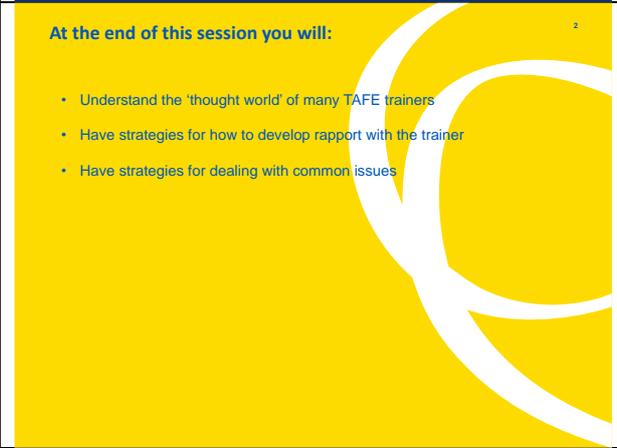
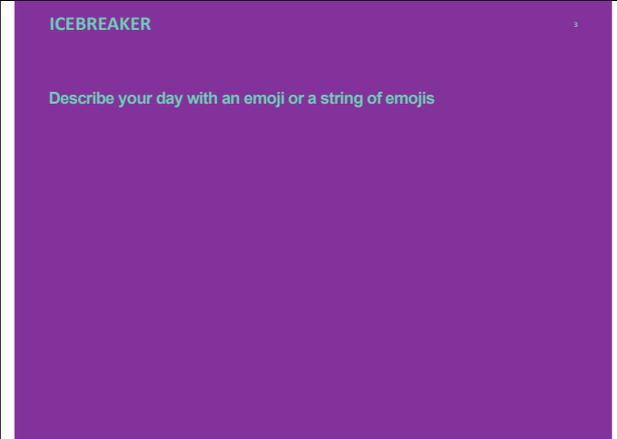


This is a summary of Expression Australia’s PD topic 5, TAFE trainers- building rapport; aimed at supporting Auslan Interpreters in TAFE. Here is the link to EA’s website:

<https://www.expression.com.au/about/our-partners-and-projects/auslan-interpreters-for-tafe>

Slides	Commentary
	<p>Welcome to the fifth professional development workshop, aimed at improving confidence and knowledge of Auslan interpreters working in TAFE.</p> <p>We acknowledge the Wurundjeri people of the Kulin nation on whose lands we host this meeting today and pay our respects to their elders past, present and emerging.</p> <p>We warmly welcome Christy Filipich from WA ASLIA, who has kindly offered to present tonight’s topic about building rapport with TAFE trainers.</p>
	<p><b>Outline</b></p> <p>This is what we hope to cover in tonight’s workshop.</p> <p>The workshop will be a mix of presenting content, group work, discussions and sharing strategies.</p>
	<p>First let’s see what kind of day each of us has had.</p>

<p><b>Working alongside TAFE Trainers</b> <span style="float: right;">TAFE trainers 4</span></p> <ul style="list-style-type: none"> <li>• TAFE trainer – tradespeople</li> <li>• Requirements to teach at TAFE/RTO</li> <li>• Teaching styles</li> <li>• Universal Design for Learning (UDL)</li> <li>• Often not aware a Deaf student and/or interpreter will be present.</li> </ul> 	<p>Some things you may or may not know about TAFE trainers/teachers.</p> <ul style="list-style-type: none"> <li>• Usually qualified tradespeople who have been working in their field and someone taps them on the shoulder to say you should teach.</li> <li>• Often have blue collar skills ( e.g bricklaying etc.)</li> <li>• ‘Can do’ people, very solution focused</li> <li>• Have a Cert IV in Training (TAE), which is delivered in varying quality and time length.(some as little as 4 days)</li> <li>• TAE has long been argued that it prepares trainers for assessments and paper work not necessarily how to teach. Therefore some trainers may not be highly skilled teachers, it will take time to develop.</li> <li>• Some trainers cannot envisage how a deaf person would work in their industry and do not know how to adjust training for DHH students</li> <li>• Depending on TAFE, some teachers will not have been told they have a deaf student in their class.</li> </ul>
<p><b>Activity</b></p> <p>Do you know how to articulate your role?</p>	<p>AS an interpreter entering a new environment, it can be important to have an ‘elevator pitch’, that is a 30 second introduction to your job and role as an interpreter.</p> <p>Something you can use automatically if you are faced with a teacher who is running late to class and doesn’t know you are there.</p> <p>In groups discuss the key points you would include in your elevator pitch.</p>
<p><b>Building rapport</b> <span style="float: right;">TAFE trainers 6</span></p> <ul style="list-style-type: none"> <li>• Use their language</li> <li>• Know where they can get support</li> <li>• Knowledge vs practical classes</li> <li>• Come with solutions</li> </ul> 	<p>Tips for building rapport with teachers.</p> <ul style="list-style-type: none"> <li>• Understand the unit of competency, familiarise yourself with performance criteria, assessments, terminology, machinery etc., so you can speak their language; speak on a professional par and ask the right questions. It shows you are interested and have taken time to learn about the course and industry.</li> <li>• Get to know support services at TAFE, DLO’s, LLN etc.</li> <li>• Ask about practical and knowledge classes</li> <li>• Talk to other interpreters and teachers</li> <li>• Come with solutions and be pro-active e.g Ask the teacher if they are going to use any videos etc. and do they have captioning, ahead of time</li> </ul>

	<ul style="list-style-type: none"> <li>• Check in with teachers if there is anything they want to know about working/communicating with DHH students.</li> </ul>
<p>ACTIVITY</p> <p>Scenario discussions</p>	<p>As there are many of us here tonight who have had experience interpreting in TAFE, let's talk through some of the solutions and strategies you have used in these common scenarios.</p> <p>10 minute group discussion and report back.</p>
<p>Scenario 1</p> <p>It's the first class for a new UoC. The trainer is late to class and rushes in to start.</p> <p>What can you do to introduce yourself and establish your role?</p>	<p><b>Some key points</b></p> <ul style="list-style-type: none"> <li>• Even if teacher is in rush, quickly introduce yourself, use your elevator pitch</li> <li>• Acknowledge they are busy and arrange to catch up further later on</li> </ul> <p>N.B. Sometimes interpreters can often be the only female or male in the room e.g. in an automotive class or a hairdressing class.</p> <ul style="list-style-type: none"> <li>• Important to learn to talk about some common topics of the group e.g. footy;</li> <li>• ask about their work/industry;</li> <li>• explain what you are doing. Wear appropriate dress and PPE to classes.</li> <li>• Sometimes decisions around language and comments can be tricky. Feel your way.</li> </ul>
<p>Scenario 2</p> <p>You have been interpreting a UoC for a couple of weeks. After repeated requests, the trainer still is not providing notes or resources.</p> <p>What can you do?</p>	<p><b>Some key points</b></p> <p>Can be tricky to know whose job it is to provide materials.</p> <ul style="list-style-type: none"> <li>• Ask teacher if there is a reason why resources are hard to get, can you find a solution together</li> <li>• Ask to be signed on as a guest onto LMS, where students access the materials</li> <li>• How does teacher/trainer provide resources and communicate with students? If via email then ask to be included on email list or Whatsapp group etc.</li> <li>• Look at previous years course workbooks</li> <li>• Ask for any handouts that will be given at the start of the class</li> <li>• Talk to DLOs, other teachers, interpreters</li> </ul>

	<ul style="list-style-type: none"> <li>• Thank the teacher when they do provide notes, e.g. ‘thanks for the notes, it really made my job a lot easier today.’</li> </ul>
<p>Scenario 3</p> <p>The trainer seems nervous with you being in class. They are uncomfortable with you being near them, resulting in them moving around the class a lot, and often ending up in the way.</p> <p>How can you approach this with the trainer?</p>	<p><b>Some key points</b></p> <ul style="list-style-type: none"> <li>• Provide gentle feedback e.g. during an online classes, it is easier to hear you when you are looking at the camera; do you have a portable microphone you could use when walking around? etc.</li> <li>• Use humour</li> <li>• Have a chat with teacher on the side</li> <li>• Don’t be an ‘interpreter statue’, you can move also</li> <li>• Compliment the teacher e.g. the content is great but I can’t catch it all when you are down the back.</li> </ul> <p>N.B. All teachers want the students to learn, so they are generally happy to get positive and constructive feedback if student are not hearing/understanding information.</p>
<p>Scenario 4</p> <p>You’re interpreting a UoC that has a very practical component (e.g. operate a forklift). Every class you find yourself struggling to hear due to industrial noise and to position yourself so that you can both be seen optimally but also maintain safety when machines are in operation.</p> <p>What conversation can you have with the trainer to ensure access for the Deaf student is maintained, along with your safety?</p>	<p><b>Some key points</b></p> <ul style="list-style-type: none"> <li>• Speak up if you can’t hear ( hearing students won’t be able to hear if you cannot)</li> <li>• Ask the teacher/trainer to provide instructions before they turn on loud machinery or have their heads down</li> <li>• Use visuals such as hand to ear, to show it is not loud enough/hard to catch etc.</li> <li>• Ask for a quick pause if there is something vital and has been missed</li> <li>• Use <i>Ambient ear plugs</i> block industrial noise while allowing voices</li> <li>• Correct PPE is part of being professional. Ensure you have correct PPE, ask teacher prior to class, always come in suitable clothing, no jewellery or long hair that can catch in machinery. Ask trainer or DLO if not sure. Some interpreters keep a change of clothes in the car at all times.</li> </ul>

<p><b>Activity</b></p> <p>What do I do well when engaging with trainers? What skills do I need to work on to better engage with trainers?</p>	<p><b>Reflection exercise</b></p> <p>Use soft skills. - Ask firmly but not abrasively.</p> <p>Work as a team with teacher. Be solution focused so you can contribute to the class and not provide extra work for teacher.</p> <p>Interpreters are often more experienced with DHH students than teacher/trainers, so share stories and knowledge.</p> <p>Be interested in the trainer as a person also.</p>
<p><b>Final Thoughts</b></p> <p>TAFE trainers 13</p> <p>As a trainer – what do I want from the interpreter? As an interpreter – what do I want from the trainer?</p> 	<p><b>Think through both sides.</b></p>
<p><b>Feedback</b></p> <p>Please type in the chat line.</p> <p>1. Which section did you find most useful? 2. What would you like to learn more about?</p> <p>Thank you</p>	<p>Scenarios</p> <p>Discussion and strategies</p> <p>Thinking about it from the trainers point of view</p> <p>Elevator pitch</p>

<p><b>References/ resources</b></p> <p>Training.gov.au – Units of Competency, Training Packages, and Qualifications all available to be downloaded from here: <a href="https://training.gov.au/Search/Training">https://training.gov.au/Search/Training</a></p> <p>Universal Design for Learning: <a href="https://udlguidelines.cast.org/">https://udlguidelines.cast.org/</a></p> <p>Adult Learning Principles: <a href="https://www.valamis.com/hub/adult-learning-principles">https://www.valamis.com/hub/adult-learning-principles</a></p> <p>Teaching Styles: <a href="https://resilienteducator.com/classroom-resources/5-types-of-classroom-teaching-styles/">https://resilienteducator.com/classroom-resources/5-types-of-classroom-teaching-styles/</a></p>	<p>Here are some further resources and reading to follow up on.</p>
<p>Professional development</p> <p><b>Auslan Interpreters for TAFE Next session</b></p> <p>Session 6 – Video conferencing in TAFE Thursday - 12 May 2022</p> <p>Presenter : Kate Grant (EA)</p> 	<p>Thanks you for your participation.</p> <p>The next workshop will be – <i>Video conferencing in TAFE</i> – presented by our very own Kate Grant from EA, on the 12<sup>th</sup> May.</p> <p>Good luck to those sitting their NAATI test at the end of this month.</p> <p>Have a nice Easter break next month.</p> <p>We look forward to seeing you again in May.</p>