**Comenius University / International Journal of Clinical Legal Education Conference**

**ENCLE - IJCLE 2019 Improving the Future: Using Clinical Legal Education to Educate Lawyers for a Just Society**

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| Title  | Professor |
| Lead Presenter First Name | Anna |
| Lead Presenter Last Name | Cody |
| Organisation of Lead Presenter | Western Sydney University |
| Name/s and details of other presenters |  |
| Title of Proposal  | Just us or justice? How much should we encourage students to interrogate their identity and privilege when talking about justice? |
| Summary of Proposal | We can only teach our students about justice if we can also encourage them to interrogate who they are in their full identities. While teaching about identity, diversity and equality can be challenging for students and teachers alike, this is the way in which we create social change. Learn some interactive methods for encouraging students to question themselves in a safe environment. |
| Abstract Proposal | This session will include a short interactive exercise as well as some more traditional presentation approach. Working in clinics with clients who are different and yet can be similar to students provides many opportunities for disorienting moments. (Quigley/Mezirow) IN order for students to gain as much learning out of these moments they need to learn how to reflect deeply about who they are, their identity and areas of privilege as well as their complex identities. Justice can frequently be taught in more doctrinal teaching in a theoretical way. Clinics have the potential to make real critical theories of justice and how our identities can influence how we interact with the world. While teaching students to interrogate their privilege can be challenging work, it is also essential if we want to help them to change the world to make it fairer and truly representative of our community. |