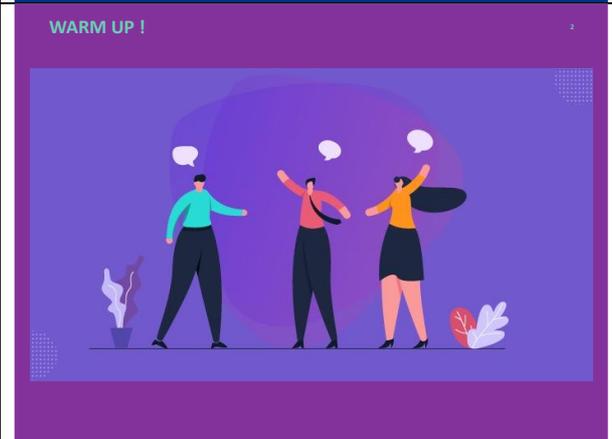


This is a summary of Expression Australia’s PD topic 2, Professional Standards for Educational interpreters, presented by Daniel Hatley from VDEI.

Slides	Commentary
	<p>Welcome to the second PD workshop for Auslan interpreters in TAFE.</p> <p>Tonight, Daniel Hatley from VDEI, will present on the <i>Professional Standards for Educational Interpreters</i>, released in October 2021.</p>
	<p>Let’s say hello and get to know a bit about each other.</p>
	<p>This is what we hope to cover in tonight’s workshop.</p> <p>For all of us this will be new information, as the Professional Standards are <i>hot off the press</i>, having only been released in October 2021.</p> <p>There will be opportunity to discuss and use the standards throughout this workshop.</p>

<p>Question:</p> <p>What do you think is the purpose of having Professional Standards?</p>	<p>Whole group discussion of ‘what is the purpose of having any professional standards.?’</p> <p>Some responses included:</p> <ul style="list-style-type: none"> ○ provides a common language to discuss our profession ○ A framework for PD and continuous improvement ○ Provides accountability ○ Consistency between interpreters ○ Common in most professions nowadays ○ Provides benchmarks of performance ○ Inspires goal setting
 <p>Professional Standards for Educational Interpreters A framework to support the professional growth and practice of Auslan Educational Interpreters</p> 	<p>We already sent you the link to the Professional standards, pictured here. These standards have been endorsed by the Victorian State Government and Department of Education and Training (DET).</p> <p>The standards are written for interpreters working in primary or secondary school settings; however many of the standards are also applicable to Auslan interpreters working in TAFEs.</p> <p>This is a ‘living document’, it is hoped it will be added to, adjusted, revised as the workforce changes and industry evolves.</p>
<p>Structure</p> <ul style="list-style-type: none"> - 3 Domains - 21 Standards - 4 Competency Levels 	<p>These standards are structured into 3 domains, 21 standards and 4 competency levels, as pictured.</p> <p>The standards can be used:</p> <ul style="list-style-type: none"> ○ for self-analysis ○ for peer analysis ○ when mentoring ○ by schools and employers ○ as key performance indicators (KPIs)

 <p>Domains</p> <p>Domain 1 Professional Knowledge</p> <p>Domain 2 Professional Practice</p> <p>Domain 3 Professional Engagement</p> 	<p>The three distinctive domains are:</p> <p>Domain 1 Professional Knowledge – evidence based theories of education, learning and DHH learners.</p> <p>Domain 2 Professional Practice – skills and practices required to be an effective interpreter.</p> <p>Domain 3 Professional Engagement – with the deaf community, professional networks, ethics, PD opportunities, legislation, lifelong learning etc.</p>						
 <p>Standards</p> <table border="1"> <thead> <tr> <th>Domain 1 Professional Knowledge</th> <th>Domain 2 Professional Practice</th> <th>Domain 3 Professional Engagement</th> </tr> </thead> <tbody> <tr> <td> <p>1.1 Knowledge of how children learn, with focus on deaf and hard of hearing students</p> <p>1.2 Knowledge of working with students from diverse linguistic and cultural backgrounds</p> <p>1.3 Knowledge of relevant National & State curricula</p> <p>1.4 Knowledge of how classroom teachers deliver content through language and interaction</p> <p>1.5 Knowledge of roles and functions of interpreters in educational settings</p> </td> <td> <p>2.1 Knowledge of interpreting practices in educational settings</p> <p>2.2 Ability to prepare for classroom interpreting</p> <p>2.3 Knowledge of modes of interpreting</p> <p>2.4 Knowledge of co-construction principles</p> <p>2.5 Provision of coherent and accurate target texts in Auslan and English</p> <p>2.6 Use of effective interaction management strategies</p> <p>2.7 Self-monitoring and self-assessment of interpreting process and output</p> <p>2.8 Knowledge of safe interpreting work practices</p> </td> <td> <p>3.1 Knowledge of the Professional Standards for Educational Interpreters framework</p> <p>3.2 Identification and participation in relevant sources of professional learning</p> <p>3.3 Professional engagement with colleagues</p> <p>3.4 Meeting professional ethics and responsibility</p> <p>3.5 Comply with Legislative, administrative and organisational requirements</p> <p>3.6 Professional engagement with parents/carers and the school community</p> <p>3.7 Engagement with professional interpreter and education networks</p> <p>3.8 Engagement with deaf and hard of hearing community, networks and organisations</p> </td> </tr> </tbody> </table> 	Domain 1 Professional Knowledge	Domain 2 Professional Practice	Domain 3 Professional Engagement	<p>1.1 Knowledge of how children learn, with focus on deaf and hard of hearing students</p> <p>1.2 Knowledge of working with students from diverse linguistic and cultural backgrounds</p> <p>1.3 Knowledge of relevant National & State curricula</p> <p>1.4 Knowledge of how classroom teachers deliver content through language and interaction</p> <p>1.5 Knowledge of roles and functions of interpreters in educational settings</p>	<p>2.1 Knowledge of interpreting practices in educational settings</p> <p>2.2 Ability to prepare for classroom interpreting</p> <p>2.3 Knowledge of modes of interpreting</p> <p>2.4 Knowledge of co-construction principles</p> <p>2.5 Provision of coherent and accurate target texts in Auslan and English</p> <p>2.6 Use of effective interaction management strategies</p> <p>2.7 Self-monitoring and self-assessment of interpreting process and output</p> <p>2.8 Knowledge of safe interpreting work practices</p>	<p>3.1 Knowledge of the Professional Standards for Educational Interpreters framework</p> <p>3.2 Identification and participation in relevant sources of professional learning</p> <p>3.3 Professional engagement with colleagues</p> <p>3.4 Meeting professional ethics and responsibility</p> <p>3.5 Comply with Legislative, administrative and organisational requirements</p> <p>3.6 Professional engagement with parents/carers and the school community</p> <p>3.7 Engagement with professional interpreter and education networks</p> <p>3.8 Engagement with deaf and hard of hearing community, networks and organisations</p>	<p>Although the three domains provide a distinct focus, they are interconnected and interrelated.</p>
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<p>Quick activity:</p> <p>Which Standard jumps out as an area you would like to develop?</p> <p><i>(Pick just one!)</i></p>	<p>Small group activity/discussion.</p>						

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Competency Levels

Level 1: **Basic**

Level 2: **Emerging**

Level 3: **Proficient**

Level 4: **Highly Proficient**



The competency levels are described as:

- Basic
- Emerging
- Proficient
- Highly proficient.

There are detailed descriptions on pages 10-11.

Note: the *basic* and *emerging* levels describe staff who have not yet qualified as interpreters and may still be working towards NAATI CPI certification.

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Standard 2.1
Knowledge of interpreting practices in educational settings

Basic	Emerging	Proficient	Highly Proficient
Knowledge: Demonstrates limited knowledge of the various interpreting practices used in educational settings.	Knowledge: Demonstrates some knowledge of the various interpreting practices used in educational settings.	Knowledge: Demonstrates comprehensive knowledge of the various interpreting practices used in educational settings and often stays abreast of current research about educational interpreting.	Knowledge: Demonstrates advanced knowledge of the various interpreting practices used in educational settings and consistently stays abreast of current research about educational interpreting.
Application: Is rarely able to apply knowledge to own interpreting practice.	Application: Is sometimes able to apply knowledge to own interpreting practice.	Application: Is often able to apply knowledge to own interpreting practice.	Application: Is consistently able to apply knowledge to own interpreting practice. Can model the use of interpreting practices used in educational settings with colleagues. Participates in evaluating and improving knowledge of interpreting strategies among educational interpreters.



If we look at a standard such as 2.3; *Knowledge of interpreting practices in educational settings* – there is a descriptor of what a *basic*, *emerging*, *proficient* and *highly proficient* interpreter would understand and also apply to their practice.

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The differentiation between *knowledge* and *application* is also worth noting.

Some may have the knowledge or theory of interpreting in educational settings, but not yet be able to apply that in their interpreting work.

<p>Activity</p> <p>In small groups review Domain 1 standards...</p> <p>...look at the Competency Levels - share where you currently sit?</p>		<p>Group work activity.</p> <p>Examine the standards in Domain 1 – Professional Knowledge and identify where you currently sit against each standard.</p> <p>Would you consider your competency level to be – <i>basic – emerging – proficient – highly proficient?</i></p>
<p>Activity</p> <p>In small groups review Domain 2 standards...</p> <p>...looking at the Competency Levels - share where you currently sit?</p>		<p>Group work activity.</p> <p>Examine the standards in Domain 2 – Professional Practice and identify where you currently sit against each standard.</p> <p>Would you consider your competency level to be – <i>basic – emerging – proficient – highly proficient?</i></p>
<p>Activity</p> <p>How could you develop this competency??</p>		<p>Group work discussion.</p> <p>How can you improve your competency level?</p> <p>What activities, resources, PD, people, research do you need to do to improve your competency as an Auslan interpreter?</p>

