Professional Standards for Educational Interpreters

A framework to support the professional growth and practice of Auslan Educational Interpreters

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VICTORIA State Government | Education and Training

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Professional Standards for Educational Interpreters

The Professional Standards for Educational Interpreters is an evidence-based framework developed by the Victorian Deaf Education Institute (VDEI) in the Department of Education and Training Victoria. The framework identifies the standards, knowledge and competencies required by educational interpreters working in Primary and Secondary schools. The development of Professional Standards for Educational Interpreters is an important step in recognising the valuable role educational interpreters play in providing deaf and hard of hearing (DHH) students equitable access to the school curriculum through Auslan/English interpreting.

The role of Educational Interpreters in inclusive education

Educational Interpreters are specialist Educational Support (ES) staff who provide language and communication access in Auslan and English to support students who are DHH in their learning environment. Educational Interpreting is a profession within the language interpreting industry as well as within the deaf education field.

Educational Interpreters are integral to providing meaningful access to the curriculum and to DHH students' educational environments. The educational interpreter's role is to meet the language and communication access needs of each DHH student, align their practice with the goals in the Individual Education Plan (IEP), be a consistent and fluent language model, and work in partnership with the classroom teacher and education team.

DHH students who access learning environments through Auslan require specific educational supports for optimal learning. In the same way as teacher quality is viewed as one of the most important factors influencing student achievement (AITSL Australian Institute for Teaching and School Leadership, 2017), the quality of educational interpreters is also a key factor in educational achievement for many DHH students.

The provision of opportunities for DHH students to gain a quality education occurs when the classroom teacher and educational interpreter are both highly skilled and able to jointly identify and implement appropriate adjustments for classroom communication and participation. With this crucial support in place, DHH students have the greatest chance of academic and social success.

Rationale for developing Professional Standards for Educational Interpreters

The ability of an interpreter to function effectively in an educational environment requires knowledge and application of specific competencies. The development of Professional Standards for Educational Interpreters provides a framework that defines these competencies and aims to guide the ongoing professional learning and practice within the educational interpreting community.

The Standards framework is the first of its kind in Australia and identifies evidence-based practice principles that offer practitioners a consistent way to describe the competencies required for professional practice. Material that is published through the National Accreditation Authority for Translators and Interpreters (NAATI) has been incorporated in some of the competencies within the framework, ensuring consistency with competencies and assessment standards across Australia.

Acknowledging the effective partnership between an educational interpreter and classroom teacher the Standards framework links educational interpreting competence to robust teaching frameworks such as the Australian Professional Standards for Teachers (AITSL, 2017) and the Victorian Teaching and Learning Model (Department of Education and Training Victoria).

In addition to interpreting competence, educational interpreters require language competence and fluency in Auslan in order to communicate effectively across a range of interactions. Language fluency includes both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1979), along with personal and professional abilities to work with adults and children. These essential language competencies underpin professional practice and augment the Professional Standards for Educational Interpreters.

The development of Professional Standards for Educational Interpreters is not designed to be prescriptive or to detail every aspect of interpreting practice, but rather is one tool to improve practices and support quality outcomes. Complementary strategies to maximise outcomes include creating training pathways and mentoring programs, defining interpreter position descriptions and developing guidelines and policies to support the provision of optimal Auslan interpreting in educational settings.

Structure of the Professional Standards for Educational Interpreters

The Professional Standards for Educational Interpreters are expressed in three Domains: *Professional Knowledge, Professional Practice,* and *Professional Engagement.* Within the three Domains are 21 Standards which outline specific competencies related to interpreters' skills and capabilities. Each Standard is then measured against four competency levels: *Basic, Emerging, Proficient* and *Highly Proficient.*

The four competency levels provide a clear description of each Standard in the context of the different skill and experience levels and provide the basis for appropriate benchmarks and minimum standards for schools to implement. It is worth noting that in Victoria there are currently no requirements for staff employed as Auslan interpreters in educational settings to possess any interpreting qualifications, NAATI Certification or other evidence of language competence.

Educational Interpreting Domains

Domain 1
Professional Knowledge

The field of signed language interpretation is underpinned by a growing body of research that informs practitioners and guides the provision of interpreting to students in educational settings (Goswell et al., 2016; Napier, 2002, 2004; Russell & Winston, 2014; Schick et al., 2006).

Interpreters working in educational settings require knowledge of how DHH students learn and how to work with students who have diverse linguistic and cultural backgrounds. They also need to have knowledge of how teachers design instruction, use language to convey that instruction, and how the teaching/learning activities are designed to meet the intellectual, social, and physical development of the students. This means interpreters also need to know the content of the subjects and aims of the curriculum to interpret the message as effectively as possible.

Effective interpretation requires the ability to work collaboratively with the teacher and students to ensure DHH students are included as meaningfully as possible in a mediated learning environment. This requires interpreters to have knowledge of the roles of an educational interpreter, how to provide quality interpretation, and have knowledge of contemporary research on educational interpreting and deaf education.

Domain 2
Professional Practice

Interpreters work in educational settings that are often challenging environments (Dean & Pollard, 2009; 2011). Like any practice profession, interpreters need a high level of language fluency in Auslan and English, along with sophisticated interpreting and interaction strategies that engage students in their teaching and learning environments.

Educational interpreters are also required to use strategies that maximise their output, preparation and familiarity with classroom content. Strategies include meeting with teachers and students, reading curriculum materials, researching relevant topics, maximising their Auslan lexicon and developing transfer strategies for specific content areas. In addition, the interpreter's role includes reviewing their interpreting output in order to constantly improve the quality of communication access offered in the classroom.

With an increased risk of Occupational Overuse Syndromes (OOS) and Repetitive Strain Injury (RSI) for sign language interpreters, it is also crucial that Occupational Health & Safety (OHS) practices be actively considered and incorporated within the school context and scheduling.

Domain 3
Professional Engagement

An important quality of any reflective practitioner is a commitment to continuous learning and improvement. Interpreters working in educational settings need to identify their ongoing learning needs and proactively engage in sourcing regular feedback from interpreting colleagues, students and classroom teachers. Continuous development of professional skills and knowledge requires ongoing training and learning in areas such as interpreting practice, sign language linguistics, education practices and child development. This requires interpreters to actively participate in a variety of relevant professional learning opportunities, as well as active involvement with the Deaf community. Connection with the local Deaf community is crucial for an educational interpreter as it provides valuable opportunities to develop further linguistic and cultural knowledge directly from native and day to day users of Auslan.

As part of the support team, educational interpreters will need to regularly engage with colleagues including classroom teachers, Teachers of the Deaf, interpreters and other school staff to provide perspectives on classroom and linguistic access. Engagement with colleagues extends to seeking feedback and implementing suggested strategies to improve interpreting practice.

Additionally, engagement with the broader school community, including positive engagement with parents/carers, is an important contribution to embedding an understanding of Auslan access in the school community.

In addition, having an understanding of ethical, legislative, and organisational requirements provides guidance for interpreters to engage appropriately and within their professional responsibility.

Standards

Within the three Domains of Educational Interpreting outlined above, 21 intersecting and interdependent Standards have been identified that illustrate professional expectations of educational interpreters.

An interpreter's demonstration of the Standards will reflect the specific education setting they work in, their stage of career development and the learning access requirements of the students they support.

Domain 1 — Professional Knowledge	Domain 2 — Professional Practice	Domain 3 — Professional Engagement
1.1 Knowledge of how children learn, with focus on deaf and hard of hearing students	**2.1** Knowledge of interpreting practices in educational settings	**3.1** Knowledge of the Professional Standards for Educational Interpreters framework
1.2 Knowledge of working with students from diverse linguistic and cultural backgrounds	**2.2** Ability to prepare for classroom interpreting	**3.2** Identification and participation in relevant sources of professional learning
1.3 Knowledge of relevant National & State curricula	**2.3** Knowledge of modes of interpreting	**3.3** Professional engagement with colleagues
1.4 Knowledge of how classroom teachers deliver content through language and interaction	**2.4** Knowledge of co-construction principles	**3.4** Meeting professional ethics and responsibility
1.5 Knowledge of roles and functions of interpreters in educational settings	**2.5** Provision of coherent and accurate target texts in Auslan and English	**3.5** Comply with Legislative, administrative and organisational requirements
	2.6 Use of effective interaction management strategies	**3.6** Professional engagement with parents/carers and the school community
	2.7 Self-monitoring and self-assessment of interpreting process and output	**3.7** Engagement with professional interpreter and education networks
	2.8 Knowledge of safe interpreting work practices	**3.8** Engagement with deaf and hard of hearing community, networks and organisations

Standards

An interpreter's demonstration of the Standards will reflect the specific education setting they work in.

Professional Capability at Four Competency Levels

Each of the 21 Standards listed above are elaborated and measured against four competency levels:

Level 1: **Basic**

Basic Competency describes staff who have not yet completed any interpreter training or obtained an interpreter qualification and have very emerging and limited levels of skills and knowledge required to work with DHH students. They are not qualified interpreters.

Level 2: **Emerging**

Emerging Competency describes staff who are working towards completing formal interpreter training and obtaining NAATI certification at Auslan-English Certified Provisional Interpreter (CPI) level.

- The individual may possess sufficient fundamental language and transfer skills and knowledge to begin their career as an educational interpreter
- They understand the challenges of providing classroom interpreting, and are somewhat familiar with the curriculum being delivered
- Their interpreting skills are basic and often inconsistent, so they require mentoring and supervision
- They understand the importance of working ethically, and collaborating with colleagues, both internally and externally to the school community
- They are not yet qualified interpreters

Level 3: **Proficient**

Proficient Competency describes interpreters who have completed an interpreting qualification and obtained their NAATI certification to at least CPI level.

- The interpreter possesses the required linguistic fluency and the interpreting skills and knowledge to function effectively in an educational setting
- The interpreter is recognised as an effective practitioner who can work independently and collaboratively to improve their own practice
- They are able to tailor their interpretation to the individual backgrounds of the students they support
- They have knowledge of the content being taught in the classroom and are able to work effectively with teachers to provide meaningful access for DHH students
- They monitor their interpreting output and work with others to evaluate their own professional learning needs
- They seek out and are responsive to advice from colleagues, teachers and students about interpreting issues affecting their classroom interpreting
- They behave ethically at all times
- They interact respectfully with students, colleagues, parents/carers and community members
- They are knowledgeable and active members of their school and professional communities and engage with the Deaf community

Level 4: **Highly Proficient**

Highly Proficient Competency describes interpreters who have completed advanced interpreting study and possess higher levels of NAATI Auslan-English interpreting certification (Certified Interpreter or above)

- The interpreter is recognised as a highly effective practitioner who can work independently and collaboratively to improve their own practice, and serve as guides, advisors or mentors to other colleagues
- They are able to tailor their interpretation to the individual backgrounds and communication styles of the students they work with
- They have in-depth knowledge of the content being taught in the classroom and are able to work effectively with teachers to provide meaningful access for DHH learners
- They monitor their interpreting product effectively and use this information to improve their practice and provide quality interpreting access
- They behave ethically at all times
- They communicate effective and respectfully with students, colleagues, parents/carers and community members and their interpersonal skills are highly developed
- They provide guidance and advice on the development of policies, procedures and work practices
- They are active members of their school and professional communities and seen to be a leader
- They actively engage with the Deaf community

Educational Interpreters are integral to providing meaningful access to the curriculum and to DHH students' educational environments.

Professional Standards for Educational Interpreters

The following pages present the complete framework of the Professional Standards for Educational Interpreters with the three Domains and 21 Standards across the four Competency Levels.

Domain 1
Professional Knowledge

Standard 1.1
Knowledge of how children learn, with focus on deaf and hard of hearing students

Basic	Emerging	Proficient	Highly Proficient
Knowledge: Demonstrates **limited** awareness of research about how students and DHH students learn.	**Knowledge:** Demonstrates **some** awareness of research into how students and DHH students learn.	**Knowledge:** Demonstrates **comprehensive** awareness of research into how students and DHH students learn.	**Knowledge:** Demonstrates **advanced** awareness of research into how students and DHH students learn.
Application: **Rarely** uses that knowledge to tailor an effective interpretation to the student's needs.	**Application:** **Sometimes** uses that knowledge to tailor an effective interpretation to the student's needs.	**Application:** **Often** uses that knowledge to effectively tailor and inform an interpretation that meets the student's needs.	**Application:** **Consistently** uses that knowledge to effectively tailor and inform an interpretation for the student's needs. Provides guidance to interpreting colleagues on current knowledge and research.

Standard 1.2
Knowledge of working with students from diverse linguistic and cultural backgrounds

Basic	Emerging	Proficient	Highly Proficient
Knowledge: Demonstrates **limited** knowledge of language and cultural diversity in DHH students. Demonstrates **limited** knowledge of interpreting approaches that may be responsive to student needs.	**Knowledge:** Demonstrates **some** knowledge of language and cultural diversity in DHH students. Demonstrates **some** knowledge of interpreting approaches that may be responsive to student needs.	**Knowledge:** Demonstrates **comprehensive** knowledge of language and cultural diversity in DHH students. Demonstrates **comprehensive** knowledge of interpreting approaches that may be responsive to student needs.	**Knowledge:** Demonstrates **advanced** knowledge of language and cultural diversity in DHH students. Demonstrates **advanced** knowledge of interpreting approaches that may be responsive to student needs.
Application: Is **rarely** able to best tailor their interpretation to meet the individual linguistic needs of DHH students. Is **rarely** able to include some of the diversity and/or educational strategies into the interpretation.	**Application:** Is **sometimes** able to best tailor their interpretation to meet the individual linguistic needs of DHH students. Is **sometimes** able to include some of the diversity and/or educational strategies into the interpretation.	**Application:** Is **often** able to best tailor their interpretation to meet the individual linguistic needs of DHH students. Is **often** able to include some of the diversity and/or educational strategies into the interpretation.	**Application:** Is **consistently** able to best tailor their interpretation to meet the individual linguistic needs of DHH students. **Consistently** applies the diversity and/or educational strategies into the interpretation.

Standard 1.3
Knowledge of relevant National and State curricula

Basic	Emerging	Proficient	Highly Proficient
Knowledge: Demonstrates **limited** knowledge of the curriculum relevant to the subject and year level being interpreted.	**Knowledge:** Demonstrates **some** knowledge of the curriculum relevant to the subjects and year level being interpreted.	**Knowledge:** Demonstrates **comprehensive** knowledge of the curriculum relevant to the subjects and year level being interpreted.	**Knowledge:** Demonstrates **advanced** knowledge of the curriculum.
Application: Is **rarely** able to apply curriculum knowledge to assist in the production of an interpretation that is aligned to the classroom teachers intended purpose.	**Application:** Is **sometimes** able to apply curriculum knowledge to assist in the production of an interpretation that is aligned to the classroom teachers intended purpose.	**Application:** Is **often** able to apply curriculum knowledge to assist in the production of an interpretation that is aligned to the classroom teachers intended purpose.	**Application:** **Consistently** applies curriculum knowledge to assist in the production of an accurate interpretation that is aligned to the classroom teachers intended purpose. Provides guidance and support to colleagues in developing curriculum knowledge and how this applies to their classroom interpreting.

Standard 1.4
Knowledge of how classroom teachers deliver content through language and interaction

Basic	Emerging	Proficient	Highly Proficient
Knowledge: Demonstrates **limited** knowledge of teacher approaches of using language and interaction patterns to create learning environments, for individual students and for classes of students.	**Knowledge:** Demonstrates **some** knowledge of teacher approaches of using language and interaction patterns used to create learning environments, for individual students and for classes of students.	**Knowledge:** Demonstrates **comprehensive** knowledge of various teacher approaches of using language and interaction patterns used to create learning environments, for individual students and for classes of students.	**Knowledge:** Demonstrates **advanced** knowledge of various teacher approaches of using language and interaction patterns used to create learning environments, for individual students and for classes of students.
Application: Is **rarely** able to include teacher approaches in the interpretation.	**Application:** Is **sometimes** able to include teacher approaches in the interpretation.	**Application:** Is **often** able to include the teacher approaches into the interpretation and is **often** able to work effectively in partnership with the teacher to create an accessible learning environment.	**Application:** Is **consistently** able to include the teacher approaches in the interpretation and is **consistently** able to work effectively in partnership with the teacher to create an accessible and bilingual learning environment.

Professional Knowledge

Standard 1.5
Knowledge of roles and functions of interpreters in educational settings

Basic	Emerging	Proficient	Highly Proficient
Knowledge: Demonstrates **limited** knowledge of the roles and functions that interpreters play in educational settings. Has **limited** awareness of current interpreting research, including research on mediated education and how deaf students experience their learning through an interpreter.	**Knowledge:** Demonstrates **some** knowledge of the roles and functions that interpreters play in educational settings. Has **some** awareness of current interpreting research, including research on mediated education and how deaf students experience their learning through an interpreter.	**Knowledge:** Demonstrates **comprehensive** knowledge of the roles and functions that interpreters play in educational settings. Has **comprehensive** awareness of current interpreting research, including research on mediated education and how deaf students experience their learning through an interpreter.	**Knowledge:** Demonstrates **advanced** knowledge of the roles and functions that interpreters play in educational settings. Has **advanced** awareness of current interpreting research, including research on mediated education and how deaf students experience their learning through an interpreter.
Application: **Rarely** applies knowledge of their role to the specific setting in which they work. Is **rarely** able to use the research to inform their practice and to improve the educational environment in which they are interpreting.	**Application:** **Sometimes** applies knowledge of their role to the specific setting in which they work. Is **sometimes** able to use the research to inform their practice and to improve the educational environment in which they are interpreting.	**Application:** **Often** applies knowledge of their role to the specific setting in which they work. Is **often** able to use the research to inform their practice and to improve the educational environment in which they are interpreting.	**Application:** **Consistently** applies knowledge of their role to the specific setting in which they work. Is **consistently** able to use the research to inform their practice and to improve the educational environment in which they are interpreting. Provides advice and guidance to other colleagues about the role of interpreters in educational settings.

An important quality of any reflective practitioner is a commitment to continuous learning and improvement.

Domain 2
Professional Practice

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.

Standard 2.2
Ability to prepare for classroom interpreting

Basic	Emerging	Proficient	Highly Proficient
Knowledge: Demonstrates **limited** knowledge of classroom preparation strategies that support effective interpretation.	**Knowledge:** Demonstrates **some** knowledge of classroom preparation strategies that support effective interpretation.	**Knowledge:** Demonstrates **comprehensive** knowledge of classroom preparation strategies that support effective interpretation.	**Knowledge:** Demonstrates **advanced** knowledge of classroom preparation strategies and promotes a school culture that values effective interpretation.
Application: **Rarely** demonstrates or pursues preparation strategies that result in effective interpretation.	**Application:** **Sometimes** demonstrates or pursues preparation strategies that result in effective interpretation.	**Application:** **Often** provides effective educational interpreting by applying preparation strategies and actively seeks preparation materials from teachers they work with.	**Application:** **Consistently** provides effective educational interpreting by self-evaluating preparation and refining strategies. Mentors colleagues to develop preparation strategies that are responsive to the learning strengths and needs of students. Proactively supports a school culture where interpreter preparation is viewed as an important function of the interpreter's role.

Standard 2.3
Knowledge of modes of interpreting

Basic	Emerging	Proficient	Highly Proficient
Knowledge: Demonstrates **limited** awareness of consecutive and simultaneous interpreting modes, discourse analysis and translation principles.	**Knowledge:** Demonstrates **some** knowledge of consecutive and simultaneous interpreting modes, discourse analysis and translation principles.	**Knowledge:** Demonstrates **comprehensive** knowledge of consecutive and simultaneous interpreting modes, discourse analysis and translation principles.	**Knowledge:** Demonstrates **advanced** knowledge of consecutive and simultaneous interpreting modes, discourse analysis and translation principles.
Application: Is **rarely** able to apply the different modes of interpretation that are suited to the learning activities in the classroom.	**Application:** Is **sometimes** able to apply the different modes of interpretation that are suited to the learning activities in the classroom.	**Application:** **Often** applies the different modes of interpretation that are suited to the learning activities in the classroom, resulting in effective interpreting.	**Application:** **Consistently** applies the different modes of interpretation that are suited to the learning activities in the classroom, resulting in effective interpreting, and can lead colleagues in developing skills in using the different modes.

Standard 2.4
Knowledge of co-construction principles

Basic	Emerging	Proficient	Highly Proficient
Knowledge:: Demonstrates **limited** awareness of co-construction principles of interpretation.	**Knowledge:** Demonstrates **some** understanding of co-construction principles of interpretation.	**Knowledge:** Demonstrates **comprehensive** understanding of co-construction principles of interpretation.	**Knowledge:** Demonstrates **advanced** understanding of co-construction principles of interpretation.
Application: **Rarely** applies knowledge of co-construction principles to frame interpreting decisions in the classroom and is rarely able to deliver effective interpretation.	**Application:** **Sometimes** applies knowledge of co-construction principles to frame interpreting decisions in the classroom and is sometimes able to deliver effective interpretation.	**Application:** **Often** applies knowledge of co-construction principles to frame interpreting decisions in the classroom and is usually able to deliver effective interpretation.	**Application:** **Consistently** applies knowledge of co-construction principles to frame interpreting decisions and **consistently** delivers effective interpretation. Leads initiatives to support colleagues in developing their understanding of co-construction and meaning-based interpreting work.

Domain 2
Professional Practice

Standard 2.5
Provision of coherent and accurate target texts in Auslan and English

Basic	Emerging	Proficient	Highly Proficient
Application: Demonstrates **limited** ability to interpret in a culturally and linguistically appropriate manner; articulation is often unclear; target text lacks cohesion, topic boundaries are insufficient, main topics are missing and little detail is included. Interpretation contains serious and frequent grammatical errors that would make it difficult for a child to access classroom content meaningfully.	**Application:** Demonstrates **some** ability to interpret in a culturally and linguistically appropriate manner; articulation is unclear at times; target text cohesion and topic boundaries are inconsistent; some main topics are missing with inadequate level of detail included. Interpretation contains numerous grammatical errors that compromise the interpretation and make it difficult for the child to access classroom content meaningfully.	**Application:** Demonstrates the ability to **generally** interpret in a culturally and linguistically appropriate manner; articulation is generally clear; target text is cohesive and topic boundaries are consistent, interpretation is primarily meaning-based, some errors may be present but do not skew the message. English to Auslan interpretation is reflective of the educational environment and English terminology is **generally** featured in the target text. Interpretation is situationally appropriate for the teacher and students.	**Application:** Demonstrates the ability to **consistently** and skillfully interpret in a culturally and linguistically appropriate manner; articulation is consistently clear; target text is cohesive and topic boundaries are consistent, interpretation is meaning-based with few errors. English to Auslan interpretation is reflective of the educational environment and English terminology is **appropriately** featured in the target text. Interpretation is situationally appropriate for the teacher and students. Mentors colleagues to assist their development of interpreting skills.

Standard 2.6
Use of effective interactional management strategies

Basic	Emerging	Proficient	Highly Proficient
Application: Demonstrates **limited** ability to coordinate the communication between students, between teacher and students, and teacher to interpreter, resulting in inconsistent interpreting and frequently skews the interaction.	**Application:** Demonstrates **occasional** ability to coordinate the communication between students, between teacher and students, and teacher to interpreter, mostly resulting in effective interpreting and interaction.	**Application:** Is **usually** able to deploy strategies to coordinate the communication between students, between teacher and students, and teacher to interpreter, resulting in effective interpreting and interaction.	**Application:** Demonstrates the ability to consistently and skillfully coordinate the communication between students, between teacher and students, and teacher to interpreter. Can evaluate effectiveness of coordination strategies to ensure interaction and engagement of DHH students. Mentors colleagues to understand and develop management strategies

Standard 2.7
Self-monitoring and self-assessment of interpreting process and output

Basic	Emerging	Proficient	Highly Proficient
Application: Demonstrates **limited** ability to self-monitor their interpreting output and does **not** correct errors or miscues that arise while interpreting.	**Application:** Demonstrates **occasional** ability to self-monitor their interpreting output and is **sometimes** able to correct errors or miscues that arise while interpreting.	**Application:** Demonstrates the ability to **usually** self-monitor their interpreting output and is **usually** able to self-identify errors or miscues and correct these while interpreting in a seamless manner.	**Application:** Demonstrates the ability to **consistently** self-monitor their interpretating output and is able to correct errors or miscues that arise while interpreting in a seamless manner. Is able to identify strategies to reduce miscues and errors. Mentors colleagues to develop and adopt self-monitoring strategies.

Standard 2.8
Knowledge of safe interpreting work practices

Basic	Emerging	Proficient	Highly Proficient
Knowledge:: Demonstrates **limited** understanding of safe interpreter work practices.	**Knowledge:** Demonstrates **some** understanding of safe interpreter work practices.	**Knowledge:** Demonstrates **comprehensive** understanding of safe interpreter work practices. Demonstrates **comprehensive** understanding of how safe interpreter work practices prevent injury and the correlation between safe interpreter work practices and message quality.	**Knowledge:** Demonstrates **advanced** understanding of safe work practices. Demonstrates **advanced** understanding of how safe work practices prevent injury and the correlation between safe work practices and message quality.
Application: **Rarely** applies knowledge of safe interpreter work practices.	**Application:** **Sometimes** applies knowledge of safe interpreter work practices.	**Application:** **Always** applies knowledge and works collaboratively with classroom teachers to implement appropriate practices. Is able to apply knowledge to advocate for safe working conditions.	**Application:** **Always** applies knowledge and works collaboratively with classroom teachers to implement appropriate practices. Assists colleagues to develop their knowledge and self advocacy skills. Leads the development of school-wide policies on safe work practices.

Domain 3
Professional Engagement

Standard 3.1
Knowledge of the Professional Standards for Educational Interpreters framework

Basic	Emerging	Proficient	Highly Proficient
Knowledge: Demonstrates a **limited** understanding of the role of the Professional Standards for Educational Interpreters framework in identifying professional learning needs.	**Knowledge:** Demonstrates **some** understanding of the Professional Standards for Educational Interpreters framework.	**Knowledge:** Demonstrates **comprehensive** understanding of the Professional Standards for Educational Interpreters framework.	**Knowledge:** Demonstrates **advanced** knowledge of the Professional Standards for Educational Interpreters frameworks, and provides leadership in guiding colleagues to understand and use the framework.
	Application: **Sometimes** seeks advice from colleagues to identify and plan professional learning needs.	**Application:** **Consistently** assesses performance and implements professional development goals.	**Application:** **Consistently** assesses performance and implements professional development goals. Assists colleagues to understand and utilise the framework.

Standard 3.2
Identification and participation in relevant sources of professional learning

Basic	Emerging	Proficient	Highly Proficient
Application: Demonstrates **limited** ability to recognise relevant and appropriate sources of professional learning and development for interpreters and rarely participates in learning to update knowledge and practice. Demonstrates **limited** understanding of the rationale for continued professional learning and the implications for improved educational access for students.	**Application:** Demonstrates **some** ability to recognise relevant and appropriate sources of professional learning and development for interpreters. Sometimes participates in learning to update knowledge and practice, targeted to professional needs and school priorities. Demonstrates **some** understanding of the rationale for continued professional learning and the implications for improved educational access for students.	**Application:** Demonstrates **comprehensive** ability to recognise relevant and appropriate sources of professional learning and development for interpreters. Participates in learning to update knowledge and practice, targeted to professional needs and school priorities. Demonstrates **comprehensive** understanding of the rationale for continued professional learning and the direct implications for improved educational access for students.	**Application:** Demonstrates **advanced** ability to recognise relevant and appropriate sources of professional learning and development for interpreters. Participates in learning to update knowledge and practice, targeted to professional needs and school priorities. Demonstrates **advanced** understanding of rational for continued learning and consistently advocates, participates in, and leads strategies to support high-quality professional learning opportunities for colleagues that focus on improved educational access for students.

Standard 3.3
Professional engagement with colleagues

Basic	Emerging	Proficient	Highly Proficient
Application: Demonstrates **limited** ability to seek and apply constructive feedback from supervisors, teachers and interpreting colleagues to improve interpreting practice.	Application: Demonstrates **some** ability to seek and apply constructive feedback from supervisors, teachers and interpreting colleagues to improve professional knowledge and practice.	Application: Demonstrates **comprehensive** ability to initiate and engage in professional discussions with supervisors, teachers and colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice. **Generally** engages with the broader academic team proving targeted perspectives on classroom and linguistic access.	Application: Demonstrates **advanced** ability to implement professional dialogue within the school and with external professional learning networks that is informed by feedback, analysis of current research and practice to improve the quality of interpreting services for students. **Consistently** engages with the broader academic team proving detailed perspectives on classroom and linguistic access.

Standard 3.4
Meeting professional ethics and responsibility

Basic	Emerging	Proficient	Highly Proficient
Application: Demonstrates **limited** understanding of how to apply the key principles described in codes of ethics and professional conduct for the interpreting profession.	Application: Demonstrates **some** understanding of how to apply the key principles described in codes of ethics and professional conduct for the interpreting profession.	Application: Demonstrates **comprehensive** understanding of how to apply the key principles described in codes of ethics and professional conduct for the interpreting profession. **Consistently** maintains high ethical standards and supports colleagues to interpret codes of ethics and makes effective decisions in the school context.	Application: Demonstrates **advanced** understanding of how to apply the key principles described in codes of ethics and professional conduct for the interpreting profession. **Consistently** models exemplary ethical behavior and makes informed ethical decisions in all professional dealings with colleagues, students, and the school community.

Domain 3
Professional Engagement

Standard 3.5
Comply with legislative, administrative and organisational requirements

Basic	Emerging	Proficient	Highly Proficient
Application: Demonstrates **limited** understanding of the relevant legislative, administrative and organisational policies and processes. Demonstrates **limited** understanding of how these apply to the role of an educational interpreter.	**Application:** Demonstrates **some** understanding of the relevant legislative, administrative and organisational policies and processes. Demonstrates **some** understanding of how these apply to the role of an educational interpreter.	**Application:** Demonstrates **comprehensive** understanding of the relevant legislative, administrative and organisational policies and processes. **Consistently** supports and works with colleagues to review and interpret legislative, administrative and organisational policies and processes.	**Application:** Demonstrates **advanced** understanding of the relevant legislative, administrative and organisational policies and processes. **Consistently** initiates, develops and implements relevant policies and processes to support colleague's compliance with and understanding of legislative, administrative and organisational policies and processes.

Standard 3.6
Professional engagement with parents/carers and the school community

Basic	Emerging	Proficient	Highly Proficient
Application: Demonstrates **limited** understanding of the role boundaries of the classroom interpreter when engaging with parents/carers. Demonstrates **limited** understanding of the engagement responsibilities of the classroom teacher and Teacher of the Deaf.	**Application:** Demonstrates **some** understanding of the role boundaries of the classroom interpreter when engaging with parents/carers. Demonstrates **some** understanding of the engagement responsibilities of the classroom teacher and Teacher of the Deaf.	**Application:** Demonstrates **comprehensive** understanding of the strategies and processes for engaging effectively and sensitively with parents/carers. Demonstrates **clear** understanding of the engagement responsibilities of the classroom teacher, Teacher of the Deaf, and interpreter. Positively contributes to the school community by increasing the knowledge and awareness of Auslan and language access.	**Application:** Demonstrates **advanced** understanding of the strategies and processes for engaging effectively and sensitively with parents/carers. Thoughtfully **guides** interpreting colleagues in understanding appropriate parent/carer engagement and engagement responsibilities of different staff. Positively contributes to the school community by increasing the knowledge and awareness of Auslan and language access.

Standard 3.7
Engagement with professional interpreter and education networks

Basic	Emerging	Proficient	Highly Proficient
Knowledge: Demonstrates **limited** understanding of the role of professional networks in broadening interpreters' professional knowledge and practice.	**Knowledge:** Demonstrates **some** understanding of the role of professional networks in broadening interpreters' professional knowledge and practice.	**Knowledge:** Demonstrates **comprehensive** understanding of the role of professional networks in broadening interpreters' professional knowledge and practice.	**Knowledge:** Demonstrates **advanced** understanding of the role of professional networks in broadening interpreters' professional knowledge and practice.
Application: **Rarely** participates in professional interpreting networks, deaf education networks, education networks and other professional communities to expand knowledge and improve interpreting practice.	**Application:** **Sometimes** participates in professional interpreting networks, deaf education networks, education networks and other professional communities to expand knowledge and improve interpreting practice.	**Application:** **Often** contributes to professional interpreting networks and associations and builds professional links with broader professional communities – including deaf education and education networks to expand knowledge and improve interpreting practice.	**Application:** Is well connected and plays an active role engaging with deaf education networks. Takes a leadership role in organising/managing professional interpreter networks and **consistently** supports the involvement of colleagues in external learning opportunities to improve educational interpreting and overall educational access for students.

Standard 3.8
Engagement with Deaf and hard of hearing community, networks and organisations

Basic	Emerging	Proficient	Highly Proficient
Knowledge: Demonstrates **limited** understanding of the value of engaging with the Deaf and hard of hearing community.	**Knowledge:** Demonstrates **some** understanding of the value of engaging with the Deaf and hard of hearing community.	**Knowledge:** Demonstrates **comprehensive** understanding of the value of engaging with the Deaf and hard of hearing community. Demonstrates knowledge of different networks and groups.	**Knowledge:** Demonstrates **advanced** understanding of the value of engaging with the Deaf and hard of hearing community. Demonstrates **extensive** knowledge of various networks and groups.
Application: **Rarely** participates in Deaf and hard of hearing community events.	**Application:** **Sometimes** participates in various Deaf and hard of hearing community events to broaden the development of linguistic and cultural knowledge.	**Application:** **Often** participates in various Deaf and hard of hearing community events to broaden the development of linguistic and cultural knowledge.	**Application:** **Actively** engages with the Deaf and hard of hearing community participating in events and networks, supporting colleagues to attend events. Actively creates opportunities to invite the Deaf and hard of hearing community into the school community for broader cultural and linguistic benefit.

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