Moving from the Classroom to the Community
with Doug Bowen-Bailey
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Introductions

• Name

• Work Setting

• Experience in community & educational settings

• One item unrelated to your work
Rules of the Road

- Guidelines for interaction for the day.
- What agreement will help this day be successful for you?
KEEP
CALM
AND
BREATHE
DEEPLY
Classroom

Community
So I’m here...

• A little about me
• A little about you
• What did you learn?
• What questions do you have?
Changing Paradigms

Focus on Interpreter’s Actions

Focus on Consequences for Participants

Witter-Merithew, Nicodemus, & Johnson
Antagonistic Autonomy

Interpreters vs. the System

Why can’t they understand how great interpreters are?
Functional Autonomy
Relational Autonomy
Identify Constellation of Demands

Main Demand

Concurrent Demand

Concurrent Demand

Concurrent Demand

Concurrent Demand

Environmental

Interpersonal

Paralingual

Intrapersonal
Dialogic Work Analysis

Demand → Control → Consequence → Resulting...

Pre-Assignment
During Assignment
Post-Assignment
Continuum of Ethical Behavior

Graphic and concept developed by Robyn Dean & Robert Pollard
Role-Space
• from Robert Lee & Peter Llewellyn-Jones
Role-Space

Axis of Interaction Management
High
Liberal

Axis of Presentation of Self
High
Liberal

Axis of Participant Alignment
Hearing
Liberal

Conservative
Low

Low
Conservative
Escort interpreting

Interaction Management

Presentation of Self

Casual interlocutors

Client
Simultaneous conference interpreting

Interaction Management

Presentation of Self

Speaker

Audience
Simultaneous interpretation of a training course
Meeting with barrister present
Meeting with barrister absent
Court hearing

Interaction Management

Presentation of Self

Judge/Barrister, etc.

Defendant
The role-space of the strictest codes
(Hale 2007)
Power Dynamics
The Work of Justice

Equality doesn't mean Justice

This is Equality   This is Justice
Techniques for Reflective Practice

• Journal
• Dialogue with colleagues
• Dialogue with consumers
• Use a model of reflection
  
Bare Bones of Reflective Practice

• What?
• So what?
• Now what?

Bare Bones of Reflective Practice

• What? (F) Facts
• So what? (Q) Questions
• Now what? (E) Evaluation

• FQE from a participant in a workshop on Case Conferencing
Co-Mentoring

Professional relationship
• Hold each other accountable for professional development
• Opportunity for reflective practice
• Classroom & community connection

From Debra Russell & Karen Malcolm at Critical Link International
Principles for Case Conferencing

• Be accountable - Use a framework/model

• Keep priority on consequences for participants in interpreted interactions

• Describe case in non-evaluative manner
  *It is what it is.*

• Use discretion in sharing identifying information
Let’s Try It
The Old Paradigm

- http://youtu.be/HcHtjFn44yM
The Emerging Paradigm

- Handout of case
  (Blend of classroom and community)