

## **Shirasagi Internal Community Lessons Policies & Grievance Procedures**

Note: To avoid unnecessary length and repetition, ASEs and ALTs shall both be referred to as ALTs in the document below.

### ***Organisation & Structure of Community Lessons***

- It is understood that major issues of contention will be voted on in a Shirasagi meeting.
- It is understood that smaller decisions and adjustments will be made at the discretion of the community lesson organisation team.

### ***“Friendly reminder” policy***

It is expected that ALTs will support each other, including friendly reminders ( e.g. “Have you filled the urn?”) . If an ALT sees a duty that has been forgotten, please give a friendly reminder to the ALT in charge of that duty. An ALT receiving a friendly reminder is expected to take the reminder in the good faith with which it was given. Snarky or negative responses are inappropriate when a reminder is given with good intentions.

### ***Grievance procedure, to be followed in order of the following steps:***

1. We invite you to be part of the organisational team if you would like to do things differently. (i.e. “I don’t like the sign up sheet”.) In that case, please do not complain to the organisation team who are contributing their time- instead please join the organisation team and arrange it how you feel is best.
2. Please consider the pros and cons of your idea carefully, including potential downsides, before taking any action or bringing it to a meeting. This maximises use of everyone’s valuable time.
3. If you feel like it is an important issue, please speak to the organising team, (e.g “I think we should start later!” and make your case.)
4. The next step is to take it to a Shirasagi meeting without the HBOE supervisor. The issue should preferably be discussed in terms of pros and cons, and ALTs reach a consensus.
5. Once ALTs have voted, a recommendation can be presented to the HBOE supervisor at the next meeting.

If the problem is with the organising team:

1. Please take your issue to the chair of the community meetings, or the secretary, before going to the HBOE supervisor.

*Clarification:* The purpose of taking steps before going to HBOE supervisor, where possible, is to try and resolve things in house and improve our professional image.

Any serious issues, harassment, threats or dangerous issues can be taken directly to HBOE supervisor.

### ***Dereliction of duty***

- The word ‘duty’ encompasses the full length of any assigned lesson time, parking lot or sign in tasks.
- It is an expectation that all ALTs act in a professional manner regarding ensuring they are aware of their duties, attending to their duties, including arriving on time, fulfilling their expected tasks with good faith in the manner they are intended to be completed in, and working together as a team.
- ALTs who do not act in a professional manner put all ALTs including future ALTs at risk of losing the particular entitlements we receive, *such as the ability to choose community lessons instead of working all day at our schools.*

- It is the responsibility of the ALT to check information provided by the organisation team for community lessons and if none is received, to actively check their duties with the organisation team. The onus of responsibility is on the ALT to know their duties.
- Time is as follows:

First lesson	Second Lesson
8:10 Car park & Sign in	10:15 Car park & Sign in
8:15 Doors open	10:30 Supporting ALTs arrive
8:30 Supporting ALTs arrive	10:45 Lesson begins
8:45 Lesson begins	12:15 Lead, Car Park and Sign in finish tasks
	ready for next day

- ALTs will be given the benefit on the doubt (or a ‘free pass’) in the first instance of dereliction of duty (once overall, not once for each ‘type’ of dereliction of duty). Any further dereliction of any duty will be followed up as per policy to ensure fair and equitable workloads for all ALTs.
- If an ALT has an issue (e.g. stranded somewhere) and cannot make their lesson, they are expected to directly organise their own replacement and notify the organisation team as soon as possible within a reasonable timeframe. (10 minutes before lesson is not enough time to organise a replacement.)
- It is reasonable to expect that in most situations people can notify someone themselves (e.g. FB, Line, texting, calling) or ask a friend to notify someone for them, or using early trains, return to Himeji to attend the lesson.
- An ALT who cannot work on the day they have said but has asked for a replacement will need to change their *nenkyu*.
- Situations where every reasonable attempt to notify has failed will be resolved on a case by case basis by the organising team who may consult with the Shirasagi Chair and/or Secretary. Complaints can be resolved using the grievance procedure. Proof of contact attempts may be requested.
- If an ALT does not arrive for a lesson and has not notified anyone or made alternate arrangements, they shall be marked as not attending and the HBOE supervisor will be alerted so they can change the *nenkyu* entitlements.
- Records of teachers’ working dates are sent to the HBOE supervisor, who can confirm *Nenkyu* entitlements.
- Not arriving for, missing part of, or not completing car park or sign in duty will be regarded as dereliction of duty- and is classed as arriving late or leaving early. An ALT who is expected at a time, and does not attend at that time, is marked as late (e.g. car park before lesson) or leaving early (e.g. car park after lesson). An ALT who does not meet their job requirements, such as being late, leaving early or not doing their duty, will be reported to the HBOE supervisor after using up their ‘free pass’.
- ALTs who swap lessons must be in mutual agreement. If an ALT swaps and the person they switch with doesn’t attend, they will be expected to provide proof that the switch was mutual to determine which teacher will be listed under dereliction of duty. (No proof = Original ALT is considered derelict in their duties. If proof of swap, the swapping ALT will be listed under dereliction of duty. The burden of proof is on original listed ALT.)

***In class grievances- Lead teachers and ALTs***

### *Supporting ALTs*

The lead teacher is entitled to support and respect from the ALTs.

ALTs should not:

- Undermine the lead teacher
- Correct the lead teacher about a mistake in front of the class (please wait and speak to them privately)
- Argue with the lead teacher in class
- Ignore direct instructions from the lead teacher. (If the lead teacher says “We have no time, please choose one person only to share” then the ALT should not undermine them by saying “We might share two...”)

1. If the lead teacher has given a reasonable instruction which is ignored by the supporting ALT(s), they can give one clear warning. “(ALT), this is not the time to discuss this matter.” It is preferable to do this in private, with a witness.

2. If the ALT does not listen, or continues to undermine the lead teacher, the lead teacher can ask the supporting ALT to leave. It is expected that once asked, the supporting ALT will leave the classroom.

If an ALT is asked to leave, this is considered to be a dereliction of their duty (they have not, in good faith, met the expectations of the supporting teacher role. Therefore they have not done their job) and will be reported to the organising team and the HBOE supervisor.

If an ALT refuses to leave, this will be considered as an escalation on top of dereliction of duty, and will be reported immediately to the HBOE supervisor, the organisation team, the Chair and the Secretary. This may be treated as threatening behaviour and/or harassment depending on the situation.

### *Lead ALTs*

The expectation is that the lead teacher is being reasonable in their expectations and their lesson material. If the lead teacher is being unreasonable, the supporting ALTs should discuss the matter privately if possible. If unacceptable and unprofessional conduct is occurring (e.g. racist, sexist, homophobic remarks or blatantly unsuitable topic material, harassment) which the supporting ALTs feel needs to be immediately addressed, it should be handled as professionally as possible. “This is not an appropriate topic for discussion”.

Depending on the level of the issue, this may be brought to the organisation team, the Chair, the Secretary, and to the HBOE supervisor.

### ***Grievances with community students***

(ALT or other community student)

It is always preferable to have at least one witness.

### *Low-level issue*

*(Something that is not extremely offensive, disrupting the lesson, or constantly occurring)*

1. Decide whether grievance will be dealt with at the time, or later.

2. If you are comfortable handling the in a sensitive manner, politely and clearly explain what the issue is, and why. Be careful- shame is a big issue in Japanese culture. E.g. “We don’t use that term; it is offensive in western countries.”
3. If you are not comfortable, wait until after the lesson and speak to the organisation team about the issue and what can be done.
4. Switching tables – ALT grievance: In the lesson, you can ask to switch tables with another ALT.  
Student grievance: If students on the same table are the problem, ask the lead teacher to discreetly mix up the student seating as part of an exercise. If that isn’t possible, you can quietly try to organise for the affected student to switch but this may be met with objection and may embarrass the victim by drawing class attention.

#### *Mid-level to serious level issue*

*(Something that is offensive, disrupting the lesson, or constantly occurring)*

1. If possible, please wait and consult the organisation team about appropriate action to take.
2. If the issue is such that it needs to be instantly dealt with (aka a student photographing a teacher who has refused permission or constant lesson disruption), if possible, ALT should discuss privately with other ALTs and Lead Teacher- especially lead teacher (for example at break time, or ask the lead teacher to create an exercise where students discuss with each other while briefing ALTs). It is preferable that the ALTs are in consensus about taking action. This should be avoided if possible. Students will be given 2 clear warnings “Please stop interrupting. Our rules ask you to respect each other in the classroom.” After these warnings, the community member will be reported to the HBOE. It is appropriate to get witness statements from affected ALTs and community members.

*In the unlikely event of a serious issue such as severe harassment that must be immediately dealt with, dangerous driving which places you or others in direct harm, or violence, please keep yourself safe and then call the HBOE supervisor immediately.*

#### ***Roles & Responsibilities***

##### *Lead teacher*

- Arrive 8:10
- Prepare a lesson on an appropriate topic
- Check attendance of supporting ALTs and confirm any absences with organisation team
- At the conclusion of second lesson, clean the classroom and prepare it for the next lesson
- Fill out evaluation form properly with all necessary detail and return to organisation team on time.
- Collect student surveys on designated days and return to organisation team.

##### *Car park*

- Arrive 8:10
- Block off car parks 1-3
- Hand out 1-30 number cards to students
- It is an expectation that students will **not** be let in after card 30 is given out. This is to support the lead teacher and to support a professional and consistent image for Shirasagi.

*Note: in the event there is only card 30 left and two people arrive at the same time, the ALT will ask them to wait outside. Consult the lead teacher (is 31 okay?) and check if there are enough chairs. If there are enough chairs and the lead teacher okays it, both students can enter. In the event the lead*

*teacher says no (or there are 3 or more students), students can jan ken pon (rock paper scissors) and the singlewinner can take card 30.*

- After the class is full, close off the car park, hang the “full” signs.
- Attempt to direct traffic as needed.
- At the conclusion of the lesson, ensure barriers to exit are removed, attempt to direct traffic as needed and move traffic cones inside.

#### *Sign in*

- Arrive 8:10
- Fill urn/kettle with water as needed (and turn on)
- Tidy break room as needed
- Take cards 1-30 from students, assist them to get or make a nametag, and oversee student sign in
- Direct students to break room to wait until lead teacher is ready for them to enter the classroom. (It is not appropriate for them to wander around Shirasagi or disturb ALTs who are not on duty.)
- At the conclusion of the lesson, tidy the break room, refill water for the next day

#### *Support teachers*

- Arrive 8:30
- Briefed by lead teacher if applicable
- Support lead teacher as directed, following all reasonable instructions given by lead teachers

#### *All ALTs*

- Help with set up before community lessons
- Help with pack up after community lessons
- Help with friendly reminders as needed

#### *Organisation Team*

- Print necessary documents: flyers, availability, class roster, roles & responsibilities, student surveys, teacher evaluation forms, sign in sheets
- Print and hang the availability form for ALTs
- Create roster of ALTs (lead, supporting, car park & sign in duties) using availability
- Share roles and responsibilities document with new ALTs and any who request it
- Monitor and deal with supplies such as “We’re full” signs, markers, whiteboards, namecard materials etc.
- Keep surveys and evaluations handed to them and collate data
- If required, call internal meetings to discuss issues arising from community lessons
- Report back to HBOE supervisor:
  - Issues, incidents & recommendations from internal Shirasagi meetings
  - A general comment or overview on the community lessons in that period
  - Copies of data such as sign ins, evaluations & so on.

#### Note:

The organisation team is designed to *organise* community lessons and give a structure for ALTs to work with in. They are not required to:

- chase up ALTs
- police ALT duties or behaviour

- fill in for missing ALTs
- find replacements for ALTs
- complete or finish ALTs evaluations where sufficient detail has not been included
- be present, excepting where they are rostered on

At the end of the day, the onus is on ALTs to know their responsibilities and *do their jobs satisfactorily*.

### **Classroom reminders for students**

- Please do not arrive before 8:15 for first lesson or 10:20 for second lesson. (In western culture it is rude to arrive too early!)
- Please carpool (drive together in groups), catch public transport, ride or walk.
- If cars are coming out and you cannot come in to the car park, please *drive around the block*. Please do not wait and block traffic. It is important to respect our neighbours and promote safe driving. Please follow any directions that ALTs give you regarding entering the Shirasagi car park and driving to lessons.
- Please respect whoever is talking, and follow instructions from ALTs.
- Please do not touch the air conditioner. If you are uncomfortable, please wear appropriate clothing.
- Please ask permission before taking photos.
- We encourage donations of snacks, cups and paper plates. We need: ...

## **Shirasagi Community Lessons**

### **Overview**

The Shirasagi lessons are held three times a year; spring, summer and winter. They are free English conversation lessons intended to serve the people in Shinzaike, friends of Shirasagi, and others within the community. The sessions are on regular working days (M-F; except public holidays) in between the closing and opening ceremonies of JHS and High School. All proficiency levels are welcome. No children under 13 allowed. 13-16 years with adult accompaniment. 30 students per class, maximum.

### **Times**

1<sup>st</sup> Lesson: 8:45 – 10:15

2<sup>nd</sup> Lesson: 10:45 – 12:15

The lessons are typically broken up into two 40 minute blocks, with a 10 minute coffee in between. It is up to the lead teacher's discretion as to how the lessons will be organized within those 90 minutes.

### **Organizer(s)**

This is a volunteer position, decided at the monthly Shirasagi meetings.

The organizer is responsible for: making the schedule (assigning lead teachers, car park duties, and sign-in duties), updating and printing fliers for distribution, student evaluations, lead teacher reflections, attendance of support teachers, student attendance, and all other materials needed (white boards, parking cones, signs, etc). The organizer(s) will submit all collected materials to Mr. Kamata and the BOE following the lessons' completion.

### **Lead Teacher**

The lead teacher will guide each lesson for the day. They should be responsible for any/all materials needed (powerpoint, worksheets, etc), and managing time. The subject matter, content, and teaching style of the lesson is up to the teacher! Please be completely ready to start by the time class is scheduled to begin.

### **Support Teachers**

The support teachers will sit at the small group tables, and guide the discussion and understanding of the lesson. Please be ready to help and support the lead teacher! Make sure to arrive 10 minutes before class begins, or whenever the lead teacher asks.

### **Car-Park Duty**

The two ALTs/ASEs on car park make sure parking and arrival goes smoothly. Parking spaces 1 – 3 should be blocked off with cones, as no one is allowed to park there. Please distribute number cards 1-30 as students arrive, in order to make sure we don't go above 30 students for each class. The number cards are exchanged at sign-in inside the first floor

hallway. After the last lesson is over, please clean-up the cones and make sure all number cards are accounted for.

### **Sign-In Duty**

Two ALTs/ASEs will be responsible for greeting the students, taking the number cards, overseeing that the students sign in on the sheet provided, distributing name tags, and setting up the break room with fresh hot water. Please also be aware of where the lead teacher would like students to gather before the lesson. If the classroom isn't ready, they should go to the break room as to keep the hallways less noisy.



**Shirasagi Community Lessons Overview: Spring Edition**

<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Duty</b>
8:15	10:15	Start Car Park and Sign In Start Lesson Prep (at minimum)
8:30	10:30	Allow Students to Enter Start Pre-Lesson Briefing
8:45	10:45	Finish Car Park and Sign In Start Lesson
Approx. 9:25 – 9:35	Approx. 11:25 – 11:35	Lesson Break
10:15	12:15	Finish Lesson
Approx. 10:15 – 10:20	Approx. 12:15 – 12:30	Lesson Feedback

**Lesson Format**

- **Conversation:** aim for a majority of total student speaking time, broken into different sections or activities
- **Topics/Activities:** anything is okay! Ask other ALTs about previous lessons
- **Level:** students of any level may join. Plan for beginners and advanced speakers in your lesson

**ALT Roles**

**Ø Organizers**(2+ people, decided in advance)

- Make a schedule of lead and support teachers; handle any changes and absences
- Update/print/distribute/collect: fliers, lead teacher reflections, student evaluation forms, ALT attendance forms, student attendance lists; student evaluations (weekly)
- Submit all collected materials to the Supervisor
- § Weekly reports of student attendance, evaluations and lead teacher feedbacks
- § A final cumulative report at the end of the spring session

**Ø Lead Teacher(s)** (1-2 people)

- Plan a lesson and arrange materials for both lessons on your assigned day(s)
- Arrive early to prepare (**8:15 or earlier, as needed**)
- Hold a brief pre-lesson meeting with support teachers (**8:30/10:30**)
- Complete a Lead Teacher Reflection form and turn it in on your assigned day(s)

**Ø Support Teachers**(all ALTs present that are not the lead teacher)

- Arrive at 8:30/10:30 to attend the pre-lesson briefing
- Sit with small groups of students and assist them and the Lead Teacher
- There should be no more than 8 support teachers per lesson (unless the lead teacher specifies otherwise); unassigned support teachers spend the lesson time in the library; not their rooms.

**Ø Car-Park Duty** (1-2 people)

- Arrive at the car park by **8:15/ 10:15**
- Block off parking spaces 1-3 with cones
- Hand out number cards (1 – 30) to arriving students, beginning at **8:15 / 10:15**
- Block the parking lot with cones when it becomes full; remove at the end of the lesson
- Hang up “Lesson Full” signs if all 30 number cards have been handed out; turn away extra students

**Ø Sign-in Duty**(1-2 people)

- Arrive at entrance by **8:15/ 10:15**
- Fill the electric kettle with water and plug it in before each lesson; tidy up the break room after.
- Don't allow students to enter until **8:30 / 10:30**
- Take student number cards as they sign in; help them find/make their name tags