

SUUMARY PROGRAM

5th ASLIA National Interpreter Trainers' Workshop

19 & 20 August 2009

Rydges on Swanston, Melbourne, VIC, Australia

Wednesday 19 August 2009	
9:30 – 10:00	Arrival, registration, morning coffee, pastries and biscuits
10:00 – 10:15	Welcome and housekeeping: Karen Bontempo – ASLIA National Interpreter Trainers' Network (ITN)
10:15 – 10:55	Suzanne Ehrlich – University of Cincinnati, USA <i>"Design, Development and Effective Implementation of an Online Sign Language Interpreting Baccalaureate Program"</i>
11:00 – 11:40	Jemina Napier, Helen Slatyer, Mira Kim and Stanley Song – Macquarie University, NSW <i>"A review of translator and interpreter education: Cutting edge curriculum evaluation"</i>
11:45 – 12:25	Marcel Leneham – Macquarie University, NSW <i>"Teaching translation to sign language interpreters"</i>
12:25 – 1:25	LUNCH
1:25 – 2:05	Marianne Bridge, Sandra Leane and Stephanie Linder – VIC <i>"Taking academic research into the classroom: A look at one activity for building foundation skills"</i>
2:10 – 2:50	Della Goswell – Macquarie University, NSW <i>"Getting real: Keeping our teaching relevant"</i>
2:55 – 3:35	Cathy Clark and Julie Judd – NMIT, VIC <i>"Paraprofessional interpreter skills development series for interpreters working in TAFE"</i>
3:35 – 3:50	AFTERNOON TEA
3:50 – 4:20	Peter Bonser – NAATI, Southbank TAFE & Deaf Services Queensland, QLD <i>"From trainer to employer: Employment initiatives for new graduate interpreters in Queensland"</i>
4:25 – 4:55	Brian Morrison – Conference of Interpreter Trainers (CIT), USA <i>"CIT: Educational Foundations for Bridges of Understanding"</i>
5:00 – 5:20	Karen Bontempo – ASLIA National ITN, AUST. <i>"Addressing the need for peer exchange amongst Australian interpreter educators"</i>
5:20 – 5:30	Concluding comments and thanks: Marcel Leneham – ASLIA National

Note: ASLIA National reserves the right to amend the program.

Thursday 20 August 2009

*"I don't think we're supposed to be talking about this..."
Case conferencing and supervision for interpreters*

A one-day workshop facilitated by Robyn Dean

8:30 – 9:00	Arrival, registration, morning coffee
9:00 – 9:15	Welcome and housekeeping: Karen Bontempo – ASLIA National ITN
9:15 – 10:30	International Keynote Presenter: Robyn Dean – Rochester University, USA
10:30 – 11:00	<i>MORNING TEA</i>
11:00 – 12:45	Workshop continues
12:45 – 1:45	<i>LUNCH</i>
1:45 – 3:15	Workshop continues
3:15 – 3:30	<i>AFTERNOON TEA</i>
3:30 – 4:50	Workshop continues
4:50 – 5:00	Concluding comments and thanks: Marcel Leneham – ASLIA National

Note: ASLIA National reserves the right to amend the program.

WORKSHOP SUMMARY:

This ITW training session has two parts – a required pre-session training followed by the ITW workshop with Robyn Dean, co-creator of the demand control schema for interpreting, or DC-S which has been the focus of several federal grant projects in the US and the topic of several publications and workshops in the US and Europe.

The pre-session training involves individual viewing of four DC-S videos that cover foundational concepts: *the demands of interpreting, the controls of interpreting, demands and controls together* and *interpreting and ethics*. At the end of each video, participants complete a brief, on-line quiz. In these pre-requisite assignments, workshop participants are introduced to DC-S as a scaffolding for conceptualizing interpreting as a *practice profession*.

In our one-day workshop, we will explore how this view counters the more traditional view of interpreting as a technical profession and the unique challenges this dichotomy and pending shift poses to practitioners and the larger profession. No longer is it sufficient to value technical skills (linguistic abilities and cultural knowledge) as the sole measurement for work effectiveness. Conceptualizing and preparing for work, analyzing and evaluating effective work, working together as colleagues and educating young professionals – all must be reconsidered through the lens of "interpreting as a practice profession."

One hallmark of practice professions is their use of reflective learning practices both as an educational tool and an ethical process. Reflective learning practices, or presenting and analyzing your work with your colleagues, is a time-honored way that other practice professionals grow in their professional development, their judgment skills and how they maintain sound ethical boundaries. The main focus of this ITW training will be an exploration of employing reflective learning practices within interpreting education and in interpreting practice – exploring the methodology, the benefits and the challenges.