

## APPENDICES

<b>Appendix 1:</b> <b>Continuing Professional Development Protocols</b>	<b>28</b>
<b>Appendix 2:</b> <b>Judicial Education Policy: Integrating Three Dimensions</b>	<b>36</b>
<b>Appendix 3:</b> <b>Specific Purpose Committees</b>	<b>42</b>
<b>Appendix 4:</b> <b>Judicial College Personnel</b>	<b>46</b>

# APPENDIX 1

## CONTINUING PROFESSIONAL DEVELOPMENT (CPD) SCHEME – PROTOCOLS

### PREAMBLE

The following protocols are supported and endorsed by the Heads of Jurisdiction, Chief Justice Marilyn Warren AC, Chief Judge Michael Rozenes, Judge John Bowman as Acting President of the Victorian Civil and Administrative Tribunal, and Chief Magistrate Ian Gray, in their capacity as members of the Board of the Judicial College of Victoria and as Heads of Jurisdiction.

### INTRODUCTION

- A. The National Standard for Professional Development for Judicial Officers, adopted by the Council of Chief Justices and the College Board, endorses five days of judicial education and professional development every year for each Australian judicial officer.
- B. The Heads of the four Jurisdictions (Supreme Court of Victoria, County Court of Victoria, Magistrates' Court of Victoria and Victorian Civil and Administrative Tribunal) are members of the College Board, and are committed to universal judicial education. The Board encourages every Victorian judicial officer to meet the National Standard.
- C. The Victorian government has provided the College with funding to develop and deliver a Continuing Professional Development scheme that will provide each Victorian judicial officer with the opportunity to participate in at least ten hours of professional development each year. This will meet approximately two days of the National Standard.
- D. The *Courts Legislation Amendment (Judicial Education and Other Matters) Act 2007* gives the Heads of the four Victorian Jurisdictions the power to direct their respective judicial officers to participate in professional development and judicial education activities (Legislation extract: Attachment A).
- E. The Judicial College is tasked with developing and delivering the CPD scheme for Victorian judicial officers (Second reading speech extract: Attachment B).
- F. At its core, the scheme establishes a set of mutual obligations involving the Victorian government and Victorian judicial officers. Participation in the CPD scheme is expressed as being both an *entitlement* and an *expectation*. This is on the basis that the CPD scheme imposes a set of mutual obligations - on the government, to provide sufficient resources to enable judicial officers to take advantage of the scheme, and on judicial officers themselves to participate.
- G. The operation of the CPD scheme as it applies to sessional members of VCAT requires modification, and will be settled in consultation with the next President of VCAT. Accordingly, until further notice the scheme will apply only to VCAT full-time members.
- H. Judicial officers seeking clarification of the protocols are advised to discuss these with their Head of Jurisdiction.

### SYLLABUS ADVISORY COMMITTEE (SAC)

- 1 The SAC has been established by the College Board under section 15 of the *Judicial College of Victoria Act 2001*.
- 2 Membership of SAC comprises at least two judicial officers from each jurisdiction and one Board member.  
  
Membership in 2007–08 comprises:
  - Justice Hartley Hansen, *Supreme Court* (chair)
  - Justice Paul Coghlan, *Supreme Court*
  - Master Melissa Daly, *Supreme Court*
  - Judge Tom Wodak, *County Court*
  - Judge Wendy Wilmoth, *County Court*
  - Ms Caitlin English M, *Magistrates' Court*
  - Mr Brian Wright M, *Magistrates' Court*
  - Ms Anne Coghlan, *Deputy President VCAT*
  - Mr John Billings, *Deputy President VCAT*
  - Professor Susan Campbell AM, *Board Member*.
- 3 The SAC meets four times each year, approximately 4 weeks before each Board meeting.
- 4 The role of SAC members, approved at its meeting on 31 July 2007, is to:
  - a) gather information from:
    - their respective jurisdiction's education/professional development committee,
    - their own experience, and
    - from individual judicial officers in their respective jurisdictions, as to the professional development needs of Victorian judicial officers.
  - b) bring this information to the SAC for consideration and work collaboratively to make appropriate recommendations to the Board in relation to the JCV's CPD syllabus.
  - c) share information as to the internal professional development activities within their respective jurisdictions so as to minimise duplication of topics, clashes of dates and to maximise learning opportunities for judicial officers.

- d) share information regarding judicial education and professional development generally with the committee and JCV staff.
- e) take an active role in developing a community of practice of judicial champions advocating for the professional development of judicial officers, to promote the work of the JCV and to contribute to building a sense of ownership of the JCV amongst their judicial colleagues.

### CPD PARTICIPATION

- 5 Judicial officers are expected to participate in 10 hours of CPD each financial year (commencing 1 July and ending on 30 June) at programs that:
  - a) have significant intellectual or practical content that supports judicial practice,
  - b) are conducted by persons qualified by practical, academic or other relevant experience in the topic, and
  - c) extend the judicial officer's knowledge and skills in areas relevant to judicial practice.

So far as is practicable the College will provide 10 hours of CPD for all judicial officers in accordance with these criteria.
- 6 Participation can include:
  - a) attending programs,
  - b) preparing and delivering papers,
  - c) chairing sessions, and
  - d) participating as a panellist or commentator or as a small group tutor.

## CPD CURRICULUM

7 Each CPD program fits within one of five curriculum categories that the Board has identified as core areas for judicial education and professional development. These are:

### Curriculum Category 1. Induction & orientation

- Undertake a structured judicial and administrative induction upon appointment, and
- Participate in a Judicial Orientation program within the first 12 months of appointment.

### Curriculum Category 2. Social context

- Be responsive to the relationship between the judiciary and society and to changes in society placing particular emphasis on cultural awareness, and
- Keep abreast of emerging issues and practices in associated disciplines.

### Curriculum Category 3. Skills development

- Manage efficiently cases, the courtroom and the people who appear before the courts,
- Use of technology, and
- Make decisions and give reasons for decisions, both written and oral.

### Curriculum Category 4. Substantive law & practice

- Maintain knowledge and mastery of the law, and
- Apply appropriate standards of judicial conduct.

### Curriculum Category 5. Management & leadership

- Participate in administration and leadership activities, and
- Maintain health and well being.

## THREE-TIERED CPD STRUCTURE

### 8 1. Orientation

#### *Aim 1*

All new appointees are entitled and expected to attend an orientation program within the first 12 months of appointment.

### 2. Substantive Courses

To build the capacity of their respective jurisdictions, Victorian judicial officers who wish to develop and build new skills, knowledge and abilities are to be given opportunities to attend College Substantive Courses that focus on legislative change and developing and emerging trends in relevant non-legal disciplines (for example: technology, social & behavioural sciences, forensic and medical sciences, cross-cultural issues etc).

#### *Aim 2*

Victorian judicial officers are entitled and expected to participate in College Substantive Courses throughout each year.

### 3. Refreshers

The dynamic environment in which all Victorian judicial officers carry out their judicial functions is driven by societal change and influenced by community expectations. The nature of the work performed by all judicial officers is generally acknowledged as becoming more complex. College Refreshers provide judicial officers with opportunities to maintain and enhance their high-level skills, knowledge and abilities.

#### *Aim 3*

Victorian judicial officers are entitled and expected to participate in College Refreshers throughout each year.

## CPD RECORD KEEPING AND REPORTING

9 The College keeps records relating to CPD participation.

10 Global information on CPD participation rates is provided to the College Board.

11 A confidential separate report is provided to each Head of Jurisdiction detailing CPD participation by the judicial officers in that jurisdiction.

## EVALUATION

12 Each CPD program is evaluated by the participants at the conclusion of the program.

The CPD scheme as a whole will be evaluated. Methodologies to do so are under investigation.

# LEGISLATION EXTRACT: ATTACHMENT A

## COURTS LEGISLATION AMENDMENT (JUDICIAL EDUCATION AND OTHER MATTERS) ACT 2007<sup>†</sup>

No. 24 of 2007

(Assented to 26 June 2007)

The Parliament of Victoria enacts:

### PART 1—PRELIMINARY

#### 1 Purposes

The purposes of this Act are—

(a) to amend the Supreme Court Act 1986, the County Court Act 1958, the Magistrates' Court Act 1989 and the Victorian Civil and Administrative Tribunal Act 1998 to provide for the professional development and continuing education and training of judicial officers;

• • • •

#### 2 Commencement

This Act comes into operation on the day after the day on which it receives the Royal Assent.

### PART 2—JUDICIAL EDUCATION

#### 3 New Division 6 inserted in Part 2<sup>1</sup> of the Supreme Court Act 1986

After Division 5 of Part 2 of the Supreme Court Act 1986 insert—

##### “Division 6—

##### Professional development and training

##### 28A Professional development and training

- (1) In this section—  
*judicial officer* means—  
(a) a Judge or acting Judge of the Court; or  
(b) a Master.
- (2) The Chief Justice is responsible for directing the professional development and continuing education and training of judicial officers.
- (3) In discharging his or her responsibility under subsection (2) the Chief Justice may direct—  
(a) all judicial officers; or  
(b) a specified class of judicial officer; or  
(c) a specified judicial officer—  
to participate in a specified professional development or continuing education and training activity.
- (4) A direction under subsection (3) may be given orally or in writing.”.

See:

1. Act No. 110/1986. Reprint No. 6 as at 28 April 2006 and amending Act No.48/2006.

#### 4 New Division 3AA inserted in Part I of the County Court Act 1958<sup>2</sup>

After Division 3 of Part I of the County Court Act 1958 insert—

##### “Division 3AA—

##### Professional development and training

##### 17AAA Professional development and training

- (1) In this section—  
*judicial officer* means—  
(a) a judge; or  
(b) a master of the court.
- (2) The Chief Judge is responsible for directing the professional development and continuing education and training of judicial officers.
- (3) In discharging his or her responsibility under subsection (2) the Chief Judge may direct—  
(a) all judicial officers; or  
(b) a specified class of judicial officer; or  
(c) a specified judicial officer—  
to participate in a specified professional development or continuing education and training activity.
- (4) A direction under subsection (3) may be given orally or in writing.”.

See:

2. Act No. 6230. Reprint No. 12 as at 28 April 2006 and amending Act Nos 22/2006 and 50/2006

See:

3. Act No. 51/1989. Reprint No. 12 as at 1 October 2006 and amending Act Nos 77/2004, 62/2005, 2/2006, 48/2006, 51/2006, 76/2006, 79/2006 and 13/2007.

#### 5 New section 13B substituted in the Magistrates' Court Act 1989<sup>3</sup>

For section 13B of the Magistrates' Court Act 1989 substitute—

##### “13B Professional development and training

- (1) In this section—  
*judicial officer* means—  
a) a magistrate or acting magistrate; or  
b) a judicial registrar; or  
c) the principal registrar, a registrar or a deputy registrar.
- (2) The Chief Magistrate is responsible for directing the professional development and continuing education and training of judicial officers.
- (3) In discharging his or her responsibility under subsection (2) the Chief Magistrate may direct—  
(a) all judicial officers; or  
(b) a specified class of judicial officer; or  
(c) a specified judicial officer—  
to participate in a specified professional development or continuing education and training activity.
- (4) A direction under subsection (3) may be given orally or in writing.”.

## SECOND READING SPEECH EXTRACT: ATTACHMENT B COURTS LEGISLATION AMENDMENT (JUDICIAL EDUCATION AND OTHER MATTERS) BILL 2007

### 6 New Division 5 inserted in Part 2 of the Victorian Civil and Administrative Tribunal Act 1998<sup>4</sup>

After Division 4 of Part 2 of the Victorian Civil and Administrative Tribunal Act 1998 insert—

#### “Division 5— Professional development and training

##### 38A Professional development and training

- (1) The President is responsible for directing the professional development and continuing education and training of members.
- (2) In discharging his or her responsibility under subsection (1) the President may direct—
  - (a) all members; or
  - (b) a specified class of member; or
  - (c) a specified member—  
  
to participate in a specified professional development or continuing education and training activity.
- (3) A direction under subsection (2) may be given orally or in writing.”.

### 7 Consequential amendment

In section 30(2) of the Victorian Civil and Administrative Tribunal Act 1998 omit “and for directing the professional development and training of members”.

#### ENDNOTES

- † *Minister's second reading speech—  
Legislative Assembly: 23 May 2007  
Legislative Council: 7 June 2007*
- The long title for the Bill for this Act was “A Bill for an Act to amend the Constitution Act 1975, the County Court Act 1958, the Supreme Court Act 1986, the Magistrates’ Court Act 1989, the Victorian Civil and Administrative Tribunal Act 1998 and the Children, Youth and Families Act 2005 and for other purposes.”
- Absolute majorities:  
Legislative Assembly: 7 June 2007  
Legislative Council: 19 June 2007*

### Extract of Second Reading Speech by the Hon Rob Hulls MP on 23 May 2007

“The bill contains five distinct sets of amendments regarding the courts and the judiciary across the Victorian court hierarchy. The bill both promotes court and judicial innovation and enrichment, and rectifies some anomalies that currently exist between the different courts and that may unfairly affect some judicial officers. I will address each of these in turn.”

#### JUDICIAL EDUCATION

For the first time in Victoria, the bill establishes a uniform scheme of judicial education that will apply to judicial officers in each jurisdiction—the Supreme, County and Magistrates’ courts and the Victorian Civil and Administrative Tribunal. As magistrates, judicial officers at the State Coroner’s Office and the Children’s Court will also have the opportunity to benefit from these new provisions.

The bill makes the head of each jurisdiction responsible for directing their judicial officers to participate in specified professional development and continuing education and training activities. The heads of jurisdiction are empowered to direct all judicial officers, a specified class of judicial officers or a specified judicial officer to participate in judicial education.

The provisions give effect to the government’s 2006 election policy commitment, contained in Access to Justice, of introducing ongoing education for the judiciary. The policy maintains the independence of the judiciary while strengthening the community’s confidence in our legal system.

The government established the Judicial College of Victoria to support the judiciary to stay up to date with developments in the law, in technology and in community attitudes.

Building upon the success of the college to date, the college will deliver the professional development, continuing education and training activities required to give effect to these amendments.

The judicial education amendments have been developed having regard to the principles of the separation of powers, including the need to respect and maintain judicial independence. The provisions have been developed in consultation with each of the heads of jurisdiction, on behalf of their judicial officers, and are well supported.”

See:

4. Act No.53/1998. Reprint No. 5 as at 1 April 2007 and amending Act Nos 18/2003, 97/2005, 16/2006, 23/2006, 24/2006, 48/2006 and 69/2006.

## APPENDIX 2

### JUDICIAL EDUCATION POLICY: INTEGRATING THREE DIMENSIONS

#### 1 PREAMBLE

This policy is supported and endorsed by the Board of the Judicial College of Victoria, comprising Chief Justice Marilyn Warren AC (chair), Chief Judge Michael Rozenes, Judge John Bowman as Acting President of the Victorian Civil and Administrative Tribunal, Chief Magistrate Ian Gray, Professor Susan Campbell AM and Associate Professor Pamela O'Connor.

#### BACKGROUND

- 2 Judicial education is a key component to ensuring high standards of judicial performance and support for the rule of law.
- 3 The judicial role is inherently complex requiring the application of often esoteric technical concepts, sophisticated bench skills and an appreciation of the surrounding context in delivering justice. The content and format of JCV continuing professional development programs should reflect this complexity.
- 4 It is also important to ensure that all JCV judicial education and professional development opportunities are engaging and effective, and systematically apply adult learning principles utilising a multi-faceted approach.
- 5 Victoria has a diverse and changing society. The new *Victorian Charter of Human Rights and Responsibilities* is a tangible commitment to building an inclusive and just society while remedying conditions of inequality and disadvantage. Respect for Charter values and judicial independence must underpin all judicial education.

#### PURPOSE

- 6 The policy is to establish a common understanding as to the preferred approach to be adopted by JCV steering committees when planning and developing the content and format of JCV judicial education and professional development programs.

#### POLICY

- 7 An integrated three-dimensional approach recognises the complexity of the judicial role. All three elements are required to judge effectively. It also reflects adult education principles by embracing differing learning styles.
- 8 When planning for the development and delivery of each JCV education program it is expected that consideration will be given to integrating three dimensions:
  - Substantive content, and
  - Skills (the craft of judging), and
  - An understanding of the context (relevant social, cultural and human rights aspects).

- 9 Integrating the three dimensions is the preferred approach for JCV programs, and is supported by the following program design principles:

- Being an effective judicial officer requires a complex combination of knowledge of concepts, procedures, strategies and behaviours, together with motivations, dispositions, attitudes and values. Judicial education needs to be calibrated to the role and work of judicial officers.
- Programs should reflect best contemporary knowledge and be theoretically and jurisprudentially sound. In design and delivery, this grounding is translated into practical and applied contexts relevant to the issues and cases that judicial officers face in their daily work or which are on the horizon of judicial practice (ie: "I may have to do this next Tuesday or be ready for this next year").
- While program design and delivery should be practical, judicial education should also provide intellectually stimulating and engaging content and formats.

- 10 An illustration is attached (Attachment A), which sets out a recommended process and three examples illustrating how an integrated model could be designed.

#### ACKNOWLEDGMENT

- 11 The Board of the Judicial College of Victoria acknowledges the contribution of the Canadian National Judicial Institute, chaired by Chief Justice Beverley McLachlin, and especially that of Professor Brett Dawson, NJI's Academic Director, in sharing information with the Judicial College, which has greatly assisted with the development of this policy.

## ATTACHMENT A INTEGRATING THREE DIMENSIONS IN JUDICIAL EDUCATION.

Having identified a topic for judicial education, it is important to conceptualise the various dimensions of that topic and then ‘build the program’ to include them. This is a key step towards ensuring an integrated approach to judicial education.

### RECOMMENDED PROCESS

#### A. Clarify the Goals:

Ask:

*What do we hope to achieve or accomplish through this education program?*

Eg: to familiarise judicial officers with X; prepare judicial officers to manage Y; help judicial officers give better Z; ensure judicial officers better understand A.

#### B. Conceptualise the Topic:

Ask:

- 1 What **SUBSTANTIVE CONTENT** do judicial officers need? Eg: Cases, statutes, protocols, interdisciplinary research etc?
- 2 What **SKILLS** are involved? Ie: What do judicial officers ‘do’ with law or process or people in this area?
- 3 How is **SOCIAL CONTEXT** relevant or linked to this topic? Ie: How do elements of ‘the judicial context’ (judicial role/independence/ethics) interact with understanding the topic? And what ‘non-legal’ knowledge or skills or values come into play in this area?

Three examples follow; each uses one of the three dimensions as the dominant focus for a program.

## 1. ‘Black Letter Law’ Topic Template: Knowing, Analysing and Applying Substantive Law

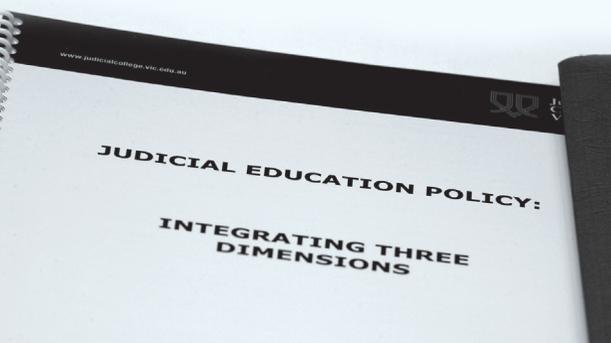
### THE FOCUS

The primary focus will relate to core competence in law and procedure; or emerging or ‘hot topics’ in the law; or areas where there are inconsistent judgments by courts that can usefully be examined; areas in which errors of law are being made in the lower courts.

The supporting focus will look at how judicial officers will carry out any associated tasks (and use related skills), and, if appropriate can also take into account the social context in which the law is made, and operates to ensure that any associated tasks are correctly understood and framed, and attention is paid to the impact of the judicial tasks.

### Education Format

THREE DIMENSIONS	OBJECTIVE	ACTIVITIES	FORMAT
SUBSTANTIVE CONTENT	Frame issues/ legal analysis	Key note address	Lecture by acknowledged expert
SUBSTANTIVE CONTENT	Learners gain/ share knowledge	<ul style="list-style-type: none"> <li>– Case studies</li> <li>– Examine inconsistent judgments</li> <li>– Create checklists</li> <li>– Summarise law</li> </ul>	<ul style="list-style-type: none"> <li>– Small group discussions with facilitator</li> <li>– Panel of experts</li> </ul>
SKILLS	Learners gain/ share experience	<ul style="list-style-type: none"> <li>– Video vignettes</li> <li>– Written problems</li> </ul>	<ul style="list-style-type: none"> <li>– Small group discussing ‘solutions’ and reporting back</li> <li>– Facilitated interactive discussion</li> <li>– Reflections by experts</li> </ul>
CONTEXT	Learners consider relevant contextual issues when dealing with the issue (human rights issues, ethnicity, gender, inter-disciplinary etc)	Add contextual overlay to the activities: <ul style="list-style-type: none"> <li>– Vignettes</li> <li>– Written problems</li> <li>– Role plays</li> </ul>	<ul style="list-style-type: none"> <li>– Non-legal experts lead discussion supported by respected judicial officers</li> <li>– Learning by doing &amp; constructive feedback</li> </ul>
	Bring to a conclusion	Wrap-up, review coverage and application of the law to the problems	<ul style="list-style-type: none"> <li>– Expert</li> <li>– Panel of experts</li> </ul>



## 2. Judge Craft and Court Craft Topic

### Template: Learning, Reflecting and Applying New Skills

#### THE FOCUS

The primary focus is on how judicial officers manage their cases and courtrooms and how they conduct themselves in court, ie: what they have to do and the skills they need to perform those tasks well.

Social context will be relevant in this program to ensure that the tasks are appropriately understood and framed, and attention is paid to the impact of the judicial tasks. Similarly, the law will be relevant insofar as there are governing principles for the tasks.

#### Examples of the kinds of tasks or judicial skills on which a skills-based course might focus:

- Judgment writing,
- Delivering interim rulings and oral decisions,
- Communication skills,
- Pre-trial preparation,
- Trial management and the role of the judge,
- Credibility assessment.
- Dealing with witness issues: children, witnesses with disabilities,
- Dealing with interpreters,
- Dealing with self-represented parties and the challenges they present, and
- Organising notes, note-taking for the judgment throughout the hearing.

#### Education Format:

THREE DIMENSIONS	OBJECTIVE	ACTIVITIES	FORMAT
SUBSTANTIVE CONTENT	Introduce the skill and the relevance of good performance Discuss objective criteria to measure the skill Applicable law discussed Judicial ethics discussed	Information session on expert's skill (writing, communication etc)	Interactive presentation by acknowledged expert in the area
	Break down barriers, build trust to create 'safe' environment for learners to practice new techniques	Informal social activity	Dinner
SKILLS	Broaden & introduce new perspective for learners	Demonstration of good skill	Fishbowl or similar exercise facilitated by expert supported by respected judicial officer
SKILLS	Learners discuss and engage in active reflection	Generate the criteria of good skill after review of the demonstration and relevant additional 'knowledge' - an English professor on writing, actor on communication etc.	Interactive discussion facilitated by expert supported by respected judicial officer
SKILLS	Learners practise the skill and engage in active reflection	Participants practise the skill (ideally more than once) using exercises: – video delivery of oral judgment – rewrite and revise written judgment – video vignettes / role plays using communication skills	– Small group workshops with expert as facilitator – Learning by doing – Receive constructive expert feedback – Individual coaching by expert – Refine technique and practise again
CONTEXT	Learners consider & practise dealing with relevant contextual issues when using the skill (judicial ethics, human rights, ethnicity, gender etc)	Add contextual overlay using: – Vignettes – Written problems – Role plays	– Expert leads discussion supported by respected judicial officers – Learning by doing & constructive feedback
	Bring to a conclusion	Wrap-up and reiterate application of good skills	– Expert – Panel of respected judicial officers

## 3. Social Context Topic

### Template: Exploring and Reflecting on Attitudes and Values

#### THE FOCUS

With a primary focus on social context, a program will address an area of social diversity, which would include knowledge sessions on that area.

An exploration of any relevant law and the skills required for the tasks that judicial officers undertake in relation to this area would support the primary focus. Allow time for judicial officers to explore values and attitudes with respect to the social context area (eg: poverty, culture, ethnicity etc) to encourage reflection on how those attitudes and values may affect the approach and work of the judicial officer.

#### Education Format:

THREE DIMENSIONS	OBJECTIVE	ACTIVITIES	FORMAT
CONTEXT	Connect the learner to the social context in question	– Film on the topic (eg history of discrimination for a particular group) – Testimonial of experience	Facilitated /presented by social context expert/member of the group
SUBSTANTIVE CONTENT	Bring social context issue into the professional sphere of the learners	Link to substantive law or practice, or judicial tasks or ethics using: – video vignettes – written scenarios	Panel of judicial experts
CONTEXT	Create an opportunity for judicial officers to talk to one another; to explore reactions or values that may be in play	– Use scenarios related to law, judicial tasks or judicial ethics in which the social context areas is relevant – Ask learners to identify the links between law and social context.	– Small group discussion – preferably judge only and well facilitated to allow surfacing of underlying attitudes and values in sensitive areas – Panel of experts.
SKILLS & SUBSTANTIVE CONTENT	Transmit knowledge to learners relevant to full understanding of the social context and its links to the judicial process	Add legal and skills overlay using counsel's submissions as vehicles through: – Video vignettes – Written problems Crystallise the differing perspectives, interpretations and possible applications in a way that is familiar to judicial officers	Small groups reach a decision or deliver an opinion / ruling / outcome
	Bring to a conclusion	Wrap-up and review the issues that arose and range of possible outcomes	– Expert – Panel of experts

## APPENDIX 3 SPECIFIC PURPOSE COMMITTEES

### ORIENTATION AND INDUCTION STEERING COMMITTEES

#### Judicial Orientation

- Chief Judge Michael Rozenes,  
*County Court of Victoria*
- Chief Magistrate Ian L Gray,  
*Magistrates' Court of Victoria*

### SKILLS DEVELOPMENT STEERING COMMITTEES

#### Judgment Writing

- Justice Elizabeth Hollingworth,  
*Supreme Court of Victoria*
- Justice Linda Dessau,  
*Family Court of Australia*
- Judge Margaret Rizkalla,  
*County Court of Victoria*
- Judge Tom Wodak,  
*County Court of Victoria*
- Professor Emeritus James Raymond,  
*University of Alabama*
- Professor Emeritus  
Christopher Wallace-Crabbe, *Poet*
- Ms Helen Garner, *Novelist*
- Ms Ginger Briggs, *Writer & Editor*
- Mr Gideon Haigh, *Journalist*
- Ms Ariella Markman,  
*JCV Manager Learning & Development*

#### Oral Decisions

- Judge Wendy Wilmoth,  
*County Court of Victoria*
- Judge Sandra Davis,  
*County Court of Victoria*
- Judge Phil Moran,  
*District Court of New Zealand*
- Professor Emeritus Edward Berry,  
*University of Victoria BC*
- Ms Ariella Markman,  
*JCV Manager Learning & Development*
- Ms Carly Schrever,  
*JCV Manager Projects*

#### Judicial Dispute Resolution

- Chief Justice Marilyn Warren AC,  
*Supreme Court of Victoria*
- Justice Murray Kellam AO,  
*Court of Appeal, Supreme Court of Victoria*
- Master John Efthim,  
*Supreme Court of Victoria*
- Ms Margaret Lothian,  
*Senior Member VCAT*
- Professor Tania Sourdin, *NADRAC*
- Professor Nadja Alexander, *NADRAC*
- Ms Carly Schrever, *JCV Manager Projects*

#### Juries Intensive

- Justice Bernard Teague,  
*Supreme Court of Victoria*
- Judge Susan Cohen,  
*County Court of Victoria*
- Mr Rudy Monteleone,  
*Juries Commissioner*
- Dr Jonathan Clough,  
*Monash University*
- Dr Jacqueline Horan,  
*University of Melbourne*
- Ms Carly Schrever,  
*JCV Manager Projects*

#### JOIN Management Group

- Justice Elizabeth Hollingworth,  
*Supreme Court of Victoria (to April 2008)*
- Justice James Judd,  
*Supreme Court of Victoria (from April 2008)*
- Judge Tom Wodak,  
*County Court of Victoria*
- Magistrate Steve Raleigh,  
*Magistrates' Court of Victoria (to December 2007)*
- Magistrate Caitlin English,  
*Magistrates' Court of Victoria (from December 2007)*
- Mr Tony Liston,  
*Senior Member VCAT*

- Mr John Bennett,  
*Member VCAT*
- Mr James Butler,  
*Librarian, Supreme Court of Victoria*
- Mr Ian Edwards,  
*Manager Library Information Services,  
County Court of Victoria*
- Mr Toby Mullen,  
*Associate to the Honourable Justice Neave*
- Ms Christina Finch,  
*Senior Researcher, County Court of Victoria*
- Mr Hans Wolf,  
*Group Manager Courts Information Technology*
- Ms Marilyn Lambert,  
*Integrated Courts Management System*
- Mr Chris Michell,  
*JCV Director Research & Publications*
- Ms Susheila Vijendran,  
*JCV JOIN Project Officer*

### SOCIAL CONTEXT STEERING COMMITTEES

#### Sexual Assault Multi-Disciplinary Steering Committee

- The Hon David Jones AM
- Judge Meryl Sexton,  
*County Court of Victoria*
- Deputy Chief Magistrate Felicity Broughton,  
*Magistrates' Court of Victoria*
- Ms Michele Williams SC,  
*Crown Prosecutor*
- Mr Gerard Mullaly,  
*Victorian Bar*
- Ms Lyn Slade,  
*JCV Chief Executive Officer*
- Ms Maria Lusby,  
*JCV Director Project Development*
- Ms Samantha Burchell,  
*JCV Director Education*

## Judicial Officers'

### Aboriginal Cultural Awareness Committee

- Justice Stephen Kaye,  
*Supreme Court of Victoria*
- The Hon Geoffrey Eames
- The Hon John Coldrey
- Justice Peter Gray,  
*Federal Court of Australia*
- Justice Michael Watt,  
*Family Court of Australia*
- Judge Paul Grant,  
*President Children's Court of Victoria*
- Judge Michael Strong,  
*County Court of Victoria (to April 2008)*
- Judge Jim Duggan,  
*County Court of Victoria (to February 2008)*
- Judge John Bowman,  
*County Court of Victoria*
- Judge Sandra Davis,  
*County Court of Victoria*
- Judge David Parsons,  
*County Court of Victoria*
- Deputy Chief Magistrate Peter Lauritsen,  
*Magistrates' Court of Victoria (to February 2008)*
- Deputy Chief Magistrate Jelena Popovic,  
*Magistrates' Court of Victoria (from February 2008)*
- Magistrate Ann Collins,  
*Magistrates' Court of Victoria*
- Magistrate Daniel O'Dwyer,  
*Federal Magistrates' Court of Australia*
- Mr Robert Scott,  
*Senior Member VCAT*
- Mr Mason Atkinson,  
*Koori Courts*
- Ms Anne Bambrook,  
*Northern Melbourne Institute of TAFE*
- Mr Jim Berg,  
*Community Elder*
- Ms Wanda Braybrook,  
*Kellawan Pty Ltd*
- Ms Antoinette Braybrook,  
*Aboriginal Family Violence Prevention and Legal Service*
- Ms Abbie Burchill,  
*Commonwealth DPP*
- Mr Hans Bokelund,  
*Victorian Bar*
- Mr Frank Guivarra,  
*Victorian Aboriginal Legal Service Co-operative Limited*
- Mr Andrew Jackomos,  
*Department of Justice*
- Mr Rudolf Kirby,  
*Department of Justice*
- Mr Brendan Loizou,  
*Victorian Bar*
- Mr Ted Lovett,  
*Community Elder*
- Mr Bevan Mailman,  
*Solicitor*
- Ms Aislin Martin,  
*Tarwirri*
- Ms Maria Lusby,  
*JCV Director Project Development*
- Ms Carly Schrever,  
*JCV Manager Projects*

## SUBSTANTIVE LAW & PRACTICE

### STEERING COMMITTEES

#### Changes to the Mental Element of Rape

- Judge Meryl Sexton,  
*County Court of Victoria*
- Ms Ariella Markman,  
*JCV Manager Learning & Development*

#### Loss of Chance

- Justice David Ashley,  
*Court of Appeal, Supreme Court of Victoria*
- Judge Tom Wodak,  
*County Court of Victoria*
- Deputy Chief Magistrate Peter Lauritsen,  
*Magistrates' Court of Victoria*
- Ms Ariella Markman,  
*JCV Manager Learning & Development*
- Ms Debbie Wong,  
*JCV Project Coordinator*

#### Charter of Human Rights & Responsibilities

- Chief Justice Marilyn Warren AC,  
*Supreme Court of Victoria*
- Justice Kevin Bell,  
*President VCAT*
- Judge Marilyn Harbison,  
*Vice-President VCAT*
- Judge Sandra Davis,  
*County Court of Victoria*
- Magistrate Brian Wright,  
*Magistrates' Court of Victoria*
- Ms Carly Schrever,  
*JCV Manager Projects*
- Ms Debbie Wong,  
*JCV Project Coordinator*

## JUDICIAL LEADERSHIP

### Judicial Leadership

- Chief Judge Michael Rozenes,  
*County Court of Victoria*
- Chief Magistrate Ian L Gray,  
*Magistrates' Court of Victoria*
- Ms Lyn Slade,  
*JCV Chief Executive Officer*
- Ms Maria Lusby,  
*JCV Director Project Development*

## EDITORIAL COMMITTEES

### Criminal Charge Book

- Justice Frank Vincent AO,  
*Court of Appeal, Supreme Court of Victoria*
- Justice Robert Redlich,  
*Court of Appeal, Supreme Court of Victoria*
- Justice Elizabeth Curtain,  
*Supreme Court of Victoria*
- Justice Paul Coghlan,  
*Supreme Court of Victoria*
- Judge Margaret Rizkalla,  
*County Court of Victoria*
- Judge Carolyn Douglas,  
*County Court of Victoria*
- Judge Susan Pullen,  
*County Court of Victoria*
- Mr Chris Michell,  
*JCV Director Research & Publications*
- Mr Matt Weatherson,  
*JCV Research Officer*

#### Occasional member:

- Judge Meryl Sexton,  
*County Court of Victoria*

### Victorian Sentencing Manual

- Justice Frank Vincent AO,  
*Court of Appeal, Supreme Court of Victoria*
- Judge Carolyn Douglas,  
*County Court of Victoria*
- Judge Jane Patrick,  
*County Court of Victoria*
- Magistrate Belinda Wallington,  
*Magistrates' Court of Victoria (from June 2008)*
- Professor Arie Freiberg,  
*Chair Sentencing Advisory Council*
- Mr Bruce Gardner,  
*Office of Public Prosecutions*
- Mr Patrick Tehan QC, *Victorian Bar (editor)*
- Mr Chris Michell,  
*JCV Director Research & Publications (author)*
- Mr Matt Weatherson,  
*JCV Research Officer*

## APPENDIX 4

### JUDICIAL COLLEGE PERSONNEL

Chief Executive Officer	Lyn Slade BA, LLB, MBus (Leadership & Organisation Dynamics)
Director Project Development	Maria Lusby BA, LLB (Justice Awards, Portfolio Recipient - 2007)
Director Research & Publications	Chris Michell BA (Hons), LLB (Justice Awards, Portfolio Recipient - 2008)
Director Education	Samantha Burchell BA, LLB
Director E-Learning	Marilyn Lambert BEd, Grad Dip (Adult Ed), Grad Dip (Bus Admin), Grad Cert (Change Management) (Justice Awards, Portfolio Recipient - 2007)
Manager Projects	Carly Schrever BSc, LLB
Manager Learning & Development	Ariella Markman BEc, LLB
Research Officer	Matthew Weatherson BSc (Hons), LLB (Hons) (Justice Awards, Portfolio Recipient - 2008)
Project Coordinator	Debbie Wong BCom, LLB (Hons)
JOIN Project Officer	Susheila Vijendran BA, LLM (LP)
Project Officer	Maciek Krymski
Office Coordinator	Kylie Pearse
Administrative Assistant	Shella Shpigel
YES Trainee	Chesley Campbell-Juresko

#### VICTORIA LAW FOUNDATION INTERN 2007–08

Maciek Krymski	Law Student, La Trobe University (Winter 2007)
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#### VICTORIAN BAR INDIGENOUS LAWYERS COMMITTEE CLERKSHIPS 2007–08

Joseph Clifford	Law Student, University of Melbourne
Josie Clements	Law Student, Deakin University
Angelic Martin	Law Student, Deakin University