

Rethinking on the Work of Primary and Middle School's Legal Vice President

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Abstract: The establishment of primary and middle school's legal vice-principal is intended to promote 'the law into campus' program. As the program has been running for nearly 2 years, some problems have in the process has been located: it is found that there are obscures in program plaining and class settings are not suitable for students at their ages. To answer these issues, in this paper, by comparing the work of legal vice president in china and related citizenship education in UK, and combining the skills the front-line legal worker can offer and the need from schools, it is suggested that the clarify and refine the construction of legal education systems is vital to build an adaptability course for students.

Keywords: Legal Vice President; Legal Education; Primary and Middle School

1. Introduction

The idea of establishment of the legal vice president of primary and middle school was originated in 2016, which was found in order to implement the central government's deployment of further deepening the prevention of juvenile crimes and rectification of school violence. The Supreme People's Procuratorate and the Ministry of Education jointly launched a 'law into campus' program, later, in order to form a long-term mechanism, it was decided to fix this activity in the form of setting a 'legal Vice President' in 2019. Aiming at 'improve the awareness and ability of young students to abide by the law, build up self-protection skills and thus effectively promote campus safety.'^[1] The legal vice presidents are mainly selected from front line prosecutors, courts and public security personnel and senior lawyers.

2. The role of legal vice president

Though the purpose of the program is given, the needs for the legal vice president still have different interpretations. From primary and middle schools' point of view, Taking the work content of legal vice principals in some cities include Kunming, Chongqing, and Haozhou for example,^[2] in order to achieve the goal, legal vice presidents should mainly focus on publicizing legal knowledge, maintaining the safety environment on campus include surrounding areas, and help teacher with transforming problem students' misbehavior.

Some other places do have another different way of understanding the job of legal vice president. Provinces like Liaoning, set the main purpose of legal vice president as to make up for the lack of law education for school students.^[3] Thus in these areas, class are trend to organized around students and mainly designed to teach them how the law going to protect them and why they have to obey the law.

3. Working formats

So far most of the current implementation methods are still quite traditional: mainly with lectures, pictures, film and TVs, sometimes with a small number of supplementary seminars in small classes. Due to the limited amount of class hours, most lectures are hold in form of large classes, such as by grade or even the whole school, the number of the listeners for one lecture can up to one thousand. In some regions, mainly gathered in relatively large cities, the teaching goes in a rather kids-friendly way: sitcoms, question and answer, and other interactive games, which was said welcomed and loved by students to a greater extent.

4. Discussions

Rethinking on the program organization. Teaching requirement for lower age students is not an easy job. Firstly, the topic of governance and law is a rather adult-world-word, experts in this area also not that used to explain what they familiar with to students in lower grades. Actually, in most western countries, the legal education does not really carry out until middle school stage. Secondly, the lack of teaching training. Current lectures and classroom formats are a huge challenge for front-line judicial personnel who are not good at teaching, not to mention a rather flexible classroom. Usually, a qualified primary school teacher in China requires a four-year study and

special test, that means skills is necessary in dealing with lower grades students, include class design.

Also, there lack of specific data or questionnaire that can reflect students' feeling or comment about the legal education class, schools and organizations mainly focus on the number of lectures and hours that legal vice presidents give to students. Currently all the feedback from students' perspective is given by their teachers and without data, and in the form of teachers' description about kids' behavior after classes.^[4]

Ambiguities in teaching orientation. Generally speaking, the issue of ambiguities in teaching orientation has aroused researchers' attention. Selected from practical department, if not clarify what should be done by vice legal presidents, then the problem of work stagnation caused by "don't know what to do " will easily occur. For example, in different cities, local governments have differences in understanding of how to achieve "prevention of juvenile crimes and rectification of school violence", some believe that the results should be reflected on the improvement of the overall stability and safety of the campus. While another understands it as to cultivate and form students' personal concept of the rule of law and understanding of governance and social order. Though these differences do not necessarily have to be attributed as definite right or wrong, but they do play an important role in guiding the class design.

5. Overseas' experience ----taking UK as an example

In primary schools' stage, the class is called citizenship education, which setting is quite similar to what is in China's legal education in terms of teaching format but more meticulous: the whole national curriculum is divided into 4 stages by grade, course is to give students a basic understanding about what kind of right they have. By different semester, they have different core courses, these class are designed on basic citizenship rights to help them understand what they can do and what kind of right they have.^[5]

Compared to the legal education in China, UK have a more detailed schedule, include form responsible activity and critical and debate about the political questions.

In UK middle schools, relevant programs called 'Experts in Schools'. which is to 'help young people understand the UK legal system, to increase their access to the legal profession and to develop vital employability skills.^[6] Experts they choice are from law firms, barrister chambers and in-house legal teams, which is somehow alike of China's, though putted under different systems, it still can be found that primary and middle school uses different teaching method: primary schools' emphasis more on introduce students with current situation in a way that kids can also understand, while middle school emphasis more on help students to build their own understanding under this topic and form a related life plan.

6. Suggestions

Legal education should aim at combining protection and prevention. In the work tasks deployed, it is mentioned that a stable circumstance on campus should be achieved by improving the awareness and ability of self-conscious on law-abiding and self-protection. The whole program should include two aspects, namely, teach student how to protect themselves by using the law, and educate them how to abide by the law to be a good citizen.

Expecting outcomes should be given more detail and organize way. The process can be divided into several steps, the first step is to establish their individual legal concepts as the foundation, include what is law, what does the law means to the society and why should citizens need to obey the law, these theories can be given in a rather kid-friendly way but should be explained in systematically. Then the necessities of abiding the law, in this stage, case study and discussions can be used to arouse students' interests. Because according to study, self-agreement is an important way in achieving the target, and would largely influence their activity and last for long. ^[7] Within each step, students should be encouraged to think and express independently, and each different understanding should be understood and friendly taken, it is not only a good chance to really get to young kids, but also a way to help students to form a self-awareness about legal and social order.

Clarify work objectives and implementation methods. No matter to require the legal vice president to keep the campus a stable mode or transfer of legal knowledge into schools' teaching system, a supporting curriculum teaching plan is needed. It is not say teachers are forced to exactly follow outline, if legal teacher have their own special ideas, they should be supported to integrate them into the whole plan.

7. Conclusions

In China, legal vice president is given the double expectation of bring education and justice knowledge into campus. In the exploration of bring law into campus, different attempts have been carried out. However, we must also realize that there still has a long way to go to optimize the mechanism. By comparing the carry out situation in UK, this paper gives a series of suggestions in redirect the program plan into different levels, to specific the working protocols, and to optimize the teaching skills.

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