

“EXPERIENCES: NEW METHODOLOGIES DESIGNED FOR TRAINING” Barcelona, 27 june

Development in the pedagogical model in education of prison officers in Norway

- This has been a long process. We started already in 1998
- It was a lot of discussions among the teachers
- We were inspired by the Swedish education and practical research in the pedagogical sector

From classroom to group work

- What is the best way of organizing an education
- The teachers went through a qualifying process in problem based learning with a lot of trying
- A process also with evaluations from the students

From focus on the teachers to focus on the learning process

- A new focus on the learning processes
- Where and how are the students developing their competence

From delivering of knowledge to searching for information and development of knowledge

- Traditional teacher role is to tell the students what they shall read and where to find it, or how they shall act or do things
- We all know that if we want to learn anything new we want to try ourselves and have some kind of guidance in the process

The role of the teacher

- **One teacher in the classroom with closed door**
 - This was the traditional way of teaching at KRUS in the last century
 - The students did not know what other students learned
 - We started the change in the end of the century

- **One teacher with responsibility for two groups of students**
 - The first step we took was to close down the classes and organize all the students into small groups of seven or eight members with their own group room
 - One teachers then got the responsibility for two groups
 - We also changed the curriculum from subjects to interdisciplinary themes
 - The teachers then had to be a supervisor in all the themes, not only teach in certain subjects
 - But after more than a year we experienced that many of the teachers felt lonely in their role. They had need of more cooperation daily with colleagues
 - The question was, how could we combine the close relation to the group of students and more cooperation with colleagues

- **Team of two teachers responsible for a class of 25 students which is divided into four basic or fixed groups**
 - The next step we took was a small step back. We reorganized the students in big groups of 25 (classes), but kept the small groups of seven or eight students. The group of 25, the class, was divided into 4 fixed groups.
 - The responsibility for the big group was given to a team of two teachers
 - One senior officer at the academy was linked to each class and cooperated with the team of teachers
 - The teachers in the team were still supervisors for the groups in all themes

- **The teams discuss and choose form of cooperation and responsibility for the groups of students**
 - The teachers in the team decide themselves how they shall cooperate and which one who shall have responsibility for which group

- **Each teacher must take part in every theme and has the same responsibility for the students. The role of the teachers is interdisciplinary**
 - It has been important to maintain the interdisciplinary model.
 - Experiences tell us that the teachers like to be involved in the whole education process at the academy and the students have more confidence in the teacher who follows them through the whole process.

- **Every teacher must held lectures in their field of specialty in the auditorium for all the students**
 - In spite the teachers work interdisciplinary, they have also specific knowledge in their competence, such as law or ethics.
 - We do want the students to take part in necessary theory and to be guides by specialist into new field, but only as a door opener

- **Schedule and themes in the education of prison officers. Every teacher is connected to a theme in a fixed group responsible for each theme with one of the teachers as a formal leader**
 - Each theme has its own schedule. When the student work with a theme, they only have that specific theme until it's ended with an exam
 - Depending of the teachers special competence in a subject they are connected to a group of teachers responsible for a theme
 - Every professional group has its own leader

- **The theme leader first make the curriculum and schedule together with the professional group and then with the other theme leaders and the head of studies**
 - The head of studies leads the group of theme leaders in the work with the curriculum and the schedule
 - The leader of a theme present the plans from the professional group and this group of professional leaders and head of studies then discuss and decide

- **The theme leader have a meeting with all the teachers in the department each week for supervision about the next week schedule and the students tasks**
 - Every week do the theme leader have a meeting with all the teachers or supervisors about the tasks for the students next week
 - This meeting secure that the students have the same challenges and that the supervisors know how to lead the learning process, whether it is group work, written individual work or role play

Why are we doing it like this?

- **It gives the teachers better understanding of the whole education and better insight in the prison officers role**
 - Our experience is that the teachers use their special competence more interdisciplinary and see the prison officers role more as a whole
 - It also brings the teachers with different professions into more interdisciplinary discussions and this discussions develop the education of prison officers as a certain profession
- **The teachers and the senior officers have a certain responsibility for a group of students during the education**
 - Teachers and senior officers cooperate around classes and supervise the students during the time of education and they also evaluate the students behavior and attitudes
- **The students are more open and work closer with teachers they know**
 - The learning process contains group work, written work, studies, role play, practical challenges and performance in the class room in front of the other student
 - This process require guidance and close supervision. Good quality in this process require respect, trust and openness. These factors are developed in a long and close processes
- **It is easier to discuss problems in the group with teachers they know**
 - Working in groups some time reveals conflicts
 - People don't like each other or they disagree in professional discussions
 - A teacher and a senior officer they know will earlier see these problems
 - A teacher or a senior officer must help the group and its members to grow on such conflicts because they shall work among people and with people
- **The teachers in the team have open doors for the students they are responsible for**

- **The students are usually working more effectively in a group where the members know all the other members**
 - **If one know the others one also know the strength and weakness among the members**
 - **Then it`s easier to recognize one`s own strength and weakness and to develop**

- **The students find the pedagogical model more relevant for the developing of their own knowledge and competence. They like the combination between lectures in the auditorium, discussions in the classroom and group work and to act in a prison wing**

- **The students deliver written assignments both as group work and individually work and have their own teachers as supervisors in the writing process**

- **The national board for higher education has accredited or approved the pedagogical model**

A pedagogical model can strengthened the ties between theory and practice

- **The supervisors must have supervision as the main part of their job and feel they have responsibility for the students and have experienced that they are an important part of the education**
- **The practical supervisors in the prison must know the theory the students have in their theoretical studies and be able to have discussions with the students about the connection between practice and theory**
- **The practical supervisors must be part of the theoretical education by having lecturers to the students in the prison about safety and security**

- **The practical supervisors must meet the teachers who deliver the theoretical part in the academy in the prison for discussions**
- **The teachers at the academy must take part in the education in the prisons during the practical part of the education**
- **The practical supervisors must take an active part in the evaluation of the students and thereby experience that they are an important part of the education**