

looks at the developments of the '80s, the changes of the '90s, recruitment, pre-admission training and external CLE for trends giving rise to the growth in in-house legal training.

What is in-house CLE? Everything lawyers need to develop their ability to practise law. Who is it for? How do you do it? What are the benefits? Audrey Blunden addresses these questions, drawing on her experience in practice, and in legal education from the university to the law firm.

INSTITUTIONS & ORGANISATIONS

[no material in this edition]

JUDICIAL EDUCATION

Continuing judicial education

18 *Comm L Bul* 3, July 1992, p 1037

Reports on a workshop convened by the Commonwealth of Learning in March 1992 in Vancouver to review the practice and potential of continuing judicial education in the Commonwealth. The workshop developed a common frame of reference, and identified five levels of judicial orientation - initial orientation, practical training, mentor scheme, observation and an introduction to associated systems, and follow-up programs. It then considered a number of common needs which could possibly be met within a Commonwealth context. Finally the article summarises the discussion of different forms of learning for judicial officers, relevant educational technology and the workshop's recommendations.

Policy development in continuing judicial education: an assessment of some approaches taken in NSW, USA, UK and Canada

L Armytage

11 *J Prof L Educ* 1, pp 51-77 *

"The picture of the judge as learner is complex. The considerations of age, prior professional training, not to mention attitudes brought to the bench, make the design of a comprehensive continuing judicial education program extremely complex": Catlin.

This paper explores the question how to provide continuing judicial education (CJE) through a policy-setting perspective. It defines and considers a number of underlying philosophical questions, and postulates a framework of educational theory with which to approach CJE. In the process, a number of critical issues on the nature, role, purpose and scope of judicial education are identified. How these issues are resolved has fundamental implications on the character of the education process and its outcomes.

The need for continuing judicial education

L Armytage

16 *UNSW L J*, 2, 1993, pp 537-584

Judicial education has the ability to undermine the independence of the judiciary. Consequently, the judiciary should decide how and what should constitute continuing judicial education (CJE). The reasons for participation in CJE were judicial competence, collegial interaction and professional perspectives. This was in contrast to many other professions which saw further education as a path to promotion or change in career path.

The Judicial Commission of NSW has conducted an educational needs analysis for the various categories of judicial officer. Magistrates perceived their needs to be, in descending order of importance, collegiate networking and experience sharing, skills development, especially court management and administration, the art of judging, substantive law and lastly procedural law. The judiciary of the Supreme, District and Local courts and members of the federal Administrative Appeals Tribunal ranked their CJE needs, in descending order of importance, as keeping abreast of current developments, maintaining current abilities, enhancement of professional competence and development of new knowledge and skills.

Continuing judicial education: the education programme of the Judicial Commission of New South Wales

L Armytage

3 *J Jud Admin*, 1993, pp 28-46

The Judicial Commission of NSW (JCNSW) is an independent body established by the Judicial Officers Act 1986 (NSW) with a charter, among other things, to supervise an appropriate scheme for continuing education and training of judicial officers. The JCNSW consists of the heads of the six state courts (Supreme, Industrial, Land & Environment, District, Compensation and Local Courts). The JCNSW has utilised educational research and theory in deciding that its educational services should use knowledge of adult learning theories.

The JCNSW has undertaken two needs analyses to assist it in the