Core competences of the adult learning professional working justice system

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Your data:

We repect the privacy of the experts willing to participate to this survey. This is why we kindly ask you just to share with us the type of organisations you come from and the country.

Please read the following items and give us your professional opinion if the described competences are characteristic for the adult learning professional working in the criminal justice system.

1 – not at all important

2 – less important

3 – equally important

4 – more important

5 – very important

1. Relevance of aspects regarding the domain personal characteristics:

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
possess a strong work ethic	○	○	○	○	○
be an honest and fair person	○	○	○	○	○
be malleable and adaptable	○	○	○	○	○
be responsible	○	○	○	○	○
be able to cope with pressure situations and setbacks in a proper and professional way	○	○	○	○	○
be able to maintain emotional control	○	○	○	○	○
be stress-resistant	○	○	○	○	○
leave their religious, political and gender outlook and values to themselves	○	○	○	○	○
be impartial and keep an attitude of "benevolent neutrality"	○	○	○	○	○
be able to respect the privacy and confidentiality of adult learners	○	○	○	○	○
be able to cope with criticism	○	○	○	○	○

2. Relevance of competences regarding the domain communication and team work:

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
be aware of relevant communications techniques	○	○	○	○	○
have the ability to interact with inmates in an assertive manner	○	○	○	○	○
have the ability to establish a relation of trust and respect	○	○	○	○	○
have the ability to exchanges experience and knowledge with others	○	○	○	○	○
have the ability to give and receive feedback to and from adult learners, colleagues and stakeholders	○	○	○	○	○
have the ability to cooperate with others and act as a team player	○	○	○	○	○

3. Relevance of competences regarding the domain autonomous lifelong learner:

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
know his role within the context of the criminal justice system	○	○	○	○	○
be interested in using the existing opportunities for personal and professional development	○	○	○	○	○
have knowledge of relevant recent developments in (academic) literature or study	○	○	○	○	○
be self-reflective	○	○	○	○	○
have the ability of critical thinking towards his/her own professional practice	○	○	○	○	○
be able to assess and manage his/her own learning needs	○	○	○	○	○

4. Relevance of competences regarding the didactical and methodological domain:

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
have knowledge and abilities regarding the area of teaching and related disciplines	○	○	○	○	○
have knowledge of learning methods (didactics) relevant for the learning processes of adult learners	○	○	○	○	○
identify and use the best learning resources tailored to inmates' needs and capacities	○	○	○	○	○
be able to integrate the learning material within the social and cultural background of the inmates	○	○	○	○	○
have knowledge of the different learning styles (approaches) of inmates	○	○	○	○	○
use various learning techniques (ICT, new media and social networks)	○	○	○	○	○
be critical and reflective towards available information and takes responsibility for the use of information in a prison setting	○	○	○	○	○
use adult learning theory in teaching	○	○	○	○	○

5. Relevance of competences regarding the domain motivating learners:

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
use methods and techniques to stimulate, motivate and empower adult learners	○	○	○	○	○
be able to create a stimulating learning environment for adult learners	○	○	○	○	○
be able to underline the relevance of the subject-matter for real life situations	○	○	○	○	○
use the learners' strengths and resources within the learning process	○	○	○	○	○
stimulate learners' confidence	○	○	○	○	○
structure the learning process in accordance with adult learners' needs	○	○	○	○	○

6. Relevance of competences regarding the domain assessment and management of the learning process:

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
be able to use different evaluation and monitoring techniques	○	○	○	○	○
be able to develop learning objectives in accordance with identified needs	○	○	○	○	○
be able to design and deliver programs, using different curriculum designs, adult learning theory, adequate resources and methods	○	○	○	○	○
be able to use various methods and curriculum designs in accordance with the learning styles and objectives	○	○	○	○	○
be able to assess and integrate outcomes within the complex frame of the learning process	○	○	○	○	○
be able to integrate the training programs into the ongoing rehabilitation process of inmates	○	○	○	○	○

7. Relevance of competences regarding the domain good facilitator of the learning process:

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
identify and use the learning resources of learners	○	○	○	○	○
encourages inmates' self-directed learning	○	○	○	○	○
be able to create a positive learning environment in which adult learners feel free to give their judgment or opinion on the learning process	○	○	○	○	○
have the competence to guide adult learners in their learning process and in further development toward, or as, fully autonomous lifelong learners	○	○	○	○	○
support the adult learner in reaching the objectives of the learning process and in following the defined learning strategy	○	○	○	○	○
be able to provide relevant and contextualized tasks and activities and also assess the outcomes	○	○	○	○	○
have the ability to change the learning strategy when necessary	○	○	○	○	○

8. Relevance of competences regarding the domain representation and inter-institutional collaboration:

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
understand the role of adult education in prison and the mission of the institution, within the broader judicial and criminal context	○	○	○	○	○
be able to represents the institution in working groups, meetings or events related to adult education	○	○	○	○	○
be able to understand the relation between different institutions and organizations involved in the rehabilitation of inmates	○	○	○	○	○
be preoccupied with improving adult education within the prison, in correspondence with the changes and needs of the society.	○	○	○	○	○

9. Relevance of competences regarding the domain management of groups in prison settings:

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
be able to identify and work with group dynamics	○	○	○	○	○
be able to identify, value and respect diversity	○	○	○	○	○
be aware of stigmatization, marginalization and social exclusion within inmate population	○	○	○	○	○
be able to promote equal opportunities and treatment of inmates	○	○	○	○	○
be able to deal with possible conflict situations	○	○	○	○	○
be able to create a safe learning environment, based on mutual respect and cooperation	○	○	○	○	○

10. Relevance of competences regarding the domain prison legislation and regulations

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
have good knowledge of prison legislation	○	○	○	○	○
be able to understand the principles of inspection, review of best practice reports and the self - evaluation process in prison education	○	○	○	○	○
be able to understand prison rules on security and the teachers obligations and responsibilities in the use of ICT, Health and Safety, and teachers professional conduct	○	○	○	○	○
be able to provide the directions of establishment's technical assistance needed to implement the plan of treatment of detainees	○	○	○	○	○

11. Relevance of competences regarding the domain managing adult learners with special learning needs:

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
be able to design and develop projects or activities at the level of specific groups in psycho-affective risk (drug addicts, patients with transmittable diseases, young adults and mentally ill)	○	○	○	○	○
have experience of working with inmates who may have little experience of education and training	○	○	○	○	○
be able to integrate learners' experience within the learning process	○	○	○	○	○

12. Relevance of competences regarding the domain understanding the specific of a prison environment:

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
be able to understand the limits of support and the boundaries of their role in relation with inmates	○	○	○	○	○
be able to deal with enclosed spaces and be used to the teaching setting within a prison	○	○	○	○	○
be able to understand the limitations of learning technologies in prison	○	○	○	○	○
be able to cope with and understand the organizational constraints of working within a context where security is paramount and in which fragmentation and discontinuity in learning can seriously affect planning and delivery of educational courses	○	○	○	○	○
be aware of appropriate dress code within a prison setting, regardless of prisoner group being taught	○	○	○	○	○
be sensitive to the complexities of prisons or closed institutions and have the ability to work positively within the inherent restraints	○	○	○	○	○

13. Relevance of related competences:

Adult learning professional working in the criminal justice system should:

	1	2	3	4	5
have IT skills for learning and administrative purposes	○	○	○	○	○
have time management skills	○	○	○	○	○
be able to deal with administrative issues, regarding the learning process	○	○	○	○	○
have basic knowledge of a foreign language	○	○	○	○	○
be able to identify and efficiently use existing resources and tools	○	○	○	○	○