

INTERNATIONAL JOURNAL OF CLINICAL LEGAL EDUCATION 2025 CONFERENCE

DAY 1 / 19 NOVEMBER 2025 - Monash University Law Chambers, 555 Lonsdale Street, Melbourne

From 8.00	Registration - Foyer, Monash University Law Chambers
9.00-9.20	Opening -
9.30-11.00	<p>Tricks and Traps of Clinical Supervision Workshop- auditorium Ross Hyams & Sally Andersen</p> <p>Abstract: Clinical supervisors should try to foster autonomy, judgment and commitment to ongoing education in their students. However, this is only part of what is going on in the student/supervisor relationship. Students learn in a variety of ways. It is not a “one size fits all” methodology. Some students need little instruction or explanation and others need a lot more. Some students learn better when provided with visual aids (such as diagrams and flowcharts) and some respond to verbal instruction. Students come to clinic with a variety of life experiences, skills and knowledge. Supervisors need to be sensitive to these differences and alter their style according to the needs of the individual student. This workshop is based on live client face to face clinical programs in which students act for real clients with real legal problems under a supervising lawyer.</p> <p>In this workshop we take a look at our student cohort in order to think about who we are supervising, so we can tailor our supervision practices properly to our student cohort. What are clinical students like? What are their attitudes towards their learning, to client services, to working in teams? To being supervised in a lawyering role?</p>
11.00-11.20	Morning Tea
11.30-1.00	<p>Reflection Workshop -"Revisiting Reflective Practice(s) for Today's Clinical Law Students" -auditorium Michele Leering, Susan Brooks & Anna Copeland</p> <p>Abstract: We will explore how we can best nurture reflective practice in experiential learning settings given its importance as a professional learning competency. We will reflect on Why? What? and How? - sharing the essentials of encouraging students to build their multi-faceted reflective capacity. This interactive workshop seeds the ground for a deeper exploration on Day 3.</p>
1.00-2.00	Lunch

2.00-3.30	<p>Assessment Workshop-auditorium Riette Du Plessis, Max Tomoszek, Catherine Klein</p> <p>Abstract: Using rubrics for assessment is an important tool for improving transparency, relevance and quality of assessment of complex learning outcomes, especially in the area of professional competences. The way the rubrics are designed has significant effect on the possible benefits it can bring for both teachers and students. The proposed workshop will ask the participants to reflect on their experience with assessment of skills of their students and to identify factors, which make it hard for them. The participants will be introduced to the concept of progressive performance descriptors (PPDs), based on existing competence frameworks like LOUIS or VALUE.</p>	
3.30-4.00	Afternoon Tea	
	Seminar Room 6	Seminar Room 7
4.00-4.45	<p>Developing the pipeline of work (45 mins - Interactive Workshop) Joel Townsend & Kate Fischer-Doherty</p> <p>Abstract: Clinical legal education literature addresses the question of case selection-looking at what matters are appropriate for clinical programs. Less attention has been paid to the pipeline of work: this session focuses on how to ensure a steady flow of the right-sized work for students to work on.</p>	<p>Impact of AI on CLE Jackie Weinberg/ Paul Mckeown/ Jonny Hall (Panel discussion)</p> <p>Abstract: This panel provides valuable insights on the evolving role of Technology/AI in clinical legal education from various perspectives: the work done at Northumbria clinics and Monash Law clinics. Covering why we need to create opportunities for students to become aware of the intersection between AI and legal practice, why AI is important for legal service within community and pro bono contexts, and in answering these questions-what have we all done in our various contexts.</p>
6.00-7.00	Susan Campbell Oration -auditorium	

INTERNATIONAL JOURNAL OF CLINICAL LEGAL EDUCATION 2025 CONFERENCE

DAY 2 / 20 NOVEMBER 2025 - Monash University Law Chambers, 555 Lonsdale Street, Melbourne

8.00-8.45	Registration - Foyer, Monash University Law Chambers			
8.45-9.30	Opening Address -Professor Steven Vaughan Dean Faculty of Monash & Professor The Hon. Marilyn Warren AC KC– Auditorium			
	Seminar Room 5	Seminar Room 6	Seminar Room 7	Seminar Room 8
9.30-11.00	<p>Trauma-informed Practices Chair – Emily Singh</p> <p>Trauma-Informed and Healing-Centered Practice: Supporting Law Students’ Wellbeing and Professional Identity Development in Clinics and Classrooms (20 mins - Paper Presentation) Susan Brooks Abstract: This paper will address trauma and healing and their relevance to the legal system, how trauma and mental distress can affect lawyer-client relationships and wellbeing and practices and tools, including how to apply a trauma-informed approach to minimize the risk of re-traumatizing clients, establish boundaries, and build healthy working relationships.</p>	<p>Clinical Pedagogy Chair – Jonny Hall</p> <p>Students' Experiences of Supervision in Clinical Legal Education (20 mins - Paper Presentation) Sarah Buhler Abstract: This paper will present the findings of our recent qualitative study about how clinical law students experience the supervisory relationship in Canadian clinical law programs. Bringing the workplace into the classroom to enhance CLE pedagogy (20 mins - Paper Presentation) Matthew Atkinson & Paula Zito Abstract: Many students now prioritise what they perceive as workplace skills, making it harder to engage them in CLE pedagogical cornerstones. A redesign of the curriculum scaffolds learning, connects theory to diverse</p>	<p>Climate Justice Chair – Joel Townsend</p> <p>Three key perspectives (the student, client and clinician) on the role of clinical legal education in supporting the climate justice movement (20 mins - Paper Presentation) Hubert Algie, Phoebe Roberts & Isobel Graham Abstract: Three integrated presentations from student, lawyer and client, aiming to amplify perspectives from across the clinical experience. Highlighting the importance of these perspectives to help innovate, grow and advance meaningful clinical education.</p> <p>Legal professional comfort with climate collapse: and one ethical thing law clinics can do about it (20 mins - Paper Presentation) Adrian Evans Abstract:</p>	<p>Clinic & Culture Chair – Catherine Klein</p> <p>"Can You Hear Me?": Outcomes & Assessment Tools that Advance Culturally Proficient Lawyering (45 mins - Interactive Workshop) Darrell Jackson, Anastasia M. Boles, Demetria D. Frank & Jamila E. Jefferson Abstract: The recently adopted American Bar Association (“ABA”) accreditation Standard 303(c) requires that law schools educate students about “bias, cross-cultural competency, and racism.” This session and the supporting research is among the first to propose a comprehensive curricular framework that supports Standard 303(c) outcomes and objectives.</p> <p>Scaffolding Law Reform Projects: Learnings from the Western Sydney University’s (WSU’s) Justice Clinic’s Raise the Age Project (45 mins - Interactive Workshop)</p>

	<p>Trauma Informed Practice as a foundation for understanding clients: an example of students applying theory across different practice contexts (20 mins - Paper Presentation) Margaret Castles & Robyn Dowley Abstract: A presentation illustrating the trauma informed training that we offer to students, discussing the impact we have noted, drawing on student learning "in their own words" from student journals and blogs.</p> <p>The Trauma-Informed Lawyer: Indicators and Healthy Coping Strategies for Compassion Fatigue and Vicarious Trauma in a Global Context (20 mins - Paper Presentation) Angela Downes Abstract: This session addresses the critical need for trauma-informed legal practice within this complex global landscape, focusing on recognizing the insidious signs of vicarious trauma and compassion fatigue, and developing robust personal resilience.</p>	<p>practice contexts and begins to cultivate professional identity and ethical judgment.</p> <p>School Law Clinics - innovation in education and a response to the needs of modern legal education (20 mins - Lightning Talk) Ewelina Gee-Milan & Małgorzata Sekuła - Leleno Abstract: The presentation will defend the thesis presented in the title. The speech will summarize the project of creating the first School Law Clinic in Poland.</p>	<p>This paper discusses how a core principle of effective clinical legal education - the development of morally good lawyers - finds its most urgent expression in the need to engage law students in mitigating climate change.</p> <p>Developing climate-conscious lawyers in community-focussed Climate Resilience Clinic (20 mins - Paper Presentation) Kate Fischer Doherty, Brad Jessup and Donna Askew Abstract: This presentation offers a preliminary exploration of how clinical legal education can support law students to develop a professional identity and preparedness as "lawyers for the climate".</p>	<p>Rebecca Dominguez, Emma Doukakis & Michelle Yang Abstract: In this interactive workshop, solicitors and clinical supervisors from the WSU Justice Clinic will share their experiences of developing and implementing an innovative and effective model for scaffolding student law reform and other clinical legal education project work (the Impact Scaffold).</p>
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11.00-11.30	Morning Tea			
	Seminar Room 5	Seminar Room 6	Seminar Room 7	Seminar Room 8
11.30-12.30	<p>AI & Technology Chair – Paul McKeown</p> <p>Bridging Theory and Practice: Revolutionising Clinical Legal Interviewing Skills through AI-Driven Simulation (45 mins - Interactive Workshop) Amanda Graham, Joel Moore, Amna Mazeah, Craig Horton, Lauchlan Pevie Abstract: This workshop provides a comprehensive exploration of how one form of simulation can revolutionise an aspect of clinical legal skills training. Participants will be introduced to the Authentic Teaching and Learning Application Simulations platform (ATLAS) which integrates asynchronous, self-paced learning with dynamically adaptive simulation environments.</p> <p>AI and Confidentiality: Data Privacy Risks in Kenyan Clinics that Use Artificial Intelligence (20 mins - Paper Presentation) Yusra Abdullahi Abstract:</p>	<p>Clinical Pedagogy Chair – Leah Wortham</p> <p>From Student to Advocate: Reflecting on the impact of the Eleos Anti-Death Penalty Clinic (45 mins - workshop) Sara Kowal, Elizabeth Wood & Christopher Alexander Abstract: Since 2018, over 200 Monash law students have completed the 12-week Eleos Anti-Death Penalty Clinic, working to limit the death penalty in the Asia-Pacific region. This seminar features a panel of former students reflecting five years on, exploring how clinical legal education shaped their careers, values, and perspectives—and what could be done to further enrich future students' experiences.</p>	<p>Climate Justice Chair – Adrian Evans</p> <p>Starting and Sustaining a Climate Justice Clinic: a Movement Lawyering Approach (90 mins - Interactive Workshop) Malvina Hagedorn & Bronte Macan Abstract: This interactive workshop aims to provide clinical educators with a clear and concise understanding of how to start and/or sustain their own clinics, particularly in the climate justice space. It will cover a breadth of topics imperative to clinical legal education, such as embracing innovation and collaboration, the importance of diverse, interdisciplinary perspectives, and the promotion of wellbeing of clinic students and clinicians.</p>	<p>Students in Clinics Chair – Max Tomoszek</p> <p>Student Scholars: Access-to-Justice Research in the Law School Direct Representation Clinic (20 mins - Paper Presentation) Claire Johnson Raba Abstract: This paper proposes adding empirical qualitative research projects to civil litigation clinics, particularly those that supervise students in “kitchen table” cases, like housing and consumer debt. This Article proposes adding a project-based clinic component to direct representation advocacy, building on the success of systemic change and policy advocacy clinics.</p> <p>Beyond Socrates: How Modern Clinical Legal Education Can Forge Lawyers, Not Just Law Graduates (20 mins - Paper Presentation) Craig Trocino Abstract: This presentation challenges the entrenched paradigm of legal education by proposing an integrated framework to enhance student engagement and optimize learning outcomes through a thoughtful blend</p>

	This session explores the use of AI tools like ChatGPT in clinical legal education in East Africa, with a focus on the risks they pose to client confidentiality in regions lacking strong data protection frameworks.			of traditional legal education, situated in Learning Theory (SLT), and passionate engagement.
12.30-1.30	Lunch			
	Seminar Room 5	Seminar Room 6	Seminar Room 7	Seminar Room 8
1.30-3.00	<p>Social Justice Chair – Jonny Hall</p> <p>Embedding Social Justice and Community Engagement through Practice and Theory in Clinical Legal Education (20 mins - Paper Presentation) Emily Singh Abstract: This paper outlines how students’ participation in community engagement curriculum and projects enhances the dual focus of community legal education: servicing the community and strengthening students’ understanding of social justice. We showcase our community engagement theoretical and practical assessments and discuss how this theory complements the client service in a variety of</p>	<p>Clinical Collaboration Chair – Joel Townsend</p> <p>From profit to not-for-profit: How collaboration between access to justice initiatives and private practice can support the quality and sustainability of Clinical Legal Education (20 mins - Paper Presentation) Matt Simpson & Madi McCarthy Abstract: Access to justice initiatives have long been a cornerstone of clinical legal education, and can serve as a foundation for innovative partnerships between universities and private law firms. The presenters – Flinders Legal Centre’s Director and Clinic Supervisor, and Flinders University’s Dean of Law – will offer insights on how such collaborations enhance the quality of clinical legal education</p>	<p>Rural, Regional & Remote Chair – Sally Andersen</p> <p>Reflections on a new regional clinical partnership between the University of Queensland, Townsville Community Law and other regional community legal centres in Queensland (10mins - Lightning Talk & 20 mins - Paper Presentation) Bridget Burton & Bill Mitchell Abstract: The University of Queensland’s Pro Bono Centre (UQ PBC) runs the UQ Law School’s long-standing clinical legal education program. In the summer of 2023/2024, we began offering four new regional clinics in partnership with community legal centres across Queensland. Join Bill Mitchell, Principal Lawyer from Townsville Community Law and Bridget Burton, Senior Lecturer – Clinical Educator from the UQ PBC</p>	<p>Clinical Pedagogy Chair – Jeff Giddings</p> <p>Building the Praxis of Legal Clinic (20 mins - Paper Presentation) Sue Kee Abstract: A CLE theoretical framework, developed in PhD research, engages with the jurisprudential perspective of the justice education goal clinical scholars have advocated. Viewing CLE learning outcomes through the lens of Freire, presents an empirically sourced reading of the local application of this global ideal.</p> <p>Clinical Legal Education and Lawyers Practising Leadership: The Epistemological Development of Lawyers practising Learning: A Retrospective from 2007 – 2025 (20 mins - Paper Presentation) Deborah Hann Abstract:</p>

	<p>clinical units offered at Monash Law Clinics, Monash University.</p> <p>Supporting Community Justice Empowerment Against Unhousing: What role for clinical/experiential legal education? (20 mins - Paper Presentation) David Wiseman Abstract: My presentation addresses the role of clinical/experiential legal education in supporting community justice empowerment against unhousing in the context of the global housing crisis. I describe the various ways in which law students in the A2J Lab course contributed to the resistance efforts, while identifying the challenges that arose along the way.</p> <p>A weather map reflective tool for law clinics - a law and design collaboration (10 mins - Lightning Talk) Kayliegh Richardson Abstract: This lightening talk will present a reflective tool developed by law and design colleagues at Northumbria University. This tool takes a 'weather map' format and the</p>	<p>and the sustainability of university legal clinics whilst also fostering the development of practical, legal and ethical skills for both students and practitioners.</p> <p>Effective Implementation of Access to Justice Right Through Permanent Inclusion of the Mediation Clinic into Clinical Legal Education (20 mins - Paper Presentation) Marta Kuklo Abstract: Mediation offers a faster, cheaper, and more effective means for citizens to realise this right through amicable dispute resolution. This presentation explores barriers to implementing access to justice and proposes a solution: integrating mediation education within Clinical Legal Education (CLE).</p>	<p>for a discussion about this unique partnership. To incorporate the student perspective, we will draw on research published in 2025 by Professor Tamara Walsh, UQ PBC Director, examining the first year of the program.</p> <p>Effects of law school metro-normativity on students, clinical legal education, Indigenous and non-Indigenous justice: how 'relationships' can and should intervene (45 mins - Interactive Workshop) Judith Harrison, Anna Copeland & Corina Martin OAM Abstract: Exploring how 'relationships' can enable or block clinical collaborations with remote and rural areas and why clinics and legal education in Australia and internationally should commit to addressing law curriculum, including clinical, metro-normativity.</p>	<p>Lawyers' learning at work is still not adequately problematised in legal education and workplace learning literature. A retrospective of progress in building a robust epistemology of lawyers "learning at work" can inform us of fertile research opportunities. CLE1 fits work integrated learning (WIL). In "transition to work", there are more complicated cluster of interests. WIL and Work based learning (WBL) converge, especially when individual law firms run their own PLT programs. Inequality remains with WBL, such as unequal access to workplaces and within a workplace, affordance issues. Utility and working knowledge do not necessarily lead to more inclusive knowledge.</p> <p>Assessing the pedagogy behind clinical legal education through the Strathmore Law Clinic (20 mins - Paper Presentation) Gia Sajan Abstract: This session sheds light on key findings from a study on how clinical legal education (CLE) has transformative impact on teaching methods employed by students at the Strathmore Law Clinic (SLC) based in Nairobi, Kenya.</p>
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	talk will present the various ways in which it can be adapted for use with law clinic students to develop their reflective skills.			
3.00-3.45	Afternoon Tea			
	Seminar Room 5	Seminar Room 6	Seminar Room 7	Seminar Room 8
3.45-4.30	<p>Family Law Clinics Chair – Emily Singh</p> <p>Lawyer-Assisted Family Dispute Resolution (LAFDR) Clinic - evaluation of the partnership model and student experience (20 mins - Paper Presentation) Jennifer Lindstrom, Irene Apap & Melody Velasquez-Tan Abstract: Monash Law Clinics created a clinic in 2020 in partnership with a family relationship centre (FRC) and community legal centre (CLC) to provide online/virtual support to separated families engaging in the family dispute resolution process (FDR) to resolve parenting and more recently, property disputes. From 2023 to 2024, Relationships Australia Victoria and Monash University conducted research which involved a survey and</p>	<p>Global Challenges Chair – Ross Hyams</p> <p>Empowering Future Advocates: Responding to Human Rights Abuses by Our Neighbour (45 mins - Interactive Workshop) Prasanna Balasundaram & Cheryl Milne Abstract: This presentation explores how law students at the University of Toronto Faculty of Law were integral to a pivotal constitutional challenge of the Canada–US Safe Third Country Agreement, leading up to Canadian Council for Refugees v. Canada (Citizenship and Immigration), 2023 SCC 17.</p>	<p>Students Chair – Jonny Hall</p> <p>From Learners to Changemakers: Legal Clinics as Catalysts for Student Engagement and Social Change (20 mins - Paper Presentation) Flavia Silva Scabin, Cassia Nakano Hirai & Leticia Lopes Brito Abstract: This paper will explore the challenges and opportunities of aligning educational goals with the pursuit of social justice in clinical legal education. Drawing from real cases and grounded institutional experience, it will highlight strategies for nurturing student engagement, ethical awareness, and long-term commitment to transformative legal practice.</p> <p>“Don’t Spook the Students”: Building student resilience and capacity in a health justice partnership (20 mins - Paper Presentation)</p>	<p>Social Justice Chair – Kayleigh Richardson</p> <p>Strengthening Clinical Legal Education: A Catalyst for Enhancing Access to Justice (20 mins - Paper Presentation) Oguchinalu Enyioma & Okoro Christopher Abstract: This session explores strategies for strengthening Clinical Legal Education in order to enhance access to justice. Drawing on practical experiences from Abia State University Law Clinic, the presentation will examine curriculum integration, capacity-building for clinical supervisors, and partnerships with justice sector stakeholders.</p> <p>Embracing innovation and collaboration (20 mins - Paper Presentation) Alexander Ayeson Epu Abstract: This presentation examines the state of clinical legal education (CLE) in</p>

	<p>interviews of clients (n=54), interviews with FDR practitioners and lawyers. We will share findings from this research.</p> <p>Starting up and sustaining a university based family law clinic and addressing associated challenges. (20 mins - Paper Presentation) Sylvia Maramis & Irene Apap Abstract Starting up and sustaining a family law clinic within a university’s law faculty presents both opportunities and challenges. Clinicians must navigate the tensions between ensuring the delivery of high-quality legal services to disadvantaged people while ensuring meaningful learning experiences for law students. Clinics must adopt a multi-layered approach to deal with these challenges.</p>		<p>Cate Banks & Abi Embleton Abstract This paper provides findings from student feedback collated over three years following their participation in a trauma-informed health justice partnership (HJP). The students have the opportunity to work within a multidisciplinary practice alongside experienced practitioners, including both legal and non-legal professionals. This clinical environment is juxtaposed with their theoretical knowledge provided in traditional pedagogy.</p> <p>From Distance to Inclusion: Embedding Equity in Clinical Legal Education Delivery (20 mins - Paper Presentation) Nicole Siller Abstract: This session explores how the Deakin Law Clinic innovates clinical legal education to overcome geographic barriers faced by regional, rural, and remote students. Using a students-as-partners approach and a design sprint methodology, the Clinic developed remote supervision, online client interaction, and hybrid delivery models that maintain educational quality while promoting access to justice.</p>	<p>Nigeria amid global innovation pressures. It highlights challenges like limited funding, digital divides, and evolving legal needs, while proposing context-aware solutions such as collaborative teaching, hybrid learning, and community-based legal services. Positioned within a global framework, the paper advocates for international partnerships and policy reforms to help Nigerian CLE adapt and flourish.</p>
7pm	Conference Dinner – State Library of Victoria- location of Entry 5 on La Trobe Street in the Isabella Fraser Room.			

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DAY 3 / 21 NOVEMBER 2025 - Monash University Law Chambers, 555 Lonsdale Street, Melbourne

8:00-8.45am	Registration - Foyer, Monash University Law Chambers			
	Seminar Room 5	Seminar Room 6	Seminar Room 7	Seminar Room 8
9.00-10.30	<p>AI & Tech Chair – Joel Townsend</p> <p>Supervising GenAI when you’re being supervised yourself (45 mins - Interactive Workshop) Pamela Taylor-Barnett & Anneka Ferguson Abstract: In this interactive workshop, participants will use their devices to ask AI to assist with a drafting task. Prepare to feel a mix of unease, awe at what AI can achieve, and frustration at what it can’t. With all the years of legal experience in the room, we will explore what is needed to supervise AI well, and how students without those years of experience are trying to do that.</p> <p>Beyond the Traditional Paradigms: Exploring Technology, Innovation, and the Future of Clinical Legal Education (45 mins - Interactive Workshop) Tribe Mkwebu</p>	<p>Clinical Pedagogy Chair – Ross Hyams</p> <p>Clinical Legal Education: A Platform for Cultivating Professional Skills and Competencies in Future Lawyers (20 mins - Paper Presentation) Jennifer Gitahi Abstract: Using Strathmore University Law School (SLS) as a case study, the presenter intends to present the preparedness-for-CBE design that the School proposes to adopt while demonstrating the effectiveness of clinical legal education in the cultivation of professional skills and competencies in future lawyers in the context of CBE.</p> <p>Interprofessional education for LLB and JD students: joint training with interpreting students (20 mins - Paper Presentation) Jennifer Lindstrom, Jim Hlavac, Jemma Ives & Amanda Graham Abstract:</p>	<p>Students Chair – Leah Wortham</p> <p>Can a virtual reality experience improve law student empathy for victim-survivors of family violence? (45 mins - Interactive Workshop) Abi Embleton, Delanie Woodlock, Cate Banks, Mai Sato, Genevieve Grant & Jacqueline Weinberg Abstract: Using an arts-based intervention developed together with victim-survivors of DFV and the felt Experience and Empathy Lab at UNSW. We investigated the potential of VR for building understanding empathy amongst law students and early lawyers. By virtue of its immersive and experiential nature, VR is uniquely placed to foster empathy in law students. For the same</p>	<p>Clinical Learning Experiences Chair – Elisabeth Griffiths</p> <p>Building Belonging in Clinical Learning Experiences: Strategies for Empowering First- Generation, International, and Underrepresented Students (45 mins - Interactive Workshop) Reena Parambath & Tracye Edwards Abstract: First-generation, international, and underrepresented clinical law students often lack the support system needed to navigate the legal profession. To address this need, law school clinics should curate support opportunities focused on cultivating a strong sense of belonging. This approach fosters confidence, resilience, and a supportive network, empowering students to thrive in their field placements. Drexel University Kline School of Law's clinical program collaborates with students, field supervisors, and regional</p>

	<p>Abstract: To guide discussion, stimulate research and inform curriculum development the interactive workshop will explore a wide range of focused, practical, and forward-thinking questions on Legal Practice and Technology Integration, Pedagogy and Skills Development, Ethics, Privacy, and Data Security, Access to Justice and Inclusion, Global and Comparative Perspectives, Research and Impact Measurement.</p>	<p>In Australia, legal professionals often work with clients who have limited English proficiency, requiring interpreters for effective communication. Students have limited training in this area. Since 2022, Monash University’s Law and Arts faculties have run simulated court proceedings involving law and interpreting students to build interprofessional skills. This presentation reports on the learning experiences and skills gained by law students.</p> <p>Transforming Legal Education: An Integrated Model for Climate Justice in Kenya's Coastal Frontlines (20 mins - Paper Presentation) Nayfeen Omar & Fatma Swaleh Abstract: This session explores how clinical legal education can empower students to address the climate crisis in frontline communities. Drawing from student-led initiatives at the University of Nairobi’s Mombasa Campus, Kenya’s only coastal law school, it showcases how law, technology, and grassroots action can be used to support climate adaptation, legal empowerment, and youth engagement.</p>	<p>reasons, VR has strong potential for improving empathy in law students as these technologies capitalise upon a sense of presence and embodiment during experiential learning.</p> <p>GVV with a twist: Discussing the undiscussed fears of being a junior lawyer (45 mins - Interactive Workshop) Pamela Taylor-Barnett & Anneka Ferguson Abstract: We have observed that there is a universality to our students’ concerns about speaking up to power to defend and enable doing the right thing. And developing their skills on speaking up is as relevant as ever in today’s world. This is an interactive session demonstrating GVV-with-a-twist. Participants will be given the opportunity to apply their own responses to some of the dilemmas proposed by our students, and we will lead the group through a workshop based on our work with students, highlighting the reflections students provide along the way, and sharing what we have learned.</p>	<p>colleagues to sustain a support model that builds belonging through training. Presenters will demonstrate workshops, exercises, and reflection prompts designed to help students feel valued and included in their field placements.</p> <p>Long Distance: Teaching Students How to Use Technology to Reach Remote Service Areas (45 mins - Interactive Workshop) D'Lorah Hughes, Claire Johnson Raba & Pamela Taylor-Barnett Abstract: Panelists from Australia and the United States will present on the challenges and opportunities in using legal technology with students in teaching how to provide culturally competent and effective legal services to hard-to-reach client populations in urban, rural, and underserved communities. With a focus on holistic services delivery in partnership with community-based organizations, this panel presents ways to use legal technology to further access to civil justice.</p>
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10.30-11.30	Morning Tea			
	Seminar Room 5	Seminar Room 6	Seminar Room 7	Seminar Room 8
11.30-12.30	<p>AI & Tech Chair – Paul McKeown</p> <p>The Use and Abuse of Artificial Intelligence (AI): Key Clinical Law Work-integrated Learning (WIL) training Issues. (20 mins - Paper Presentation) Robin Palmer Abstract: A crucial contemporary challenge for work-integrated learning training in university law clinic programmes is an appreciation of the role of Artificial Intelligence (AI). Looking at AI knowledge required for effective service in law clinics (and to enter the modern workplace); the best AI tools currently available; and training and competence in AI for application in law clinics and the workplace, including an appreciation of ethical considerations.</p> <p>Student Use of AI to answer real client problems (20 mins - Paper Presentation) Jonny Hall Abstract:</p>	<p>Street Law Chair – Kayleigh Richardson</p> <p>Changing Litigation Culture By Institutionalizing ADR In Pakistan Using Street Law Methods (45 mins - Interactive Workshop) Amy Wallace & Andrew Perkins Abstract: The session will include a brief discussion of the role of the Street Law ADR project in the larger goal of institutionalization of ADR in Pakistan. The session will mainly be an interactive simulation. participants working in groups will simulate a negotiation from the ADR course. The session will be highly interactive and will involve all participants.</p> <p>From Street Law to the Justice Bus: Empowering Youth Through Legal Education (45 mins - Interactive Workshop) Sally Andersen & Jeff Giddings Abstract: Monash University launched the Justice Bus initiative in November 2024. This innovative program aimed to bring essential legal education directly to young people residing in</p>	<p>Trauma Informed Legal Education & wellbeing Chair – Emily Singh</p> <p>Global Innovations in Trauma-Informed Legal Education: Shaping the Future of Justice and Dispute Resolution (90 mins - Interactive Workshop) Amanda Morgan, Natalie Netzel, Alanna Carlson & Raheena Lalani Dahya</p>	

	<p>This paper explores research at Northumbria University's law clinic investigating student use of AI to conduct research into a real client's problem. The authors used a Problem Based Learning approach to scaffold student use of AI through self-directed research into the responsible use of AI. This paper reports on the results of the research and the potential for further pedagogical research in this area.</p> <p>Navigating Ethical Legal Practice in the Age of AI: Enlightening Clinical Students (20 mins - Paper Presentation) Jacqueline Weinberg & Adrian Evans</p> <p>Abstract: With legal practice fast evolving and technological innovation and globalisation rapidly changing the traditional models of legal practice, accentuated by AI, the ethical dimensions of legal practice require re-emphasis and some reshaping. We will discuss general moral frameworks as they underpin professional legal ethics and conduct rules, building students' confidence to use legal technology to create innovative and ethical solutions to the changing demands of legal practice.</p>	<p>underserved Victorian communities through a mobile platform.</p> <p>This presentation will discuss the origins of the Justice Bus initiative, evaluate the effectiveness of its first road trip in enhancing youth awareness of legal rights, and discuss the potential for future Justice Bus road trips to promote legal literacy and empowerment among marginalised populations, and encourage a social justice ethos in our students.</p>		
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	<p>AI and Accessible Justice for Undertrial Prisoners in India: The Role of AI Clinics in Promoting Access to Justice (20 mins - Paper Presentation) Shireen Moti & Jacqueline Weinberg</p> <p>Abstract: The access to justice crisis is severe in India. Undertrials constitute 75.8 percent of India's prison population. USA has employed Artificial Intelligence (AI), with a focus on Risk Assessment Instruments (RAIs) to reduce undertrial incarceration. Clinical legal education programmes in Indian law schools are well positioned to respond to this access to justice crisis. The paper examines the potential use of RAIs in the Indian judicial area. It explores the role of 'AI clinics' in law schools to achieve access to justice for underserved communities.</p>			
12.30-1.30	Lunch			
	Seminar Room 5	Seminar Room 6	Seminar Room 7	Seminar Room 8
1.30-3.00	<p>AI & Tech Chair – Jonny Hall</p> <p>'Cometh the hour, cometh clinical legal education': Clinical legal education and authentic</p>	<p>Reflective Practice Chair – Jackie Weinberg</p> <p>'Learning from One Another: Pedagogies of Reflection that Make a Difference' (90 mins)</p>	<p>Clinical Pedagogy Chair – Joel Townsend</p> <p>Taking it to the next level: using progressive rubrics to assess skills (45 mins - Interactive</p>	<p>International Clinical Contexts Chair-Jeff Giddings</p> <p>Crossing Borders to Make a Better World: Creating an international transactions practice within a law clinic</p>

	<p>assessment in the age of Generative Artificial Intelligence (20 mins - Paper Presentation) Tania Leiman Abstract: Generative artificial intelligence poses profound challenges for traditional legal education, particularly in the realm of academic integrity. This calls for a fundamental reimagining of how we assess law students. This presentation will share our experiences adopting clinical assessment methods in doctrinal topics such as Torts, Law of Remedies, Family Law and Human Service Law & Practice, and explore how the broader legal academy might adopt and adapt clinical assessment methods.</p> <p>Justice Reimagined: Unleashing AI-Powered Forensic Linguistics in Clinical Legal Education for Ethical Innovation and Global Access (20 mins - Paper Presentation) Thamizh Mani Rajaganapathy Abstract: This research integrates AI-driven forensic linguistic tools, specifically NLP for analyzing client statements, into clinical legal education to enhance access to justice in mental health cases. As a speaker, a forensic linguist, and an AI researcher, I would like</p>	<p>Session moderated by Michele Leering, Susan Brooks and Anna Copeland With paper presentation & 5 lightening talks Paper presentation: Integrative Reflective Practice: Benefits in theory and for legal pedagogy: Michele Leering Lightening talks: Amy Wallace: Reflective practice in Street Law & other public legal education courses. David Wiseman: Deepening law student reflection in a mandatory first year active learning course. Sarah Buhler: A pedagogy of hospitality for critical reflection in clinical legal education. Jennifer McKay: Student reflection on deficiencies in Australian law: Emotive answers.</p>	<p>workshop) Maxim Tomoszek Abstract: The workshop will equip the participants with the competences necessary for using rubrics with progressive performance descriptors (PPDs) for assessment of students skills.</p> <p>Bridging Tradition and Justice: Innovating Culturally Responsive Clinical Legal Education (20 mins - Paper Presentation) Jennifer Mike Abstract: This paper advocates for integrating cultural awareness into CLE curricula, incorporating local customs and restorative justice practices to enhance trust, access to justice, and legal empowerment. Through case studies, it highlights best practices that balance legal advocacy with cultural preservation.</p>	<p>(20 mins – Paper Presentation) Deborah Burand</p> <p>What clinic tells us about building learning communities: analysing clinic staff perceptions of conversations and relationships (20 mins - Paper Presentation) Siobhan McConnell, Caroline Strevens, Kate Fischer Doherty, Jacqueline Weinberg & Judith Marychurch Abstract: This session presents the initial findings of an international research collaboration between law schools in the UK and Australia. Drawing on data collected from semi-structured interviews with law teachers teaching both in clinic and in traditional classroom settings, this session explores law teachers’ perceptions of the differences in student-staff and student-student relationships and the topics of discussion within these contrasting teaching environments.</p>
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	<p>to speak about technology's role in social justice, tackling the challenge of AI bias, and building collaborations.</p> <p>The Practice of Law and Legal Education for future practitioners (20 mins - Paper Presentation) Dionne Cruickshank & Kayann Balli</p> <p>Abstract: This paper will examine and consider the practice of law and the delivery of Clinical Legal Education at the Norman Manley Law School Legal Aid Clinic (Clinic) in Kingston, Jamaica and explore the opportunities and challenges within the Clinic to foster social justice within a contemporary developing society.</p>			
3.00-3.45	Afternoon Tea			
	Seminar Room 5	Seminar Room 6	Seminar Room 7	Seminar Room 8
3.45-4.30	<p>AI & Tech Chair – Jennifer Lindstrom</p> <p>Leveraging Legal Tech for Efficient Client Triage (90 mins - Interactive Workshop) Paul McKeown & Kayliegh Richardson</p> <p>Abstract: In this session the presenters will demonstrate the Libra app which seeks to increase the capacity of</p>	<p>Social Inclusion in Clinics Chair – Ross Hyams</p> <p>‘A Place for Us’ in the clinic – disability inclusion, wellbeing and experiential learning (20 mins - Paper Presentation) Elisabeth Griffiths</p> <p>Abstract: This session reports on the advancement of a learning and teaching enhancement project on</p>	<p>Sustainability Chair – Joel Townsend</p> <p>Scalability - Embedding Quality as you Grow Your Clinical Program (90 mins- Interactive Workshop) Jeff Giddings</p>	<p>Collaborations Chair – Catherine Klein</p> <p>Building Inclusive Futures: Collaborative CLE Partnerships for Community-Wide Progress (90 mins - Interactive Workshop) Devinder Singh & Shruti Dahiya</p> <p>Abstract: Clinical Legal Education programs play a crucial role in promoting justice for migrants by building</p>

	<p>clinical legal education and pro bono initiatives. The Libra app provides support to individuals without representation enabling the limited resources to be utilised more efficiently.</p>	<p>disability in law school called 'A place for Us' as applied to a clinical legal education setting (the Student Law Office (SLO)) and (2) the next phase of the project in terms of the promotion and implementation of the International Bar Association Guidelines for Wellbeing in Legal Education (the Guidelines).</p> <p>Justice on the brink: the role of law schools to create tomorrow's social welfare lawyers (20 mins - Paper Presentation) Emma Rehal-Wilde</p> <p>Teaching Practical Legal Skills in an online environment: A South African Perspective (20 mins - Paper Presentation) Bernice Welgemoed & Tracy Lee Gutuza</p>		<p>strong, sustainable community partnerships. Migrant workers often face barriers such as a lack of documentation, workplace exploitation, and limited access to legal support. By collaborating with NGOs, legal clinics, employers, government agencies, and educational institutions, CLE initiatives can better protect and assist migrant communities.</p>
4.30	Conference close			