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'Sound knowledge of the law and its application’ is one of the fundamental qualities of a competent and conscientious judicial officer. Others include decisiveness, courtesy, compassion and self-discipline. In addition there is essential capacity to handle the stresses involved in adjudication and the relative isolation of the judicial role.

This year the Judicial College of Victoria has promoted these attributes through publications and programs for judicial officers. They are highlighted in our Framework of Judicial Abilities and Qualities for Victorian Judicial Officers document (Appendix 1).

It provides a guide, against which the College will continue to develop a comprehensive and diverse professional development calendar reflecting the professional and personal goals to which all members of the judiciary aspire.

Indeed, in the past year the College has designed and provided an excellent range of education programs and associated resources under the continuing professional development (CPD) scheme. Under the CPD scheme all Victorian judicial officers participate in at least ten hours of professional development with the College each year, over and above any other external programs.

Attendances and participation in programs offered by the College have continued to rise.

An exciting and innovative development this year was an extensive prospectus published for the first time by the College.
It show-cased the breadth of the educational opportunities offered under the CPD scheme. The prospectus also reflected the collaborative development work undertaken by the Syllabus Advisory Committee, judicial steering committees and College staff. The collaboration ensured that programs specifically met the needs of Victorian judges, magistrates and tribunal members.

The prospectus reveals how the College assists the Victorian judiciary to keep abreast of a challenging rate of law reform, as well as developing and enhancing the very specific skills and social context awareness required for us to effectively perform our roles. Through the College, we, as judicial officers, better respond to the needs of a rapidly changing society. The professional challenges for each of us are significant. Without the educational and professional development opportunities afforded by the College, I believe we would find judicial life difficult.

Recently the College Board embarked upon building a business case directed to government for the purpose of securing increased and ongoing funding. The funding is essential for the sustainability of the College, as well as allowing for ongoing innovation and growth. The process includes an independent evaluation of the College’s activities and their effectiveness to date and the development of the 2010-2020 Strategic Plan (Appendix 2) to guide us through the next decade.

In this process, the Board identified three key challenges. These are:
- to maintain existing activities while providing for further growth within existing resources;
- to gauge the effectiveness of the College’s work; and
- to improve communication about the activities and value of the College to government, the broader legal community and public and identify new learning opportunities as a result of these interactions.

The College is a key vehicle in strengthening a two-way community engagement process: the judiciary educating and informing the public and the public being engaged by, and informing, the judiciary.

In the context of the continuous achievements of the College, again, the Board members and I express our deep appreciation to the staff of the College and, in particular our Chief Executive Officer, Ms Lyn Slade. They have demonstrated extraordinary devotion and commitment to the College. The Board and I thank Ms Slade and the staff for assisting us in providing an outstanding judicial education model for the Victorian judiciary.

In seven short years, the College has become an indispensable institution, enhancing the expertise of the Victorian judiciary. I envisage that it will mature and evolve, providing endless possibilities for learning of a standard akin to a university. Through education, it will continue to orient and inspire those new to the judicial role, to ensure the currency of knowledge for others and to re-enthuse longer serving judicial officers.

The ultimate beneficiary is the Victorian community, which is well served by an independent, committed and informed judiciary.

The Honourable Chief Justice Marilyn Warren AC
Chief Justice of the Supreme Court of Victoria
Chair of the Judicial College of Victoria
The sharing of skills, knowledge and experience is increasingly relevant in a judicial environment faced with significant substantive legislative and procedural changes. These reforms required devising an extensive continuing professional development curriculum over 2008/9 to facilitate the implementation of changes to family violence and sexual offences legislation, coronial practice, the rules of evidence and criminal procedure, and to support the broadening skills base required for judge-led dispute resolution.

The College is a leader in judicial education and continues to develop innovative programs, which it shares with other judicial education organisations in Australia and New Zealand. For example, the National College and the Judicial Commission of New South Wales have both conducted the 360 Degree Feedback Survey for their judicial officers, and the Institute of Judicial Studies in New Zealand has conducted the Judicial Leadership program.
The Judicial College’s survey of Victorian judicial officers in early 2008 highlighted the value that judges, magistrates and VCAT members place on face-to-face judicial education and professional development, and the importance of sharing skills, knowledge and experience between judicial officers across the jurisdictions. The College presents unique opportunities for judicial officers to gain a broad range of professional development experiences, and contributes to building an engaged and unified court system.

As noted by Chief Justice Warren, the College’s CPD scheme provided the impetus to publish the curriculum in an annual prospectus aimed at encouraging judicial officers to develop their own individual CPD plan for the upcoming calendar year. The 2009 Prospectus was issued to all Victorian judicial officers in October 2008, and provided a summary of all forty-two programs being offered throughout the coming year, categorised under the College’s five curriculum categories with the appropriate number of continuing professional development hours attributed to each program. The success of this initiative is demonstrated by a 91% increase in attendance at College programs over 2008/9.

Recently the College commenced a revamp of its public website to improve delivery of its resources to the legal profession and other users. Being committed to principles of transparent and accessible justice, the College publishes a significant number of its key judicial electronic benchbooks, manuals and reference guides on its website.

The new evidence, family violence and criminal proceedings resources join the established Criminal Charge Book, Sentencing Manual, and Sexual Assault Manual, and are all available free of charge to the legal profession and the public. As well, now users can register to receive alerts when updates or new chapters are added to these online resources.

The College could not have achieved such success this year, nor can it continue to carry out its important work without the support, guidance and assistance of judicial officers themselves - as members of steering and editorial committees, teaching faculties and most importantly, as participants in College activities. Their contribution is vital to ensuring the continued evolution of the College as it embarks on the implementation of the 2010-2020 Strategic Plan to achieve the Board’s vision for the future.

Lyn Slade
Chief Executive Officer
Governance

College Board (above, from left):
Professor Susan Campbell AM
The Honourable Justice Kevin Bell
The Honourable Justice Marilyn Warren AC
His Honour Chief Judge Michael Rozenes
Ms Lyn Slade CEO Judicial College of Victoria
Associate Professor Pamela O’Connor
Chief Magistrate Ian L Gray

COLLEGE BOARD

The Honourable Justice Marilyn Warren AC
Chief Justice, Supreme Court of Victoria
Chair of the College

The Honourable Justice Kevin Bell
President, Victorian Civil and Administrative Tribunal

His Honour Chief Judge Michael Rozenes
County Court of Victoria

Chief Magistrate Ian L Gray
Magistrates’ Court of Victoria

Two appointees of the Governor-in-Council on the recommendation of the Attorney-General, the Honourable Rob Hulls MP:

Professor Susan Campbell AM

Associate Professor Pamela O’Connor
Monash University
SYLLABUS ADVISORY COMMITTEE

Supreme Court of Victoria
Justice Hartley Hansen (Chair)
Justice Paul Coghlan
Associate Justice Melissa Daly

County Court of Victoria
Judge Tom Wodak (to February 2009)
Judge Wendy Wilmoth
Judge Frank Gucciardo (from May 2009)

Magistrates’ Court of Victoria
Magistrate Caitlin English
Magistrate Brian Wright

Victorian Civil and Administrative Tribunal
Deputy President Ms Anne Coghlan
(to August 2008)
Deputy President Mr John Billings
Deputy President Ms Catherine Aird
(from October 2008)

Judicial College of Victoria
Professor Susan Campbell AM

This committee meets four times a year, approximately one month before each Board meeting. Its role includes gathering and sharing information as to the continuing professional development needs of Victorian judicial officers, and providing advice to the College Board regarding the College’s annual continuing professional development curriculum. Committee members also take an active role advocating for judicial professional development and for the work of the College amongst their judicial colleagues.
Over 2008/9 the College delivered 39 CPD programs, its highest number since commencing operations in 2002, and achieved its highest attendance figures.

Each program addressed at least one of the five curriculum categories established as part of the College’s CPD scheme. The number and range of topics were designed to meet the educational needs of judicial officers sitting across the four jurisdictions, and to assist with the implementation of a significant number of changes to legislation and procedure. Major themes this year were judge-led dispute resolution, protecting rights, sexual offences, addressing disadvantage and changes to the rules of evidence.

JUDGE-LED DISPUTE RESOLUTION
A major focus of the College’s work in 2008/9 has been to provide a suite of programs to meet the growing importance of judicial dispute resolution within the Victorian jurisdictions. Following an initial full-day workshop on dispute resolution models and techniques, the College delivered three intensive, skills-based programs aimed at developing practical dispute resolution skills and providing a forum for discussing how these skills can be usefully incorporated into the work of the courts.

The first of these programs, in April 2009, was a two-day ‘Facilitative Judging’ workshop. Coached in the essential facilitative techniques that form the Harvard mediation model, participants discussed the application of these techniques to the kinds of dispute resolution models that are being developed within the court system.
In May, at the invitation of the Department of Justice Appropriate Dispute Resolution Directorate, Madam Justice Louise Otis from Quebec, Canada, visited Melbourne. Justice Otis is a pioneer and internationally renowned champion of judicial dispute resolution, who was instrumental in the establishment of the highly successful system of judicial settlement conferencing in the Quebecoise jurisdictions. She presented two programs for the Victorian judiciary: a Master Class for the specialist judges from the Supreme and County Courts, and an intensive workshop for Magistrates and VCAT members, both focusing on the ethical obligations involved in judicial dispute resolution.

PROTECTING RIGHTS

Previously, in 2007, the College provided nine programs addressing different aspects of the Charter of Human Rights and Responsibilities Act 2006. This year, we held a further two programs: ‘Human Rights Refresher’ in August 2008, and ‘Human Rights Charter Overview’ in May 2009. These programs were designed to refresh understanding of Charter issues for previous participants, and to provide a comprehensive introduction for new appointees.

NEW SEXUAL OFFENCES REGIME

Building on the development of a sexual offences education framework, through 2007/8, the College presented a full-day ‘Sexual Offences’ program in September 2008; the centrepiece being the ‘Case for Change’ DVD. This program was more than two years in the making, and aimed to address attitudinal and behavioural change in the conduct of sexual offence matters, and to improve responsiveness of the criminal justice system to the needs of complainants. The program incorporated presentations on topics including competence and compellability, and suppression orders, followed by scenario work on issues arising from the courtroom vignette featured in the ‘Case for Change’.

The protection of vulnerable witnesses in sexual offence cases is a key aspect of the reforms, and to assist, the College held another full-day program focusing specifically on the judicial obligation to intervene in the improper questioning of child or cognitively impaired witnesses. Child psychologists discussed the trajectory of language and brain development and impairment, and participants practised appropriate interventions in the cross-examination of a child witness through a series of facilitated courtroom scenarios.
ADDRESSING DISADVANTAGE

In September 2008, a two-part ‘Self-Represented Litigants’ workshop was conducted, divided into ‘the Law’ and ‘the Challenges’ of managing cases involving one or more unrepresented party. ‘The Law’ focused on the judicial obligation to assist self-represented litigants in order to ensure a fair trial. ‘The Challenges’ focused on enhancing conflict management skills in the courtroom to enable judicial officers to assist this often vulnerable category of court user.

Gaining a practical understanding of the disadvantage facing Australia’s mentally ill formed the focus of the Mental Health two-part series in April 2009, which explored categories of illnesses, symptoms, impact upon offending and the interaction between mental health and substance abuse.

The College has continued to work closely with the Judicial Officers Aboriginal Cultural Awareness Committee to deliver a range of programs aimed at both raising awareness of indigenous culture, and fostering relationships between the judiciary and Victoria’s indigenous communities. At ‘Aboriginal People & the Justice System’ in March 2009, judicial officers and indigenous people came together for a weekend of learning, sharing experiences and problem-solving. A series of twilight panel presentations over the year, on topics such as Koori Courts and the experience of native title claimants, provided further opportunity for discussion of the intersection of the court system and the lives of indigenous Victorians.

RULES OF EVIDENCE

The Evidence Act 2008, scheduled to commence in late 2009, introduces a new evidence regime for Victoria consistent with the laws in the Commonwealth, New South Wales, Tasmania and the Australian Capital Territory. To ensure a smooth transition and implementation of the new regime, large numbers of judges, magistrates and VCAT members participated in two College programs that explored this area of significant change, and which focused on areas of greatest practical importance to the work of the judiciary.

FIELD VISITS

Corrections Victoria continues to provide invaluable assistance to the College to ensure that small groups of judicial officers gain vital information through visits to their facilities. In 2008/9 judicial officers had the opportunity to increase their knowledge and awareness of prison industries and programs available for prisoners at the Dame Phyllis Frost Centre, Melbourne Assessment Prison, Metropolitan Remand Centre and Judy Lazarus Transition Centre. Similarly, the College is grateful for the assistance of Victoria Police, which facilitated visits to the Forensic Services Department.
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DATE</th>
<th>CURRICULUM</th>
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<tbody>
<tr>
<td>Human Rights Refresher</td>
<td>1 August 2008</td>
<td>Substantive law &amp; practice</td>
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<td>Koori Courts</td>
<td>4 August 2008</td>
<td>Social context</td>
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<td>Judgment Writing Workshop</td>
<td>20-22 August 2008</td>
<td>Skills development, Social context</td>
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<td>Ethics &amp; Obligations in Judicial Decision-Making</td>
<td>11-12 September 2008</td>
<td>Judicial practice, Social context</td>
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<tr>
<td>Sexual Assault Workshop</td>
<td>19 September 2008</td>
<td>Substantive law &amp; practice, Social context</td>
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<tr>
<td>Self-Represented Litigants: The Law</td>
<td>10 October 2008</td>
<td>Substantive law &amp; practice</td>
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<tr>
<td>Aboriginal Courts: A Comparative Perspective*</td>
<td>13 Oct – 28 Nov 2008</td>
<td>Social context, Skills development</td>
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<td>Self-Represented Litigants: The Challenges #1</td>
<td>17 October 2008</td>
<td>Social context, Skills development</td>
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<td>Family Violence Workshop</td>
<td>17 October 2008</td>
<td>Substantive law &amp; practice</td>
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<tr>
<td>Indigenous Prisoners</td>
<td>10 November 2008</td>
<td>Social context</td>
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<td>Child &amp; Cognitively Impaired Witnesses</td>
<td>14 November 2008</td>
<td>Social context, Skills development, Substantive law &amp; practice</td>
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<td>Self-Represented Litigants: The Challenges #2</td>
<td>24 October 2008</td>
<td>Social context, Skills development</td>
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<td>Human Rights Adjudication</td>
<td>9 December 2008</td>
<td>Social context</td>
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<td>Sentencing Workshop</td>
<td>6 February 2009</td>
<td>Substantive law &amp; practice</td>
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<tr>
<td>Judicial Orientation</td>
<td>11-13 February 2009</td>
<td>Induction &amp; orientation, Social context, Skills development, Substantive law &amp; practice</td>
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<tr>
<td>Court Craft: 360 Degree Feedback Survey</td>
<td>24 February 2009</td>
<td>Judicial practice, Skills development</td>
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<td>Separate Trials: When should they be ordered?</td>
<td>26 February 2009</td>
<td>Substantive law &amp; practice</td>
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<td>Field Visit: Corrections Facilities</td>
<td>6 March 2009</td>
<td>Social context</td>
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<td>Aboriginal People in the Justice System</td>
<td>20-22 March 2009</td>
<td>Social context</td>
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<td>Writing Coronial Findings</td>
<td>30 March 2009</td>
<td>Skills development</td>
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<td>Judicial Leadership</td>
<td>30-31 March 2009</td>
<td>Judicial practice</td>
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<td>Mental Health: Managing Cases</td>
<td>3 April 2009</td>
<td>Substantive law &amp; practice</td>
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<td>Mental Health: Substance Abuse</td>
<td>16 April 2009</td>
<td>Social context</td>
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<td>Facilitative Judging</td>
<td>23-24 April 2009</td>
<td>Skills development</td>
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<td>Stress &amp; the Judiciary</td>
<td>27 April 2009</td>
<td>Judicial practice</td>
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<tr>
<td>Oral Decisions</td>
<td>30 April-1 May 2009</td>
<td>Skills development</td>
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<tr>
<td>Cyber Space: Social Networking Sites</td>
<td>7 May 2009</td>
<td>Social context</td>
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<td>Mediation: The Canadian Experience</td>
<td>12 May 2009</td>
<td>Skills development, Social context</td>
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<td>Judicial Dispute Resolution Master Class</td>
<td>13 May 2009</td>
<td>Skills development</td>
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<tr>
<td>Judicial Mediation</td>
<td>14 May 2009</td>
<td>Skills development</td>
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<tr>
<td>Cyber Crime</td>
<td>15 May 2009</td>
<td>Substantive law &amp; practice</td>
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<tr>
<td>Koori Native Title</td>
<td>19 May 2009</td>
<td>Social context</td>
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<tr>
<td>Human Rights Charter Overview</td>
<td>21 May 2009</td>
<td>Substantive law &amp; practice</td>
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<tr>
<td>Court Craft: Communication in Court</td>
<td>29 May 2009</td>
<td>Judicial practice, Skills development</td>
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<tr>
<td>Coroners: Leading the Initial Investigation</td>
<td>11 June 2009</td>
<td>Substantive law &amp; practice, Skills development</td>
</tr>
<tr>
<td>The New Uniform Evidence Act #1</td>
<td>12 June 2009</td>
<td>Substantive law &amp; practice</td>
</tr>
<tr>
<td>Sudanese Cultural Awareness</td>
<td>19 June 2009</td>
<td>Social context</td>
</tr>
<tr>
<td>The New Uniform Evidence Act #2</td>
<td>26 June 2009</td>
<td>Substantive law &amp; practice</td>
</tr>
</tbody>
</table>

* International Online Course
The College continues to be a leader in the field of online legal publishing. This year the College is undertaking new projects to produce publications and educational resources in four key reform areas. These resources also support the continuing professional development programs linked to each of these areas.

The Victorian Criminal Charge Book and Victorian Sentencing Manual are established as authoritative criminal law references. The Charge Book is valued both for its model jury directions and practical checklists, and for its targeted discussion of legal principle. The Sentencing Manual’s ‘Recent Cases’ summaries have become a key resource for judicial officers seeking a guide to current sentencing practices, and for counsel seeking to assist the court with submissions on sentencing.

The Sexual Assault Manual continues to serve its broader audience. It assists judicial officers, legal practitioners, and members of the community to navigate the complexities of criminal law as it relates to sexual assault in Victoria.

1. FAMILY VIOLENCE

The Family Violence project responds to the Victorian government’s recent reforms enacted by the Family Violence Protection Act 2008, which commenced operation in December 2008. This legislation replaced a scheme established under the Crimes (Family Violence) Act 1987. The College developed a suite of guides and checklists designed to assist magistrates with the transition to the new scheme. These materials are published on the College intranet - Judicial Officers Information Network (JOIN) - and the College website. Work now continues on further resources that will act as process guides for intervention orders, appeals and other applications under the Act and will consider issues that arise in proceedings involving children.
2. UNIFORM EVIDENCE

The Evidence Act 2008 introduces a scheme to uniformly reflect that which is in operation federally and in other states. The new regime requires Victorian judicial officers to quickly master major changes to the conduct of contested hearings. To assist judicial officers, the College conducted interactive continuing professional development programs, and in March 2009 the College published the Introduction to the Uniform Evidence Act in Victoria: Significant Changes. This joint publication was developed with the assistance of the Victorian Law Reform Commission, and features a series of flow-charts to aid in the practical application of the new regime.

Work continues on a more substantial Uniform Evidence Manual. This manual builds on the foundation provided by the Introduction to provide a practical but comprehensive guide to the new law.

3. CRIMINAL PROCEDURE

The main provisions of the new Criminal Procedure Act 2009 are anticipated to commence in late 2009. This Act rewrites the law of criminal procedure in Victoria, revising, updating and consolidating provisions from the Crimes Act 1958, the Magistrates’ Court Act 1989 and the Crimes (Criminal Trials) Act 1999. This new Act represents a very significant development for the conduct of criminal proceedings in Victoria. To assist judges in the transition to the new law, the College has undertaken a major project to produce the Victorian Criminal Proceedings Manual. When complete the manual will provide judicial officers, legal practitioners and the community with an accessible guide to the new law that incorporates analysis of existing law and authorities. The first chapters, published online in April 2009, will be followed over the next few months by the remainder, so that the manual will be substantially complete when the new legislation commences in late 2009.

4. CORONIAL REFORMS

The government’s reforms of the coronial jurisdiction began in 2004 with a commitment by the Attorney-General to review the Coroners Act 1985. A comprehensive review process led ultimately to the introduction and passage of the Coroners Act 2008, which commences operation in November 2009. The new Coroners Benchbook is a practical online reference to introduce coroners to the new Act and assist them to master the changes to practice and procedure in their jurisdiction. The benchbook aims to assist in the development of a consistent statewide approach to the work of a modern coroner, and promote best coronial practice. The first chapters have been published on JOIN, and further chapters will be published as they are finalised.
<table>
<thead>
<tr>
<th>Title</th>
<th>Status</th>
<th>Editorial Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Uniform Evidence Act: Significant Changes</td>
<td>2009 publication</td>
<td>Justice Mark Weinberg, Justice Tim Smith, Judge Iain Ross AO, Judge Felicity Hampel, Mr Peter Lauritsen DCM, Mr Duncan Reynolds M</td>
</tr>
<tr>
<td>Uniform Evidence Bench Book</td>
<td>To be progressively published from 2009</td>
<td></td>
</tr>
<tr>
<td>Coroners Benchbook</td>
<td>Progressively published since 2008</td>
<td>Judge Jennifer Coate, Mr Clive Alsop RCM, Ms Audrey Jamieson M, Ms Gayle Chirgwin</td>
</tr>
<tr>
<td>Victorian Criminal Proceedings Manual</td>
<td>Progressively published since 2008</td>
<td>Justice Betty King, Judge Tony Howard, Judge Mark Taft, Mr Charlie Rozen cvaj M, Ms Rosemary Carlin M</td>
</tr>
<tr>
<td>Victorian Criminal Charge Book</td>
<td>Progressively published since 2005</td>
<td>Justice Robert Redlich, Justice Mark Weinberg, Justice Elizabeth Curtain, Justice Paul Coghlan, Judge Margaret Rizkalla, Judge Carolyn Douglas, Judge Susan Pullen, Judge Jeanette Morrish</td>
</tr>
<tr>
<td>Victorian Sentencing Manual</td>
<td>Progressively published since 2004</td>
<td>Justice Betty King, Judge Carolyn Douglas, Judge Jane Patrick, Ms Belinda Wallington M, Professor Arie Freiberg AM, Mr Patrick Tehan QC, Mr Bruce Gardner</td>
</tr>
<tr>
<td>Sexual Assault Manual</td>
<td>2007 publication</td>
<td>The Hon David Jones AM, Judge Meryl Sexton, Ms Felicity Broughton DCM</td>
</tr>
<tr>
<td>Suppression of Information: Legislation and Regulations</td>
<td>2006 publication</td>
<td>Justice Simon Whelan</td>
</tr>
<tr>
<td>Search Warrants Manual</td>
<td>Progressively published since 2004</td>
<td>Ms Jennifer Bowles M</td>
</tr>
<tr>
<td>Magistrates’ Court Benchbook</td>
<td>Progressively published since 2004</td>
<td>Mr Peter Lauritsen DCM, Ms Caitlin English M, Mr Duncan Reynolds M, Mr Marc Sargent M, Ms Annabel Hawkins M</td>
</tr>
</tbody>
</table>
JOIN is one of the College’s most significant achievements. Rolled out as a pilot during 2004, JOIN was officially launched and delivered to all Victorian judicial officers the following year.

The Department of Justice Courts & Tribunals Unit provided technical expertise and funding, while College staff and a Judicial Online Working Party contributed their professional knowledge. The College ensured judicial officers embraced JOIN by providing one-on-one training, and since then every new appointee, shortly after appointment, is provided with individual training on JOIN and its resources.

The College has reviewed JOIN twice, once just after the official launch in 2005 and most recently in July 2008. The feedback gathered during the reviews has shaped the evolution of JOIN, which is being enhanced progressively to support more content, such as online videos, and to grant easier access with fewer passwords. The College adds content as it produces more resources, and as they become more available in digital and electronic format.
JOIN
Judicial Officers Information Network

COLLEGE PROGRAMS ONLINE
JOIN has taken a technological leap forward since the 2008 review. Videos of College programs can now be viewed on demand, improving access for judicial officers wherever located. The videos cover programs of broad interest such as the Mental Health and Cyber Space series, through to more specialist topics such as Sexual Offences and Self-Represented Litigants. The videos show both the presenter and their written presentation, displayed side by side.

Feedback from country and regional magistrates has been extremely positive, as the quote below indicates,

“I think the system you have created is FANTASTIC! The picture is clear, the sound is as clear as the proverbial bell. This innovation is particularly exciting for country magistrates. My score for it? About a hundred out of a hundred”.

The videos will become important for understanding legislation such as the new Evidence Act 2008 and Family Violence Protection Act 2008, by providing an adjunct to the online resources on the same topics. An additional benefit is their value to new appointees; with videos on important areas and reforms, newer judicial officers can come to grips with the key legislation and procedure and, where relevant, see demonstrations of exemplar practice.

UPDATED AND REVISED JOIN CONTENT
Adoption of recommendations arising out of the July 2008 review has created a better home page and simplified the site. Greater emphasis is given to publishing checklists, quick reference guides and practice specific pages. For example, the new practice page on Family Violence has six checklists, three overview guides and videos of the day-long workshop, all of interest to the Magistrates’ Court, Children’s Court and VCAT.

Another new practice page is devoted to the emerging area of Judicial Dispute Resolution, housing a range of local and overseas information.

Overall JOIN usage has grown steadily during the past year with 75% of judicial officers now regular JOIN users.
DISCLOSURES

As a statutory authority, the College is required to comply with a number of government acts and regulations.

HUMAN RESOURCE MANAGEMENT
The College promotes the personal and professional development of its staff to achieve sustained improvements and create satisfying career paths. The College actively promotes safe work practices, career development, balanced lifestyles and a friendly non-discriminatory working environment.

INDUSTRIAL RELATIONS
The College enjoys a cooperative relationship with employee representative organisations. No time was lost during the year through industrial disputes or accidents.

WHISTLEBLOWERS
The Whistleblowers Protection Act 2001 encourages and facilitates disclosures of improper conduct by public officers and public bodies. For the 12 months ending 30 June 2009, the College did not receive any disclosures.

FREEDOM OF INFORMATION
The Freedom of Information Act 1982 allows the public the right to access documents held by the College. In the 12 months ending 30 June 2009, the College did not receive any applications.

COMPLIANCE WITH THE BUILDING ACT 1993
In accordance with the directions of the Minister for Finance, the annual report must include a statement about compliance with the building and maintenance provisions of the Building Act 1993 for publicly owned buildings controlled by the College. However, the College does not own or control any government buildings.

VICTORIAN INDUSTRY PARTICIPATION POLICY
In October 2003, the Victorian Parliament passed the Victorian Industry Participation Policy Act 2003 which requires public bodies and departments to report on the implementation of the Victorian Industry Participation Policy. Departments and public bodies are required to apply the policy in all tenders over $3 million in metropolitan Melbourne and $1 million in regional Victoria. This did not apply to the College.

PRIVACY
The College manages personal information in accordance with the Information Privacy Act 2000. There were no privacy related complaints for the year ending June 2009.

STAFF DEVELOPMENT AND TRAINING
During 2008/9, the College offered a wide range of opportunities to equip staff with the knowledge and skills required for their jobs. Staff members were encouraged to extend their professional skills through participation in:
– internal and external professional development courses in business, finance, personal development and information technology,
– conferences dealing with judicial education and training, and
– executive and management training programs.

FINANCIAL MANAGEMENT
The College abides by a Financial Code of Practice that encompasses procurement, the use of assets and resources, potential conflicts of interest, secondary employment, financial gifts and gratuities. Regular financial reporting is scrutinised by internal audits provided by the Department of Justice Courts and Tribunals Unit, Financial and Business Analysis.

OCCUPATIONAL HEALTH AND SAFETY
During 2008/9, there were no human or financial costs of occupational injury and illness. Many staff took advantage of the subsidised influenza immunisation program organised by the Department of Justice. Staff participated in fire-drill evacuation exercises and have access to ergonomic equipment and assessments by qualified professionals.
DIVERSITY

In accordance with the requirements outlined in the Premier’s Circular 2003 and the whole-of-government performance reporting framework, the College is required to report on its responsiveness to the following Victorian community areas:

– culturally and linguistically diverse (CALD) communities,
– indigenous communities,
– women, and
– youth.

The College strives for an inclusive approach, balanced with the need to uphold principles of judicial independence and deliver programs and resources to meet the judicial education needs of judicial officers.

The College holds a three-day Judicial Orientation program, of which one full day is devoted to Koori cultural awareness training at the Koori Heritage Trust. In addition, in 2008/9 the College conducted four further programs on Aboriginal cultural awareness, including one two-day conference entitled ‘Aboriginal People in the Justice System’ for judicial officers. The College also participated in the Victorian Bar Indigenous Lawyers Committee Vacation Clerkship Program.

In order to assist judicial officers to be responsive to CALD communities, during 2008/9 the College held a program on ‘Sudanese Cultural Awareness’.

AUDIT COMMITTEE

Because of its small size, and to maximise the effective use of limited resources, the College and the Sentencing Advisory Council have a joint audit committee to oversee both organisations’ financial operations.

As at 30 June 2009, the audit committee comprises:

– Ms Karol Hill, Executive Director’s Office, Department of Justice (Chairperson),
– Ms Karen Gelb (Sentencing Advisory Council representative),
– Mr John Bafit (Office of Public Prosecutions representative),
– Ms Karen Bruce (College representative).

The Chief Finance and Accounting Officer for both organisations attends committee meetings by standing invitation and provides finance support as required. The College’s Chief Executive Officer and the Director of the Sentencing Advisory Council also attend meetings as required. A representative of the Office of the Auditor General has a standing invitation to attend. The audit committee met four times in 2008/9 and has oversight of:

– financial performance and financial reporting processes, including annual financial statements,
– the scope of work, performance and independence of internal audit,
– the scope of work, independence and performance of the external auditor,
– the operation and implementation of the risk management framework,
– matters of accountability and internal control affecting the operations of the College,
– the effectiveness of management information systems and other systems of internal control,
– the acceptability of, the correct accounting treatment for and disclosure of significant transactions which are not part of the College’s normal course of business,
– the sign-off of accounting policies, and
– the College’s process for monitoring compliance with laws and regulations and its own codes of conduct and financial practice.

In performing its duties, the audit committee maintains an effective working relationship with the College Board, management, and the internal and external auditors.

RISK MANAGEMENT

I, Lyn Slade, certify that the Judicial College of Victoria has risk management processes in place consistent with the Australian/New Zealand Risk Management Standard and an internal control system is in place that enables the executive to understand, manage and satisfactorily control risk exposures. The Audit and Finance Committee verifies this assurance and that the risk profile of the Judicial College of Victoria has been critically reviewed within the last 12 months.

Ms Lyn Slade
Chief Executive Officer

Ms Lyn Slade
Chief Executive Officer
Appendices

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Judicial College Personnel at at 30 June 2009 35
This Framework of Judicial Abilities and Qualities identifies the knowledge, skills, behaviours and attitudes that the Victorian judiciary are expected to demonstrate in performing their judicial role.

The framework aims to provide an essential self-development aid to individuals by clearly articulating the standards to which those performing a judicial role aspire. It also aims to assist the Judicial College of Victoria, and other providers of judicial education and professional development, to design and deliver programs and associated resources to ensure the judiciary acquire and develop the skills and knowledge necessary to perform their role to the highest professional standards.

HOW WAS THE FRAMEWORK DEVELOPED?
The Judicial Studies Board of England and Wales developed their Framework through a comprehensive process involving detailed consultations with the judiciary and with practitioners about the skills, knowledge and behaviours that are seen as critical in the performance of the judicial role. It was also informed by the best international standards of judicial performance.

The Board of the Judicial College of Victoria considers that the JSB’s Framework of Judicial Abilities and Qualities applies equally to Victorian judicial officers (which, for purposes of the Judicial College of Victoria Act 2001 includes all VCAT members), and has adopted it as a clear articulation of what Victorian judicial officers expect of themselves, what the Victorian legal profession expects of judicial officers, and what the Victorian community expects of its judiciary.

WHAT DOES THE FRAMEWORK CONTAIN?
The framework is divided into five ‘headline’ abilities and associated qualities as follows:

A Knowledge and technical skill
B Communication and authority
C Decision making
D Professionalism and integrity
E Efficiency
F Leadership and management

Each section contains a description of the key judicial abilities, and provides examples of how the abilities and associated qualities would be demonstrated in practice in all Victorian jurisdictions (Supreme, County and Magistrates’ Courts and the Victorian Civil and Administrative Tribunal).
The examples provided are generic and expressed in terms of the knowledge, skills and abilities that apply in any jurisdiction. The examples given of necessary knowledge, skills and behaviours are intended to be illustrative – they are not exhaustive.

Some jurisdictions may present special challenges in the demonstration of particular qualities and abilities, and others will require a greater emphasis on certain qualities. For example, in the criminal context demonstrating knowledge and technical skill will include: identifying the ingredients in law of the offence; understanding and applying the law relating to witness measures and evidence; effectively marshalling the law and the evidence in a summing up; and applying the relevant legislation and authorities.

Similarly, in certain proceedings demonstrating communication skills will include, for example, communicating empathically with adults and children, with people with cognitive and physical impairments, and with those from diverse ethnic and cultural groups.

The Framework presents core generic judicial qualities and abilities. For the purposes of self-development and in the development of judicial education and professional development programs, individual judicial officers and judicial education providers will reflect on how the abilities and qualities might be demonstrated in practice in different contexts and jurisdictions.

A feature of the Framework is the integration throughout of the necessary abilities and qualities that ensure fair treatment.

This reflects the obligations imposed by the Victorian Charter of Human Rights and Responsibilities and the need for attention to fairness in every aspect of judicial work in relation to all those who come before the court or tribunal, as well as those who work in the court or tribunal.

**HOW SHOULD THE FRAMEWORK BE USED?**

The Framework provides a widely accepted and detailed description of what Victorian judicial officers need to know and do in performing their roles. It provides a guide to newly-appointed and experienced judges to the full range of critical abilities and qualities. The judiciary should be aiming to demonstrate not only that they have achieved high levels of knowledge and technical competence, but that they have also developed the behaviours, motivation and values that are essential to professional excellence.

The Framework covers:
- Knowledge (what the law is);
- Technical Skill (getting what is needed from documents and oral hearings and properly applying that knowledge to the individual case);
- Non-technical Skills (such as communication, control of hearings, time management);
- Personal Qualities (a commitment to fairness, promoting perceptions of fairness, tolerance, sensitivity to difference and particular needs).

All of these are integrated to produce ‘professional behaviour’. Professionalism, as opposed to technical competence, represents the highest standards of conduct that the Victorian community has a right to expect of its judiciary and to which all Victorian judicial officers should aspire.
A. **Knowledge And Technical Skills**

Relevant Qualities:
Conscientiousness, Commitment to high standards

<table>
<thead>
<tr>
<th>CORE ABILITIES AND TECHNICAL SKILL</th>
<th>HOW ABILITIES DEMONSTRATED IN ALL COURT/TRIBUNAL PROCEEDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound knowledge of law and its application</td>
<td>Undertakes necessary preparatory work</td>
</tr>
<tr>
<td>Sound knowledge of procedure and appropriate application</td>
<td>Properly applies appropriate legal principles to issues before the court/tribunal</td>
</tr>
<tr>
<td></td>
<td>Appropriately conducts proceedings in accordance with current procedural rules</td>
</tr>
<tr>
<td></td>
<td>Logically identifies critical issues</td>
</tr>
<tr>
<td></td>
<td>Absorbs and analyses complex and competing factual and legal material</td>
</tr>
<tr>
<td></td>
<td>Clarifies uncertainty</td>
</tr>
<tr>
<td></td>
<td>Weighs relevant issues and matters of law to formulate reasoned and coherent decisions</td>
</tr>
<tr>
<td></td>
<td>Concentrates for long periods</td>
</tr>
<tr>
<td></td>
<td>Stays up to date with changes to law and procedure</td>
</tr>
<tr>
<td></td>
<td>Broadens and extends knowledge</td>
</tr>
</tbody>
</table>
B. **Communication And Authority**

*Relevant Qualities:*
Firmness without arrogance, Courtesy, Patience, Tolerance, Fairness, Sensitivity, Compassion, Self-discipline

<table>
<thead>
<tr>
<th>CORE ABILITIES AND TECHNICAL SKILL</th>
<th>HOW ABILITIES DEMONSTRATED IN ALL COURT/TRIBUNAL PROCEEDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes and maintains authority of the court</td>
<td>Controls court proceedings through fair and effective management and intervention</td>
</tr>
<tr>
<td>Manages hearing to enable fair and timely disposal</td>
<td>Maintains fair-minded discipline in court and in chambers</td>
</tr>
<tr>
<td>Communicates effectively</td>
<td>Appropriately deals with parties, witnesses, victims, representatives, the public, press and court/tribunal staff</td>
</tr>
<tr>
<td></td>
<td>Communicates effectively orally and in writing</td>
</tr>
<tr>
<td></td>
<td>Is careful in use of language</td>
</tr>
<tr>
<td></td>
<td>Displays sensitivity to specific communication needs for reasons of language or disability</td>
</tr>
<tr>
<td></td>
<td>Adopts approach with unrepresented parties that ensures own and party’s understanding by explanation and checking</td>
</tr>
<tr>
<td></td>
<td>Demonstrates active listening</td>
</tr>
<tr>
<td></td>
<td>Defuses volatile situations with firmness</td>
</tr>
<tr>
<td></td>
<td>Remains calm and authoritative despite inappropriate or provocative behaviour</td>
</tr>
<tr>
<td></td>
<td>Drafts clear, reasoned decisions with appropriate concision</td>
</tr>
<tr>
<td></td>
<td>Always explains the decision and gives reasons</td>
</tr>
</tbody>
</table>
**C. Decision Making**

**Relevant Qualities:**
Decisiveness, Confidence, Moral courage, Independence, Impartiality

<table>
<thead>
<tr>
<th>CORE ABILITIES AND TECHNICAL SKILL</th>
<th>HOW ABILITIES DEMONSTRATED IN ALL COURT/TRIBUNAL PROCEEDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound judgement</td>
<td>Objectively and impartially evaluates evidence</td>
</tr>
<tr>
<td>Appropriate exercise of discretion</td>
<td>Properly weighs sufficiency and quality of evidence</td>
</tr>
<tr>
<td></td>
<td>Makes firm, confident decisions</td>
</tr>
<tr>
<td></td>
<td>Relies on own judgement</td>
</tr>
<tr>
<td></td>
<td>Reaches reasoned decision based on relevant law and findings of fact</td>
</tr>
<tr>
<td></td>
<td>Makes timely and appropriate procedural decisions</td>
</tr>
<tr>
<td></td>
<td>Makes firm and clear interlocutory judgments</td>
</tr>
<tr>
<td></td>
<td>Promulgates decisions with appropriate expedition</td>
</tr>
<tr>
<td></td>
<td>Treats those involved even-handedly</td>
</tr>
<tr>
<td></td>
<td>Takes and maintains unpopular decisions when necessary</td>
</tr>
<tr>
<td></td>
<td>Produces well-structured judgments that are clear, reasoned and appropriately concise</td>
</tr>
</tbody>
</table>
D. **Professionalism And Integrity**

**Relevant Qualities:**
Capacity to handle stress and isolation of judicial role, Sense of ethics, Patience, Honesty, Tolerance, Consideration for others, Personal responsibility

<table>
<thead>
<tr>
<th>CORE ABILITIES AND TECHNICAL SKILL</th>
<th>HOW ABILITIES DEMONSTRATED IN ALL COURT/TRIBUNAL PROCEEDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains independence and authority of the court</td>
<td>Recognises and discloses potential conflicts of interest</td>
</tr>
<tr>
<td>Maintains personal independence and integrity</td>
<td>Behaves with dignity and professionalism</td>
</tr>
<tr>
<td>Personal discipline</td>
<td>Is scrupulously fair to all participants in proceedings, attending properly to any particular needs</td>
</tr>
<tr>
<td>Promotes highest standards of behaviour in court</td>
<td>Remains detached and manages own reactions and emotions</td>
</tr>
<tr>
<td></td>
<td>Treats all people attending, appearing or working in court with respect and dignity</td>
</tr>
<tr>
<td></td>
<td>Respects and complies with the law</td>
</tr>
<tr>
<td></td>
<td>Avoids any perception of bias by avoiding use of words or conduct that might give rise to the perception of an absence of impartiality</td>
</tr>
<tr>
<td></td>
<td>Remains and appears impartial between parties whether individuals, professionals or public bodies.</td>
</tr>
<tr>
<td></td>
<td>Promulgates decisions with appropriate expedition</td>
</tr>
</tbody>
</table>
### Efficiency

**Relevant Qualities:**
Commitment to public service, Commitment to efficient administration, Self-discipline

<table>
<thead>
<tr>
<th>Core Abilities and Technical Skill</th>
<th>How Abilities Demonstrated in All Court/Tribunal Proceedings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages hearings to facilitate fair and timely disposal</td>
<td>Works at appropriate pace</td>
</tr>
<tr>
<td>Actively manages cases to promote efficient and just conclusion of business</td>
<td>Adopts proactive approach focusing on key issues</td>
</tr>
<tr>
<td></td>
<td>Manages case using most efficient approach and procedures</td>
</tr>
<tr>
<td></td>
<td>Exercises discretion in course of proceedings to ensure efficient use of time</td>
</tr>
<tr>
<td></td>
<td>Establishes and enforces realistic time estimates</td>
</tr>
<tr>
<td></td>
<td>Promptly discharges administrative responsibilities</td>
</tr>
<tr>
<td></td>
<td>Works cooperatively with judicial colleagues and court/tribunal staff</td>
</tr>
<tr>
<td></td>
<td>Handles heavy workload</td>
</tr>
<tr>
<td></td>
<td>Prioritises effectively</td>
</tr>
<tr>
<td></td>
<td>Is punctual</td>
</tr>
<tr>
<td></td>
<td>Delivers judgments promptly</td>
</tr>
<tr>
<td></td>
<td>Uses information technology effectively</td>
</tr>
</tbody>
</table>
F.  **Leadership And Management**

**Relevant Qualities:**
Responsibility, Imagination, Commitment to Efficient Administration

<table>
<thead>
<tr>
<th>CORE ABILITIES AND TECHNICAL SKILL</th>
<th>HOW ABILITIES DEMONSTRATED IN ALL COURT/TRIBUNAL PROCEEDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategically plans and organises</td>
<td>Strategically manages resources [and deployment]</td>
</tr>
<tr>
<td>Manages change</td>
<td>Appropriately deals with performance issues</td>
</tr>
<tr>
<td>Supports and develops talent</td>
<td>Identifies and responds to training needs</td>
</tr>
<tr>
<td>Manages quality standards</td>
<td>Sensitively deals with colleagues’ personal matters</td>
</tr>
<tr>
<td>Encourages and facilitates teamwork</td>
<td>Uses initiative creatively to solve problems</td>
</tr>
<tr>
<td></td>
<td>Works in partnership with judicial colleagues and the administration to achieve objectives</td>
</tr>
<tr>
<td></td>
<td>Effectively manages meetings and encourages contribution</td>
</tr>
</tbody>
</table>
This document presents a strategic direction and statement of focus for the Judicial College of Victoria from 2010 and the broad directions for the College until 2020, culminating in a ten year vision.

This direction builds on a recent Board strategic planning session and the existing College strategic direction: “Shaping the Horizon 2007 - 2010”.

Since commencing operations in 2002, the College has quickly established itself as a highly respected organisation. The College is a national leader in the provision of judicial education and training and one of the world’s best providers. This benefits Victorian judicial officers, the Victorian court system and the wider Victorian community by:

– creating a highly skilled judiciary capable of responding to the challenges of judging in the 21st century and the needs of a more socially and culturally diverse Victorian community, and
– contributing to improved judicial practice and organisational performance, thereby reducing the cost of justice.

The College has far exceeded initial expectations. It has garnered the support and trust of the Victorian judiciary and, in doing so, has created a culture of judicial life-long learning and reflective practice.

The College has established itself as a leader in judicial education and professional development having introduced a world-first program of 360 degree feedback survey for judicial officers, which is now being replicated in other jurisdictions. It has enhanced judicial knowledge through its programs and electronic resources.

The College has developed an Australian-first Continuing Professional Development (CPD) scheme which is supported by 43 programs in 2009. This allows Victorian judicial officers to meet approximately two days of the recently adopted five day National Standard for Professional Development for Australian Judicial Officers.

The College has collaborated with 13 universities on 25 occasions in Australia and overseas, accessing leading experts and specialists to ensure program content is of the highest standard. It also provides numerous substantive law resources and publications accessible via a secure portal – the Judicial Officers Information Network (JOIN).
The College has enhanced core judicial skills through peer support and experiential activities and adopted a Framework of Judicial Abilities and Qualities that defines the aspirational standards and expectations of a Victorian judicial officer. There is now an enhanced ability for judicial officers to continue to develop and grow throughout their judicial careers with the recognition of the different stages of new, mid-term and mature judicial life to enrich judicial practice. At one end of the spectrum is the introduction of a two year induction framework to assist new appointees to make a successful transition from legal practice to the bench.

At the other end is a Judicial Leadership program to strengthen the capability of the courts and VCAT to accommodate change and create opportunities for institutional innovation.

College activities and resources also reflect best practice and high standards by using the skills and expertise of content and practice specialists in the judiciary, academia and the wider community.

CHALLENGES AND DIRECTIONS
Judicial education and learning is becoming an active part of the working lives of every judicial officer in Victoria.

The work of the College to date has laid an important foundation. However, judicial practice must keep pace with social, technological and legal change. In the future, judicial education will continue to be an integral part of creating a highly skilled judiciary, furthering the improvement of judicial wellbeing and enriching judicial practice, and supporting the Government’s vision for a modern, unified and engaged court system.

Given the rapid growth and successes of the College, the immediate focus is to consolidate and continue to ‘do the things it is doing, to the highest standard’. A priority is to institutionalise a sustainable CPD scheme given funding is due to expire in 2011, and also to explore ways to better support the emerging jurisdiction-specific professional development needs of the courts and VCAT.

Three key challenges for the College will be to:
- maintain existing activities while creating the platform for further growth within existing resources,
- gauge the impacts of the College’s work, and
- improve communication about the activities and value of the College to Government, the broader legal community and public and identify new learning opportunities as a result of these interactions. This recognises the College as a key vehicle in strengthening a two-way community engagement process: the judiciary educating and informing the public and the public being engaged by, and informing, the judiciary.

Over the medium to longer term, a number of opportunities for growth have been identified. These include:
- introducing an expanded CPD scheme that meets the full five days of the National Standard for Professional Development,
- improving the level of support and wellbeing for judicial officers in a lifelong career that is demanding, inherently complex and, at times, isolating and stressful,
- improving the technology supporting the College’s programs and services,
- introducing a model for responding to jurisdiction-specific professional development needs for all Courts and VCAT,
- establishing new and dedicated judicial education facilities.
Ultimately, the vision for judicial education and professional development in Victoria is for the College to become an exemplar of best practice in judicial education, a ‘university for judicial officers’, which is the principal and preeminent provider of education and professional development for Victorian judicial officers in dedicated state-of-the-art facilities. Such an establishment may be providing courses and study opportunities in designated specialties or fields and supported by both legal educators and professorial judicial officers.

In short, the immediate focus and horizon for the College is:

**SHORT TERM: 2010 - 2011**
Consolidation and exploring a model for responding to jurisdiction-specific education needs

**MEDIUM TERM: 2012 - 2014**
Growth and extending the model for jurisdiction specific education needs to all jurisdictions

**LONG TERM: 2015 - 2020**
Creating a world class organisation which is the pre-eminent provider of education and training in Victoria with state-of-the-art facilities

**MISSION STATEMENT**
To provide high quality, relevant and timely judicial education and training that enhances judicial practice, supports the courts and VCAT in the administration of justice and promotes a more unified and engaged court system, thereby enhancing community confidence in the judiciary.

**PRINCIPLES THAT GUIDE THE COLLEGE**
The way in which the College conducts its work is fundamental to its success. The JCV has the following guiding principles:

- preserving and promoting the constitutional principle of an independent judiciary while establishing and maintaining effective working relationships with the executive arm of government,
- judicial education and professional development is a key component to ensuring high standards of judicial practice and support for the rule of law,
- participation in the College’s activities by judicial officers is based on the principles of self motivated learning and peer support involving the sharing of knowledge and experience with colleagues,
- judicial education programs emphasise both professional development and continuing legal education,
- the development of judicial education and professional development activities is judge-led with input from appropriately qualified academics and members of the wider community. This supports an independent judiciary and reflective judicial practice,
- providing education and professional development of the highest quality that reflects the highest professional standards.

The College therefore recruits highly skilled and committed staff and develops programs within a comprehensive quality assurance framework.

- there is public value in allowing a number of College resources to be available and free to members of the legal profession and the wider community. Such access promotes transparency, informs the public about the judicial role, exhibits the important leadership role of the judiciary in enhancing its skills and being up-to-date with current legal and social issues, and promotes a culture of professional development in the legal profession.
OBJECTIVES

Overall, the JCV aims to improve the professionalism, performance, stature and wellbeing of judicial officers in Victoria to enhance public confidence in the justice system.

The objectives of the College are to:
- assist and support the Courts and VCAT in creating a more unified and engaged court system through the delivery of cross-jurisdiction education activities,
- strengthen the capability of the Courts and VCAT to respond to and accommodate change,
- enhance the ability of the courts and VCAT to create opportunities for institutional innovation,
- enrich and enhance judicial practice by developing a culture of life-long learning and increasing participation in education,
- promote and improve judicial resilience, capacity and wellbeing through education and personal development,
- support a judicial-led model of professional development by providing expert advice on the design and delivery of judicial education and training.

The JCV seeks to achieve the above objectives through three core activities:
- developing and delivering programs and publications,
- collaborating with relevant agencies and institutions and supporting the Courts and VCAT,
- developing judicial education policy.

OUTCOMES

The JCV’s work contributes to the following outcomes:
- a more unified and engaged court system,
- reducing the cost of justice,
- improved judicial work practices,
- modern court management,
- enhanced judicial skills and knowledge,
- improved resilience, capacity and adaptability of judicial officers.

MEASURES OF SUCCESS

The College measures its success against the above outcomes through the following measures.
- widespread participation in College programs and activities,
- high levels of judicial support for the College,
- positive impacts on judicial work practices,
- more cost effective judicial practices,
- increased levels of public confidence that the judiciary is keeping pace with social change,
- effective implementation of legislative reforms (eg, timely implementation, education content reflects complexity of subject matter and policy basis),
- increased judicial wellbeing.
### APPENDIX 3

#### Steering Committees

<table>
<thead>
<tr>
<th>SUBSTANTIVE LAW &amp; PRACTICE</th>
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</thead>
<tbody>
<tr>
<td>Charter of Human Rights &amp; Responsibilities:</td>
<td>Chief Justice Marilyn Warren AC</td>
<td>Mr Brian Wright M</td>
</tr>
<tr>
<td>- Human Rights Refresher</td>
<td>Justice Kevin Bell</td>
<td>Dr John Tobin</td>
</tr>
<tr>
<td>- Supreme Court Luncheon Seminar:</td>
<td>Judge Marilyn Harbison</td>
<td>Ms Pamela Tate SC</td>
</tr>
<tr>
<td>Human Rights Adjudication</td>
<td>Judge Sandra Davis</td>
<td></td>
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<tr>
<td>- Human Rights Overview</td>
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</tr>
<tr>
<td>Sexual Offences:</td>
<td>Judge Meryl Sexton</td>
<td>The Hon David Jones AM</td>
</tr>
<tr>
<td>- Sexual Assault Workshop</td>
<td>Judge Tony Howard</td>
<td>Ms Michele Williams SC</td>
</tr>
<tr>
<td></td>
<td>Ms Felicity Broughton DCM</td>
<td>Mr Gerard Mullaly (as he then was)</td>
</tr>
<tr>
<td>- Child &amp; Cognitively Impaired Witnesses</td>
<td>Judge Meryl Sexton</td>
<td></td>
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<tr>
<td></td>
<td>Judge Tony Howard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ms Felicity Broughton DCM</td>
<td></td>
</tr>
<tr>
<td>- Sentencing Workshop</td>
<td>The Hon John Coldrey QC</td>
<td>Mr Phillip Goldberg M</td>
</tr>
<tr>
<td></td>
<td>Judge Carolyn Douglas</td>
<td>Professor Arie Freiberg AM</td>
</tr>
<tr>
<td>- Separate Trials: When should they be ordered?</td>
<td>Judge Frank Shelton</td>
<td>Judge Tom Wodak</td>
</tr>
<tr>
<td>Self-Represented Litigants:</td>
<td>Justice Katherine Williams</td>
<td>Ms Caitlin English M</td>
</tr>
<tr>
<td>- Part 1: The Law</td>
<td>Judge Rachelle Lewitan AM</td>
<td>Ms Bernadette Steele DP VCAT</td>
</tr>
<tr>
<td>- Part 2: The Challenges</td>
<td></td>
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<tr>
<td>Impact of New Technologies:</td>
<td>Judge Carolyn Douglas</td>
<td>Mr Marc Sargent M</td>
</tr>
<tr>
<td>- Cyber Space</td>
<td>Mr Charlie Rozencwajg M</td>
<td>Dr Jonathan Clough</td>
</tr>
<tr>
<td>- Cyber Crime</td>
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</tr>
<tr>
<td>Mental Health:</td>
<td>Judge Elizabeth Gaynor</td>
<td>Ms Susan Wakeling M</td>
</tr>
<tr>
<td>- Managing Cases Involving Mental Health Issues</td>
<td>Ms Jelena Popovic DCM</td>
<td>Mr John Billings DP VCAT</td>
</tr>
<tr>
<td></td>
<td>Mr Gregory Levine M</td>
<td></td>
</tr>
<tr>
<td>- Mental Health and Substance Abuse</td>
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</tr>
<tr>
<td>Evidence Act 2008</td>
<td>Justice Mark Weinberg</td>
<td>Judge Iain Ross AO</td>
</tr>
<tr>
<td></td>
<td>Justice Tim Smith</td>
<td>Mr Peter Lauritsen DCM</td>
</tr>
<tr>
<td></td>
<td>Judge Felicity Hampel</td>
<td>Mr Duncan Reynolds M</td>
</tr>
</tbody>
</table>
Family Violence Protection Act 2008
- Ms Felicity Broughton DCM
- Ms Mandy Chambers M
- Ms Anne Goldsborough M
- Ms Annabel Hawkins M
- Mr Graham Keil M
- Ms Cathy Lamble M

Criminal Procedure Act 2009
- Justice Betty King
- Judge Tony Howard
- Judge Mark Taft

Coroners Act 2009:
- State Coroner Judge Jennifer Coate
- Mr Clive Alsop RCM

SKILLS DEVELOPMENT
Court Craft:
- Chief Justice Marilyn Warren AC
- Justice Kevin Bell
- Justice Elizabeth Hollingworth
- Justice Linda Dessau (Family Court)
- Judge Margaret Rizkalla
- Judge Tom Wodak
- Chief Judge Michael Rozenes
- Chief Magistrate Ian Gray
- Professor James Raymond (USA)
- Professor Christopher Wallace-Crabbe
- Ms Helen Garner
- Ms Ginger Briggs
- Mr Jamie Button

Judgment Writing
- Judge Sandra Davis
- Judge Phil Moran (New Zealand)

Judicial Dispute Resolution
- Chief Justice Marilyn Warren AC
- Justice Murray Kellam AO
- Associate Justice John Etthim
- Judge Maree Kennedy
- Mr Peter Lauritsen DCM
- Ms Margaret Lothian VCAT
- Professor Tania Sourdin

Oral Decisions
- Prof Edward Berry (Canada)
- Judge Wendy Wilmoth
- Judge Tony Howard
- Judge Mark Taft
- Ms Rosemary Carlin M
- Mr Charlie Rozencwajg M
- Ms Audrey Jamieson M
- Ms Gayle Chirgwin
SOCIAL CONTEXT

Indigenous Cultural Awareness:
- Koori Courts
- Indigenous Prisoners
- Aboriginal People in the Justice System
- Koori Native Title

Comparative Indigenous Courts (online)

Sudanese Cultural Awareness

JUDICIAL PRACTICE

Judicial Leadership

Stress & the Judiciary

Ethics & Obligations in Judicial Decision-Making

NEW APPOINTEES

Judicial Orientation

SPECIFIC PURPOSE COMMITTEE

JOIN Management Group

Appendix 3
Steering Committees

Justice Stephen Kaye
Justice Peter Gray (Federal Court)
Justice Victoria Bennett (Family Court)
Judge John Bowman
Judge Sandra Davis
Judge Paul Grant
Judge David Parsons
Ms Jelena Popovic DCM
Ms Ann Collins M
Mr Daniel O’Dwyer (Federal Magistrate)
Mr Robert Scott VCAT
The Hon Geoffrey Eames QC
The Hon John Coldrey QC
Ms Munya Andrews

Mr Mason Atkinson
Ms Anne Bambrook
Mr Jim Berg
Mr Hans Bokelund
Ms Antoinette Braybrook
Ms Wanda Braybrook
Ms Abbie Burchill
Mr Frank Guivarra
Mr Andrew Jackornos
Mr Rudolph Kirby
Mr Brendan Loizou
Mr Ted Lovett
Mr Bevan Mailman
Ms Aislinn Martin

Judge Jean Lytwyn (Canada)
Ms Jelena Popovic DCM

Professor Ben Gianni (Canada)
Dr Kate Auty

Judge Jeanette Morrish
Mr Brian Barrow M
Mr Bill Holloway VCAT

Chief Judge Michael Rozenes
Chief Magistrate Ian Gray

Chief Justice Marilyn Warren AC

Professor Douglas Lind (USA)
Judge John Adams (New Zealand)

Chief Judge Michael Rozenes
Chief Magistrate Ian Gray

Justice James Judd
Judge Phillip Misso
Ms Caitlin English M
Ms Catherine Ard DP VCAT

Mr James Butler
Mr Ian Edwards
Ms Christina Finch
Mr Stephen Reck
Mr Hans Wolf
Appendix 4
Judicial College Personnel at 30 June 2009

Chief Executive Officer
Lyn Slade BA, LLB, MBus
(Leadership & Organisation Dynamics)

Director Project Development
Maria Lusby BA, LLB
(2007 Justice Award - Courts Portfolio)

PA to CEO & Program Support
Kylie Pearse

CONTINUING PROFESSIONAL DEVELOPMENT
Director Education
Samantha Burchell BA, LLB
(2009 Justice Award - Courts Portfolio)

Managers Projects & Programs
Carly Schrever BSc, LLB
Fiona Brice BA, LLB (Hons)
Jo Hall LLB (Hons)

Project Officers
Lucy Strang BA (Hons), LLB
Sally Hyatt BA, LLB (Hons)

RESEARCH & PUBLICATIONS
Director Research & Publications
Chris Michell BA (Hons), LLB
(2008 Justice Award - Courts Portfolio)

Senior Research Officers
Jamie Walvisch BA (Hons), LLB (Hons)
Michelle McDonnell BA, LLB
Julia Cook BA (Hons), LLB (Hons)
Matthew Weatherson BSc (Hons) LLB (Hons)
(2008 Justice Award - Courts Portfolio)
Appendix 4

Judicial College Personnel at 30 June 2009

E-LEARNING

Director E-Learning
Marilyn Lambert BEd, Grad Dip (Adult Ed)
Grad Dip (Bus Admin)
Grad Cert (Change Management)
(2007 Justice Award - Courts Portfolio)

JOIN Coordinator
Damian Siracusa BA, LLB, Grad Dip (Leg Practice)

ADMINISTRATION

Operations Manager
Karen Bruce

Administrative Assistants
Konstantina Giblett & Rebecca Mond BTech

VICTORIA LAW FOUNDATION INTERNS

Patrick Clarke
Law Student, University of Melbourne (Winter 2008)

Salma Hajhusein
Law Student, Deakin University (Summer 2008)

LEO CUSSEN INSTITUTE INTERNS

Melissa Lancuba
(September 2008)

Emily Wilson
(June 2009)

UNIVERSITY OF MELBOURNE INTERNS

Eamonn Hortle
Law Student, University of Melbourne

INDIGENOUS LAWYERS CLERKSHIPS

Helen Christensen
Law Student, Deakin University

Robin Hanigan
Law Student, Monash University

Karly Warner
Law Student, Monash University