



# SHS ALT-JTE Panel Discussion



Mid-to-High Level English



# Overview

## 1. Panel Q&A

- i. Panelists will answer some questions
- ii. Time for questions/clarification/input
- iii. Open mic Q&A

## 2. Break-out Room Discussions

- i. Self-Introductions
- ii. 3 discussion topics
- iii. Time after each group discussion to share with everyone

## 3. Open mic Q&A

- i. A chance for anyone to ask questions and anyone to give answers



# Panelist Question 1:

## What does the planning stage of a TT-lesson look like for you?

- Harry (ALT)- Usually T1, goes to the JTE and discusses the textbook and whatever content they want for the class. Tries to tie in culture or holidays that might be interesting for students. Listening/writing/speaking activity. Check with JTE that the level is suitable for students. Lots of communication through the planning process. Have a good relationship where you can talk freely with other teachers. Be open and have a constant flow of ideas.
  - 1/week English Department Meeting and have 5 minutes to discuss what you would like to do for that week. Good way to get around the busy excuse.
- Takaki (JTE)- Wants the lessons to be different from JTE-only lessons. Open to creative ideas from ALTs to achieve this goal. Writing/listening/speaking activities. Have plenty of time to plan with the ALT and to communicate frequently.
  - How do you like to be communicated with in the planning process?
    - Talking and explaining with each other about what they want to do, about 1 hour of so for a lesson (ideally)
      - Difficult to find the time to plan with teachers, but it is helpful to leave notes for teachers who are very busy. When passing teachers, find some time to talk briefly.

# Panelist Question 2:

## When team teaching (TT), what are the expectations/roles of the ALT and JTE?

- Takaki- ALTs and JTEs should be role models during lessons. Having a conversation between ALTs and JTEs during lessons is important. It is important to show that English does not have to be perfect. “What does --- mean?” Just TRY to communicate. Since ALTs have grown up in a different background, they should use their strengths such as debate, presentation skills, etc. Evaluation and comments on student performance is motivating for students. Students have to take reading and listening tests for entering University, so students should improve their listening and speaking inside and outside the classroom, especially with the ALT.
  - For teachers who have the tape recorder expectation for the ALT: ALTs ask students to write letters and then they reply in English. Introducing more small talk can be a great transition to bring activities outside the classroom when the JTE might not have much class-time to allow the ALT.
- Harry- JTEs are NOT TRANSLATORS and ALTs are NOT RECORDING MACHINES. It is important to bring your own creativity and personalities into the classroom. Bring unique topics to lessons. JTEs know the curriculum and more knowledge about teaching techniques so there should definitely be communication to teach practical and useful English. JTEs should be flexible and show that English is not perfect and make a low-pressure environment where mistakes are OKAY. Fluidity and Charisma between teachers.
  - For teachers who have the tape recorder expectation for the ALT: be incremental, baby steps, where more creative power is given to the ALT. Prove competence and build trust between the ALT and JTE. ALT should show a willingness to be involved. Sometimes, the reason JTEs might have this approach is because they don't want to overwork the ALT and don't want to put too much responsibility on the ALT, but it may be a relief for a JTE to know that the ALT WANTS more responsibility. Try new things and different resources.

# Panelist Question 3:

## Any advice for your fellow ALTs/JTEs?

- Takaki- LET'S ENJOY ENGLISH! Having ALTs is like having an abroad experience every day. ALTs, please talk with JTEs even if they're busy, because they may always be busy. :
  - How to utilize JTE: Model dialogue by ALT to start, then have the JTE join into the conversation.
- Harry- OPEN COMMUNICATION! You can't plan or do much unless the ALT and JTE are comfortable with their lessons. Make an effort to know each other and take an interest in each other's lives. Try to become friends and have a good rapport so that this can be picked up by students and also make them comfortable. Talk with students at every opportunity (corridors, lunch, breaks, ask about hobbies/interests/day) and they will really appreciate it. 1-on-1 interactions with students will earn respect and build the school environment. Sports Days/Bunkasai/Nomikai/etc. Involvement will build up your identity within the school.
  - How to utilize the JTE in T1 situations: when planning, instead of planning by yourself, have a mutual planning stage.(Ex: ALT does a warm up activity, JTE does next activity, ALT takes following activity, etc.) Technical points may need the help of the JTE to help explain. ALT should help more with pronunciation/cultural aspects.
  - Do what you're comfortable doing! Don't feel forced to join just because you're asked to do something. It's okay to say no if you're exhausted or at your limits. : Blindly saying "YES" to everything is going to cause burn-out, while at the same time, it is good to push yourself outside your comfort-zone and trying new things. Keep a balance in mind.

# Panelist Open Mic Q&A



- During the pandemic, how do you build relationships outside of work?
  - Lack of special school events/trips/parties makes it difficult, but you can try to communicate during lunch, breaks, etc. and try to meet other teachers that you don't teach with as well. Try to have a friendly vibe and open up to colleagues.
  - Ask a few teachers if you can join their lessons (art lessons, home economics) and the other teacher can take notice of your interest and can become conversational topics. Then take it outside school if the other teacher is comfortable with it. Try to become friends with others.

# Break-out Room Topic 1: Communication

1. What are the challenges you have when communicating with ALTs/JTEs?
  - a. Different teachers have different teaching styles, so it is important to adjust lessons to different classes
  - b. There is no RIGHT way
  - c. Communicate what makes you successful in the classroom
  
2. How can ALTs and JTEs better support each other?
  - a. ALTs can help mark writing assignments and tests for JTEs. ALTs should let JTEs know that they support them and can take some of the workload
  - b. Be persistent in your willingness to support each other, because many teachers will not want to burden other people with their work at first

# Break-out Room Topic 2: Class Material

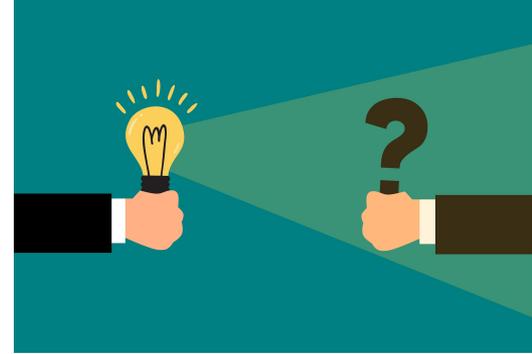
1. How can you teach textbook material in an engaging way?
  - a. Make team/group worksheets that are related to the textbooks, but it is a nice change to the textbook. Use websites like Kahoot.com, Quizlet, and if students have their Chromebook or iPad, they can have immediate feedback.
2. What can teachers do to teach students of different English skill levels and different learning styles (visual, auditory, kinesthetic, inter/intrapersonal...)?
  - a. Using different activities can prevent alienating some students
  - b. Use YouTube, online worksheets, pairs, groups (Presentation, brainstorming), individual work, and mix these for a diverse lesson
  - c. High intensity interval training (music, etc.)

# Break-out Room Topic 3: Tests & Contests

1. How do you prepare students for Eiken?
  - a.
  
2. How do you prepare students for Speech/Debate/Skit Contests?
  - a.

# Open Mic Q&A

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# Feedback / Takeaways

- Move to White Board!