

HMP Bronzefield Learning & Skills Department Workshop



**"Education is the most powerful
weapon which you can use to change
the world." — Nelson Mandela**

Agenda

The aim of this session is to look at how we arrived at the HMP Bronzefield curriculum model.

1. Statistics about women in prison.
 - **What is our core purpose?**
2. Back To Basics
 - **How we learn is extremely important.**
3. Self-Directed Learning
 - **The HMP Bronzefield curriculum model.**
4. Inspection advice



Women in Prison

- 76% of women in prison report problems with their mental health.
- It is estimated that nearly 60% of women who offend have experienced domestic abuse.
- An estimated 17,000 children are affected by maternal imprisonment each year.



Women in Prison 2

Women are more likely than men to:

- Report feeling suicidal on entry to prison, 25% to 12%.
- Report feeling depressed on entry to prison, 55% to 37%.
- Report other mental health issues on entry to prison, 40% to 25%.
- Report having a problem with drugs or alcohol on entry to prison, 25% to 13%.



Women in Prison 3

Many women in prison have been victims of much more serious offences than those they are accused of committing.

- 53% of women in prison, compared to 27% of men, report experiencing emotional, physical or sexual abuse as a child.
- There are strong links between women's offending behaviour and their experience of domestic abuse, coercive control and sexual abuse.
- Research by the Disabilities Trust with 173 women at HMP Drake Hall found almost two-thirds (64%) had a history indicative of brain injury. For most this was caused by domestic violence.



What do we want to achieve?

Our ultimate goals are?

- **Rehabilitation**
 - I. Housing
 - II. Employment
- **Personal Development**
 - I. Behaviour
 - II. Self-esteem
 - III. Independence
- **Attainment & progress**
 - I. Knowledge
 - II. Skills

"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice."

Pele



How do we achieve this?

1. Qualifications & Training:

- English, maths, IT
- Workshops
- Training

2. Teaching & Learning

- How we deliver lessons

3. Employment & ROTL

- Demonstrating responsibility

4. Extra-curricular activities

- What else we offer and deliver



What makes an outstanding lesson?

1. Everyone makes progress.
2. Personalized learning.
3. Specialist teachers.

How do you achieve the most rapid progress?

Will achieving outstanding lessons guarantee improving independence and self-confidence? What delivers improvements in self-esteem and independence?

"Learning is a treasure that will follow its owner everywhere." — Chinese Proverb



John Hattie, Visible Learning, 2009.

Hattie looked at numerous meta-analyses from across the world and found there are approximately 252 influences on student achievement. He devised a system to score these influences:

0 = No impact on student achievement

+0.4 = Hinge Point- the average effect on student achievement

+0.6 = A significant impact on student achievement



What has the greatest impact on progress?

5. Response To Intervention +1.29

How much do the prisoners respond to your feedback?

How detailed is the prisoners response to your feedback?

How much dialogue do you have with the prisoners over your feedback?

Verbal & Written Feedback

Formative & Summative Assessments

Peer & Self-Assessment

What Works Well (WWW) & Even Better If (EBI)

Highlighting & Annotating



What has the greatest impact on progress?

4. Cognitive Task Analysis +1.29

Decision making exercises

Problem solving exercises

Memory exercises

Making judgements



What has the greatest impact on progress?

3. Self-Reported Grades +1.44

How much do the prisoners know their own abilities and set their own targets?

How much do the teachers help them to exceed these targets?



What has the greatest impact on progress?

2. Collective Teacher Efficacy +1.57

How valued teachers feel & how much they buy in determined by:

Teacher autonomy

How much teachers collaborate and work as a team

How committed teachers are to helping their students



What has the greatest impact on progress?

1. Teacher Estimates of Achievement +1.62

The accuracy of individual teachers' knowledge of Residents & how they use this to determine classroom activities & questioning strategies



What has the most negative impact on progress?

1. ADHD -0.90
2. Deafness -0.61
3. Boredom -0.49
4. Depression -0.36
5. Moving between institutions -0.34



SELF-DIRECTED LEARNING.

Helps prisoners to become more independent & confident and so aids in reducing re-offending by improving rehabilitation.

You Learn 90% of what you read, write and do.

In SDL you are aiming for 50:50 Lesson/Study (Assignment) Independent, Semi-Collaborative, Collaborative Learning

Teachers are a Guide on the Side, not a Sage on the Stage

Self-Directed Learning

The goal is for individuals to diagnose their own learning needs, formulate goals, identify resources for learning, choose & implement appropriate learning strategies & evaluate outcomes. This can be achieved through:

- **Lesson (Teacher-Group Led)**
Analyze, Discuss, QA, Present
- **Study (Self-Led)**
1:1, Model/Scaffold, Problem Solving
- **Assignment**
Open ended, Differentiated, Creative, Deadlines + Checkpoints, Feedback & Reflection

SDL Improves:

At HMP Bronzefield women develop:

- ✓ Self-Confidence
- ✓ Perseverance
- ✓ Initiative
- ✓ Accountability
- ✓ Teamwork
- ✓ Decision Making
- ✓ Problem Solving
- ✓ Positive Mindset

"Tell me and I forget, teach me and I may remember, involve me and I learn." — Benjamin Franklin



Peer Workers

OFSTED Inspectors said:

“Peer workers were also available in the library, while peer mentors were particularly effective in education, skills and work. They underwent rigorous training, and mentors were proud of their work. They provided excellent academic, practical and emotional support and women were extremely positively about them.”

"Tell me and I forget, teach me and I may remember, involve me and I learn." — Benjamin Franklin



Peer Workers

OFSTED Inspectors said:

“Peer mentors worked very well with tutors and with the women. They gave women very good academic, practical and emotional support and developed very positive working relationships with the women. They had a significant impact on the women they worked with and were integral in many sessions. The broad range of peer mentor opportunities helped women build confidence and enabled them to contribute to a positive and purposeful environment. The mentors learnt the advantages of helping other women.”

The Sodexo logo is located in the bottom right corner of the slide. It consists of the word "sodexo" in a lowercase, sans-serif font. The letter "o" is stylized with a red diagonal slash through it. Above the letter "x", there is a small blue star icon.

Peer Workers

We have high expectations of our Peer Workers:

- We expect them to complete the AET Level 3 course.
- We expect them to cover lessons when required.
- We expect them to work 1-2-1 with prisoners.
- We expect them to support teachers in whatever capacity is required.
- We expect them to be able to teach English & maths at every level.
- We expect them to support with neurodiversity*



Peer Workers

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Interesting Facts.

In 2017 The Independent newspaper reported that:

- ✓ The average adult concentration span is 14 minutes.
- ✓ The average adult can concentrate on a screen for 7 minutes.
- In prisons the average reading age is 11-14 years of age.

"There is no end to education. The whole of life, from the moment you are born to the moment you die, is a process of learning." — Jiddu Krishnamurti



HMP Bronzefield Curriculum Model.

1. Lesson last for about 1.15 hours (not 3 hours).
2. We limit class sizes- the maximum English & maths class is 6.
3. We have a specialist neurodiversity room for 1-2-1 support- maximum class size is 4.
4. We set homework and are planning for in-cell technology that will help us deliver our SDL model to our fullest extent.

"The beautiful thing about learning is that nobody can take it away from you." — B.B. King



Inspectors will explore...

What prisoners have recently learned and how it fits within the bigger picture of learning.

What prisoners can do better now.

Whether prisoners develop substantial new skills.

The planning and linking of theory and practice.

How the curriculum prepares prisoners for their next steps.



Curriculum Document.

Inspectors will check your Golden Thread:

- Make sure you have a Curriculum document that covers what your curriculum offer is, how you are delivering it and why you are delivering it the way you are.
- Use the language- Intent, Implementation, Impact. You need to be able to justify (Impact-data-case studies) your curriculum offer.
- Inspectors will check managers, teachers and learners all understand your curriculum offer and the way you deliver it.



Thank you.

