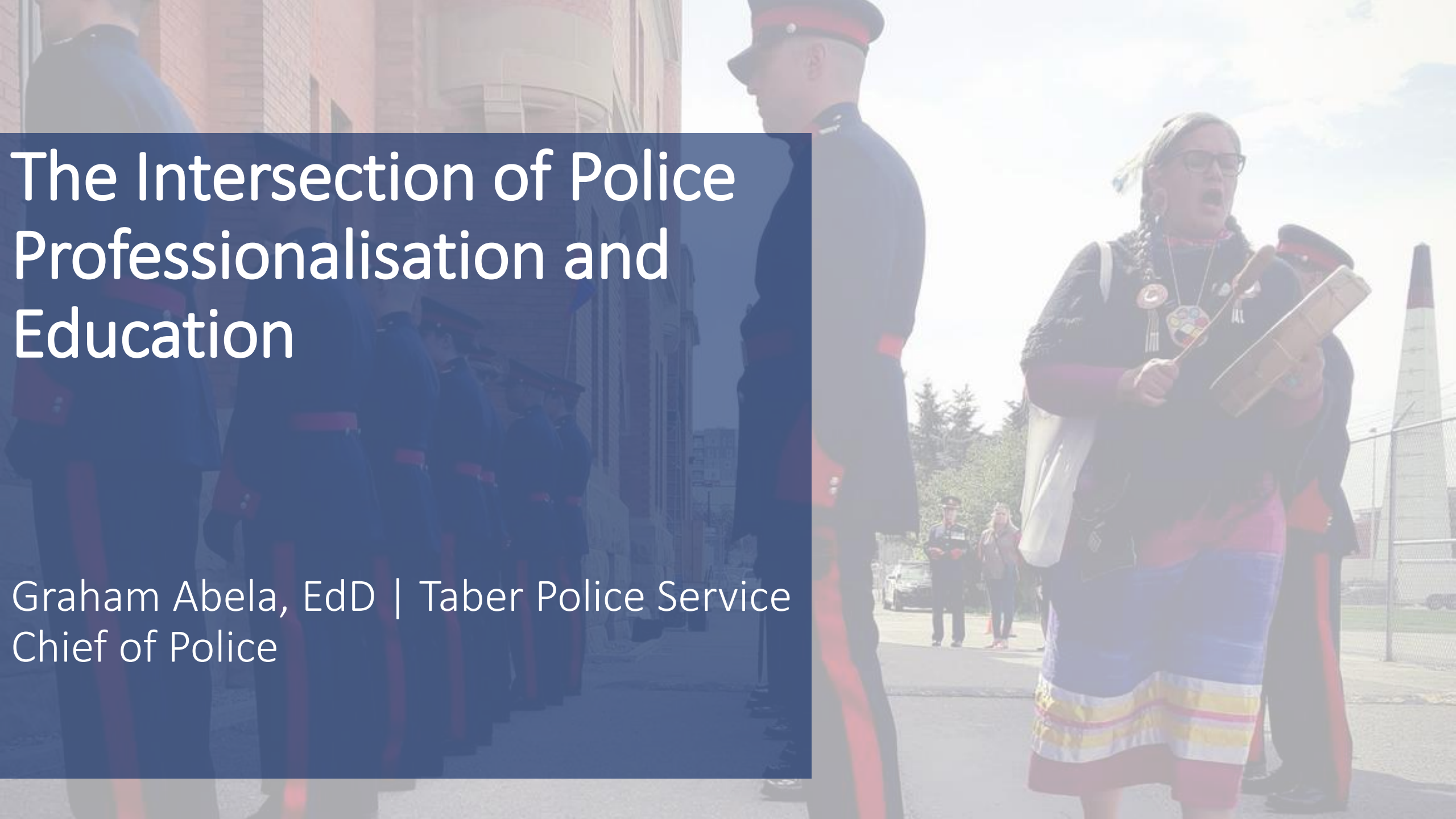


The Intersection of Police Professionalisation and Education

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Background

The craft of the modern-day police officer is much different from simple law enforcement and crime reduction duties of yesterday. With the advent of community policing and the need to form partnerships with multiple stakeholders, to promote public safety and community wellness, the role of police officer has morphed. As such, the complexities and pressures imposed on police are far greater and require a well-educated, trained person to perform these difficult jobs.

Dr. Graham Abela
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Dr. Kelly Sundberg

Dr. Christina Witt

And to my colleagues who co-authored the following paper.

Sundberg, K., Witt, C., Abela, G., & Mitchell, L. M. (2021). Peeling the paradigm: Exploring the professionalization of policing in Canada. *Journal of Community Safety and Well-Being*, 6(4), 187–190.
<https://doi.org/10.35502/jcswb.227>

THE CURRENT CONTEXT OF POLICE EDUCATION!

- Two words:
- Leverage
- Selfish

CHALLENGES

All of this in a world that is changing...

Let's name a few....

Death of George Floyd

Black Lives Matter

Police use of force incidents

Social media

Covid laws

Statistics Canada: As reported by Al-Hakim, A. Feb. 2022 Global News

Two studies showed that Black and Indigenous people are twice as likely as others to report that they have little or no confidence in police, and that the experiences of discrimination are more common in the daily lives of Black people.

<https://www150.statcan.gc.ca/n1/daily-quotidien/220216/dq220216e-eng.htm>

Mass Casualty Commission recommendation 119: Recommendation P.70

CANADIAN POLICE EDUCATION, the Commission recommends that

All Canadian governments and police agencies should, by 2032, adopt a three-year police education degree as the minimum standard for police education.

Police education programs should employ subject matter experts who use research-based approaches to design and deliver curriculum, particularly in areas where police services currently underperform.

Police education programs should offer financial support to Indigenous and racialized students and other students from backgrounds or identities that have historically been under-represented in Canadian police services. Financial means should not be a barrier to obtaining a police education.

Sometimes to look inward, we need to explore what is outside first!

Our Goals

Create an introductory foundational educational program for potential police officers.

To increase public confidence and trust in the police

Increase the base academic standard of police officers

Reduce the costs associated with police recruiting, training, and education

Ensure all police recruit training and education is evidence-based, adaptive, and offers broad application and utility that extends beyond basic police duties

**SO WHAT IS HAPPENING AROUND THE WORLD WITH
POLICE EDUCATION?**

THE MODELS



British model: The Police Education Qualifications Framework

The purpose of this document is to set out the national curriculum for the professional education of entrants into policing via the Police Constable Degree Apprenticeship (PCDA) entry route.

The logo for ANZPAA, featuring the acronym in a bold, dark blue sans-serif font.

Australia New Zealand Policing Advisory Agency

Australia New Zealand Policing Advisory Agency: the Practice Level of Police Officer Framework

ANZPAA Education and Training Guidelines have been developed at the request of Australian and New Zealand police jurisdictions. This product provides guidance when developing and sourcing education and training services and materials for policing discipline.



Finland: Bachelor of Police Services (180 credits) Level 6 degree European Qualifications Framework

The purpose of the Police University College of Finland is to provide higher education in internal security based on research and cultural knowledge for students aiming for expert and leadership positions, as well as to support each student's professional growth and promote lifelong learning. Additionally, the Police University College conducts applied research and development work which supports the planning and development of policing and internal security.



The Dutch: The Police Education Council

The Police Education Council is an independent advisory body and provides solicited and unsolicited advice to the Minister of Justice & Security on matters of police education and training in the Netherlands. The Council uses input from the Police Academy, the Police and other stakeholders in police education as well as regular vocational and higher education. In addition, the Council is a dialogue platform for parties directly or indirectly involved in police education and training in the Netherlands.

What does Canada have?

Why are we different?

CORE PRINCIPLES

TRUST AND Confidence – how it is built?

EVIDENCE-BASED POLICING

We suggest that evidence should form the basis of all police policies, processes, and practices, with education, research, and scholarship being foundational and sustained elements of all policing services.

DEMOCRATIC POLICING

We suggest the fundamental protections offered by the Canadian Charter of Rights and Freedoms must form the basis upon which all police decision-making and practice occur. Open and democratic debate must be the genesis for all police policies, processes, and practices.

STANDARDIZED POLICING

We suggest that standardized police policies, processes, and practices — include a uniform code of ethics, cognate officers trained and educated, and comparable approaches to patrol and investigative services — should be consistently applied by every officer, at every rank, in every police agency across the province.

ACCOUNTABLE POLICING

An independent, transparent, responsive, capably staffed, adeptly appointed, and well-equipped police oversight and investigative body must be a central element for all police activities in the province. This body — proposed as a significant part of the College of Policing and entirely separate from any other police agency — will protect the public from police malpractice and misconduct, build community trust through transparency and accountability, while also consolidating and streamlining the way complaints involving police officers are received, investigated, and addressed.

DEFINING A PROFESSIONAL COLLEGE

Professional bodies characteristically are what distinguish a profession from an occupation. While a profession is an occupation, an occupation is not necessarily a profession — a profession being an occupation directed by a government registered body that establishes the scope of practice, minimum educational credential, body of research, continuing education requirement, and oversight process.

WHAT A COLLEGE OF POLICING WOULD DO

*protect members of the public from
'policing' malpractice and misconduct*

*register, licence, and certify police
officers across the province*

*institute the professional code of ethics
for police*

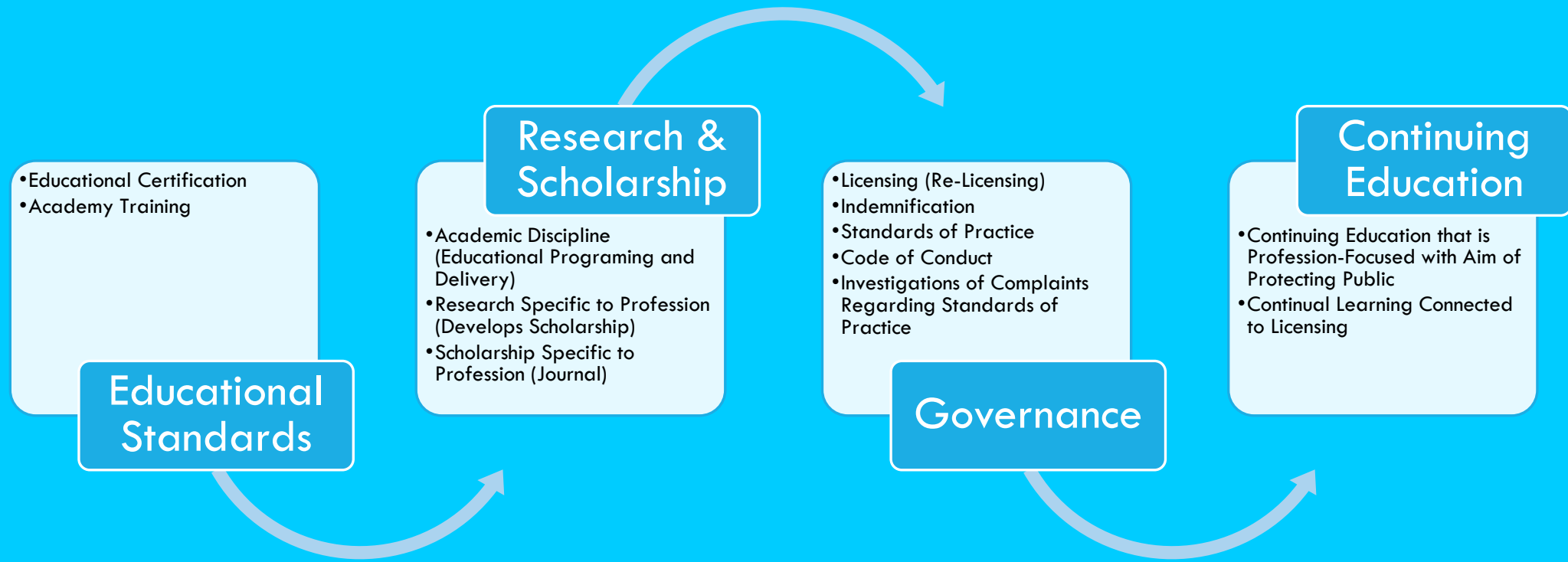
*establish, review, and advance
evidence-based, community-informed,
and standardized enforcement and
investigation policies, processes, and*

practices

*clearly define the roles, functions, and
responsibilities for police*

*establish the base educational credential
required to become registered, licenced,
and certified as a police officer*

PROPOSED PLAN (ABCP)



PROPOSED FIRST-STEPS OF PLAN

(EDUCATION — PHASED EDUCATION AND TRAINING)

01

Academic Phase

- Online Delivery Est. Jointly by Police & Post-Secondary.

02

Application Phase

- Inclusive Recruitment
- Application Process
- Applicant Progression

03

Police Academy Phase

- Standard Hard Skills
- Community-Focused with Focus on Core Values
- Experiential Based Learning & Assessment

04

Post-Academy Phase

- Job Offer
- Alternative Options

05

Probationary Officer Phase

- Post-Academy Education
- Training Officer

06

In-Service Education/Training Phase

- Continuing Education
- External Programs
- Executive Training

01

Academic

Phase

Online Delivery

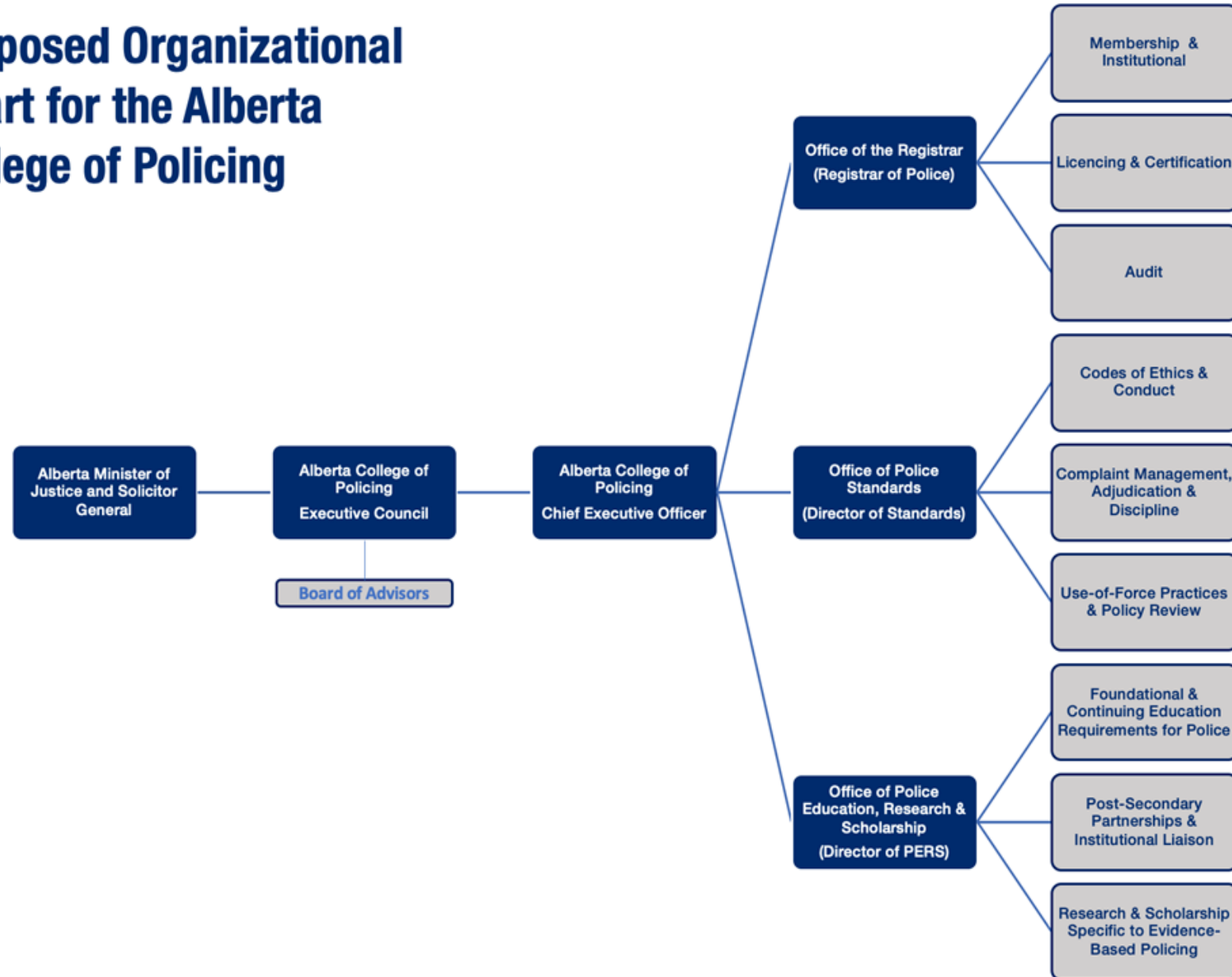
Est. Jointly by Police & Post-Secondary

Competency and evidence Based

To do this I am proposing research to the AACCP, that is approved in principal and at review at the AACCP Research Committee, that provides validated learning outcomes from policing to post secondary.

Research explained

Proposed Organizational Chart for the Alberta College of Policing



A photograph of a police truck, likely a Ford F-150, parked on a rocky, unpaved trail. The truck is dark-colored with "POLICE" written on the side. In the background, there are rugged, snow-capped mountains under a cloudy sky. The entire image has a blueish tint.

Alberta College of Policing

What are the possibilities?

Photo Courtesy: Kyle Melting Tallow, Chief of Police for the Blood Tribe Police Service

Discussion

Planning of Next Step