Development of Learning Tools Resources to Bridge the Policy Context and the Learning Context – WP5

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.

ERASMUS+ is an EU programme for Education, Training, Youth, and Sport (2014- 2020). This research publication has been accomplished during the project lifetime, implemented with financial support of the European Commission by the Erasmus + Programme.

EIGEP Project (more details on www.eigep.eu) is co-financed by the European Commission under the "ERASMUS + K3 Further Looking Cooperation Projects". It brings together state and private actors from education, justice, community and business, with the purpose of experimenting community-based solutions in assuring quality education processes within juvenile justice settings.

Developed by: IPS_Innovative Prison Systems

Alexandra Gomes

Pedro das Neves

Susana Reis

Tiago Leitão

(Coord.)

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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

If in WP3 the partnership looked at the policy context and provided recommendations and on WP4 provided a key competence framework, assuring European common language, **on this WP5, the focus is on the development of an online self-assessment tool for teachers in order to identify their strengths and become aware of the special competences that they need to have when teaching in juvenile justice.** Hence, this WP will be achieved through the implementation of the following activities:

- 5.1. **Development of an online environment for education professionals working in juvenile justice** and it is composed by the following tasks:

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Web tool for teachers' self-assessment based on the key competences list	Virtual library with resources and materials connected with self-assessment results	Personal development planning tool which assist education professionals to plan and evaluate progress

• 5.2. **Collection of materials for the resources uploaded on the online environment**, involves the following tasks:

Research for **common modules, papers, researches, projects, study cases, etc. in correspondence with the competencies identified;**

Each project partner looked into **own national developments and contributed to this database of available training materials and methodologies;**

The **on-line environment is connected to the E-Justice Portal and seeks to absorb the latest developments in the e-Justice projects**

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• 5.3. **Integration of materials & translation of structures**, where:

The materials are available on the on-line environment**, indexed and tagged based on the competency profile.**

Translation of the environment and the self-assessment part from EN to PT, RO, LT

• 5.4**. Piloting the online environment**, with the following tasks:

Piloting the online environment in each partner country

Adjust the initial content

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• 5.5. **Development of the Programme Toolkit**, involving the following tasks:

Develop and distribute, to relevant stakeholders, a Program Toolkit containing access to the on-line environment, user manual and the learning methodology for education professionals to prepare them for juvenile learning context, on **USB keys** and distributed when contacting stakeholders for piloting

Methodology

This self-assessment tool was based on the Key Competency Framework for teaching professionals working in Juvenile Justice, developed as WP4 of this project.

This framework, reflects the importance of educational outcomes in the broadest sense, that can be used to:
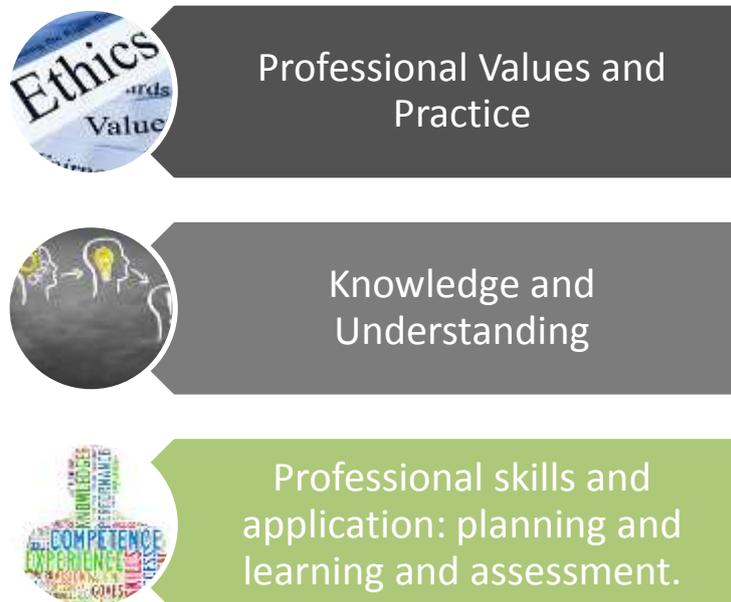
- Facilitate the development of Initial Teacher Training and Ongoing Continuing Professional Development programmes by those providing teacher education;
- Provide a basis for discussion and practice for professionals tasked with supporting staff development and/or performance management within Juvenile Justice educational settings;
- Inform the development of Learning and Teaching strategies at departmental or institutional level, within juvenile justice educational settings;

The Key Competence Framework has three dimensions, eighteen core competences with the respective definitions, considerations specific to Juvenile Justice for each competence, two hundred and twenty-eight indicators and two levels of proficiency, namely: Initial Teacher Training and Ongoing Continuing Professional Development.

Hence, the present self-assessment tool was built based on the Key Competences Framework, its core competences and indicators. It aims:

- Identify the practitioners' strengths and areas for further development;
- For informal purposes, such as to create alignment between the employee and the organisational/institutional goals;
- Provide a learning solution based on the assessment and on support materials available;

Regarding the structure of this self-assessment tool, it is divided in two parts: the first part – Part A – is focused on the socio-demographic characteristics of the practitioner, and the second part – Part B – is the self-assessment tool itself, that asks the practitioners to reflect about eighteen competences, namely: Values; Education in context; Curriculum requirements, subject knowledge and pedagogy; Child development and learning; Special education needs and disability (SEND); Diversity and culture; Additional needs; Assessment and communication; Learning technologies; Community context; Statutory frameworks; Lesson planning and learning objectives; Learning support and environments; Time management; Teaching strategies and resources; Institutional development and learning and Assessment strategies and targets. These competences are distributed among three different dimensions:

Professional Values and Practice

Knowledge and Understanding

Professional skills and application: planning and learning and assessment.

This self-assessment tool has a form of a questionnaire with a dichotomous scale. Hence, the practitioner, according to his/her knowledge and experience, needs to place him/herself between the two available options, by choosing the one that best suits him/her.

A total of two hundred and twenty-eight items are available for assessment, although, from the organisation perspective, there is a possibility to pre-select a set of indicators according to their interests. That said, the organisation can previously select the items that the practitioners will assess, in order to assess the alignment of the practitioner with the organisation's goals. Although, we advise organisations using the

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self-assessment tool that if a selected competence **has less than 7 questions then all of them must be applied** to avoid weakening too much the effectiveness of this tool.

In the end, and after filling the tool, a report will be automatically generated and will help the practitioner to identify his/her own strengths, as well as the competences that need to be improved.

Self-Assessment Tool

PART A – Socio-demographic characteristics

1. Please, indicate your country: _____

2. What is the name of your organisation? _____

Please, answer the following questions, by choosing only **one option**.

3. Please, indicate your ethnicity:

Caucasian	○
Latino/Hispanic	○
Middle eastern	○
Black/African	○
Asian	○
Mixed race	○
I prefer not to answer	○
Other	○

Which?_____

4. Please, indicate your age range?

Under 25	○
25-34 years old	○
45-55 years old	○
Over 55 years old	○

5.What is the highest degree or level of education that you have completed?

Bachelor's degree	○
Master's degree	○
Doctorate degree	○
Other	○

Which?_____

6. Now many years have you been working as a practitioner in the Juvenile Justice Context?

Less than 5 years	○
Between 5 - 10 years	○
Between 10 - 15 years	○
Between 15 - 25 years	○
More than 25 years	○

7. Did you participated in any type of pedagogical certified training, with a national recognised qualification?

Yes	○
No	○

If yes, can you, please, specify which type of training (module, specialised course, etc…)?

_____

8. Do you have any certified training on child developmental psychology, deviances, special needs education or any other area that can be considered important when working with children and youth?

       Yes   ◯

       No   ◯

If yes, which one? _____

9. Did you participate in any kind of certified training concerning criminal correctional justice?

       Yes   ◯

       No   ◯

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PART B – Competences self-assessment

Please, read the definition of the indicated competence and after, choose the sentence that best suits you, according to your own experience.

A. Professional Values and Practice			
1. Values: *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.*			
Please, opt for one of the two sentences:			
1.1. I know and I understand the values in the Code and I show interest on reflecting about their application in juvenile justice practice.	○	○	**1.2.** I contribute to the debate and I promote the values in the Code amongst my peers and sector practitioners reflecting about their application and improvement in juvenile justice practice.
1.3. I know and understand international/national core values embedded in the Juvenile Justice context.	○	○	**1.4.** I contribute to improve the application and practice of international/national core values embedded in the Juvenile Justice context.
1.5. I apply and promote these values across all duties and responsibilities to provide an inclusive education.	○	○	**1.6.** I understand the importance of promoting these values across duties and responsibilities to provide an inclusive education.
1.7. I am aware and understand the models of desistance.	○	○	**1.8.** I apply the models of desistance and I deal with their limitations contributing to their further improvement.
1.9. I advocate the importance of rehabilitation through the integration of formal and social education and I actively promote their impact.	○	○	**1.10.** I am committed with the rehabilitation through the integration of formal and social education.
1.11. I critically reflect on my duties towards colleagues, learners and families and I support beginners in ethical doubts or trade-offs.	○	○	**1.12.** I know and understand the impact of my duties towards colleagues, learners and families.

Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

B. Knowledge and Understating			
2. Education in context: *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.*			
Please, opt for one of the two sentences:			
2.1. I adapt my practice to the features, goals and challenge (s) of juvenile justice education.	○	○	**2.2.** I know and understand the essence, function, purpose, features and challenge(s) of juvenile justice education.
2.3. I develop plans to counteract the challenges and difficulties specific to the juvenile justice system (compared with mainstream education)	○	○	**2.4.** I understand the challenges and difficulties specific to the juvenile justice system (compared to mainstream education)

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B. Knowledge and Understating

2. Education in context: *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.*

2.5. I design new practices, I criticise and promote, among colleagues, the impact, effectiveness and adequacy of the existing responses to juvenile crime, safeguarding the best interest of the child.	○	○	**2.6.** I know and understand the impact, effectiveness and adequacy of existing responses to juvenile crime, in terms of fulfilling the rights and best interest of the child.
2.7. I apply knowledge into developments within juvenile delinquency.	○	○	**2.8.** I promote and contribute to the developments within juvenile delinquency, among colleagues and local community.
2.9. I know and understand the contemporary contexts for education within juvenile justice, including the challenges of 'transition'.	○	○	**2.10.** I participate in actions to influence the juvenile justice education towards its adaptation to contexts, trends and evolution.
2.11. I develop and deepen understanding of praxis within the institution and across networks and wider criminal justice networks and systems.	○	○	**2.12.** I understand that educational practices in juvenile justice rely on two main pillars: normative and international standards.
2.13. I understand that educational practices within juvenile justice have to shift towards approaches that recognise, support, and develop the strengths of each learner as learners.	○	○	**2.14.** I develop and deepen understanding, collaboratively, in the application, governance and promotion of child-centred practice through self and shared reflection, contributing to evidence models of 'what works'.
2.15. I understand the paramount importance of engaging in the learning experiences: with learners, their families, and communities.	○	○	**2.16.** I actively engage in the learning experiences with learners, their families and communities
2.17. I develop collaboration on system development in improving access to education, securing engagement with networks and responsible agencies.	○	○	**2.18.** I know and understand the importance of system development on improving access to education
2.19. I develop, support and contribute to promote 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.	○	○	**2.20.** I know and understand the risks on inclusion and re-integration that juvenile justice entrants face.

Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

B. Knowledge and Understanding
3. Curriculum requirements, subject knowledge and pedagogy: *Knowledge and understanding of how the learning area/subject(s) delivered contribute to national curriculum, strategies and the 8 EU competencies; The ability to develop knowledge and understanding of curriculum development processes, including planning, implementation and evaluation; Relevant linguistic and pedagogical knowledge to deliver the curriculum.*

Please, opt for one of the two sentences:

3.1. I have 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.	○	○	**3.2.** I develop capacities to research and deploy learning from developments in curriculum/ subject specific strategies from international/EU mainstream and juvenile justice research.
3.3. I adapt my own practice regarding curriculum requirements in preceding and subsequent learning phases; I Promote and develop integration and re-settlement strategies.	○	○	**3.4.** I am aware of curriculum requirements in preceding and subsequent learning phases; complementing integration, transition and re-settlement strategies.
3.5. I collaborate in designing and promoting subject/discipline specific developments, putting in practice its application to curriculum developments and national strategies.	○	○	**3.6.** I access subject/discipline specific developments, understanding their application to curriculum developments and national strategies.
3.7. I know and understand the relationship between the planning, implementation and evaluation of the curriculum in context.	○	○	**3.8.** I plan, implement and evaluate the curriculum in context.
3.9. I know and understand how the curriculum is underpinned by desistance theory and its embedding in to the social curriculum.	○	○	**3.10.** I have a deeper understanding and I contribute to the strengthening of cross-phase curriculum developments to aid 'transition' into mainstream schooling and vocational pathways, promoting the 8 EU competences.
3.11. I contribute to critical evidence-based practice through collaboration with colleagues, institution and professional bodies to profile emerging sector specific pedagogical practice.	○	○	**3.12.** I know and understand how pedagogy drives teaching and learning in context, demonstrating strategies to adapt pedagogy to therapeutic strategies in inclusive education.
3.13. I understand how the curriculum is to be adapted and differentiated in meeting SEND.	○	○	**3.14.** I have deep knowledge on how to identify when the curriculum has to be adapted and differentiated in meeting SEND.

Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

B. Knowledge and Understanding			
4. Child development and learning: *The ability to develop knowledge and understanding about the factors that encourage and deter effective learning, considering the need to provide, for the holistic development of the child, collaborative and therapeutic approaches.*			
Please, opt for one of the two sentences:			
4.1. I examine and show an understanding of theories of learning and child development putting in practice the physiology of learning and psycho-social factors that inhibit learning, (including childhood trauma(s) and development delay/disruption).	○	○	**4.2.** I develop and raise awareness amongst colleagues, parents and families to understand the factors that support learning so that there is an institution wide impact on learners' learning, collaborating therapeutically in youth justice contexts and for transition.
4.3. I share observational learning and stimulate improved understanding of therapeutic approaches in developing educational functioning.	○	○	**4.4.** I understand maturation pressures/delays that inhibit access to learning/functioning impairments and adapts teaching and learning strategies.
4.5. I develop a network of practitioners sharing evidence of what works in adapting teaching practice and informing pedagogy.	○	○	**4.6.** I am aware and I understand of "what works" in teaching practice and pedagogy.
4.7. I understand the concept of 'trauma' impact on personalised learning across thinking and functioning for learning.	○	○	**4.8.** I develop a deeper conceptual understanding of 'trauma' to cover mental health, substance misuse and neuro-disability.
4.9. I know and I identify the factors that cause/influence delays in learning and development.	○	○	**4.10.** I develop 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.
4.11. I understand creativity in practice, recognising what classroom approaches can be inappropriate settings for effective learning.	○	○	**4.12.** I develop, contribute and promote 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.

Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

B. Knowledge and Understating			
5. Efficient behaviour management: *The ability to develop knowledge and understanding about the factors that encourage and deter effective learning, considering the need to provide, for the holistic development of the child, collaborative and therapeutic approaches.*			
Please, opt for one of the two sentences:			
2.1. I know and apply 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.	○	○	**2.2.** I develop systemic training in behaviour management and I collaborate with colleagues, in juvenile justice settings processes, planning strategies that are deployed from best practice.
2.3. I know and apply therapeutic models of behaviour adaptation in the production and application of basic 'individualised' behaviour strategies and the creation of routines and boundaries.	○	○	**2.4.** I develop awareness and apply 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.
2.5. I design and promotes, among co-workers, own practice to counteract the tensions associated with family detachment and the constraints associated with "containment".	○	○	**2.6.** I understand the tensions associated with family detachment and the constraints associated with 'containment' and secure conditions and how they conflict through behaviour.
2.7. I develop mechanisms for sharing effective practice and research with colleagues, based on empathy, communication, trust and mutual respect, making the learners feel safe and secure;	○	○	**2.8.** I understand and apply 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;
2.9. I recognise and accommodate behavioural needs associated with SEND.	○	○	**2.10.** I create and disseminate solutions for behavioural needs associated with SEND.
2.11. I know and understand the relevance of predictive strategies to anticipate disruption or serious escalation in incident management.	○	○	**2.12.** I develop my colleagues' awareness of predictive strategies to anticipate disruption or serious escalation in incident management.

Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

B. Knowledge and Understanding			
6. Special educational needs and disability: *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.*			
Please, opt for one of the two sentences:			
6.1. I develop practice guidance through adopting research and policy initiatives contributing to improved practice, knowledge and understanding amongst colleagues, learners and families of SEND processes.	○	○	**6.2.** I understand the functioning of teaching and learning in special education environments within juvenile justice education.

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B. Knowledge and Understanding			
6. Special educational needs and disability: *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.*			
6.3. I develop, 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);	○	○	**6.4.** I adapt my own practice and promote strategies, among colleagues, to tackle the basic features of special needs.
6.5. I am aware I am committed to know more about the special needs of own learners, and uses, under supervision, this knowledge to promote an inclusive approach.	○	○	**6.6.** I guide other colleagues about special needs of own learners to promote an inclusive approach; referrer learners speedily when diagnostic needs emerge.
6.7. I develop and deepen awareness of 'barriers' within transition and re-settlement pathways to SEND entitlements.	○	○	**6.8.** I am aware of the SEND entitlements, according with national and international legislation.
6.9. I develop through collaboration, learning strategies mapped into learning plans for desistance.	○	○	**6.10.** I am aware of the existing learning strategies, directed for SEND learners, to avoid desistance.
6.11. I identify and refer, to the relevant professionals, learners that display educational functioning delay that imparts progression in learning.	○	○	**6.12.** I develop earlier assessment and screening resources for learners who do not meet stringent SEND categorization, but who display educational functioning delay which impairs progression in learning.
6.13. I know and understand the importance of having a SEND culture in the institution, as well as the importance of including the families in the process of assessment.	○	○	**6.14.** I develop a whole institution culture of SEND collaboration working with the SEND Coordinator and families, helping colleagues develop and apply understanding of assessment and screening tools for SEND children.

Please, read the definition of the indicated competence, and after choose the sentence
that best suits you, according to your own experience.

B. Knowledge and Understanding			
7. Diversity and Culture: *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.*			
Please, opt for one of the two sentences:			
7.1. I develop collaboratively, inclusionary perspectives and themes within curriculum content, addressing discrimination (direct and indirect) and intolerance	○	○	**7.2.** I know the potential impact of cultural differences on learning process and is sensitive to diversity in keeping with professional values, equality legislation and desistance strategies.
7.3. I understand the importance of knowledge and practice from other cultures in the learning environment and within the curriculum content.	○	○	**7.4.** I develop strategies, in the learning environment, that allows the sharing of different knowledge and practices and I promote democratic values of citizenship, equity and diversity.

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B. Knowledge and Understanding			
7. Diversity and Culture: *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.*			
7.5. I develop, with my colleagues and wider institutional context, measures for promoting inclusion, principles, cultural differences and respect for diversity in teaching and learning environments.	○	○	**7.6.** I proactively address issues emerging in relation to cultural differences, inclusion and respect for diversity seeking to master proper strategies, methods and techniques.

Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

B. Knowledge and Understanding			
8. Additional needs: *The ability to acknowledge own responsibilities in recognising and meeting the additional needs of learners within youth justice contexts.*			
Please, opt for one of the two sentences:			
8.1. I know and understand 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.	○	○	**8.2.** I develop and design, according with the key features of additional needs, traumas and separations on learning, strategies that tackle/reduce them, based on a whole child education.
8.3. I develop and deepen awareness from external expertise and from evidence of "what works" in differentiated approaches to categorisation, assessment and planning for learning.	○	○	**8.4.** I know and understand the need to plan for differentiation, and how additional needs such as behaviour management are personalised.
8.5. I develop, adapt and promote teaching strategies to address additional needs in personalised education.	○	○	**8.6.** I acknowledge the value of teaching learners with additional educational needs under the guidance of a mentoring teacher and the support of therapeutic plans.
8.7. I know the common features of additional needs in secure settings and, under guidance, adopts teaching strategies accordingly.	○	○	**8.8.** I develop capacities in the training of teachers to understand the multi-layered nature of additional needs.
8.9. I know and I am up to date regarding the of the variety of teaching strategies to engage reluctant/resistant learners.	○	○	**8.10.** In collaboration with other colleagues, I develop creative practice opportunities to engage reluctant/resistant learners and map these into teaching strategies.
8.11. I develop and deepen collaboration with other educationalists/disciplines to meet additional needs beyond formal education goals.	○	○	**8.12.** I know how desistance plans address such needs and are incorporated in planning and meeting additional needs beyond formal education goals.

Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

B. Knowledge and Understanding
9. Assessment and communication: *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.*

Please, opt for one of the two sentences:

9.1. I develop and deepen whole institution's approaches for an effective communication with learners.	○	○	**9.2.** I know and understand how to incorporate the institution's strategies for communicating effectively with learners
9.3. I contribute and support colleagues in improving the information/documents by sharing protocols consistent with the individualisation of learning and achievements.	○	○	**9.4.** I implement the institutions information/document by sharing protocols consistent with the individualisation of learning and achievements.
9.5. I know and acknowledge the need to interact with such individuals/agencies based on internal protocols for information sharing in: transition, transfer and re-settlement.	○	○	**9.6.** I interact and collaborate actively with colleagues from inside and outside the institution, based on internal protocols, sharing information regarding child/youth transition, transfer and re-settlement.
9.7. I understand how/why making learning relation with each learner is critical to securing engagement, interest and motivation.	○	○	**9.8.** I design and promote practices, strategies and methods that secure the engagement, interest and motivation of the learners.
9.9. I actively engage and communicate effectively with families in the educative and desistance process.	○	○	**9.10.** I plan and consider the significance of families as partners in the educative and desistance process and the need to communicate effectively with them.
9.11. I know and understand the importance of a therapeutically based, resourced, managed and evaluated learning journey, that combine both educational and desistance priorities	○	○	**9.12.** In collaboration with colleagues, I develop training strategies that communicate how the learning journey is therapeutically based, resourced, managed and evaluated, and that combines both educational and desistance priorities to inform plans for re-settlement.
9.13. I develop empirical systems for monitoring effective communication with each learner - the core of all plans.	○	○	**9.14.** I am aware of the importance of communication, and I know concepts such as theory of mind, being seen by some as particularly important in achieving restorative practice.
9.15. I know and I am up to date about therapeutic models and also "what works" in other jurisdictions.	○	○	**9.16.** I develop professional practice and share evidence from 'what works' in other jurisdictions and from therapeutic models
9.17. I know and understand the relevance of sharing relevant information with parents, families and support agencies in concise language, identifying precise goals and obligations.	○	○	**9.18.** I develop 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…).

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Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

B. Knowledge and Understating			
10. Learning technologies: *The capacity to know and use technologies in any competence development, both in learners' learning and education professionals.*			
Please, opt for one of the two sentences:			
10.1. I encourage and enable digital literacy, using ICT creatively across the curriculum.	○	○	**10.2.** I develop and innovate in pedagogical practice using technologies to invest in 'blended learning' approaches.
10.3. I adapt 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.	○	○	**10.4.** From international best practice, I develop diagnostic assessment and learning resources to facilitate digital inclusion of all learners.
10.5. I develop 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.	○	○	**10.6.** I encourage learners to experiment and to develop their skills by 'playing' and taking risks, knowing they will be supported in doing so.
10.7. I promote and design activities that allow learners engagement and progression in learning and improvement in digital literacy.	○	○	**10.8.** I know and apply the use of technologies effectively to support progression in learning and improvement in digital literacy.
10.9. I know and apply learning technologies to enrich the social curriculum programmes including 'hidden curriculum' facilitation and adaptive behaviour modelling.	○	○	**10.10.** I develop and collaborate in promoting teaching and learning strategies that use learning technologies away from the classroom/workshop settings in ways that I enable and motivate learners.
10.11. I support and encourage other colleagues on how to use software learning programs and the Internet as professional tools.	○	○	**10.12.** I know how to use software learning programmes and the internet as professional tools.

Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

B. Knowledge and Understating			
11. Community context: *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.*			
Please, opt for one of the two sentences:			
11.1. I understand 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.	○	○	**11.2.** I actively promote the sharing of responsibilities and coherent communication among colleagues, to achieve rehabilitation goals.

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B. Knowledge and Understating

11. Community context: *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.*

11.3. I adapt my own practice regarding the perceptions within the community about the value of desistance and individual needs of children.	○	○	**11.4.** I understand perceptions within the community about the value of desistance and individual needs of children (e.g. maturation delays).
11.5. I develop, 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.	○	○	**11.6.** I know and acknowledge the importance that community actors and agencies have on the desistance process to achieve a robust transition and re-settlement.
11.7. I understand that community views can be harnessed to enhance learner outcomes, with reciprocal benefits in terms of community safety through embedded desistance principles.	○	○	**11.8.** I develop new practices that enhance learners' outcomes, by harnessing community views, with reciprocal benefits in terms of community safety through embedded desistance principles.
11.9. I develop mechanisms for reinforcing 'purposeful and meaningful belonging' amongst colleagues throughout the learner's journey at the institution; Share these principles with community actors.	○	○	**11.10.** I understand the importance of a "purposeful and meaningful belonging" throughout the learners' journey at the institution, and the importance of sharing these principles with community actors.
11.11. I know the importance of the development of an individual and integrated practice between education and training programmes and desistance practice.	○	○	**11.12.** I develop, in collaboration, integrated practice between education and training programmes and desistance practice investing relationally in personalised pathways to change and adaptation.
11.13. I understand 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.	○	○	**11.14.** I develop, 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.
11.15. I develop awareness across system networks regarding the linkage between maintaining education commitments and effective desistance within the community.	○	○	**11.16.** I recognise the importance of the linkage between maintaining education commitments and effective desistance within the community.
11.17. I develop deeper integration within/across institutions and promote the principles of social inclusion through re-habilitative integration.	○	○	**11.18.** I know and understand the relevance of a deeper integration across institutions to promote the principles of social inclusion through integration.

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Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

B. Knowledge and Understating			
12. Statutory frameworks: *The ability to comprehend the existing statutory framework related to education and rehabilitation and the specific responsibilities that arise from these.*			
Please, opt for one of the two sentences:			
12.1. I know and understand the extent and responsibility held under relevant 'duty of care' obligations.	○	○	**12.2.** I develop and deepen awareness of the inter-play between (and sometimes contested pressures) of meeting statutory obligations and the implications for professional practice in context.
12.3. I apply and promote legal entitlements and regulated activity.	○	○	**12.4.** I know and understand legal entitlements and regulated activity.
12.5. I develop and collaborate on improving institutional practice in meeting statutory duties.	○	○	**12.6.** I recognise the relevance for the institutional practice in meeting the statutory duties.
12.7. I know the importance of training to underpin desistance approaches in meeting statutory obligations.	○	○	**12.8.** I develop and strengthen training directed to underpinning desistence approaches in meeting statutory obligations.
12.9. I develop and apply learning from international research on effective offender management strategies that address subjectivities and structure in shaping effective rehabilitation.	○	○	**12.10.** I know and I up to date regarding international research on effective offender management strategies that address subjectivities and structure in shaping effective rehabilitation.
12.11. I understand curriculum entitlements and desistance strategies in the UN Charter and EU directives.	○	○	**12.12.** I deepen 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.

Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

C. Professional skills and application: planning, teaching, learning and assessment			
13. Lesson planning and learning objectives: *The ability to plan, develop and evaluate lessons/sessions and build from these, a set of individual learning objectives, taking in account the specificities of each learner (i.e. SEND and reluctant/resistant learners), preparing them for progression and lifelong learning.*			
Please, opt for one of the two sentences:			
13.1. I develop, and I help 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.	○	○	**13.2.** I understand and know that learning objectives must reflect educational plans that address and assess learners needs in their social/emotional and relational development evaluating their progress.
13.3. I recognise the barriers, in practice or in pedagogies that inhibit the achievement of learning objectives or its progression.	○	○	**13.4.** I develop, in collaboration, understanding and responses to barriers in practice or pedagogies that inhibit achievement of learning objectives its progression.

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C. Professional skills and application: planning, teaching, learning and assessment
13. Lesson planning and learning objectives: *The ability to plan, develop and evaluate lessons/sessions and build from these, a set of individual learning objectives, taking in account the specificities of each learner (i.e. SEND and reluctant/resistant learners), preparing them for progression and lifelong learning.*

13.5. I develop through practice evidence deeper institutional understanding of 'what works' ensuring the effective use of a differentiated approach to secure the learning objectives.	○	○	**13.6.** I have a general knowledge and understanding of "what works" and recognises the relevance of a differentiated approach.
13.7. I develop capacities to apply learning objectives, in ways that are creative and engaging for learners.	○	○	**13.8.** I know and recognise the relevance of creativity and engagement of learners in the learning objectives.
13.9. I know 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.	○	○	**13.10.** I develop and promote teamwork approaches in improving lesson planning structures through a whole institution approach to monitoring and improving teacher's planning.
13.11. I develop with other leaders'/colleagues' action plans for improvement that combine formal and non-formal objectives within individual learning plans.	○	○	**13.12.** I develop, 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.

Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

C. Professional skills and application: planning, teaching, learning and assessment
14. Learning support and environments
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.

Please, opt for one of the two sentences:			
14.1. I understand the role and purpose of educational support staff in juvenile justice learning contexts.	○	○	**14.2.** I develop whole institution culture of evaluation of support practice ensuring values and relationships underpin learning in all forms.
14.3. I develop and promote the collaboration and networks with specialists from other professional areas, having in mind the individual needs of the child/youngster.	○	○	**14.4.** I recognise the importance to collaborate with specialists from other professional areas depending on the individualised needs of the child/youngster.
14.5. I implement and review 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.	○	○	**14.6.** I know and I am 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.

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C. Professional skills and application: planning, teaching, learning and assessment
14. Learning support and environments
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.

14.7. I know and understand 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.	○	○	**14.8.** I develop from evidence and practice creative approaches of "what works", adapting environments of containment to learning at all levels and child/youngster needs.
14.9. I know and understand that the learning environment must stimulate access to learning, with safe and secure spaces structured to engage with learning.	○	○	**14.10.** I create and guide other colleagues in providing learners a learning environment that stimulates access to learning, with safe and secure spaces structured to engage with learning.

Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

C. Professional skills and application: planning, teaching, learning and assessment
15. Time management: *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.*

Please, opt for one of the two sentences:			
15.1. I recognise 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	○	○	**15.2.** I develop and share systems/protocols for time management and efficiency in juvenile justice settings, that tackle situational demands, inferior available time and lack of resources that arise
15.3. I promote, amongst colleagues, techniques that allow to maintain a balance between the work life and personal life.	○	○	**15.4.** I use time efficiently and effectively to enable and maintain a balance in their work-life within and beyond the institution.
15.5. I develop 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.	○	○	**15.6.** I know how to apply basic stress management techniques within the workplace cultures and practices.

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Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

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

16. Teaching strategies and resources: *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 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.*

Please, opt for one of the two sentences:

16.1. I know and understand the importance of applying institutional "whole-child" approaches providing an inclusive education for all learners based on inclusive values.	○	○	**16.2.** I develop 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.
16.3. I use 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.	○	○	**16.4.** I recognise the importance of teaching strategies, resources, as well as encouraging and modelling effective practice to identify standards and stimulate improvement through self and shared reflection in youth justice contexts.
16.5. I implement and promote 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.	○	○	**16.6.** I am aware and I understand 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.
16.7. I understand and know the relevance of adopting additional needs in planning and teaching strategies to secure inclusive learning.	○	○	**16.8.** I accommodate additional needs in planning, adopt teaching strategies providing flexibility in approach to secure inclusive learning with resources to enable such.
16.9. I know and apply, with supervision, engagement strategies where resistance or confusion risks learner withdrawal or where need is unmet.	○	○	**16.10.** I implement and promote, among colleagues, engagement strategies where resistance or confusion risks learner withdrawal or where need is unmet.
16.11. I develop and deepen 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.	○	○	**16.12.** I know and understand that learning and instruction should stimulate learners' prior learning, uniting prior knowledge with new learning objectives.
16.13. I know and understand 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.	○	○	**16.14.** I develop 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.
16.15. I develop with colleagues a professional network of good practices within the institutions and with the other institutions involved in the rehabilitation process.	○	○	**16.16.** I understand the importance of establishing a professional network of good practices within the institution and with the other institutions involved in the rehabilitation process.

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Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

C. Professional skills and application: planning, teaching, learning and assessment			
17. Institutional development and learning: *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.*			
Please, opt for one of the two sentences:			
17.1. I understand and apply institution policies and practices, promoting and facilitating their impact on teaching and learning within the institution.	○	○	**17.2.** I monitor institutional effectiveness using national inspection frameworks.
17.3. I develop strategies and approaches that promote teamwork and team building across disciplines fostering a "whole-child" approach.	○	○	**17.4.** I know and understand that teamwork and team building across disciplines fosters a "holistic child centred" approach. an approach that is 'whole-child' focused and improvement motivated.
17.5. I promote and strengthen the collaboration with parents/families consistent with individual plans for ongoing learning, desistance goals through and beyond transition.	○	○	**17.6.** I understand the importance of collaborating with parents/families consistent with individualised plans for ongoing learning, desistance goals through and beyond transition.
17.7. I recognise the relevance of educators in both re-enabling learning and in desistance approaches.	○	○	**17.8.** I develop pathways for colleagues in (emerging) specialisms within the sector, recognising them as critical educators in both re-enabling learning and in desistance approaches.
17.9. I develop and deepen 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'.	○	○	**17.10.** I know and understand the importance of articulating what works in desistance with the voice of the child, for empowering children and their "voice".

Please, read the definition of the indicated competence, and after choose the sentence that best suits you, according to your own experience.

C. Professional skills and application: planning, teaching, learning and assessment			
18. Assessment strategies and targets: *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.*			
Please, opt for one of the two sentences:			
18.1. I develop and promote, among colleagues, regulated learning using appropriate needs led assessment and reflective practice approaches.	○	○	**18.2.** I understand the relevance of regulated learning using appropriate needs led assessment and reflective practices approach, in juvenile justice contexts.

C. Professional skills and application: planning, teaching, learning and assessment
18. Assessment strategies and targets: *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.*

18.3. I monitor learners' progress through observation, peer and self-assessment, marking, targeted/effective questioning, and discussion.	○	○	**18.4.** I develop approaches, within the institution, to monitor learners' progress, through observation, peer and self-assessment, marking, targeted/effective questioning, and discussion.
18.5. I know and understand the relevance of using effective communication methods in the needs assessment process and reflective practice.	○	○	**18.6.** I develop and deepen effective communication methods in needs led assessment and reflective practice with additional needs recognised in learners'
18.7. I implement and contribute with new effective assessment resources and into education plans, as well as suggestions to tackle any situational constraints.	○	○	**18.8.** I understand the importance of having an effective assessment resources and tools, mapped into education plans with clear targets recognising situational constraints.
18.9. I develop, from international research, the concept of 'responsive teaching learning' recognising the unique demands on teaching and learning in secure settings.	○	○	**18.10.** I know and I am up to date regarding the existing concepts of "responsive teaching learning, and it's demands in secure settings.
18.11. I employ intelligent assessment strategies that focus on creative formative assessments capable of evaluation to inspire and track learning in more granular ways given the demographic.	○	○	**18.12.** I develop, 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.

Appendix I – Quotation information for the self-assessment tool

A – Scoring

The self-assessment tool is based on dichotomous questions, where the practitioner needs to place him/herself in one of the available options. See the example below:

Depending on the chosen sentence/option the practitioner will score 1 point (if the sentence is an indicator for Initial Training) or 2 points (if the sentence is an indicator for Ongoing Continuing Professional Development).

B – Results

After completing the self-assessment tool, a report will be automatically generated, showing the practitioner his/her results, namely: strengths, as well as the competences that need to be improved.

These results will be displayed by competence, by summing up the points that the practitioner had in the items correspondent to that specific competence. The following formula will be used to calculate the practitioner's score:

$$\textbf{Score} = ax + ay$$

Where:

a= number of questions of each type

x= type 1 questions

y= type 2 questions

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