

# JUSTICE FOR ALL: REFLECTIVE PRACTICE AND REFLECTIVE LEARNING

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Saturday, June 20, 15:15 - 16:00

# Workshop Overview

- ◉ Access to justice has a number of forms, including access to the means of doing or being involved with justice. This is not static, but requires constant attention to the fluidity and "malleability" of law; and to the ongoing development and learning of students and educators, in the classroom, clinic and workplace.
- ◉ This 45 minute session will operate as a roundtable for participants to share their conceptions of reflective learning – evaluative, critical and transformative; individual and group based - and reflective practice. Components of reflective practice could include the traditional reflection on practice, critical reflection, self-reflection, integrated reflection, collection reflection, and action on reflection. We will look at examples, challenges and sustainable solutions that can support students and educators in reflection as a “life project” and offer a reading list.

# Access to Justice: Canadian practitioner's perspective

- Providing information about the law, legal rights, legal processes and the legal system;
- Increasing the amount of advice and “brief” services to help people understand and navigate the system
- Supporting methods to reform unjust laws and to encourage the adoption of new laws to promote justice
- Undertaking systemic advocacy to improve the legal practices of institutions
- Providing access to enforcement mechanisms, and appropriate legal representation at all stages of legal proceedings.

# Workshop Outcomes

- Increased understanding of the importance of reflection to learning and the contribution of reflective practice to the development of legal professionalism
- Discussion of challenges and opportunities for promoting reflective practice in legal education
- Brief review of potential experimental templates for reflective practice activities for faculty and law students (action research anyone?)
- Next steps: Building momentum

# Workshop Agenda

- 15:15 Workshop Introduction & Outcomes
- 15:25 Defining/Musings about reflection and reflective practice
- 15:30 Sharing back of musings
- 15:35 Discussions about challenges and opportunities
- 15:50 Sharing back of solutions and promising practices
- 15:55 Next steps anyone?  
  
Building momentum – Sharing promising practices, writing projects, creating a research framework....

# UK: Regulatory demands

- “...reflect on their own learning, and to seek and make use of feedback.”  
(QAA, 2007)
- “a method of delivery that ...requires students to reflect on their own learning”  
(BSB, 2014)
- “Reflect on your performance; Identify what your strengths and weaknesses are in the work you undertake; Identify objectives for the development of your professional skills and legal knowledge; Plan to address any areas for improvement; Provide evidence of this reflection on practice”  
(IPReg, 2014)
- “reflect, plan and evaluate”  
(CILEx, 2014)
- “..reflecting on and learning from practice and learning from other people”  
(SRA, 2015)

# Recent research in UK on reflection:

- ⦿ “Most commonly the outcomes [of learning, education or training activity] are determined through individual reflection (used by 78% of those with a mechanism for doing this) ...
- ⦿ The intended shift towards outcomes-focussed learning, education and training will require a considerable change of approach among some entities, as systems for determining the impact of learning, education and training or prompting individuals to reflect on its outcomes are relatively uncommon.”

IFF Research and Sherr A, 'Workforce Education and Training Arrangements in Regulated Entities' (Solicitors Regulation Authority 2014) <<http://www.sra.org.uk/t4tresources/#document-list>> accessed 23 September 2014

# What kinds of reflection?

- ⦿ For action
- ⦿ In action
- ⦿ On action
- ⦿ Evaluative
- ⦿ Critical
- ⦿ Transformative
- ⦿ Productive



# What are the challenges?

- Age – tolerance of ambiguity?
- Assessment?
- Support?
- Confessional assumption – power (Usher)
- Emotion
- Culture?
- Stress, time, space?
- Too soon after the critical event? Too late?
- Can you force people to reflect?

# Methods to Support Reflection

- Orientation
- Pre-orientation reflective exercises
- Planning exercises
- Reflective writing
- Reflective questioning
- Self-awareness exercises
- Reading theory critically
- Experiential learning
  - “Actual”
  - “Staged”
- Innovative teaching methods
- Course offerings
- Graphic exercises
- Contemplative practices
- Debriefing exercises
- Consciousness-raising
- Aesthetic
- Mentoring programs
- Assessment and evaluation methods
- Group process
- Faculty models RP!

**Reflective  
practitioner  
(traditional)**

**REFLECT  
ON PRACTICE  
and SKILL**

**Critically reflective  
practitioner**

**CRITICALLY REFLECT ON  
KNOWLEDGE & THEORY &  
LAW  
AS LIVED**

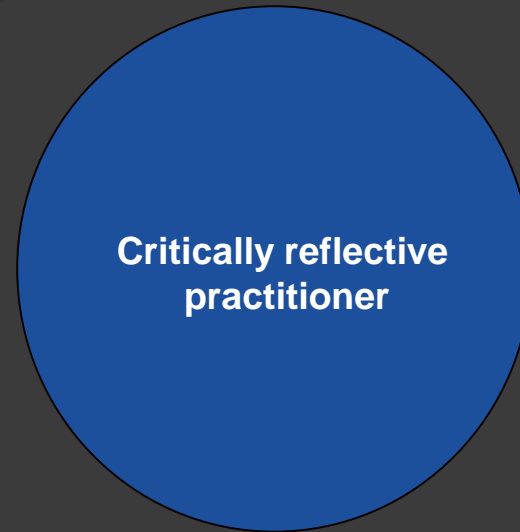
**Self-reflective  
practitioner**

**REFLECT ON  
SELF & AS  
PROFESSIONAL**

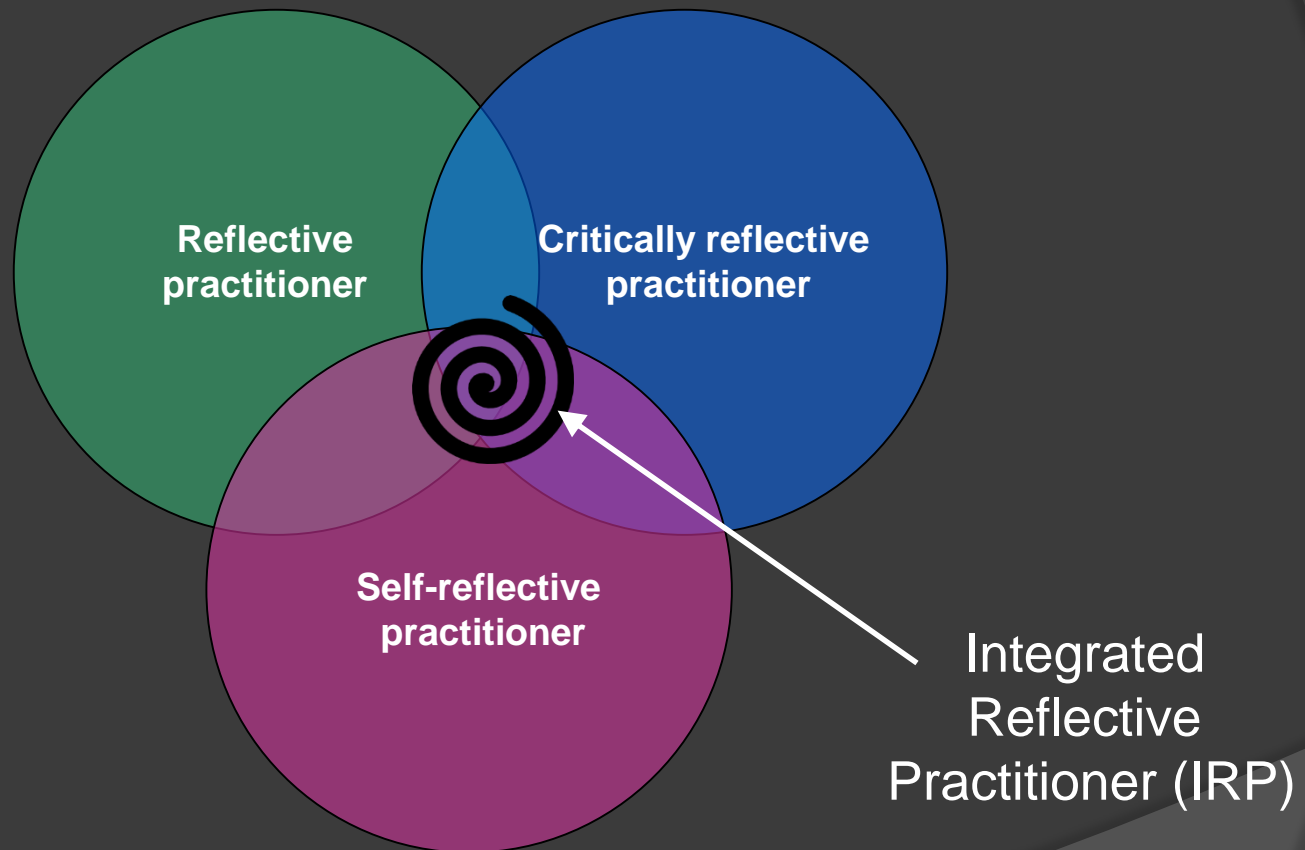
“You can’t grow, you cannot learn, you cannot shift,  
you cannot respond without self-reflection.”

Research participant

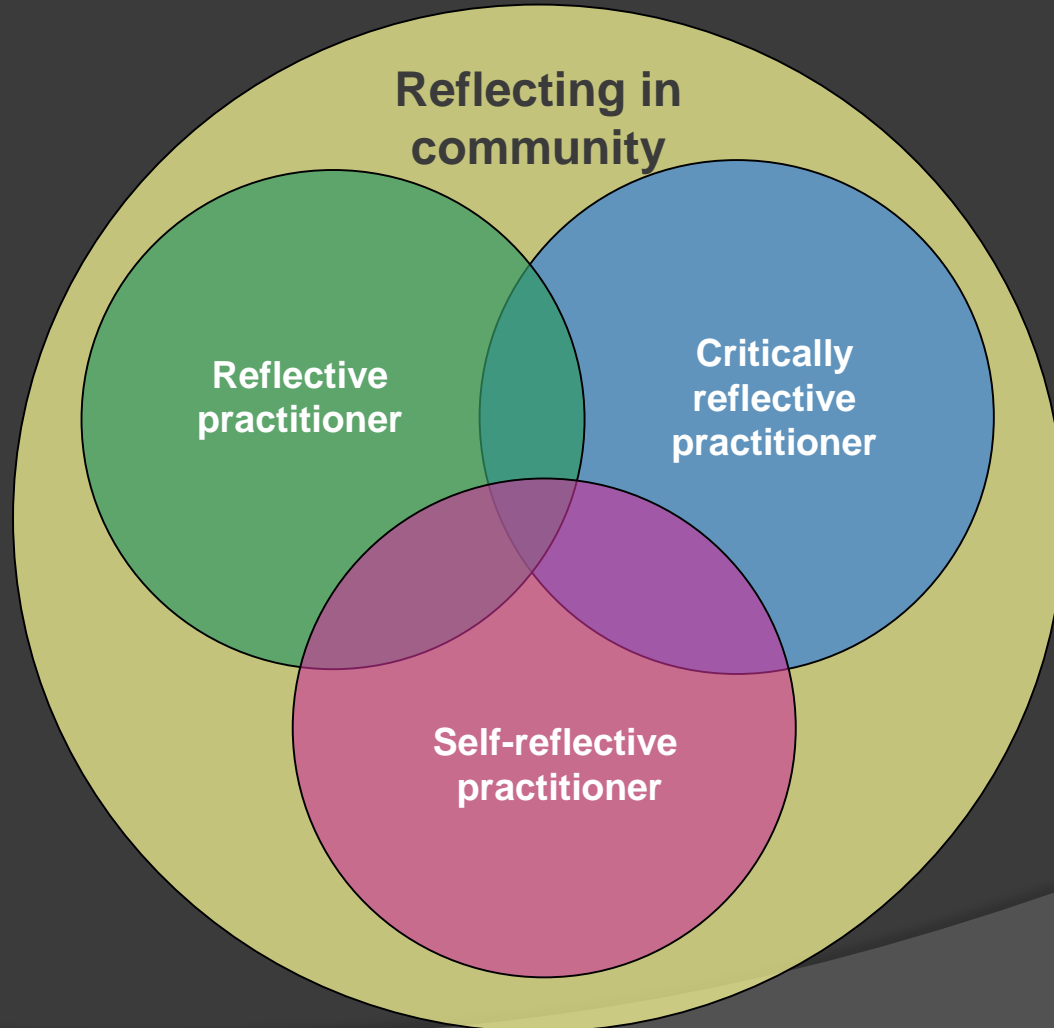
# 3 Key Components



# 3 Key Components + INTEGRATION

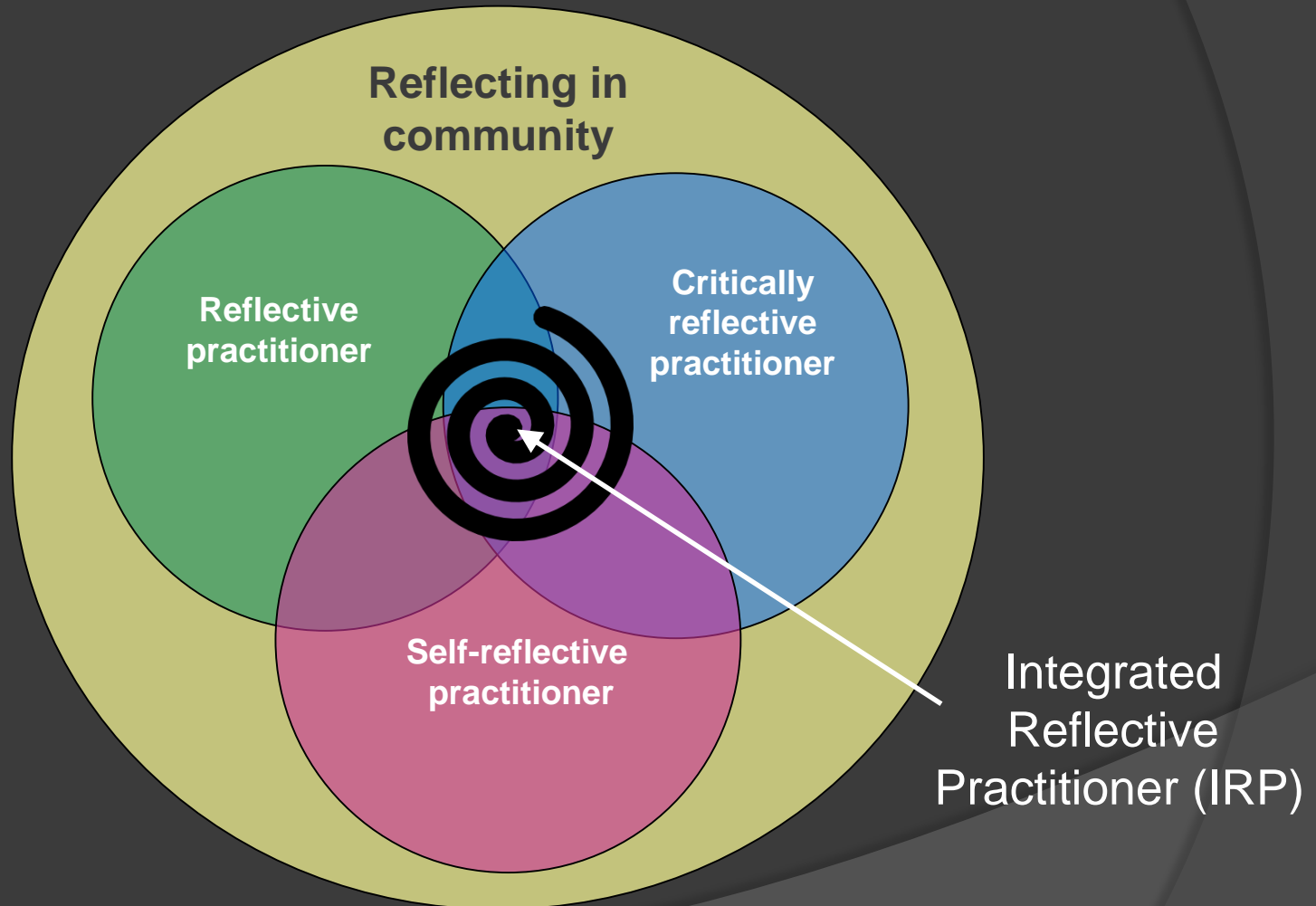


# Reflecting In Community is Critical! (Fifth aspect/truth!)





# The Aspirational Vision – includes a 6<sup>th</sup> aspect – TAKE ACTION



# Resources

- ◉ Reading list provided in program
- ◉ Sample of experimental templates for faculty and law students
- ◉ Mind Map of reflective practice activities (to be updated) – See original at GAJE site: <http://www.gaje.org/wp-content/uploads/2011/09/Mindmap2Methodstoencouragereflection.pdf>
- ◉ ACCLE Prezi: Potential Practices, Exercises, Methods & Tools to Aid Reflection and Develop Reflective Practitioners <https://prezi.com/tm3-7jh3emew/accle-prezi/>