



Registered Visual Language Interpreter

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OVERVIEW

The Visual Language Interpreter works in a classroom to facilitate communication between the student, staff and peers. Interpreters are not participants in the class; rather they attend to the communication needs of the student. The Interpreter functions as a part of an educational team with specific roles and responsibilities as defined by the profession of interpreting with consideration given to the educational setting in which they work.

POSITION DESCRIPTION VISUAL LANGUAGE INTERPRETER

VLI - 1

Provides visual language interpretive services for Deaf/Deafblind/Hard of Hearing (D/DB/HH) students, classmates and educational staff by:

- Facilitating communication between people who do not share a common language;
- Interpreting messages faithfully by conveying the content and spirit of what is being said, using language most readily understood by the D/DB/HH student;
- Preparing for classroom interpreting (familiarization with vocabulary and concepts) and other duties as determined by the classroom teacher of the deaf/hard of hearing;
- Interpreting during activities such as field trips, physical education and work experience programs;
- Providing interpreting for other needs that may arise, when approved;
- Facilitating the integration of deaf students into the regular classroom and school environment; facilitating cross-cultural mediation between deaf students and hearing people;
- Interpreting with deaf parents when required; and,
- Interpreting sign to voice when required

VLI - 2

Contributes to the educational team by:

- Participating in team meetings, including the development and review of progress toward the goals of the Individual Education Plan (IEP), providing insight on the success of communication strategies and bringing relevant student information forward

VLI - 3

Assists the teacher in non-interpretive duties by:

- Tutoring D/DB/HH students (under the direction of the teacher of the deaf and hard of hearing) when interpreting is not required

VLI - 4

Maintains up to date professional development and currency in American Sign Language (ASL) and related techniques

VLI - 5

Performs other assigned comparable or transient duties which are within the area of knowledge and skills required by this job description

**QUALIFICATIONS
VISUAL LANGUAGE INTERPRETER**

EDUCATION	TECHNICAL REQUIREMENTS Grade 12 or equivalent; AND, Completion of a three (3) year post-secondary program in a sign language interpreter training program Or equivalent combination Post secondary coursework in English or Linguistics is desirable Must be a member in good standing with the Westcoast Association of Visual Language Interpreters (WAVLI), an affiliate chapter of Association of Visual Language Interpreters of Canada (AVLIC). Membership must be maintained.
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<p>EXPERIENCE</p>	<p><i>TECHNICAL EXPERIENCE</i></p> <p>Two (2) years' experience working with the D/DB/HH and sign language interpreting experience.</p>
<p>KNOWLEDGE</p>	<p><i>TECHNICAL REQUIREMENTS</i></p> <p>Knowledge of CASLI/WAVLI Code of Ethics</p> <p>Knowledge in the field of American Sign Language (ASL)/English interpretation</p> <p>Knowledge and understanding of Deaf culture</p> <p>Knowledge of the various communication approaches used by deaf and hard of hearing individuals</p> <p>Broad knowledge of the school system and willingness to gain an understanding of District policies and procedures as they relate to the position</p>
<p>SKILLS AND ABILITIES</p>	<p><i>JOB SPECIFIC REQUIREMENTS</i></p> <p>Language proficiency in both English and American Sign Language (ASL)</p> <p>Ability to facilitate and mediate communication between deaf and hearing persons</p> <p>Ability to support student(s) in the implementation of his/her IEP</p> <p>Ability to understand and work with curriculum at the appropriate grade level(s)</p> <p>Ability to be flexible to meet the varying academic, social, emotional and behavioural needs of students</p> <p><i>INTERPERSONAL REQUIREMENTS</i></p> <p>Ability to maintain the confidentiality of sensitive information</p> <p>Effective written and oral communication skills including the ability to relate to students, staff, parents, professionals and other members of the public and to request and convey information in an appropriate manner</p>

	<p>Patience</p> <p>Ability to maintain an effective professional working relationship within a multi-disciplinary team</p> <p>Ability to work independently with minimal supervision</p> <p><i>PROBLEM SOLVING REQUIREMENTS</i></p> <p>Ability to supervise student(s) in instructional and non-instructional activities</p> <p>Ability to adapt to changing circumstances and the flexibility to adapt plans and schedules to meet unforeseen circumstances</p> <p>Ability to pay close attention to detail</p>
<p>WORKING CONDITIONS</p>	<p><i>OCCUPATIONAL REQUIREMENTS</i></p> <p>Sufficient vision and hearing to perform related job duties</p> <p>Able to perform related physical and mental activities</p> <p>Physically able to lift up to 18 kg (40 lbs) and operate related equipment</p>

Reviewed October 2023