



Queen's Law Virtual Symposium

Reflective Practice for Legal Professionals

June 22 – 24, 2026 | Virtual | All times EDT (GMT-4)
Final Detailed Program with Abstracts & Bios

Day I — Monday, June 22, 2026

2:00 – 3:00 pm	<p>Welcome, Acknowledgement of Territory & Opening Address</p> <p><u>Sharry Aiken</u> Professor, Queen's University Faculty of Law <i>Opening Remarks & Acknowledgement of Territory</i></p> <p><u>Colleen M. Flood</u> Dean, Queen's University Faculty of Law <i>Welcoming Remarks</i></p> <p><u>Michele Leering</u> Visiting Scholar, Queen's University Faculty of Law <i>Setting the Stage and Seeding the Ground: Reflective Practice in Law in all its Complexity and as a Catalyst for Change</i></p>
3:00 – 4:30 pm	<p>Session 1</p> <p>Expanding our Understanding of the Transformative Impact of Reflective Practice</p> <p><i>Moderator: <u>Michele Leering</u> Queen's</i></p>
	<p><u>Gemma Smyth</u> Windsor</p> <p><i>Reflective Practice: Pathways through Uncertainty</i></p> <p>Uncertainty is an embedded, inevitable part of professional practice. Clinical and experiential learning as a site of learning requires students to grapple with substantive, ethical, and emotional uncertainty. Aspects of law practice - including ethical complexity, poor empiricism, and disconnect between doctrine and practice - make uncertainty a particular challenge for new law students and lawyers. Reflective practices provide pedagogical approaches that support students' facility with uncertainty; however, reflective practice relies on pedagogies that exist largely at the margins of Western approaches to legal education. Clinical and experiential learning invites reflective approaches and epistemologies into learning, providing a container within which uncertainty can be reframed and, perhaps, celebrated.</p>

Timothy Casey | UCLA

Refined Reflection: A Second Look at Models of Reflection

This paper will review and update a previous work, *Reflective Practice: The Stages of Reflection* (Casey, Clin. L. Rev. 2014). The “Stages of Reflection” model envisioned six stages of reflection, each building on the prior stage. The model provides a useful tool for experiential educators who seek structure for reflections. The model also provides guidance – and examples – for students. But the model may need revision. This paper seeks to expand and further develop the cognitive basis underlying the model and to further explain the process of cognitive development among both undergraduate and graduate students. For example, the Stages of Reflection paper noted development along an axis from “binary thinking” to “contextual thinking.” This paper takes a deeper dive into the application of cognitive science to our experience in teaching in experiential legal education.

Dustin Gumpinger | Sherbrooke

Reflective Practice, Moral Imagination, and the Rule of Law

Threats to the rule of law increasingly arise from the law’s strategic use. Lawyers use formal legal mechanisms to weaken the system. This phenomenon challenges traditional approaches, which assume that loyalty to the rule of law can be secured through appeals to the intrinsic value of legality. Yet recent experience suggests that justification no longer carries the sway it once did. Drawing on Richard Rorty’s moral imagination, this paper offers an alternative. For Rorty, rational argument alone cannot motivate ethical commitment. Rather, imaginative redescriptions highlighting the human and institutional consequences of action are required. Hence, this paper argues that attempts to secure commitment to the rule of law through reason are inadequate to address lawyers’ efforts to subvert democracy. What is lacking is not an ability to understand the relevant norms, but a capacity to imagine the consequences of professional complicity in institutional erosion. Accordingly, this paper supports the use of reflective learning to cultivate a moral imagination that makes the consequences of destabilizing forms of legal practice harder to ignore.

Julian Webb | Melbourne

Building Ethics & Wellbeing Through (Moral) Organisational Resilience: An Extended Role for Reflective Practice in the Legal Ecosystem

Legal practice today is a highly complex and often morally challenging setting in which to survive, let alone thrive. One response has been to argue that individuals need to build ‘resilience’, a response that has been criticized for letting organizations off the hook of the moral, physical and psychological harms they cause. In contrast, this paper builds on more recent work on resilience, which treats it as both a process and an emergent quality of complex systems, operating across technical, human, social and ecological domains, and significantly shaped by the learning environment. Drawing on the foundational work of Argyris and Schön (1978), the paper makes a case for recentring reflective practice around resilience, and the need to (re)build legal practices as learning organizations committed to ‘triple loop’ learning. Whereas single loop and double loop learning lead to new knowledge on technical problems, and the ability to ‘learn forwards’ to novel solutions, a third loop requires people and organizations to engage in more profound reflection on why they do what they do, and how this connects to the fundamental values of the legal system. The implications of this model for the legal education system are, in concluding, briefly addressed.

Eduardo R.C. Capulong | Hawaii

Reflection as Resistance: The Personal-Professional Identity Dialectic and Political Agency

As the accelerating and interlapping crises around us unfold, we find ourselves simultaneously overwhelmed and compelled to act. Yet as their interconnections clarify—between the climate emergency and fascism, between racism and war, between imperialism and poverty, between freedom and the right to control women’s bodies and choose whom we love—we also find ourselves needing perspective, analysis. In this article, I explore reflection as resistance, or the revolutionary act of contemplation, of the need to transform reflection into strategic action. In particular, in this article, I focus on our identities and multiple consciousness to inform action—in historicizing ourselves and our community’s struggles to examine the contingencies of history and, therefore, political agency.

4:30 – 5:00 pm	BREAK — 30 minutes
5:00 – 6:30 pm	<p>Session 2 Reflective Practice: Legal Regulators & Law Societies Roundtable Moderator: <u>Sharry Aiken</u> Queen's</p>
	<p><u>Barbra Bailey</u> Law Society of Alberta and <u>Christian Hurley</u> Newfoundland & Labrador. Law Society <i>Reflective Practice Across the Lawyer Lifecycle: From Bar Admission to CPD</i> This session will explore how reflective practice is being embedded across the continuum of legal professional development. Drawing on examples from the Law Society of Alberta and the Law Society of Newfoundland and Labrador, the presenters will examine how structured reflective exercises are being used to support both entry-to-practice learning and post-call continuing professional development (CPD). The session will highlight Alberta's competency-based CPD model, including its Professional Development Profile and CPD Tool, which guide lawyers through self-assessment, goal setting, and year-end reflection. It will also profile how reflective practice is embedded within Newfoundland and Labrador's bar admission program, supporting student reflection on professional identity, competency development, and challenging experiences throughout the articling term. Together, these perspectives will show how reflective practice can be meaningfully integrated into legal education and regulation to enhance competence, self-awareness, and professional growth.</p> <p><u>Chris Walsh</u> (Law Society England & Wales) <i>Helping our Members get 'Shopfloor' Ready: How Embedding Reflective Practice Aims to Improve Professional Competency</i> This presentation will discuss how The Law Society of England and Wales has attempted to embed reflective practice (via its digital CPD diary, which is available to all members) as a key component of its education offering. As routes to qualification become more convoluted and contested, and the pressure to conform to the demands of the billable hour continues to increase, it has arguably never been more important to embed reflective practice as a key pillar of emergent professional competences.</p> <p><u>Lucy Fraser</u> and <u>Alice Duggan</u> Victorian Legal Services Board + Commissioner <i>Cultivating Reflective Practice in the Victorian Legal Profession</i> The Victorian Legal Services Board and Commissioner (VLSB+C) is a modern, evidence-driven legal regulator with a proportionate, risk-based approach to regulation. As the independent regulator of the legal profession in Victoria, the VLSB+C plays a key role in fostering a reflective practice culture within the legal profession. This session will explore the role reflective practice plays in VLSB+C programs designed to enhance lawyers' capability to deliver quality legal services to consumers and improve their own personal resilience and wellbeing. By enhancing professional performance and improving wellbeing before serious harm occurs, programs built around reflective practice for lawyers also, critically, contribute to protecting and empowering consumers of legal services and increasing access to justice. Presenters from the VLSB+C will showcase several programs incorporating reflective practice, along the regulatory continuum (which extends from education through to regulatory intervention), including:</p> <ul style="list-style-type: none"> ○ The Early Career Lawyer Capability Framework and Reflective Practice Template, which aims to embed the core skill of reflective practice at the point of embarking on a legal career; ○ Our ethical checklists, which are also designed to encourage lawyers to reflect on their skills and capabilities across their career; ○ The Costs Support program, which invites voluntary participation by practitioners with a record of low-risk but repeated costs complaints, enabling reflection and the development of new capabilities to improve practice; ○ The Early Intervention Strategy, in which VLSB+C proactively identifies and engages with law practices to address emerging issues and mitigate risks, including a key emphasis on the role of reflection and adjusting continuing professional development (CPD) to address capability gaps; and ○ The Lawyer Wellbeing Program, whose body of work includes research, a Systems Theory of Change and practical tools and resources that drive sector-wide positive change in lawyer wellbeing.

	<p>Beata Pawlowska, Cassandra Barber and Megan Marshall College of Immigration and Citizenship Consultants</p> <p><i>Reflective Practice and Public Protection: Professional Identity Formation in Immigration Practice</i></p> <p>This presentation situates reflective practice at the intersection of professional identity formation, professional competence, and public protection. Taking immigration practice as its site of inquiry, it examines how reflective practice enables practitioners to interrogate their own assumptions, exercise judgment under conditions of uncertainty, and remain attentive to the technical, relational, and moral dimensions of practice. In this account, professional competence is not exhausted by technical proficiency; it includes disciplined reflection and the capacity to recognize how professional decisions are shaped by the lived realities of practitioners and those subject to immigration processes. The development of this dimension of competence becomes especially acute in the early years of practice, when the transition from learning environment to professional practice is often marked by uncertainty, readiness gaps, and heightened risk of attrition. From the perspective of a public-interest regulator, the cultivation of reflective competence is therefore integral to supporting professional identity formation, strengthening practice, and advancing public protection.</p> <p>Naomi Horrox Law Society of Ontario</p> <p><i>Encouraging Reflective Practice at the Law Society of Ontario</i></p> <p>Deborah Wolfe Federation of Law Societies of Canada</p> <p><i>Modernizing Canada's Assessment Policies and Assessment Tools for Internationally Educated Lawyers and Law Graduates</i></p> <p>This presentation will describe the process to modernize the policies and assessment tools to evaluate and certify internationally educated lawyers and law graduates who wish to practice law in one of Canada's common law jurisdictions. The relationship between the National Requirement for Canadian Common Law Programs and the Competency Profile that sets the stage for the evaluation of internationally educated lawyers and law graduates will be highlighted. Finally, the efforts to better prepare internationally educated lawyers and law graduates for bar admissions and practice in Canada will be detailed.</p>
<p>6:30 – 7:00 pm</p>	<p><i>BREAK — 30 minutes</i></p>
<p>7:00 – 8:30 pm</p>	<p>Session 3</p> <p>Reflective Practice and Fostering Wellbeing</p> <p><i>Moderator: Judith Marychurch Melbourne</i></p>
	<p>Rachael Field Bond and Emma Jones Sheffield</p> <p><i>Reflective Practice as a Critical Element of a Proposed New Legal Wellbeing Pedagogy</i></p> <p>This paper discusses reflective practice as a critical component of a proposed new Legal Wellbeing Pedagogy (LWP) (Jones, Strevens & Field, 2025). The LWP draws upon the theoretical basis of positive psychology, particularly Self-Determination Theory and its Basic Psychological Needs sub-theory, to create a learning and teaching framework specifically focused on promoting positive wellbeing for both academic law staff and law students, thus reimagining the legal curriculum as a vehicle to facilitate thriving and flourishing in an evidence-based and sustainable manner. The LWP addresses cognitive, experiential and affective engagement with legal education. It provides a clear framework for the integration into the law degree of challenge and growth, independence and meaning, collaboration and connection. The LWP promotes a holistic approach to wellbeing by highlighting the role of empathy, reflection, values and ethics as key inter-connecting concepts. This paper explains how the LWP conceptualizes the teaching of reflective practice as a metacognitive skill supporting students to make sense of the challenging, complicated content of the law curriculum, and promoting their personal and professional awareness, as well as their engagement. The paper offers practical ways for legal academics to incorporate and promote reflection throughout the legal curriculum.</p>

Anna Copeland | Murdoch

Reflection Will Be the Thing That Saves You: Linking Reflective Practice to Wellbeing & Happiness in Graduating Students

This presentation will outline the links between reflection and wellbeing in practice and explore the approach taken with one cohort of graduating law students. More and more students are understanding the long-standing links between legal practice and negative impacts on wellbeing, including depression, substance abuse and unhappiness. In trying to undermine the tendency of graduates to see unsustainable work practices as simply ‘part of the job’, reflective practice plays a crucial role. This session will explore that role and suggest some ways to harness this insight to improve both the wellbeing and the practice of graduating lawyers. An added bonus is that students approach reflection with a new enthusiasm when they understand that, rather than something else they have to do or learn, it is their lifeline and key to a sustainable and happy legal career.

Véronique Fortin and **Claudia Bérubé** | Sherbrooke

Integrating Reflective Practice and Professional Identity Formation in Week 3 of L1: Too Soon?

In Sept. 2024, Université de Sherbrooke introduced a new course entitled “Becoming a Legal Professional”. This 45-hour course was developed in response to the study by Nathalie Cadieux et al. (2022) on the mental health of legal professionals in Canada, which revealed that more than half of the respondents reported experiencing psychological distress, with even higher rates for professionals with less than 10 years of practice. Through various experiential activities, the course aims to foster the development of transversal competencies, and to develop students’ reflective practice, with particular attention to professional identity formation and reflections on the role of lawyers in society. Our contribution will outline the structure and objectives of the course, highlighting both its early successes and the challenges encountered in the first years of its implementation. In the Quebec context, where most law students enter law schools at 19 years old without prior undergraduate degree, we will discuss the issue of timing. Is it too soon to introduce professional identity formation as early as the third week of the first year of Law school? Spoiler alert: we think it is not.

Tanya Lat | Ateneo Law School

Transforming Law Students into Happier, Healthier, and More Ethical Versions of Themselves: A Philippine Response to Patrick Schiltz 25 Years Hence

In 1999, US attorney (now federal court judge) Patrick Schiltz wrote a very thought-provoking article on what makes the legal profession unhappy, unhealthy, and unethical. In the course of teaching legal ethics and mulling over his article for the past decade, I have come to realize that mindfulness and reflective practice are the key to addressing these 3 key ailments of the profession. In this presentation, I will share my journey on how I discovered mindfulness and made it into a foundational feature of all my courses. I will discuss my students’ experiences on how mindfulness has developed not just their emotional intelligence and empathy but also their mental health, resilience, and moral courage. This in turn has enhanced the collective classroom experience, making students more engaged, collaborative, and inspired. I will discuss the theoretical frameworks and pedagogical methods that I use to develop students’ self-awareness and capacity for reflection and offer recommendations on how traditional legal ethics courses can be innovated to inspire and transform students into becoming happier, healthier, and more ethical versions of themselves.

Raheena Lalani Dahya | Humber Polytechnic

Bias, Burnout, and Blind Spots: Why Reflection Matters in Trauma-Informed Law & ADR

This paper is co-authored with Rebecca Norris. The myth that members of the legal profession have and need detached objectivity can leave lawyers and mediators blind to the human realities shaping behaviour, conflict patterns, and decision-making, ranging from basic decisions to critical ones. This paper explores self-reflective practice as a tool for recognising and navigating one’s own responses to threat, distress and systemic pressure - which, in turn, allows us to identify and navigate others’ responses more skillfully. Grounded in neuroscience and trauma-informed insights, we set out how reflection supports attunement to clients, ethical advocacy, resilience under pressure and competent decisions-making. In this paper, we explain how, when embedded as a standard professional competency, self-reflection protects clients, witnesses, and practitioners alike, turning emotional awareness into a strategic and ethical asset.

Amy Dallas | US National Non-profit

In Right Relationship: Practicing and Teaching Trauma-Responsive Restorative Advocacy

Attorneys who recognize and respond to trauma and stress—in both clients and themselves—are better positioned to provide effective advocacy and shape more restorative legal practice. In an era of mounting pressures, legal education must evolve to prepare attorneys for modern practice while nurturing essential relational skills. This Article proposes Trauma-Responsive Restorative Advocacy, a framework that builds on trauma-informed approaches to address attorney wellness, enhance client representation, and transform legal culture. The framework comprises four pillars: expanding trauma education, incorporating somatic practices, cultivating mindfulness, and adopting restorative practice. Attorneys can create environments of coherence in professional interactions by assuming a restorative lens, developing somatic awareness, and practicing critical self-reflection. Drawing on restorative justice principles and interdisciplinary science, it offers practical tools to navigate stressors, prevent burnout, and develop deeper capacities to provide dignified, holistic, and adaptive representation to individuals and communities navigating dynamic challenges.

Day II — Tuesday, June 23, 2026

9:00 – 10:30 am

Session 4

Fostering Professionalism & Developing Competency Across the Lifecycle and Professional Paths

Moderator: Annie Rochette | Ottawa

Christian Duperouzel | Curtin

Self-Reflection and Self-Care for Emerging Legal Professionals: A Practical Legal Training (PLT) Perspective

The focus of this presentation/paper would be to cover the range of reflective and self-care advice/practices that I teach students who are undertaking the Practical Legal Training program at Curtin University. My work in this space is informed by my mental health training and the insights that I gleaned from my research work that explored in part how clarity of vocational purpose and virtues such as resilience, responsibility, a growth orientation and wisdom can be cultivated through self-reflective spiritual work that includes practices such as solitude, meditation, journaling and detoxing from the digital world/social media. A key aspect of my message that will be empowering and agency enhancing to those in attendance will be that these virtues can be cultivated through these processes and are not something that some people innately have but others don't, or that they need to receive from outside of themselves before they can improve their lives. Another wrinkle to the presentation I will touch upon will be the virtue of justice and how this can be fortified in those entering the profession who feel a vocation to the law.

Jennifer Davidson | Melbourne

Reflective Practice in Action: The Value of Reflective Practice in Integrated Services for Managers and Staff

This paper is co-authored with Laura Bianchi. Multi-disciplinary teams of lawyers, social workers, psychologists and financial counsellors, are increasingly being employed in the legal sector to work holistically with vulnerable clients. This, however, presents both opportunities and challenges for lawyers leading these teams, increasing the importance of effective and authentic reflective practice at both the client/practitioner and manager/practitioner levels. This paper examines the introduction of structured reflective practice at Redfern Legal Centre's integrated, financial abuse team. It explores the team manager's external supervision model, provided by a dual trained lawyer/social worker, and the impact of this for reflective practice in team and client engagements. Using social work approaches such as structured supervision, person-in-context theory and unconscious bias, this paper suggests that reflective practice plays a particularly important role in maintaining the effectiveness and sustainability of integrated practice teams. As such these teams have a unique opportunity to contribute to development of reflective legal practice more broadly, as well as ways it can be incorporated into legal education.

Jane Ching | Nottingham Trent

Professional Adolescence: Towards a Terminology for Liminality in Legal Education

On qualification, the new lawyer looks backwards, drawing on their educational experiences so far, including in particular of work experience/training contract/articles. They also look forward, to their burgeoning career. For English solicitors, this requires a balancing between the regulatory drive for minimum competence marked by the competence statement (SRA, 2022) and the personal drive to extend their “scope and quality” (Eraut, 1994: 167) towards expertise and independence (Ching, 2012; Ching et al., 2015). Especially where professional formation is sequential, developing terminology for this and other liminal stages helps young and aspiring lawyers (and other professionals) succeed in the classroom and especially in the workplace. It provides a benchmark for educators and supervisors to reflect on our own practices and how we seek to equip our students to transcend their professional adolescence and to thrive. how this can be fortified in those entering the profession who feel a vocation to the law.

Achancho Pauline | Catholic University of Central Africa

Reflective Practice Amid Institutional Disorientation: Ethical Capacity Building for Legal Professionals in the Cameroon Judicial System

Legal professionals working in contexts of institutional disorientation face ethical challenges that extend beyond formal rules and statutory recognition. The Cameroon judicial system illustrates this through the experience of court registrars, who occupy a central yet often marginalized role in the administration of justice. Despite significant legal, administrative, and ethical responsibilities, registrars operate within environments marked by inconsistent compliance, unclear hierarchies, and fragmented professional recognition, exposing them to heightened ethical risk. This paper examines how institutional disorientation shapes ethical judgement, professional identity, and wellbeing among court registrars. It advances reflective practice as a practical approach to ethical capacity building and proposes its integration into judicial training and institutional culture to strengthen professional integrity and resilience.

Sharry Aiken, Christa Bracci and Andrea Speltz | Queen's

Reflective Practice in the Graduate Diploma in Immigration and Refugee Law

This paper describes a multi-year collaboration to design and deliver rigorous reflective practice instruction across the curriculum in the online Graduate Diploma in Immigration and Citizenship Law at Queen's Law. Grounded in a program-level learning outcome that requires students to self-assess their developing competencies and develop a concrete plan for ongoing professional growth, we position reflective practice as a skill in itself, one which is central to sustained competency development during and, more importantly, beyond formal study. Our pedagogical approach focuses on the process—not the substance—of reflection: we provide explicit frameworks that model rigorous, evidence-informed inquiry while allowing students to select subject matter from their own learning experiences that they feel warrants examination. The program-wide curriculum begins with a foundational unit on reflective practice theory in the introductory course; incorporates scaffolded formative exercises throughout; and culminates in the creation of a reflective practice portfolio. In this portfolio, students document their own development across courses and articulate a forward-looking plan for continued professional growth after graduation. This paper will share practical educational design strategies and transferable tools to support meaningful integration of reflective practice into course curricula, especially in the context of pre-professional education.

Maureen Silcoff | TMU

I Will Survive: Building a Sustainable Access to Justice Practice

This presentation will focus on how a reflective practice can sustain the ability to run a law firm with an access to justice focus. Developing, implementing, and teaching strategies to sustain an access to justice practice requires careful and consistent reflection. I intend to draw on my experience as a long-time practitioner in the immigration and refugee field to offer practical strategies on sustaining an access to justice practice. I will also draw on my mentorship of students in my practice and my work designing and teaching both law and non-law students. I will first explain the importance of a reflective practice in access to justice law. I will then address the aspects of a law practice that should be considered from a reflective practice standpoint. These include both client and practice management issues. Next, I will turn to practical tools for success, such as prevention and problem-solving

	<p>techniques. Finally, I will conclude with thoughts about how educators can best prepare students for the realities of the workplace.</p>
10:30 – 11:00 am	BREAK — 30 minutes
11:00 – 12:30 pm	<p>Session 5 Advancing Reflective Practices & Methods: Part I Moderator: <u>Yasmine Djerba</u> <i>Queen's</i></p>
	<p><u>Ripal Gupta</u> National Forensic Sciences University <i>Pro Bono and Legal Aid Clinic as Stimulants: Cultivate Professional Identity and Ethical Resilience Through Reflective Legal Aid Practice</i></p> <p>Law school's play an imperative role in shaping the future of the rule of law and the justice system. Law school legal aid clinics can act as vital bridges between law and society by shifting from passive service delivery to an interactive pedagogy of reflection. In the face of a growing polycrisis and persistent justice gaps, it is imperative to move beyond traditional clinical methods toward disciplined and systematic reflection that empowers students to become agents of change. Clinical courses provide a platform for students to explore and apply various legal solutions to mitigate societal challenges. Through interactive methods including reflective case studies, circumstantial discussions explore how students can navigate disorienting moments and could be able to understand gaps in justice system. Hands- on training through on field activities designed to build core competencies such as emotional intelligence and cultural humility. By integrating these techniques into clinical courses, law schools can foster a deeper connection with marginalized communities, ensuring that reflective insights result in ethical conduct and meaningful systemic change.</p> <p><u>Deborah K. Burand</u> New York <i>Walking in Circles to New Insights: Conducting Reflective Meditations One Step at a Time</i></p> <p>In times of chaos, labyrinth walking often sees a resurgence. Today is no different. For some, exerting physical action is the key to quieting the mind for a meaningful reflection and meditation practice. This article describes how labyrinth walking can be used to help law students and other legal practitioners strengthen their professional identities, establish paths to transformational lawyering, set career intentions, improve wellbeing, address feelings of disorientation and confusion, expand empathy, and lead to leadership insights, to name a few. It will describe the history of labyrinth walking. It will provide prompts and journaling exercises that can be embedded into labyrinth walks for law students and legal professionals. It also will address the practicalities of facilitating labyrinth walks. In doing so, this article draws on Prof. Burand's training as a labyrinth facilitator and her experience in leading labyrinth walks for law students and legal practitioners -- from a law school in New York City to a convent in Singapore.</p> <p><u>Derrick Alexander Pope</u> Georgia State <i>Purple Reign: How the Artistry of Prince Helps Law Students — and the Professors that Teach Them — Explore Professional Identity</i></p> <p>What will you bring to the profession? Who will you be in the profession? What good will come from you being in the profession? Many law students suspect there is something akin to a hidden wholeness in the vocation of law, an essence that can be coaxed out of its secret cave and made a part of an identity worth pursuing. Recent American Bar Association standards requiring teaching professional identity promises law students that part of their legal education will reward their yearning for professional meaning. Alongside is the sense that a pall hangs over the legal profession questioning its responsive capacity to governing schisms. Law professors need an inspired and creative means of engaging these twin pedagogical concerns. Adapted from The Reflective Lawyer course at Georgia State University College of Law, this article describes four dynamic areas that shape the contours of divining meaningful professional presence, tapping the lyrical artistry of Prince as tour guide for the journey. It also urges law teachers to embrace the attending moral-centric plea of reflective identity to strengthen the capacities of lawyers at a time when purpose and moral meaning is sorely needed.</p>

Anita Maddali | Northwestern

Insights from Divinity School that May Offer Tools for Teaching Law Students Self-Reflective Practices to Engage in Ethical and Moral Inquiry

I would like to present on a course I taught at Loyola University, drawing on my Divinity School training at the University of Chicago. Grounded in self-reflection and ethical inquiry, this training is especially useful for law students. We studied religious leaders involved in the civil rights movement and the peace movement during the Vietnam War. We explored the context in which they lived, their religious commitments and life experiences that called them to this work, and the role that self-reflection played. Next, we read works by contemporary secular thinkers to aid in exploring our own context and how this context informs our lives both professionally and personally. I incorporated different tools for self-reflection that students could practice, including verbatim drafting, meditative practices, and reflections on the meaning of attentiveness and presence. Some questions explored included: How do we construct systems or improve systems? How do we understand what is just? How do we pivot when our work is causing harm? To whom and for whom are we accountable? What is the role of self-awareness, reflection, and collaboration?

Bernadette McDonald | Coach & Trainer

Borrowed Models, Blunt Tools: Rethinking Reflective Practice in Legal Education

In the context of increasing calls for people-centred and more-than-human justice, legal education faces a pressing imperative to cultivate reflective inquiry as a core competency rather than a peripheral pedagogical technique. While reflective practice is frequently referenced in legal education, its teaching remains fragmented, inconsistently theorized, and largely dependent on models imported from other disciplines. This paper argues that such multi-disciplinary borrowing, when undertaken without attention to the distinctive epistemic, regulatory, and cultural features of legal practice, results in reflective pedagogy that is conceptually incoherent and pedagogically haphazard. Drawing on empirical research, the paper advances the case for a model of reflective practice designed specifically for lawyers and legal educators. It introduces the ViewFinder Model of Legal Reflection as a domain-grounded framework that aligns reflective inquiry with learning, legal competencies, lived practice, and regulatory expectations and suggests that a coherent, discipline-specific model is essential for legal educators seeking to foster sustained, meaningful reflective capacity.

J. Kim Wright | Quinnipiac, **Kara McCarthy Perry** | Quinnipiac and **Susanne van der Meer** | Consultant

Reflective Practice Playbook: Multimodal Experiential Activities to Guide Integrative Reflective Development in Legal Education and Law Practice

This paper guides legal educators in designing a reflective curriculum that moves from abstract technical mastery toward law as a living ecosystem rooted in human values. We will provide instructions for a series of reflective exercises and tools, supported by stories and photos from practitioners, thematic evidence and references for further exploration. Using the metaphor of the Integrative Law Garden, the overarching perspective is how law students need fertile soil, deep roots, and nourishment to serve with purpose and resilience in their future law practice. Integrative law sustains the soil through emerging competencies such as emotional intelligence, cultural humility, reconciliation, trauma-informed lawyering, and foresight. These competencies can be developed through experiential reflection. Reflective self-awareness helps (future) lawyers to identify what strengthens or weakens their roots, and how values like curiosity, compassion, and creativity can support sustainability and growth. The multi-modal approach of this playbook - verbal, visual, and somatic – brings nourishment to grow adaptive expertise in real world situations. Educators will find evidence-informed, practical, and inspiring reflective strategies grow a more human-centred, regenerative legal profession.

12:30 – 1:00 pm

KEYNOTE ADDRESS AND REFLECTIVE CONVERSATION

Denise Stockley | Queen's

Strengthening the Scholarship of Teaching and Learning in Law Through Reflective Practice

This keynote presentation explores how the reflective practice of legal educators can deepen and strengthen the Scholarship of Teaching and Learning (SoTL) within legal education and the broader educational community. Drawing on interdisciplinary insights, the session offers practical frameworks and evidence-based strategies to demonstrate how intentional reflection fosters innovation in

pedagogy and enriches student learning. At the core of this exploration is the recognition that reflective practice actively advances justice, equity, diversity, and inclusion by cultivating critical awareness of teaching methods, curriculum design, and disciplinary and institutional priorities. By illuminating the intersection of reflective inquiry and professional integrity, attendees will be invited to reflect on their own practices and encouraged to engage with SoTL as a means to further advance legal education.

1:00 – 1:30 pm

BREAK — 30 minutes

1:30 – 3:00 pm

Session 6**What Law Can Learn from Health and Other Disciplines**Moderator: Michele Leering | Queen's**Elizabeth Anne Kinsella** | McGill***Professional Knowledge & the Epistemology of Reflective Practice: Engaging a Continuum of Reflection***

In this session, I reflect on my journey with reflective practice in the health professions to engage a dialogue about how reflective approaches may offer generative possibilities across professions. I have inquired into reflective practice as a generative force in health professions education and practice for over two decades. My scholarship engages a continuum of reflection from cognitive reflection, to embodied reflection, to critical reflection, to critical reflexivity, to contemplative reflection. Reflective practice can be employed as a practical approach to professional development, as an epistemological stance that values knowledge generated through practice, as a critical stance that interrogates systems and challenges inequities, and as a foundation for meaningful engagement with the moral complexities of professional life. I've been interested in its potential as a transformative approach to teaching and learning in the professions, its epistemological affordances in reconceptualizing our view of professional knowledge, and its potential for raising learners' and practitioners' awareness of justice issues.

Niki Soilis | McGill***Critical Reflections in Learning About Homelessness in Health Professions Education: Insights into Vulnerability, Institutional Fragmentation, and Structural Inequities***

This session explores how critical reflection can reveal the unintended effects of institutional policies, service misalignment, and systemic fragmentation across health and social systems. Drawing on a case study examining health profession students' reflections during fieldwork placements in homeless shelters, the session highlights how critically reflective learning can deepen learners' understanding of vulnerability while opening space to question fragmentation of institutional structures, recognize social and structural inequities, and consider pathways toward more just and accountable systems.

Corey Shdaimah | Maryland Baltimore***Modeling Reflective Practice: Pedagogical Opportunities in Natural Spaces of Encounter***

The concept of "natural spaces of encounter" (Friedman et al, 2020) describes professional education as an organic enclave for transformational change through shared endeavours. Such change can benefit students and the communities they will serve as professionals, often as members of interdisciplinary teams. During a time of local and global polarization and crisis, the academy far too often exacerbates fractured dialogue rather than modelling collaboration to advance positive change. The combination of failed professional vision and a context shaped by performance pressures and precarity can make it hard to live and work according to our professional and academic ideals. This presentation will draw from empirical examples and conceptual frameworks for collaborating across disciplinary, social, and ideological divides to enhance our capacity for reflective practice within didactic and practicum professional education to better align our professional values with actual practice.

Stella L Ng | Toronto/CACHE and **Maria Mylopoulos** | Toronto/Dalla Lana School of Public Health***Advancing Critically Reflective Practice & Adaptive Expertise in Health***

Reflective practice (RP) has long been advocated in professional education, yet its uptake in technical-rational fields like law can be met with skepticism. Drawing on insights from health professions education, this paper proposes adaptive expertise (AE) as a pathway into critically reflective

development that may be more recognizable and relatable to legal professionals and scholars. Critically reflective practice has been shown to enable social competencies like advocacy and collaboration. While critically, RP often emerges from critical or constructivist explorations, AE is grounded in cognitivist-constructivist theory and empirical research. By thoughtfully integrating AE and critically RP—both rooted in Deweyan thought—we can better support the teaching and learning of reflective practice in legal education and bridge persistent theory-practice gaps.

3:00 – 3:30 pm

BREAK — 30 minutes

3:30 – 5:00 pm

Session 7**Reflective Practice and Indigenous Pedagogies & Ways of Knowing**Moderator: [Gemma Smyth](#) | Windsor**[Jamie Holmes](#)** | Windsor***Integrating Traditional Indigenous Learning Styles in Legal Education: Creating Reflective Learning in Law***

Although clinical and experiential education is not mandatory in most law schools in Canada, clinics are an important site of learning essential intellectual and emotional skills. Many clinics in Canada include a (usually mandatory) seminar. These seminars take many forms, from “case rounds” to critical reflection on the law. Based on a review of publicly available syllabi from these seminars, this presentation analyzes, first, the content of these seminars. The paper will explore integrating traditional Indigenous learning styles, such as oral traditions, as a way to encourage reflective legal practice. The paper will focus on how reflective practice is understood in seminars and the pedagogies and assessments used to encourage reflective practice. Examining the current standard of self-reflection, proposing that introducing Indigenous styles of learning can open students up in a safe space to express personal reflections and share what they have learned about the practice of law and themselves with their classmates. The ability to share the struggles as well as shared experiences will create more reflective lawyering in the future.

[Patricia M. Barkaskas](#) | UBC***Intersection of Indigenous Pedagogy in Reflective Practice to Create Opportunities for Connection and Solidarity Through Value Clarification and Ethical Engagement***

This presentation and subsequent paper will engage with the intersection of Indigenous pedagogy in reflective practice to create opportunities for connection and solidarity through value clarification and ethical engagement. I provide several different examples of this work across different learning modalities, including teaching clinical praxis, Indigenous laws, and other subjects within the Canadian legal framework, such as sentencing and family law, as well as facilitating instruction to prepare law students for their bar exams through the PLTC program here in British Columbia. This presentation contemplates the value of reflective practice to support not just justice, equity, diversity, and inclusion, but also decolonization and Indigenization in legal education and student learning in order to disrupt the normative violence of legal education in Canada.

[Florence Robert](#) | Ottawa***Wapanakew as Pedagogy: Lessons for Reflective Practice in Legal Education***

In Nehiromowin, Wapanakew means “to bring to light” and “to emerge,” referring to the first ceremony after the creation of the world. According to atisokana (stories), it brings an awakening that carries one further, guiding humans toward living their traditions and maintaining harmony with the world around them. In contemporary legal education, Wapanakew can be understood as a way of bringing the learner’s inner knowledge to light, offering valuable insights into what legal education might aspire to be. This vision guides the Certificate in Indigenous Law at uOttawa, which introduces Indigenous learners to Indigenous and state legal orders through pedagogies that centre learners’ prior knowledge, lived experiences, and gifts. It incorporates Indigenous modes of learning, including learning by doing, observation, oral tradition, and land-based learning. Teaching within this program has required me to reconceptualize legal learning as a reflective and relational process of becoming rather than the transmission of abstract knowledge. Drawing on my teaching experience, I examine how Indigenous pedagogies can deepen reflective practice and open new possibilities for legal education.

Larissa Speak and **Cassandra Spade** | Bora Laskin/Lakehead

Naanaagadawenindizowin: Reflecting on Legal Education and Gidinaadiziwininaanan

Larissa nindizhinikaaz. Animikii-wajiw nindoonjii. Animikii-wiikwedong nindaa. Gaawiin mashi ingikenimaasii nindoodem. Cass nindizhi-gikenimigoo. Mashkiigogamaag nindoonjii. Name nindoodem. Mii onowen wenji-ozhibii'amaangin ezhi-inendamaang nindoonakonigewininaan anishinaabewiyaang. We are two of the many voices that come from Gidakiiminaan (“Anishinaabe land”). Cassandra Spade and I are both lawyers. However, we are situated differently within the legal profession, come from different communities, have different lived experiences and backgrounds, and offer different perspectives. Bringing our voices together through conversations and visiting, we offer this paper as one way to engage Inawendiwin (“Anishinaabe relationality”) and Naanaagadawenindizowin (“Anishinaabe reflectivity”). Our conversations and visits will explore (1) the realities, challenges, and possibilities of engaging Gidinaadiziwininaan (“Anishinaabe ways of learning and being”) in Canadian law schools; (2) our responsibilities to our communities and what those responsibilities mean for us within the law school environment and legal profession; and (3) how to resist the erasure of Gidinaadiziwininaan.

Lindsay Borrows | Queen’s

Rubrics for Reflection: Lessons Learned from a Case Study of an Indigenous Land-based Learning Course

Assessing law students’ reflective work presents persistent challenges, particularly within Canadian law schools where bell-curved grading regimes intersect uneasily with Indigenous legal education pedagogies. This presentation explores competing perspectives on whether, and how, reflection can be assessed productively within a mandatory curve that is already widely recognized as pedagogically fraught. Drawing on lessons I learned from the design and implementation of a criterion-referenced assessment in a land-based Indigenous law course, I examine how assessment can both support students’ development of meaningful reflective practices and promote fairness within constrained institutional grading structures. The discussion situates this work within broader conversations about decolonial assessment, identifying promising practices as well as the limits and unfinished work of aligning reflective assessment with Indigenous pedagogical commitments in legal education.

Day III — Wednesday, June 24, 2026

9:00 – 10:30 am

Session 8

Reflective Practice: Empowering Justice & Encouraging Systemic Change

Moderator: David Wiseman | Ottawa

Derk Venema and **Iwan Wopereis** | Open Universiteit

Repairing the Legal Dialogue by Reflective Practice: A Constructive Response to the Dutch Childcare Benefits Scandal

The Dutch Child Care Benefits Scandal in the Netherlands has exposed an important weakness in the system of protection of the rights of citizens: a bias of the highest administrative court in favour of executive authorities. After the role of the court in the scandal became apparent, the court started a ‘reflection program’ and subsequently published ‘reflection reports’. Those reports show a very limited sense of self-reflection and hold little promise of improvement. We will explain the role of reflection in the functioning of the modern (legal) professional and address the dialogic nature of law. Building on our earlier research, we aim to show how law as dialogue and legal professionals as reflective practitioners presuppose and potentially reinforce each other. Training in reflective praxis develops an independent judicial attitude, an openness to all relevant factors, and an eye for reasonableness. It should be part of the initial training and the permanent education of judges. We will use the Childcare benefits scandal as a worst-case scenario of how the legal-societal dialogue can be damaged when judges fall short of a reflective attitude.

[Alpita Shah](#) | World Bank Legal Vice-Presidency

From Attention to Action in an AI Era: MEVA Seva as Reflective Praxis for the Justice-Facing Lawyer

From Attention to Action in an AI Era: MEVA seva as Reflective Praxis for Justice-Facing Lawyering
Legal education often trains sharp analysis yet leaves a praxis gap: students can name injustice without reliably acting with integrity under pressure. In an AI era, as technical tasks are automated, the lawyer's distinctive value becomes human—judgment, ethical discernment, accountability. Drawing on Gandhian ethics (dharma; satyagraha; ahimsa), my 30-year career at the World Bank and in U.S. community development, and contemplative teacher training, I present MEVA seva (Meditate–Elevate–Vibrate–Activate–seva) as a reflective pedagogy that turns attention into principled action. Meditate is a brief, secular mindful pause (2–4 minutes) to reduce reactivity. With an anonymized live legal issue, Elevate clarifies values, duties, and identity. Vibrate (validate viewpoints) strengthens deep listening and stakeholder perspective-taking. Activate sets a bounded next step (act accordingly)—who I will speak with, what I will say, and what I will do and by when—with follow-up. Seva (Sanskrit: service) names the justice outcome: equity, responsibility, and accountability for clients, communities, and institutions. The session provides prompts, a rubric, and an evaluation approach.

[Anna Pivaty](#) and **[Aurora Canova](#)** | Radboud

The Ethical Lawyer of the Future: Challenges and Opportunities for Fostering Reflection on Broader Societal Context in a Law School

Reflection on the broader social context of legal problems is increasingly recognized as essential in legal education, particularly during rule-of-law crises. However, traditional legal education models are ill-fitted to integrate such reflection. This presentation is a case study of obstacles and opportunities for embedding reflection on societal context at the law school of Radboud University (Netherlands), based on interviews with staff and students and our experience at the Radboud Law Clinic. Although the law school adheres to the traditional positive law-oriented teaching model, both staff and students acknowledge the importance of reflecting on broader societal issues. Challenges for integrating such reflection include not only curricular inflexibility and traditional assessment methods, but also failure to demonstrate relevance and connect reflection to students' personal experiences. Radboud Law Clinic seeks to address these challenges by offering experiential learning opportunities that foster critical global citizenship. Understanding these challenges and opportunities can help traditionally oriented law schools embed meaningful reflection on societal context into their curricula.

[Liz Curran](#) | Nottingham Trent

Reflective Practice: Its Value in Creating Improvements in Service Delivery and Advancing People-Centred Justice

Reflective practice is used in research and evaluation to respond to systemic challenges. Drawing on integrated practice studies, particularly Health Justice Partnerships, Curran shows its influence on practice change, funding, and service delivery improvements that advance people-centred justice. It underpins her evaluation method, with collective reflection strengthening communication and collaborative problem solving. Reflective Practice Conversations and professional development journals, guided by prompting questions, enable staff and managers to pause and consider what they do, why, and what works. Described as transformational, the approach builds capability in integrated service delivery, effectiveness, access to justice, and social determinants of health outcomes. The paper details how this work has shaped practice, organizational culture, workforce issues, structural impediments, and the resilience of staff and communities.

[Valerie Le Blanc](#) | U Vic and **[Jérémy Boulanger-Bonnely](#)** | McGill

Access-to-Justice Education in Canada: Challenges and Potential for Reflective Practice

Access-to-justice education is at a crossroads. In 2013, the Canadian Bar Association urged the profession to invest in law students as future access-to-justice practitioners through enhanced educational initiatives. Despite meaningful advances, the gap between unmet legal needs and lawyer capacity to fulfill them continues to grow. We must reexamine how current law school pedagogy reflects the broader, interdisciplinary system within which the law operates. Legal education must prepare students for real-world and systemic justice challenges. Building on research from the Access to Justice Education Initiative, we will identify and analyze key access-to-justice competencies. Our cross-jurisdictional research and consultations with scholars and justice system actors will reveal the

core knowledge and skills required for people-centred lawyering. Our presentation will outline current and potential learning pathways that shape practice-ready, self-reflective, and resilient legal professionals. Finally, we will share how these findings will help to develop targeted educational materials for embedding access-to-justice competencies in law schools across Canada.

10:30 – 11:00 am

BREAK — 30 minutes

11:00 – 12:30 pm

Session 9**Encouraging Critically Reflective Practice in Law**Moderator: [Lisa Bliss](#) | Georgia State**[Judith Franklyn Harrison](#)** | Charles Darwin***Epistemic Urbanism and Law's Reflective Governance***

Epistemic injustice involves control of knowledge systems, standpoints, and critique. Practices of epistemic injustice, and their power formations, carry out adverse discrimination and subordination world-wide and locally. This paper applies 'lawyering in three dimensions', encapsulated by Lucie White, to suggest reflective and reflexive tools to help counter epistemic urbanism in law school and in legal practices. Epistemic urbanism applies majoritarianism and utilitarianism to de-value human rights inclusion of people, people and groups in remote and rural areas. However, lawyering in three dimensions can be a powerful counter-pedagogy which uses the law when it is propitious (first dimension), tries to reform the law when it isn't (second dimension), and tries to build the power of subordinated groups to withstand and ultimately permanently overcome (third dimension).

[Angbeen Atif Mirza](#) | Shaikh Ahmad Hassan Law School***Building a Framework to Develop Reflective Praxis Amongst Law Students***

As instructors, it has long been our goal to facilitate students in developing their innate capacity for critical thinking, so they graduate with the ability to analyze and discern the valuable from that which is not. In recent years, perhaps in part due to the easy presence of artificial intelligence, and a trend towards a polarized world, the ability to ask questions seems to have overtaken critical thinking as the primary goal of classroom and law school learning. This paper proposes that in order to resume the goal of graduating critical thinkers, learning must incorporate reflective practice at all levels. This practice is readily found amongst clinical learning spaces. Building on the tools developed for guiding reflections in clinics, particularly live client clinics, and learning from other professions, this paper will propose a framework for reflection that can be incorporated across law school classes. Reflective practice should be incorporated into classroom learning as well as into students' daily lives to develop a critically reflective praxis. In doing so, students will become habitually reflective, an approach that they will take into their professional lives.

[Gillian Calder](#) | UVic***Embodiment as Critical Reflection: Images and Art in the Law School Classroom***

A thick and diverse approach to legal education should enable students to learn to live at ease with multiple truths, irresolvable conflicts, abundant ambiguities, and ironies galore (Arthurs, *Connecting the Dots*, 94). And at the same time, it needs to include at its heart the means through which to revisit and reconsider prior commitments in light of other commitments, changed circumstances or new information (Gewirtzman, *Our Founding Feelings*, 668). Drawing upon a 2024 survey that asked graduates of UVic Law to connect the courses and teaching methods that they encountered during their law degrees with the competencies that are most important to their day-to-day practice, this paper reflects on a series of exercises where students put their bodies into the learning of law. It then posits these innovative acts of reflective practice as moments of transformation learning; acts of social justice integral to the work of training students to be both humane professionals and good human beings.

[Avni Bahri](#) | O.P. Jindal Global University***From Critique to Praxis: Building Reflective Capacity in Legal Education***

Contemporary legal education faces a persistent gap between critical legal scholarship & professional formation. While doctrinal training remains central & critical perspectives are increasingly introduced, law schools often fail to cultivate reflective capacities that enable students to translate critique into

responsible legal practice. This paper examines how reflective pedagogy can bridge this divide by embedding ethical judgment & contextual reasoning within legal education. Drawing on clinical legal education, community-based lawyering & judicial training initiatives, the paper analyzes pedagogical practices that institutionalise reflection as a core element of learning. Experiential clinics addressing bail reform, custodial justice & gender-based violence illustrate how guided reflection enables students to examine positionality, professional responsibility & the social consequences of legal intervention. The paper argues that sustaining such approaches requires institutional change that values reflexivity & sustained partnerships. These shifts move legal education beyond critique toward a reflective praxis capable of advancing reform-oriented & people-centred justice.

Emmanuelle Bernheim | Ottawa

From Reflective Learning to Political Engagement: How Can We Get Students Interested in the Law of Marginalized People?

This presentation will be based on individual and collective community involvement experiments conducted as part of my Mental Health and the Law course and at the Outaouais Interdisciplinary Social Law Clinic, which works with people experiencing homelessness. These experiments are based on three premises: the association between social determinants of health and structural legal inequalities, the value of experience-based knowledge, and working directly with community groups. Through community involvement, students go beyond their theoretical knowledge to co-construct a comprehensive conception of justice rooted in community experiences and needs. As they become aware of their privileges and of different ways of transmitting and using their legal knowledge for the benefit of marginalized people and the groups that support them, they also question the role of legal professionals in structural social change.

Sarah-Jane Nussbaum | UNB

Legal Education as Responsibility Building: Integrating Critical Perspectives and Reflective Practice in Criminal Law

This paper will engage with the symposium theme of connecting critical approaches with reflective practice by developing an idea of legal education as responsibility-building. I will examine how pedagogies related to both critical perspectives and reflective practice can work together to cultivate several forms of responsibility among instructors and students. One form of responsibility is a responsibility for ourselves—for example, to be open, critical, reflective, and creative. Another responsibility is for others, particularly for those whose experiences and voices are traditionally marginalized through legal principles, structures, and texts. A responsibility for others can involve the idea that, by witnessing another, we are requested, incentivized, or possibly even commanded to respond in some way. Finally, we can also regard critical theories and reflective practice as nurturing a responsibility to do certain things—for example, to consider another person’s perspective and to change our own viewpoints or actions. The paper will explore these themes in the context of criminal law education.

12:30 – 1:30 pm

BREAK — 60 minutes

1:30– 3:00 pm

Session 10

Advancing Reflective Practices & Methods: Part II

Moderator: Christa Bracci | Queen’s

Michaela Keet | Saskatchewan

Using Reflective Practice to Support the Growth of Interpersonal Communication & Negotiation Competencies

Teaching negotiation skills can feel resource intensive. Interpersonal communication, listening and negotiation skills are best acquired through a cycle of learning – a cycle that involves applying theory, receiving feedback, reflecting, setting goals and trying again. This cycle can be employed inside the ordinary classroom (as opposed to a practicum or internship/externship course), but without a whole team of instructors, how can simulation-based learning activities and assignments actually deliver on skill development? I will explain how we have structured our Negotiation courses as a portfolio of experiences and structured reflective exercises, using reflective practice as the vehicle to support skills growth in those other competencies as well. Our framework integrates reflection on self, the

capacity to provide and receive feedback from others, the ability to gather information from others and to fit that information back into a critical and analytical framework, to reflect on one's written work and video-recorded negotiations against a self-identified backdrop of criteria for success.

[Marjorie Silver](#) | Touro

Cultivating Professional Identity for a Sustainable Life in the Law

A relatively recent ABA standard requires helping students develop their Professional Identity. However, few curricula focus on helping students develop a life in the law that will sustain them in the long run, providing the tools for a happy, healthy, rewarding existence, both personally and professionally. That is the focus of my Civil Practice Externship seminar. My students work in a variety of placements, including private firms, corporations, government, and public interest offices. The curriculum is designed to enhance not only their experience while in law school, but to arm them with the tools they will need to sustain a balanced and meaningful life and career. It includes goal setting, professionalism, professional identity development, reflection, ethics, mindfulness, positive psychology, effective communication, relationship-building, emotional competence, and navigating cultural differences. This presentation will offer some of the tools and exercises geared to accomplish these goals, most, if not all, of which one might adapt for any simulation, clinical, or externship course.

[Brenda Waugh](#) | Lawyer, Mediator, Author

Transforming Legal Practices: Restorative and Reflective Approaches

I wrote *Becoming a Restorative Lawyer: How to Transform Your Legal Practice for Self, Client, and Community Growth* after a lengthy career in law. Early in my career, I developed a critical view of the law, influenced by the Critical Legal Studies Movement. Later, as a practicing lawyer, I realized that the adversarial system caused suffering for everyone involved—parties, lawyers, families, and court personnel. As a result, I returned to graduate school. With exposure to reflective practices at CJP and my critical lens, I explored the potential to reframe the ordinary practice of law through the principles and values of restorative justice. Restorative lawyering transforms legal practice by prioritizing process, relationships, and healing, offering tangible benefits for clients and lawyers alike. Reflective practices are integral to restorative lawyering, as I encourage lawyers to “Look Inside Your Baggage and Make Your Legal Practice a Reflective Practice”. In this session, I will collaborate with participants to create tools to integrate reflection and relational awareness into daily legal work, increasing the potential for healing for lawyers, clients, and our communities.

[Artemis Evangelidis](#) | Law Institute of Victoria

The Mindful Lawyer of the Future

As the legal landscape evolves, the imperative to nurture not only technical proficiency but essential skills such as reflective practice, adaptability, and ethical grounding in future legal professionals is paramount. This session is designed to showcase mindfulness as a key component in legal education and beyond. We will explore the key principles of mindfulness, its transformative potential within legal training and how heightened awareness can enhance pedagogical strategies, decision-making, and student engagement. By introducing practical techniques for embedding mindfulness into curricula, students can begin to cultivate mindfulness in practice, ultimately enhancing wellbeing, cultivating mindful listening, emotional intelligence and paving the way for a client-centric approach to practice. Attendees will examine the significance of self-care in legal education, equipping future lawyers with pragmatic tools and strategies to navigate complex environments. The session aims to inspire educators to create supportive, values-driven learning cultures that prioritize mindfulness and ethical practice so that graduates can practice law with confidence, integrity and compassion.

[Rowan Meredith](#) | Toronto and **[Sharon Sutherland](#)** | Mediate BC Society

Team-Based Learning Activities as Encouragement of Reflective Practice

Team-Based Learning (TBL) is a collaborative pedagogical approach. Students answer a series of multiple-choice questions: first on their own before class, then again as teams in the classroom. Teams come to a collective answer for each question, then use scratchcards to reveal whether they are correct. This gives students immediate feedback. Teams whose answers are incorrect are then encouraged to seek partial credit by choosing a second answer. Our presentation will discuss TBL as a strategy for encouraging reflective practice in law students. First, we will discuss the benefits of students coming prepared with answers before reflecting on their answers as teams. (We have found that teams consistently score higher than any single student.) We will then examine the immediate

feedback mechanic and the ability to obtain partial credit – these teach students to re-evaluate their thinking. Finally, we will discuss the value of giving teams an opportunity to argue on behalf of an (ostensibly incorrect) answer at the end of the class session – this encourages students to think critically about their work even after completing the activity, and to advocate on behalf of a position.

[Sonia Kalsi](#) and **[Rachel Knowles](#)** | UCL

Reflection on Reflection: Supervision, Assessment and Beyond

At University College London’s Centre for Access to Justice, we have integrated reflection on pro bono work at both a curricular and extra-curricular level. Our main CLE module was initially assessed by way of written reflective submissions on connections between theory and practice, as well as skills development. We have now moved to include reflective oral assessments to offer diversity in assessment, enhance employability, and respond to challenges presented by AI. We also offer a written reflective skills development framework scheme for extra-curricular pro bono. Within the context of increased attention from professional regulators on supporting legal practitioners reflect on the development of their legal skills as well as the psychological impact of their work, we intend to explore some possible approaches on how best to measure the effectiveness of our supervision and assessment methods for reflective practice and the challenges associated with each. We would welcome dialogue on how this could be shaped as well as on the integration of reflective practice more broadly across the curriculum to help create a more robust and coherent connection between legal education and the legal profession.

[Olaide A. Gbadamosi](#) | Osun State University

Advancing a Reflective Approach to the Practice of Law

Reflective approaches to legal practice have increasingly gained prominence as a means of enhancing professional competence and continuous learning. As the legal profession evolves, reflective practice provides a useful link between legal knowledge and human-centred lawyering. Recognizing the benefits of reflective approaches, it is imperative for legal educators to impart it to students to equip them not only with the skills demanded by the modern legal profession but also with a profound capacity for self-awareness. The paper analyzes the application of reflective approaches in areas such as client representation, legal reasoning and advocacy. By emphasizing the values of reflective approaches, the paper argues that reflective approaches to legal practice contribute to improved legal outcomes, professional accountability and effective legal practice. Using qualitative research methods, the paper addresses core dimensions of reflective practices and recommends practical measures to advance reflective practice.

3:00 – 3:30 pm

BREAK — 30 minutes

3:30– 5:00 pm

Session 11

The Reflective Educator & Transforming Law Schools

Moderator: [Audrey Fried](#) | Osgoode Professional Development

[Prachi Motiyani](#) | Univ. School of Law, Gujarat University

Reflecting on Biopiracy: Legal Education and the Protection of Biodiversity and Transitional Knowledge

The commercialization of biological resources and traditional knowledge has raised serious concerns regarding biopiracy, unequal benefit-sharing, and the marginalization of indigenous and local communities. Although international instruments such as the Convention on Biological Diversity and the Nagoya Protocol address these issues, their implementation remains limited in many developing jurisdictions. Legal education therefore plays a crucial role in developing ethically responsible environmental lawyers. This paper examines how reflective practice can strengthen biodiversity and traditional knowledge governance in legal education. It argues that integrating reflective pedagogy within intellectual property and environmental law curricula enables students to critically engage with biopiracy, community rights, and access and benefit-sharing mechanisms. Drawing on experiential learning, clinical education, and community engagement, the study shows how structured reflection connects legal theory with social realities. The paper proposes a framework for embedding reflective methods to promote justice-oriented and culturally responsive lawyering.

Odinakaonye Lagi | NULAI

From Implicit to Impactful: Advancing Reflective Practice in Legal Clinics

Between 2020 and 2023, I conducted extensive research into adult education with an emphasis on critical reflection and transformative learning theory. I applied these educational frameworks to clinical legal education (CLE), and my thesis examined how reflective practice impacts law clinic programmes. Interviews with law professors revealed that although essential, reflective practice is often only implicitly applied. The study recommends formalizing and documenting reflective practice to improve knowledge transfer and professional development. Transitioning reflective practice from an implicit to a clearly defined approach will facilitate stronger connections between theory and practice, foster a collaborative community among CLE professionals, enhance global networks, and build capacity for law teachers, clinics, and students. Such efforts are essential for building a community of practice, advancing experiential learning, guiding law faculty engagement towards improved educational practices, and promoting best practices that contribute meaningful value to the CLE movement.

Olwyn C. Conway | AMM University Washing College of Law and **Inga Laurent** | Gonzaga

Reflective Practices in Restorative Legal Pedagogy

This article explores fostering enhanced capacity for reflective inquiry and practice in legal education through a restorative pedagogical approach. Teaching restoratively employs self-reflection, regulation, and consensus-based decision-making. It engages reflective practices to teach collaboration, tolerance of ambiguity, complex problem-solving, questioning the status quo, prefiguration, and resistance to binary thinking. Restorative pedagogy builds skills vital to a healthy legal profession: emotional intelligence, cultural humility, trauma-informed practice, and dialogic skills. The use of holistic, reflective, and circle-based practices grounded in the pillars of restorative justice (respect, self-reflection, relationship, community, and dialogue) can mitigate the elements of legal education contributing to our current “polycrisis.” Restorative practices develop emotional awareness and self-compassion, build skills for respectful and effective communication, elevate and honour the voices and experiences of historically marginalized people, and protect against the burnout and dehumanization that can amplify the worst aspects of our adversarial legal system.

Anya Perret | Idaho

Beyond a Case Plan: Applying the Structure of Reflective Supervision of Mental Health Practitioners to Clinical Legal Education

Over the last 100, and especially the last 20 years, advocates within and outside of social work, medicine, and psychology/mental health have worked to decolonize hierarchical supervision and decision-making structures to center human needs. This reform has produced the practice of “reflective supervision.” While some clinical educators, especially those serving clients in crisis, utilize elements of reflective practice or the term “reflective supervision,” most would benefit from an updated understanding of the approach. In clinical psychology, reflective supervision differs from clinical supervision, which is goal, outcome, policy and timeline oriented. Reflective supervision regularly explores emotional, relational, and personal issues. This enhances self-awareness, fosters empathy, and helps manage the impact of trauma, and benefits clients as providers improve their self-awareness, understanding of personal biases, empathy and relationship-building skills. This presentation examines reflective practice in clinical psychology and offers an updated version of the framework for attorney-supervisors who are not mental health providers.

Alexandra McEwan and **Luke Price** | Central Queensland

Navigating the Complexity of Polycrisis as Legal Educators: Reflective Practice as a Transformative Process

Educational initiatives designed to develop law students’ reflective capacity offer opportunities for reflective practice in teaching and research. To illustrate this potential, we present a reflective enquiry of an international study tour in which students developed their understanding of wildlife law and protection via cultural immersion and applied legal research. We conducted research to understand student experience using transformative learning theory, and over three years, completed a cycle of data analysis and publication. Our understanding and relationship to this project evolved through challenge and conversation. Now, we turn the analytical lens upon ourselves to ask: ‘Was the experience transformative for us?’. In answering this question, we elucidate how our research facilitated our reflective practice and our understanding of polycrisis as an embodied reckoning of multiple power flows and pressures on our practice. We consider how reflective competence can

	support educators to navigate dimensions of polycrisis, including the implications of educational travel in the context of climate change and postcolonialism, and the impacts on regional student cohorts.
5:00– 5:30 pm	<i>Closing Remarks: Reflections & Where Do We Go from Here?</i> <u>Sharry Aiken</u> & <u>Michele Leering</u> — Symposium Series Co-organizers & others

Biographies

Sharry Aiken (Canada)

Sharry Aiken is a law professor and founding academic director of the Graduate Diploma in Immigration and Citizenship Law (GDipICL) at Queen's. She co-developed the flagship GDipICL "Foundations" course and continues to collaborate with colleagues Andrea Speltz and Christa Bracci in the design and refinement of skills instruction and assessment in the program.

Avni Bahri (India)

Avni Bahri is a socio-legal scholar & educator with extensive experience at the intersection of criminal justice, gender, human rights & institutional reform. Trained in law & grounded in both academic research and field-based practice, her work examines how legal institutions operate in everyday contexts, with a particular focus on prisons, policing, vulnerability, and access to justice. Her research draws on critical legal theory, feminist & caste-critical scholarship & comparative socio-legal methods, with a strong emphasis on translating critique into practice. As an educator, she integrates reflective pedagogy into legal education through clinical learning, experiential exercises & structured reflection, enabling students to connect doctrine, ethics & lived realities of law. Her work is especially attentive to developing self-reflection, collective reflection & critically engaged praxis among emerging legal professionals.

Barbra Bailey (Canada)

I was the staff lead on the team that designed and developed the Law Society of Alberta's continuing professional development (CPD) program, as well as an online platform (the "CPD Tool") that guides lawyers in Alberta through the creation of a CPD plan for each year. This process incorporates reflective practice, both in the selection of competencies to focus on each year, and in reflecting on the effectiveness of the learning activities the lawyer has engaged in to develop or enhance those competencies. We also worked with academics specializing in this area to create a course on reflective practice to help lawyers better understand how that process works and how it can benefit their CPD.

Cassandra Barber (Canada)

Dr. Cassandra Barber, PhD, is an Assistant Professor and Education Scientist in the Department of Surgery at McMaster University and a Scientist at the St. Joseph's Healthcare Hamilton Research Institute. She is also an Adjunct Scientist with the McMaster Education Research, Innovation and Theory (MERIT) Centre and an ICES Scientist (Fellow). Dr. Barber is a demographer and health professions education researcher whose work focuses on surgical education, workforce distribution, and the relationship between training systems and patient outcomes. She holds a Master's degree in Sociology from Western University and a PhD from the School of Health Professions Education at Maastricht University. Drawing on expertise in psychometrics, competency-based medical education, and population health methods, her research uses large-scale administrative data to examine how education systems influence healthcare quality, physician workforce distribution, and equitable access to care.

Patricia M. Barkaskas (Canada)

I am Métis from Alberta. I bring both breadth and depth of experience teaching the value of self-reflective practice through a lens that engages Indigenous pedagogies across diverse modalities and to various learners, including law students, articling students, lawyers, civil servants, and judges. My work examines the intersections of justice and law, with an emphasis on the experiences of Indigenous peoples, and disrupting the normative violence of colonial legal education. My research focuses on Indigenous laws, access to justice for Indigenous peoples, decolonizing and Indigenizing law, and using Indigenous pedagogies in experiential learning and skills-based legal education and training. I currently teach in the areas of Indigenous and Aboriginal laws, including Métis law, family law, and Indigenous and feminist legal theory. I have also practiced across a broad spectrum of law, including administrative, civil, class action, criminal, child protection, family, and prison law.

Emmanuelle Bernheim (Canada)

I have been teaching Mental Health and the Law for over 10 years in the third year of law school, and I am part of the founding team of the Outaouais Interdisciplinary Social Law Clinic at the University of Ottawa. On the teaching front, I have had a number of community experiences, such as holding part of my classes in a museum featuring an exhibition of artworks by people who have experienced seclusion and restraint, conducting reflective work based on audience observations, and enrolling in the Community Service Learning Program, in which students produce

research or documents for the benefit of community groups. I have also carried out several studies in legal clinics focusing on the experiences of students and users.

Claudia Bérubé (Canada)

After practicing law in private practice for nearly 10 years and arguing high-profile cases before all of Quebec's courts, Claudia Bérubé now devotes her time to teaching law as an adjunct professor at the Université de Sherbrooke. She also provides legal training to professionals and serves as a consulting attorney. In addition to teaching several undergraduate law courses, she is now involved in various special projects related to professional development and student wellbeing, including the design, implementation, and coordination of the new course "Becoming a Jurist". In her teaching, Ms. Bérubé is particularly interested in active teaching methods and the use of technology to enhance learning.

Lisa Bliss (USA)

Professor Lisa Radtke Bliss is a nationally and internationally recognized leader in clinical legal education, experiential learning, and interdisciplinary professional training. She serves as Professor Emerita at Georgia State University College of Law, where she previously served as Associate Dean of Experiential Education and Clinical Programs, Director of Experiential Education, and Director and Co-Director of the Health Law Partnership (HeLP) Legal Services Clinic. Over the course of her career, Professor Bliss played a central role in expanding and strengthening experiential education at Georgia State and in advancing innovative models of justice education in the United States and abroad.

A respected scholar and presenter, Professor Bliss's work focuses on clinical pedagogy, experiential education, reflective practice, and interdisciplinary collaboration. She is a co-editor and co-author of *Building on Best Practices: Transforming Legal Education in a Changing World* and has published extensively in leading journals on clinical legal education, medical-legal partnerships, and experiential learning.

Lindsay Borrows (Canada)

Lindsay Borrows is an Assistant Professor at Queen's University, Faculty of Law, where she teaches Indigenous law. She was named the inaugural holder of the Queen's Law Professorship in Indigenous Law & Governance in 2025. Prior to joining Queen's, she worked as a lawyer and researcher at the Indigenous Law Research Unit (University of Victoria Faculty of Law), and as a staff lawyer at West Coast Environmental Law. In both positions, she provided legal support to Indigenous communities and organizations engaged in the revitalization of their own laws for application in contemporary contexts. She has worked on community-engaged projects with different legal traditions, including Anishinaabe, Denezhu, Haízaqv, Nlaka'pamux, nuučaanuł, St'át'imc, Syilx and Tsilhqot'in. She is particularly passionate about the possibilities within land-based legal education, and since 2014, she has co-facilitated various 'on-the-land', community-engaged Anishinaabe Law Camps in partnership with different law schools and communities across Ontario. Her book *Otter's Journey Through Indigenous Language and Law* (UBC Press, 2018) explores the connections between language and law. Lindsay is Anishinaabe and a member of the Chippewas of Nawash First Nation.

Jérémy Boulanger-Bonnely (Canada)

Jérémy Boulanger-Bonnely is a lawyer and assistant professor at McGill University's Faculty of Law, where his research focuses on access to justice in civil matters. He is particularly interested in legal and judicial reforms that promote citizen and community participation. He holds a Doctor of Juridical Science degree from the University of Toronto, where he was a Vanier Scholar and a Pierre Elliott Trudeau Foundation Scholar. Prior to his academic career, he worked as a law clerk at the Supreme Court of Canada and as a civil litigation associate at Norton Rose Fulbright in Montreal. In addition to his research and teaching, he remains involved in several community initiatives, including pro bono constitutional litigation, various committees of the Canadian Bar Association, the National Self-Represented Litigants Project, and the Action Committee on Access to Justice. He is also a research affiliate at the Quebec Institute for Law and Justice Reform.

Christa Bracci (Canada)

Christa Bracci teaches legal research and writing and legal practice skills in both the JD and graduate programs in the Faculty of Law at Queen's University. She developed the legal skills curriculum for the Graduate Diploma in Immigration and Citizenship Law and has been the lead skills instructor since the program's inception. As a member in good standing of the Bar of Ontario, and formerly of the Bar of British Columbia, Christa has practiced in both large and small firm settings.

Deborah K. Burand (USA)

Deborah Burand is a professor of law emerita at NYU School of Law. She also serves as the faculty director for the Grunin Center for Law and Social Entrepreneurship, a pioneering initiative she co-founded at NYU Law with fellow professor of law emerita Helen Scott. After a decade at NYU Law, Deborah now teaches globally as a visiting professor on topics related to social entrepreneurship, impact investing and sustainable development. Deborah also leads a hands-on, negotiation course each spring term in NYU Law's Paris program that exposes students to common legal and business challenges involved in creating and operating impact investment funds. During her over nearly twenty years in academia, Deborah established the first law school-based international transactions clinics in the United States—at NYU Law in 2015 and at the University of Michigan Law School in 2008. She was honoured as a Higher Education Ambassador Fellow by the Council on Foreign Relations for 2024–2025 and received a Distinguished Teaching Award from NYU Law in 2024. In 2021, she and retired Professor Scott Taitel (Wagner School) were recognized by the Financial Times for their innovative and creative teaching materials in sustainable finance education. Beyond academia, Deborah's experience spans the private sector (global law firm), public sector (including the general counsel role for the US Government's development finance institution, senior positions at the Federal Reserve Board and Treasury Department), and nonprofit sector (leadership positions in conservation and microfinance organizations). Earlier in her career, Deborah was awarded an International Affairs Fellowship by the Council on Foreign Relations, during which she served in the legal departments of both the International Monetary Fund (IMF) and the European Bank for Reconstruction and Development (EBRD).

Gillian Calder (USA)

Gillian Calder is a Professor and former Associate Dean at the University of Victoria's Faculty of Law, where she teaches Constitutional Law, Family Law and related seminars from feminist, queer and anti-colonialist perspectives. Gillian's research has focused on questions of legal imagination, theories of constitutional law, law's impact on our understanding of the family and family formation, performativity and storytelling. Her recent work queries law and emotion, where she is weaving connections between teaching, embodiment and social location. Throughout, she is keenly interested in critical legal pedagogy and is working on a monograph that examines the role creativity, ethical imagination and empathy should play in a legal education.

Aurora Canova (Netherlands)

Aurora L.M. Canova is a Junior Legal Researcher at Radboud University, contributing to several projects led by Dr. Anna Pivaty, including on AI fairness in criminal justice and on critical perspectives in legal education. Combining expertise in European Law (LLB) and Forensic Sciences (LLM, cum laude, Honours), she focuses primarily on vulnerability and procedural rights of suspects in EU law. Building on her teaching experience in international, European, and comparative law at Maastricht University, Aurora is also particularly passionate about innovative approaches to legal education and problem-based learning.

Eduardo R.C. Capulong (USA)

Eduardo R.C. Capulong is a professor of law and director of experiential learning at the University of Hawaii William S. Richardson School of Law. He taught previously at CUNY School of Law, University of Montana Alexander Blewett III School of Law, NYU School of Law, and Stanford Law School. His recent scholarship addresses professional identity formation, legal education, reflection, democracy, and the rule of law.

Timothy Casey (USA)

Prof. Casey's seminal work (2014) on RP in clinical legal education is the most internationally cited RP article in Law. He regularly teaches lecture courses in Legal Ethics and experiential seminars in criminal law to Juris Doctor level students. He also regularly presents at regional, national and international conferences on RP. A former Fulbright Scholar and legal aid lawyer, he has taught at five American law schools and two law schools in Argentina. He is a member of influential law teaching networks like the Global Alliance for Justice Education (GAJE), the International Journal of Clinical Legal Education (IJCLE), and is currently on the Editorial Board of the US Clinical Law Review.

Jane Ching (UK)

Dr. Jane Ching is Professor of Professional Legal Education at Nottingham Law School, UK, where she is Director of the Centre for Legal Education and a Principal Fellow of the Higher Education Academy. Her research on the regulatory and cultural structures and experiences of early career professional legal education has led her to work in over twenty countries, including as a member of the Legal Education & Training Review (LETR) research team in England and Wales. She has a particular interest in the use of reflection techniques with practising professionals.

Olwyn C. Conway (USA)

As a former public defender, clinical professor, and restorative justice facilitator, reflective practices are at the core of my teaching. My students engage in self-reflection to develop their professional identities, use dialogic reflection in circle and in their collaborative work, and employ collective reflection to provide constructive and supportive feedback to their peers. Clinical teaching—if done well—is always a reflective practice, but I also engage with my students through a restorative pedagogy based on my commitment to fostering a learning environment that invites students to bring their whole selves to their work in the classroom and in their legal practice. In helping students develop their skills for self-compassion, resilience, trauma-informed practice, and critical and imaginative thinking, I hope to equip them with the tools needed not only for sustainability in the legal profession, but also for the courage and ability to confront its ever-growing injustices.

Anna Copeland (Australia)

I have been teaching in a clinic for two and a half decades, and a fundamental part of my teaching is ethical and reflective practice. Since writing the chapter on reflection in *Australian Clinical Legal Education 2017* (Evans et al.), I have developed a clinical curriculum and continued to research and publish in this area. Most recently publishing “Ethics, Clinics and Unbearable Hierarchy of Law” in *Wellness for Law: Reflecting on the Past Shaping the Future* (2024, Marychurch et al.) I am also active in clinical and broader teaching networks, particularly around the use of reflection to fundamentally change the institution of law teaching from one that maintains the status quo, to one that embraces change and seeks justice. Through this process, we can change the legal profession and take the long resident ‘thumb’ off the scales of justice.

Liz Curran (Australia/UK)

Dr. Curran is a legal practitioner of 30+ years in private and public law. Her research spans access to justice, integrated practice, health justice partnerships, legal empowerment, legal ethics, and effective practice across Australia, the UK, and Canada. She has worked in NGOs, government, consultancy, senior advisory roles, and directed charities, human rights organizations, legal practices, and clinical legal education programs. She is the sole author of “Better Law for a Better World” (Routledge UK), has written five book chapters, 30 peer-reviewed articles, 80 non-refereed publications, and at least 25 industry reports. Her work focuses on client-centred and trauma-informed practice, effective legal practice, ethics, and legal education since 1995. She has influenced policy and funding and contributes to policy, law reform, research, legal empowerment, and UK government advisory bodies.

Raheena Lalani Dahya (Canada)

Raheena Lalani Dahya is a family law and community mediator in Toronto, Canada; a Professor of Alternative Dispute Resolution (ADR) at Humber Polytechnic; and a faculty member of family law mediation programs at various institutions in Canada. Her academic focus is split into three streams: (1) the application of neuroscientific principles to the practice of mediation, including trauma-informed and attachment-informed mediation; (2) culture and conflict in an algorithmic society; and (3) risk assessment and the mitigation of violence in interpersonal conflict. Raheena’s work has been used in North America, the UK, Europe, Africa, and Oceania. Raheena is a lawyer in Ontario and an unregistered Barrister in England and Wales. She is accredited as a mediator by multiple institutions internationally. Currently, Raheena is serving her first three-year term as a global mediation trainer for the Aga Khan International Conciliation and Arbitration Board. Raheena is a dedicated member of the mediation field, having spent years advancing the industry, in part through her leadership roles. She served six terms as an Executive Board Director of the Ontario Bar Association’s Alternative Dispute Resolution Section; and four terms as a Board Director for the Family Dispute Resolution Institute of Ontario, (which was then) a family mediation accrediting body, where she founded the Family Violence Section and served as the inaugural Chair of the Diversity and Inclusion Committee. Raheena is committed to life-long learning and the rigorous pursuit of knowledge. At present, she is studying in a part-time MSc in Applied Neuroscience programme at King’s College London, as part of her ongoing research in ADR & neuroscience. She is an avid yoga practitioner and a certified yoga teacher.

Amy Dallas (USA)

Amy Dallas is an attorney, somatic and restorative practitioner whose work sits at the intersection of practice and system change. A former public defender, a decade with the Legal Aid Society in Brooklyn, NY, she witnessed the toll that high-pressure systems take on clients and lawyers. As Program Manager at the Vera Institute of Justice, she works nationally with elected prosecutors and community organizations to advance restorative and equitable approaches, and leads a national learning community. She also founded the Center for Responsive Practice. Amy’s article introduces Trauma-Responsive Restorative Advocacy, a practice framework that applies a restorative justice

lens and expands trauma-informed principles through somatic, mindfulness, and restorative practices for dignified, sustainable legal practice. She serves as Treasurer for the National Association of Community and Restorative Justice and holds a JD from Fordham Law.

Jennifer Davidson (Australia)

Jennifer Davidson is a lawyer and social worker and is currently a Senior Lecturer and Director of Teaching and Learning for the Department of Social Work. Jennifer's research and teaching are focused on how individuals and families can be supported to navigate and make decisions in complex service systems. Her work has centred around the contexts of social work, health, law and disability. She has a particular interest in socio-legal collaborations in Australia and is a leading researcher examining innovative models of interdisciplinary programs of lawyers, social workers and other social service professionals and how they can be structured and maintained. She currently holds supervision, advisory and governance roles across the legal sector.

Yasmine Djerbal (Queen's)

Dr. Yasmine Djerbal works as Associate Director at the Centre for Teaching and Learning at Queen's University (Canada). Through this work, she leads the continuous development, planning, and execution of the Centre's programs and projects aimed at enhancing pedagogical practices at Queen's University. She also leads a team of educational developers to promote equity-focused, research-informed, and evidence-based strategies and contributes her expertise to the development of University wide strategic policies and procedures in teaching and learning. Before moving into this role, Yasmine worked as an Educational Developer in Anti-Racist Pedagogies and Inclusion at the Centre for Teaching and Learning. She holds a PhD in Cultural Studies and remains involved in research and teaching, where her interests lie in critical race studies, immigration, citizenship law, gender, and Islamophobia.

Alice Duggan (Australia)

Alice Duggan, Director, Detection & Intervention, Victorian Legal Services Board and Commissioner. Bio: Alice is an experienced legal and regulatory professional who began her career as a litigation lawyer working across a diverse range of legal practices. After several years in private practice, she transitioned into legal profession regulation in 2017, bringing with her a strong understanding of the operational and professional challenges faced by legal practitioners. Since 2024, Alice has served as Director of Intervention and Enforcement at the Victorian Legal Services Board and Commissioner (VLSB+C). In this role, she leads teams responsible for applying regulatory tools designed to prevent risks to the integrity of the legal profession and exercising statutory powers to intervene when necessary to protect consumers of legal services. Alice's experience on both sides of the profession has shaped her commitment to proactive, evidence-based regulation. She focuses on understanding the underlying causes of professional conduct issues and working collaboratively with the profession to enable earlier intervention and more effective, sustainable outcomes for both practitioners and the community.

Christian Duperouzel (Australia)

Dr. Christian Duperouzel is a Lecturer at the Curtin Law School and a Conscious Leadership consultant. As a lecturer at Curtin, he has led large cohorts of first-year commerce students across Curtin's Bentley and international campuses through the core Business Law unit, and the recently formed Markets and Legal Frameworks unit, which integrates the disciplines of law, economics and marketing. As an accredited mental health trainer, he is also active in teaching emerging legal professionals about self-care and wellbeing with an emphasis on integrative personal development work. In 2016, he completed his PhD, which explored the topic of the Role of a Lived Calling in Driving Virtuous Leadership Behaviour, and since that time, he has published in national and international academic journals. His first book, "Calling New Leaders: How Living your Calling Will Make You an Inspired Leader of the Modern World," was published in 2023 by Central West Publishing.

Artemis Evangelidis (Australia)

Artemis Evangelidi is Head of Learning Transformation at the Law Institute of Victoria, and the founder of Aipeia Consulting and the Centre for Conscious Leadership. With degrees in Science, Law, and Psychology, she brings 20+ years' legal experience and over a decade as a conscious leadership consultant and coach. She's trained in presence and mindfulness with Eckhart Tolle and others, completed her Inner MBA in 2024, and is passionate about integrating wisdom traditions with psychology and neuroscience. Her book, "Life. Thoughts That Make The World Go Around" informs global leadership programs. Artemis is a board member of the US-based Mindfulness in Law Society and co-chair of its Australian Chapter and sits on the boards of other charities and NGOs, advising on mindful and conscious leadership.

Rachael Field (Australia)

Rachael is a Professor of Law in the Bond University Faculty of Law, and Co-Director of the Bond Centre for Dispute Resolution and Bond's Centre for Professional Legal Education. Her areas of teaching and research expertise include dispute resolution, family law and domestic violence, lawyer and law student wellbeing and legal education (particularly foundations of law and transition in, through and out of law school). Rachael is an Australian Learning and Teaching Fellow (2010), the winner of a National Teaching Citation (2008) and an Australian Teaching Excellence Award (2014), and she is a Senior Fellow of the Higher Education Academy. She founded the Australian Wellness Network for Law and co-founded the ADR Research Network. Rachael has been involved with Women's Legal Service, Brisbane, since 1993 and is now an Ambassador for the Service. In 2013, Rachael was named Queensland Woman Lawyer of the Year, and in 2020, she was elected as a life-long Academic Bencher of the Inner Temple in London.

Véronique Fortin (Canada)

Véronique Fortin is a member of the Québec Bar and a professor at the Faculty of Law of Université de Sherbrooke (Sherbrooke, QC, Canada). Her research focuses on making visible the various legal techniques used to control and oppress marginalized populations. She favours an empirical approach, most often ethnographic, for her research. From January 2024 until December 2025, she was Associate Dean of Experiential Learning and contributed to implement a new course on professional development titled "Becoming a Jurist", course that she also taught. As an educator, she is committed to clinical legal education, experiential learning, and critical and active pedagogy.

Lucy Fraser (Australia)

Lucy Fraser leads the Lawyer Wellbeing Program at the Victorian Legal Services Board + Commissioner – an initiative to positively influence system-level change in lawyer wellbeing in the Victorian legal profession. Lucy has significant experience leading People & Culture teams and a passion for enabling innovative cultures that optimize wellbeing and performance. Lucy values collaboration, creativity, and fairness and wants to contribute to reducing mental health stigma and increasing connection in workplaces. She holds Master's degrees in Entrepreneurship and Innovation, and Conflict Resolution and Mediation.

Audrey Fried (Canada)

Audrey Fried is the Director, Faculty & Curriculum Development at Osgoode Professional Development, Osgoode Hall Law School at York University in Canada. Her research focuses on how social and technological developments are changing the legal profession and how legal education should respond. Her scholarship has appeared in the *The Law Teacher*, the *Journal of Legal Education*, and in the edited collections, *Law Teaching Strategies for a New Era*, and *Wellbeing and Transitions in Law: Legal Education and the Legal Profession*. Her paper, "Unstructuring for Insight: The Legal Profession in an Age of AI & Social Change," published in *The Law Teacher*, won the Canadian Association of Law Teachers Prize for the Scholarship of Teaching & Learning in 2024. Fried earned her JD from the University of Chicago Law School, her LLM from the University of Toronto Faculty of Law, and her MA from the Ontario Institute for Studies in Education at the University of Toronto where she is currently a doctoral candidate.

Olaide A. Gbadamosi (Nigeria)

Olaide Gbadamosi is a Professor, Faculty of Law and former Provost/Dean, Chairman, Committee of Provosts, Deans And Directors Osun State University, Nigeria. He holds a Doctorate Degree in Law (Igbinedion University), Bachelor's and Master's Degree in Law (University of Benin), Barrister at Law. He is a Senior Advocate of Nigeria and the Editor in Chief, Osun State University Law Journal. Professor Gbadamosi has over ninety national and international publications on Reproductive Rights and Migration Law, including three Books - HIV, Human Rights and Law, International Perspectives and Nigerian Laws on Human Trafficking and Reproductive Health and Rights (African Perspectives and Legal Issues in Nigeria). He is a member of the Nigerian Bar Association, International Bar Association, Chartered Institute of Arbitrators, United Kingdom, Chartered Institute of Marketing, United Kingdom and Chartered Institute of Purchasing and Supply, United Kingdom. He is an External Examiner to many Universities in Nigeria and overseas and has presented several papers in conferences in Nigeria and overseas.

Dustin Gumpinger (Canada)

Dr. Dustin Gumpinger is an educator, lawyer, and entrepreneur whose expertise bridges law, business, education, and philosophy. He holds a SJD and LLM from the University of Toronto, a JD from Osgoode Hall Law School, and a BA (Honours) from the University of Alberta. He co-founded Juniper Learning Design Co., which creates immersive professional learning experiences. He is also a Lecturer in the Common Law and Transnational Law program at the

Université de Sherbrooke. His teaching spans legal ethics, business law, employment law, strategic management, and government policy. His research, teaching, and business experiences are unified by a focus on how discretionary judgments give rise to complex ethical questions. Drawing on his interdisciplinary background in legal philosophy, professional education, and learning design, Dr. Gumpinger brings a theoretically informed perspective to reflective practice in professional contexts, complementing the symposium's focus.

Ripal Gupta (India)

Dr. Ripal Gupta is an Assistant Professor at the School of Forensic Justice and Policy Studies, National Forensic Sciences University, Gandhinagar. With a decade of experience in legal education, her expertise spans human rights, constitutional law, and corporate law, including her recent book, *Business and Human Rights* (Thomson Reuters). As the Faculty Convenor of the Pro Bono and Legal Assistance Cell, Dr. Gupta focuses on integrative reflection as praxis, leading students in ground-level engagements within villages and juvenile institutions. Her work emphasizes the pedagogies of reflection required to bridge the gap between formal legal systems and marginalized communities, fostering ethical education in emerging legal professionals.

Judith Franklyn Harrison (Australia)

Judith's PhD research is exploring whether human rights are optimised for rights and inclusion of peoples, people and groups in 4Rs areas. Judith was admitted to legal practice in 1981, has decades of experience as a senior lawyer in non-profit legal assistance sectors (including multiple Australian jurisdictions), national NGO leadership, praxis-focused legal academic, law reform, legal policy and consulting - especially justice and access to justice. Cross-cutting themes include women, Aboriginal and Torres Strait Islander people, regional, rural, remote and very remote areas. Currently co-convenor of the National Network of Regional, Rural, Remote and Very Remote Community Legal Services ('4Rs Network') - about 85 organizations. Celebrating the UN Commission on the Status of Women 70th session (March 2026), priority theme on access to justice for women and girls, and the 2026 International Women's Day theme 'Rights. Justice. Action. For ALL Women and Girls' (especially the word 'ALL!').

Jamie Holmes (Australia)

As a Haudenosaunee woman in the LLM program at Windsor Law, my research focuses on experiential learning opportunities and clinic opportunities in partnership with First Nation communities to work towards meaningful reconciliation. Approaching my research from traditional Haudenosaunee and Anishinaabe teachings, I aim to create positive change in the realm of legal education, providing opportunities for open dialogue in the classroom where students can express their feelings of imposter syndrome, the learning curve and mental/emotional difficulties that come with starting work in the legal field.

Naomi Horrox (Canada)

Naomi Horrox is the Executive Director, Professional Development and Competence at the Law Society of Ontario. She leads departments responsible for licensing, accreditation, quality assurance reviews, continuing professional development, practice supports and resources, and legal information services for Ontario's legal professions. Her experience spans professional credentialing, practice management, adult education, and regulatory modernization. She also contributes to national initiatives through her work with the Federation of Law Societies of Canada. Naomi holds a certificate in Adult Training and Development from the Ontario Institute for Studies in Education and has taught Professional Responsibility at the University of Toronto Faculty of Law.

Christian Hurley (Canada)

I am the Director of Admissions and Education with the Law Society of Newfoundland and Labrador and a member of the Federation of Law Societies of Canada's Admissions and Education Working Group. I have also served as President of the Association of Canadian Legal Education Directors. In my current role, I oversee bar admission and continuing professional development programming in Newfoundland and Labrador. I recently completed a Master's Degree in Education (Post-Secondary Education), during which I focused on legal education and competency-based approaches to professional development.

Emma Jones (UK)

My research focus is on emotions and wellbeing in legal education and the legal profession. I also write training materials for law students and legal professionals on these topics (for example, the Law Society of England and Wales). An essential part of promoting emotional literacy and wellbeing within law is integrating different forms of

reflection. I am the lead author on a recently published article in the European Journal of the Legal Profession on an innovative new model named Legal Wellbeing Pedagogy, which explicitly integrates wellbeing as a core component.

Sonia Kalsi (UK)

Drawing on several years of practice as a criminal law barrister and extensive experience teaching across academic and vocational programmes in the UK, I bring a practitioner-informed, pedagogically grounded perspective on reflective practices for law students. Since joining UCL in 2018, I have served as Deputy Director (Teaching & Learning) at the Centre for Access to Justice (CAJ), where my work sits at the intersection of legal pedagogy, pro bono practice and interdisciplinary approaches to the study of law. I convene undergraduate clinical legal education (CLE) modules and lead CAJ's extracurricular Pro Bono Skills Development Framework, supporting students to develop practical lawyering skills and critical reflective habits that promote ethical, human-centred practice. My contribution to the symposium will include sharing insights from CAJ's models of reflective practice, and assessment and thoughts on methods of evaluation, and to learn from others engaged in similar work.

Michaela Keet (Canada)

Michaela Keet is a full professor, and has researched, taught and practiced in the area of dispute resolution for thirty years. She is a nationally recognized educator in Negotiation and has published a book and dozens of articles, which ultimately explore the lawyer's role in settlement processes, as well as the skills and structures that best meet client needs. She has conducted several funded studies on the experiences of students in the acquisition of skills in law school, on the experience of clients as they encounter lawyers and neutrals in justice processes, and on the perspectives of mediators and judges. She is currently co-leading a large review of the University of Saskatchewan's Law curriculum, viewed through a competency-based lens. Thinking critically about the roles of lawyers and the skills that support responsiveness and growth in those roles is at the heart of her career.

Elizabeth Anne Kinsella (Canada)

Elizabeth Anne Kinsella, PhD, is Director and Full Professor in the Institute of Health Sciences Education (IHSE) within the Faculty of Medicine and Health Sciences at McGill University. Dr. Kinsella's scholarship centers on reflective practice and philosophies of knowledge in health professions education, practice, and research. Her work explores epistemologies of practice, epistemic justice, practical ethics, phronesis, and embodiment in health and social care contexts. She is also engaged in the arts and humanities as a means of fostering diverse forms of reflection within health and social care. Dr. Kinsella has published over 150 papers and a workbook, and edited three books: Professional Development and Reflective Practice: Strategies for Learning Through Professional Experience; Phronesis as Professional Knowledge: Practical Wisdom in the Professions; Embodiment and Professional Education: Body, Practice, Pedagogy; and Mobilizing Knowledge: Critical Reflections on Foundations and Practices.

Rachel Knowles (UK)

Rachel is the Director of the UCL Centre for Access to Justice and an Associate Professor (Teaching). As part of this role, she also runs the UCL integrated advice clinic (UCL iLAC), where she practices as a solicitor specializing in community care and education law. Rachel specializes in representing children & young people directly and through this developed an interest in trauma-aware legal practice. Through working in clinical legal education, she has developed an interest in how we train the next generation of lawyers to be trauma-informed and resilient during a time when students are increasingly struggling with their mental health.

Odinakaonye Lagi (Nigeria)

Odinakaonye (Odi) Lagi is a development professional and human rights advocate promoting human rights-based programming in Nigeria and the globe. Currently, the Executive Director, NULAI Nigeria, an organization dedicated to promoting legal clinics and improving access to justice that has helped establish more than 50 university-based legal aid clinics throughout Nigeria. She is the Co-President of the Global Alliance for Justice Education (GAJE). Her research areas include reflective practices within clinical programs, citizen-security relations in West Africa, gender and social inclusion, and criminal justice administration. She has two Masters in Human Rights and Adult Education from Central European University, and St. Francis Xavier University, Canada, respectively, and was an Open Society Justice Initiative (OSJI) Human Rights Fellow.

Tanya K. Lat (Phillipines)

Atty. Tanya Lat is a Philippine-trained lawyer and adjunct faculty at the Ateneo de Manila University Law School and University of the Philippines College of Law. A law teacher for more than 15 years, she has focused her teaching, research, and practice on legal ethics and leadership in the legal profession, with the aim of contributing to the ethical formation of lawyers. She incorporates mindfulness meditation, reflective practices, positive psychology, and Theory U into all of her courses. She has done extensive work on legal education reform in the Philippines, serving as consultant to the Philippine Legal Education Board, Executive Director of the Philippine Association of Law Schools, and Executive Director of the Legal Education Advancement Program (LEAP), a groundbreaking reform initiative introduced at the height of the COVID-19 pandemic. She is a member of the Global Integrative Law movement and the TEDLaw International Advisory Council.

Inga Laurent (USA)

Professor Inga N. Laurent is a Fulbright Scholar and legal educator who teaches in the areas of criminal law and procedure, evidence, and dispute resolution. Inga's research is centred on restorative, transitional, and transformative justice and praxis. Inga believes deeply in our human capacity for goodness while recognizing the world is fraught with challenges, which cause us suffering, distracting us from developing into our better selves. Inga also believes in the power of truth even (or especially) when difficult to hear, accept, or acknowledge.

Valerie Le Blanc (Canada)

Valerie is an Adjunct Professor at the University of Victoria, Faculty of Law, and a Legal Educator with the BC Access to Justice Centre for Excellence. Her experience spans the private, government, and non-profit sectors in administrative, employment, human rights, and residential tenancy law. A published author on access to justice, capacity and decision-making, child protection, elder and family law, Valerie understands how legal and policy frameworks shape lived experiences. Her cross-sector research examined how legal, health, and financial professionals can design service models that put access into action. She uses a problem-based learning approach to design and deliver academic and professional training content. Valerie leverages legal education and mentorship to help students and professionals become reflective justice actors. Her interdisciplinary lens aligns with the symposium's goal to use thoughtful, people-centred dialogue to cultivate responsive legal professionals. (Note there are several co-authors from UVIC's ACE including, Michelle Lawrence and Robert Lapper).

Michele Leering (Canada)

Michele is currently a Visiting Scholar at Queen's University Faculty of Law in Kingston, Ontario, Canada, and a post-doctoral Research Fellow at the University of Ottawa Faculty of Law. Her 2023 doctoral dissertation explored how and why reflective practice has been implemented in Canadian and Australian law schools. Prior to April 2024, she was a lawyer and the long-time ED of a non-profit community-based legal clinic serving people living in poverty. Her passion for encouraging reflective practice arose from her struggles as a young lawyer, as a supervisor of lawyers and law students, and efforts to build Ontario's system of 70+ clinics as learning organizations – hubs of holistic and innovative legal services. Fostering a professional culture of reflective inquiry and generative dialogue and developing an access to justice consciousness and conscience have been primary motivators for her research. She advocates for more robust legal professional competency frameworks to align better with the OECD and other international bodies' visions for people-centred justice (PCJ). PCJ responds to the UN 2030 Agenda's Sustainable Development Goal 16.3 on ensuring equal access to justice and the rule of law. She presents internationally on her work. She has published on how and why to introduce reflective practice, how it better supports access to justice initiatives, and the perils and pitfalls to avoid when introducing it. She was invested as a Member of the Order of Canada in 2022 for her work on access to justice.

Anita Maddali (USA)

Anita Maddali is a Visiting Clinical Associate Professor of Law and Interim Director for the Center for Externships at the Bluhm Legal Clinic. Her teaching and research interests include Clinical Teaching and Immigration. Prior to joining Northwestern, Anita served in various capacities within law schools, including as an Associate Professor of Law with tenure, Dean of Students, and Director of Clinics. Anita began her career as an Equal Justice Works Fellow at the Children and Family Justice Center and later worked as a Staff Attorney for the Mexican American Legal Defense and Educational Fund. Anita's research on Immigration Law has been published in the Indiana Law Journal, Michigan Journal of Law Reform and the American University Law Review among others. With her additional Divinity School education and training, Anita currently serves on the ethics committee for Northwestern Memorial Hospital.

Megan Marshall (Canada)

As Senior Manager of Practice Ready Ontario (PRO) at Touchstone Institute, I lead the team responsible for end-to-end program operations, strategic oversight, and the successful onboarding and assessment of internationally trained physicians entering Ontario's healthcare system. My work focuses on building scalable processes, strengthening governance and partnerships, optimizing candidate and assessor experience, and ensuring program integrity through evidence-informed policy, assessment validity, risk management, and continuous improvement.

With a strong foundation in regulated professional education, I bring nearly a decade of experience leading teams, developing competency-based assessments, and designing high-quality learning, assessment, and evaluation frameworks. Prior to joining Touchstone, I served as Manager of Professional Standards and Education at the College of Immigration and Citizenship Consultants (CICC), where I led a multidisciplinary team in delivering pre- and post-licensure education. My background includes instructional design, online learning, active learning strategies, and performance-based assessment across multiple sectors - including immigration, medical education, and allied health.

I hold a Master of Education from the Ontario Institute for Studies in Education (OISE) at the University of Toronto and an Honours Bachelor of Forensic Science from the University of Windsor. I am passionate about system-level improvement, collaborative leadership, and shaping programs that meaningfully impact access to care across Ontario. I am committed to continued growth in roles focused on strategic vision, operational excellence, and stakeholder engagement that drive measurable outcomes.

Judith Marychurch (Australia)

Judith is an award winning tertiary educator who specialises in student wellbeing and student support, providing leadership in the implementation of institutional policy and development of processes and guidelines for student-related matters across a range of areas, including student academic integrity, assessment and results, student academic progress, curriculum design and review, and adjustments for students with ongoing support requirements. Judith has played a leading role in promoting quality in legal education in Australia through her long-term role as Co-Chair of the Legal Education Associate Deans (LEAD) Network, including the development of the Australian Legal Education Awards (ALEAs), which have run annually since 2021 and have now been evolved (from 2026) into the CALD Academic Awards (teaching stream). Judith is a Fellow of the Australian Academy of Law and Chair of the Australasian Law Academics Association.

Bernadette McDonald (UK)

Dr. Bernadette McDonald is a practicing lawyer, educator and coach. For over 20 years, she trained lawyers using a form of collective reflective practice. The introduction of UK regulatory changes requiring solicitors to 'reflect on their practice' led to an MBA and a PhD focusing on the skills needed to reflect and the design of reflective practice teaching.

Alexandra McEwan (Australia)

I am a Senior Lecturer in Law at the College of Law and Justice (CoLJ), Central Queensland University. I have expertise in online legal education, curriculum development, legal education research, and the needs of students living in regional and remote Australia. My approach to research is multidisciplinary, drawing on my background in law, anthropology, health, and community development. In 2022, I received a Vice Chancellor's commendation for incorporating transformative learning principles into my teaching strategies. I was Learning and Teaching Coordinator for the CoLJ for two years (2023-2024). I look forward to contributing to this symposium by offering my reflections on and experience applying transformative learning theory in legal education, and a perspective informed by my experience as an academic working at a regional university.

Rowan Meredith (Canada)

Rowan Meredith is an SJD student at the University of Toronto, where she studies how copyright law creates barriers to accessibility for disabled persons. She teaches Advanced Legal Research and Copyright Law & Social Media as an Adjunct Professor at Allard School of Law, and IP Law as a Sessional Instructor at Thompson Rivers Faculty of Law. In her teaching, she has frequently used team-based learning activities to encourage students to think critically and reflectively about their work.

Angbeen Atif Mirza (Pakistan)

I am an Assistant Professor at the Shaikh Ahmad Hassan School of Law (SAHSOL), LUMS. I hold a B.A., LL.B from LUMS (2008), and an LL.M from the University of Michigan Law School (2010), and I am currently an external PhD

candidate at Monash Law. Having received an education with a strong bent towards community and social justice lawyering, my work has always been situated in human rights and public law, particularly community legal education. My primary area of interest lies in clinical legal education, specifically street law and access to justice work. I am also interested in the scholarship of teaching and learning, and work with the LUMS Learning Institute to keep innovating with my teaching methods. I am always thinking about how to better guide student reflections in my street law clinics. This symposium allows me to engage more deeply with other researchers' thinking about how to support students (and ourselves) in developing a reflective praxis.

Prachi Motiyani (India)

Dr. Prachi Motiyani is an Assistant Professor of Law at University School of Law, Gujarat University and Member Secretary of WDC-ICC, Gujarat University, Ahmedabad. She has also conducted several workshops. Her numerous works have also been published in various journals and books. She is a Faculty Advisor of KnowledgeSteez. She is a part of the Editorial Boards of different journals of Legal Research and Study, like GLS Law Journal, Gujarat Law Journal, etc. Dr. Motiyani's academic journey has been marked by prestigious scholarships, including those from the Thailand UNCC, the International Youth Forum by YHRI, the GAJE program in Poland, the Sri Lanka Train the Trainer Program, and Sanremo, Italy. She is a member of the Scientific Committee of IKSD, Ankara, Turkey. She is a legal expert of the Ethics Committee of Gujarat Biotechnology University & Gujarat University of Transportation Sciences. She has also been invited as a resource person at various international and national conferences and seminars.

Maria Mylopoulos (Canada)

Dr. Maria Mylopoulos holds her PhD in human development and education. Over the last 18 years (or so), she has successfully led a program of research aimed at understanding the development and performance of adaptive expertise in health care, with a particular focus on identifying the ways in which experts move beyond application of their past knowledge when appropriate to address the needs of patients as well as the limits and opportunities of their own contexts. In her work, Maria uses a range of methodologies and theoretical frameworks from cognitive psychology, clinical reasoning, and the learning sciences to evolve an understanding of the knowledge, capabilities and learning experiences that underpin adaptive expertise. The ultimate goal of her research is to translate this understanding into educational design that cultivates the development of experts who are able to handle the complexities and challenges of the healthcare workplace.

Stella L Ng (Canada)

Dr. Stella Ng is Director at the Centre for Advancing Collaborative Healthcare & Education (CACHE), Scientist at The Wilson Centre, and Associate Professor at the University of Toronto. A leading scholar in health professions education, her research explores critically reflective practice and has built an evidence base for teaching it through critical pedagogy. With a background in audiology and a PhD in Health Professional Education, Dr. Ng brings insights from health professions education to inform how reflection can be meaningfully taught and practiced in technical-rational fields. Her work bridges theory and practice, offering pathways to cultivate ethical, compassionate, and adaptive professionals.

Sarah-Jane Nussbaum (Canada)

Sarah-Jane Nussbaum is an assistant professor in the Faculty of Law at the University of New Brunswick. She teaches Criminal Law, the Advanced Criminal Law Seminar, and Legal Ethics and Professional Responsibility. Her research focuses on sentencing law and on criminal law education and has been funded by grants from the Canadian Bar Association Law for the Future Fund and the Canadian Foundation for Legal Research. She is a recipient of the UNB Law Teaching Excellence Award, and she collaborates with Elizabeth Fry New Brunswick to support public legal education and research projects.

Achancho Pauline (Cameroon)

I am a socio-legal scholar, legal administrator, and courtroom practitioner with over a decade of experience at the intersection of judicial practice, governance reform, and access to justice in Africa. I have lectured at the Catholic University of Central Africa and conducted research on judicial ethics, digital justice and institutional accountability, integrating doctrinal and socio-legal approaches with professional practice. A 2024 Mandela Washington Fellow, I bring practitioner-informed insight into the ethical pressures facing legal professionals in institutionally fragile contexts. I founded the Get Away Corruption Initiative and The Shining Pathways to promote integrity, empowerment, and reintegration. My work advances reflective practice, professional integrity and institutional resilience.

Beata Pawlowska (Canada)

Dr. Beata Pawlowska, PhD, is a strategic research, policy, and innovation executive with more than 25 years of leadership experience advancing system change across complex academic, government, healthcare, and non-profit environments. Beata holds a Doctorate in Organizational Psychology and a Master of Arts in Business and Education. Her current research focuses on regulatory governance, evidence-informed regulation, competency development, and public protection, with particular attention to early risk mitigation and systemic change in professional regulation. At the College of Immigration and Citizenship Consultants, Beata provides strategic and operational leadership for the Professional Standards, Research, Education and Policy Department, supporting the College in fulfilling its statutory mandate to regulate the profession in the public interest. Prior to joining the College, she served as Director of Projects, Programs and Partnerships at Unity Health Toronto and the Temerty Faculty of Medicine at the University of Toronto.

Anya Perret (USA)

Anya Perret, J.D., MEd, is the Director of the University of Idaho's Family Justice Clinic. After college, Professor Perret worked for five years in the child welfare system. Disturbed by the biases and harms inherent in that system, she attended law school, graduating from the University of Pennsylvania. She worked for nearly five years representing children and parents separated in the foster care system. She recently completed her first year as the Director of the Family Justice Clinic, where she and her students work to provide holistic, trauma-informed civil legal assistance to victims of family and sexual violence.

Kara McCarthy Perry (USA)

Kara McCarthy Perry, J.D., is an integrative lawyer, educator, and scholar working at the intersection of law and wellbeing. Drawing on two decades of corporate law experience alongside training in yoga, meditation, Yoga Nidra, and laughter yoga, she brings embodiment directly into legal education. Kara teaches at Quinnipiac University School of Law and Seton Hall University School of Law, where she integrates contemplative and experiential methods into courses on negotiation, professional identity, and lawyer wellbeing. Her scholarship explores embodied negotiation, relational contracting, spiritual intelligence, and reflective practice as foundations for sustainable practice and meaningful professional lives. Beyond the classroom and conference room, Kara leads embodied workshops focused on lawyer wellbeing and teaches yoga in studio and community settings, helping translate reflection from idea to lived experience. She serves in leadership roles with the Institute for Wellbeing in Law and Mindfulness in Law Society. Through her work, Kara supports law students and legal professionals in cultivating clarity, connection, and purpose. She is also the founder of Just Brilliant LLC.

Anna Pivaty (Netherlands)

I have been working on clinical legal education and professional (criminal defence) lawyering, including reflective practice, both as a practitioner and academic, for more than two decades. I have published nationally and internationally on these topics. I am currently involved/play a leading role in several initiatives, which aim to promote innovation in legal education, including experiential learning, interdisciplinary learning, and the study of law in context. These include the Dutch-Flemish Association for Law & Society (VSR) (of which I am a Board Member), the Maastricht-Radboud initiative on global citizenship education (which I co-established), and the OA journal Law & Method, the European Network for Clinical Legal Education. In the past, I have overseen the development of a highly successful professional training program for criminal defence lawyers, based on reflective practice, which was replicated in several counties. More recently, I have helped establish and run the Radboud Law Clinic.

Derrick Alexander Pope (USA)

Derrick Alexander Pope is a self-described composer and conductor of ideas. He teaches Legislative Drafting, Legislative Advocacy, and The Reflective Lawyer at Georgia State University College of Law, having also previously taught Race, Ethnicity, and the Law, and Probate Practice and Procedure. Pope is the founder and managing director of The Arc of Justice Foundation, Inc. and host of its critically acclaimed podcast, Hidden Legal Figures. From a career that spans private legal practice, providing counsel to officials in the legislative and executive branches of government, and teaching, Pope brings to this symposium a singular perspective on how reflective practice invites lawyers to locate "missing moral meaning" in their work, to explore the greater dimension that supplies the vocation of law its justice-aimed purpose, and to promote wellbeing by reframing the differences believed to exist between personal and professional values from a conflict of laws to a compliment of laws.

Luke Price (Australia)

Luke is the Head of Clinical Legal Education at Central Queensland University. His research considers the potential of, and risks arising from, new technologies such as self-help tools, social media, and videoconferencing, and how these impact community legal services and legal education. He has experience of clinical legal education and pro bono legal practice in the United States, United Kingdom, and Australia.

Florence Robert (Canada)

Florence Robert is a doctoral candidate in law at the University of Toronto whose research focuses on Indigenous legal orders, pedagogies, and methods. Her LL.M., completed under the supervision of Professor John Borrows, examined Indigenous legal pedagogy and the decolonization of Canadian legal education. Her SJD research, supported by a SSHRC Canada Graduate Scholarship, documents the values and processes guiding group regulation and conflict resolution within the Innu legal order in collaboration with the Pekuakamiulnuatsh First Nation. Since 2022, she has been a Part-Time Professor (LTA) at the University of Ottawa's Faculty of Law, teaching several transsystemic courses in constitutional law, property law, family law, and Indigenous legal orders. She has served as Director of the Certificate in Indigenous Law since 2026. Her academic and teaching experience in Indigenous legal pedagogies directly informs her contribution to this symposium's focus on reflective practice.

Annie Rochette (Canada)

I am a professor and consultant, and I research and write in the areas of legal education, pedagogy, professional competence and competency-based education. I have been writing and thinking about reflective practice in the law school curriculum and have taught and assessed reflection in most of my courses. In 2022, as visiting chair at the College of Law at the University of Saskatchewan, I taught a course on professional identity formation entirely based on reflection. In that course, I taught students about reflection, reflective practice and I assessed them based on a reflective portfolio assignment, reflecting on the course but mostly on their professional identity. Recently, I designed a course on reflective practice for the Alberta Law Society and revised Ontario's Integrated Practice Curriculum to introduce reflective practice as a meta-competency. I also facilitated a workshop to adjudicators at the Immigration Appeal Board on reflective practice.

Alpita Shah (USA)

Alpita Shah is Senior Counsel (Institutional Affairs Division) in the World Bank Legal Vice-Presidency, with 30 years of legal experience spanning international development and U.S. inner-city community development, as well as serving on non-profit boards. A certified mindfulness and yoga teacher, she draws on contemplative approaches to ethics, service, and social justice. Throughout her career she has mentored junior lawyers and interns and supported structured learning and supervision in complex, multi-stakeholder institutional settings, as well as been a guest lecturer for law students on experiential learning. Her symposium contribution is MEVA seva, a practical reflective praxis framework designed to help educators strengthen the human capacities AI cannot replace: ethical discernment, relational accountability, and principled action under pressure.

Corey Shdaimah (USA)

With a background in law and social work, Corey Shdaimah has explored how professionals reconcile day-to-day practice with challenges to their ethical commitments and their professional codes of ethics for over two decades. She conducts empirical research with students and professionals from diverse fields (e.g. social workers, lawyers, and nurses) on how they identify, navigate, and understand ethical challenges in practice, as well as how they work as members of interdisciplinary teams (e.g. Shdaimah, 2012; Postan-Aizik, Shdaimah, & Strier, 2020; Franke & Shdaimah, 2022) or in hybrid practice (settings where their professional norms are not the guiding mission) (Shdaimah, McCarthy, Imboden, & Forrester, 2025). Dr. Shdaimah has also taught law and social work students, provided continuing professional education, and lectured widely on these topics.

Maureen Silcoff (Canada)

Maureen Silcoff has practised immigration and refugee law since 1988, serving for five years as a member of the Immigration and Refugee Board of Canada. Maureen is at the forefront of high-impact litigation addressing systemic issues in Canada's immigration and refugee regime. Maureen serves on the Canadian Association of Refugee Lawyer's Litigation Committee. She also offers commentary to the media and speaks at conferences. Maureen designed five courses at the Lincoln Alexander School of Law and currently teaches Public Interest Litigation and The Business of Lawyering. She was appointed Lawyer-in-Residence at the Lincoln Alexander School of Law for the

2025–2027 academic years. In December 2025, she received the Dean’s Teaching Award for outstanding commitment to student mentorship.

Marjorie Silver (USA)

I have been teaching law since 1983, and as a full tenured professor since about 1993, and although I spent the first part of my career teaching only doctrinal courses, over time I discovered that what I cared about most was the wellbeing of my students, the lawyers they would become, and the clients they would serve. For the past several years, I have taught only the Civil Practice Externship seminar. In addition, I have published two books and numerous law review articles regarding the importance of psychological-mindedness, emotional competence and relational approaches to practicing law and ordering legal processes.

Gemma Smyth (Canada)

Professor Smyth is Associate Professor, Externship Program Director, and Academic Clinic Director for the Class Action Clinic at the Faculty of Law, University of Windsor, on the territories of the Three Fires Confederacy of First Nations. Professor Smyth has spent twenty years at the faculty teaching and researching in clinical and experiential learning. Professor Smyth researches and writes in the areas of clinic law, dispute resolution, lawyering skills, and legal education. Among her publications is an open source, online text, "Learning in Place: A Living Landscape of Practice", now in its third edition. She is also a co-author of the first text on clinical legal education in Canada, with Professors Sarah Buhler and Sarah Marsden.

Niki Soilis (Canada)

Niki Soilis, PhD(c), is currently a doctoral student in Health Sciences Education at the Institute of Health Sciences Education at McGill University. She brings two decades of experience designing large-scale educational programs across public and private health sectors. Her expertise across diverse educational modalities has guided the development of socially responsive curricula that address critical gaps in health professions education while advancing professional competency and social accountability. Niki’s work emphasizes experiential approaches that immerse learners in the lived realities of diverse communities, fostering critical reflection in the interests of advancing equitable, community-centred care. Her PhD research examines health professions students’ experiences of critically reflective learning about homelessness through virtual reality simulation and fieldwork in a homeless shelter.

Cassandra Spade (Canada)

Cassandra Spade (she/her) is an Anishinaabe human rights activist from the Mishkeegogamang First Nation, located in Northwestern Ontario. She is the founder of Gaa-Minwaajindizowaaj, a grassroots organization that provides Anishinaabe language and cultural programming. She holds a B.A. from the University of Manitoba and a J.D. from the Bora Laskin Faculty of Law at Lakehead University. Cass indizhi-gikenimigoo. Ninndanishinaabekwew, Mishkeegogamang geniin nindoonjii, nisawayi’ii ningaabii’anong giwedinin inake. Gojjijing ishkonganing nigii-izhi-ombig gaye. Name nindoodem. Mii iwe Gaa-minwaajindizowaaj (“GAAM”) nindoozhitoon ji-aanikenamawidwaa abinoojiinyag anishinaabemowin.

Larissa Speak (Canada)

Larissa Speak is an Assistant Professor and Co-Director of the Mino-waabandan Inaakonigewinan Indigenous Law and Justice Institute at the Bora Laskin Faculty of Law at Lakehead University. She has both Anishinaabe and settler roots and is a member of Anemki Wajiw (or Fort William) First Nation. Her work at Bora Laskin focuses on decolonization and Anishinaabe law practice through community engagement and land-based practices. She is part of a team of staff, faculty, and community members who design and deliver the Gaa-maadaa’ooniding Law Camp, which is currently the only mandatory land-based course component at a Canadian law school. Larissa is an active member of Thunder Bay’s grassroots urban hide-tanning community. Larissa is committed to supporting and centring Anishinaabe ways of being and governance practices in community contexts and within post-secondary learning and research environments.

Andrea Speltz (Canada)

Andrea Speltz is an Educational Developer and Instructional Designer at Queen’s University Faculty of Law, where she leads innovations in legal education with an emphasis on active and collaborative learning, reflective practice, and competency-based assessment. In addition to her role at Queen’s, Andrea teaches German literature and language at universities across Ontario.

Denise Stockley (Canada)

Dr. Denise Stockley has a Doctorate in Educational Psychology and is a Professor and Scholar in Higher Education at Queen's University. Her research focuses on ethical inquiry, reflective practice, and integrity in higher education. A past president of the Society for Teaching and Learning in Higher Education (STLHE), she has played a key role in shaping national and international conversations about how educators create and sustain scholarly approaches to teaching. Her research explores how cultures develop within and across institutions, with a focus on faculty engagement, leadership, curriculum renewal, and research ethics education. She examines how ethical inquiry and scholarly practice intersect to support integrity and reflection in teaching and learning. At Queen's University, Dr. Stockley leads initiatives that connect principles of ethical and reflective teaching within program design, faculty development, and policy innovation. Her scholarship also includes health professions education, where she integrates competency-based education, interprofessional learning, and universal design for learning. These approaches offer valuable insights for advancing professional education across diverse disciplines, including law.

Sharon Sutherland (Canada)

Sharon Sutherland is Executive Director at Mediate BC Society. She is a former Allard School of Law faculty member and currently teaches mediation and conflict resolution in a variety of contexts, including both continuing legal education for lawyers and training for child protection mediators across BC. Sharon has utilized team-based learning (TBL) activities in mediation courses and Torts and is exploring online TBL approaches for a developing course in agreement writing.

Susanne van der Meer (USA)

I have broad international experience in the Netherlands and the USA in a variety of legal roles (attorney, in-house counsel, legal team lead, project manager, self-help coordinator for the Colorado Courts, mediation program manager, trainer, facilitator). Since 2005, I have been training lawyers in visual communication to make legal information more accessible. I am the author of 'Visual Language for Lawyers' (in Dutch), and various book contributions and articles on legal skills innovation and creative leadership in law. My newest project, "The Insight Effect," is an interdisciplinary method, rooted in my academic and experiential interest in reflective practices: I hold an MA in Continental Philosophy, certifications as a philosophical counsellor, personal fitness trainer, and somatic movement teacher. I presented on these topics at international conferences for legal professionals, and I regularly give trainings, presentations, and workshops. SiftVisuals.com

Derk Venema (Netherlands)

I am an academic lawyer and philosopher, wrote my PhD thesis (2007) on the challenges of the Dutch judiciary in WWII. I have been teaching professional ethics in the Dutch judicial training programme since 2011, and written extensively on judicial ethics and the judicial causes of the Dutch Child Care Benefits Scandal, which revealed quite a systemic challenge. As an expert on judges, judging, and judicial ethics - also in historical perspective - I hope to contribute some of my insights to the symposium, and learn from others. My co-author is an expert in educational science, which is essential to our contribution, and will provide a multi-disciplinary input to the symposium.

Chris Walsh (UK)

I've been Head of L&D at The Law Society for 6.5 years, a period which has revolutionized the Society's education offer. Digital education and reflective practice have been a pillar of this transformation, so I'm well-positioned to contribute to the discussion. Prior to this, I was Head of Elearning at The Royal College of Emergency Medicine, where I also led on leveraging emerging digital technologies to improve education and reflective practice. Prior to that, I held academic positions in the United States and England.

Brenda Waugh (USA)

Brenda Waugh is a lawyer, mediator, and restorative justice practitioner with nearly three decades of legal experience. She began her career in legal services and later worked as an assistant prosecutor. She observed how the adversarial system could inadvertently harm clients, lawyers, and communities. This inspired her to pursue graduate studies at the Center for Justice and Peacebuilding at Eastern Mennonite University, where she learned reflective practices and restorative principles that shaped her approach to law. Her book, *Becoming a Restorative Lawyer*, explores how lawyers can integrate reflection, relational awareness, and healing into daily practice, with photographs and a foreword by Howard Zehr. She has led over 100 workshops and webinars across the U.S. and Canada on restorative justice, transformative mediation, and related practices. She has taught courses at the Center for Justice and Peacebuilding and the WVU College of Law.

Julian Webb (Australia)

Julian Webb is a professor at Melbourne Law School, where he teaches civil procedure and legal ethics. He was formerly Professor of Legal Education at the University of Warwick and Director of the UK Centre for Legal Education. His educational scholarship has a leaning towards theory-informed practice and has influenced thinking on the teaching of ethics and values, and reflective practice in law, informing both the (UK) Law Society's innovative projects on work-based learning in the mid-2000s, and innovations in ethics CPD introduced by the Victorian Legal Services Board. From 2011 – 2013, he led the national Legal Education and Training Review in England and Wales (Webb et al., 2013) and was a co-author of Hong Kong's 'Comprehensive Review' in 2018. Julian's current research focuses primarily on technological change in legal education and practice, as well as empirical work on lawyer wellbeing.

David Wiseman (Canada)

David is a professor in the Faculty of Law, Common Law Section (English program) at the University of Ottawa (Canada). David has recently completed terms as Vice Dean (Academic) and Academic Director of Experiential and Clinical Learning. David jointly co-ordinates and teaches a mandatory first-year active learning course on Dispute Resolution & Professional Responsibility and has previously taught an "A2J Lab" experiential learning course. Across these roles and courses, David has increasingly focused on introducing, supporting and developing reflective practice and associated learning activities.

Deborah Wolfe (Canada)

Deborah Wolfe is the Executive Director, National Committee on Accreditation and Law Schools Programs with the Federation of Law Societies of Canada. The NCA is a certification program for internationally educated lawyers and law graduates, or graduates of a Canadian civil law program, who wish to be admitted to a common law bar in Canada. Ms. Wolfe also leads the process to approve Canadian common law, law school programs. Ms. Wolfe is the Past-Chair of the Association of Accrediting Agencies of Canada, a board member of the Vimy Foundation, a former President of the Canadian Engineering Memorial Foundation (a charity that encourages girls to become engineers), and a former Chair of the Canadian Network of Agencies for Regulation. Ms. Wolfe is a former Military Engineer with the Canadian Armed Forces.

Iwan Wopereis (Netherlands)

Iwan Wopereis is a senior lecturer in the academic teacher training programme for primary education at the Open Universiteit in the Netherlands. He is also an educational technologist and researcher affiliated with the AI and Data Literacy project within Npuls, a Dutch National Growth Fund programme for innovation in tertiary education. He graduated as an instructional technologist from the University of Twente. His research interests include instructional design, technology-enhanced learning, and reflective practice.

J. Kim Wright (USA)

Kim Wright is a lawyer, author, and legal educator who has explored reflective practice in law long before it became widely discussed. In her 2010 ABA book, *Lawyers as Peacemakers*, she identified reflection as essential to ethical judgment, strong client relationships, and sustainable practice. She continued this work in *Lawyers as Changemakers* (ABA, 2016) and as co-editor of *Trauma-Informed Law: A Primer for Lawyer Resilience and Healing* (ABA, 2023). A central figure in the Integrative Law Movement and co-creator of the Conscious Contracts® process, Kim integrates reflection with conscious approaches to change, conflict, and agreement design. Her teaching emphasizes that technical skill and reflective capacity strengthen one another. She works with law students, lawyers, and faculty worldwide to cultivate clarity of purpose, emotional intelligence, resilience, and values-aligned practice. In this session, Kim joins Kara and Suzanne to bring both seriousness and playfulness to reflective practice, inviting participants to experience it not just as a teaching tool, but as a sustaining professional habit.
