



# Interpreting in Education National Research Project 2024 – 2025

# Acknowledgment Of Country

- ▶ The Australian Sign Language Interpreters' and Translators' Association (ASLITA, formerly ASLIA) acknowledges the lands on which we work, play and live. We pay our respects to our Elders past, present and emerging and recognise these lands are unceded.

# Respecting Our Language

- ▶ ASLITA acknowledges and respects members of the Deaf Community in Australia, who use and preserve a rich heritage, culture and language; Auslan. We also acknowledge the custodians and allies of Auslan, who promote awareness, equality and access through sign language. Through Auslan, future Deaf Community leaders are inspired to continue a rich legacy and heritage.

# Our Partners

- ▶ We thank the **Leonie Jackson Memorial Fund** for its substantial funding contribution to this project. The commitment from **Deaf Connect** to honor Leonie's vision for excellence in bilingual education has made this project possible.
- ▶ **Deakin University** as our key research partner, shares our vision to highlight the experience of deaf students to guide this research.
- ▶ **Deaf Australia** as a key community partner has provided funding in order to support the development and wide distribution of the research findings.



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# The Project Purpose

- ▶ This National Research project has been established to better understand and formally document the standards of interpreting access received by signing deaf students in Primary and Secondary education.
- ▶ ASLITA supports the use of formal academic research to investigate and share the experience of deaf students, interpreters and schools who work with educational interpreters, in order to inform policy and practices for the workforce.
- ▶ This project is being coordinated by ASLITA and includes the development of academic research as well as a campaign to promote the findings.

# The Project Outcomes

- ▶ Document the experience of deaf students in working with interpreters and understand the key themes.
- ▶ Record the current state of employment for people interpreting and translating in primary and secondary settings; their roles, functions and employment.
- ▶ Identify the key issues for people interpreting and translating.
- ▶ Provide insight and knowledge to inform policy and practice in the employment of interpreters and education staff.

# 'Interpreter'

- ▶ ASLITA recognises the diverse use of language across various States/Territories and school systems in Australia. Therefore, we offer the following description of the term 'interpreter' as it applies to this project.

'Interpreter' - Any individual working directly with deaf students that interprets spoken/signed communication or translates written material, between Auslan and English in the classroom. This could include but not limited to certified interpreters, teachers of the deaf and education support staff.

# The Project Phases

## Academic Research

- Qualitative study with deaf students
- National workforce survey
- Engagement with parents and education staff
- Review of current literature
- Report published



## Resource Development

- Accessible and shareable learnings from the report
- Development of tailored material for schools, government and families
- Joint policy on Educational Interpreter access developed by Deaf Australia and ASLITA



## Advocacy and information sharing

- Findings and resources shared with education departments, NAATI, deaf community, interpreters, families and interpreter training programs



# Phase 1 Academic Research

- ▶ Phase 1 is an 18-month project (2024 to 2025) conducted in partnership with Deakin University.
- ▶ Phase 1 has been designed to highlight and document the experience of signing deaf students in education and educational interpreters.
- ▶ This Phase will see the production of a comprehensive report and support the development of resources to inform government, parents and interpreter educators about the experience of deaf students and the interpreter workforce.

# Phase 2 Resource Development

- ▶ Phase 2 will see the development of tailored resources for:
  - ▶ Parents/Carers & deaf students
  - ▶ Interpreters
  - ▶ Educators
  - ▶ Education Departments (Federal and State/Territory) and schools
- ▶ Development of a joint position statement on interpreting access in education by Deaf Australia and ASLITA.
- ▶ Resources will be made available in accessible formats.

# Phase 3 Information Sharing

- ▶ Implement a coordinated advocacy and information sharing campaign in response to the findings and recommendations from the Academic Research conducted in Phase 1, using resources developed in Phase 2.

# Key People

## → ASLITA Project Steering Committee

- ◆ Daniel Hately
- ◆ Tamara Pearce
- ◆ Sheree Murray
- ◆ Tahlicia Osei-Poku

## → Deakin University research team

- ◆ Dr. Amie O'Shea
- ◆ Jen Blyth

# Stay Connected

- ▶ [Subscribe](#) to receive project updates via our dedicated project mailing list
- ▶ Visit our [Project Webpage](#) on the [ASLITA website](#).
- ▶ Find out more about our partners [Deaf Australia](#), [Deaf Connect](#) and the [Leonie Jackson Memorial Fund](#), and [Deakin University](#)
- ▶ Contact us directly at [iesproject@aslita.au](mailto:iesproject@aslita.au)

# Share Information About This Project

- ▶ We happily encourage the distribution of this slide deck and the content contained here.
- ▶ Please share our contact details, webpage and mailing list details to generate awareness of our project.
- ▶ The ASLITA project team are eager to promote the research and will happily speak individually to your organisation around the issues and context that have led to this exciting project. Email us at [iesproject@aslita.au](mailto:iesproject@aslita.au)