

# Professionalisation of Prison

## Education – what does this mean?

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16 years teaching and working in FE having worked in the Criminal Justice System prior to teaching for nearly 10 years

13 years in management roles

Back to my roots in the CJS as a Prison Quality Director in 2018 – Operational Director 2020

Covered and worked in 19 prisons SE and SW

# About me...

## What is public about Prison Education.....

'Disheartened' criminals  
give up on education  
when they move prisons

'Chaotic' adult  
prison education  
system crying out  
for overhaul

Prisoners are learning in  
"Victorian" classrooms  
with funding a "race to the  
bottom" - educators say

Ofsted launches  
review into 'very  
poor' prison  
education

Inspectors find  
'enormous and  
enduring' failures in  
prison education

None of the headings in the last slide are appealing

If we aren't 'bemoaning' about our profession and conditions we are being complained about by others -

Very few positive images about teaching in prisons and about the skills that teachers have or could develop – there are individual stories of lives affected and turned around – but little celebrates the work of educational professionals and their collective influence on rehabilitative journeys

# What is public about Prison Education.....



Apart from the ETF there is little information about teaching and learning practice – most of the research is schools based.



Where are the reviews and guidance about teaching adults in a class (10) that range from E1 to L2 and also in a roll on roll off capacity and the course can only last 8 weeks – where is the Pedagogical studies that show best practice and identify with these teachers and inspire the next generation?

# Take Back Control

We are trialing a new induction process with some of the recommendations from Hidden Voices – developed by teachers for teachers – (this is not a management development)

9 mth programme

Tour and meet and greet before interview

5 modules (Security/Partnerships/T&L/Neurodiversity/Trauma Informed Practice)

2 weeks must be shadow and no teaching – protected time once a month – peer groups and mentoring – visits to other prisons and meet other teachers within subject areas

Mentor visit within first 3 mths – specific role – not attached to management but has access to Director to feedback themes.

# How we are responding

Group 1 and 2 - hit and miss – the protected time was hard to protect, sessions were raw and didn't relate

Adjusted process

Group 3 and 4 – feedback very positive. Felt prepared for day 1 – good peer support – meeting other subject teachers in different prisons

Initial  
Thoughts  
- 3mths

Everyone has been able to name other staff that have been helpful to their settling in

Given existing staff ownership of settling in new staff

2 weeks very useful to find feet invaluable despite being experienced

Induction sessions give you confidence in the job you are doing and a safe space to air worries

networking has been great, we have a little email group

Good to mix with other sites rather than just your own

Good to be talking about teaching and learning

So far -  
6mths



Doesn't need to be as long and focused for experienced staff

Is a qualification really needed?

Commitment

How wonderful if the prison were involved and invested too

Adjustme  
nts -  
6mths

# Community – shared positivity

- Prison Education can be professionalised – or should we rephrase
  - Prison Education should be shared and celebrated
- We need to engage with our community of practitioners and those in adult education to develop and strengthen ongoing research to sit alongside the 'school' voices about retention but also continue to develop further.....
- Final thought...
- Pedagogy of Care .....as found in the teaching in prisons.....