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## Editorial

Welcome to the first edition of the *International Journal of Clinical Legal Education* (IJCLE) for 2025. This edition features a diverse range of contributions, including two thought-provoking research articles, an insightful practice report and a comprehensive book review. Each contribution offers fascinating insights from a range of international scholars and projects which advance our understanding of clinical legal education, its formation, delivery and impact. In this regard, this edition provides the perfect start to a New Year, especially for any reader perhaps considering establishing a clinical legal education programme or developing an existing project.

We begin the edition with the contribution by Doris Bozin and Allison J Ballard, along with Vicki de Prazer and Jenny Weekes from the University of Canberra, who present *Thinking Outside the Disciplinary Box: Building Better Lawyers to Solve Wicked Problems*. This article advocates for an interdisciplinary pedagogical approach within clinical legal education, exemplified by the University of Canberra's Health Justice Legal Advice Clinic. The clinic integrates legal and health professionals to address complex client issues, emphasising the development of interprofessional teamwork, resilience, and confidence among law students. The paper argues that such interdisciplinary models are crucial for preparing students to tackle 'wicked problems'—complex social issues that transcend traditional disciplinary boundaries. This approach not only enhances student competencies but also contributes to more holistic and effective legal service delivery.

Continuing our articles section, *Effecting Change and Addressing Inequalities through Community-Based Research: Opportunities and Challenges* by Zanele Nyoni-Wood, Kathryn Saban, Sadie Whittam, and Eleanor Belshire from Lancaster University examines a community outreach clinic project in Blackpool, one of the UK's most deprived areas. The article highlights the dual role of community-based legal clinics in providing essential legal services and generating empirical research to inform policy and practice. The authors discuss the practical challenges and opportunities encountered in establishing the clinic, emphasising the importance of partnerships with local organisations, such as public libraries, to enhance access to justice. The project not only benefited the community by addressing unmet legal needs but also provided law students with invaluable experiential learning opportunities, fostering a deeper understanding of social justice issues and professional identity.

The journal then turns to our Practice Report section where in *Perspectives on Performance: The Value of Introducing Two-Way Appraisals in Law Clinics to Create an Authentic Learning Experience*, Kathryn Saban and Sadie Whittam from Lancaster University explore the implementation of a 'two-way' appraisal process in clinical legal education modules. This innovative approach enhances the authenticity of the student learning experience by integrating formative feedback mechanisms that benefit both students and tutors. The report provides practical guidance on establishing appraisal systems and reflects on student feedback from a small-scale survey, underscoring the appraisals' role in boosting employability and reflective practice. The findings emphasise the dual benefits of appraisals: improving educational outcomes and fostering a culture of continuous improvement within law clinics.

Finally, we conclude this edition with Paul Tremblay and Margaret Maisel's thorough review of *How to Set Up and Run a Law Clinic: Principles and Practice* by Donald Nicolson, JoNel Newman, and Richard Grimes. As advanced by Tremblay and Maisel, this book serves as an essential resource for anyone involved in experiential legal education, offering a global perspective on establishing and managing law clinics. The authors discuss critical aspects such as setting clinic goals, organisational design, service delivery models, and sustainability. Notably, the book introduces the EO (Educationally Oriented) vs. SJO (Social Justice

Oriented) clinic model, providing a valuable framework for evaluating clinic priorities. The review highlights the book's practical utility, not just for new clinicians but also for seasoned educators seeking to refine their practice and reassess foundational assumptions.

This edition of the IJCLE underscores the dynamic and evolving nature of clinical legal education, showcasing innovative practices and research that contribute to the field's growth. From interdisciplinary approaches and reflective practice to community engagement and sustainability, the contributions in this issue reflect the diverse ways in which clinical legal education continues to adapt and respond to contemporary challenges.

We hope you find this edition both informative and inspiring, and we look forward to your continued engagement with the journal with the next edition in the Spring.

Enjoy reading!

James Marson