

Practise what we preach: fostering our own lifelong learning

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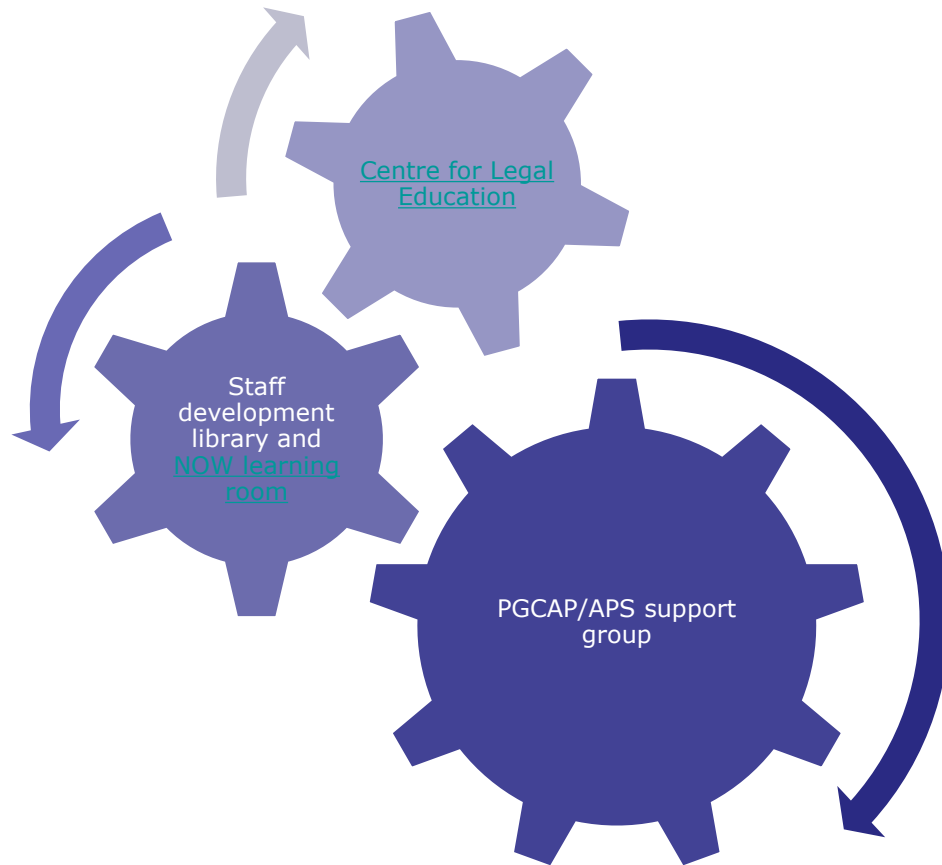
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“the development and recognition of the law teacher as a professional educator”

(Burridge, *et al*, 2002:xi).



The NLS PGCAP/APS support group



- Learning from, and about, PGCAP/APS mentoring;
- Contextualising the PGCAP/APS curriculum to the policy and practice of the discipline; and
- Mediating between law/legal practice and education theory/practice.

Mark's story



- “The strength of law as a discipline lies in the fact that it is so multidimensional. The teacher is called upon:
 - (a) to strike a balance between the elements which make up law;
 - (b) to be informed about, and deal adequately in today's world, with the closely related subjects from which law must draw much of its wisdom;
 - (c) to provide both "academic" and "practical" insights; and
 - (d) to use methods which motivate, stimulate and engage students in issues of theory, doctrinal learning, skill-development and engagement with concrete problems.”

(Committee on Legal Education in the Developing Countries, 1975: 36)

Joanne's story

- Past experience - Lawyer first, teacher second? The consequences of that...
- Putting my APS learning into a subject specific context
- Social / emotional wellbeing
– increased job satisfaction?



Jane's story

"[t]he career of the expert is one of progressively advancing on the problems constituting a field of work, whereas the career of the non expert is one of gradually constricting the field of work so that it more closely conforms to the routines the nonexpert is prepared to execute". (Bereiter and Scardamalia, 1993: 11)



**"the growing
edge of
expertise"
(*op. cit.*: xi)**

Graham's story

Teaching as
community
property

Lee Shulman



Reading list

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