A SCHOLARSHIP OF TEACHING AND LEARNING IN PRACTICAL LEGAL TRAINING?

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THEORETICAL FRAMEWORK

Drawing on Bourdieu’s “reflexive sociology” and de Certeau’s “heterologies” and “practices in the everyday”.
Individual and extra-individual dimensions.
Are structures inscribed into practice? Can practices affect structures?

Reflexivity—“two steps back”, “objectify the objectification”

Heterology—take “bird’s eye” and “kerb-side” views together, neither sufficiently articulate in isolation.
discipline + discourse + relation of (discipline + discourse)(period + subject matter + place)

GUIDING QUESTIONS

The research explores individual and organisational domains of PLT practitioners’ engagement with SoTL.
Re the individual domain, investigate PLT practitioners’ motivations and capabilities to engage with SoTL.
Re the organisational domain, investigate symbolic support and allocation of resources to SoTL.

PLT PRACTITIONERS

Few PLT Practitioners have published re SoTL in PLT <17% nationally
(Paucity of Australian SoTL literature re PLT programs)

Few PLT Practitioners hold a teaching qualification <25% in some states
(Mostly Grad Cert IV Training & Assessment)

Semi-structured interviews with 35 PLT practitioners affiliated with 12 PLT courses. 20 women, 15 men
Median post-admission experience: 20 years
Median PLT practitioner experience: 8 years

Most not “resistant” to SoTL.
Mixed motivation + capability.

Most identified (inadequate resources (time + funding) as impediments to engagement with SoTL.

The profession desires vocationally-focused “work-ready” law graduates; resists law schools’ emphasis on intellectual competencies.

Law schools protective of the intellectual domain; resists “vocationalisation of the academy.”

The judiciary (regulators) protective of the “majesty” of the law; resists critique of the juridical field.

PLT impliedly constructed as critique-free vocational space; emphasizes “practice;” commercially focused; SoTL a “non-earner”.

SoTL could open up critique of practices and means of reproduction.