

## Australia/New Zealand Faculty Development Programs 2010

This program is being jointly organised by:

The Australasian Institute of Judicial Administration  
The Institute of Judicial Studies New Zealand  
The National Judicial College of Australia  
The National Judicial Institute Canada  
The Judicial College of Victoria  
The Judicial Commission of New South Wales

### **Objectives**

The purpose of this course is to teach participants the 'art and craft' of designing courses and sessions. Through actively participating in a range of learning activities, participants will:

- Link concepts of adult education to judicial education and assess why experiential education is a preferred method for judicial education;
- Expand their comfort level with and knowledge of a range of learning methods that are effective in judicial education.
- Identify the essence of 'judging' (skills) and the relevance of linking judicial education to judging skills.
- Expand their comfort level with a range of judicial education program designs including willingness to move away from a model that is focused on 'knowledge acquisition about law (or even social diversity) and is instead focused on 'judicial skills'
- Expand their comfort level with 'learner centred' education and other aspects in the 'culture' or paradigm shift in this model
- Adapt the 'lessons learned' from Canada to their situation(s) in Australia and New Zealand
- Know the elements of planning judging focused experiential judicial education
- Recognize the structural and resource implications entailed in organizing judicial education around the adult education model and plan for actions that can be taken to implement and sustain efforts to carry the model forward (including a plan for more judicial faculty development so that over time, there is a broad pool of judges able to take on roles in this area)

At the end of this program, participants will have enhanced skills as judicial education planners. They will be better able to design 'judging focused' judicial education courses incorporating adult education principles that develop judicial skills (including analytical skills, communication skills and evidentiary skills) using an interactive, learner-centred and peer model of judicial education.

## Preliminary Agenda

### Wednesday 22 September 2010

9.00 – 9.15 Session 1 **Introductions**; and any opening formalities

9.15 – 9.35 Session 2 **Icebreaker Exercise**

9.35 – 10.15 Session 3 **On the Marks**

- Objectives of Program
- Judicial Education in Australia/New Zealand: Mandate, Vision, Structure
- Opening Discussion: What's in it for you?

10.15 – 10.30 **Morning Tea**

10.30 – 12.00 Session 4 **Adult Education/Judicial Education**

Topics and Exercises include:

- Adult Education Principles
- Instructional Organizers
- Learning Style Inventory
- Learning Cycle/Sequence
- Formats in Judicial Education

12.00 – 1.00 **Lunch**

1.00 – 1.15 Session 5 **Overview of the Afternoon**

- We will outline the mechanics of the afternoon and introduce the 'learning resource kit' for the module to be taught by participants.

1.15 – 3.15 Session 6 **Words into Actions: Planning Instruction** (Small Groups)

- Participants will review instructional strategies for distinct components of a module of education. They will select the preferred instructional methods and prepare to construct the module using those methods. .

3.15 – 3.30 **Afternoon Tea**

3.00 – 4.45 Session 7 **Teach Off** (Plenary)

- Each group will present/teach their module or module sequence.

4.45 -- 5.00 session 8 **Debrief**

- How did this exercise crystallise 'judging focused, experiential judicial education' for participants?
- What questions does it raise about the model?
- What did the 'overall program' from which this module was extracted look like?
- Initial discussion on the areas of interest for program development among participants

## **Thursday 23 September 2010**

9.00 – 9.30 session 9 **Topic Menu**

- In small groups, areas of interest for education course/module design discussed based on 'GRID 1' prepared ahead of the program.

9.30 – 9.45 session 10 **Overview of the Program Design Process**

9.45 – 10.30 session 11 **Learning Needs and Judging Skills 'in Three Dimensions'**

- Concepts overviewed
- Working session

10.30 – 10.45 **Morning Tea**

10.45 – 12.00 session 12 **Learning Objectives**

- Concepts overviewed
- Working session

12.00 – 1.00 **Lunch**

1.00 – 3.45 session 13 **Learning Design/Design Pattern/Program Sequencing**

- Concepts overviewed
- Working sessions

3.45 – 4.00 **Afternoon Tea**

4.00 – 5.00 session 14 **Organising, Planning/Required Logistical Support**

- Discussion of the work to be done to refine and complete the program design
- Concepts and exercises (variations)
  - Discussion

## **Friday 24 September 2010**

9.00 – 10.30 session 15 **Presentation/Feedback on Draft Course/Session Designs**

- Each group presents their design followed by a structured feedback process

10.30 – 10.45 **Morning Tea**

10.45 – 12.00 session 16 **Creating Effective ‘Application’ Sessions**

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- In depth review of the design of ‘skills exercises’ through which ‘knowledge and concepts’ can be applied to judicial practice.
- Topics may include: participant preparation, crafting of material, effective peer and expert feedback).

12.00 – 1.00 **Lunch**

1.00 – 2.30 session 17 **Evaluate and Redesign**

2.30 – 4.00 session 18 **Open Forum: Next Steps**

- We will discuss the next steps to ensure finalization and delivery of the modules as envisaged.