

Ashley Youth Detention Centre Practice Framework

▪ *A Connected Community*



PRACTICE PRINCIPLES

We are mindful of how experiences can impact everyone differently and that we all have unique perspectives and needs.

We build healthy and positive relationships and provide experiences that support the development of new brain and body connections resulting in positive behaviours.

We create an environment where everyone can feel safe, secure and listened to by modelling empathy, trust, respect and regulation.

We are committed to giving young people a voice in decisions that affect them and encouraging them to participate in learning opportunities and skill development.

We provide opportunities for young people, their families and communities to connect and support to heal and strengthen relationships.

We acknowledge young people's identity and culture and provide opportunities to maintain connections to culture, to tell their stories and to share their culture in a safe environment.

Artwork courtesy of AYDC residents and staff.
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WE ARE

COMMUNITIES TASMANIA

KIND CONNECTED

COMMITTED
RESPECTFUL



Through collaboration and excellence in trauma-informed practice, work with young people to address their offending behaviour and develop social responsibility.

Working together to maximise a young person's potential and participation on return to the community.

The role of AYDC is governed by the *Youth Justice Act 1997* which was proclaimed in February 2000. Consistent with the *Youth Justice Act 1997*, AYDC has 3 broad objectives:

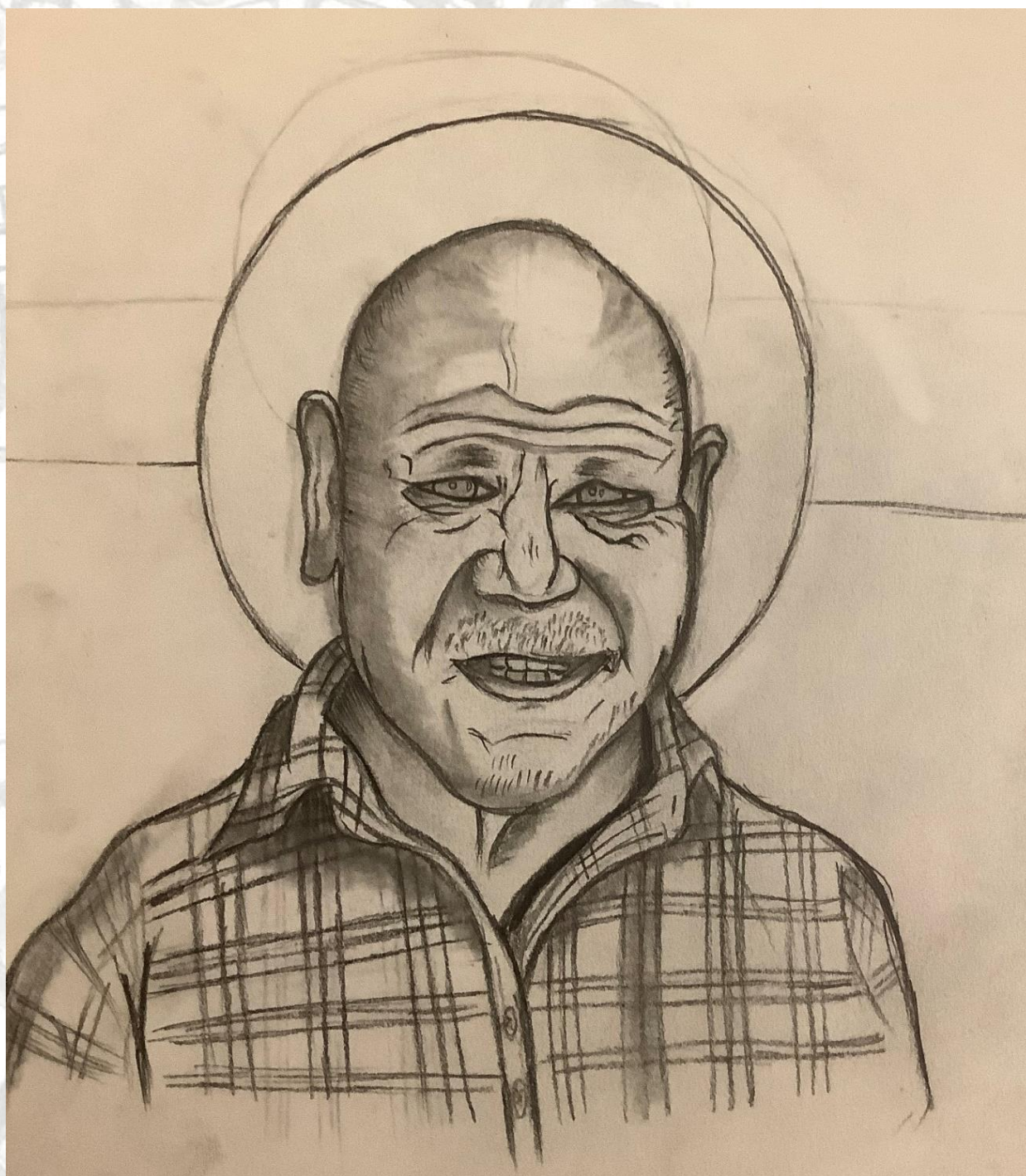
- To provide a therapeutic, safe and secure environment for young people on detention;
- To contribute to community safety and confidence;
- To provide opportunities for the rehabilitation and reintegration of young offenders.

AYDC uses a strengths-based approach to build relationships that foster felt safety, communication, respect and achievement of goals resulting in healthy young people and staff. We do this through modelling pro-social behaviour, accountability, active listening, play, problem solving, recreational learning, recovery, restorative practices, resource building and wellbeing.



Acknowledgement of Country

We acknowledge and pay respects to the Tasmanian Aboriginal Community, the palawa people of lutruwita, as the traditional and original owners, and continuing custodians of the land on which we gather today and acknowledge Elders – past and present.



Artwork A completed by young Aboriginal person



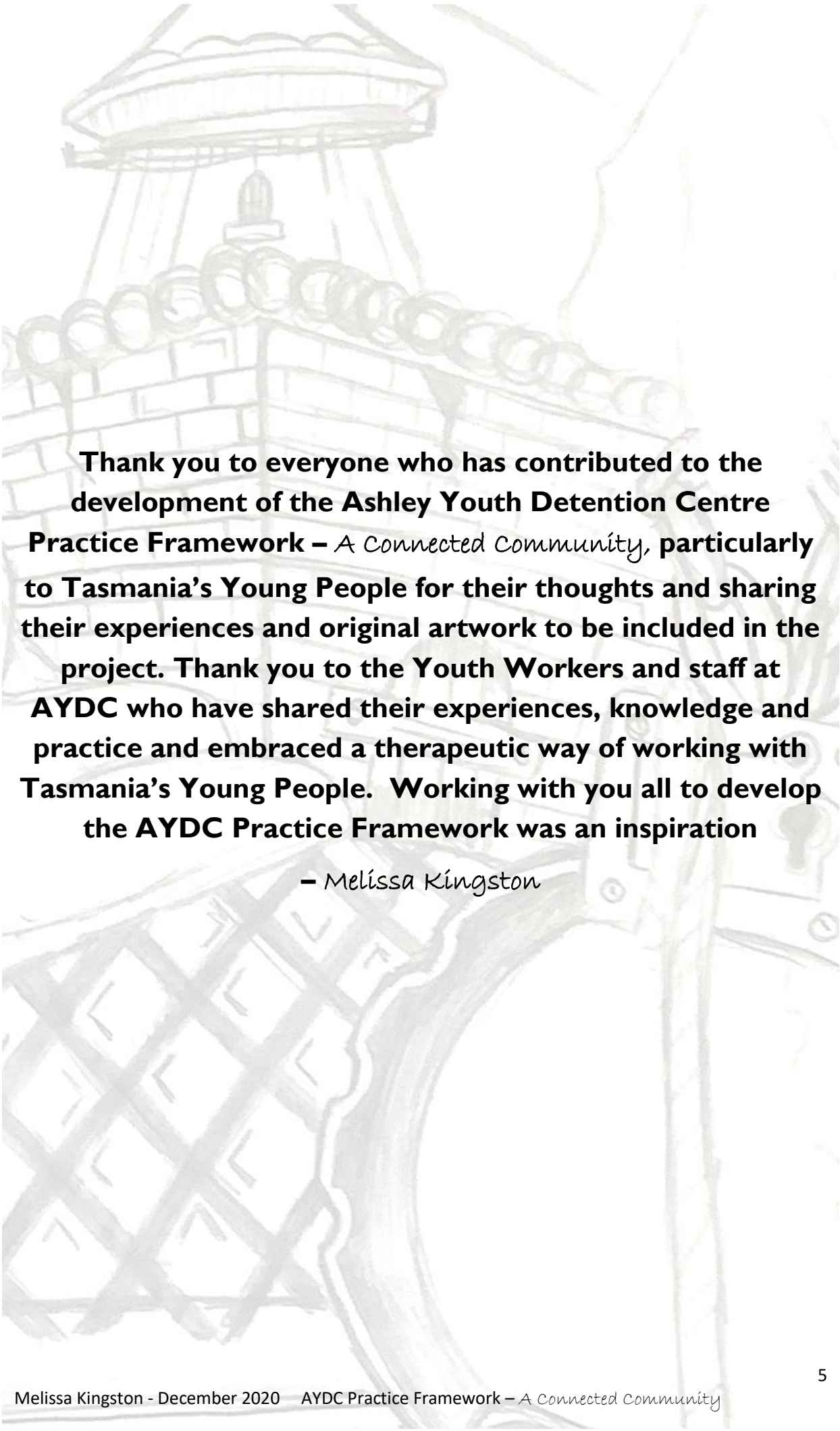
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Thank you to everyone who has contributed to the development of the **Ashley Youth Detention Centre Practice Framework – A Connected Community, particularly to Tasmania’s Young People for their thoughts and sharing their experiences and original artwork to be included in the project. Thank you to the Youth Workers and staff at **AYDC** who have shared their experiences, knowledge and practice and embraced a therapeutic way of working with Tasmania’s Young People. Working with you all to develop the **AYDC Practice Framework** was an inspiration**

– Melissa Kingston



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Introduction

Ashley Youth Detention Centre (AYDC) is the sole Juvenile Justice Centre in Tasmania and sits within the Department of Communities Tasmania. It operates 24 hours a day, 365 days a year and accommodates up to 40 young people between the ages of 10 – 18 years. AYDC provides therapeutic and trauma-informed care to young people who have been sentenced or remanded in custody at the Centre by the Courts.

AYDC uses a strengths-based approach to build relationships that foster felt safety, communication, respect and achievement of goals resulting in healthy young people and staff. This is achieved through modelling pro-social behaviour, accountability, active listening, play, problem solving, recreational learning, recovery, restorative practices, resource building and wellbeing, to prepare young people to return to the community. Together with the programs and services that are offered on site AYDC staff seek to create safety and address the causes of young people's offending behaviour and criminogenic needs. The AYDC environment is influenced by the Australasian Youth Justice Administrators Standards for Juvenile Custodial Facilities and the United Nations Convention on the Rights of Child. AYDC incorporates the United Nations Standard Minimum Rules for Administration of Juvenile Justice ("The Beijing Rules") and Custodial Inspectors Standards providing a benchmark for service provision. The AYDC Practice Framework also supports the National Principles for Child Safe Organisations.

At AYDC we are mindful that many young people at here have been impacted by trauma and some have substance use issues, are or have been homeless, have a disability, display challenging behaviours and/or have mental health issues. We arrange specialist interventions at every opportunity, on site, as well as providing therapeutic interventions within the secure environment.

A Literature Review in Best Practice in Provision of Therapeutic Custodial Youth Justice Services provides the evidence base for trauma-informed best practice that has formed the AYDC Practice Framework. The framework is specific to the unique practice environment of AYDC and designed to support staff to develop their expertise to undertake targeted therapeutic interventions in working with young people from across Tasmania, in a Detention Centre environment. Staff at AYDC were involved in the development of the AYDC Practice Framework and the Practice Principles.

A trauma-informed AYDC Learning and Development Framework has been developed incorporating the practice principles of the AYDC Practice Framework and will guide the training to be delivered for staff in relation to the knowledge, principles and theories behind the Practice Framework. Structured, staff induction and ongoing workforce development across the operational and AYDC Team Support ensures learning pathways and professional development are available throughout the AYDC workforce and are reinforced and supported through regular supervision and a suite of experiential learning strategies.



Why a Practice Framework?

A Practice Framework identifies the values, principles and elements of how we work. It needs to be clear and easily understood by everyone using the framework. It provides an agreed understanding of how to operate as an agency and what services; the community, families and young people can expect. AYDC staff have been involved in the development of the practice principles within the framework and have a clear understanding of the principles and how to apply them to their practice.

The AYDC Practice Framework is a therapeutic, evidence-based framework which clearly states the practice principles for AYDC using shared knowledge bases and a common elements approach to guide how we work in a therapeutic way with young people in detention. The framework is specific to the unique practice environment at AYDC and designed to support staff to develop their expertise to undertake therapeutic interventions in working with young people who have experienced trauma and are remanded or in custody in a detention center environment. The AYDC Practice Framework is incorporated in all recruitment, induction, ongoing learning and development opportunities, service delivery, policies and procedures and future planning and applies to all AYDC employees across the AYDC workforce.

What is a Common Elements Approach?

There are many theories, models, frameworks and approaches available on how to work with young people who have experienced trauma. All these concepts have common elements that can be utilised to work young people. There is no specific approach that is guaranteed to work with everyone, on every occasion, so we have developed a tool kit of several approaches that we can use at AYDC. The AYDC Practice Framework incorporates the common elements identified in *A Literature Review in Best Practice in Provision of Therapeutic Custodial Youth Justice* and forms a framework that is unique to the AYDC environment and way of working. Many current therapeutic approaches share commonalities and highlight the impact on staff in working in a detention centre environment and the high risk of vicarious trauma. Throughout current literature it is well documented that staff in detention centres need to feel safe, supported by management, have policies and procedures in place that support trauma-informed practices, to have access to training, to have a toolbox of therapeutic tools to use, to have regular supervision and debriefing as required and ensure that they have opportunities for self-care in order to care for young people.



Artwork B completed by young people and their youth worker at AYDC



Therapeutic and Trauma-Informed Practice

Words such as trauma, therapeutic and trauma-informed care are often used without a clear definition as to what is meant by the terms. When children and young people experience trauma and adverse childhood experiences (ACEs) such as abuse, neglect, witnessing family violence, insecure attachment, death of a parent, not having their developmental needs met by their caregiver, exposure to drugs and alcohol, and caregivers with mental health issues, this can change the way that their brains develop. The impact of this trauma on the developing brain has been evidenced through neuroscience. Young people's brains can be nourished and continue to grow, with some of that damage repaired, when the right care and conditions are provided to young people, including support from significant others and professionals providing trauma-informed and therapeutic care.

We know that experiencing trauma impacts brain development in early childhood and can alter the survival part of the brain. We also know that intergenerational trauma can occur when trauma is transferred from one generation to another. Therefore, we need to work with young people in ways that acknowledges young people's experiences, understands their responses and triggers, and offers opportunities to learn new responses and behaviours by developing new neural pathways.

While there are obvious benefits to staff having a clear understanding of young people's responses to trauma, staff also need to be aware of their own experiences, possible triggers and how they respond. They also need to access supports as needed to ensure their own wellbeing and wellbeing of others.



Artwork C completed by young person at AYDC

The AYDC Practice Framework has a clear focus on relationships, family, felt safety, community and culture. It is a strengths-based framework that applies restorative practices. Young people are at the centre of decision making and staff are provided the support and training that they need to work in a therapeutic way. Support is given to staff through the AYDC Learning and Development Framework, which provides training opportunities and resources for all AYDC staff to gain new knowledge and skills in therapeutic practice, including opportunities for on-the-job learning.



Charter of Rights

for **Tasmanian children** and **young people**
in out of home care

These are your rights as a child or young person living away from your parents and in out of home care. All of these rights are important - some might be more important to you than others. That is why they are not in any particular order. Each right is followed by some examples of how the right might work in daily life.

This Charter establishes that **all children** and **young people** living in **out of home care** in **Tasmania** have the following **rights**:



1 I have the right to be safe and feel safe

This includes:

- not being abused or hurt
- not being physically punished
- feeling safe where I live
- not being moved around a lot
- feeling cared for and living with people who care for me
- having someone to talk to if I am unhappy or I don't feel safe
- not being verbally abused

2 I have the right to receive health care when it is needed

This includes:

- having a health check when I first go into care
- being able to see a doctor or dentist or counsellor or other health care worker when I feel the need to
- getting healthy food and time to exercise and play

3 I have the right to be consulted and listened to seriously about decisions that affect me

This includes:

- being told why I am in out of home care
- being told what plans have been put in place for my future
- having a say in what those plans are and in the sorts of support that will be given to me
- having a say about decisions affecting me such as where I go to school, what clothes I wear, who my friends are and how I spend my time

4 I have the right to have regular meetings alone with my worker

This includes:

- having a worker who is there for me
- having someone to complain to if I am unhappy about the way I am being treated or if I am not feeling safe

5 I have the right to be treated fairly and with respect for who I am

This includes:

- being able to feel good about myself
- being able to relax and have fun
- not being discriminated against
- being treated as an individual
- being accepted for who I am

6 I have the right to identify with my culture and community and to observe my chosen religion

This includes:

- learning about my background and my family's heritage
- being able to go to religious ceremonies if I want to
- having contact with cultural elders and leaders
- taking part in artistic and cultural activities

7 I have the right to have safe contact with my family and people who matter to me

This includes:

- having regular and safe contact with:
 - brothers and sisters, cousins and other family members who are important to me,
 - friends and former carers if that is what I want
- having a say about people I don't want to spend time with

8 I have the right to have an education and to gain life skills

This includes:

- being able to go to school and get training
- being able to learn how to act responsibly
- being able to learn skills for living as independently as I can when I leave care
- having somewhere quiet to study
- being supported and encouraged in these things

9 I have the right to have my privacy respected

This includes:

- having my own things
- having a private space
- knowing that personal information about me is shared only where it is needed and by adults who have a right to know

This is who **I can call** if I need extra **help**:

Child Advocate	1800 549 725 / 0419 970 181
CREATE	1800 655 105 / (03) 6223 7749
Child Safety Service	1300 737 639
Commissioner for Children and Young People	(03) 6166 1366
Kids Helpline (24 hour)	1800 551 800

Although these are **my rights**, I have the **responsibility** to **respect other people's rights** and **property** and to **respect what they have to say**.



Tasmanian Government

CCYP
Commissioner for Children and Young People Tasmania

create
RESPECTED

FOSTER AND KINSHIP CARE
REGULATORY
TASMANIA



AYDC Purpose, Vision and Role

The purpose of AYDC, the vision and role are:

Purpose:	Through collaboration and excellence in trauma informed practice, work with young people to address their offending behaviour and develop social responsibility.
Vision:	Working together to maximise a young person's potential and participation on return to the community.
Role:	<p>The role of AYDC is governed by the <i>Youth Justice Act 1997</i> which was proclaimed in February 2000. Consistent with the <i>Youth Justice Act 1997</i>, AYDC has 3 broad objectives:</p> <ul style="list-style-type: none">▪ To provide a therapeutic, safe and secure environment for young people on detention;▪ To contribute to community safety and confidence;▪ To provide opportunities for the rehabilitation and reintegration of young offenders.

Department of Communities Values

The Department of Communities is a values-based organisation. Our aim is to attract, recruit and retain people who uphold our values and are committed to building a strong values-based culture. Our values and behaviours reflect what we consider to be important. The key elements of the Department of Communities Tasmania Strategic Plan are that we are *Committed, Respectful, Connected* and *Kind*. These elements underpin the way we work with young people, each other and our partners. These values were chosen by Department of Communities staff to assist with shaping our identity, guiding our behaviours and to provide a framework for accountability in the work that we do.

Communities Tasmania is committed to building inclusive workplaces and having a workforce that reflects the diversity of the community we serve. We do this by ensuring that the culture, values and behaviours present in Communities Tasmania enable everyone to be respected in the workplace and have equal access to opportunities and resources. We recognise and respect individual differences as well as people's career path, life experiences and education, and we value how these differences can have a positive influence on problem solving, team dynamics and decision making within our organisation.

Communities Tasmania does not tolerate violence, especially violence against women and children.



AYDC Practice Framework – A Connected Community

AYDC uses a strengths-based approach to build relationships that foster felt safety, communication, respect and achievement of goals resulting in healthy young people and staff. We do this through modelling pro social behaviour, accountability, active listening, play, problem solving, recreational learning, recovery, restorative practices, resource building and wellbeing.

A strengths-based approach is client-led and focuses on goals, outcomes and the strengths that young people already have, which serve as a foundation for all future work. We strive to build positive relationships by listening to young people, modelling respect and valuing young people. We show them that they matter by offering them choices where possible and giving them a voice. We use natural consequences and opportunities for young people to be accountable for their actions through restorative practices. We partner with young people when they are setting goals by supporting positive choices and helping to plan their return to the community.

We model pro-social behaviour and provide learning opportunities for how to interact and communicate within the community. We use opportunities in play and recreational learning for young people to learn how to be a valued part of their community and contribute in a positive way which helps strengthen connections and wellbeing.

There are 6 AYDC Practice Principles which form the Practice Framework.



AYDC Practice Principles

We are mindful of how experiences can impact everyone differently and that we each have unique perspectives and needs

By being mindful we are acknowledging, understanding and showing awareness without judgement that we all have different experiences. Some of these may be healthy and loving experiences where we were nurtured and encouraged to develop new skills, grow and reach our full potential. Other experiences may be traumatic, including adverse childhood experiences (ACEs) such as neglect, abuse, witnessing family violence and insecure attachment to a caregiver, all of which can impact negatively on children and young people's development.

Everyone has different experiences; we are all unique and respond in our own way to the experiences we have. Even if two people have a similar experience they will physically and emotionally respond in their own way. Because of this we are mindful that we all have differences in how we do things and what we say, and we all have different ways of working through our unique perspectives.

At AYDC we are mindful that young people and staff have experienced different levels of trauma in their lives and that there will be a range of impacts and behaviors that we may see. We show each other empathy and are curious about young people's experiences and ask what they need. We support young people to work through the impacts of trauma in their lives by using strengths-based and trauma-informed approaches. Staff are supported through supervision and learning and development opportunities.



Artwork D completed by young people at and their youth worker at AYDC

What this means for young people at AYDC...

Young people at AYDC are given the opportunity to share their experiences in a supportive and safe environment. Young people's perspectives are acknowledged, listened to and supports are provided as needed by everyone. We encourage young people to try new educational opportunities and recreational activities to develop an understanding of their own needs and to learn and experience different life values. Young people can develop an understanding of natural consequences for their behaviour and decision making and understand the impacts on those around them including their peers and staff.

Young people at AYDC have the right to be treated fairly and with respect and have access to health care as needed (Charter of Rights).



AYDC Practice Principles

We build healthy and positive relationships and provide experiences that support the development of new brain and body connections resulting in positive behaviours.

Neuroscience gives us the evidence that traumatic experiences impact the brain, and that fear and perceived threats can cause the body to go into fight, flight or freeze responses. These are survival responses. At AYDC we are mindful that damage may have been caused to a young person's developing brain when they have experienced trauma and we adapt our approach to provide them with an alternative healthy and positive experience.

We know that when young people are unable to regulate their emotions, they are also unable to make good decisions or think clearly and may display challenging behavior. By providing repetitive and supportive opportunities to learn and build new neural connections we can assist a young person, through co-regulation, to learn new ways of responding until they are able to learn safely to regulate themselves. Adults can also learn new behaviors and ways of responding when we experience triggers or the inability to regulate ourselves.



At AYDC we offer young people opportunities to learn and develop new skills and behavior, and we encourage personal development, education and work opportunities through programs, recreational activities and formal education that can help them succeed when they return to the community. Programs and activities that include play, participation, time in, connection, physical activity and time to reflect on new skills, as well as ensuring young people have adequate rest and that their nutritional, physical and mental health needs are met, provide the best conditions in which young people can make new neural connections in their brain. These new brain and body connections can assist with developing new responses and behaviours. **Artwork E completed by young people and their youth worker at AYDC**

What this means for young people at AYDC...

Young people at AYDC have access to programs to explore what safe relationships look and feel like. Programs and recreational activities are designed to give young people the opportunity to experience relationship building and communication and learn new ways to positively interact with their peers, adults, services and the community. These experiences also encourage young people to learn to value themselves and what they can contribute.

Young people at AYDC have the right to speak to their workers (Charter of Rights).



AYDC Practice Principles

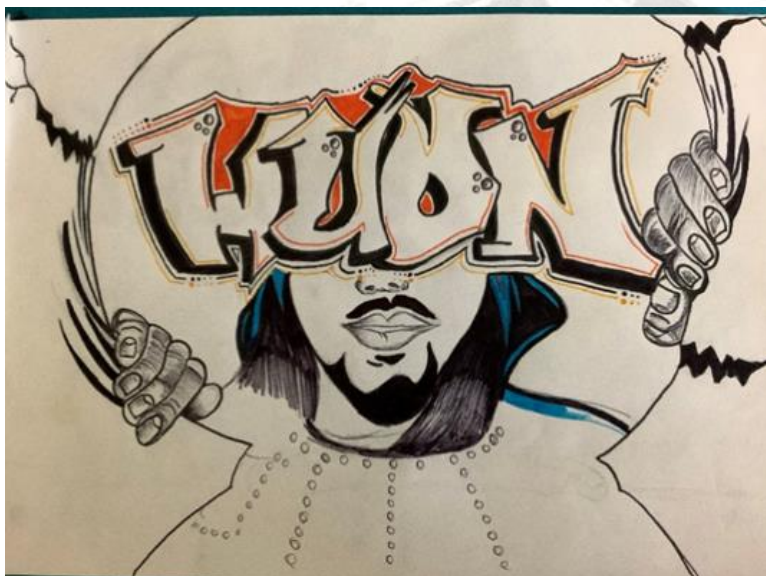
We create an environment where everyone can feel safe, secure and listened to by modelling empathy, trust, respect and regulation.

We all have the right to be safe but the conditions that make us *feel* safe are different for each person. In order to deliver “felt safety,” we need to be attuned to what makes young people and adults feel emotionally and physically safe and adjust our behavior and the environment to meet those needs. Felt safety is achieved by building strong relationships that are based on empathy, trust and respect. Felt safety is assisted through a sense of security and knowing that you will be listened to when you speak up or when you have something to say.

Young people need to feel safe if they are going to be able to learn and develop new skills and behaviours. If they are stuck in a cycle of fight, flight or freeze responses they will be unable to learn or interact with others in a safe way.

At AYDC we attempt to be timely and predictable in our responses to encourage a feeling of safety. We also attempt to ensure that any responsive intervention matches any level of risk at the time. AYDC staff need to be aware of their own triggers and reactions, and consistent in the way they responses to situations. The use of positive words helps to build therapeutic relationships, enables staff and young people to feel valued, and makes AYDC a safer place. Staff encourage pro-social behavior through pro-social modelling and have access to staff debriefing and ongoing learning and development opportunities to understand their own ways of regulation and coping. By staff having an awareness of their own physical and emotional reactions they can assist with recognising when young people need assistance with co-regulation and respond in an immediate way.

Artwork F completed by young person at AYDC



What this means for young people at AYDC...

Young people need to feel safe and secure in order to build relationships based on trust and respect. This may be the first time a young person has had a safe adult in their lives. Staff modelling pro-social behaviour assists with self-awareness for young people and assists to build overall wellbeing.

Young people at AYDC have the right to be safe and have their privacy respected (Charter of Rights).



AYDC Practice Principles

We are committed to giving young people a voice in decisions that affect them and encouraging them to participate in learning opportunities and skill development.

Young people need to be directly involved whenever possible in decisions about them. They need to have their voices heard and be clear on who they can speak to and know that they are being listened to. Sometimes decisions will need to be made by other people, and sometimes young people cannot have the option that they would like. However, there are opportunities to ensure that young people at AYDC do have a voice and are offered choices whenever possible. These may be small choices from what they can have to eat, or they may be bigger choices in relation to setting goals for their future.

Choices and having a voice give young people the opportunity to learn about setting goals and achievement and give them a sense of dignity and respect. Natural consequences are a learning opportunity that, when supported, assist to build resilience. When adults assist young people by explaining options, exploring consequences and having young people involved in decision making there is an opportunity to give encouragement, to understand what the choices are and to learn about possible consequences of their choices, which allows young people to learn and build accountability for actions. At AYDC young people are encouraged to participate in programs and educational opportunities to assist with rehabilitation and connection on return to the community to build their futures.

What this means for young people at AYDC...



Young people are involved in decisions about them wherever possible and they have choices offered when choices are available. Young people learn to be accountable for their decision making and are supported to work through the consequences of their decisions and actions. They learn that through communication and problem solving they can make positive decisions and have their voices heard. Young people's voices need to be at the centre of decision making wherever possible. Young people need encouragement to set goals now and for their future and every opportunity to empower young people to participate in educational opportunities and skill development. **Artwork G completed by young people with their youth worker at AYDC**

Young people at AYDC have the right to be consulted and listened to seriously about decisions that affect them, young people at AYDC have the right to have an education and gain life skills (Charter of Rights).



AYDC Practice Principles

We provide opportunities for young people, their families and communities to connect and support to heal and strengthen relationships.

The purpose of AYDC is to work with young people to address their offending behaviour and develop social responsibility. Young people need resources and support to rehabilitate and address criminogenic needs to successfully return the community. Young people need to be able to heal and to feel safe, to then be able to work on developing positive peer and adult relationships that model how they can connect within their own communities.

AYDC encourage family involvement when it is safe for the young person and any risk factors have been addressed. Young people and their families need opportunities to heal, reconnect and communicate in a safe, patient and respectful way. Damaged relationships can take a long time to heal and can be a significant part of a young person's recovery. At AYDC we acknowledge that all families do some things well and all interactions are an opportunity to impact change.

From the time a young person enters AYDC we begin exit planning: What is it that this young person needs to address? What are their goals? What do they need in order to be released and have stable support within their family and in the community? We address these issues through pro-social modelling, restorative practices and opportunities to learn life values such as how to manage when things do not go as they would like to, learning about permission, accountability, authority and consequences of the choices they make.

One of the roles of AYDC is to contribute to community safety and confidence. This is achieved by providing opportunities for young people to safely reintegrate back into the community. For young people to successfully return to the community they need strong relationships, opportunities to learn and connect, and ongoing support within the community.

What this means for young people at AYDC...

Young people are given opportunities to participate in programs and access supports. Young people learn to value themselves and build a positive connection with family and significant people in the community who can provide them with support, so they are able to maximise their potential and participation when they return to the community.

Artwork H completed by young person at AYDC

Young people at AYDC have the right to have safe contact with my family and people who matter to me (Charter of Rights).



AYDC Practice Principles

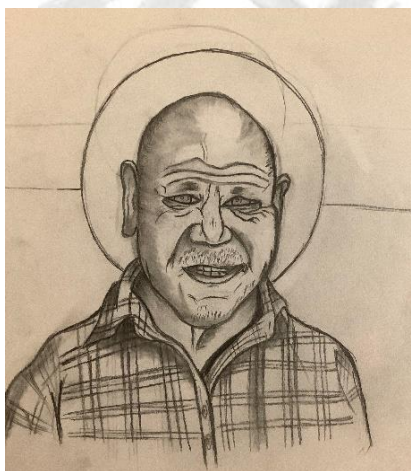
We acknowledge young people's identity and culture and provide opportunities to maintain connections to culture, to tell their stories and to share their culture in a safe environment.

We all need a sense of identity—who we are. This may change and develop over time, and young people at AYDC will still be working out who they are and want to be. They are developing values and beliefs through their experiences and relationships. Identity involves many things including gender, sexuality, religion, spirituality and moral attitudes and values. It is important that young people have their sense of identity acknowledged in a safe environment and that supports are available for young people.

At AYDC we also must acknowledge young people's culture and ensure that opportunities are provided to maintain connections to culture, including learning about their culture, the ideas and customs within their culture and social practices and ceremony. Where possible, young people are encouraged to engage with local community organisations such as Aboriginal Services and Migrant Resource Services to have opportunities to have community support by building connections and belonging.

Young people need to feel safe at AYDC to be able to tell their stories and share their culture with their peers, the workers at AYDC, their families and the wider community. At AYDC we encourage culturally sensitive practice, the involvement of community-based services and cultural opportunities. We acknowledge that some young people have a cultural trauma history that is further impacted by being in custody and we are mindful of the impact for young people and their families. We empower young people to develop and maintain positive connections with their culture to support their transition back to the community and lifelong connections.

What this means for young people at AYDC...



Young People are given opportunities to develop a positive sense of identity. Young people are respected for their positive life values and beliefs and encouraged to develop their sense of identity. Young people have access to services to learn about and practice their culture and to participate in programs such as art to build on cultural connections. Opportunities to access cultural connections within the community are encouraged.

Artwork A completed by young Aboriginal person

Young people at AYDC have the right to identify with their culture and community and to observe their chosen religion (Charter of Rights).




Therapeutic Practice Examples at AYDC

There are great examples of therapeutic and trauma-informed practice occurring at AYDC every day. This practice involves all AYDC staff, Youth Workers, Operations Co-ordinators and Ashley Team Support walking alongside the young people at AYDC.

Here are just some of the great examples of how AYDC staff work in a therapeutic way with young people at every opportunity.

Youth Worker notices young person is starting to escalate and intervenes by asking young person if they would like to come and shoot some hoops on the basketball court. This gives the young person an opportunity to take some time out and co-regulate with the youth worker, also to burn off some energy and talk through what is happening for them.



Staff versus young people volleyball matches. This is a great opportunity to burn off some energy and learn about competition, boundaries and winning and losing in a safe environment, it also helps to build stronger relationship and learn about life values.

Young person is upset that they cannot see someone they care about for a special occasion. Youth Worker talks through with young person how they are feeling and offers to assist to make a card or write a letter. Youth Worker helps the young person to make a card to the person and then arranges for it to be posted.


Worker gives a young person a high five and acknowledges when they have achieved something or shown good behaviour. Worker tells young person what they have done well and congratulates them for their achievement.

Youth Workers taking the lead in working on art projects with young people to be displayed in the centre.



Staff participating in water balloon play with young people. Young people have the opportunity to learn through play about social rules, boundaries and limitations.

Full centre activities that involve guest speakers from the community. Young people are supported to show appropriate behaviour and ask questions and complete activities with support of workers alongside them.



Opportunities to be involved in the community by learning how to access supports and services alongside workers. Services such as obtaining a birth certificate or opening a bank account so that they learn how to successfully complete necessary task, how to behave, how to connect within the community in a safe and supported way and start re-integration back to the community.

Young people learning new life skills in the kitchen and how they can cook for themselves and others when they return to the community.

Attending school and obtaining further education. Skill development and education but also for some young people their first experiences of attending school every day and learning how to react to their peers and pro-social behaviour.

Opportunities to participate in cultural practices, activities and celebrations within AYDC and where possible within their community.



Community Connections

The Community provide the most essential partnerships available to young people at AYDC. Re-integrating young people into the community, at every opportunity, in a supported and safe way, is essential in assisting each young person to become a valued part of their community.

AYDC brings together a range of functions, programs and initiatives aimed at enhancing and improving the lives of young people to prepare them to return to the community. To create strong, inclusive and proud communities AYDC collaborate with our community-based partners to empower young people and families throughout Tasmania to lead fulfilling lives.

Services are provided within the Centre as well as opportunities provided to young people to access external services within the community where possible. Services include education and support services, housing, health, mental health, sexual health, disability and cultural services and change over time depending on the needs of the young people at AYDC.

AYDC working in partnership with other agencies in Care Teams allows us to create community connections for young people and ensure that key services are provided to young people to address criminogenic needs as well as set and achieve goals for the future.

AYDC Learning and Development Framework

The AYDC Learning and Development Framework has been designed in conjunction with the AYDC Practice Framework to support the translation of the framework into practice. The AYDC Learning and Development framework supports AYDC in its transition to becoming a learning organisation that enables and incorporates ongoing professional learning within daily practice.

The AYDC Learning and Development Framework is underpinned by the principles of trauma-informed practice. It reflects and incorporates existing practice while introducing applicable elements of therapeutic models suitable to the AYDC environment. Strategies within the framework are designed to support the transitional implementation of a therapeutic model of operation which promotes healing and positive outcomes for young people. The framework also provides a Therapeutic Toolkit for staff to be able to build and develop their skills in therapeutic practice and application of the AYDC Practice Framework.

The model of learning and development underpinning this framework is the 70:20:10 model of workplace education. This approach to learning recognises that 70% of learning is through experience, 20% is through exposure and 10% is through direct education and training.



Experience 70%

- Collaborative Learning
- Mentoring
- Self-Guided Learning
- New Experiences
- Self Assessment
- Success and Opportunities
- Performance Supports
- Therapeutic Toolkit

Exposure 20%

- Reflective Practice/ Appreciative Enquiry
- Case Mentoring
- Professional Supervision
- Group Supervision
- Incident Debriefing
- Attending Meetings
- Case Consultation
- Buddy Shifts

Education 10%

- Beginning Practice
- Advanced Practice
- Workplace Leaders
- Elective Training
- External Training
- Formal Qualifications
- Online Training

The 70:20:10 approach gives the opportunity for new employees at AYDC to participate in a comprehensive induction and beginning practice program to develop their skills while providing exposure to therapeutic practice. The approach also offers advanced practice skills to experienced workers. All employees at AYDC are provided with the opportunity and support to develop their therapeutic practice in line with the AYDC Practice Framework through education, exposure and experience.





Practice Framework Development – AYDC

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