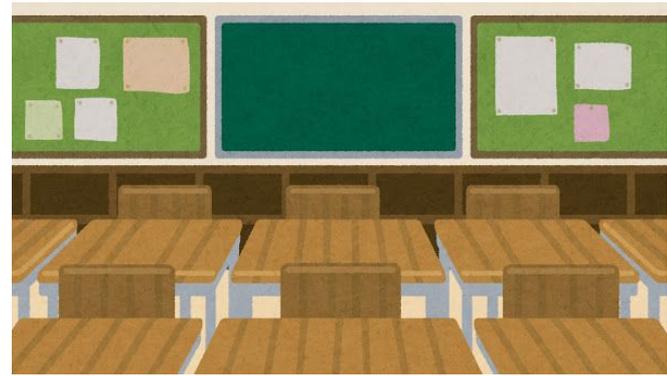


ES/JHS Vibes



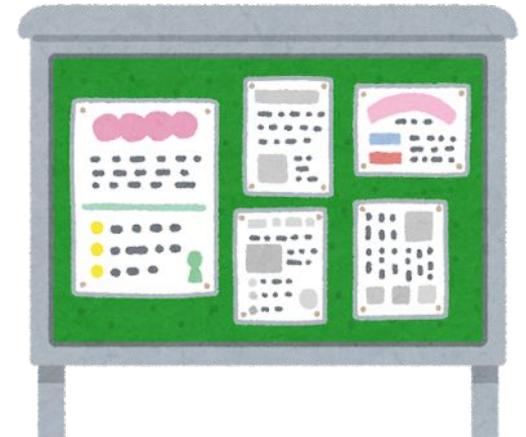
ALT Job - In/For the Classroom

- pronunciation practice (tape recorder)
- create/lead games or activities
- create/lead revision sessions
- support students
- (in some cases) teach lessons
- provide cultural content
- administer speaking/listening tests
- check content JTE/HRT created for errors



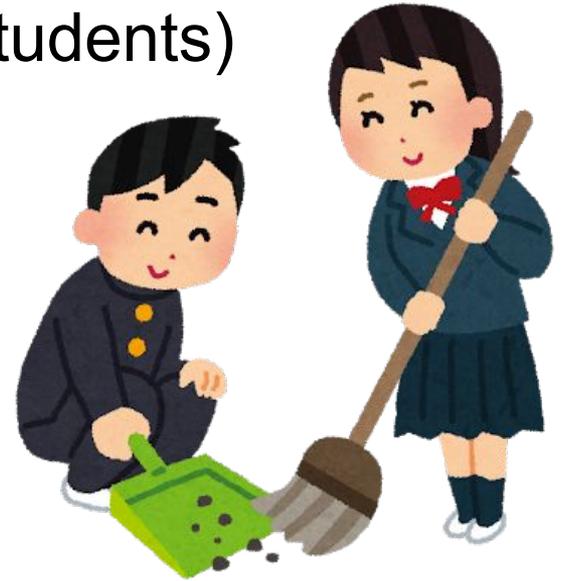
ALT Job - Out of the Classroom (office work)

- English board (examples on Nagasaki JET website)
- prep for speaking tests or listening tests (eg recording)
- check/mark worksheets, tests etc -before and after
- prep lesson materials (games, worksheets, videos, etc.)
- make content for reading assessments
- prep sample materials



ALT Job - Out of the Classroom (with students)

- English club
- eat lunch with students
- clean with students
- help with EIKEN/English practice
- prep for English speech contests
- participate in school events (sports day, chorus contest, culture festival, ceremonies, etc)
- participate in BOE events (speech contest, English Days, etc.)



ALT Job - Out of the School

You may also be asked to participate in community or Board of Education events. Generally, these are within work hours or you will be provided with time off in lieu. In very rare cases, you will be paid (this must go through your contracting organization!!).

If it is volunteering, you can say no. If you say yes, you may not be compensated.



ALT Schedule - *busy*

Mon - JHS	Tues - ES	Wed - JHS	Thurs - ES	Fri - JHS
1-3	5-1	2-1	sp.ed	(1-3)
1-2	6-2	2-3	6-2	3-3
	6-1		6-1	
	1-1	2-2	5-2	3-2
Lunch	1-2	Lunch	5-1	Lunch
sp.ed A	Lunch	(1-2)	Lunch	3-1
1-1	5-2			(1-1)



ALT Schedule - *light*

Mon - JHS	Tues - ES	Wed - JHS	Thurs - ES	Fri - JHS
1-3	5-1	2-1		
1-2		2-3	6-2	3-3
			6-1	
	1-1	2-2		3-2
Lunch		Lunch		Lunch
	Lunch		Lunch	3-1
1-1	5-2			



Elementary Students



Do

- Games, singing, dancing, movement, talking with friends, seeing interesting or new stuff
- Let them use a little bit of Japanese
- Be expressive and enthusiastic- they will usually match your energy

Be careful of..

- Games with a loser or negative points
- Difficulty- their English ability is limited.

Elementary Students- Activity Ideas



Games

Board games (sugoroku), missing game, simon says, bingo, karuta

Activities

Small talk, human bingo, writing a speech, making a poster

Crafts

Holiday crafts eg hand turkey for Thanksgiving,

Junior High Students



Do	Be careful of...
<ul style="list-style-type: none">- Competitive games, quizzes, talking with friends- Current pop culture, games or music such as Pokemon, sports, Kpop etc.- Be yourself enthusiastically!	<ul style="list-style-type: none">- Presenting in front of others- some very shy students- Student might not volunteer to answer questions- Off task behavior during independent work- break down the steps!

Junior High Students- Activities



Games

Quizzes, bingo, battleship, sentence making races, pictionary, charades, taboo

Activities

Interviews, Small talk, 3 hint quiz

Projects

Speech writing, presentations, letters, postcards, videos

Communication with JTEs, HRTs



- Usually up to the ALT
- Use: regular meeting plan, sticky notes, LINE, track them down etc.
- Ask them what time in the day would be good to talk to them
 - It is ok to ask this ↑↑↑↑ while they are busy

****Since ALTs work with many different teachers, sometimes they won't realize you are busy and ask you to do something you don't have time for. IT IS OKAY TO SAY NO!****

Communication with JTEs, HRTs

Communication with the Japanese Teacher of English, JTE, or Homeroom Teacher (HRT) does generally fall to the ALT. Ask your coworkers what the best way/time to contact them is. Use: regular meeting plan, sticky notes, LINE, track them down etc. If they look busy, you can always ask them what time in the day would be good to talk to them.

Since ALTs work with many different teachers, sometimes they won't realize you are busy and ask you to do something you don't have time for. IT IS OKAY TO SAY NO! If you are regularly being given too much work, or a teacher is regularly asking you last minute for materials, please do have a conversation with them- 99.999999% of the time it is not intentional and will be solved. If not, you can speak with your supervisor, principal, or the PAs.

How to Say No (Professionally)

“I’m sorry, I don’t have time today because (X, Y,) Z.”

“I’m sorry, I don’t think I have time to do X, but I could do Y if that is ok?”

“I’m sorry, I don’t think I have time to complete X today, but I could have it done by (date).”



Team teaching

T1 and T2

T1- leading the lesson

T2- supporting the main teacher



Team teaching

As you and your JTE/HRT will both be teaching classes, the responsibilities may be divided. You may already know these terms. The T1 can be the JTE/HRT or you, and they will be the main person leading the class. The T2 will support the T1. These roles may change lesson by lesson, or several times during the same lesson.

The team teaching relationship can take time to build and develop. As you and your JTE/HRT get to know each other, you will get used to each other's style, and be able to teach together more smoothly.

Team teaching- my experience with M-sensei

- Greeting (**me**)
- Warm up (**me**)
- Lesson introduction (M-sensei)
- Reading (**me**)
- Grammar explanation (M-sensei, **with occasional confirmations from me** eg “you use this phrase often right?”)
- Pair practice (support **as needed from me** and M-sensei)
- Lesson conclusion (M-sensei)

Social Ladder -ES

Principal- takes care of matters outside school (communication with BOE, community) and is often at meeting outside the school, sets goals for school year

Vice Principal- takes care of in-school matters, teacher matters

Head of Staff- scheduling, **talk to them for matters regarding days off etc.**

A **teacher** will be put **in charge of 'Foreign Language Activities'**. They are also technically in charge of coordinating the ALT's activities. They may not speak English.

Admin staff- take care of admin matters such as logging yearly leave, purchasing school equipment etc. **(ask them how to use the printer, get pens etc)**



Social Ladder - JHS

Principal- takes care of matters outside school (communication with BOE, community) and is often at meeting outside the school, sets goals for school year

Vice Principal- takes care of in-school matters, teacher matters, approves leave

Head of Staff- scheduling

Year Head- a teacher who is also in charge of coordinating the students in their assigned grade

Your Supervisor- a teacher who has been assigned the role of coordinating the ALT (you). They are the first person you should go to with questions or concerns.

Admin staff- take care of admin matters such as logging yearly leave, purchasing school equipment etc. (ask them how to use the printer, get pens, etc.)



Classroom Management



ALTs are NOT ALLOWED to discipline students.

- ❖ Build a good relationship with your students. If they like you, they will listen.
 - Say hi in the hallway, eat lunch/clean with them, learn their names, find out what they like
- ❖ Find a pace/difficulty level that works for your students
 - Differentiate and adapt your material
- ❖ Choose a signal that means “time to quiet down”
 - Copy from your JTEs/HRTs

Classroom Management



ALTs are NOT ALLOWED to discipline students.

- ❖ Build a good relationship with your students. If they like you, they will listen.
 - Say hi in the hallway, eat lunch/clean with them, learn their names, find out what they like
- ❖ Find a pace/difficulty level that works for your students
 - If the pace is too slow/too easy, bored students may cause problems
 - If the pace is too fast/too difficult, students that get lost may cause problems
 - If you have a mixed class, consider 'level ups', have students help each other, etc.
- ❖ Choose a signal that means “time to quiet down”
 - Sometimes students will get too excited and things will get out of hand. Have a consistent signal (explicitly communicated to students) that means “calm down”
 - The teacher may already have a signal that you can also use
 - Eg. raise your hand, as students notice they also raise theirs and wait quietly, clapping rhythm
 - If kids are falling asleep, I get the class to stand and stretch, or insert a short speaking activity to get them moving

Planning for Positive Behavior

Good planning → better engagement



Down time- do the students have something (meaningful) to do

Instructions- what order do things need to be explained in?

Logistics- dividing teams, movement, set up

Purpose- what is the goal?

Use behavior as an indicator of engagement- but there are other ways to check too!

Planning for Positive Behaviour

- Discipline should be managed by the HRT/JTE. However, the way you plan your activities can help create an environment where the need for discipline is lessened.
- Sometimes unwanted behavior is a result of something you could plan differently. For example, if an activity has a lot of downtime/time where some students aren't doing anything, they may become disruptive because they are bored.
- Down time- if some students don't have much to do during an activity they might get rowdy
- If you explain clearly and have a good plan (with demonstration and examples) it will go much quicker and the students will be more engaged if they know what to do
- Have a clear idea how you want certain things like team division to go- you can also ask your JTE for help. And look out for already established things- most schools have established han teams (usually 4-5 students) which they already can make quickly by moving their desks (JHS). take advantage.
- Be clear about the goal or aim of the activity- sometimes there is more than one eg learn about comparatives through this quiz- the students should know the goal is to get the questions right. But a secondary goal is being exposed to new grammar. If the students don't know what the aim or goal of the activity is they may be confused or lose interest.

Classroom Management

Here are some ways I deal with one or a few students causing disruptions:

1. **Change tone/speed of voice** (effective for sleepy class)
2. **Stop talking and look at the student** until they stop
3. **Insert the student's name** (in an example sentence, or just mention it), or ask them a question
4. **Stand beside the student** (you can do this to settle students while your JTE is teaching too)
5. **If a student is sleeping, tap on their desk** or get the student beside them to wake them (don't touch the student)



Classroom Accessibility Checklist

- My students can see the blackboard/screen**
 - No glare, obstructions
- My students can read my writing**
 - Size, neatness, colour- avoid red!
- My students understand my speech**
 - Speed, volume, gestures
- My instructions are both verbal and written**
 - Be aware of auditory processing issues
 - If students forget they can check
 - Add images or doodles for younger learners
- There is no unnecessary/distracting background noise**



Materials/Activity Accessibility Checklist



My students can read the font

- Younger students often can't read the fancy 'a' and 'g'
- Use a font like comic sans (we know) or one of the UD fonts in Word/PPT
- Don't pack in text or images (like this slide!)

The text is accessible

- Red-green colour blindness is common, avoid using colours to emphasize points
- Dyslexia etc. can make reading italics and underlined text extremely difficult to decode
- For emphasis, use **bold**, *different font*, or larger size

My activities are accessible to all my students

- Physical differences can make it difficult for some students to move around the classroom
- Students may have sound or light sensitivities, difficulty speaking, difficulty with competition, emotional regulation challenges, etc.
- Ask your JTE/HRT - general info is all you need (*they may not be able to tell you specifics)

My Summer Vacation



I went to Canada.

I saw a moose. It was big.

I went to the mountains. It was nice.

I ate ice cream every day. I like ice cream.

I rode my bike.

Canada is a wonderful country!



My Summer Vacation

SUMMER TIME



I went to Canada.



I saw a moose. It was big.



I went to the mountains. It was nice.



Social Media

- PLEASE be careful what you put on social media that relates to your students and school.
- Don't post anything that shows your school or students unless you have express permission.
- We recommend not adding or following graduated students who are under 18
- Check the website for further guidance
- Never ever interact with students in a private one-to-one space
- Strong recommendation against having photos of students on your phone

Self care!

1. Reach out

Local community, ALTs, your family.

2. Calming activities

Hobbies, exercise, socialising, cleaning, hiking, going to the beach.

3. Compartmentalising

Try to create a work separation- your job doesn't have to be your whole life.

4. Consider counselling

Clair counselling. (limited but free), therapists in Japan or your home country.

5. Get help

If your situation at work is unreasonable or you are experiencing ongoing issues, consider reaching out to the PAs to find a solution.





QUESTIONS?

Good luck!

