



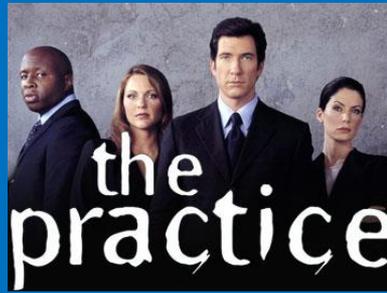
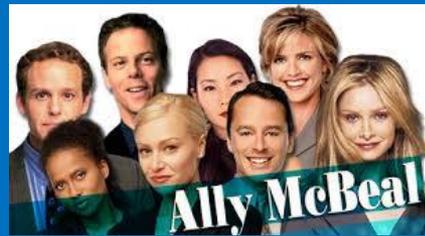
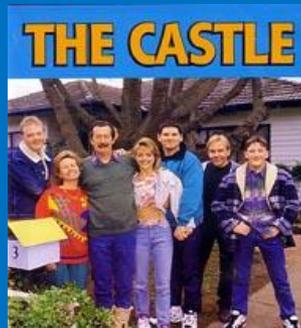
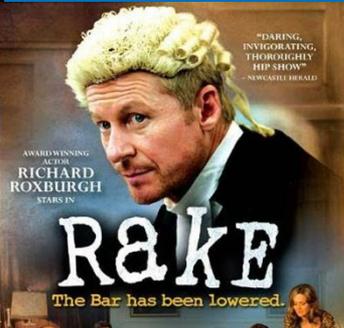
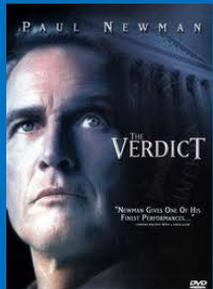
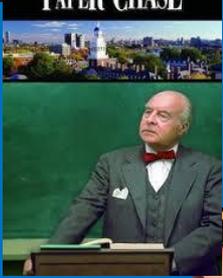
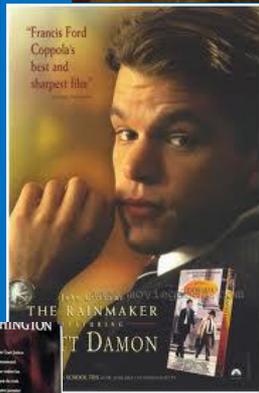
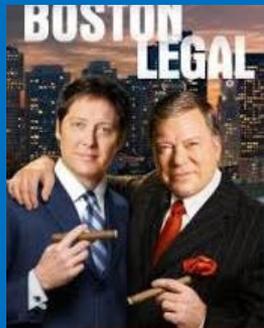
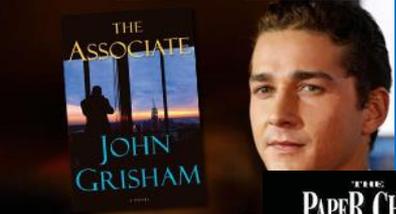
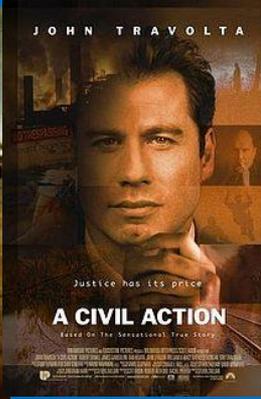
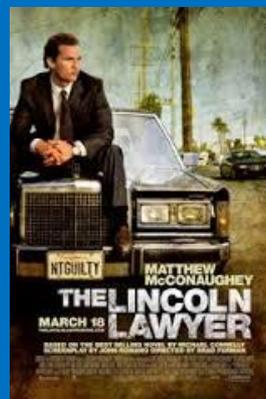
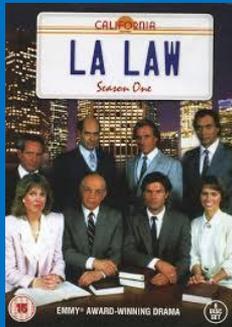
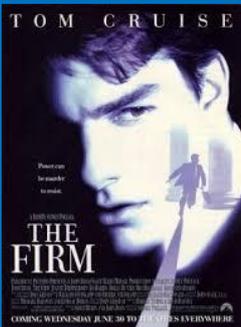
Developing **holistic legal professional identity** through clinical legal education

Deborah Ankor, Tania Leiman & Lucy Evans
Flinders Law School, South Australia



So what do lawyers actually **do**?







So what will my future **career** be like?





So why did I **choose** to study law anyway?



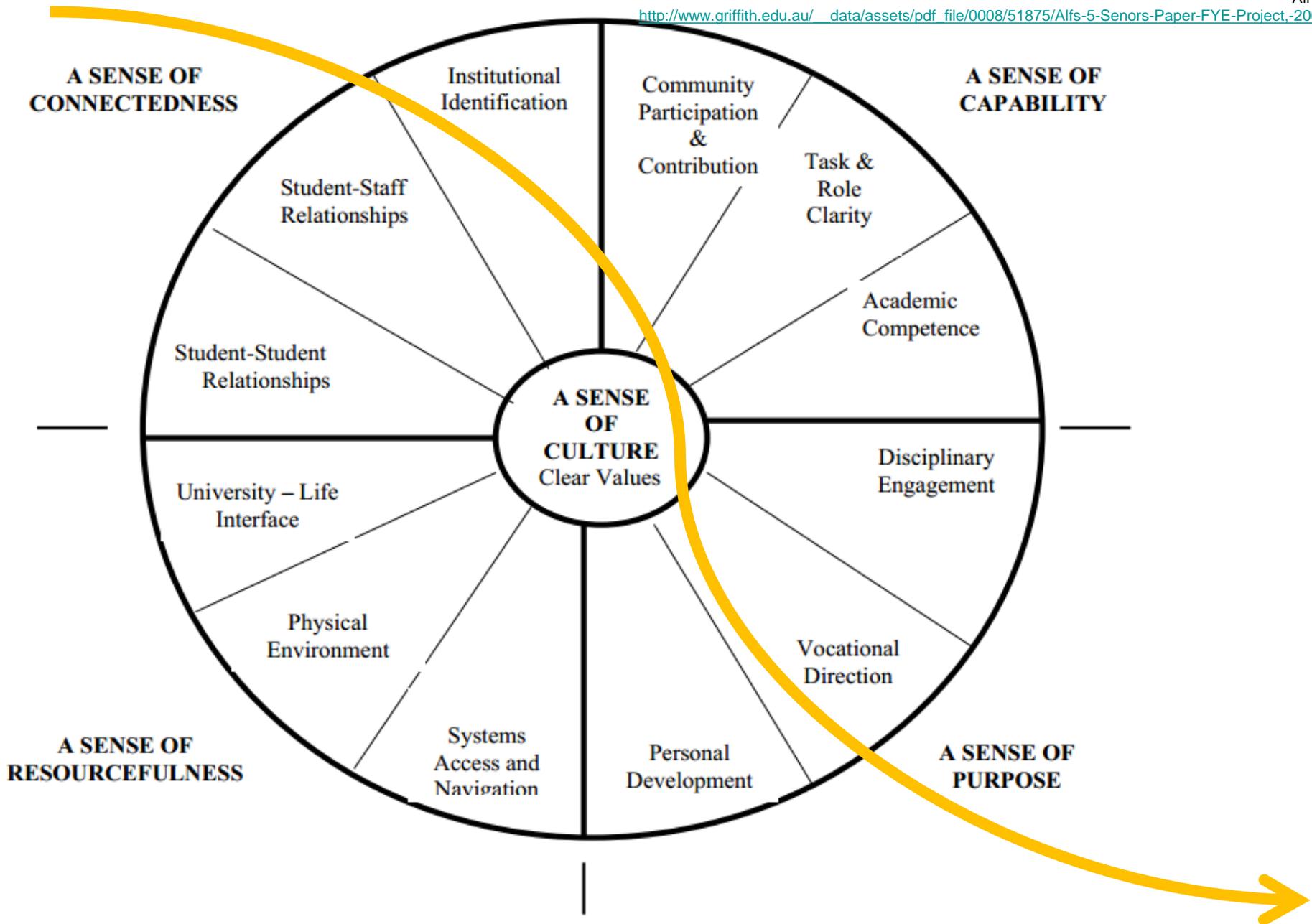


answering their questions?
supporting better transition?



Flinders
UNIVERSITY
inspiring achievement







see
experience
link
build
strengthen

a bigger picture?
real-life ethical implications?
concepts to people?
a sense of purpose?
internal motivation?





belonging?
connecting?
developing?
challenging?
transforming?

legal & academic community
peers | senior students | staff
responsibility | identity
capacity | opportunities | horizons
empathy | justice | vocation





Kift 2009 p.41

‘first year curriculum should take into account [increasingly diverse] students’ backgrounds, needs, experiences and patterns of study, and few if any assumptions should be made about existing skills and knowledge’



Kift 2009 p.40

'... the first year curriculum should be designed to mediate and support transition as a process that occurs over time.

In this way the first year curriculum will enable successful transition into first year, into later years and ultimately out into the world of work, professional practice and career attainment'.



Seligman 2011, p17

identifies meaning,
'belonging to and serving something you believe is bigger than self',
as one of five elements crucial to wellbeing generally.

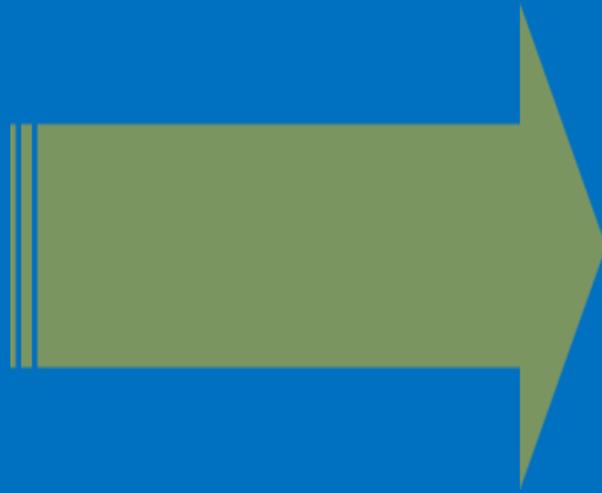
Transitioning in ... and out

Transition Pedagogy Principles

Kift 2009

Capstone Principles

Kift et al 2012



Transition

Design

Diversity

Engagement

Assessment

Evaluation & Monitoring

Transition

Integration & Closure

Diversity

Engagement

Assessment

Evaluation

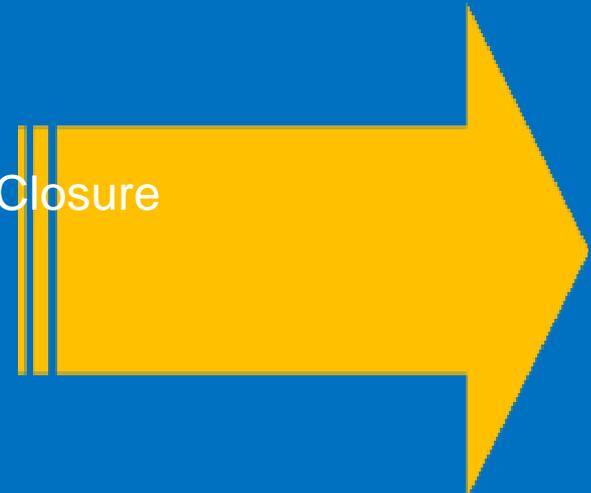
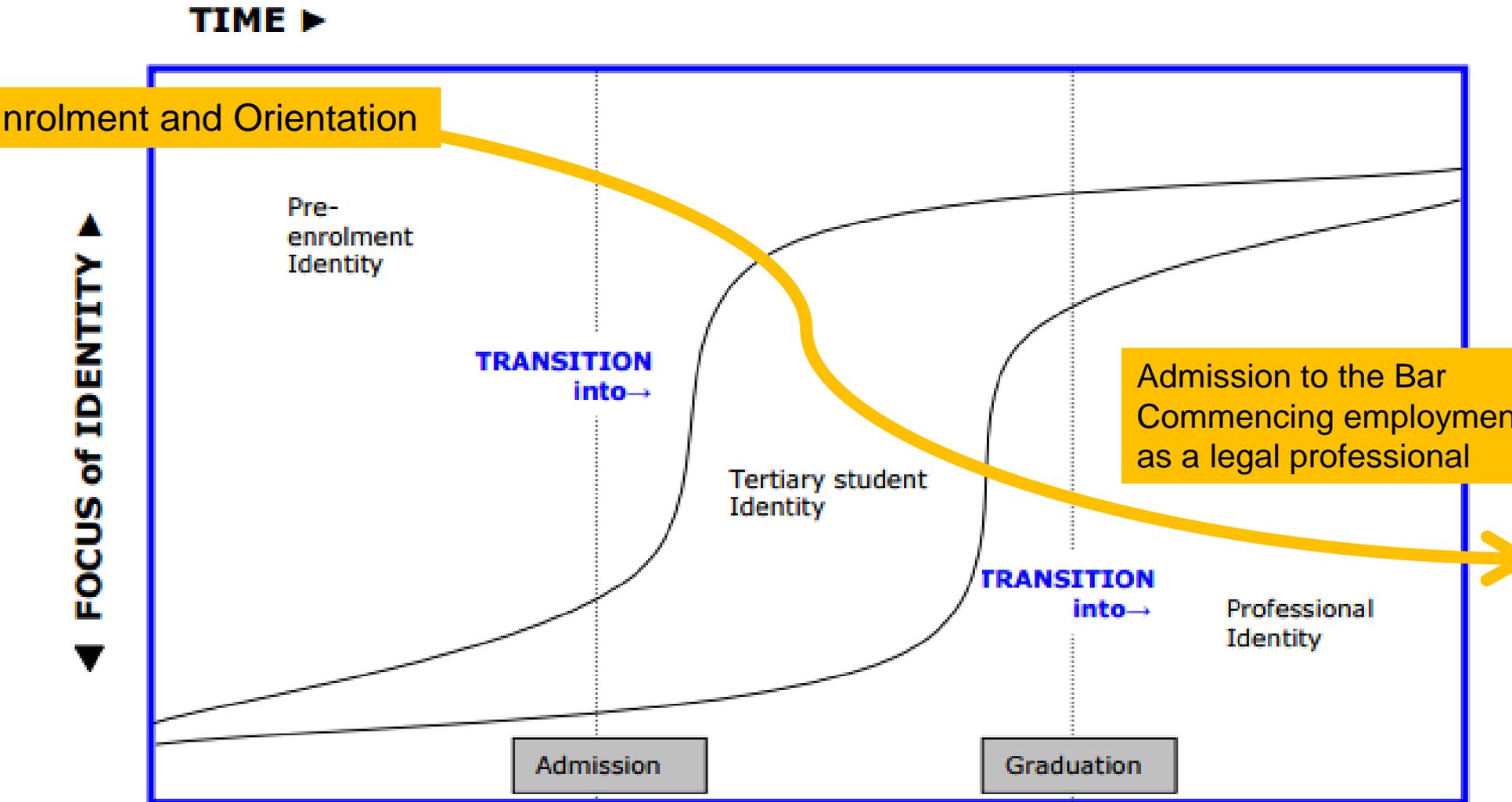


Figure 2: A Student's Learning Journey (after Bridges 2003)





Hall Townes O'Brien & Tang 2010 p.37

[Students may need encouragement to]
'consciously consider fundamental questions about the professional identity they are assuming, and its relationship to their values.'





Kift et al 2012 p.10

“...in programs where there is a clear vocational outcome (such as law), consideration should be given to the extent to which university programs contribute to the development of professional identity from the first year to the final year, including via capstone experiences.”



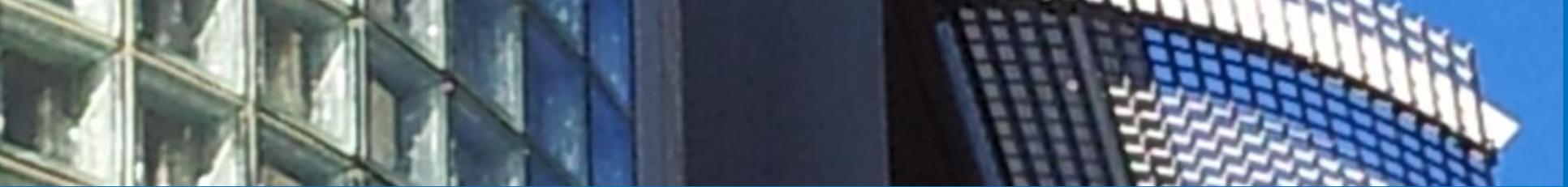
Kift et al 2012

‘an effective capstone experience responds to diversity by enhancing students’ capacity to engage with diversity in professional contexts’



Johnson (2013 p.55) citing Wegner

[institutions need to be intentional in assisting the current generation of law students to]
‘develop a professional identity in light of “limited prior experience in shaping their own expectations, educational and professional paths” ’



Reflect
Discuss

What is legal professionalism?

What does it mean to have a professional identity?



Reflect
Discuss

What is legal professionalism?

What does it mean to have a professional identity?



Hall, Townes O'Brien and Tang 2010 p 32

“Professional identity is not a static concept”.

*“Professional identity is understood to include the constellation of beliefs, values and motives by which people define themselves in a professional role”
(p.33 citing Ibarra.)*



James and Field 2013 p34

'law school is where you are first introduced to what is expected of lawyers in their professional role'





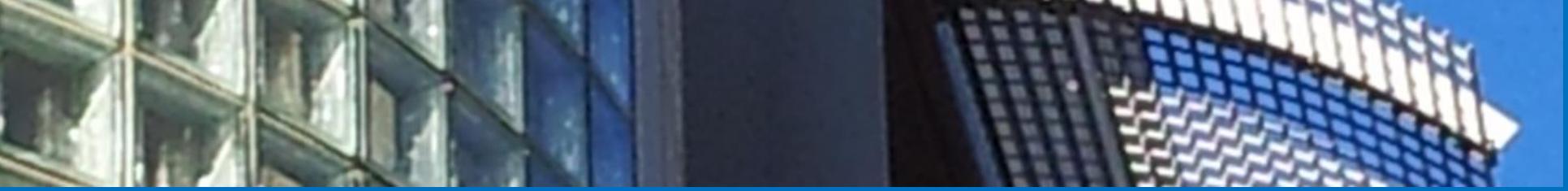
Reflect
Discuss

What messages do we give students about what a successful professional identity looks like?

Explicitly? *Implicitly?*

What messages should we give them?





Reflect
Discuss

What messages do we give students about what a professional culture looks like?

Explicitly? *Implicitly?*

What messages should we give them?





Reflect
Discuss

Does a culture of professionalism inform development of professional identity?





Menkel Meadow 1994 p.596

“The education of lawyers should deal with the cognitive, behavioural and experiential, affective and normative aspects of being and learning as a professional”



Stuckey, 2007, p. 8

“Law schools should organize their curriculums to develop knowledge, skills, and values progressively; integrate the teaching of theory, doctrine, and practice; and teach professionalism pervasively throughout all three years of law school.”



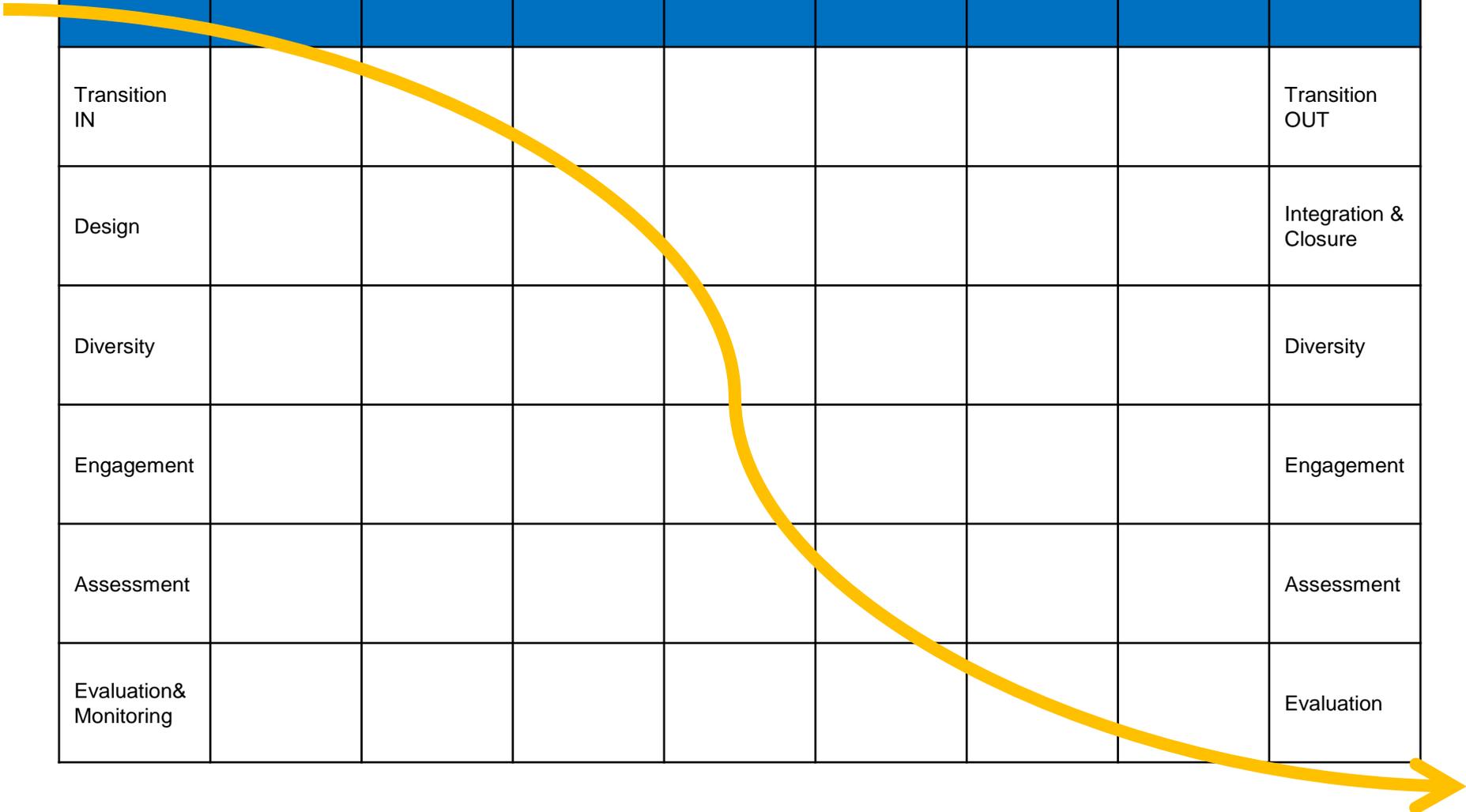
Reflect
Discuss

Clinical legal education
professional identity &
curriculum design?

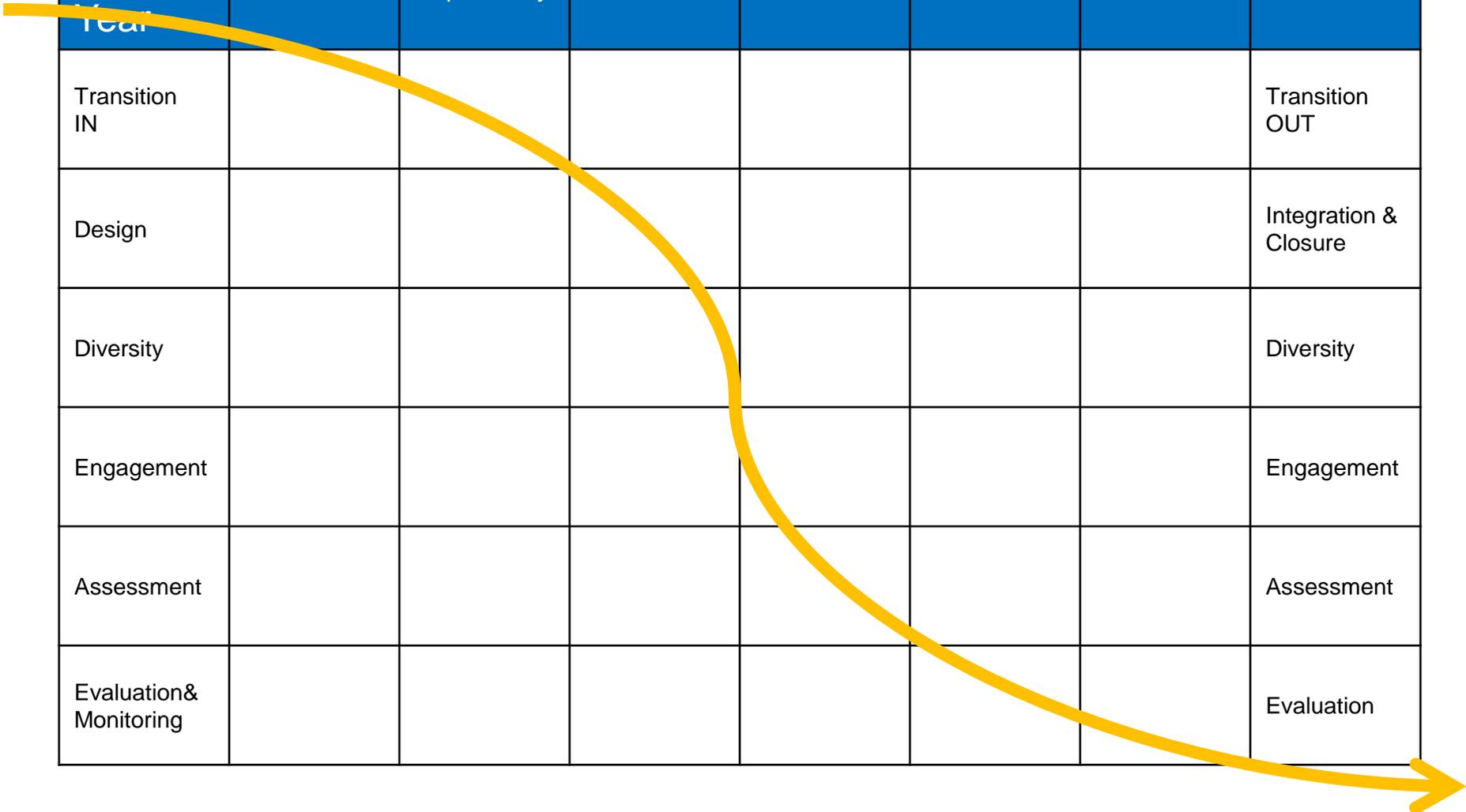
Consider matrix



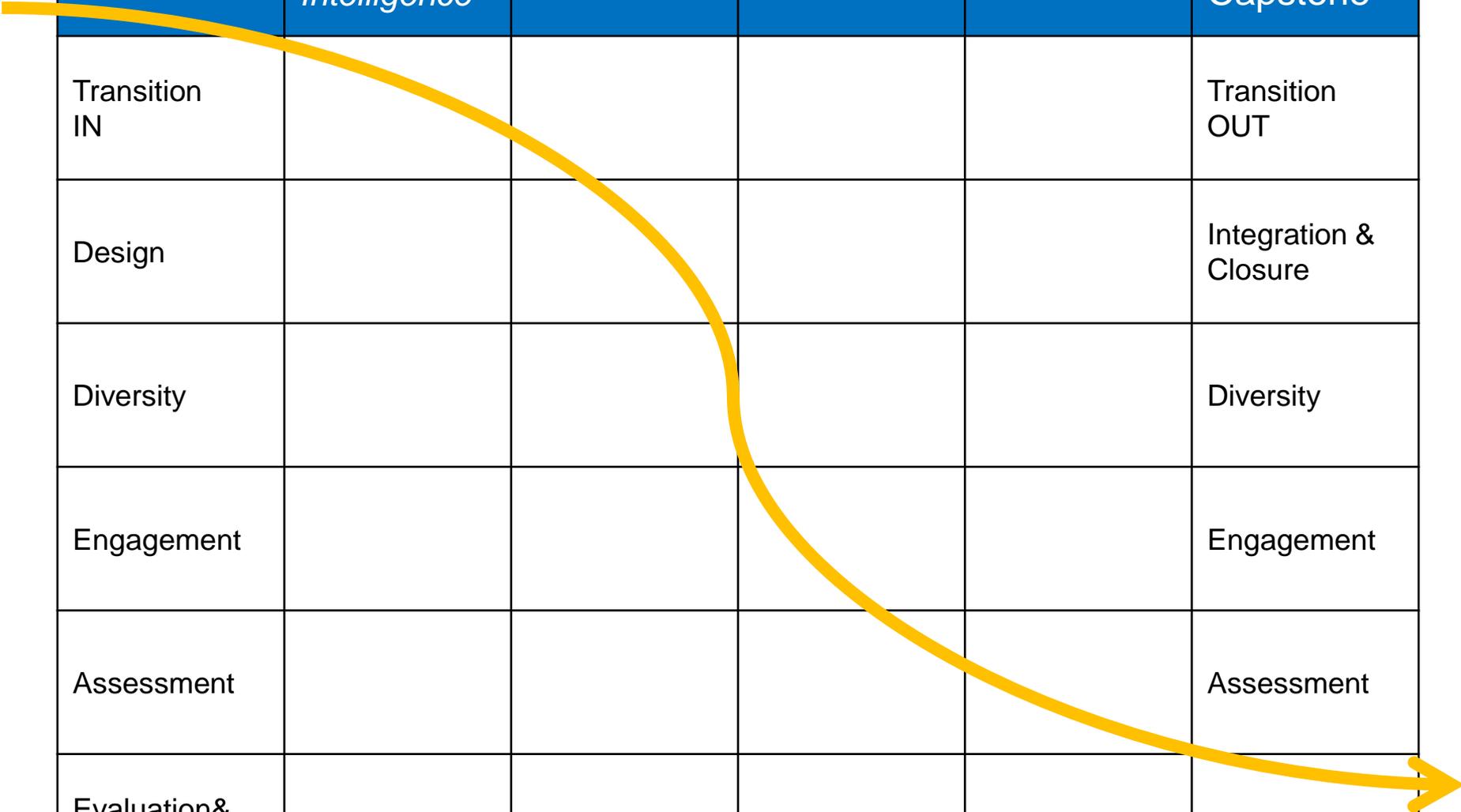
IN First Year	GQ 1 <i>are knowledgeable</i>	GQ 2 <i>can apply their knowledge</i>	GQ 3 <i>communicate effectively</i>	GQ 4 <i>can work independently</i>	GQ 5 <i>are collaborative</i>	GQ 6 <i>value ethical behaviour</i>	GQ 7 <i>connect across boundaries</i>	OUT Capstone
Transition IN								Transition OUT
Design								Integration & Closure
Diversity								Diversity
Engagement								Engagement
Assessment								Assessment
Evaluation & Monitoring								Evaluation



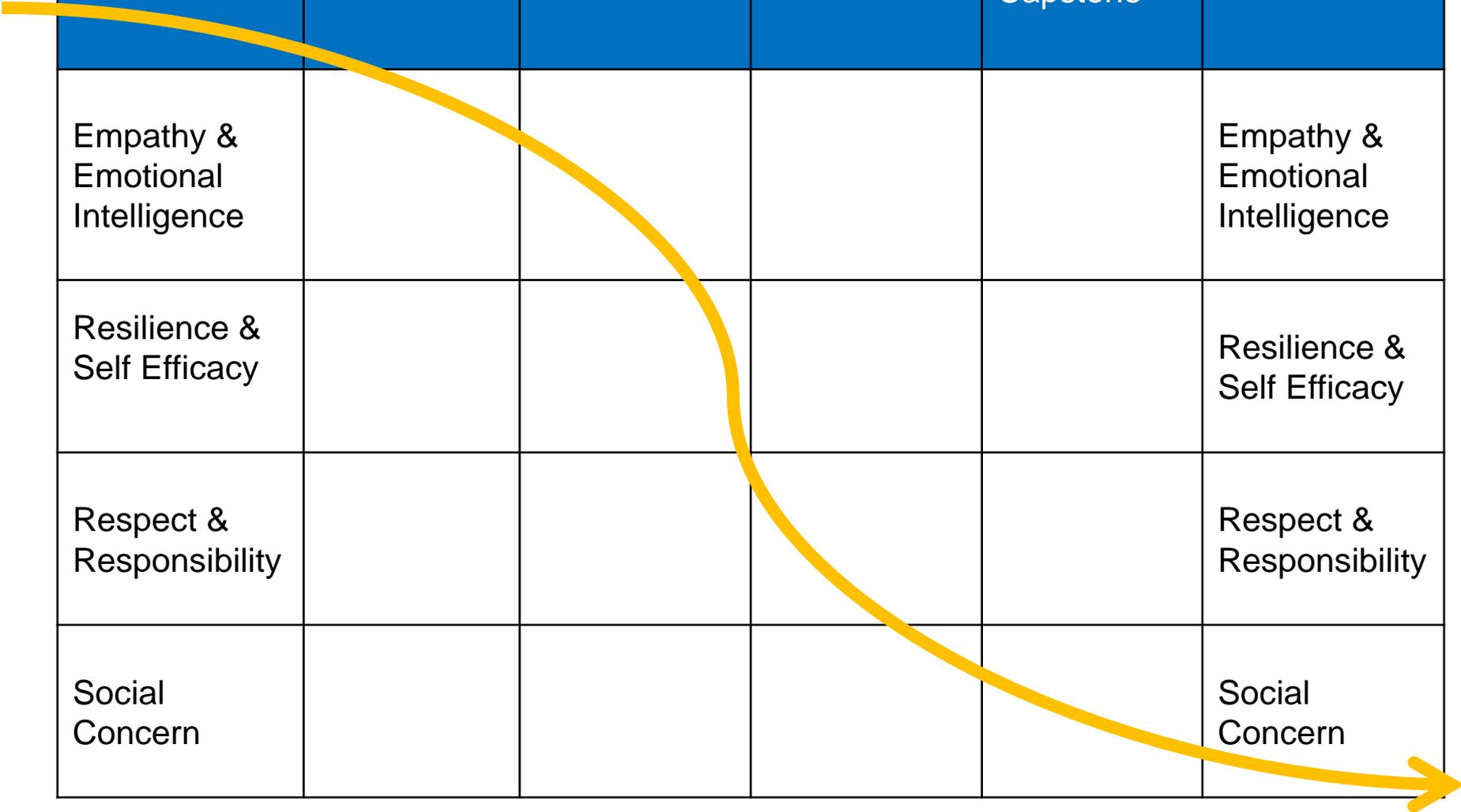
IN First Year	TLO 1 <i>Knowledge</i>	TLO 2 <i>Ethics & professional responsibility</i>	TLO 3 <i>Thinking Skills</i>	TLO 4 <i>Research Skills</i>	TLO 5 <i>Communication & Collaboration</i>	TLO 6 <i>Self management</i>	OUT Capstone
Transition IN							Transition OUT
Design							Integration & Closure
Diversity							Diversity
Engagement							Engagement
Assessment							Assessment
Evaluation & Monitoring							Evaluation



IN First Year	<i>Empathy & Emotional Intelligence</i>	<i>Resilience & Self Efficacy</i>	<i>Respect & Responsibility</i>	<i>Social Concern</i>	OUT Capstone
Transition IN					Transition OUT
Design					Integration & Closure
Diversity					Diversity
Engagement					Engagement
Assessment					Assessment
Evaluation & Monitoring					Evaluation



IN	Year 1	Year 2	Year 3	Year 4 Capstone	OUT
Empathy & Emotional Intelligence					Empathy & Emotional Intelligence
Resilience & Self Efficacy					Resilience & Self Efficacy
Respect & Responsibility					Respect & Responsibility
Social Concern					Social Concern





Field, Duffy and Huggins (2014)

‘critical to establishing an emergent sense of positive professional identity that [law students] identify and connect with some of the intrinsic rewards that motivate [their] learning’ (p 24)

such as

‘enjoying or finding interest in, the intellectual stimulation of learning and analysing the law, achieving mastery as measured by internal rather than external benchmarks, working collaboratively and achieving personal growth’ (p.23).



see
experience
link
build
strengthen

a bigger picture
real-life ethical implications
concepts to people
a sense of purpose
internal motivation

