

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
<p>Child and youth learning professionals will have developed a knowledge and understanding of contemporary debates about the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented within juvenile justice contexts.</p>	<p>Know and understand contemporary debates about the nature and purposes of education within youth justice contexts.</p> <p>Know and understand the social and policy contexts in which the aims of education are defined and implemented within juvenile justice contexts</p>	<p>Know and understand the nature and purposes of juvenile justice education and its challenges as examined by key figures in the field of juvenile justice and important contemporary debates.</p> <p>Understand the challenges and difficulties specific to the juvenile justice system (compared to the mainstream education system) in systematic collection of evidence on the impact, effectiveness and adequacy of existing responses to juvenile crime, in terms of fulfilling the rights and best interest of the child.</p> <p>Apply knowledge and maintain insights into developments within juvenile delinquency, using juvenile justice system performance data, desistance best-practice and child protection goals.</p> <p>Know and understand the contemporary social and policy context for education within juvenile justice contexts, including the challenges of ‘transition’.</p> <p>Understand that educational practices in juvenile justice have to rely on 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, with the major purpose to facilitate the re-entry of children into society, in particular into the family.</p>	<p>Adapt own professional practice in light of research, policy developments and influence establishment practice - its mission and objectives - for meeting the whole child’s inclusive learning needs through effective practice in planning and leading.</p> <p>Combining self and shared reflection, utilise emerging trends in evidence based practice to shape change and adaptation of contextual juvenile justice educational theory and practice.</p> <p>Share reliable empirical data on crimes committed by children, the functioning of the juvenile justice system, the impact of various interventions on children and their rights and the effectiveness of the justice system in preventing crime and recidivism to inform improvements in inclusive teaching and learning.</p> <p>Deepen understanding of ‘transition’ best practice and reflect this in in-service training</p> <p>Stimulate reflective practice amongst colleagues on the distinctive challenges in juvenile justice education and contribute to professional development agendas in the linkage of desistance theory to educational practice.</p> <p>Shape and contribute to inclusive methods for whole-child learning in the context of strengthening institutional support for longer-term mental and behavioural health and social inclusion outcomes.</p>



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		<p>Understand that educational practices within juvenile justice have to shift from a deficit-based model focused on the “problems” with youth, the seriousness of their offenses, and the risks they pose to public safety, and toward approaches that recognize, support, and develop the strengths of each learner.</p> <p>Understand the paramount importance of engaging in the learning experiences students, their families, and communities to identify and support positive, long-term, educational, mental and behavioural health, and social outcomes.</p>	

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