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Key Competency Framework for teaching professionals working in Juvenile justice, including correctional criminal justice systems – WP4



European Interaction Guidelines for
Education Professionals when working with Children in Juvenile Justice Contexts
No. 562146-EPP-1-2015-1-PT-EPPKA3-PI-FORWARD



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Foreword

This user guide was developed by IPS_Innovative Prison Systems, a partner in the project European Interaction Guidelines for Education Professionals when working with Children in Juvenile Justice Contexts, No. 562146-EPP-1-2015-1-PT-EPPKA3-PI-FORWARD, co-financed by ERASMUS + programme.

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Background

European Interaction Guidelines for Education Professionals when working with Children in Juvenile Justice Learning Contexts – EIGEP – is a prospective project that seeks to:

- Identify
- Test
- Develop
- Assess

innovative approaches in the field of education, training and youth, seeking to reform educational policies.

This project targets the educational area, seeking to reduce disparities, in the learning outcomes, of children and young people who are inserted in the Juvenile Justice System, compared those in the regular education system.

EIGEP project aims to develop the following Working Packages:

- WP1 – Management and Coordination
- WP2 – Quality Assurance
- WP3 – Policy Context Analysis in Juvenile Justice Education
- **WP4 – Grass-root Level Education Professionals Analysis in Juvenile Justice**
- WP5 – Development of Learning Tools Resources to Bridge the Policy Context and the Learning Context
- WP6 – Development of Policy Action Recommendations Based on the Evidence Built in the Project
- WP7 – Dissemination and Exploitation of Results for Policy Making

In the previous working package (WP3) the partnership looked at the policy context and provided recommendations. Within this the partnership developed a key competence framework for professionals working in Juvenile Justice contexts, assuring a European common language.

Methodology

This is the first attempt to set out a competencies framework to support WP4 outcomes. The aim is to develop a competencies framework for practitioners working with children and young people within juvenile justice settings that reflects the importance of educational outcomes, in the broadest sense. During its development the partnership synthesised insights, evidence and feedback drawn from all partners. Furthermore, the organisation of stakeholder events and an extensive examination of evidence, policy and debate in the field were also carried out.

Without launching into detailed debate about the nature and purpose of ‘competencies’, it is worth setting out a simple understanding regarding the used approach. The partnership noted a key distinction across educational policy debates between two forms of framework. Firstly, concerns have been raised about the use and development of competency frameworks that place an excessive emphasis on observable skills and techniques as the foundation for evidence; i.e. technical-rational ‘proof’ of competence, that can give rise to reductionist approaches and mindsets. The partners followed the approach set and articulated by the General Teaching Council for Northern Ireland in their competencies framework, that emphasises the importance of reflective practice in the framing and use of competencies. As referred by this Council:

‘(competencies) have value as they are directly concerned with practice which can be developed deductively by identifying effective behaviours and strategies which can be replicated (Norris, 1991; Lester, 1995) what informs performance is as important as performance itself; and the whole is more than the sum of the parts’ (Whitty and Willmott, 1991:310).’

Purpose

Following on from this position, this framework can be used to:

- Facilitate the development of initial teacher training and ongoing CPD programmes by those providing teacher education
- Provide a basis for discussion and practice for professionals tasked with supporting staff development and/or performance management within juvenile justice educational settings
- Inform the development of Learning and Teaching strategies at departmental or institutional level, within juvenile justice educational settings

Structure

The key clusters around which competencies need to be framed are:

1. Prepare, deliver, implement, monitor and evaluate educational interventions and outcomes, whilst promoting reflective practice (professional values and practice, knowledge and understanding, planning and leading, teaching and learning, assessment)

2. Child and Adolescent development - implications for practice (child development – whole child, psycho-social factors, cognition, capacity, SEND, behaviour management and safeguarding)

3. Effective communication and engagement with young people, families and carers (engaging resistant learners, profile of staff engaging – lived experience, staff skills in building bonds and pro-social behaviour).

We suggest that it is helpful to consider competencies across two broad professional domains:

- Teachers – all teaching roles within secure estate settings
- Teaching – learning support – classroom assistance, learning mentors, ‘experts by experience’

Giving all of the above the present framework has 18 competences and is organised as follows:



Dimensions

Three different dimensions are present within this Key competencies framework:

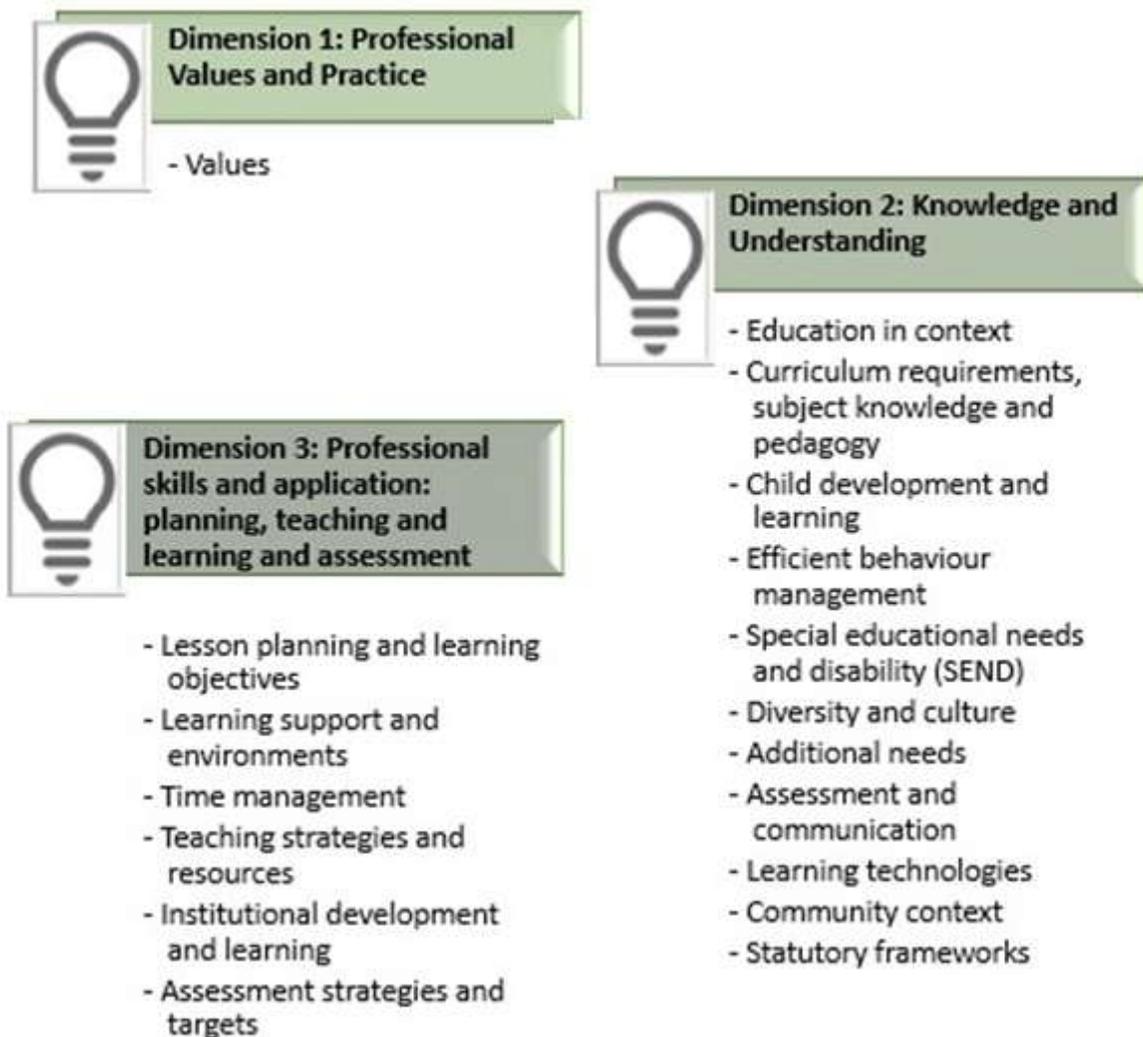


Considerations specific to juvenile justice contexts

Another dimension was also included: “Considerations specific to juvenile justice contexts” which identifies and highlights relevant information that is specific to juvenile justice learning contexts, specifically in relation to the knowledge and understanding required.

Competencies

Eighteen competences were developed and distributed among the different dimensions.



Aspect of competence

This dimension allows a better understanding about the competence description, providing and added value and context to the framework users.

Proficiency levels

The propose of levels within a framework is to provide benchmarks with which framework users can readily identify performance at a predefined capability level. Given this, two level of proficiency were included in this Key competence European Framework:

- Level 1 – Initial training
- Level 2 – Ongoing continuing professional development

A. Professional Values and Practice

1. Values

Considerations specific for Juvenile Justice learning contexts

Be aware and understand the international core values for Juvenile Justice, that help professionals define their own response to juvenile crime and deliver educational interventions within criminal justice system in the lives of children in conflict with the law:

- Articles 37, 39 and 40 of the Convention on the Rights of the Child pertain to children’s rights with respect to the juvenile justice system and, more generally, the criminal justice system as a whole. Other articles of the Convention (arts. 2, 3, 6 and 12) set out the general principles that must be taken into account in addressing the situation of children in conflict with the law.
- United Nations Standard Minimum Rules for the Administration of Juvenile Justice (the Beijing Rules) (General Assembly resolution 40/33, annex);
- the United Nations Guidelines for the Prevention of Juvenile Delinquency (the Riyadh Guidelines) (General Assembly resolution 45/112, annex);
- the United Nations Rules for the Protection of Juveniles Deprived of their Liberty (General Assembly resolution 45/113, annex);
- and the Guidelines for Action on Children
- General Comment No. 10 (2007) of the Committee on the Rights of the Child, on children’s rights in juvenile justice
- Article 6 of European Convention on Human Rights (ECHR)
- the 2008 European Rules for juvenile offenders’ subject to sanctions or measures (ERJO)
- the Council of Europe Guidelines on Child-friendly Justice

Understand the social and institutional responses, moreover in educative contexts, need to be always child-centred, as required by the Convention, and always resolutely focused on the rehabilitation and reintegration of young offenders. In the area of juvenile justice, educational contexts, must be relevant to both the promotion of the rights of the child and the prevention of crime.

Understand main objectives of the criminal justice system and the guarantees it offers to offenders, children and adults.

Be aware of the public safety objectives of the criminal justice process, as it applies to child offenders, and how they reflect the public’s expectation of that process. (Based on General Comment No. 10 (2007), sect. IV, of the Committee on the Rights of the Child.)

This can go, from a procedural point of view, to “early career development”. Then, for the CDP part, this can be transformed in “Develop and adapt own practice of designing learning experiences to fit the public safety objectives.....”

Understand that many children in conflict with the law are also in some way victims of crime and abuses.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
<p>The ability to comprehend and maintain the core values and commitments (the moral and ethical basis of teaching), enshrined in the National Code of Values/Standards and Professional Practice within Juvenile Justice contexts.</p>	<p>Establish practices, knowledge and behaviour within the value framework set out by the relevant national standards/ accreditation body, with specific reference to working in juvenile justice settings.</p> <p>Know and apply foundational principles of international/national conventions on child’s rights with reference to juvenile justice settings.</p> <p>Know and understand relevant debates on education within juvenile justice contexts.</p> <p>Demonstrate a commitment to work inclusively with colleagues, learners and others who share educational and therapeutic responsibilities.</p>	<ul style="list-style-type: none"> • Knows and understands the values in the Code showing interest on reflecting about their application in juvenile justice practice. • Knows and understands of international/national core values embedded in the Juvenile Justice context. • Understands the importance of promoting these values across duties and responsibilities to provide an inclusive education. • Is aware and understands the models of desistance. • It is committed with the rehabilitation through the integration of formal and social education. • Knows and understands the impact of one’s duties towards colleagues, learners and families. 	<ul style="list-style-type: none"> • Contributes to the debate and promotes the values in the Code amongst their peers and sector practitioners reflecting about their application and improvement in juvenile justice practice. • Contributes to improve the application and practice of international/national core values embedded in the Juvenile Justice context. • Applies and promotes these values across all duties and responsibilities to provide an inclusive education. • Applies the models of desistance and deals with their limitations contributing to their further improvement. • Advocates the importance of rehabilitation through the integration of formal and social education and actively promotes their impact. • Critically reflects on one’s duties towards colleagues, learners and families and supports beginners in ethical doubts or trade-offs.

B. Knowledge and Understanding

2. Education in context

Considerations specific for Juvenile Justice learning contexts

Be aware of, understand and follow policy developments as examined by key figures in the field and important contemporary debates including desistance (theory) and offender management strategies.

Understand the child-development challenges of many children in the juvenile justice system and the confluence of childhood trauma and social dislocation in enabling and securing educational engagement.

Be aware and understand the tensions between containment policy and practice and the needs of learners in secure settings.

Understand the multi-layered nature and challenges of children whose educational delays, social functioning and social dislocation pose specific teaching and learning challenges.

Be aware of re-integration and system processes (often associated with complexity and ‘agency’ boundaries) in transition.

Understand the development of desistance theory and the challenges of its application in juvenile rehabilitation such as maturation delay and structural constraints beyond the child.

Be aware the two main pillars: the normative pillar defined by the Convention on the Rights of the Child and other international standards, and the public safety pillar defined in terms of crime prevention and public safety,

JJ have to shift from a deficit-based model focused on risk factors youth, pose to public safety, toward approaches that recognise, support, and develop the strengths of each learner as learners.

CPD for custodial CYEP must be systemic to create the conditions and foster a culture of career progression and pathways to specialisation given the lack of correctional educational specialists at both practice and leadership levels.

To professionals first working within juvenile justice education settings difficulties at the institutional level can be daunting; however, it is precisely the institutional nature of these educational failures that provides room for optimism. Research and effective practice suggests that specific, attainable, programme-based changes have the potential to make a genuine difference in the educational outcomes of children in juvenile justice settings. In other words, education programs in juvenile correctional settings offer clear and untapped potential to provide new educational opportunities that will enhance engagement with learning in relational environments that better meet the learning needs of all learners.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
Capacity to develop a knowledge and understanding about the essence, function, purpose and features of juvenile justice education and the context (social, research, cultural, policy, technological and others) in which the aims of education are defined and implemented within custodial and non-custodial juvenile justice contexts	Know, understand and follow trends and debates about the fundamentals on education within youth justice contexts. Know, understand and interrelate the contexts in which the aims of education for rehabilitation are defined and implemented within juvenile justice contexts.	<ul style="list-style-type: none"> • Knows and understands the essence, function, purpose, features and challenge(s) of juvenile justice education. • Understands the challenges and difficulties specific to the juvenile justice system (compared to mainstream education); • Knows and understands the impact, effectiveness and adequacy of existing responses to juvenile crime, in terms of fulfilling the rights and best interest of the child. • Applies knowledge into developments within juvenile delinquency. • Knows and understands the contemporary contexts for education within juvenile justice contexts including the challenges of ‘transition’. • Understands that educational practices in juvenile justice rely on two main pillars: normative and international standards • Understands that educational practices within juvenile justice have to shift towards approaches that recognise, support, and develop the strengths of each learner as learners. 	<ul style="list-style-type: none"> • Adapts own practice to the features, goals and challenge (s) of juvenile justice education. • Develops a plan to counteract the challenges and difficulties specific to the juvenile justice system (compared with mainstream education), • Designs new practices, criticises and promotes, among colleagues, the impact, effectiveness and adequacy of the existing responses to juvenile crime, safeguarding the best interest of the child. • Promotes and contributes to the developments within juvenile delinquency, among colleagues and local community. • Participates in actions to influence the juvenile justice education towards its adaptation to contexts trends and evolution • Develops and deepens understanding of praxis within the institution and across networks and wider criminal justice networks and systems. • Develops and deepens understanding collaboratively in the application, governance and promotion of child-centred practice through self and shared reflection, contributing to evidence models of ‘what works’.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
		<ul style="list-style-type: none"> • Understands the paramount importance of engaging in the learning experiences: learners, their families, and communities. • Knows and understands the importance of system development on improving access to education, • Knows and understands the risks on inclusion and re-integration that juvenile justice entrants face. 	<ul style="list-style-type: none"> • Actively engages in the learning experiences with learners, their families and communities • Develops collaboration on system development in improving access to education, securing engagement with networks and responsible agencies. • Develops, supports and contributes to promoting educational inclusion and re-integration pathways that strengthen learner autonomy and social inclusion recognising the risks juvenile justice entrants face, giving primacy to safeguarding and personal agency.

B. Knowledge and Understanding

3. Curriculum requirements, subject knowledge and pedagogy

Considerations specific for Juvenile Justice learning contexts

Be aware of, understand and follow policy developments; researching curriculum practice debates in rehabilitation accommodating learning from other disciplines. Understand the challenges of curriculum access and relevance to children in juvenile justice learning contexts and the implications of 'separation' alongside learning deficits.

Be aware of and integrate in professional practice the European core values and practices around key competencies, as addressed in:

- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions 'Rethinking Education: Investing in skills for better socio-economic outcomes', 20.11.2012
- Recommendation 2006/962/ EC of the European Parliament and the Council of 18 December 2006 on Key Competences for Lifelong Learning, OJ L 394, 30.12.2006.
- Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'), OJ C 119, 28.5.2009.

Embed in the learning area/ subject(s) taught the **eight key competences** that have been defined at EU level, which represent a combination of knowledge, skills and attitudes that are considered necessary for personal fulfilment and development; active citizenship; social inclusion; and employment:

- communication in the mother tongue;
- communication in foreign languages;
- mathematical competence and basic competences in science and technology;
- digital competence;
- learning to learn;
- social and civic competences;
- sense of initiative and entrepreneurship;
- cultural awareness and expression.

Recognition of how embedding into the formal curriculum and social curriculum desistance practices that accommodate the above 8 key competencies as defined at EU level.

This may also extend to family learning re-integration strategies where inclusion and motivation and relational re-attachments are important factors in a person's desistance journey, but not without risk.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
<p>Knowledge and understanding of how the learning area/subject(s) delivered contribute to national curriculum, strategies and the 8 EU competencies,</p> <p>The ability to develop knowledge and understanding of curriculum development processes, including planning, implementation and evaluation.</p> <p>Relevant linguistic and pedagogical knowledge to deliver the curriculum.</p>	<p>Develop a knowledge and understanding on how the learning area/subject(s) they teach integrates into juvenile justice curricula, adapting to priorities and practice in access, standards and progression.</p> <p>Awareness of curriculum requirements in preceding and subsequent key stages/phases; embedding desistance principles.</p> <p>Pedagogies are flexible to need and reflect centrality of teaching and learning strategies in context.</p>	<ul style="list-style-type: none"> • Has relevant curricular, subject and pedagogical knowledge, by recognising variations to curriculum availability/accessibility (levels) and its reflection on juvenile justice settings against the 8 EU priorities. • Is aware of curriculum requirements in preceding and subsequent learning phases; complementing integration, transition and re-settlement strategies. • Accesses subject/discipline specific developments, understanding their application to curriculum developments and national strategies. • Knows and understands the relationship between the planning, implementation and evaluation of the curriculum in context. • Knows and understands how the curriculum is underpinned by desistance theory and its embedding in to the social curriculum. • Knows and understands how pedagogy drives teaching and learning in context, demonstrating strategies to adapt pedagogy to therapeutic strategies in inclusive education. 	<ul style="list-style-type: none"> • Develops capacities to research and deploy learning from developments in curriculum/ subject specific strategies from international/EU mainstream and juvenile justice research. • Adapts own practice regrading curriculum requirements in preceding and subsequent learning phases; Promotes and develops integration and re-settlement strategies • Collaborates in designing and promoting subject/discipline specific developments, putting in practice its application to curriculum developments and national strategies. • Plans, implements and evaluates the curriculum in context. • Has a deeper understanding and contributes to the strengthening of cross-phase curriculum developments to aid ‘transition’ into mainstream schooling and vocational pathways, promoting the 8 EU competences. • Contributes to critical evidence-based practice through collaboration with colleagues, institution and professional bodies to profile emerging sector specific pedagogical practice.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
		<ul style="list-style-type: none"> Understands how the curriculum is to be adapted and differentiated in meeting SEND. 	<ul style="list-style-type: none"> Has deep knowledge on how to identify when the curriculum has to be adapted and differentiated in meeting SEND,

B. Knowledge and Understanding

4. Child development and learning

Considerations specific for Juvenile Justice learning contexts
<p>What does ‘change’ look like? Why and how are children in the system coming from different starting points of mainstream peers?</p> <p>Be aware of and understand the distinctive and multi-layered nature of childhood ‘trauma’ and development/maturation delay on educational and social functioning.</p> <p>Recognise the increasing relevance of neuro-scientific research on educational delay and its interaction with educational functioning for children in the system.</p> <p>Many children within the system are negatively labelled and displaced. Recognising their separation is compounded by their environmental situation. Strong positive and trustworthy relational bonding is fundamental in securing engagement with both formal and social learning.</p> <p>Recognise the importance of accurate and proportionate assessment for learning and the need to cultivate access to the 8 EU competences in developing learners for independence and independent learning.</p> <p>The implications of securing and maintaining progression in learning given the variation in both sentencing duration, situational constraints and desistance commitments beyond the institution.</p>

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
The ability to develop knowledge and understanding about the factors that encourage and deter effective	Understand what is known about the factors that support learning enhancement for learners in juvenile justice contexts.	<ul style="list-style-type: none"> Examines and shows an understanding of theories of learning and child development putting in practice the physiology of learning and psycho-social factors that inhibit learning, 	<ul style="list-style-type: none"> Develops and raises awareness amongst colleagues, parents and families to understand the factors that support learning so that there is an institution wide impact on learners’ learning,

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
learning, considering the need to provide, for the holistic development of the child, collaborative and therapeutic approaches.	Understand what is known about the social-emotional, health and delay factors that hinder and inhibit learning in juvenile justice contexts and how they are often multi-layered, impacting on educational development and functioning.	(including childhood trauma(s) and development delay/disruption). <ul style="list-style-type: none"> • Understands maturation pressures/delays that inhibit access to learning/functioning impairments and adapts teaching and learning strategies. • Has an awareness and understanding of “what works” in teaching practice and pedagogy. • Understands the concept of ‘trauma’ impact on personalised learning across thinking and functioning for learning. • Knows and identifies the factors that cause/influence delays in learning and development. • Understands creativity in practice, recognising what classroom approaches can be inappropriate settings for effective learning. 	collaborating therapeutically in youth justice contexts and for transition. <ul style="list-style-type: none"> • Shares observational learning and stimulates improved understanding of therapeutic approaches in developing educational functioning. • Develops a network of practitioners sharing evidence of what works in adapting teaching practice and informing pedagogy. • Develop a deeper conceptual understanding of ‘trauma’ to cover mental health, substance misuse and neuro-disability. • Develops a deeper self and shared understanding of the factors that cause/influence delays in learning and development; identifying, at cognitive level, how they are linked with juvenile justice processes. • Develops, contributes and promotes an institution wide learning culture where learning is prioritised and seen as part of everyone’s role, from all staff and across governance, focusing on quality relationships that drive a shared theory of change.

B. Knowledge and Understanding

5. Efficient behaviour management

Considerations specific for Juvenile Justice learning contexts

Children in juvenile custody are preoccupied by issues of accommodation and personal safety. Research points to three potential components for successfully engaging children in education. Managing relationships and space is key...

Positive relationships with all staff, including teaching staff, is recognised as key in managing behaviour. Through the creation of different relationships with adults, including teachers, appropriate ways to behave and respond in different contexts can be demonstrated, and help engage children in custodial programmes.

Recognising emotions is an essential skill in developing relationships with others. Some children may be lacking the ability to recognise emotions because of traumatic brain injury, making relationships with these children difficult to forge.

Education is most effective when it is meaningful and interesting to children in custody. Vocational approaches that embed literacy and numeracy may be more engaging and meaningful than formal classes as they make explicit links to out of institution knowledge. In order to be worthwhile vocational training needs to be good quality.

Common features of the most successful behaviour management approaches include:

- Staff engagement
- Attention to detail
- Consistent practice
- Visible leaders
- Detailed expectations
- Clarity of culture
- High staff support
- All learners matter ... equally

Understand the demographic (social, cultural and linguistic) profile of children in each custodial setting, recognising the rights set out in the UN Charter for children in custodial settings.

A clear culture of behaviour standards and the maintenance of boundaries, routines, rewards and sanctions must instil and represent a clear standard of pro-social behaviour and is key to securing desistance approaches of purpose and relevance.

Adopting inclusionary perspectives and themes within curriculum content, addressing discrimination (direct and indirect), intolerance, promoting democratic values of citizenship, respect for the law and respect for diversity.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
<p>Develop a knowledge and understanding about different strategies that settle, support and retain pro-social behaviour and enhance learners' learning, tackling inappropriate behaviour in juvenile justice settings and complications associated with containment.</p>	<p>Knowledge and understanding of different strategies to settle, support and retain pro-social behaviour in creating an effective learning and support environment, free from intimidation, harm or disruption.</p> <p>Knowledge and understanding of the context/impact of educational, maturational and development delays on disruptive and resistant behaviour in juvenile justice settings.</p> <p>A knowledge and understanding of the context/impact of containment and family detachment, and the 'pulls' of disruptive/challenging behaviour in juvenile justice settings.</p> <p>Anticipate inappropriate behaviour in the context of institution policies and what is known about best practice, with specific recognition of the dynamics in juvenile justice contexts and behaviour planning strategies.</p>	<ul style="list-style-type: none"> • Knows and applies flexible and responsive key strategies to support and retain positive behaviour, to meet the educational and desistance needs of all learners, distinguishing between reactive and pro-active behaviour management strategies. • Knows and applies therapeutic models of behaviour adaptation in the production and application of basic 'individualised' behaviour strategies and the creation of routines and boundaries. • Understands the tensions associated with family detachment and the constraints associated with 'containment' and secure conditions and how they conflict through behaviour. • Understands and applies effective positive relationship management and effective management of space with learners, based on empathy, communication, trust and mutual respect making the learners feel safe and secure; • Recognises and accommodates behavioural needs associated with SEND. • Knows and understands the relevance of predictive strategies to anticipate disruption or serious escalation in incident management. 	<ul style="list-style-type: none"> • Develops systemic training in behaviour management and collaborates with colleagues, in juvenile justice settings processes, planning strategies that are deployed from best practice. • Develops awareness and applies a range of behaviour strategies (individual and group) both reactive and pro-active within the institution contributing to a culture of consistency and behaviour modelling. • Designs and promotes, among co-workers, own practice to counteract the tensions associated with family detachment and the constraints associated with "containment". • Develops mechanisms for sharing effective practice and research with colleagues, based on empathy, communication, trust and mutual respect, making the learners feel safe and secure; • Creates and disseminates solutions for behavioural needs associated with SEND. • Develops colleagues' awareness of predictive strategies to anticipate disruption or serious

B. Knowledge and Understanding

6. Special educational needs and disability (SEND)

Considerations specific for Juvenile Justice learning contexts

The incidence of SEND within the juvenile justice custodial population is much higher than amongst mainstream peers. SEND should not be viewed as a distinctly educational matter.

Reflect and review critically with colleagues and leaders on how effective/resourced are assessments of need provided by the courts? Are they reliable? What 'SEND support' intelligence is available from sentencing/court welfare sources? How is the institution facilitating re-settlement and communicating SEND information?

The engagement of reluctant learners has to be a key focus. Embedded learning, outside traditional classroom settings, should become the norm rather than the exception in secure settings. The use of sports and the arts should be a key part of this approach, in order to provide 'hooks' for learning. Seek ways to employ more role models/'experts by experience' with experience of the criminal justice system should be explored.

A common feature of the most successful juvenile justice educational providers is the attention given to speaking and listening within and beyond the classroom – a whole institution approach where language and its relevance to understanding is acute.

Recognise and prepare for the disparities in SEND obligations, practice and resources in mainstream settings to those in juvenile justice secure environments.

Though in many jurisdictions SEND is a legal entitlement the nature of sentencing/length, family displacement/trauma and inappropriate post-release placements frustrate progression and damage desistance gains which enable learning.

Advocate for every teacher in juvenile justice settings to be SEND trained with at least 1 SEND Coordinator in every establishment.

Establish SEND CPD programme in every institution aligned to national accreditation standards equitable to mainstream. What does your institution's SEND assessment provision look like – is it fit for purpose? Is it meeting the needs of the child across:

- Social needs
- Environmental needs
- Learning needs
- Health needs
- Emotional/relational needs
- Transition needs
- Desistance needs

Recognise the interplay between SEND diagnosis and the multi-layered disadvantages many children face.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
<p>The capacity to comprehend and recognise their responsibilities, under their national Special Educational Needs/Disability (SEND) code/regulations, and to know the features/scale and range of SEND in juvenile justice settings to establish strategies to address them</p>	<p>Know and understand their responsibilities under the national SEND code/regulations and the requirements for design and implement educational/health care plans</p> <p>Know and understand the processes for inclusive learning by applying SEND plans considering placement setting.</p> <p>Know and understand teaching strategies to teach juveniles with special educational needs and create work methodologies accordingly.</p>	<ul style="list-style-type: none"> • Understands the functioning of teaching and learning in special education environments within juvenile justice education. • Develops, through practice and mentoring, knowledge and understanding of the basic features of common special needs (such as: dyspraxia, dyslexia, dyscalculia, autistic spectrum disorders and speech-language-communication); • Is aware and committed to know more about the special needs of own learners, and uses, under supervision, this knowledge to promote an inclusive approach; • Is aware of the SEND entitlements, according with national and international legislation. • Is aware of the existing learning strategies, directed for SEND learners, to avoid desistance. • Identifies and refers, to the relevant professionals, learners that display educational functioning delay, that imparts progression in learning. • Knows and understands the importance of having a SEND culture in the institution, as well as the 	<ul style="list-style-type: none"> • Develops practice guidance through adopting research and policy initiatives contributing to improved practice, knowledge and understanding amongst colleagues, learners and families of SEND processes. • Adapts own practice and promotes strategies, among colleagues, to tackle the basic features of special needs. • Guides other colleagues about special needs of own learners to promote an inclusive approach; referrers learners speedily when diagnostic needs emerge. • Develops and deepens awareness of ‘barriers’ within transition and re-settlement pathways to SEND entitlements • Develops through collaboration, learning strategies mapped into learning plans for desistance. • Develops earlier assessment and screening resources for learners who do not meet stringent SEND categorisation but who display educational functioning delay which impairs progression in learning. • Develops a whole institution culture of SEND collaboration working with the SEND Coordinator and families, helping colleagues develop and apply

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
		importance of including the families in the process of assessment.	understanding of assessment and screening tools for SEND children.

B. Knowledge and Understanding

7. Diversity and culture

Considerations specific for Juvenile Justice learning contexts
<p>Recognising education underpins liberty (John Rawls), understand the demographic (social, cultural and linguistic) profile of children in each custodial setting, recognising the rights set out in the UN Charter for children in custodial settings.</p> <p>The principle of equality of opportunity and equity in education often in justice settings is diminished because of competing claims; recognise system objects and flaws which inhibit social justice entitlements in equality. This has implications for inclusive desistance practice.</p> <p>Recognise a child does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.</p>

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
<p>The capacity to understand and consider the significant characteristics of learners’ culture, language and belief systems, and to develop the suitable pedagogic strategies that address the implications in learning and desistance that arise from these</p>	<p>Know and understand the learners’ profile and its implications to the learning performance.</p> <p>Know and master the pedagogic strategies, methods and techniques to tackle learning constraints</p>	<ul style="list-style-type: none"> • Knows the potential impact of cultural differences on learning process and is sensitive to diversity in keeping with professional values, equality legislation and desistance strategies. • Understands the importance of knowledge and practice from other cultures in the learning environment and within the curriculum content. • Proactively addresses, issues emerging in relation to cultural differences, inclusion and respect for diversity seeking to master proper strategies, methods and techniques. 	<ul style="list-style-type: none"> • Develops collaboratively, inclusionary perspectives and themes within curriculum content, addressing discrimination (direct and indirect) and intolerance. • Develops strategies, in the learning environment, that allows the sharing of different knowledge and practices and promotes democratic values of citizenship, equity and diversity. • Develops, with colleagues and wider institutional context measures for promoting inclusion, principles, cultural differences and respect for diversity in teaching and learning environments.

B. Knowledge and Understanding

8. Additional needs

Considerations specific for Juvenile Justice learning contexts
<p>What is your domestic context (demographic, structural and socio-cultural)? What are the conclusions of your most recent national inspection?</p> <p><i>Across the secure estate in England the 'workforce are under-prepared to manage the needs of young people' (Youth Custody Improvement Board, 2017).</i></p> <p>Research international and EU literature on contemporary debates in recognising, articulating and accommodating the additional needs (and challenges) of children within the criminal justice system, particularly those subject to custodial sentences.</p> <p>Recognise that the features of additional needs in secure settings are driven by a range of socio-economic, structural and behavioural factors often amplified by distance from family and social unfamiliarity. Environmental, accommodation and security pressures are significant and have the potential to deepen alienation, mistrust and recidivism.</p> <p>Many children in the system are damaged with speech, language and communication issues additional to other educational delay factors.</p> <p>To access appropriate learning and progression opportunities each learner within the institution should be subject to a 'whole-child' approach integrating their formal learning to socialisation/adaptive positive behaviour modelling and transition planning with due regard to social integration outcomes.</p> <p>Any theory of desistance has to recognise the educational functioning capacities of each child in planning desistance strategies through learning.</p>

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
The ability to acknowledge own responsibilities in recognising and meeting the additional needs of learners within youth justice contexts. .	Understand the additional implications and responsibilities related to juvenile justice learning contexts	<ul style="list-style-type: none"> • Knows and understands the key features of additional needs affecting effective teaching and learning based on whole child education, particularly the impacts of childhood trauma and separation on learning. • Knows and understands the need to plan for differentiation, and how additional needs such as behaviour management are personalised. 	<ul style="list-style-type: none"> • Develops and designs, according with the key features of additional needs, traumas and separations on learning, strategies that tackle/reduce them, based on a whole child education. • Develops and deepens awareness from external expertise and from evidence of “what works” in differentiated approaches to categorisation, assessment and planning for learning.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
	Know the features of the (often complex) additional needs of learners within the juvenile justice system, particularly those within the juvenile justice secure estate and schools/institutions accommodating them.	<ul style="list-style-type: none"> • Acknowledges the value of teaching learners with additional educational needs under the guidance of a mentoring teacher and the support of therapeutic plans. • Knows the common features of additional needs in secure settings and, under guidance, adopts teaching strategies accordingly. • Knows and is up to date regarding the of the variety of teaching strategies to engage reluctant/resistant learners. • Knows how desistance plans address such needs and are incorporated in planning and meeting additional needs beyond formal education goals. 	<ul style="list-style-type: none"> • Develops and adapts and promotes teaching strategies to address additional needs in personalised education. • Develops capacities in the training of teachers to understand the multi-layered nature of additional needs. • In collaboration with other colleagues, develops creative practice opportunities to engage reluctant/resistant learners and map these into teaching strategies. • Develops and deepens collaboration with other educationalists/disciplines to meet additional needs beyond formal education goals.

B. Knowledge and Understanding

9. Assessment and communication

Considerations specific for Juvenile Justice learning contexts

Practitioners must recognise the central importance of a non-judgemental, trusting professional relationships in which children are listened to. They have their goals and aspirations taken seriously, acted upon, and CYEP must instil a sense of hope and self-efficacy in communicating change and what that look like.

There is no over-arching communication strategy that fits all systems or arrangements. But there is consensus that effective communication is characterised by mutual understanding, respect, and fairness, where children are listened to and valued.

In any therapeutic setting communication strategies facilitated through positive relationships and trusted intermediaries (CYEP and others) must recognise the multi-layered needs of children in their care and their communicational functioning; the central importance of a non-judgemental, trusting professional relationship in which children are were listened to. Recognising and facilitating that children have their goals and aspirations taken seriously, acted upon, and CYEP instil a sense of hope and self-efficacy.

Settings should deploy therapeutic models of care and control utilising communication strategies based on a valued and motivated workforce with extensive knowledge of communication strategies at inter-personal and group levels blending and embedding capabilities in all educational and social/interactional settings.

Information flows/permissions require strict protocols. The assessment of risk and court direction should include assessment of protective factors impacting on educational engagement. This links to communicating educational histories and personalised behaviour management strategies.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
The ability to communicate (verbally and in written) and to develop and understand strategies for an effective communication with all parties involved (learners, families, colleagues and other staff, pertinent child organisations and support agencies and courts) in the learning progress and on individual learning process for “transition”, identifying attainments and continuing learning support needs,	<p>Know and apply the features of internal communication strategies and those relating to external agencies, including families.</p> <p>Share with colleagues the learning assessment approaches and evidence of what works and what is part of transition planning with agencies.</p> <p>Understand that the assessment strategies prepare the learner for educational demands on transition and address levels of attainment in functional education.</p> <p>Know and apply the communication protocols relating to transition, transfer and re-settlement plans.</p>	<ul style="list-style-type: none"> • Understands how to incorporate the institution’s strategies for communicating effectively with learners • Implements the institutions information/document sharing protocols consistent with the individualisation of learning and achievements. • Knows and acknowledges the need to interact with such individuals/agencies based on internal protocols for information sharing in: transition, transfer and re-settlement. • Understands how/why making learning relation with each learner is critical to securing engagement, interest and motivation. • Plans and considers the significance of families as partners in the educative and desistance process and the need to communicate effectively with them. • Knows and understands the importance of a therapeutically based, resourced, managed and evaluated learning journey, that combine both educational and desistance priorities • Is aware of the importance of communication, and knows concepts such as theory of mind, being seen 	<ul style="list-style-type: none"> • Develops and deepens whole institution’s approaches for an effective communication with learners. • Contributes and supports colleagues in improving the information/documents sharing protocols consistent with the individualisation of learning and achievements. • Interacts and collaborates actively with colleagues from inside and outside the institution, based on internal protocols, sharing information regarding child/youth transition, transfer and re-settlement. • Designs and promotes practices, strategies and methods that secure the engagement, interest and motivation of the learners • Actively engages and communicates effectively with families in the educative and desistance process. • In collaboration with colleagues, develops training strategies that communicate how the learning journey is therapeutically based, resourced, managed and evaluated, that combine both educational and desistance priorities to inform plans for re-settlement. • Develops empirical systems for monitoring effective communication with each learner - the core of all plans.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
		<p>by some as particularly important in achieving restorative practice.</p> <ul style="list-style-type: none"> • Knows and is up to date about therapeutic models and also “what works” in other jurisdictions. • Knows and understands the relevance of sharing relevant information with parents, families and support agencies in concise language, identifying precise goals and obligations. • Knows and understands the pertinence of tracking learners on exit, to evaluate the internal systems and practice. 	<ul style="list-style-type: none"> • Develops professional practice and shares evidence from ‘what works’ in other jurisdictions and from therapeutic models • Shares relevant information and creates networks with parents, families and support agencies in concise language, identifying precise goals and obligations. • Develops systemic information flows to track learners on exit to aid evaluation of the effectiveness of internal systems and practice, including capture of educational literacy (commitment to and self-efficacy for learning, remaining barriers...).

B. Knowledge and Understanding

10. Learning technologies

Considerations specific for Juvenile Justice learning contexts
<p>What is your national strategy for digital inclusion and how is this addressed within the sector?</p> <p>Digital illiteracy combines with other educational deficits in the vast majority of children within the criminal justice system, particularly those in custody with disruptive educations. Within juvenile custodial settings access to ICT resources and the internet is restricted, compounding progression and ‘catch-up’ on re-settlement. Consequently, children continue to face significant obstacles to learning while in custody without adequate access to learning technologies. This compounds existing literacy deficits. Institutions in collaboration with support agencies should instigate a needs analysis given the links between social inclusion and employment.</p> <p>Systems relevance or capacity to diagnose digital literacy and learning technology skills levels on entry to CYEP education and CYP pathways in the juvenile justice sector should facilitate understanding of the challenges of setting (containment and environment) and needs.</p> <p>The adequacy and profile of digital expertise within secure settings to enable and encourage digital proficiency amongst CYEP.</p>

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
The capacity to know and use technologies in any competence development, both in learners’ learning and education professionals	<p>Know how to use technology effectively and securely in juvenile justice education settings.</p> <p>Know how to use technology effectively to aid learner learning and safe social media usage.</p> <p>Know how to use technology effectively to support their professional role and how this competence embeds across all of the competences.</p>	<ul style="list-style-type: none"> Encourages and enables digital literacy, using ICT creatively across the curriculum. Adapts the use of technologies to the containment constraints of the educational setting, creatively enabling learners to mirror the use of technologies as in mainstream settings. Encourages learners to experiment to develop their skills by ‘playing’ and taking risks, knowing they will be supported in doing so. 	<ul style="list-style-type: none"> Develops and innovates in pedagogical practice using technologies to invest in ‘blended learning’ approaches. From international best practice, develops diagnostic assessment and learning resources to facilitate digital inclusion of all learners. Develops a deeper institutional understanding that teaching with technology can deepen learning by supporting learning objectives, improving digital literacy and profiling it as a desirable outcome in support of desistance.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
		<ul style="list-style-type: none"> • Knows and applies the use of technologies effectively to support progression in learning and improvement in digital literacy. • Knows and applies learning technologies to enrich the social curriculum programmes including ‘hidden curriculum’ facilitation and adaptive behaviour modelling. • Knows how to use software learning programmes and the internet as professional tools. 	<ul style="list-style-type: none"> • Promotes and designs activities that allow learners engagement and progression in learning and improvement in digital literacy. • Develops and collaborates in promoting teaching and learning strategies that use learning technologies away from the classroom/workshop settings in ways that enables and motivates learners. • Supports and encourages other colleagues on how to use software learning programs and the Internet as professional tools.

B. Knowledge and Understanding

11. Community context

Considerations specific for Juvenile Justice learning contexts
<p>Young offenders come from our communities and return to our communities.</p> <p>Research indicates that interventions to promote reduced offending via individual change deal with, at best, only half the problem. Children and young people must also be supported in helping them achieve more in life and to stop fearing that they will fail. In short, the social situations in which children and young people live and function also need to be a focus of work and practitioners should actively engage in removing structural constraints for the child and young person (Desistance and young people: HM Inspectorate of Probation, 2016).</p> <p>Resettlement needs to start from early on in a sentence to ensure there are smooth transitions to the community and re-offending is reduced with integrated consideration of all offending factors at a personalised level.</p> <p>Recognise sentencing policy, length of sentence and distance of placement from home can hinder the forging of positive (strong, trusting and professional) institutional relationships.</p>

Considerations specific for Juvenile Justice learning contexts

There is wide variation across practitioners' knowledge and understanding of desistance, compounded by the fact there is limited research and evidence about youth desistance and no unified, accepted definition or methodology (Barry, 2009, 2010). What evidence there is indicates personalised approaches work best. Building positive and sustainable relationships with children is key to overcome:

- Structural barriers
- Attachment barriers
- Subjective barriers

Desistance theory critically recognises the importance of family and positive re-attachment (but this can carry risk and is under-researched in the field of children and desistance) and the emergence and relevance of mutual-aid principles in adult rehabilitation evidence the impact of bonding and bridging social capital to reduce recidivism. Communities, including 'experts by experience', can facilitate normalisation.

As the state withdraws from services the use of/access to mutual-aid networks through 'experts by experience' can enable communities of desistance.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
The capacity to understand the connection between all the institutions involved in the juvenile justice system, and the possibility for bilateral development and well-being	<p>Understand the interrelationship between referring institutions and communities.</p> <p>Understand the potential for mutual development and well-being.</p>	<ul style="list-style-type: none"> • Understands the significance of shared responsibilities for rehabilitation goals and the importance of coherent communication among practitioners involved in juvenile justice in the larger educational goal. • Understands perceptions within the community about the value of desistance and individual needs of children (e.g. maturation delays). • Knows and acknowledges the importance that community actors and agencies have on the desistance process to achieve a robust transition and re-settlement. 	<ul style="list-style-type: none"> • Actively promotes the sharing of responsibilities and coherent communication among colleagues, to achieve rehabilitation goals. • Adapts own practice regarding the perceptions within the community about the value of desistance and individual needs of children. • Develops within teaching and support practice, a deeper understanding and knowledge of desistance to enable critical engagement with community actors and agencies for robust transition/re-settlement.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
		<ul style="list-style-type: none"> • Understands that community views can be harnessed to enhance learner outcomes, with reciprocal benefits in terms of community safety through embedded desistance principles. • Understands the importance of a “purposeful and meaningful belonging” throughout the learners’ journey at the institution, and the importance of sharing this principles with community actors. • Knows the importance of the development of an individual and integrated practice between education and training programmes and desistance practice. • Understands the relevance of developing relationships across other justice institutions and all the intermediaries in the process to promote inter-agency desistance values and approaches linked to educational goals/plans. • Recognises the importance of the linkage between maintaining education commitments and effective desistance within the community • Knows and understands the relevance of a deeper integration across institutions to promote the principles of social inclusion through integration. 	<ul style="list-style-type: none"> • Develops new practices that enhance learners’ outcomes, by harnessing community views, with reciprocal benefits in terms of community safety through embedded desistance principles. • Develops mechanisms for reinforcing ‘purposeful and meaningful belonging’ amongst colleagues throughout the learner’s journey at the institution; Shares this principles with community actors. • Develops, in collaboration, integrated practice between education and training programmes and desistance practice investing relationally in personalised pathways to change and adaptation. • Develops within and across other juvenile justice institutions deeper relationships with community networks and all the intermediaries in the process to promote inter-agency desistance values and approaches linked to educational goals/plans. • Develops awareness across system networks regarding the linkage between maintaining education commitments and effective desistance within the community. • Develops deeper integration within/across institutions and promote the principles of social inclusion through rehabilitative integration.

B. Knowledge and Understanding

12. Statutory frameworks

Considerations specific for Juvenile Justice learning contexts
<p>In jurisdictions like the UK there is an over focus on ‘personalising’ education in mainstream provision which has damaging implications for ‘transference’ into custodial education given the presence/realities of key structural barriers associated with often complex social and welfare needs and structural constraints (Barry 2010, Gray 2013).</p> <p>Children in the juvenile justice education system are a highly vulnerable group, with disproportionate presentations of SEND, trauma, educational delay and maturation deficits, with children experiencing dislocated lives. As sentencing policy in the EU shifts to increased community sentencing, incarcerated children are more likely to present with more complex needs and challenges, serving longer sentences.</p> <p>In the sector many practitioners have not been schooled in desistance theory and are consequently unclear on how key concepts and approaches could be applied across statutory offender management strategies within institutions.</p>

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
The ability to comprehend the existing statutory framework related to education and rehabilitation and the specific responsibilities that arise from these	<p>Understand and apply the statutory framework(s) related to education and rehabilitation in juvenile justice educational settings.</p> <p>Understand the responsibilities within each statutory framework.</p>	<ul style="list-style-type: none"> • Knows and understands the extent and responsibility held under relevant ‘duty of care’ obligations. • Knows and understands legal entitlements and regulated activity. • Recognises the relevance for the institutional practice in meeting the statutory duties. • Knows the importance of training to underpin desistance approaches in meeting statutory obligations. • Knows and is up to date regarding international research on effective offender management 	<ul style="list-style-type: none"> • Develops and deepens awareness of the inter-play between (and sometimes contested pressures) of meeting statutory obligations and the implications for professional practice in context. • Applies and promotes legal entitlements and regulated activity. • Develops and collaborates on improving institutional practice in meeting statutory duties. • Develops and strengthens training directed to underpinning desistance approaches in meeting statutory obligations. • Develops and applies learning from international research on effective offender management

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
		strategies that address subjectivities and structure in shaping effective rehabilitation. <ul style="list-style-type: none"> • Understands curriculum entitlements and desistance strategies in the UN Charter and EU directives. 	strategies that address subjectivities and structure in shaping effective rehabilitation. <ul style="list-style-type: none"> • Deepens institutional and practice awareness of the entitlements set out in the UN Charter and EU directives guiding colleagues in the role of education in reducing recidivism.

C. Professional skills and application: planning, teaching and learning and assessment

13. Lesson planning and Learning objectives

Considerations specific for Juvenile Justice learning contexts
<p>The context for learning has to accommodate the perceptions of learners with many having poor educational experiences and disruptive learning, with poor literacy and numeracy levels and likely speech and language impediments.</p> <p>Learning objectives must reflect educational plans that address, assess and evaluate learners needs in their social/emotional and relational development.</p> <p>Not all children in the system have a learning delay or SEND needs and the range of learning functioning and abilities are diverse, but they all are within the same process of rehabilitation to decrease their potential to re-offend. The CPEP practitioner should acknowledge they will have to be very flexible in establishing learning objectives.</p> <p>Designing and planning learning objectives should ensure resources for learning are in place and any learning plan includes the learner meaningfully in design, implementation and review, recognising the limitations of distinctions of age/maturation.</p> <p>International perspectives on framing learning objectives for inclusion can inform effective practice and how desistance approaches can be blended into learning for change.</p>

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
The ability to plan, develop and evaluate lessons/sessions and build from these, a set of individual learning	Uses communication approaches to understand what learners know, understand and can do consistent with	<ul style="list-style-type: none"> • Understands and knows that learning objectives must reflect educational plans that address and assess learners needs in their social/emotional and relational development evaluating their progress. 	<ul style="list-style-type: none"> • Develops, and helps colleagues to develop educational plans, based on the learning objectives, that address and evaluate learners’ needs and progress regarding their social/emotional and relational development.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
objectives, taking in account the specificities of each learner (i.e. SEND and reluctant/resistant learners), preparing them for progression and lifelong learning.	appropriate learning objectives. Knows how to plan lessons and how to set appropriate learning objectives, that are consistent with curriculum planning and desistance objectives;	<ul style="list-style-type: none"> • Recognises the barriers, in practice or in pedagogies, that inhibit the achievement of learning objectives or its progression. • Has a general knowledge and understanding of "what works" and recognises the relevance of an differentiated approach. • Knows and recognises the relevance of creativity and engagement of learners in the learning objectives. • Knows how to develop a plan with clear objectives, relevant content, resources and well-sequenced activities enabling conditions for secure and settled learner engagement with clear use of language. • Develops, under supervision, plans that enable and encourage all learners to engage and identify the learning objectives for that session or phase of learning, setting out appropriate activities with strategies to obtain learner feedback. 	<ul style="list-style-type: none"> • Develops in collaboration understanding and responses to barriers in practice or pedagogies that inhibit achievement of learning objectives its progression. • Develops through practice evidence deeper institutional understanding of ‘what works’ ensuring the effective use of a differentiated approach to secure the learning objectives. • Develops capacities to apply learning objectives, in ways that are creative and engaging for learners. • Develops and promotes teamwork approaches in improving lesson planning structures through a whole institution approach to monitoring and improving teacher’s planning. • Develops with other leaders’/colleagues’ action plans for improvement that combine formal and non-formal objectives within individual learning plans.

C. Professional skills and application: planning, teaching and learning and assessment

14. Learning support and environments

Considerations specific for Juvenile Justice learning contexts
<p>International research and international conventions recognise childhood education as a human right and the foundation of liberty, the core of citizenship. Education is the critical response to juvenile offending. Support in context should align skill sets to learners needs in their social/emotional and relational development.</p> <p>‘Offending should not mean forfeiting the right to childhood. If children who offend are to become successful and law-abiding adults, the focus must be on improving their welfare, health and education – their life prospects – rather than simply imposing punishment’ (Review of the Youth Justice system in England and Wales, 2016).</p> <p>Secure settings do not replicate mainstream learning and associational settings as containment is often the primary purpose of environmental design, place and movement. This will vary by jurisdiction so recognise the situational constraints imposed by both the courts and the institutional setting.</p> <p>Consider the wider impact of displacement on the psychology of learning.</p>

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
The capacity to create and maintain a safe and stimulating learning environment, based on activities with clear purposes and behaviour strategies, consistent with educational plans, that fulfil the learners’ needs and their secure engagement with formal and informal learning.	<p>Deployment of educational support staff to support learners learning, a safe, interactive, stimulating and inclusive learning environment to all learners;</p> <p>Guide and organise the work of other learning support colleagues to support learners’ learning consistent with education plans, behaviour plans and desistance approaches.</p>	<ul style="list-style-type: none"> • Understands the role and purpose of educational support staff in juvenile justice learning contexts • Recognises the importance to collaborate with specialists from other professional areas depending on the individualised needs of the child/youngster. • Knows and is up to date regarding existing education support plans, that recognise the potential benefits arising from the deployment of learning support staff to support learning in the context of ‘whole-child’ approaches to learning and desistance. 	<ul style="list-style-type: none"> • Develops whole institution culture of evaluation of support practice ensuring values and relationships underpin learning in all forms. • Develops and promotes the collaboration and networks with specialists from other professional areas, having in mind the individual needs of the child/youngster. • Implements and reviews education support plans, recognising the potential benefits arising from the deployment of learning support staff to support learning in the context of ‘whole-child’ approaches to learning and desistance.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
	Create and maintain a learning environment, with appropriate clarity of purpose for inclusive activities for all learners.	<ul style="list-style-type: none"> • Knows and understands the importance of being flexible in adopting all environments as settings for learning particularly in relation to meeting the social, emotional and relational needs of all children. • Knows and understands that the learning environment must stimulate access to learning, with safe and secure spaces structured to engage with learning. 	<ul style="list-style-type: none"> • Develops from evidence and practice creative approaches of “what works”, adapting environments of containment to learning at all levels and child/youngster needs. • Creates and guides other colleagues in providing learners a learning environment that stimulates access to learning, with safe and secure spaces structured to engage with learning.

C. Professional skills and application: planning, teaching and learning and assessment

15. Time management

Considerations specific for Juvenile Justice learning contexts
<p>The pressures and demands on CYEP staff within secure settings has to recognise the changing dynamics and demographics of children placed in such settings who will be more challenging and challenged, often serving longer sentences.</p> <p>Recognise almost all the causes of childhood offending lie beyond the reach of the juvenile justice system. But without workforce contentment the record in jurisdictions like the UK is one of high staff turnover, low morale and educational discontinuity for learners.</p> <p>The consequential need for leaders to ensure workload and working conditions are commensurate to both legal frameworks and professional standards for effective teaching and learning to take place without undue stress.</p>

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
<p>The capacity to manage, in an effective and efficient manner, time and workload in Juvenile Justice education and training environment, and maintain a work/life balance.</p>	<p>Manage in an efficient and effective manner, time and workload recognising the potential for stress and the specific challenges added by the Juvenile Justice settings.</p> <p>Maintain a work/life balance dealing effectively with the specific pressure brought by the Juvenile Justice settings.</p>	<ul style="list-style-type: none"> • Recognises the importance of time management and efficiency in the juvenile justice settings, giving the situational demands, inferior available time and lack of resources that usually arise. • Uses time efficiently and effectively to enable and maintain a balance in their work-life within and beyond the institution. • Knows how to apply basic stress management techniques within the workplace cultures and practices. 	<ul style="list-style-type: none"> • Develops and shares systems/protocols for time management and efficiency in juvenile justice settings, that tackle situational demands, inferior available time and lack of resources that arise. • Promotes amongst colleagues, techniques that allow to maintain a balance between the work life and personal life. • Develops appraisal systems that articulate time management and the features of occupational stress that can inhibit progression in job satisfaction and in effective teaching and learning.

C. Professional skills and application: planning, teaching and learning and assessment

16. Teaching strategies and resources

Considerations specific for Juvenile Justice learning contexts
<p>Within the broad spectrum of services provided by juvenile justice systems, the education of children has perhaps the greatest long-term influence. Educational disruption or delay is an important predictor of delinquency and recidivism, for without foundational skills or vocational skills, children in juvenile justice systems face a host of social and economic difficulties upon release, and are at an elevated risk for lifelong failure. Effective and inspirational teachers turn young lives around.</p> <p>Many secure juvenile facilities are held accountable to security and safety considerations that can supersede educational efforts.</p> <p>Unlike mainstream settings, the population of secure learning settings are not static and this has implications for planning and impacts. The deficits many children present within juvenile justice settings are multi-layered. In identifying and accommodating additional needs children need to be supported to find their own reasons for becoming literate and numerate—reasons that go beyond reading for factual knowledge or to conform to immediate formal learning objectives and that have functional value and meaning. They need to find the reasons that education and work will be important in their lives.</p> <p>The organisational culture for learning within youth justice settings is distinctive from mainstream, and refined further in secure settings.</p> <p>Research indicates from a social-emotional perspective, effective teaching must create a climate that promotes (a) positive teacher learner relationships, (b) positive peer relationships, (c) a personal sense of self, and (d) an ability to manage emotions. These social and emotional factors influence learners’ abilities to process the information they encounter in the educational setting, to make meaningful connections with the information, and to further direct the learning process.</p>

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
The capacity to master and implement a variety of teaching strategies and correspondent resources (using court directions, diagnostic and learning needs assessments) adapted to containment settings and learning	<p>Use a range of teaching strategies and resources that enable learning to take place in Juvenile Justice context.</p> <p>Employ strategies that motivate and meet the needs of learners with</p>	<ul style="list-style-type: none"> • Knows and understands the importance of applying institutional “whole-child” approaches providing an inclusive education for all learners based on inclusive values. • Recognises the importance of teaching strategies, resources, as well as encouraging and modelling effective practice to identify standards and 	<ul style="list-style-type: none"> • Develops collaboratively “whole-child” approaches through pedagogies and teaching strategies/methods that are appropriate to provide an individual education for all learners (that meet their needs based on inclusive values. • Uses a range of teaching strategies and resources deployment appropriate to the language/reading capability, ability, interests and experiences and capacities of learners in youth justice contexts.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
needs (including those with SEND needs, additional needs and those not learning in their first language) that enhance learning, its pace and engagement of learners within lessons/sessions for both formal and informal learning goals	special and additional educational needs in meeting formal and non-formal learning goals. Use a range of teaching strategies and resources that are inclusive and retain engagement with learning within lessons/sessions over time. Employ strategies that motivate and meet the needs of learners who are deeply resistant and display challenges associated with complex development trauma(s) and educational withdrawal.	stimulate improvement through self and shared reflection in youth justice contexts. <ul style="list-style-type: none"> • Is aware and understands the relevance of the approaches that start from where each child is at, and teaching and resources should match to each learners’ needs and the current functional skill levels. • Understands and knows the relevance of adopting additional needs in planning and teaching strategies to secure inclusive learning. • Knows and applies, with supervision, engagement strategies where resistance or confusion risks learner withdrawal or where need is unmet. • Knows and understands that learning and instruction should stimulate learners’ prior learning, uniting prior knowledge with new learning objectives. • Knows and understands the importance of mentors and mentees come together and engage in an active exchange of knowledge and experience about instructional strategies for learning and for desistance. 	<ul style="list-style-type: none"> • Implements and promotes approaches that start from where each child is at, matching the teaching and resources to each learner needs and current functional skill levels; each learner’s current functional skill levels. • Accommodates additional needs in planning, adopts teaching strategies providing flexibility in approach to secure inclusive learning with resources to enable such. • Implements and promotes, among colleagues, engagement strategies where resistance or confusion risks learner withdrawal or where need is unmet. • Develops and deepens institutional and practice understanding that from a cognitive perspective, effective learning and instruction should stimulate learners’ prior learning and employ strategies that unite prior knowledge with new learning objectives. • Develops space and scope for learner mentoring and coaching, embedded in a professional learning context, mentors and mentees come together and engage in an active exchange of knowledge and experience about instructional strategies for learning and for desistance.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
		<ul style="list-style-type: none"> Understands the importance of establishing a professional network of good practices within the institution and with the other institutions involved in the rehabilitation process. 	<ul style="list-style-type: none"> Develops with colleagues a professional network of good practices within the institutions and with the other institutions involved in the rehabilitation process.

C. Professional skills and application: planning, teaching and learning and assessment

17. Institutional development and learning

Considerations specific for Juvenile Justice learning contexts
Defer to national strategies and contextual developments and challenges across policy and contemporary debates.
Refer to recent national inspection frameworks (education, probation and custodial) and performance judgements.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
<p>The capacity to contribute to the life and development of the institution, cooperating with learning support staff and specialists within the juvenile justice system, parents, families, support agencies and nurture/development communities.</p>	<p>Contribute to the life and development of the institution.</p> <p>Collaborate with colleagues, other staff for the development of the institution as a place of security, safety and learning.</p> <p>Initiate, together with other specialists, involved in juvenile justice processes, collaborations with parents, families and nurture/development communities.</p>	<ul style="list-style-type: none"> • Understands and applies institution policies and practices, promoting and facilitating their impact on teaching and learning within the institution. • Knows and understands that teamwork and team building across disciplines fosters a “holistic child centred” approach. an approach that is ‘whole-child’ focussed and improvement motivated. • Understands the importance of collaborating with parents/families consistent with individualised plans for ongoing learning, desistance goals through and beyond transition. • Recognises the relevance of educators in both re-enabling learning and in desistance approaches. • Knows and understands the importance of articulating what works in desistance with the voice of the child, for empowering children and their “voice”. 	<ul style="list-style-type: none"> • Develops monitoring of institutional effectiveness using national inspection frameworks. • Develops strategies and approaches that promote teamwork and team building across disciplines fostering a “whole-child” approach. • Promotes and strengthens the collaboration with parents/families consistent with individual plans for ongoing learning, desistance goals through and beyond transition. • Develops pathways for colleagues in (emerging) specialisms within the sector, recognizing them as critical educators in both re-enabling learning and in desistance approaches. • Develops and deepens understanding in what works in desistance with the evidence from educational innovation in ‘whole-child’ learning and articulates the voice of the child to ensure legitimacy in meeting international standards for empowering children and their ‘voice’.

C. Professional skills and application: planning, teaching and learning and assessment

18. Assessment strategies and targets

Considerations specific for Juvenile Justice learning contexts

Teaching for assessment is not a one-way journey. It is critical in secure learning contexts learners are encouraged to function as critical learners in preparation for re-settlement and should be a key focus. But the transference of mainstream models of learning for assessment have limitations, particularly where learning placements in secure settings are transient. Here ‘responsive teaching’ encourages participatory approaches based on capability and the building of self-efficacy for maintaining learning and desistance commitments.

In context, diagnostic and additional needs assessments may be incomplete or missing. Teachers and support staff should be encouraged to deploy creative assessment approaches in light of the sentence or re-settlement profile of the learner.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
Recognises the importance of the on assessment for learning, through the monitorisation of the learners’ progress, giving constructive feedback to support learners’ reflexion and improvement regarding their learning, based on rehabilitation goals/approaches	<p>Monitor learners’ progress in both formal and non-formal learning goals/objectives explaining the ‘why’ and the ‘how’ in learning through appropriate assessment;</p> <p>Give constructive feedback recognising/accommodating language and other capabilities.</p> <p>Use information from relevant benchmarking data and prior learning plan for effective and inclusive teaching towards targets, recognising that the needs of learners are paramount;</p>	<ul style="list-style-type: none"> • Understands the relevance of regulated learning using appropriate needs led assessment and reflective practices approach, in juvenile justice contexts. • Monitors learners’ progress through observation, peer and self-assessment, marking, targeted/effective questioning, and discussion. • Knows and understands the relevance of using effective communication methods in the needs assessment process and reflective practice. • Understands the importance of having an effective assessment resources and tools, mapped into education plans with clear targets recognising situational constraints 	<ul style="list-style-type: none"> • Develops and promotes, among colleagues, regulated learning using appropriate needs led assessment and reflective practice approaches. • Develops approaches, within the institution, to monitor learners’ progress, through observation, peer and self-assessment, marking, targeted/effective questioning, and discussion. • Develops and deepens effective communication methods in needs led assessment and reflective practice with additional needs recognised in learners’ • Implements and contributes with new effective assessment resources and into education plans, as well as suggestions to tackle any situational constraints.

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
		<ul style="list-style-type: none"> • Knows and is up to date regarding the existing concepts of “responsive teaching learning, and it’s demands in secure settings. • Employs intelligent assessment strategies that focus on creative formative assessments capable of evaluation to inspire and track learning in more granular ways given the demographic. 	<ul style="list-style-type: none"> • Develops from international research the concept of ‘responsive teaching learning’ recognising the unique demands on teaching and learning in secure settings. • Develops, across the institution, intelligent assessment for learning resources given the demographic profile and the need to meet floor standards such as in literacy/reading and numeracy to build foundational learning functioning.



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