

ALT-JTE Relations

2019 Skills Development Conference

Patrick Amano Dolan and Koba Yoshinari

Ice Breaker

Q: Is Kumamoto a boy or a girl?

A: Both. Kumamoto-*shi* is a girl and Kumamoto-*ken* is a boy

Outline

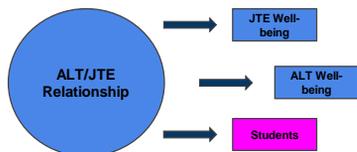
1. **Introduction**
 - Defining the relationship
1. **In-Class Relations**
 - Effectively collaborating for classes
1. **Outside-Class Relations**
 - Building a rapport with your TT (team-teaching) partner
1. **Group Discussion**
 - Dealing with difficult TT relationships
1. **Conclusions**
2. **Questions**

1. Introduction

- What are we? Team-Teaching Partners
 - **JTE:** Japanese Teacher of English
 - **ALT:** Assistant Language Teacher
- **Professional Partnership:** collaborate to deliver a product English lessons
- 2 Types...
 - T1: ALT leads the lesson
 - T2: JTE leads the lesson

1. Introduction

- Why does this relationship matter? Who does it impact?



2. In-Class Relations

- **Preparation**
 - Collaborate when creating lessons
 - Creates a sense of ownership and inclusion with your TT partner
 - Talk before class
 - Minimizes awkward pauses and ensures that you're on the same page
- **Communication**
 - Stay flexible and be open to suggestions
 - Lessons can always improve. Your TT partner may notice something that you don't
 - Be mindful of your in-class TT interactions
 - Contentious interactions can cause your students to lose focus on the lesson

2. In-Class Relations

- Making a complementary relationship: focus on each others' strengths
- **Discussion Question:** What are the typical strengths of JTEs? What are the typical strengths of ALTs?

ALT Strengths

- Providing cultural context
- Offering outside perspective
- Creative freedom (not beholden to specific curriculum)

JTE Strengths

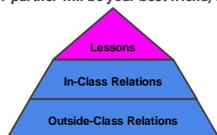
- Experience
- Understanding of individual students' personalities and abilities
- Technical English
- Japanese

3. Outside-Class Relations

- **Small Talk**
 - Talk about anything
 - Current events, politics, entertainment, jokes, etc.
 - Bridges the language/cultural divide and naturalizes communication
- **Personal Talk**
 - Talk about the good and the bad
 - Important for understanding ebbs and flows in performance, mental/physical health, etc.
 - TT partner can "pick up the slack" when necessary

3. Outside-Class Relations

- **Socialize**
 - Enkai, nomikai, club activities, culture festivals, travel, onsen, etc.
 - Meeting outside of a work environment is crucial in understanding each other's personalities and building a relationship
 - *Not every TT partner will be your best friend, and that's okay*



4. Group Discussion

Hypothetical #1: Your TT partner is unpredictable. Sometimes they are late to class. Sometimes they don't come at all. You can not rely on them to help with the preparation of lessons. What should you do?

- Rely on those more willing to help
- Make lessons with the expectation that your TT partner will not be there
- *You can not change people*, so do the best with what you have

4. Group Discussion

Hypothetical #2: You're an ALT and your Japanese ability is very low. Your JTE's English ability is very low. You have difficulty communicating during your lessons and your students are left confused. What should you do?

- Study Japanese
- Anticipate questions and prepare Japanese instructions and translations before class

4. Group Discussion

Hypothetical #3: Your TT partner is very, very shy. Outside of class, you do not talk to each other. You know very little about each other, so your lessons are usually tense and awkward. What should you do?

- Adapt your lessons to fit your TT partner's comfort zone
- Invite them to lunch, coffee, an event, anything
- *Not every TT partner will be your best friend, and that's okay*

5. Conclusions

1. The JTE/ALT relationship impacts the well-being of the JTE, ALT, and most importantly, the students
1. Rely on each other's strengths to deliver the most effective lessons
1. A strong relationship outside-class leads to a strong relationship in-class which leads to strong lessons

Questions