

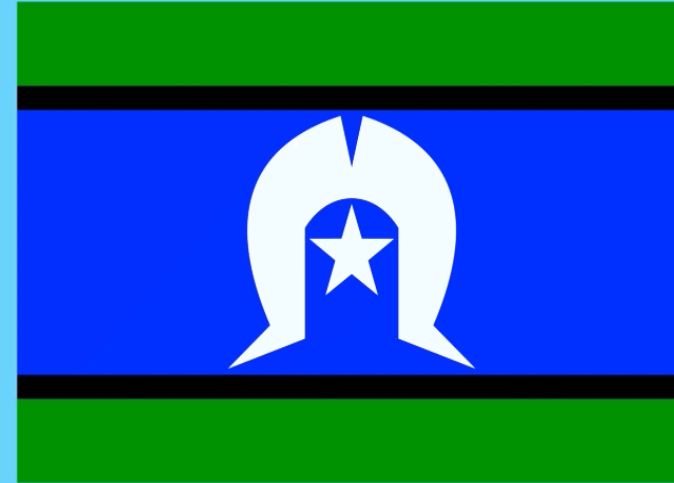
Developing and Assessing the Reflective Lawyer: Human Wisdom in an Automated Age

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LEAD is a network where Aboriginal and Torres Strait Islander People's perspectives, culture and knowledge is acknowledged, valued and respected. We share deep pride in, and seek to uplift, empower, and give a voice to Aboriginal and Torres Strait Islander people and perspectives. We acknowledge the Traditional Custodians of the land on which we live and work, and recognise their continuing connection to land, water and community. We pay our respects to Elders past, present and emerging.



Overview of Questions



1. How, and where, we might scaffold and support student learning of reflective practice, from foundational, through to developing and then more established skills, on which graduates can build for their ongoing professional development?
2. Whether, and if so, how, we should assess law student reflective practice skills?
3. Asking some cohorts to share their inner life can be challenging for the law student, the academic and bystanders. How do we foster authenticity and self-awareness in inclusive teaching spaces?
4. How can we transform the assessment of reflective practice in legal education, given the automated age of generative AI tools and increasing concerns around academic integrity?

Source: <https://qeludra.com/blog/ai-bias-qualitative-research>





1. How, and where, we might scaffold and support student learning of reflective practice, from foundational, through to developing and then more established skills, on which graduates can build for their ongoing professional development?



TLO 6: Self-management

Graduates of the Bachelor of Laws will be able to:

- a) learn and work independently, and*
- b) **reflect on** and assess their own capabilities and performance, and make use of feedback as appropriate, to support personal and professional development*

Graduates of the Juris Doctor will be able to:

- a) Learn and work with a high level of autonomy, accountability and professionalism; and*
- b) **Reflect on** and assess their own capabilities and performance, and make use of feedback as appropriate, to support personal and professional development.*





2. Whether, and if so, how, we should assess law student reflective practice skills?

The LACC/LSC Consultation Paper Review of Practical Legal Training (April 2026) includes:

6 references to 'reflective practice' (pp 29, 60 x 4), 61)

1 reference to 'reflection' (p 27)

Zero references to 'reflective practice' or 'reflection' in Appendix F: Skills Schedule

But does include '(vii) Exposure to techniques to build resilience, flexibility, and ability to deal with uncertainty, to adapt to change and to cope with stress' noting that 'these matters should be inherent in obtaining a law degree'



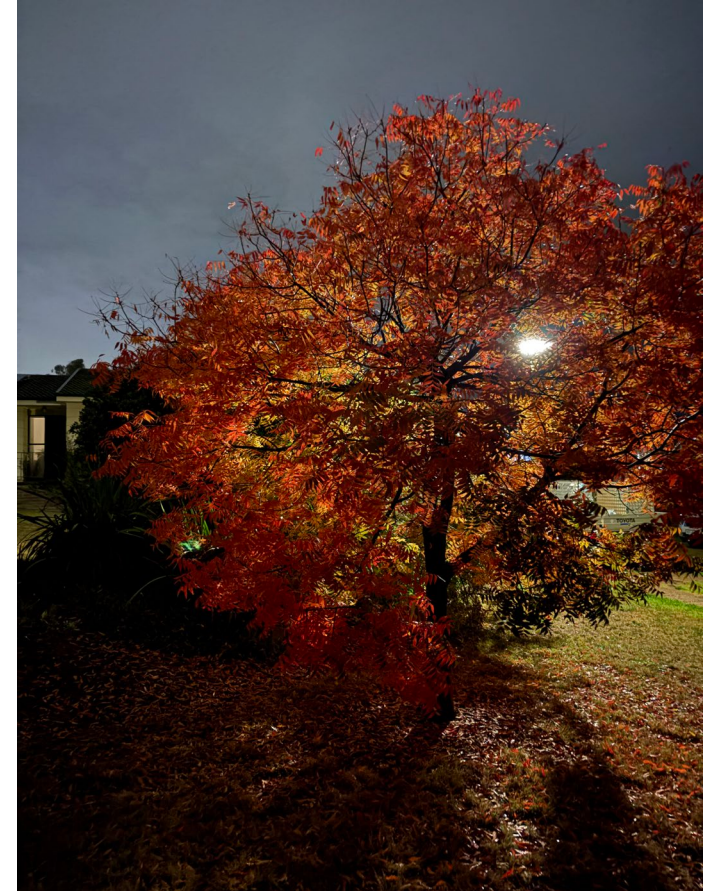


3. Asking some cohorts to share their inner life can be challenging for the law student, the academic and bystanders. How do we foster authenticity and self-awareness in inclusive teaching spaces?



Asking some cohorts to share their inner life can be challenging for the law student, the academic and bystanders. How do we foster authenticity and self-awareness in inclusive teaching spaces?

- Law schools aspirationally valorise 'authenticity' in learning and teaching
- Schools substantively valorise persuasive communication
- Questions about mandating 'true' disclosure by cohorts who've experienced trauma, lack social capital or are neurodiverse
- Does mandated sharing foster performativity rather than authenticity?
- Need to move beyond junk tasks such as 'tell me what tree you are'
- An absent inner life is an attribute of a corporate psychopath. Is it an attribute of many 'good' practitioners
- Dark question: Why do we want to see an 'inner life'





4. How can we transform the assessment of reflective practice in legal education, given the automated age of generative AI tools and increasing concerns around academic integrity?

- Assess reflective practice skills through iterative drafts, vivas and programmatic assessment
- Require students to disclose their use of generative AI tools – strengths, limitations and ethical considerations
- Focus on experiential learning activities (connection with a personal experience, ethics and professional identity) that cannot be easily outsourced to AI





Next Steps

Collaborative
open access book
chapter on
Reflection and
Assessment

Photo by [Hush Naidoo](#) on [Unsplash](#)

References

- Sally Kift, Mark Israel and Rachael Field, Bachelor of Laws Learning and Teaching Academic Standards Statement (December, 2010)
- Council of Australian Law Deans (CALD), *Juris Doctor Threshold Learning Outcomes* (March, 2012).
- Kelley Burton and Judith McNamara, Assessing Reflection Skills in Law Using Criterion-Referenced Assessment (2009) 19(1) *Legal Education Review* 171 – 188 <<https://doi.org/10.53300/001c.6221>>.
- Judith Marychurch, John Littrich, Margaret Wallace Graduate Capabilities Assessment Rubric for Self-management Standards in the Bachelor of Laws (January 2011) <https://ro.uow.edu.au/articles/conference_contribution/Graduate_capabilities_assessment_rubric_for_self-management_standards_in_the_Bachelor_of_Laws/27697782?file=50439066>.