ Ms McGregor said.

The prisoners’ education and training timetable comprises a host of learning opportunities including Certificate I and II courses, literacy and numeracy subjects and work-ready programs such as supply chain logistics, barista training, construction, forklift driving, first aid and more.

Some of the students, currently undertaking Certificate II-level literacy studies at Bandyup, are hoping to do a bridging course next year as a precursor to tertiary education.

One of the prisoners described the smoking ban as a case of ‘out of sight, out of mind’ that has helped sharpen her focus on education.

‘I’m more alert (at our education sessions) and able to complete tasks and a full day’s schedule,’ she said.

Acting Corrective Services Commissioner Christine Ginbey said the Department of Justice would assess the impacts of the smoke-free pilot at Bandyup before moving to a staged phasing-out of smoking across all the State’s custodial estate.

‘The Bandyup pilot will help inform the smoke-free rollout and underlines our ongoing commitment to provide healthy and safe prisons for staff and those in our care,’ she said.

### Fellowship to explore storytelling

**From Arts Access Aotearoa and originally published [here](#)**

Paying homage to the ‘creativity, courage and spontaneity’ of the women who participate in the Home Ground collective is a key motivating force driving Sāla Roseanne Leota, recipient of the Whakahoa Kaitoi i Te Ara Poutama Arts in Corrections Artist Fellowship 2022.

The Fellowship, worth \$10,000, will support the Kāpiti Coast writer to explore and research her creative writing processes and abilities, with the support of a mentor and the Home Ground women.



‘Initially, I was too nervous to apply for the fellowship but the other women encouraged me to put in an application,’ Roseanne explains. ‘I realised it was a way we could work together to explore and give voice to the creative journey we’ve all been on.’

### ***Creativity and wellbeing initiative***

Home Ground, based in Wellington, is a creativity and wellbeing initiative for women who have experienced incarceration or are engaged in the justice system. Roseanne is its Creative Advisor.

However, she first got involved in Home Ground in 2019 through Community Corrections when she was serving a community service. She reluctantly signed up for its project, thinking it would be boring.

‘I knew I could already write pretty well and didn’t think I’d get much out of it,’ she says. ‘But the project went so much deeper than just the writing. I found it healing and transformative.’

‘Instead of taking the flow of my words for granted, I now see them as a cathartic form of expression for me, my family, and the causes I hold near and dear.’

Roseanne’s cultural heritage is Samoan, Chinese and Tongan. Mother of 11 children and grandmother to six, she lives on the Kāpiti Coast with her partner, Ieremia. In 2019, she completed a Diploma in Creative Writing from Whitireia Community Polytechnic and is now working towards a Bachelor of Arts in Creative Writing from Massey University.

For Roseanne, family is ‘everything’: her relationship with her partner, the love of her children and their families; and respect for her parents and siblings. She says her family have been open in sharing the thoughts and experiences they faced when she was navigating the justice system. This provided another lens for her to reflect in her writing.

‘My parents also instilled in me the importance of service – to my community and to my people. If I can contribute to that through my writing, then that’s what will drive me forward.’

Of Roseanne’s project, the assessment panel commented:

‘We loved your project and very much enjoyed the samples of your poetry. You produced a great application that looks highly achievable and well-considered in every aspect. We were very

impressed by the way you presented as an artist, mentor and connector in your community. It was also clear you have strong networks and great support to realise your ideas. Finally, we appreciated the way your project will enable you to extend your own artistic development while also benefiting others.'

### ***Meeting Auckland poet Dr Selina Tusitala Marsh***

Roseanne recalls meeting Auckland poet Dr Selina Tusitala Marsh, who facilitated a workshop at Home Ground. It was, she recalls, 'inspiring' and 'a breath of fresh air'.

'It was reassuring for me because I realised that I didn't have to adapt my writing style or change who I am. That I could break the writing rules.'

In fact, Roseanne facilitates a creative writing workshop at Home Ground called Breaking the Rules. She uses two extracts of writing – Alan Duff's *Once Were Warriors* and Ruby Solly's *Red flecks in her hair* – to show how free you can be with words, and how free words can make you feel.

Roseanne has written short stories, poetry, and for children and young adults but says she leans towards poetry.

### ***Writing to understand what she was feeling***

Growing up in Dunedin, she wrote to try and understand what she was feeling. 'Even as a young child, I wrote poems when I was sent to bed early and couldn't sleep. Poetry is a vehicle for me to express those raw, sometimes painful emotions and accept that those emotions don't define or create the future but provide healing.'

The fellowship will provide the time and opportunity to explore other writing genres, including playwriting, as a way to tell stories.

Roseanne has divided her projects into five stages:

1. A family fono to explore and capture their voices, and provide 'the aiga' perspective
2. A hui with the Home Ground women to consult and define expectations, aims and intended outcomes
3. Researching, exploring and writing, inspired by her own and other's voices
4. A second hui workshopping the creative writing and seeking feedback
5. A summary of the work and consideration of the next steps.

She is pleased the fellowship stipulates that the recipient will be required to work with a mentor.

'It will be fantastic to have a mentor, who will not only be a sounding board but also an example of a writer whom I can aspire to become. It shows that Arts Access Aotearoa is invested in me and my growth as a writer.'

## New Zealand's Invercargill Prison gives back to the community through baking efforts

*From Ara Poutama Aotearoa*



Men in the kitchen work party at Invercargill Prison have baked over a thousand muffins, as part of the Prison's partnership with New Zealand's largest and most dedicated food rescue organisation, KiwiHarvest.

KiwiHarvest, who the Prison regularly donate fresh produce to as part of their horticulture programme, were donated over a hundred kilograms of apples, and wondered if the Prison kitchen would be able to help make any baking to extend the life of the

produce.

For men in the kitchen work party, this work allows them to give back to the community and grow important life skills around preparing food and hospitality, benefiting their whānau and career prospects when they leave prison.

'For three days, six men, a volunteer and I helped make 149 dozen apple and cinnamon muffins, and eight pans of apple shortcake, which have since been returned to KiwiHarvest for distributing around the community,' says Regional Volunteer Coordinator and Librarian, Jane. 'We also cut and stewed 100 cups of apples, which are now frozen to make more muffins closer to Christmas!'

Made using a simple recipe to keep costs low, the baking has already been distributed to a range of organisations in the region supporting people in need, including Te Rakau Kowhai O Nga Tamariki Kohanga Reo and Jubilee Budget Advisory Service.

'The men really enjoyed this work, giving back to the community and growing their baking skills,' says Jane. 'They have had their fill of apple muffins though... The first day, the men ate muffins happily for lunch and enjoyed a few the next day, but by Wednesday, they couldn't face another one!'

## Department of Justice wins gold and bronze at national education and training awards

*From the Department of Justice Western Australia and originally published [here](#)*



The Department has struck gold at the 2022 Australian Training Awards, the peak national event showcasing best practice in vocational education and training (VET).

Raising the Bar Behind Bars the Department's Prisoner Traineeship Program, won the gold in the Australian Apprenticeships - Employer Award category

for helping improve employment prospects for prisoner trainees and apprentices.

The program has supported more than 4,775 prisoners in apprenticeships or traineeships and has a completion rate of 70 per cent.

Assisting prisoners to turn their lives around, the average starting salary for those who have completed the traineeships on release is \$90,000.

The Making Tracks program, which opens training pathways for prisoners to help them prepare to enter or re-enter the workplace, took out bronze in the Industry Collaboration Award.

Making Tracks is a collaborative industry training and employment initiative designed to deliver VET within prison that is relevant and appropriate to the needs of prisoners and the businesses that employ them.

Commissioner for Corrective Services Mike Reynolds applauded the Education, Employment and Transitional Services (EETS) team for their success. This work recognises the on the job training happening everyday in our prison industries.

‘It’s great to see our services being recognised on a national platform,’ Commissioner Reynolds said.

‘The work they do to help prisoners gain employment plays a significant role in reducing recidivism. Australian research shows that those prisoners who complete traineeships in prison have a 16% reduction in their return to prison rates’

Assistant Commissioner Rehabilitation and Reintegration Christine Laird said it was a privilege to lead a team that is passionate and driven to improve outcomes for people in custody.

‘We’re proud to be recognised on a national platform,’ Assistant Commissioner Laird said.

‘Our aim is to make sure as many prisoners as possible leave job-ready, confident and qualified to join the workforce.’

### Selected research articles

***Compiled by Stephen Seymour and Helen Farley***

#### **[Staff perspectives of providing prison library services in the United Kingdom](#)**

***Journal of Librarianship and Information Science, 2022***

**J. Finlay**

Prison library staff play a central role in supporting prisoners with their educational, informational, recreational and cultural needs during incarceration. Their role is unique within the wider library profession, as they require both expertise in library and information management as well as the skills and knowledge required to operate in a prison environment. There has been little research exploring the experiences and perspectives of library staff who manage and deliver prison library services in the United Kingdom (UK). This paper addresses this gap in knowledge and seeks to amplify the voices of those working in an often overlooked profession. Findings are drawn from the first phase of a broader doctoral study which explored prisoner engagement with library services. A mixed methods approach was taken, combining both a questionnaire and follow-up interviews with prison library staff across the UK. The questionnaire received 31 responses from library staff and 10 respondents participated in a follow-up interview. Findings offer a contemporary overview of the management and delivery of prison library services in the UK and underline common themes and concerns among prison library professionals, namely the implications of dual management, the impact of the unique social context in which they work and the importance of communication and liaison in providing effective library services. The paper concludes with recommendations for



combatting the professional isolation felt by those working in this sector and for the promotion of prison library services both within and outside the prison.

**Prisons, Literacy, and Creative Maladjustment: How College-in-Prison Educators Subvert and Circumnavigate State Power**

***Literacy in Composition Studies, 2022***

**L. Middleton**

Even as education is always a high-stakes endeavor, the stakes of prison education contexts are even higher. This is, of course, due to the nature of the carceral state and the means through which it sustains jails, prisons, and detention centers as ‘death-making institutions’ of state control (Kaba). Given the power of prisons to harass, confine, and further segregate incarcerated people without explanation—populations that are disproportionately Black, Brown, and/or Indigenous (Sawyer and Wagner)—it comes as no surprise that students in prison education programs are neither immune nor protected from these violences.

**Examining prison entrepreneurship programs, self-efficacy and entrepreneurial resilience as drivers for prisoners' entrepreneurial intentions**

***International Journal of Entrepreneurial Behavior & Research, 2022***

**Wakhid Slamet Ciptono, Grisna Anggadwita, Nurul Indarti**

Ex-prisoners often experience negative stigma from society, making it difficult to find employment upon release. Prison institutions play an active role in building character and improving prisoners' skills by providing various empowerment programs to increase opportunities for their economic potential. However, these programs are considered not optimal in increasing the entrepreneurial intentions of prisoners. This study aims to identify the effects of prison entrepreneurship programs, entrepreneurial resilience and self-efficacy as drivers in increasing prisoners' entrepreneurial intentions. This study also examines the effect of these variables focusing on prisoners with neither entrepreneurial experience nor entrepreneurial training.

***Design/methodology/approach***

This study deployed a quantitative method by distributing a questionnaire to prisoners involved in talent and skill development activities (called BIMKER, an abbreviation in Indonesian, which means Work Guidance), a compulsory program provided by prison institutions. A total of 204 prisoners, including 70 with no entrepreneurial experience, completed the research questionnaire in one of the prison institutions in Indonesia. Partial least sequential-structural equation modeling (PLS-SEM) was used as the analytical technique.

***Findings***

The study findings show that the prison entrepreneurship program has not been able to influence prisoners' entrepreneurial intentions directly. However, the prison entrepreneurship program has a positive and significant effect on increasing prisoners' self-efficacy and entrepreneurial resilience that ultimately encourages the emergence of entrepreneurial intentions. Entrepreneurial resilience was found not to affect entrepreneurial intentions for prisoners with no entrepreneurial experience and who have never attended entrepreneurship training.

***Originality/value***

This study identifies the drivers of prisoners' entrepreneurial intentions, including prison entrepreneurship programs, self-efficacy and entrepreneurial resilience. These can be used as

references to build understanding at the theoretical level and can be adopted practically. This study expands the social cognitive theory (SCT) and entrepreneurial intention models (EIMs) by adding new insights into the context of prison entrepreneurship that underline the potential of prisoners engaging in entrepreneurship, once released, to expand opportunities, learning and employment. This study highlights the importance of implementing prison entrepreneurship programs to reduce crime, recidivism rates, poverty and inequality.

**Mitigating the Matilda Effect on Helen Farley: a profile of an early online researcher and her ongoing dedication to social justice**

***International Women Online Journal of Distance Education, 2022***

**Carolyn Anderson, Susan Bainbridge, and Norine Wark**

The Matilda effect (Rossiter, 1993) is the term used to describe 'the systematic underrecognition of women's accomplishments in scientific fields' (Schmidt et al., 2021, p. 1), which has been suggested as relevant in fields within academia often viewed as male dominated, such as educational technology and distance education (Schmidt et al., 2021).

In this current paper, we hope to counterbalance that bias and help to reverse the Matilda effect by overviewing the research and achievements of Helen Farley. Her work with incarcerated individuals and her attempts to bring higher education into prisons in Australia and New Zealand demonstrates her dedication to social justice within the context of her own culture. In this article, we provide an overview Farley's biographical background and highlight some of her research to offer insight into the value and innovation of her work. Her focus on information and communication technology (ICT) has produced innovative ways to create platforms and learning management systems that offer online learning to prison populations. We hope this paper will assist in continuing to mitigate the Matilda effect within the field of distance and online education.

**An Autoethnographic Approach to Developing Human Connections: A Prison Educator's Lived Experiences**

***The Qualitative Report, 2022***

**Kyle L. Roberson & Karen L. Alexander**

Storytelling and reflective practices have been recent buzzwords in the fields of education and family and consumer sciences. The point is to tell our stories and inform the public about the infinite number of ways educators and family and consumer sciences professionals impact our schools and communities. Through this autoethnographic study, the researcher details how making human connections and the sharing of these stories has the potential to improve correctional institutions, education programs, and student-teacher relationships. Lessons learned and experiences easily translate to public education, higher education, and industry. Journey with the researcher through his memories and reflections as an educational administrator in a federal prison. The researcher's goal is to foster personal growth, safer prisons, and the building of human connections in all aspects of work, community, and family.

**Performing well: Male prisoner experiences of drama, dance, singing and puppetry in England**  
***Incarceration: An international journal of imprisonment, detention and coercive confinement***  
**Sarah Page, Victoria Chamberlain, and Nicola Gratton**

This paper outlines art form impacts used within Staging Time at an adult male sex offender prison in England by drawing on the voices of prisoners (aged 21–75 years), including those with undiagnosed autistic traits. We qualitatively investigate prisoner experiences from drama (n = 11), dance (n = 12), puppetry (n = 7) and singing (n = 15) projects using a theory of change approach. Based on a themed

analysis of self-report data from 4 world cafés and 44 follow-up questionnaires, we conclude arts projects positively contribute to health and well-being, forming healthy relationships and prison culture. By applying a desistance theory lens, we argue arts projects provide building blocks towards crime abstinence. Whilst all arts projects improved prisoner well-being, dance had a greater propensity for increasing physical fitness. With a focus on dance impacts, our research widened to stakeholder and practitioner interviews (n = 4), alongside analysis of secondary data from dance performance audience feedback sheets (n = 48) collected by Staging Time. Audience members included prison staff, prisoners, prisoner family members and close friends and a small group of invited stakeholders. Arts projects have wider impacts on staff, other prisoners and family members.

**Challenges in deploying educational technologies for tertiary education in the carceral setting: Reconnecting or connecting?**

***ASCILITE Publications, 2022***

**Helen Farley**

With the COVID-19 pandemic, educators across the globe pivoted to using educational technologies such as lecture capture, video conferencing and discussion boards to reconnect with learners. For incarcerated learners, this was not an option due to the dearth of technologies and internet access in most correctional jurisdictions. As many tertiary education institutions leverage the affordances of digital technologies to increase access to learning and reconnect with learners, they

**An Exploration of Male Ex-Offenders' Experiences of Postsecondary Education and Reentry Thesis, 2022**

**M.L. Moore Jr**

The research problem addressed in this study is postsecondary education in prisons, exoffenders, and the issues surrounding their reintegration into society. The primary focus is on ex-offenders who had received postsecondary education in prison, their experience obtaining a credential, and their ability to cease criminalistic behavior. After time served and education acquired, lack of inclusion within society perpetuated the problems exoffenders faced when reentry occurred. This study includes an exploration of the experiences of ex-offenders who had received postsecondary education while in prison.

The theoretical frameworks for this study were Leibrich's desistance theory and Bandura's self-efficacy theory. The generic qualitative approach was used to obtain the experiences of eight educated male ex-offenders in society and their views about education in prisons through semi-structured interviews. The ex-offenders' statements were assessed through an iterative approach and evaluated through systematic analysis for analyzing data. The study results revealed that self-efficacy and desistance are primary factors for assessing the effectiveness of postsecondary education and reentry in the life of an ex-offender. Postsecondary education in prisons is important because it provides ex-offenders with an opportunity for rehabilitation and serves as a preventative measure after reentry. Ex-offenders' insights are meaningful in pushing policies that support their need for equal employment. This study fills the gap in knowledge about postsecondary education and reentry and attempts to amplify the voice of educated exoffenders to professionals in education, human services, and criminal justice fields.

## **Beyond Digital Literacy in Australian Prisons: Theorizing ‘Network Literacy,’ Intersectionality, and Female Incarcerated Students**

***Media and Communication, 2022***

**Susan Hopkins**

Incarcerated students, especially women and Indigenous Australians in custody, are among the most marginalized, oppressed, and invisible identities in Australian society today. These prison-based university students experience not only multi-layered disadvantages that derive from intersecting experiences of oppression, including race, gender, and class, but they are also further disadvantaged by the experience of incarceration itself, despite their attempts to improve their life chances and social positioning through distance education. This is partly due to the challenges of learning within prison environments, including disruptions, disparities, and disconnections in terms of access to digital technologies, digital literacies, and digital channels. The majority of Australian prisoners have no direct access to the internet, smartphones, or internet-enabled devices which means they are disconnected from social media and other networked communication platforms. Although significant gains have been made in developing and delivering prison-based non-networked digital devices, digital learning platforms and digital education to Australian incarcerated students over the past decade, more work must be done to adequately prepare incarcerated students, with multi-faceted needs, to live and learn as empowered agents within the informational capitalism of the contemporary ‘network society.’ The purpose of this article is to argue for a new form of ‘network literacy’ education over and above ‘digital literacy’ skills for female Australian incarcerated students, through an intersectional theoretical lens which addresses the multidimensional disadvantages experienced by women in custody within Australian prisons.

## **Behind Bars: Exploring the prison and post release experiences of minoritised mothers**

***Thesis, 2022***

**Sinem Safak Bozkurt**

Academic literature concerning ‘prisons and prisoners’ generally appear to focus on solitary or at best two characteristics when exploring experiences i.e. either gender, race or class (Enos, 1998; Ginn, 2013; Mirza, 2003). It is often forgotten that individuals in fact occupy more than one social status which affects their life course. This thesis explored the prison and post release experiences of minoritised mothers in two separate studies. Study one consisted of semi structured interviews with eight women and study two was an autoethnography which was then woven into the narrative structures of study one. Using Hofstede (2011) and Crenshaw (1989) as foundational theoretical building blocks, as well as the findings from both the studies, the thesis re-conceptualised intersectionality in the form of a roundabout of oppression with numerous spokes flowing into it, but no exits. The minoritised are at the centre of the roundabout experiencing the increasing density and pressure of oppressive factors originating from each of the spurs that feed into their unique social location. The oppressive factors identified in this thesis were culture, race, ethnicity, religion, prisoner status, and motherhood.

Consistent with the theoretical orientation, interpretative phenomenological analysis was utilised to gather individual biographies of women. General themes of oppressive mechanisms such as intimate partner violence, cultural and religious expectations of motherhood and womanhood, and prisoner status were identified through the narratives of the respondents in both studies. The thesis then provided empirically based recommendations for public policy for prison and probation operations. In addition, while the thesis exposed systems of oppression for minoritised women, it also generated more questions that need to be researched. Also, as a consequence of this thesis being conducted in

the UK, researching women in social contexts that may eliminate one of the spokes of oppression is an important direction for further research.

### [Abstraction, belonging and comfort in the prison classroom](#)

*Incarceration, 2022*

**R. Little, J. Warr**

Prison education, at the institutional and policy level, is too often about the use value of qualifications, rather than the exchange value inherent in the experience of learning. This article explores how abstract discussion can be used to resolve this problem by facilitating the production and exchange of pedagogical capital in a prison classroom. The development of pedagogical capital, a form of symbolic capital related to learning, enhanced the sense of belonging and comfort experienced by students. The classroom comprised learners from university and prison, participating in informal discussion emanating from abstract questions. Based on interviews with, and feedback and reflections from, students participating in an eight-week course located in a higher security Category B training prison in the midlands of England ('HMP Lifer'), we discuss how pedagogical capital was produced and maintained. Firstly, it supported teachers to create a trustworthy learning space to discuss abstracted concepts and challenge each other – at an appropriate construal distance – without the discussion becoming too emotionally charged or exposing potential vulnerabilities. Secondly, it enabled students to use their own historical knowledge and experiences (narratives), creating a more equitable contributory space and reducing the risk of judgement. Thirdly, these elements combined to facilitate an iterative process of dialogical investment and exchange. The findings strongly suggest that the pedagogical approach was crucially important in creating a safe, trustworthy, equitable learning space in which students felt sufficiently at ease to exchange their thoughts and ideas as part of group discussion. We conclude that this pedagogical approach has wider implications for enhancing student resources, and fostering a sense of belonging in other, non-penal contexts, including higher education institutions.

### [Redefining Offender Pedagogy: Promoting Participatory and Transformative Learning in a Teaching and Learning Context](#)

*Innovation, 2022*

**C. O'Connor**

Despite the importance of education, there persists a constant and consistent failure of current and former offenders. Statistically, compared to the national average, a disproportionate number underachieve. Without hope for a better future, the overwhelming majority face diminished life opportunities; marginalised and disadvantaged individuals are drawn together through complex and multifaceted personal, social and political circumstances. Over the previous three decades, the term subculture has become a more fluid and diverse concept. Used in a much broader context, subculture research and inquiry examine the lifestyle choices, customs, values, and consumption patterns of individuals, groups, and countercultures who deviate from traditional social patterns, modes of living, and behaviours. From a postmodernist viewpoint, they are dynamic and interpersonal hubs that provide ontological gratification, satisfaction, and emotional attachment. Rather than viewing the types of non-conventional learning that offenders experience in subcultures in derogatory and harmful terms, this article will highlight and explore how non-normative principles and paradigms associated with criminal subcultures can be used to structure teaching pedagogy and practice in a teaching and learning context. The transformative potential of education to support and mentor offenders toward desistance, rehabilitation, and broader social inclusion will be discussed and analysed. By creating a positive and negotiated learning space, I will tell the stories of how the research participants were supported into meaningful and productive pathways.

**Barriers to School Reentry: Perceptions of School Reentry Among Detained and Committed Youth**  
***Youth Violence and Juvenile Justice, 2022***

**Kaylee Noorman and Julie Brancale**

Juvenile justice-involved youth, despite their history of poor academic performance, have high educational aspirations for their post-release life. However, few expect to meet their educational aspirations. Barriers in the transition from the juvenile justice setting to the community contribute to the disconnect between youths' educational aspirations and expectations. However, to date, few studies have included the perspectives of incarcerated youth in assessing barriers to educational attainment. This study addresses the gap in the literature using data from the Survey of Youth in Residential Placement to examine self-reported barriers to meeting the educational aspiration of attending at least some college. Results indicate a lack of interest in school among juvenile justice-involved youth to be the most prevalent and significant barrier to higher educational expectations, despite self-reported high aspirations. We discuss policy implications to improve the reentry process and increase school attachment.

**Female's self-concept as online learners in the context of lifelong learning in prisons**

***International Journal of Lifelong Education, 2022***

**Angélica Monteiro, Ana Machado, Carlinda Leitea and Rita Barros**

Adult education and training policies have supported inclusive practices for universal access to opportunities for the development of important lifelong learning (LL) skills. The implementation of these policies is especially relevant for socially vulnerable groups, including individuals who are incarcerated. Taking this situation as a reference, a study was developed to answer the questions: How do female adults who participated in an LL e-learning training course in prison perceive themselves as learners? What are the learners' perceptions about the online learning training, framed in an LL context? Data collected through two questionnaires and a focus group revealed a history of academic failure and negative repercussions of incarceration on the self but also showed evidence of the ability to learn through technology and an effort towards self-improvement. The results indicate that the development of digital learning skills in prison may foster psychosocial development, which is crucial to perceiving a self with the ability for LL.

**'There is nothing for me': a qualitative analysis of the views towards prison education of adult male prisoners convicted of a sexual offence. The Howard Journal of Crime and Justice. ISSN 2059-1098 (Forthcoming)**

***The Howard Journal of Crime and Justice, 2023***

**Slater, J., Winderc, B., O'Grady, A. & Banyard, P.**

This current study examined the perceptions and lived experiences of prisoners (n=24) who do not engage with prison education. UK (United Kingdom) and international research highlights prisoners who attend prison education programmes have lower recidivism rates and increased employment opportunities upon release (Bozick et al., 2018; Abeling-Judge, 2020). This qualitative study interviewed adult males who are serving a custodial sentence for a sexual offence in England and Wales. The data was analysed thematically with two key themes emerging from the rich dataset: (i) Poor quality education, highlighting the limitations of prison education and lack of quality provision; (ii) we are sex offenders, explored non-engagement with prison education due to their 'sex offender' label. The findings highlight how current prison education provision needs to focus on a programme of study relevant to an individual.

## Heroin, the great destroyer

This poem originally appeared in [Paper Chained](#)

From *Teresa Michelle Hawkins*

A little weary, you started out young You thought it was in til the nightmare begun  
You loved the white powder, it didn't take long And where were those friends, who'd been there all along?  
Yeah, they're all dead And everyone told you to unscrew your head  
The people they warned you, they told you I know... But you could not hear them, you wouldn't let go  
The cramps and the horrors, one too much to bear A parlour is safer, but you don't really care  
The cars roll on by, a few jobs a night You'll get your high  
A hospital visit, they judged you still sane So you went out and did it again and again  
And sometimes you tried to give it away If you were lucky, perhaps maybe a day  
Then suddenly a screech, jax on the street Your own sugar daddy, he'll make you a queen  
He just wants a few photographs, not too much to request So you have a big walk before you undress  
Then comes the movies, he can't expect much more You finally give in, just so you can score  
They're all in it, the knobs, they're making top brass For dope they'll bend over and kiss your ass!

## Art from inside

This art work originally appeared in [Paper Chained](#)

From *Sylvia Roberts*

