

## **efсли Annual General Meeting**

*14<sup>th</sup> September 2012, Vienna, Austria*

### **Guidelines for Interpreting in Educational Settings**

*June 2012*

#### **DEFINITIONS**

In this document, sign language interpreting in any setting where learning and teaching takes place is considered to be **educational interpreting**. In a broader sense, educational interpreting may happen in a preschool setting, at elementary, basic, secondary or high school level, at university, any courses or training programmes in lifelong learning /continuing education or any other kind of training. In a narrow sense the term may be used for interpreting in a school setting.

An interpreter working in an **educational setting** is a professional who has completed a sign language interpreting training programme and/or has passed the sign language interpreter's qualification exam.

It is commonly suggested that in addition to the interpreter's qualification, an interpreter working in an educational setting should have completed the education at least on the same level as the education setting where the interpreter is working (i.e. for interpreting in a BA programme the interpreter should have at least a BA degree or an equivalent qualification and interpreting in a MA programme the interpreter should have at least a MA degree or an equivalent qualification). Specific training for interpreters in educational settings are also recommended if available.

#### **COMMON PRACTICES**

The interpreter working in educational settings follows the general ethical principles for sign language interpreters. The main aim of interpreting is to provide equal access to the information and communication to all the parties involved in spite of the language (spoken or sign) in use. According to the codes of ethics this aim is met by neutral and confidential mediation, interpreting everything

spoken or signed in the communication situation. In many countries professional conduct guidelines for interpreters working in educational settings have also been created.

The interpreter working in an educational settings is competent to analyse and evaluate only the interpreting, not the advancement of the student nor the competence of the teacher or any educational staff.

Depending on the school or educational programme where the interpreter is providing the services, there might be other roles needed to be taken on by the educational interpreter (i.e. individual assistance, counselling, etc.). If this is the case, the interpreter working in the educational setting has to possess related qualifications in addition to the interpreter's qualification and all the roles should be agreed beforehand and stated clearly in the agreement. The different roles should be clearly distinguished for all the parties involved.

### **TASKS OF THE INTERPRETER WORKING IN EDUCATIONAL SETTINGS**

- Work planning
- Preparation for interpreting (e.g. preview the texts, pictures, slides, films, work with vocabulary, work with additional materials to understand the concepts taught etc.)
- Co-operation with the teachers and other educational staff to prepare for interpreting, arrange the environment for interpreting and analyse the communication and interpreting
- Interpret in the classroom or any other educational setting (field trips, practical classes, exams, meetings of the educational staff or meetings with the parents, discussions in the school etc.)
- Self-analyses of the interpreting and professional performance
- In cooperation with the school and student, informing the students and the educational staff about interpreting
- Participation in the meetings of the educational staff, reporting
- Other duties that might be defined by the school or educational programme and stated in the agreement

Working hours of the educational interpreter vary depending on the country and the setting, but it is suggested that the time for interpreting would not exceed 20 hours per week / ½ of the total working hours. The rest of the working hours should be left for the other tasks.

## **TIPS FOR EDUCATIONAL STAFF USING INTERPRETING SERVICES**

- Speak directly to the deaf student, not to the interpreter
- Keep in mind that everything said and everything signed in the educational setting will be interpreted
- Do not ask the interpreters to fulfil the tasks they are not qualified to carry out
- If you think you do not need an interpreter in a certain situation, do not decide this yourself, ask the deaf student as well
- Help the interpreter to find the best place for interpreting so that the student relying on interpreting can see both you and the interpreter. If you use any visual aids, provide extra time for the deaf students to see both – the examples and your presentation. If you use slides or films, provide extra lighting for the interpreter.
- Provide the interpreter with all the materials you plan to use in the lesson (texts, hand-outs, slides, exercises, films). The materials are essential for the necessary preparation the interpreter must undertake.
- Allow extra time for students relying on the interpreting to actively participate in discussions and respond to questions. Interpreted information always has a slight delay.
- Allow extra time for taking notes or provide deaf students with the written material, as looking at the interpretation and writing at the same time is not possible
- If you use interpreting services in educational settings, there is no need for any extraordinary treatment for the deaf students, interpreting can take place in discussions, small groups, oral exams, signed presentations, etc.