

Professional Domain: Teaching in Juvenile Justice

A. 1. Professional Values and Practice

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
<p>Teachers should demonstrate that they understand and uphold the core values and commitments (the moral and ethical basis of teaching) enshrined in the National Code of Values/Standards and Professional Practice which underpins their key practice, knowledge and behaviour and their commitment to continuing professional development.</p>	<p>Situate their practice, 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 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 working inclusively with colleagues, learners and others who share educational and therapeutic responsibilities.</p>	<p>Know and understand the values in the Code and contribute to debate and reflection on their application in juvenile justice practice.</p> <p>Be aware and understand the <u>international core values for Juvenile Justice</u>, that help professionals define their own response to juvenile crime and deliver educational interventions within the domestic criminal justice system in the lives of children in conflict with the law, specifically:</p> <ul style="list-style-type: none"> • 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 	<p>Deepen knowledge and understanding and strengthen expectations through critical research publications, development training and self/shared reflection covering developments in educational practice and theory from emerging/established foundational knowledge enabling debate and reflection of values in practice.</p> <p>Practitioners should maintain research into desistance theory and its underpinnings/impacts to education as critical to maintaining a child-sensitive rehabilitative process.</p> <p>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.</p> <p>Understand and reinforce the main objectives of the criminal justice system and the guarantees it offers to offenders, children and adults.</p> <p>In collaboration with colleagues, deepen and develop understanding of research into inclusive educational practices.</p>

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		<p>(General Assembly resolution 45/113, annex);</p> <ul style="list-style-type: none"> • 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 <p>Demonstrate the application of these values across all duties and responsibilities to provide an inclusive education.</p> <p>Be aware and understand the role of education in justice settings on models of desistance and the primacy of rehabilitation through the integration of formal and social education.</p> <p>Know and understand their duties to colleagues, learners and families.</p>	