

# Policing for the Future: the Recruit's View

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# Policing literature


- ◆ Historical approach – Reiner, Finnane
  - ◆ Issues approach – Leishman, Loveday and Savage; Moir & Eijkman; Chappell & Wilson
  - ◆ Policing philosophies – community policing, problem-oriented, evidence based (Weisburd & Braga); intelligence-led (Tilley); zero tolerance (Dixon); knowledge-based (Williamson)
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- ◆ Police Culture (Reiner; Chann; Waddington; Westmarland)
- ◆ Ethics (Neyroud; Coleman)
- ◆ Developing a human rights culture in policing (Crawshaw et al.; Commonwealth Secretariat)


# Globalisation

- ◆ Until relatively, recently police operated at a local level, within state or national borders.
- ◆ Now, the average police officer's OPERATING ENVIRONMENT is global with crime threats such as:
  - terrorism
  - e-crime
  - human trafficking (Casey 2010)

Broadhurst (2002) – every police officer's MENTAL PATCH is now the world, even though their PHYSICAL BEAT may be local, such as Sydney, New York, Bangkok.

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# The Study

- ◆ Sub-sample of 143 surveys
  - ◆ Bachelor of Justice Studies (Policing)
  - ◆ Associate Degree in Policing Practice
  - ◆ 75 prior to field placement in an LAC
  - ◆ 68 post field placement
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# Survey questions

5 (3) 'Imagine the policing profession in Australia in 2030. Which major task/roles do you think the future police will serve in Australia, which are different from their present roles?

5 (4) 'How do you think education and training for the future policing profession should be structured?'

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# Stay the same

I think it will be the same, that the police are there to work for the people and to uphold society's values'. (2009 BJSP Male 19yrs)

'Nothing will be significantly different. Powers will come and go. But the police will stay the same'. (2010 BJSP Male 20 yrs.)



# Stay the same (cont.)

'Much the same except to meet the needs of a more technologically experienced community.' (2010 BJSP Male 20 yrs.)

'I believe police roles will relatively remain the same. Although laws will change and the way the police enforce them change, the role to work for the upper class and rule over the working class [?will remain the same]'. (2010 BJSP Male 18 yrs)

# Terrorism

'A lot of money would be spent on training counter-terrorists and there will be more SWAT and counter-terrorist organisations within the police force.' (2009 BJSP Male 22 yrs.)


'Terrorism; possibly cross training with fire or ambulance; now very separated from each other.' (2010 ADPP Female 37)

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# Terrorism (cont.)

'Terrorism will still be a high problem; [but] depending on how society is police roles may not change.' (2009 BJSP Male 21 yrs.)

'More community style policing ... but it may go the other way and become more paramilitaristic.' (2010 BJSP Male 20)

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# Technology

'More high tech. crime and white collar offences will become more community based.' (2009 BJSP Male 20 yrs.)

'More "technical" crime i.e. computer etc. Maybe absence of crime, thus less police.' (2010 ADPP Female 23)

# Technology (cont.)

'May have a higher emphasis on controlling technology related crimes (e.g. fraud, piracy) essentially however roles will stay the same.' 2010 ADPP Female 23 Yrs.)

'Instead of highway patrol, air patrol, flying cars. Lots more computerised.' (2010 BJSP Male 19 yrs.)

'Community focused; combating cybercrime; less use of force – no weapons.' (2010 BJSP Female 20 yrs.)

# Diverse citizenry

'Very multi-cultural; high tech crimes; dealing with very large numbers of people.' (2010 ADPP Male 34 yrs.)

'Hopefully by 2030 the new generation ... will be better at community policing, more members of different races to break down barriers.' (2010 ADPP Male 19 yrs.)

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# Diverse citizenry (cont.)

'I believe they'll have less crim to investigate. Aboriginals will be involved in the cjs. Police will be more mediators than enforcers.'  
(2010 ADPP Male 23 yrs.)

# Policing philosophies

'Community policing is both a philosophy and an organization strategy to allow community residents and police to work together in new ways to solve problems of crime, fear of crime, physical and social disorder and neighbourhood decay.' (Trojanowicz & Bucqueroux as quoted in Rowe 2008: 72)



# Policing philosophies

- ◆ Community policing

‘More community based policing; more respect from the community with them working with the police.’ (2009 BJSP Male 19yrs.)


- ◆ Zero tolerance policing

‘More efficient and a focus on zero tolerance.’ (2010 BJSP Female 20 yrs.)

# Crime Prevention and Partnerships

'With technology going even further I believe police will serve in more variety of peacekeeping operations and will take on much higher responsibilities in crime prevention.' (2010 ADPP Male 21 yrs.)

'Hammering away at programs to notice children who display behaviours or who are more prone to be criminal – not just a school liaison officer who gives talks.'  
(2010 ADPP Male 19 yrs.)

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# Ethics


I think a lot of the education should be structured around ethics, and the need for compassion in policing. Correct procedure should be emphasised more.' (2009 BJSP Male 20 yrs.)

# Education and Training in the Future

## ◆ Post Field Placement

'A lot more practical components.'  
(2010 BJSP Female 19 yrs.)

'I think there needs to be more of a legal focus and more practical elements.' (2010 BJSP Female 20 yrs.)

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# Post Field Placement (cont.)

'It should be based on things to keep police more street wise and safe; how to prevent crime etc.' (2010 BJSP Male 19 yrs.)

'Focus on dealing with the mentally ill.' (2010 BJSP Male 20 yrs.)

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# Prior to Field Placement

'I think it is structured well at the moment. The status quo seems to be effective.' (2010 BJSP Male 20 yrs.)

'Need for understanding criminology and understanding outside causes of crime.' (2010 BJSP Male 21 yrs.)

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# Prior to Field Placement

'Better emphasis on developing communication skills; more practical and problem-based.'  
(2010 BJSP Male 20 yrs.)

'Structure education and training on current and future needs. It would be helpful to allow people to begin specializing if they know what they want to do rather than needing everyone to do general duties. For example, I wish to specialize in white collar crime.' (2010 ADPP Female 23 Yrs.)

# Conclusion

Students' views to some extent reflect the same issues as those raised in the literature but after the field placement they seem to be much more oriented towards the policing community of practice (and away from the academic community of practice), wanting to learn practical skills which will help them to do their jobs and keep them safe.

Engagement with the field seems to make them hostile to paper work and aware of the danger and risks of the job.