



# ALT Handbook



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# I. Company Overview

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## 1. Our Company

### 1.1 Mission Statement

Welcome to Borderlink, Inc., a pioneering organization dedicated to fostering global communication through English education. Since our inception in the year 2000, we have been at the forefront of connecting passionate, skilled foreign English teachers with the vibrant learning communities of schools across Japan. Our mission is to bridge cultural divides, enrich educational experiences, and support students in unlocking their full potential in the English language.

At Borderlink, we pride ourselves on creating an ecosystem where educators can thrive and students can achieve excellence. We understand the profound impact that a dedicated teacher can have on a student's academic and personal growth, and we strive to cultivate an environment that nurtures this dynamic.

As a valued member of our team, you play a crucial role in upholding the standards and values that Borderlink represents. This handbook is designed to provide you with comprehensive guidance on our company policies, operational procedures, and the professional expectations that come with your role. We encourage you to embrace the wealth of opportunities that await you at Borderlink and to contribute to our shared vision of creating a world where language is a bridge, not a barrier. Welcome aboard, and let us embark on this remarkable journey together.

### 1.2 Values, Beliefs, and Goals

We strive to support our ALTs to be aware of their own teaching through reflection, educational workshops, and discussions. We also take this same approach to quality in meetings and discussions with Japanese school teachers, administrators, and board of education officials.

As a company, our goal is to provide tailored educational support to kindergarten, public elementary, junior high school, and high school students in Japan. To do so, we rely on our collective teaching experience, as well as our extensive knowledge of the Japanese education system, foreign language learning, and children.



**Our goals are accomplished by a commitment from every employee to support our mission statement through their active involvement in our students' education and future.**

# I. Company Overview

## 1.3 Organizational Integrity

At Borderlink, we firmly believe it is necessary to:

- ✓ Treat each employee fairly and with mutual respect. Borderlink does not tolerate discrimination of any kind and encourages all managers and supervisors to involve employees in the problem solving and creative processes. When problems arise, the facts should be analyzed to determine ways to avoid future problems.
- ✓ Allow each employee an opportunity to provide input on how to continually improve educational goals.
- ✓ Provide effective and efficient solutions for resolving school and ALT concerns in order to maintain trust and respect among all educators.
- ✓ Foster a policy of openness to encourage interaction and discussion in order to improve the work environment and the quality of our educational services.
- ✓ Remember, at all times, that we are influencing the lives of children; which requires care, flexibility and commitment.

## 1.4 Employee Safeguards

Borderlink employees will be safeguarded against the following: physical, sexual, and verbal abuse including touching from students or staff as well as improper communication by Borderlink colleagues, Japanese colleagues, and students.

Any incident that you feel invades your privacy or causes harm should be communicated immediately.



First, please contact Borderlink as soon as possible. Any issue that is left unresolved or ignored can become more difficult to stop and/or resolve. This can be done via any method you feel comfortable with (phone, email, written letter, etc.) and anonymously if you wish.



It is recommended to keep records: put the incident in writing, being as objective as possible, making proper notations about time, location, and those involved as well as what was said. This information can aid in reporting the issue.



Upon seeking council from Borderlink staff, steps can be taken to resolve the issue properly. Please remember that all official complaints should be made through Borderlink, and not directly to your school administrators.

We feel that your time working for Borderlink should be one of empowerment and personal development. Any prohibiting factors are issues that Borderlink wishes to resolve. To this end, Borderlink will investigate and speak to all of the necessary parties. In the case of a human relations issue between you and another party (or parties), Borderlink will do its best to mediate the issue. Along with this effort, Borderlink expects all parties to help find common ground and understanding.

# I. Company Overview

## **Borderlink Offices:**

### Telephone Numbers and Addresses



#### **Head Office**

##### **Saitama Office**

048-631-0241  
2-16-1, ACROSS Building 8F  
Shimocho, Omiya-Ku, Saitama-shi,  
Saitama 〒330-0844

##### **Shibuya (Tokyo)**

03-6427-5230  
6-27-8 Kyocera Bldg. 2F  
Jingu-Mae, Shibuya-ku  
Tokyo 〒150-0001

##### **Nishikokubunji ( West Tokyo)**

042-402-9500  
2-15-23 NF9 Building 5F,  
Nishikoigakubo, Nishikokubunji-shi,  
Tokyo 〒185-0013

##### **Global Field, Nakano Office**

03-5342-2882  
2-12-9 Nomura Building 2F,  
Nakano, Nakano Ku,  
Tokyo 〒164-0001

##### **Chiba Office**

043-382-8400  
2-3-16 Chiba Center Square Bldg 6F,  
Chuo, Chuo-Ku, Chiba-Shi,  
Chiba-Ken 〒260-0013

##### **Kanagawa Office**

046-402-0331  
4-1-10 Asahiseimei Atsugi Building 2F,  
Nakamachi, Atsugi-shi,  
Kanagawa-Ken. 〒243-0018

##### **Yamanashi Office**

055-206-3700  
3-1-6 Yamanashi 361 Building, 2F,  
Marunouchi, Kofu-Shi,  
Yamanashi-Ken. 〒400-0031

##### **Osaka Office**

072-605-0800  
1-1-59 Ibaraki Nakahozumi Building 2F,  
Nakahozumi, Ibaraki-Shi,  
Osaka 〒567-0034

##### **Aichi Office**

052-855-3050  
13-46 Osu 4-chome, Wisteria Building 9F,  
Nakano-Ku, Nagoya-Shi,  
Aichi-Ken 〒460-0011

##### **Fukuoka Office**

092-753-7177  
Starprice Building 8F  
Daimyo 1-8-7, Chuo-ku,  
Fukuoka City,  
Fukuoka 〒810-0041

# II. Company Policies

## 1. Work Schedule

### 1.1 Attendance and Missing Work

In order to maintain and build relationships with your partner teachers, administrators, and students, please understand that it is essential to work as scheduled. Missing work can cause disruptions or rescheduling of classes, and can affect the quality and consistency of learning for our students. Absences will negatively affect your performance review, and frequent absences may result in consultation, suspension, or other disciplinary actions.

### 1.2 Make-up Lessons

If English classes are cancelled due to school circumstances, such as a school event, a national holiday, your absence (requested or unplanned), or for any other reason, the school will usually plan to make-up the lesson(s) missed. If the school requests a substitute, Borderlink will send a substitute. However, schools, many boards of education, and Borderlink agree that the ideal situation for the students is that for any missed classes, the primary teacher is the best teacher to teach such classes.

### 1.3 Punctuality & Lateness

ALTs are expected to be at their desk/workstation, professionally and productively engaged in their tasks by the scheduled start time. "Lateness" is defined as not adhering to this expectation and is unacceptable. School days and non-school workdays are no different, (e.g., meetings and training) and will therefore be treated equally.

If you are ever late, please be sure to do the following:

1. **Apologize** to your vice principal or principal

After arriving late, apologizing to your administrator is the first thing that should be done. Other colleagues are likely covering for you or teaching an unplanned lesson in your place. This can seriously disrupt several other teachers' lesson plans and schedules, especially if they were trying to keep everyone on the same lesson. So, be sure to apologize with an understanding of the potential impact.

2. **Give a Reason** for your lateness

It's considered basic manners to explain the reason why you are late. Please avoid personal reasons such as staying up too late, social events, or that you were studying Japanese too hard and overslept. This may cause them to see you as either unreliable or selfish. In this kind of situation, you should explain that you overslept, without making any excuses.

3. **Communicate** with Borderlink before you are late

While being late is not ideal, schools and administrators will often be understanding provided they are given proper notice. Once you know you will not arrive on time, please contact our morning staff immediately so we can inform your school. Do not wait for the school to contact us to find out why you have not yet arrived and do not contact your school directly. The staff will gather the necessary information, including your ETA, and inform your school.

See chapter 2.4.2 "Informing Borderlink of Absences" for more information on procedures for reporting late arrivals.

## II. Company Policies

### 1.4 Leaving Early

Just as it is with lateness, leaving work early without Borderlink permission is unacceptable. Any attempted change to your schedule or contract time made by or suggested by your school, must be agreed to by Borderlink and the respective board of education.

Any instructions telling you to leave before the scheduled work time must be given to you from Borderlink directly. By law, your schools or administrators cannot change your work time.

When your school suggests or informs you that they wish to change your working time, e.g., suggesting you (can) leave early, you must tell your school to “please contact Borderlink and inform them.” Once your school calls us, our staff will confirm the details, then ask the phone to be handed to you so we can properly inform you of the changes in your work schedule and give you any further instructions if they are needed (e.g., how to fill out your timesheet).

If, on the other hand, you wish/need to leave school early—whether you are feeling unwell or for other personal reasons—please ask to use the school phone to contact our office. We will confirm the necessary information, inform your school, and confirm with you any procedure (e.g., how to fill out your timesheet) that should be taken.

NOTE: Any time you leave school early for personal (including health) reasons, regular working time that is missed will incur hourly salary/wage deductions as outlined in your contract. This includes times when the school sends you home early for health reasons because it is determined that you are not in a condition to work.

### 1.5 Star Days and Substitutions (monthly-salary contracts only)

Those who are paid on a monthly wage structure will see a number of STARs on their yearly calendar. These Star Days are regular working days in which you are not scheduled to work at school. When you have a Star Day, your primary responsibility will be to substitute at other schools contracted by Borderlink, should one be needed. Please know that, especially in urban or suburban areas, substitutions will be needed on your Star Days more often than not.

In instances where we know that the sub is needed in advance, we will inform you via email, days or weeks in advance. If you have a Star Day and you have not been previously contacted to sub at a different school, please be prepared to be on standby to go out if needed. A member of our staff will call (or otherwise contact) you between 7:00 AM and 9:30 AM if a substitution is needed. Please have your phone nearby and on ring mode from 7 AM on. If your phone is not working, please make sure to let us know in advance and be actively checking your email during the standby period.

In the event that no substitution request is needed by our office, you will receive another work task instead, such as observing another lesson, training, visiting the Borderlink office to assist with tasks, or a remote home task, sent by email. These tasks will only be sent out after the standby period has ended, between 9:30 and 10:30 AM. If you have a Star Day and have not been contacted by our office by 10:30, please email your area trainer.

# II. Company Policies

## Star Days and Substitutions (continued)

In order to receive a home task, you must have been physically available for morning sub standby. Just like any other day of work, you cannot schedule appointments, clinic visits, or prior commitments on these days unless you use paid leave. If you are feeling unwell on your Star Day, please notify your coordinator as you would on a normal school day, and it will be handled as either a day of absence or leave.

\*Please note that in the event Borderlink contacts you in the morning for a substitute assignment and you do not answer your phone or reply to office emails, the day may be considered an absence without pay. If you see any missed calls from our office, please be proactive and call back as soon as possible.

## **2. Pay and Payday**

**Salary will be paid monthly and deposited on the last banking day of the following month.**

For example, pay for April will be made on the last banking day in May.

For monthly-salary positions, salary will be the same for every non-prorated month during your contract duration. For daily-wage positions, monthly salary will depend on how many days were worked in the applicable month.

Reimbursements (e.g. irregular travel expenses, flu vaccination fees, etc.) will be paid along with the monthly salary of the month the reimbursement is submitted and processed. Any pre-position training or school-visit fees will be paid along with your first monthly paycheck.

Borderlink will deposit your salary on the last business day of each month. The only exception is the month of December as the salary is normally paid on the second to last weekday due to the end of the year. Your pay slip will be sent to your email address 2 business days prior to your payday.

### **2.1 Timesheet (Work Report)**

You will have a timesheet that lists what schools you are scheduled to go to for the month as well as the starting and finishing times of each school. You must log the classes you taught in the appropriate slots as well as your exact working time should you arrive late or leave early.

When instructed to, please fax the timesheet to us. The fax number can be found on the bottom of each timesheet. It is imperative that timesheets be faxed to us on time as your timesheets directly affect our dealings with the BOE regarding requests for payments for ALL ALTs in your City or Ward. It is important that you do not lose it or forget to get it stamped every day. Even if the principal / vice-principal is not there, you must get your timesheet stamped/checked by an administrator or staff member. The person in charge when both the vice-principal and principal are unavailable is the lead teacher or *kyōmu shunin*. They are the next person to ask for the stamp, but if you are ever uncertain, please give us a call before you leave school.

# II. Company Policies

You must submit the timesheet every month in a timely manner so your salary can be processed.

## Timesheet Confirmation Method:

1. For all ALTs, you will be contacted if your timesheet has **not** been received.
2. For individuals making use of the Maekyu Cash Advance System, please contact the Borderlink Head Office to confirm that your timesheet has been received.

## Filling In Your Timesheet

ALTO用勤務表 2023 年 4 月 Schedule Receipt of April 2023  
 No. 1234567890 BORDERLINK

DATE	WORK DAY	SCHOOL	LESSON (Teaching/Working)						Official Working Time		Reason	印字 印	確認欄	
			1	2	3	4	5	6	working time Start	working time End				
1	Fri													
2	Sat													
3	Sun													
4	Mon													
5	Tue													
6	Wed	◇	第二中 Dai 2 JHS	P	P	6-1	6-2			8:30	16:00			
7	Thu	◇	第一小 Dai 1 ES	P	M	1-1	2-1			8:15	15:45	Teacher's MTG		
8	Fri	◇	第二中 Dai 2 JHS	3-1	3-2	4-1	4-2	P	1-1	8:30	16:00			
9	Sat													
10	Sun													
11	Mon	◇	第一小 Dai 1 ES	5-1	5-2	P	6-1	6-2	3-1	8:15	15:45		✓	
12	Tue	◇	第一小 Dai 1 ES	1-1	P	2-1	3-1	3-2	P	8:15	15:45		✓	
13	Wed	◇	第二中 Dai 2 JHS	P	P	6-1	6-2	5-1	5-2	8:30	16:00		✓	
14	Thu	◇	第一小 Dai 1 ES	P	M	1-1	2-1	3-1	3-2	8:15	15:45		✓	
15	Fri	◇	第二中 Dai 2 JHS	3-1	3-2	4-1	4-2	P	2-1	8:30	16:00		✓	
16	Sat													
17	Sun													
18	Mon	◇	第一小 Dai 1 ES	1-3	P	2-3	3-1	3-2	P	8:15	15:45		✓	
19	Tue	◇	第一小 Dai 1 ES	1-1	P	2-1	3-1	3-2	P	8:15	15:45		✓	
20	Wed	◇	第二中 Dai 2 JHS	P	P	6-1	6-2	5-1	5-2	8:30	16:00		✓	
21	Thu	◇	第一小 Dai 1 ES	P	M	1-1	2-1	3-1	3-2	8:15	15:45		✓	
22	Fri	◇	第二中 Dai 2 JHS	3-1	3-2								✓	
23	Sat	◇	第一小 Dai 1 ES	5-1	5-2								✓	
24	Sun													
25	Mon											Make Up Holiday		
26	Tue	◇	第一小 Dai 1 ES	1-1	P	2-1	3-1	3-2	P	8:15	15:45		✓	
27	Wed	◇	第二中 Dai 2 JHS	P	P	6-1	6-2	5-1	5-2	8:30	16:00		✓	
28	Thu	◇	第一小 Dai 1 ES	P	M	1-1	2-1	3-1	3-2	8:15	15:45		✓	
29	Fri		Day of Shows											
30	Sat													
<b>Saitama FAX : 050-3153-7894</b>										①予定勤務日数合計 Scheduled working days				17
*Write classes you took part in. *P* for material development. *C* for other (communication, eat lunch and school events together with students). *When there is a reason for a change in schedule, please explain the reason in the "Reason" box. *Only write the time when you arrive late or leave early with the reason in the Reason box.										B.L.確認印		②欠勤日数合計 Absence without pay in total		
												③有給/その他休暇日数合計 Paid holidays/Other leaves of absence in total		
										④-②+③+④ Total actual working days				

Get a Hanks (seal) from the Vice Principal if they are unavailable, you can receive this from the Principal or the Eigo tants.

Only write the time when you arrive late or leave early. Make sure to write the reason in the Reason box.  
(遅刻や早退した時のみ時間を記入する。また理由も書く)

Put a check mark, if you had school lunch.  
(給食を食べたらチェックマークを入れる。)

When there is a reason for a change in your schedule, please write it in the Reason box.  
(予定変更があった場合は、理由を記入する。)

Please make sure to fax your timesheet on any days indicated with the FAX mark and the last working day of the month.  
(FAXと書かれている場合はFAXを送信する。)

Write your scheduled classes in the boxes for each period. Using the code below, please complete what tasks you did during your free periods.  
(空いたクラスのボックスに、下記コードを用いて、その期間にどのような活動をしたかを記入してください。)

## II. Company Policies

### 2.2 Cash Advance System (Maekyu) 前給

The “Maekyu” service is a convenient, temporary payment service via Kiraboshi Bank that allows you to get wages already earned prior to your regular payday. If you would like to use the service, you must first submit an application. This can be done at your contract signing, or any time after. Once your application is processed, you will be able access the system from a website. It is easy to operate. Please refer to the instructions on the next page.

The amount of funds available through the “Maekyu” service is based on a Sunday through Saturday work week. If Saturday and Sunday work is on your timesheet, Admin will process these days. Work times must be entered correctly on your timesheet and all days worked must be stamped. Please note that you are only able to get an advance on wages earned from the previous week before the day of your “Maekyu” application.

- To access funds through the “Maekyu” service, you must fax your timesheet to our office by 5:45 p.m. on your last working day for the week (or the last non-holiday, weekday).
- If your timesheet does not arrive at our office by 5:45 p.m. on your last working day of the week (or the last non-holiday, weekday), you will not be able to use Maekyu. This remains true even if there was an error after you faxed it or if you were sick/absent that day and forgot your timesheet at school. No exceptions.
- You are only able to get an advance on the wages earned from the previous week before the day of your “Maekyu” application.
- Paid leave + Star Days must be indicated on your timesheet to be counted into the “Maekyu” advance request.
- Maekyu funds for timesheets submitted on Friday will be processed and updated on the Maekyu site by noon on the following Tuesday.
- Applications for Maekyu are completed through the website. If the process is completed before 4 PM, the funds will deposited the next business day. If the process is completed after 4 PM, the funds will be deposited the following business day.
- **Funds available for a Maekyu advance reset to zero and become regular salary at the end of the month. Any Maekyu applications must be made and processed before the last banking day of the month.**
- **Because funds available for Maekyu start from zero each month, the first instance Maekyu can be applied for is after 12 pm (noon) on the second Tuesday after the first Monday of the month. This means that the first instance a Maekyu advance could be received is on the following day (Wednesday).**
- You can sign up for the “Maekyu” system from your mobile phone or personal computer. Please refer to the instructions on the following page.
- Employees who would like to participate in the “Maekyu” service must submit the “Contract Agreement for Maekyu” before they will be able to access the service.
- The amount of funds available through the “Maekyu” service is based on a Sunday through Saturday work week
- The service charge and the amount of the advance will be deducted on your next payday.
- The cash advance will be deposited into the same bank account as your salary.

**Please contact [admin-bl@borderlink.co.jp](mailto:admin-bl@borderlink.co.jp) if account information has changed.**

# II. Company Policies

## 【How to Access MAEKYU】



1. Access the Maekyu Website <http://www.maeq.jp>

MAEKYU login

Company Code	<input type="text"/>
User Code	<input type="text"/>
Password	<input type="password"/>
Current Date	2023Year05month17day14:46:20

### 2. Login (First Time)

**Company Code**  
( 1 0 2 6 6 9 0 0 0 1 )

**User Code**  
(Your Employee Number listed by your name on your time sheet )

**Your Initial Password**  
(7-digit Kiraboshi Bank account number)

### 3. Set new password

Please change the password.

Passwords must be between 4 to 20 characters ( letters and numbers only )

### 4. Application

#### Step 1

Go to Menu → Select MAEKYU → MAEKYU Application

#### Step 2

Enter the amount you would like to receive (Application amount)

\*The Remittance Fee is not included. It is the cost to deposit funds into your account.

Please select whether you would like this fee included in the application amount or paid separately.

→ Click Next → MAEKYU Confirmation

#### Step 3

Confirm Application amount and Remittance amount

→ Click OK → MAEKYU Completion

The Remittance Fee	Less than 30,000	More than 30,000
Kiraboshi Bank	176 yen	176 yen
Other Banks	220 yen	220 yen

# II. Company Policies

## 2.3 Pay Slip

Your pay slips can be accessed on your mobile device or PC by using the EC CLUB service by ECOMIC, an outsourcing company utilized by Borderlink. (Your year-end tax withholding statement will also be accessible here, once it is issued near the end of the fiscal year).

In order to use the system, you must first register.

### ◆Registering (First Time Using the Service)

Register your account by going to the URL below and following the steps below.



## II. Company Policies

### ◆ Registering (continued)

4



On a PC

Log in with your new password.

#### ● Email Registration

When you click your staff number next to your name in the header, a pull-down list will be shown. Please click "Email/Language Setting" from the pull-down list.

5



Please enter your email address in "New Email Address" and again in "New Email Address (Confirmation)" then click "Send".

If your email is set up to block spam, please register "noreply@c.emic-app.com" as mail "not spam" and allow in your inbox.



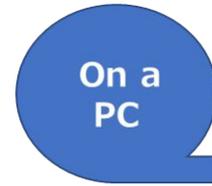
Confirmation

You will receive the key code sent to the registered email address.

Enter the key code. Then click "Confirmation" to complete registration.

## II. Company Policies

### 6 ◆ Checking Your Payslip



株式会社ボーダーリンク

Payslip Reference

2023

Narrow down

All Salary

Payment date Payment name

No data.

● Click Pay slip Reference

Select the year and the type of slips. (All, Salary, Bonus, or Tax Withholding)

※ When there is no record of the year you select, nothing will be shown.



株式会社ボーダーリンク

Hello、金子 恵美

No.000000010003

Payslip Reference

Communicati on Board

Help

Payslip Reference

No messages.

Payslip Reference

2023

Narrow down

All Salary Bonus Tax withholding

## II. Company Policies

### **3. Paid Leave**

Employees are allocated paid leave according to Labor Standard Laws of Japan.

The charts on the following page outline the allocation of paid leave days. The number of days of paid leave accrued will vary depending on your length of consecutive and uninterrupted work with Borderlink, your working hours, and the number of days worked throughout the current contract. These paid leave days will become available for use after six months of uninterrupted work with the company.

#### **3.1 Bereavement Leave**

Outside of your regular paid leave, if there is a loss in your immediate family, bereavement leave can be applied for. These days are in addition to the regular paid leave you are entitled to. The number of bereavement leave days that can be applied for is determined by the relationship of the relevant family member to you. Please see your contract for more details. Because these days are separate from paid leave, you may need to submit formal documentation relating to your bereavement leave for it to be processed by our staff.

#### **3.2 Requirement to Take Paid Leave**

Please be advised that Labor Standards Laws require employees who accrue 10 days or more of paid leave to take at least 5 days of paid leave within one year of the accrual date. If you have not taken enough paid leave within the time frame set by law, our staff will contact you to make arrangements to comply with labor law.

#### **3.3 Allocation and Expiration**

(1) The number of paid holidays granted is calculated on a per-contract basis.

(2) Paid holidays are granted according to the total number of scheduled working days, the number of scheduled working hours per week averaged over the length of the contract, and the scheduled working days per week averaged over the length of the contract, as explained below.

**The tables on the following page are used to determine the number of paid leave days to be granted.**

- ① If the total number of scheduled working days is 217 days or more, the table indicated as (1) applies.
- ② If the total number of scheduled working days x the number of scheduled working hours per day, then divided by the number of weeks in the contract period, comes to an average number of hours worked per week of 30 hours or more, the table indicated as (1) applies.
- ③ If the total number of scheduled working days ÷ the number of weeks in the contract period comes to an average number of working days per week of more than 4, the table indicated as (1) applies.
- ④ If none of the conditions ①, ②, or ③ are true, the table indicated as (2) applies. The number of paid holidays is granted proportionally according to the total number of scheduled working days.
- ⑤ If the employee is deemed to have continuous service, the number of days granted is increased in accordance with the number of years of service.

## II. Company Policies

### (1) Number of days accrued for ALTs when conditions ① or ② or ③ apply

Continued work (years)	0.5	1.5	2.5	3.5	4.5	5.5	6.5 and beyond
Accrued PL Days	10	11	12	14	16	18	20

### (2) Number of days accrued for ALTs with 4 or fewer days per work week or fewer than 30 prescribed working hours per week

Working Days	Paid leave days given after working consecutively for the following time periods (years)							
		0.5	1.5	2.5	3.5	4.5	5.5	6.5 and beyond
Within a week	Within a year*							
4	169~216	7	8	9	10	12	13	15
3	121~168	5	6	6	7	8	10	11
2	73~120	3	4	4	5	6	6	7
1	48~72	1	2	2	2	3	3	3

E.g., If it is your 2nd consecutive year of work and 130 work days are scheduled: Based on Table (2), 6 days of paid leave will be accrued.

→ The following year, if you change to a monthly-wage contract for your 3rd continuous year of work, 12 days will be accrued, as shown by Table (1).

→ The year after that, if you change to a part-time contract working once per week for your 4th continuous year of work, 2 days will be accrued, as shown by Table (2).

#### ◆ Requirements for being granted annual paid leave

To be granted paid leave, an employee must have worked continuously for six (6) months from the date of hire and have reported to work at least 80% of their total working days. Because work occurs on a contract-by-contract basis, no paid leave is accrued for contracts of six months or less.

#### ◆ Paid leave accrual date

The first accrual of paid leave occurs on the first day of the month within which falls the day following the completion date of 6 months of the first (initial) contract.

E.g., If an employee's initial contract start date falls between April 1 and April 30, then the completion date of the first 6 months of work will fall between October 1 and October 30, the date following the completion of the first 6 months will fall between October 2 and October 31, and therefore paid leave will be accrued on October 1.

After re-contracting (only if considered continuous service): Subsequent accrual of paid leave occurs on the (annual) anniversary of initial accrual date.

E.g., (in the above example) On October 1, each year during continuous service.

#### ◆ Expiry of Paid Leave

Accrued paid leave expires **two years** from the date of accrual (the first day of the 24th month after accrual).

## II. Company Policies

### 3.4 Carry-Over Paid Leave

Any unused paid leave days can be carried over to a consecutive contract providing there is not a gap of more than one calendar month between the end date of the previous contract and the start date of the next contract. Carry-over paid leave (CPL) is only be available for use during contracted periods, i.e., they cannot be used during the period of time between the two consecutive contracts.

**Example:** A new contract (Contract 1) is made on April 6, and ends on October 31. Paid leave was accrued on October 1. A new contract (Contract 2) is made again that begins on January 5. As there is a gap of more than one calendar month between Contract 1 and Contract 2, any previously accrued paid leave would not carry over to Contract 2, and the number of days granted will be reset. Contract 2 is treated as an “initial contract” in respect to the accrual of paid leave.

#### ◆If Consecutive Contracts Have Different Working Conditions

If working conditions—relating to the number of working days, working hours, or frequency of working days—change from one consecutive contract to another, consecutive years accrued will be maintained, including the annual accrual date set from the initial contract, but the the number of paid leave days accrued will be based on the working conditions of the current (most recent) contract.

\*See the examples in the gray box on the previous page for further clarification.

### 3.5 Applying for Paid Leave

ALTs must submit the Absence Form at least one month in advance to their coordinator in order to request approval for paid leave. Any paid leave requests must be formally approved before leave can be taken. Requests may be declined if proper notice is not given, or if it is determined that your absence(s) may adversely affect Borderlink’s business operations or image. If this is the case, Borderlink may ask you to move your paid leave to another date.

Requests for paid leave, and all matters related to leave or time off, must be made directly to (and/or negotiated with) Borderlink. Discussions or any other attempt to arrange (paid) leave directly with your school(s) **is prohibited**. Borderlink is responsible for informing your schools of any leave or absences, and will schedule accommodations for any substitute or make-up work that may be required.

You will need to fill out the substitute information form found in your position package (an example is in the back of this handbook) for every day of leave, paid or otherwise, on which a substitute has to teach at your school while you are gone. Please submit the form to your coordinator in advance of your leave.

Paid leave can only be applied for on days in which you have work scheduled. It cannot be used for any non-work days. Accordingly, paid leave cannot be used outside of the contract period.

## II. Company Policies

### 3.6 Best Practices for Applying for Paid Leave

Whenever possible, Borderlink will endeavour to reduce the impact any (paid) leave has on our partner teachers and students. To this end, we ask that communication and requests for paid leave be made as early as possible, so that we have enough time to communicate with your schools in a timely manner and organize any substitutions that may be needed.

When considering requests for paid leave that fall on a teaching day, the impact on your schools and co-workers, as well as availability of other workers to cover in your absence, will be weighed. Borderlink will need to ensure there are enough workers to cover any substitutions or make-up work that is required. When multiple ALTs request off for the same day(s), those who have made their requests for leave first will be given priority.

#### ◆Recommended Days for Paid Leave

As a general rule, days that you are not scheduled to work at school would be preferred days for taking paid leave, as these days have minimal to no impact on your partner teachers and school. To that end, Borderlink requests that you consider the following times for paid leave:

- On any Star Days (at least one month in advance)
- On any work days you are not scheduled at school at the end of July, end of December, or beginning of January
- **Avoiding consecutive school days off**

#### ◆Days Deemed Vital to Borderlink's Business Operations and Image

Borderlink deems certain times as vital to its business operations and image (with our schools and Boards of Education). To that end, it is expected that ALTs will not request paid leave during these times. Please plan your leave accordingly. In principle, any requests for paid leave will not be approved during the following times, and Borderlink will propose alternate days for you to take as paid leave:

- On scheduled school days within one week of the start or end of your contract. First and last impressions are vital to creating and maintaining relationships with teachers schools and administrators.
- On scheduled school days within one week of the beginning or end of the summer or winter breaks (usually in mid-July, late December, and early January).
- For any leave on consecutive work days exceeding one calendar week.
- On days in which multiple other teachers have already requested/been approved for paid leave to the extent that Borderlink would be unable to cover needed substitutions.
- On scheduled school days that fall on popular holidays, i.e., Christmas.
- On any scheduled Saturday work\*

#### \*Note on Saturday Work

While most ALTs are scheduled to work on days that fall between Monday and Friday, Saturday work will occasionally be scheduled throughout the year for most positions. These days will be on your yearly calendar at the beginning of the year, and you will receive a day off in lieu for the Saturday work. Saturdays are when visitors (parents) are invited to the school for open schools or other important events. The ALT is expected to attend / participate on these days.

**You are expected to make arrangements (i.e., with a second employer, or for caring for children) to be able to work on these scheduled Saturdays.**

## II. Company Policies

### 3.7 Other Matters Relating to Paid Leave

Any inquiries about paid leave, including confirming the number of days of paid leave you have left, should be directed to your coordinator.

Any accrued, but untaken, paid leave will not be paid upon resignation or completion of your employment with Borderlink.

Also note that there are not additional days off for “sick leave.” If you wish to use accrued paid leave days when you are sick, follow the procedures outlined in chapter 2.4.3 “Applying for Paid Leave When You are Sick.”

Finally, each request for paid leave is evaluated on an individual, case by case basis. If you wish to use paid leave in a situation that is an exception to rules and guidelines set in this handbook, please consult with your area coordinator and/or area trainer. The use of such exceptions requires the approval of a manager or higher.

## 4. When You Are Sick

In addition to standard procedures for reporting absences due to sickness to our staff, there are a number of additional procedures and practices that teachers working in public schools—as well as students—are expected to adhere to. These practices and procedures have been put in place by our partner schools and boards of education to ensure that schools maintain a healthy and safe working environment.

### 4.1 Expectations and Practices

In addition to maintaining your overall health and taking care of yourself, teachers working in a public school environment are expected to follow a number of guidelines when it comes to preventing sickness from spreading in school and providing transparency to administrators so that they can properly take measures to maintain health and safety at school.

#### ◆Masks

Even well before the pandemic, Japanese people wore—and still wear—masks on a regular basis at a far higher rate than many other countries. In addition to protection from pollen for those with hay fever, wearing a mask if you are “sick” is seen as proper etiquette to help prevent (your) sickness from spreading (to society as a whole).

While all requirements that had been put in place during the pandemic to wear masks at school have currently been lifted, there still may be times when masks are encouraged and/or expected while you are at school, including:

- when you are “under the weather” (e.g., you have a cold, or you have seasonal allergies and are coughing or sneezing) but are well enough to work
- when a particular class/school has experienced a large uptick in absences due to recent sickness (such as the flu)
- if your particular school has implemented a specific policy regarding masks

\*If you would prefer wear a mask at other times, you generally may do so.

## II. Company Policies

### Expectations and Practices (continued)

#### ◆Seeing a Doctor

“If one is sick, they go to the doctor.” In contrast to prevailing attitudes in some other countries, where visiting a hospital or clinic is reserved for “serious” illness, norms in Japan encourage residents to utilize the public healthcare system.

If you miss work due to being sick, you are expected to see a doctor to help you to return to full health, and to ensure (when) it is safe for you (and others around you) to return to work. Should you need to leave work early due to feeling unwell, you are expected to visit a doctor that day.

#### ◆Disclosure

In a public school environment, there is requirement for a larger degree of transparency and disclosure of illnesses than in many other jobs. Administrators need to follow established procedures to protect the health of the students under their care.

**If you miss a day of work, or need to leave work early, due to illness**, you are expected to visit the doctor that day and report back to your coordinator the result/advice given to you from your doctor (what the issue was, remedies that should be taken, and **when you can return to work**).

Once you contact our office with the results from your doctor visit, we will inform your school(s) through the proper channels, and outline the timetable for your return. Depending on the illness, there may be established “quarantine” periods for teachers (and students) outlining the number of days you are prohibited from entering school (returning to work). E.g., Many school district will require 5 calendar days if you are diagnosed with the flu.

#### A note about “the flu”

If you are feeling unwell, please be careful about assuming you have or disclosing a sickness which has not yet been officially diagnosed by a medical professional. It is not uncommon, for example, for people to say that they “have the flu” when they have flu-like symptoms which may or may not be the flu. As outlined above, if you disclose that you “have the flu,” you will not be allowed to work for 5 days. Please wait for the diagnosis from your doctor to avoid any misunderstandings.

#### ◆Doctor’s Note (診断書 *shindansho*)

If advised by a doctor to take off work for **2 or more consecutive days due to (chronic) illness or injury, you will need to produce a doctor’s note (診断書 *shindansho*)**. The doctor’s note will outline your illness/injury, any restrictions that apply during recovery, and when it is permissible/safe to return to work. If you mention that you work in “a school” to confirm when it is safe to return to work, please remember not to mention the school by name to maintain privacy. There will be an additional fee for the *shindansho*, usually about ¥1,500, that you will need to cover.

\*In the event that a doctor’s note is requested by Borderlink or a board of education, the note will need to be obtained by the employee at the employee’s expense. Such requests are rare, but in cases such as contagious viruses, a note may be required before returning to school.

## II. Company Policies

### 4.2 Informing Borderlink of Absences Due to Illness

If you are sick and you are scheduled to teach/work, you must contact Borderlink via the methods outlined below to inform us of your absence and relay relevant information about your school and work schedule. Depending on the time of day you are contacting us, the procedure will differ.

#### ◆During Regular Office Hours (9:30 am ~ 6:00 pm)

Contact your home office via phone and connect with our staff. If you think you will be sick the next day, you must call our office by 6:00 PM.

#### ◆The Night Before a Work Day (after 6:00 pm ~ 7:00 am the following day)

- Step 1: Email: [sub-bl@borderlink.co.jp](mailto:sub-bl@borderlink.co.jp) using the “Absence Email” template on the following page.
- Step 2: Follow up with a phone call at 7:00 am to the morning team at the numbers below on the day of the absence. Lines can get busy in the morning, so if the first number is busy, try the second number. If you cannot get through to either number, try again after a few minutes.

Morning Team TEL: **080-9468-2191** or **070-1319-6600**

#### ◆On the Morning of a Working Day (7:00 am ~ 9:30 am)\*\*

- Step 1: Phone the morning staff at the numbers above.
- Step 2: Email: [sub-bl@borderlink.co.jp](mailto:sub-bl@borderlink.co.jp) using the “Absence Email” template on the following page.

\*\*The same procedure applies if you will arrive late. Be sure to contact the morning staff as soon as you know you will be absent or arrive late, before your scheduled starting time. The trainers and your city’s coordinators are not able to take care of these situations as they are commuting at that time.

#### Important Reminders:

- Do not call your school directly to inform them of absences or late arrivals.
- Do not have anyone else call for you, except in cases of emergency.
- Do not rely on email. You must receive verbal confirmation from our staff.

### 4.3 Applying for Paid Leave When You are Sick

If you wish to use previously accrued paid leave when you are sick, you may do so. Two steps are required to process the paid leave in this instance:

1. You must submit the Absence Form to your coordinator.
2. A medical certificate of treatment or a receipt (*ryōshūsho* 領収書) from the clinic or hospital you visited

Without both the Absence Form and the receipt, your coordinator will not be able to process paid leave for days you were sick.

If you were absent due to caring for a sick child or immediate family member, paid leave can be applied for, but the same two requirements above apply in order for it to be processed, and are subject to approval by a manager or higher.

## II. Company Policies

### Absence Email Template

=====

To: sub-bl@borderlink.co.jp

CC: CHB-chibacity@borderlink.co.jp

《Title》【ABS】Prefecture, Area, Full Name, Date

Example: 【ABS】Chiba, Chiba City, Mark Kelly, April 25th

*Include the following information in the body of the email:*

《YOUR INFORMATION》

■Reason why you need to be absent

*If the reason is sickness related...*

■Symptoms, including when they started

Your Temperature(〇〇.〇°C)

Any other symptoms:

PCR/Rapid Antigen Test Result (if applicable):

■Symptoms of anyone you live with (if applicable), including when they started

Fever(〇〇.〇°C)

Any other:

PCR Test:

《INFORMATION ABOUT YOUR SCHOOLS》

■Date

■School

Area: E.g., Edogawa

School name: E.g., Minami Kasai Dai2 ES

■English Head Teachers name

■Working Time

E.g., 08:15-16:00

■Textbook

E.g., New Horizon Elementary

■School lunch\*\*

•NOT provided or Provided

■Schedule and Lesson Plans

1st period(Class: 〇—〇/Teacher: 〇〇 Sensei)

Lesson Plan:

2nd period(Class: 〇—〇/Teacher: 〇〇 Sensei)

Lesson Plan:

... through 6th (or 7th) period

After school(Activity:)

Lesson Plan:

=====

\*\*Please note that the regular ALT may be charged for school lunch despite being absent  
(Lunch is generally not able to be cancelled at short notice)

## II. Company Policies

### **5. Unpaid Leave**

Any absences from work that have not been officially approved by your coordinator will become unpaid. Deductions to your monthly salary or daily wage, as outlined in your contract, will be incurred.

Any days you are absent because you are sick on which approval for paid leave has not been approved will be unpaid. During the initial six months of your initial contract, until paid leave is accrued, sick days will be unpaid.

### **6. Maternity, Paternity, and Childcare Leave**

New fathers and expecting mothers are eligible to take leave, as outlined by Japanese labor Law, before and/or after their child's birth. Length and timing of available leave, as well as whether or not, and to what extent, you will receive compensation during leave, will depend on a number of different factors. These include: your length of service, the working conditions in your contract, your contributions into employment insurance, and the type of contract (fixed-term or non fixed term) you have.

Some basic policies regarding maternity, paternity, and childcare leave are outlined in this handbook, but if you have further questions, or would like further information, please contact the admin department at [admin-bl@borderlink.co.jp](mailto:admin-bl@borderlink.co.jp).

#### **6.1 Application Procedure**

If you wish to apply for maternity, paternity, or childcare leave, you will need to contact your coordinator for an application. By law, the application for childcare leave must be submitted one month before the start of the leave.

※ If the application is not submitted at least one month prior to the start of leave, the application cannot be accepted.

#### **6.2 Exemption from Pension (and Social Health) Payments**

Health insurance and pension payments are exempted during the maternity/ paternity/ childcare leave period (including 42 days before giving birth or 98 days for multiple births, and 56 days after giving birth), during which the employee did not engage in work due to pregnancy or childbirth.

##### **◆Those on National Insurance (exempt from pension only)**

National Pension premiums are exempted for the four months prior to the month of the expected delivery date or actual delivery date (or six months prior to the month of the expected delivery date or actual delivery date in the case of multiple births). This exemption period will be treated as a period of insurance premium payment when calculating the amount of pension benefits for the insured person in the future.

If you are on National Insurance, you will need to update your municipality on your own.

## II. Company Policies

### Exemption from Pension (and Social Health) Payments (continued)

#### ◆ Those on Social Insurance

During the maternity/ paternity/ childcare leave period (which includes 42 days before delivery for single pregnancies or 98 days before delivery for multiple pregnancies, and 56 days after delivery), the health insurance and pension contributions are exempted for the duration in which the employee does not work due to pregnancy or childbirth. This exemption period will be treated as a period of insurance premium payment when calculating the amount of pension for the insured person in the future.

If you are on Social Insurance, Borderlink will carry out the procedure.

### 6.3 Financial Support Related to Childcare Leave

For those who meet the requirements, "Childcare Leave Allowance" payments of roughly equivalent to 50% of the salary at the start of the leave will be paid through Employment Insurance. This allowance can be received until the child reaches one year old or the leave ends.

#### ◆ Duration

- For mothers: from the end of maternity leave (8 weeks after childbirth) until the child reaches 1 year old.
- For fathers: from the child's birth or expected date of childbirth until the child reaches 1 year old.

For fathers who take Paternity Leave within and up to 8 weeks from the child's birth, and return to work after Paternity leave finishes, it is permissible to take additional Childcare Leave for a period of time until the child reaches 1 year of age.

※ If the mother and father are taking concurrent/alternating leave, there are times when childcare leave can be extended to 14 months after the child's birth.

#### ◆ Conditions Needed to be Met to Receive Childcare Benefits

1. Being currently covered by employment insurance.
2. Having worked for at least 11 days or more per month, for at least 12 months, counting back from the month when the child care leave starts.
3. Being expected to continue employment after the child turns 1 year old.
4. The employee must have a scheduled work day of at least 2 days per week.

**For ALTs on fixed-term contracts, because either one or both of conditions (2) and (3) are (usually) not met, the requirements to receive the Childcare Leave Allowance will not be met.**

## II. Company Policies

### 6.4 Maternity Leave

Expecting mothers are eligible to apply for maternity leave.

◆ **Applicable Period**

42 days (6 weeks) before childbirth–98 days (14 weeks) in the case of multiple births—and 56 days (8 weeks) after childbirth.

Regarding postpartum leave, normally, an employee cannot return to work until after 56 days have passed after childbirth. However, if approved by a doctor and if the employee wishes to do so, they may return to work 42 days after childbirth. Postpartum leave is considered to begin from the day of childbirth.

◆ **Wages:** None

◆ **Financial Assistance for Childbirth**

Payment of childbirth lump sum: Those who are enrolled in Japan's health insurance system can enter into an agreement with their insurer and medical institutions before childbirth for the payment and receipt of the childbirth and childcare lump sum. The medical institution can then apply to the Japan Health Insurance Association on behalf of the insured person for the payment of the childbirth and childcare lump sum.

When someone who is at least 4 months (85 days) pregnant gives birth, they will receive 420,000 yen per child (if the birth is not covered by the obstetric medical compensation system, the amount is 408,000 yen).

If the ALT is enrolled in a health insurance union (or the Japan Health Insurance Association, mutual aid association, etc.), or is enrolled in national health insurance, they should contact the respective municipal office for procedures. The payment will be made directly to the hospital.

### 6.5 Child Care Leave

In principle, mothers and fathers with children under age one are eligible for childcare leave.

◆ **Applicable Period**

From after childbirth until the child reaches one year old.

It is possible to extend the period until the child is 2 years old if there are extenuating circumstances such as waiting for admission to a nursery school

◆ **Wages:** None

◆ **Financial Assistance** See chapter 2.5.3 “Financial Support Related to Childcare Leave”

◆ **Exemption from Pension Contributions** See chapter 2.5.2 “Exemptions from Pension (and Social Health) Payments”

### 6.6 Paternity Leave

Fathers of newborn children are eligible for paternity leave.

◆ **Applicable Period**

From childbirth for a period of (up to) 56 days (8 weeks) after childbirth

◆ **Wages:** None

◆ **Financial Assistance** See chapter 2.5.3 “Financial Support Related to Childcare Leave”

◆ **Exemption from Pension Contributions** See chapter 2.5.2 “Exemptions from Pension (and Social Health) Payments”

## II. Company Policies

### 7. Health Check

Each employee is required to undergo a basic annual health check. The results of the basic health check will also be shared with the respective board of education and the results will be kept on file at Borderlink. Health check results must be provided to Borderlink each year.

For employees who have worked with Borderlink the previous school year and are renewing their contract for the next year, Borderlink will reimburse the cost of the health check up to JPY 6,000. **New employees will need to cover the cost of the initial health check on their own.**

We will provide you with a green postage-paid envelope with the address of our head office on it, and a letter in Japanese, that lists the necessary tests. When you go for your check-up, please bring the letter with you. Once you receive your results, they will need to be submitted to our admin department. Place the results in the green envelope, seal it with glue or tape, and drop it in any post box. No postage is necessary. You are able to send the original results OR a copy, but know that Borderlink will keep the results we receive for our records.

#### ◆For Returning Employees

Please ask for a formal receipt (*ryōshūsho* 領収書) after payment and then include the **original receipt**, together with your health check results, in the green envelope and mail them to our head office. The reimbursement for the cost of the check up will be paid along with your normal salary for the month in which the receipt is processed.

If you have any questions about health checks, or need to obtain the Japanese letter, please contact the admin department at [admin-bl@borderlink.co.jp](mailto:admin-bl@borderlink.co.jp).

Tests that are required to be conducted by law to work in Japanese public schools:

1. Height and weight measurement
2. Eyesight test
3. Blood pressure check
4. Urinalysis
5. X-ray (check for tuberculosis)

#### **The School Health and Safety Law (Law No. 56 of 1958)**

The law is aimed at maintaining and improving the health of school children, students, and school staff. Borderlink and our ALTs must obey the law.

Among other things, it specifies practices and guidelines that need to be followed to prevent infectious diseases from spreading in Japanese public schools.

## II. Company Policies

### 8. Dress Code

Please maintain a proper and professional appearance. This includes abiding by the general dress code outlined below, as well as keeping your hair (including facial hair) and fingernails well kept and trimmed.

Please understand that public schools in Japan will have a more conservative code than some other workplaces. Fashions and styles which might be okay in other environments may not be acceptable in school. In particular, tattoos and body piercings are not allowed.

As a general rule, ALTs are expected to maintain business dress standards. Collared shirts and blouses will be standard. Suits are not required on most days, but keep in mind you will need to wear a suit on your first day, as well as at various formal events throughout the year such as graduation.

General Dress Code: Business Casual					
Suit / Necktie (needed for meetings)	▲	Sports Leisure * Track Suits	✗	Hats / Caps (during / inside school)	✗
Collared Shirt / Blouse / Polo Shirt	○	Shorts *	✗	Headscarf (Religious Headwear)	○
T-shirt “Low Neckline” Shirts	✗	Indoor Shoes (sneakers)	○	“Ostentatious” Hair (Coloring)	✗
Slacks Chinos /Khakis	○	Open-toed Shoes Sandals / Crocs	✗	“Ostentatious” Hair/Beard Style	✗
Professional Dress / Skirt	○	Sweater Cardigan	○	“Ostentatious” Jewelry	✗
Jeans Mini-/“Short” Skirt	✗	Hoodie / Jacket (during / inside school)	✗	Perfume Cologne	✗

Jeans, t-shirts, sports leisure wear, and shorts are not permitted. Though it will not be uncommon to see Japanese teachers wearing sports leisure wear during the day, especially at the ES level, keep in mind that all teachers enter and leave school in a suit. There may be times when it is permissible to wear shorts or sports leisure, specifically when you are outside on the grounds for events or school cleaning. Be sure to confirm with the school in these instances.

All teachers should bring indoor shoes to school and change into them when they enter. Sneakers are fine; they don't need to be new but they should be clean. Sandals, open-toed shoes, or crocs are not permissible. There are slippers provided at the schools should you forget your indoor shoes, but it is not acceptable to use these regularly as you are a teacher, not a school guest.

**Remember to take a pair of indoor shoes with you to school**

During the winter schools can get cold, especially in the hallways. Professional sweaters or cardigans may be acceptable, but please keep in mind that teachers should not wear jackets or hoodies during school. Likewise hats, caps, or stocking caps cannot be worn during school, though exceptions may be made for headscarves or other religious headwear.

## II. Company Policies

### 8.1 Unacceptable Attire

Finally, please keep in mind that schools will generally have a very conservative standard. Teachers are expected to maintain a professional hair style. This includes not having any non-traditional hair coloring. Beards or facial hair should be trimmed and well kept. When it comes to jewelry, you should refrain from wearing accessories that might be considered too flashy or ostentatious.

Note that perfumes or cologne are not considered acceptable. This is an aspect of the “conservative” school culture that is sometimes different from norms in many of our home countries.

**To recap, the following attire / styles are unacceptable at school:**

skirts above the knee, shorts or jeans	t-shirts	tank-tops or sleeveless shirts
sandals or slippers	exposed backs or midriffs	caps, hats, or outdoor jackets (while inside)
cologne or perfume excess makeup	colored, decorated, or long nails	hair dyed to an unnatural color
revealing or tight clothing	body piercings**	visible tattoos*

\* Visible tattoos and body piercings are not acceptable for public school teachers. If you have a tattoo or a body piercing, please be aware that you must keep this information to yourself. Please also understand that tattoos and body piercings must always be kept always hidden from view while at school.

\*\* A small, single piercing in each ear lobe is generally acceptable in professional settings for women.

## **II. Company Policies**

### **9. Personal Information, Privacy, and Ownership Rights**

#### **9.1 Notification of Change in Personal Information**

Borderlink is required (under the Private Information Protection Law by the Ministry of Health, Labor, and Welfare) to ensure that our personnel records are always up to date with accurate information. If you change any relevant contact information—such your phone number, email, or physical address—or there are changes to your residence card, passport, or visa, please be certain to inform our office of the change immediately.

To facilitate the flow of vital work-related information, we expect that all employees have a phone number and email address at which they can always be reached. It is considered standard to check for email updates and calls at least once each workday but remember to do this away from school grounds.

#### **9.2 Protection of Internal Private Information**

Borderlink strongly believes in protecting the privacy of our teachers, staff, clients, and partners. We extend this policy to our electronic mail attachments, which potentially contain personal information, by using Encrypted Password Protection. In order to receive an e-mail attachment from Borderlink, you will receive a URL hyperlink to access the file along with a password. Please copy and paste the password directly, as the passwords are randomly generated and very complex. Note that passwords are set to expire after five days (120 hours), so please be sure to download the file prior to the expiration.

#### **9.3 Creative Works and Rights Policy**

At Borderlink, we value the creativity and innovation that our team members bring to their work every day. It's important to clarify, however, that any content, materials, or presentations that are made by employees during their tenure at Borderlink are considered the exclusive property of the company. This includes creations that are directly related to your role as an ALT, as well as those that utilize any resources of Bordelink or your schools, or are connected to current or future projects. Even if these are crafted outside of normal business hours or offsite, if they're related to your work at Borderlink, the rights to these materials belong to the company from the moment they're created.

Please be aware that the use of these materials outside of your Borderlink activities is not permitted without prior written consent from the company. And remember, your responsibility to safeguard Borderlink's ownership of these materials continues even after you might leave the company, and all proprietary content must be returned upon the end of your employment.

#### **9.4 Use of Images / Ownership Rights**

At Borderlink, we may need to use photos or videos featuring our employees for business purposes. Before doing so, we'll ask for your consent and have you sign a "Release of Ownership Rights" form. If you're attending a company event, it's likely that photos or videos will be taken, and we'll request your permission beforehand. If you're not comfortable with your image being captured, please be aware that this may prevent you from participating in the event, as we can't ensure you won't be included in these visual records. All images and videos are strictly for work-related use.

## II. Company Policies

### 9.5 Safeguarding Personal Information

Safeguarding personal information is taken very seriously. Borderlink and our partner schools and boards of education maintain strict rules that govern the handling of personal information.

#### ◆ Definition of Personal Information

Broadly, “personal information” is defined as any information that can be used to identify, locate, or contact an individual.

Some of most common pieces of information that fall under the category of personal information include: name, home or physical address, email address, telephone number, “My Number” or other tax numbers such as social security information, evaluation information of employees, or any other information related to a person’s identity.

In the context of working in a public school, some things that would be classified as personal information include:

- Photo and videos of students. Even if they are not close up, individuals can be identified by school uniforms or school name.
- Voice recordings, including those on answering machines or other audio recording devices.
- Contact lists containing emails or physical addresses.
- Graded papers, tests, quizzes, or other submitted papers that have students’ names on them.

**In principle, you are not allowed to collect, record, store, or disseminate any personal information about your students, teachers, or administrators on any unauthorized device.**

This includes, but is not limited to:

- Any personal or company-issued phone
- Any personal USB, hard disc, or other storage device
- Any personal laptop or tablet
- Any personal camera or video recorder

### 9.6 Handling Personal Information

#### ◆ Digital Information

Any collection, recording, storage, or dissemination of any personal information about your students, teachers, or administrators must be done on an authorized device, through authorized means.

Boards of Education and schools have their own established procedures and regulations regarding the use of authorized devices, i.e., PCs, laptops, tablets, cameras, or storage devices. When using your schools’ devices, e.g., tablet, you must follow the regulations set out by your school and/or board of education. Additional usage agreement forms from your Board of Education may be needed to use school devices.

**Please note that use of any personal device—even if not used for the purpose of collecting personal info—must be approved by your school administrator (principal or VP) prior to use.**

## II. Company Policies

### Handling Personal Information (continued)

#### ◆Physical Documents

Any physical (paper) copies of personal information cannot be taken out of the school and should be properly stored and disposed of.

- Papers or worksheets with students' names or personal information cannot be brought home or outside the school.
- Any papers or worksheets should be properly stored in your desk or locker when you are not present. Loose papers should not be left on your desk when you are not there, as they could be lost or taken.
- Any papers or worksheets with students' names or personal information should not be reused and should be shredded after use.
- When storing documents before shredding, be sure to store them in a place where there is no possibility of being lost or stolen.

### 9.7 Social Media

It is important to be careful not to leak any personal information about your school, students, teachers, administrators, or Borderlink outside of the company or your school. Be especially careful with social media, as these platforms can facilitate leakage of personal information due to the ease in which information can be shared in an unregulated manner.

You are prohibited from posting comments, pictures, or videos which contain personal information relating to your school or Borderlink on social media platforms such as X (Twitter), Facebook, TikTok, Instagram, Line, etc.

#### ◆Sharing Content

Even if you are not sharing personal information, please be extremely careful about what content you share publicly on social media. Publicly shared social media accounts can be viewed by anyone (students, parents, teachers, and administrators). Also publicly shared accounts can often also be followed by anyone (including your students).

**Any content shared on a publicly viewable social media account cannot contain anything which anyone (parents included) might consider "inappropriate."**

Please understand that "inappropriate" has a broad and subjective meaning. As someone who teaches in a public school, all teachers including ALTs, are held to an extremely high standard. Only a single parent has to complain to create a (potentially serious) issue.

The following are examples of things which are not illegal, but which are considered "inappropriate" content to share for a teacher in public schools:

- Pictures or videos of alcohol consumption or smoking
- Pictures or videos of not following traffic rules, e.g. riding a bicycle without a helmet
- Comments or videos containing crude or vulgar language
- Pictures or videos where you aren't "professionally dressed" (or showing a tattoo)
- Comments or statements that are "too political"

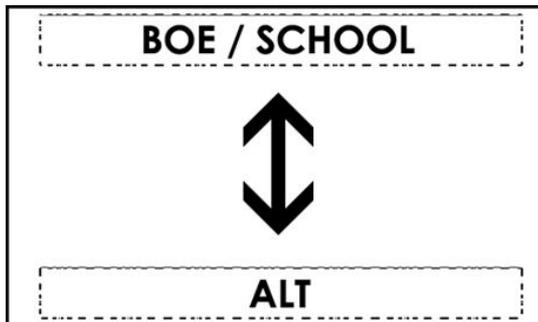
Due to teachers in public schools—including ALTs—being held to the higher standards of a public official, it is **highly recommended that any social media accounts be made private** to avoid any possible issues.

# III. Your Contract

## 1. Contract Types and Working Agreements

There are three types of contracts typically used to staff ALTs in Japanese public schools: direct hire, entrustment, or dispatch. The type of contract/working agreement you are under will determine a number of important things relating to your work in schools including: work visa sponsorship, how you receive work instructions, how changes to schedules and/or work duties are communicated, and the length of time you can continue to work under a single working agreement.

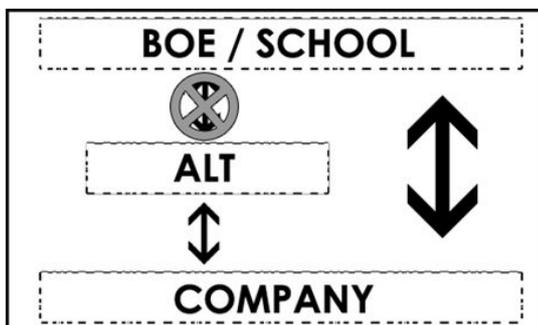
### 1.1 Direct Hire (直接雇用)



This type of contract, called *chokusetsu koyo* (直接雇用), is a contract between only the Board of Education (BOE) and the ALT. As such, there is usually no staffing agency (“company”) involved, and all of the hiring and visa sponsorship is done by the BOE.

This kind of contract can go on indefinitely.

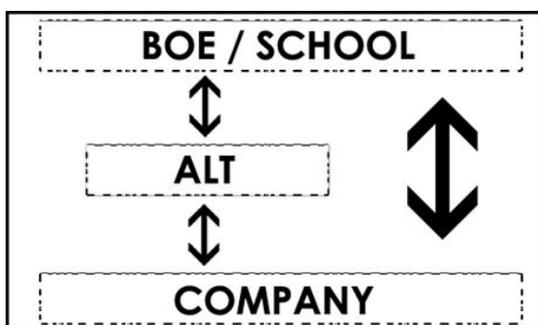
### 1.2 Entrustment Agreement (業務委託)



A *gyomu itaku* (業務委託) agreement is a formal arrangement where a client (BOE / School) hires an external party to perform specific tasks or services independently and professionally without the client having direct oversight over the day-to-day execution of the work.

All work-related orders to the ALT, including starting time, finishing times, and work schedules, must be issued by the staffing agency (company). The school or BOE cannot give the ALT work orders or make schedule changes. All grievances and requests from the ALT must also be submitted to the company, and not to the school or BOE directly. This type of contract can also go on indefinitely.

### 1.3 Dispatch (派遣)



A *haken* (派遣), or “dispatch” contract is a type of employment arrangement where workers are employed by a staffing agency (the company) and then sent to work at a client company (BOE/School). The staffing agency is the official employer and is responsible for the worker's salary, benefits, and welfare, while the client company pays the staffing agency for the services of the dispatched workers.

Under a *haken* contract, the dispatched workers perform their duties at the client company's workplace, but they remain employees of the staffing agency. The staffing agency handles administrative tasks related to employment, such as payroll, taxes, and social insurance, and ensures that workers are placed according to their skills and experience.

# III. Your Contract

## Dispatch Contract (continued)

Dispatch agreements are regulated by Japanese labor laws to protect the rights of dispatched workers and to define the roles and responsibilities of both the staffing agency and the client company.

ALTs working under a dispatch contract are only allowed to work at the same school ("location") for 3 consecutive years.

### ◆Details of Working Conditions

All the parameters for your work at school, including job duties, working times, and working location(s), will be clearly defined in a separate document, "Details of Working Conditions," which Borderlink will provide to you in a timely manner. A partial example can be seen below.

就業条件明示書 Details of Working Conditions		
派遣労働者として、就業についての条件は下記の通りです Working conditions for dispatch employees are written below.		
派遣先(甲) Dispatch place	名称 Name of Location	東京臨海副都心 Fuchu City, Tokyo Metropolis
	派遣先 Dispatch Office	府中市立府中第一中学校 Fuchu City 1 Elementary School
	就業場所 Workplace	F111-0101 東京臨海副都心F1-1 Fuchū-shi 2-1-1, Fuchu City, Tokyo
	就業部署・担当事務および組織の長の職名 Work place (division or other work units) and the head of the organization	府中市立府中第一中学校(校長) Fuchu City 1 Elementary School (Principal)
	指揮命令者 Supervisor	副校長 山中 啓子 TEL:042-363-9114 Vice Principal Yamanaka Tomoko TEL:042-363-9114
	派遣先責任者 Person in Charge	校長 新井 一 TEL:042-363-9114 Principal Shinaiwa Isao TEL:042-363-9114
派遣先管理担当 Dispatch Office Manager	校長 新井 一 TEL:042-363-9114	

The Details of Working Conditions will be written in Japanese and translated into English. While it is not necessary to submit or otherwise process the document, it is important and should be kept safe. You will receive a Details of Working Conditions document for each area you work in that has a dispatch agreement with Borderlink, including those you sub in.

Your school or BOE can issue any work related instructions or requests, including making or changing your lesson schedule, directly to the ALT, as long as those instructions fall within parameters defined in the Details of Working Conditions.

Please note that starting and finishing times at your school are set by our contract with the BOE and are not able to be altered by your schools. If you are entering school late or leaving early, or your work schedule is being altered, for whatever reason, be sure to follow the procedures outlined in chapter 2.1.4 **\*Leaving Early\*** and contact our office so that proper procedures are followed.

### Notice

Regardless of whether you are working in an entrustment or dispatch position, if you feel, at any time, that you are being asked to do work which is outside established work parameters, please notify our office immediately so that proper measures can be taken.

# III. Your Contract

## 2. Teacher Development

Borderlink conducts training and development continually throughout the year, through various means and mediums. Development programs aim to confirm that employees have the necessary understanding of compliance guidelines and provide opportunities to improve their skills and knowledge of teaching practicum and practices.

### 2.1 Teacher Development Sessions (TD)

Our primary Teacher Development (TD) training sessions occur three times each year:

- first, prior to the start of your contract (spring)
- next, Summer TD at the end of the first term (generally between July 22 and July 31)
- third, Winter TD at the beginning of the third term (between January 6 and January 10)

\*Note: due to how the calendar lines up, this year there is a possibility some areas will have their Winter TD at the end of second term, in December.

#### ◆Pre-Contract Training

Mandatory training and orientation will take place for multiple days prior to the start of your contract. In addition to covering company procedures and policies, training will cover a wide range of topics, including teacher conduct, Japanese school environment, textbooks and digital materials, and classroom management.

Compensation for pre-position training varies slightly by working area, and the hourly rate is outlined in your contract.

#### ◆Summer and Winter TD

The Summer and Winter TD make up the largest training sessions during the school. Content is designed by the training staff based on feedback from the first and second terms. As these TD sessions occur during the contract, training for all monthly-salaried ALTs will be part of their regular work for July and January.

### 2.2 On-going Development

Borderlink seeks to provide quality education via qualified, knowledgeable staff. To this end, Teacher Development plays an important role in our company. In addition to Teacher Development Sessions, Borderlink will utilize multiple avenues to provide feedback, training, and support to our ALTs throughout the school year.

Active participation through sharing beliefs and accepting input from others is expected. This feedback can help shape each session to make them beneficial to everyone. The ultimate aim of Borderlink Teacher Development is to help improve English education as a whole, one teacher at a time.

#### ◆ALT Meetings

Meetings amongst the ALTs in your area will be scheduled throughout the year. The length and frequency of the meetings will vary depending on the area. In many cases you will be given prior permission to leave your regular school on meeting dates so you are able to attend. You will be notified of these meetings in advance from your coordinator throughout the school year.

ALT meetings are a great way to interact and share ideas with your peers and area staff.

# III. Your Contract

## On-going Development (continued)

### ◆Workshops

In some areas, Borderlink will conduct workshops designed to help Japanese educators. ALTs are sometimes asked to join and participate as well. While often given in Japanese, the workshops can provide a helpful insight into the techniques, strategies, and information that is being taught to our partner teachers.

### ◆"Study" Lessons

There are also "Study" lessons held throughout the year for and by Japanese teachers. Teachers throughout the district will gather at a given school to view a single or multiple demonstration lessons. Afterwards, teachers will discuss the lesson they witnessed and give feedback. If you have the opportunity to join or watch any of these study lessons, it can be a good growing experience for you as a teacher.

## 2.3 Observations

Trainers and/or coordinators will observe your lessons at least once per term in the 1st and 2nd term, though it is not uncommon for more classes to be observed. You may or may not be notified regarding observations through emails or phone calls from our office prior to the observation date.

While the observations are used to help evaluate ALTs, they are also opportunities to both receive feedback from Borderlink, and give feedback to Borderlink staff about what you are experiencing at schools or ask questions you may have. Feedback sessions are held face to face, time permitting, or through phone, video conference, or email communication.

Borderlink employees may also have the opportunity to accompany our staff and observe their peers. Seeing how others do the job can provide valuable insight.

## 2.4 Performance Evaluation and Feedback

Official performance evaluations will be ongoing throughout the school year, and final evaluations will be finished near the end of school in the third term.

ALTs will be evaluated on professionalism, teaching and planning ability, communication with your schools and staff, satisfaction from your schools, as well as attendance and punctuality.

Borderlink will collect information regarding your performance through observations as outlined above, as well as through school surveys that are collected from each school for the first and second term. We will ask administrators and teachers for feedback on your performance.

Overall feedback, both from our staff and relayed from your schools, is generally given after the first and second terms. When applicable, our staff will outline specific areas/aspects that can/should be improved. Through continual improvement, we hope to help each teacher realize their fullest potential.

# III. Your Contract

## 3. Disciplinary Actions

Disciplinary actions may be necessitated by behavior or actions that deviate from our established policies, which include, but are not limited to: violations of workplace ethics, failure to meet job performance standards, or engaging in conduct that is detrimental to the well-being of colleagues, clients, or the company itself.

Standard disciplinary actions at Borderlink are:

1. A meeting between you and Borderlink manager(s)/supervisor(s) to discuss relevant issues; a verbal or written notice may be issued.
2. A (follow-up) meeting between you and Borderlink manager(s)/supervisor(s) to discuss relevant issues; a written warning may be issued.
3. A possible reduction of wages within a legally allowable range.
4. Termination of contract, with cause, if an acceptable level of work has not been achieved and sustained in regard to any outstanding issues.

Borderlink reserves the right, as stated on the contract, to relocate any employee, including relocation to the Borderlink office, on a permanent basis. Any decision to relocate you will not be taken lightly or made without an effort to keep you in your current position. Borderlink strongly believes that a teacher should remain in the position for which they were hired throughout the duration of their contract.

## 4. Termination of Contract

Your contract will end on your last scheduled working day as indicated in your contract.

### 4.1 End of Contract

Upon termination or completion of a contract, the employee is required to return all Borderlink belongings (textbooks, material, etc.). Information regarding how to do this will be given as the contract completion date approaches. **Employees on social insurance are also required to return their social health insurance card. The card cannot be used after the resignation date.** If you are returning materials via mail, the freight cost must be paid by the employee. Borderlink will not accept materials sent "pay upon delivery".

The time and method of the announcement of contract termination to your schools will be decided by Borderlink. The employee is prohibited from making any such announcement without prior consent.

# III. Your Contract

## 4.2 Termination by the Employee

Borderlink requests 60 days advance notice of your desire to terminate your contract. Such time is necessary to find and to provide enough pre-teaching support to allow a teacher to be able to take over your position comfortably. It is with the students in mind that we ask for such notice.

Provide Borderlink written notice of your intent to terminate your contract along with any reason(s) for such a decision. The proper format for the notice of intent is available through our offices.

### ◆ Impact of Early Resignation

Teachers, as public servants, are seen to have responsibilities to their fellow instructors, students, coworkers and the community as a whole. As such, teachers in Japan do not generally leave their contracts mid-way through. This expectation is also applied to ALTs, who work alongside those same instructors, with those same students, and within those same communities.

The early resignation of a teacher can have a profound negative impact on both students and fellow educators, disrupting the continuity of the academic environment. For students, the sudden departure of a teacher may lead to a sense of instability and uncertainty, which can hinder their learning progress and affect their emotional well-being. The rapport that students build with their teacher, which is crucial for a supportive learning atmosphere, is abruptly severed, and the adjustment to a new educator can be challenging, potentially leading to a decline in engagement and academic performance. For other teachers, an early resignation often results in an increased workload as they may need to cover additional classes or take on extra duties while a replacement is sought.

If you feel that you are being treated unfairly or you are unhappy in your circumstances, please be open with us so that we may take actions to improve your situation, or see about placing you in an area that better suits your needs for the following school year. This is a commitment we make on our side to help you be successful.

# III. Your Contract

## 4.3 Termination By Borderlink

Borderlink reserves the right to immediately terminate without prior notice a contract for any of the following reasons:

- Physical, sexual, or verbal abuse of any staff (Borderlink or school) or student
- Use of illegal drugs or substances
- Use of or being under the influence of alcohol during school hours
- Violations of any Japanese law

Termination of the contract by Borderlink may also be done with 30 calendar days of notice. The employee is reminded, however, that during the probation period Borderlink is not required to give 30 calendar days of notice. Borderlink reserves the right to terminate a contract at any point during the contract for the following reasons:

- Falsification of personal/educational/employment history information
- Habitual absence, tardiness or early departure
- Failure to comply with the stated expectations in the Employee Handbook and/or contract
- Should teaching practice and/or work ethic not improve to an acceptable level after attempts have been made to support such improvement
- Harming Borderlink's credibility, reputation, or standing in the educational community
- Damaging goods/materials owned by Borderlink or the workplace
- Receiving or procuring wages/goods from Borderlink's business partners, associates, etc.
- Should the employee commit any act making it impossible to continue sound employee-employer relations
- Engagement in any other business or contracted by another company without obtaining Borderlink's permission during the contract period
- To engage in any act exceeding or abusing their duty/authority
- To incite any action detrimental to Borderlink, or to act against superiors without due reason
- Should it become impossible for Borderlink to maintain contracts due to natural disasters or other unavoidable circumstances

## 4.4 Letter of Reference / Recommendation

Letters of reference or recommendation will be made available upon request. The content of the letters is at the sole discretion of the author(s).

Be sure to inform Borderlink if any outside entity will be contacting us to obtain a reference or recommendation. Without your expressed consent, we are not able to divulge any work history or other information to an outside party.

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### 1. Immigration

#### 1.1 Residence Card

Upon your arrival in Japan, you will have received a residence card, which serves as your primary form of identification in the country.

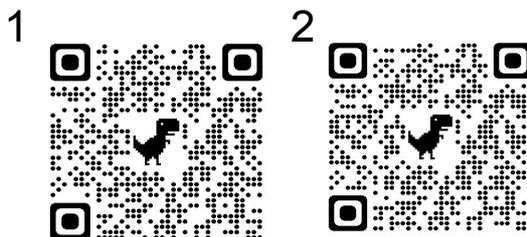
It is mandatory to carry your residence card with you at all times. In the event of any changes, such as relocation to a different city or extension/alteration of your visa status, you are required to update your residence card and provide us with a copy of both sides.



Please send your documents to this address: [documents@borderlink.co.jp](mailto:documents@borderlink.co.jp)

Address changes can be processed at your local city hall, while any other modifications (i.e., name, nationality, affiliated company, and details related to spouse/marital status) should be addressed at the immigration office. Please consult the provided links for more detailed information.

- 1. Procedures at immigration offices  
<https://www.moj.go.jp/isa/content/001291262.pdf>
- 2. Procedures at municipal offices  
<https://www.moj.go.jp/isa/content/001291263.pdf>



#### ◆Lost Residence Card

If you should ever lose your residence card, it is important that you take immediate action to notify Borderlink and immigration. Follow the steps below:

1. Contact our office to report that you have lost your residence card.
2. Go to the closest police box or police station and report that your card is lost or stolen. They will fill out a report and give you a report number. If you do not get a report number, please call the office.
3. Please go to the closest immigration office with that report number, your passport and a 4x3 cm picture.
4. When you get your new residence card, please take pictures of both sides and send them to us → [documents@borderlink.co.jp](mailto:documents@borderlink.co.jp)

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### 1.2 Visa Renewal and Change of Residency Status

The application period to extend the validity period (renewal) of your residence card is open from 2 months before the expiration date of the current residence card until the expiration date stated on the current residence card. The company keeps track of all employees visa statuses and will contact you with information and instructions prior to or during the application window. They will also give you the option to apply on your behalf.

Those who wish to change status of residency, such as in the case of becoming married to a Japanese National, more information can be found in the link above and on the next page.

### 1.3 Cautions Regarding Visa

For those who have been granted permission to work and do not engage in the permitted work activities for more than 3 months without a justifiable reason, there is a possibility that your visa may be revoked.

For those who have a Spouse or Child of Japanese National visa status or a Spouse of Child of Permanent Resident visa status, and 6 months pass since their change of status without notification to Immigration and without justifiable reason, there is a possibility that their visa may get revoked.

### 1.4 Leaving and Re-Entering Japan With a Valid Visa

As a person who is not on a temporary visa or someone who has been granted a stay of 3 months or less, in principle, does not need to obtain a regular re-entry permit if they re-enter Japan within one year from the date of departure. This is convenient for those planning to leave and re-enter Japan within the specified timeframe.

However if the return date is over one year from the date of departure you will need to apply for a re-entry permit prior to departure.

Please be advised that if you are out of the country for an entire month during your visa period, it could negatively affect your application for an extension of period of stay.

**Please see: General Information and Procedures for the Residency Management System**

[https://www.isa.go.jp/en/applications/guide/tetuduki\\_index2.html](https://www.isa.go.jp/en/applications/guide/tetuduki_index2.html)



# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### 1.5 Notification - Updating Changes in Work-related Information

If you have joined Borderlink from another company this year, or when there are other changes regarding your employer (transfer or resignation) you are required to notify immigration services within 14 days of the start of your new contract. This can be submitted online by going to one of the links below or submitted through the mail. Forms to be filled out and mailed can be printed from NEXT TIME WEB.

Please refer to this page:

<https://www.moj.go.jp/isa/applications/procedures/?hl=en>



Depending on your Visa, you will need to select 1 or 2 and it will take you to the online notification system.

For people who are keeping Instructor visa but changed Organization (1)

[https://www.moj.go.jp/isa/applications/procedures/nyuukokukanri10\\_00014.html?hl=en](https://www.moj.go.jp/isa/applications/procedures/nyuukokukanri10_00014.html?hl=en)

#### Necessary Information to Notify Immigration of Your Transfer to Borderlink:

##### Borderlink

- Corporate number : 6030001012597
- Address of our head office :  
〒330-0844 Saitama-ken, Saitama-shi, Omiya-ku, Shimocho 2-16-1 ACROSS 8F
- Phone Number : 048-631-0230



### 1.6 Part-Time Work

While you are contracted with Borderlink you are able to engage in part time work. However, you need to obtain permission from Borderlink and immigration before you can start work.

If your working visa is sponsored by Borderlink, you must apply for a Part Time Work Permit from immigration.

1. Submit the Part Time Work Permit to Borderlink (Your CD)
2. Sign the contract with the company for part time work
3. Apply for a special work permit (visa) at the immigration office. You need the work contract and an application form for a special work permit.  
<https://www.moj.go.jp/isa/content/930004124.pdf>
4. After 2- 4 weeks, you will get clearance (you will need to go to the immigration office and get the stamp on your residence card and a sticker in your passport) and then you can start to work.

\* You must apply for the permit for each job.

#### **CAUTION**

In the event that you, the employee, holds another job while under contract with Borderlink, the the employee shall prioritize work duties of Borderlink and work in strict accordance with the workdays and work hours stipulated by Borderlink.

You can only work part time after you get clearance from immigration.

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### 1.7 Philippine Overseas Labor Office - POLO

It is understood that Filipinos who are currently working for Borderlink are already registered with POLO.

Please remember to get an OEC (Overseas Employment Certificate) aka; EXIT PASS if you are travelling overseas.

- When you're in the Philippines, as you have already been registered at POLO, all you need to do is get an appointment by going through their website in the Philippines (<https://www.bmonline.ph/>) before you head back to Japan.
- They will help you with the process and give you the website where you need to register.
- Cost of the OEC is payable in the Philippines.

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### **2. City / Ward Office**

#### **2.1 Resident Registration (住民登録: *Jumin Toroku*)**

Foreign nationals legally residing in Japan for more than three months (Tourists and persons who stay in Japan with a status of residence of "temporary visitor" are exempted) will be listed on the Basic Resident Registration. The person, however, must have established residence and maintain it in the municipality where the registration takes place.

The Basic Resident Registration System requires that foreign residents also submit a notification of moving out to the municipality of their former residence and a notification of moving into the municipality of their new residence when moving to a new municipality. Please make sure to take your residence card with you when you go to the municipal office.

Once your address is registered in the system, your new address in Japan will be written on the back of your residence card when your address is registered at the municipal office of your residence.

#### **2.2 My Number (マイナンバー)**

The "My Number" System is the nickname for the "Social Security and Tax Number System," which provides one unique number (12-digit numerical number) to all registered residents in Japan. The number is to link and put together personal information dispersed across different multiple agencies under the name of the person it belongs to.

Your number is created when you first register your address in Japan. You are not required to make a My Number Card (actual card)\* if you do not wish to. Instead, Borderlink asks you to have your municipality issue a certificate of residence (*juminhyo*) with My Number for you to access your number. It will cost about 300 yen. For the teachers who are already a resident of Japan and know their My Number, there is no need to have it issued.

**Borderlink has a duty to collect My Number from all employees. In order for Borderlink to process your salary and Social Health Insurance and Pension registration, please make sure to submit your My Number in a timely manner.**

If you are either (1) a new employee, or (2) a returning employee whose My Number has changed, you will need to submit your My Number to admin. Admin will contact you directly to give you instructions regarding submission. You will either be asked to submit the number through mail, or through a secure online service. Further details regarding My Number submission are found on the next page.

\*The expiration date of the My Number Card is set to the period of stay at the time the card is issued. If you forget the extension procedure and the expiration date has expired, the card will expire. If you have a permanent residency, have married a Japanese national and/or plan to stay in Japan for long time, we recommend to obtain the actual card. You will receive a Notification of your My Number (個人番号通知書 *Kojin bango tsuchiho*) by mail.

**The My Number Notification is highly personal information that you will need in Japan. It is the equivalent of a Social Security number (in the US). Keep this document SAFE.**

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### My Number (continued)

You will need to submit your My Number to our administrative staff in a timely manner. Admin will contact you directly via email to outline instructions on how to make your submission. Depending on the time of year, admin will ask you to make your submission either via mail or through a secure online service.

**Please remember to follow up with your submission as soon as possible. Failure to submit the My Number will cause a number of administrative issues, including delaying the issuance of your health insurance card.**

Regardless of how you submit your My Number, you will need one of the following two documents to complete your submission:

- Certificate of Residence (*juminhyo*) with My Number on it  
OR
- My Number Card

#### ◆ Submission by mail (April - May)

Due to the high number of employees needing to submit their application at the beginning of the school year, and in an effort to expedite the issuance of health insurance cards, submissions of My Number will be conducted through mail in April and May.

After your contract start date, admin will mail you instructions and a return postal Letterpack (certified mail). Follow the instructions and submit the necessary documents/information as soon as possible via the pre-paid Letterpack.

#### ◆ Submission Online (ECOMIC)

For those starting their contract after the “peak season” (roughly from June on), admin will email you instructions on how to submit your My Number through a secure online service called ECOMIC. ECOMIC only collects “new” My Numbers once a month. An email from admin will let you know to be on the lookout for an email from ECOMIC.

#### TROUBLESHOOTING

There have been occasions when employees have not been able to access the site by following the link in the email from ECOMIC. The following procedures have been shown to fix the issue in many cases:

- If you are not using Google Chrome as your browser, please try to access the URL in Google Chrome.
- Don't use an English Translation Plug-In or Add-on. (If you have an English Translation add-on running, toggle it off. Also don't right click on the page and select “Translate to English.” Please leave the site as it is, in Japanese, and use the English Manual attached to the email (as well as the next page) to navigate the site.
- Turn off your VPN. The use of a VPN causes issues with being able to access the ECOMIC site, even if your IP address is set to Japan.
- Try accessing from a PC instead of your phone. Some foreign phones/SIM cards have had issues with accessing the ECOMIC site.

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### ECOMIC English Manual

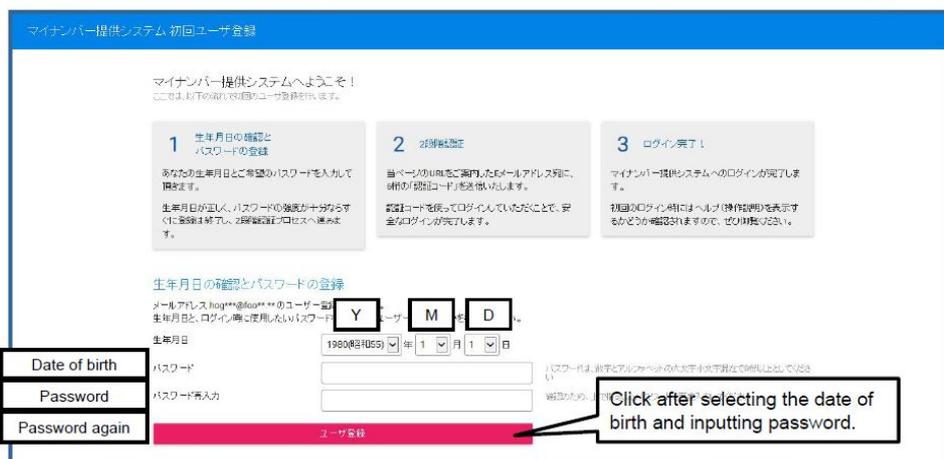
The ECOMIC site can only be accessed in Japanese. Use this English manual to navigate the site.

## 1 Email from ECOMIC



You will receive an email with the URL for the registration of My Number from a company called ECOMIC which we entrust the collection of My Number of our teachers. We are sorry that the email is written in all Japanese. When you receive the email from [noreply@n.ecomic-app.com](mailto:noreply@n.ecomic-app.com), please click the URL in it (BEFORE the deadline) and go to the user registration web page. If you miss the due date of the registration shown in the email, you will not be able to log in the URL.

## 2 User registration



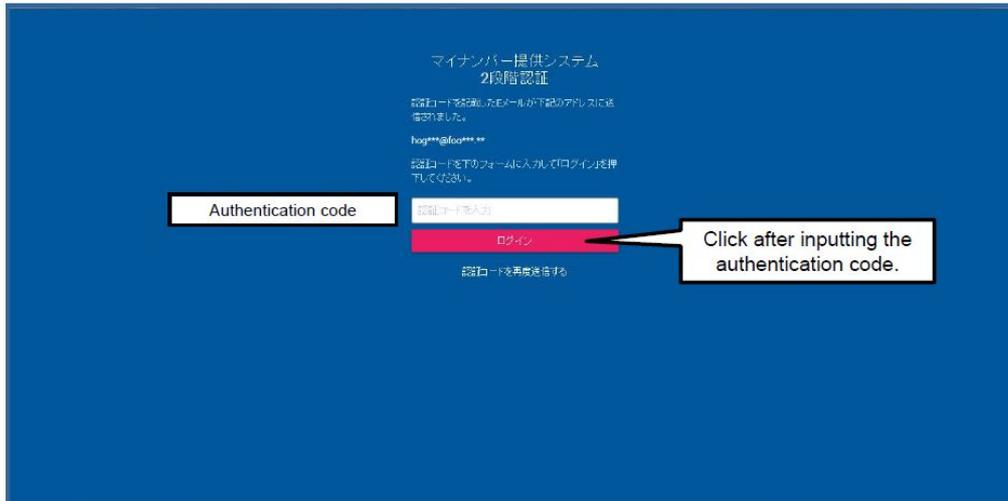
- 1- Select the year, the month and the day of your birth from the pull-down and set a password. The password must be more than 8 digits (mixing numbers, large and small caps of the alphabet). If the password does not meet these conditions, an error message will be shown in red. You need to input the password twice for confirmation. Then, click the **ユーザー登録** and click OK.
- 2- An authentication code will be sent to your email address. Once you login with authentication code, you will have completed the login process.
- 3- Once you have successfully logged in, you will now be able to process your MY NUMBER information

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

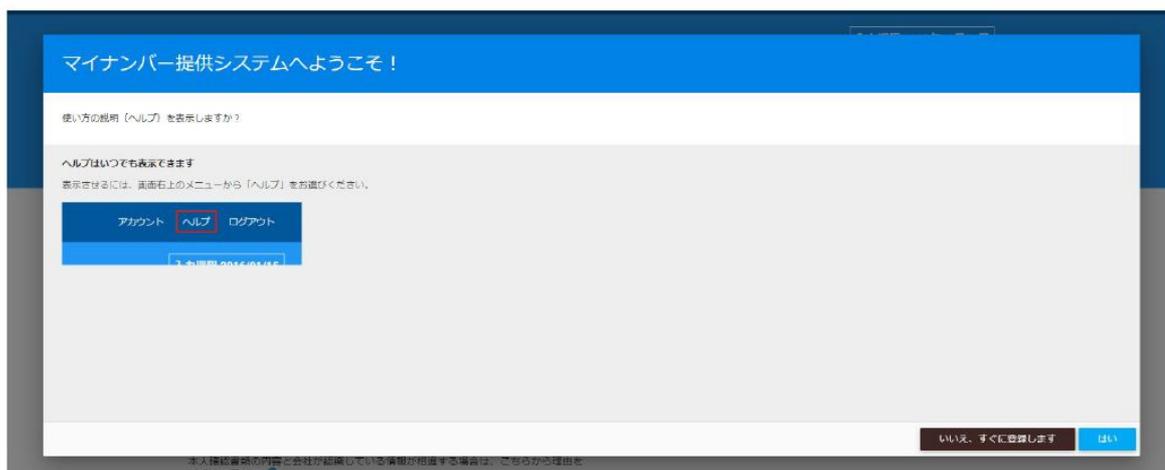
### ECOMIC English Manual

#### 3 Confirmation of authentication code



After the user registration, authentication code will be sent to your email address by the same sender (noreply@n.ecomic-app.com). Input the authentication code. (If the authentication code is not correct, an error message will be shown in red.) Then, click ログイン. You will go to the page of My Number registration.

#### 4 Pop-up Help screen



Before the My Number registration page, a pop-up Help screen will be shown. It's all in Japanese. You can just skip it. (Click いいえ、すぐに登録します。)

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### ECOMIC English Manual

#### 5 My Number registration

The screenshot shows the 'マイナンバー SafeBox' interface. At the top right, it indicates the 'Due date of the registration' as '入力期限 2023年03月31日'. The main section is titled '会社が認識しているあなたの情報' (Information recognized by the company). It lists fields for Name, Date of birth, and Address, with a callout box stating: 'Please confirm your name, date of birth and address as shown.' Below this, there is a section for 'あなた自身のマイナンバー (個人番号) を登録してください' (Please register your My Number (personal number)). It includes a text input field for the My Number and a checkbox for '番号なし' (No number). There are two upload options: 'Upload of My Number information' (with callout: 'Click here and upload one of the following: 1-Copy/picture of your My Number card (front and back) or 2-Copy/picture of your JUMINHYO issued within 3 months') and 'Upload of your ID' (with callout: 'Click here and upload Copy/picture of your Residence card (front and back)'). A pull-down menu for '本人確認書類の内容と会社が認識している情報が相違する場合は、こちらから理由を選択して下さい' (If your current information is different from the one shown above, select which is different from pull-down) has callouts for 'Family name difference: 結婚・離婚による姓の変更', 'Address difference: 引越による住所の変更', and 'Other difference: その他'. At the bottom, there are buttons for '一時保存' (Save temporarily) and '入力確定' (Confirm input).

Please upload either one of the following options:  
1- Copy/picture of your **My Number card** (front and back) **OR**  
2- Copy/picture of your **JUMINHYO** with your My Number on it issued within 3 months **AND**  
Copy/picture of your **Residence card** (front and back)

#### 6 My Number registration of your dependents

The screenshot shows the '扶養家族のマイナンバー (個人番号) を登録してください' (Please register the My Number (personal number) of your dependent) section. It features a 'Your dependent' field with the example '山田 花子 子・1900年01月01日'. Below this is an input field for the dependent's '個人番号' (personal number) and a checkbox for '番号なし' (No number). A callout box says 'Input My Number of your dependent.' At the bottom right, there is a callout box: 'Click here to complete the registration.' pointing to the '入力確定' (Confirm input) button. The '一時保存' (Save temporarily) button is also visible.

Information of your dependent(s) has already been registered in advance based on the information of FORMS, so please input My Number of the dependent(s).  
If you registered information of your family member who is not under your support as your dependent in Japan by mistake, please put check mark in 番号なし and select one of the reasons from pull-down.  
海外居住のため: Living overseas  
生後間もないため: Has just been born  
扶養家族から外れたため: Not your dependent currently  
提出拒否: Cannot submit My Number  
その他: Others  
Please note that if the information of either My Number of you or your dependent is incorrect, both information cannot be reported to us, and it might cause delay of the enrollment of social insurance of both of you and the dependent (if applicable). After you finish inputting and uploading all necessary information, click 入力確定. Then, the process of the registration of My Number will be completed.

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### 2.3 Moving Procedures

#### ◆Moving Out (to another municipality or leaving Japan)

You need to fill out a Notice of Moving Out (転出届 *tenshutsu todoke*) within fourteen (14) days of your intended moving out day at your municipal office.

You can send the completed form to your new municipality by mail (should you move within Japan). Please check your closest government office's website to download the forms.

You will need to bring:

- Residence card (if applicable)
- The Notice of Moving Out (転出届) from your previous municipality
- Your My Number Card

#### ◆Moving In (to either the same or another municipality)

You will need to register your new address at your new city/ward/government office. You will need to fill in a Notice of Moving In (転入届). These forms can be found at your new municipal office.

You will need to send:

- The completed Notice of Moving Out form
- A copy of your residence card (if applicable)
- A return envelope (self-stamped and self-addressed)

\*\*Please note that the immigration office you generally report to might also change.



**Please be noted that it is YOUR responsibility to submit your new address to your service providers! Water, gas, electricity, Internet (phone), bank, credit card, online shopping services etc.**

#### ◆For Postal Services

If you receive a postcard in the letterbox of your new residence from Japan post, please fill it out and stamp it with your hanko accordingly.

You may find the [Notification of Address Change](#) at all post offices in Japan. It is important that you change your address with the post office as they will forward all mail addressed to you and any people you live with to your new address for a year after receiving your application.



#### ◆Police

If you have a Japanese driver's license, it is imperative that you change your registered address on your license. You can only do this at the police station.

**You will need your current license and something that proves your new address (Residence card with new address on the back, new *juminhyo* etc.)**

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### **3. Taxes**

All residents in Japan are required to pay tax. The main types of taxes are income tax (levied by the national government) and residence tax (consisting of municipal tax and prefectural resident tax).

#### **3.1 Income Tax (*shotoku zei*)**

Payments for Income Tax, or *shotoku zei* (所得税), will be calculated from your income over the period of January 1st to December 31st. Borderlink will deduct income tax payments from your wages each month and make income tax payments on your behalf.

#### **3.2 Municipal & Prefectural Residence Tax (*juminzei*)**

*Juminzei* (住民税), also known as “residence tax,” for any year, is levied against persons who have earned a certain amount of income. Required tax payments are calculated from the net incomes of such persons for the period of January to December of the previous year and are paid to the municipality in which they were living on January first of the current year. For example, if you are now living in Omiya, but moved after January first of this year, residence tax for this year must be paid to your former municipality.

Required tax payments for any year are decided by the municipal office of the municipality where you were living as of January first of that year, with required tax payments being calculated using the report of salaries paid, *kyuyo shiharai hokokusho* (給与支払報告書), submitted by Borderlink. The payment of residential tax is one of the requirements to renew your visa. Please be aware of this and prepare to pay this tax in a timely manner. This will be applied after you have resided in Japan for a year.

#### **3.3 Year-End Tax Adjustment (*nenmatsu chosei*)**

If you are a salaried employee, at the end of December when Borderlink makes the last income tax payment on your behalf for the year, the amount of income tax you have paid for the year will be calculated and then determined.

Borderlink Admin Department will send out the information regarding *nenmatsu chōsei* to your email address at the end of October. If you miss the deadline to submit your papers, **you will have to do the Final Tax Return by yourself.**

#### **3.4 Individual Filing (*kakutei shinkoku*)**

If you meet any of the criteria listed, you are required to calculate your net income for the previous year (over the period of January 1 to December 31) and file your required income tax payments for that income.

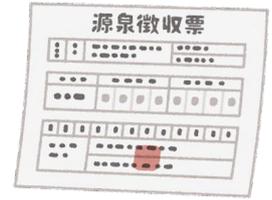
If you have paid large medical expenses or have taken out one of the specified types of home loans, you may be able to receive a tax refund when making a final tax return.

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### 3.5 At-Source Tax Withholding (*gensen choshu hyo*)

January first to December thirty-first of any year are shown on a document called “*gensen choshu hyo*” (源泉徴収票), or “Statement of Tax Withheld at Source.” This is also known as a “Tax Withholding Slip.”



The Tax Withholding Slip will be uploaded—and available to be printed—on the EC Club site by the end of the December. This is the same site and account your pay slips can be accessed from. This document shows your total income and taxes paid for the year and is necessary to renew your visa and report foreign earned income to your home country.

### 3.6 Tax Exemption for Dependents (*Fuyo Kojo*)

This form, known as “*fuyo kojo*” (扶養控除), is presented to you during your contract signing. You must fill out and provide the original form to Borderlink. Should you fail to provide it, **tax in the amount of 20,000 to 30,000 JPY per month will be deducted from your salary and cannot be returned until December** (this is only if you turn the form in). Depending on the timing, you may not be able to get back taxes deducted from your salary in this fashion.

This form must be submitted every calendar year.

The amount of deduction increases by the number of dependents (i.e., the amount of money you must pay will be reduced as the number of dependents increases). For this reason, you must report the following:

1. When you get married or divorced
2. If you have a baby
3. When the number of dependents decreases, such as one of them finds employment, etc.

Please submit it to Borderlink



平成 31 年 (2019 年) 分 給与所得者の扶養控除等 (異動) 申告書

所轄税務署長等 税務署長 市区町村長	給与の支払者の名称(氏名) あなたの氏名	(フリガナ) あなたの氏名	あなたの生年月日 年 月 日	あなたの住所 あなたの住所	あなたの氏名 あなたの氏名	あなたの住所 あなたの住所	配偶者の有無 有・無	扶養控除等申告書の提出 (印)
あなたに課税対象の家族(扶養控除)を申告する同一生計配偶者及び扶養親族がなく、かつ、あなた自身が障害者、高齢、若死又は勤労学生のいずれにも該当しない場合には、以下の各欄に記入する必要はありません。								
区分等 (フリガナ)	個人番号 あなたの氏名	生年月日	住所又は居所	異動月日及び事由				
源泉控除 A 対象配偶者 (注1)								
扶養対象 B 扶養親族 (注2)								
障害者、若 C 障、若死又は 勤労学生								
他の所得者が控除を受ける扶養親族等								
○住民税に関する事項								
16歳未満の扶養親族 (注3)								

「16歳未満の扶養親族」欄は、地方税法第45条の3の2第1項及び第2項並びに第37条の3の2第1項及び第2項に基づき、給与の支払者を経由して市区町村長に提出しなければならないとされている給与所得者の扶養親族申告書の記載欄を兼ねています。

SAMPLE

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### **4. Japanese Social Insurance System**

In Japan, the social insurance systems have been established to provide you with the medical care benefits and pensions in the event of sickness, injury, childbirth, death, old age and disability. Under the principle of universal coverage, **all registered residents of Japan must enroll in one of the appropriate social health care and pension insurance systems.**

The main social insurance systems for salaried workers in companies and factories in Japan are the Employees' Health Insurance (*Kenko Hoken*) system as the health care insurance and the Employees' Pension Insurance (*Kosei Nenkin Hoken*) system as the pension insurance.

For self-employed workers and non-employed people, there are the National Health Insurance (*Kokumin Kenko Hoken*) system and the National Pension (*Kokumin Nenkin*) system.

#### **4.1 Social Health Insurance & Pension (*Shakai Hoken*)**

Social insurance in Japan is comprised of Pension, Health, Unemployment and Workers' Accident Compensation. **Workers who work 20 hours or more per week over the course of a contract longer than 2 months, and earning a total salary of more than 88,000 yen, must join the Social Insurance and Pension system through their employers.**

The coverage under the Social Health Insurance and Pension Plan is compulsory by law, and it is not a contract which employers or workers are able to opt into for the coverage or withdraw from. Your contribution amount is calculated by applying an established rate to your monthly salaries. Your employer must deduct your contribution from your monthly salaries and then pay the contribution, together with those that are matched by the employer.

Pension and health premiums are calculated as a percentage of the 'standard salary'. Standard salary is based on the employee's monthly compensation amount and is determined according to a table provided by the social insurance office. Unemployment and workers' accident compensation insurances premiums are calculated as a percentage of the actual compensation instead of the standard salary.

Your dependent family members can apply for coverage if they are your first, second, or third level of your family members or relatives and if they have registered their residence in Japan. To be approved as dependents to be covered, he/she needs to be financially supported mainly by you.

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### 4.2 Employees' Health insurance (Kenko Hoken)

Health insurance provides medical coverage for all insured residents, and long-term care insurance provides elderly care benefits. It also provides allowances in cases of childbirth, injury, sickness and death. National Health Insurance insures non-salaried residents under the age of 75. Employees' health insurance covers salaried workers under 75 and their dependents under 75.

Employees' health insurances cover 70% of medical expenses, raising to 80 or 90% for children under elementary school age or those 75 or over depending on income. If total monthly medical costs of a household exceed a maximum amount, the exceeded amount will be reimbursed. The maximum is determined by the insured person's compensation and age. Employees' health insurance premiums are calculated based on standard salary.

The percentage depends on the employer's registered prefecture, and may vary from 9.58% (Niigata, currently the lowest) to 10.73% (Saga, currently the highest); Persons ages 40 to 64 are subject to an additional 1.79% premium on top of their health premium, with the employer and employee each paying half.

You will be insured once you start working with Borderlink. However, you must submit your "My Number" and give permission to let Borderlink obtain your My Number information to Borderlink, in order to process your Employee's Health Insurance card.

Once you join Borderlink, Admin department will start the process to have your health card issued. It usually take about 4-6 weeks for Borderlink to receive it. Once Borderlink receives it, we will send it to you by mail.

**If you need medical care before your card arrives, please contact the Admin Dept. at Borderlink via email ([admin-bl@borderlink.co.jp](mailto:admin-bl@borderlink.co.jp)) Admin will issue a certificate which is good for three months. You can present the certificate instead of your card. One card is issued to each insured person.**

When receiving medical care, you must show your health insurance card at the clinic reception. You cannot use a copy of a health insurance card, or an expired health insurance card. It is forbidden to rewrite details on a health insurance card by yourself, or to lend/borrow a health insurance card. If you lose or damage your health insurance card, please contact the admin department at Borderlink: [admin-bl@borderlink.co.jp](mailto:admin-bl@borderlink.co.jp)



**SAMPLE  
(blue card)**

The system allows your family members who are dependent on you, the insured person, to use the same health insurance system. Insurance premiums do not change depending on the number of dependents (however, long-term care insurance premiums may be collected for family members between the ages of 40 and 65). In addition, one health insurance card will be issued for each dependent family member.

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### 4.3 Employment Insurance (*Koyo Hoken*)

When a worker is unemployed, in order to give stability to their life and to ease the way for re-employment opportunities, employment insurance pays necessary benefits. Borderlink will deduct the employment insurance, *koyō hoken* (雇用保険), payments from your wages and make payments on your behalf for those working 20 hours or more per week.

### 4.4 Workers' Accident Compensation Insurance (*Rosai Hoken*)

When you are injured at school or on the way to the school, please inform your coordinator right away and get necessary medical care. Your coordinator will contact Admin to check if the injury is subject for reimbursement from Rosai Hoken.

Workers' accident compensation insurance provides medical care allowance for work and commuting related injuries, diseases and deaths, as well as compensation allowance for unpaid medical leave period which exceeds 4 days. Premiums are covered by the employer. The rate depends on the employer's industry type and can vary from 0.25% to 8.8%.

### 4.5 National Health Insurance (*Kokumin Kenko Hoken*)

The National Health Insurance system is available to reduce medical costs in Japan. National health insurance is one of the two major statutory types of insurance programs available for self-employed workers, students, and non-employed people.

Insurance fees are calculated every year based on the number of members in a household, income in the preceding year, and members' ages, as of April 1st. In case of enrollment or quitting in the middle of a year, fees will be calculated per month. If due to special circumstances, paying insurance fees becomes difficult, you may apply to pay in monthly installments. Please go to the municipal office of your residence and consult with your local government division in charge of National Health Insurance.

#### **The amount of partial medical fees (your own expenses) differs depending on age.**

- 0~6 years old (before compulsory education) 20%
- 7 years (compulsory education)~69 years 30%
- 70~74 years 20% or 30%

#### **There are cases where you cannot receive National Health Insurance Benefits.**

- Cosmetic surgery, orthodontics, regular health checkup, vaccinations, normal childbirth delivery, etc.
- Sickness or injury due to criminal activity or criminal intention
- Sickness or injury due to fighting or being drunk
- Sickness or injury sustained at work (applicable for Workers' Accident Compensation Insurance)

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### ◆Joining, Leaving, and Making Notifications to the National Health Insurance

1. You must join the National Health Insurance (NHI) plan when you move to a new city.
2. You must leave the NHI plan if you change municipality, leave Japan permanently, your visa or residency qualification expires, or if you join social health insurance.
3. As a member of the national health insurance plan, you must notify the NHI (at your city / ward office) when any of the following occur:
  - There is a birth or death in your family.
  - The head or a member of your household's address, name, nationality, etc. changes.
  - Your NHI member's certificate is lost or damaged.
4. You will automatically receive a new insurance card in the mail when your old card expires.

### ◆National Health Insurance Member's Certificate

Once the application procedures have been completed, you will be issued a "NHI Member's Certificate" as proof of your membership. Please check that your name, address, and other details are correct. If there are any mistakes, please report them to the national health insurance section of your municipal office.

### ◆How to Pay National Health Insurance Tax

Even if the head of a household is not a member of the NHI plan, if there is a member in their household, they are responsible for making NHI tax payments. NHI tax for any year is paid in ten installments between June of that year and March of the following year. So that you do not need to worry about forgetting to make payments, we recommend using the easy and convenient automatic transfer service. Payments in person can be made at the NHI station, post offices, and financial institutions using your tax notice.

### ◆National Pension Service (*Kokumin Nenkin*)

The National Pension is a public pension system participated by all persons aged 20 to 59 years who have an address in Japan, which provides benefits called the "Basic Pension" due to old age, disability, or death. All registered residents of Japan aged 20 to 59 years must be covered by the National Pension system.

You can pay the contributions at banks, post offices, or convenience stores using the payment notices sent to you by the Japan Postal Service. You may take advantage of a discount by opting for advance payment, automatic bank remittance, or credit card payment.

You can apply for the exemption from contribution payments if you satisfy certain conditions specified by law, specifically, if you are receiving the Disability Basic Pension or the Public Assistance under the Livelihood Protection Act. You may also be exempt from contribution payments if the previous year's income of you/your head of household is low, and if your application for exemption is granted. To establish the exemption, you need to apply at your residential municipal office and register. You need to apply for the exemption every year.

# IV. Work, Residency, and Taxes

## Employment and Legalities in Japan

### 4.6 Lump-sum Withdrawal Payments

#### (Pension Refund for Non-Japanese nationals)

If you are not a Japanese citizen and you had resided in Japan and had been covered by the Japanese system for a short time, you can claim the Lump-sum Withdrawal Payments within two years after your departure from Japan. You can claim the Payments if you have at least 6 months of coverage periods\* as a Category I insured person under the National Pension system and you have not been eligible for pension benefits.

\*Contribution-exempted periods are proportionally calculated: 1/4 of your coverage periods (months) exempt from 3/4 contribution payment, half of your coverage periods (months) exempt from half contribution payment, and 3/4 of your coverage periods (months) exempt from 1/4 contribution payment.

\*If you are non-Japanese and you have short coverage periods under the National Pension system or the Employees' Pension Insurance system, you can apply for the Lump-sum Withdrawal Payments. Please make sure you are no longer covered by these pension systems, and you file the application for the Payments within two years since leaving Japan.

# V. School Life and Your Role

## A Guide to ALT Responsibilities and Expectations

### 1. Introduction to Japanese School Systems

#### 1.1 Overview

The Japanese school system may be quite different from the system in your home country. The following is a general outline of the Japanese education system. Much information is taken from the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) website:

<https://www.mext.go.jp/en/policy/education/overview/index.htm>

It may take time to become accustomed to teaching in a foreign environment, but having a basic understanding of the English education system in public schools in Japan will help ease that transition. English has been officially taught at all public schools in Japan from elementary school since April of 2011. Currently, English instruction begins at the elementary school level in 3rd grade and continues through junior high and high school. Japanese universities also often place an emphasis on English language classes.

However, despite these years of study, many Japanese people still do not have a high level of English language ability. This can arise from the lack of opportunities to use English verbally, low confidence due to shyness, or fear of making language mistakes. Especially in junior high school and upward, emphasis is often placed on vocabulary and grammar rather than verbal communication in order to prepare students for school entrance exams at the high school and university level. Students are often tested on non-speaking methods of English communication only.

This trend continues in the workforce, where standardized testing can be used to determine a hire, job placement, or salary increase. This results in imbalanced importance placed on reading and writing ability instead of speaking. Especially in the science and medical fields, professionals are often tasked with translating and reading English texts from other countries. A doctor or scientist may have fluent reading and writing, yet lack very basic speaking ability.

The education system in Japan is compulsory from elementary school through junior high school. Below is an image of the system showing the relation to age, grade level, and school level:

Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Grade				1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd	1st	2nd	3rd	
				Compulsory Education												
	Preschool / Kindergarten			Elementary School						Junior High School			High School			

# V. School Life and Your Role

## A Guide to ALT Responsibilities and Expectations

### 1.2 Elementary School

English has been compulsory for 5th and 6th grades in public elementary schools since 2011. Starting in April of 2018, compulsory English education was extended two years earlier into 3rd and 4th grades, with English becoming as an official foreign language subject in 5th and 6th grades.

Since 2020, the national standard has been updated. All 5th and 6th graders are now receiving a minimum of 70 English lessons per year (approx. two lessons per school week) and English has now become a graded subject, which includes evaluations and tests. All 3rd and 4th graders are receiving a minimum of 35 English lessons per year (approx. one lesson per school week).

Along with the minimum lesson increase, new textbooks were also implemented. Among those were the “Let’s Try!” series books for 3rd and 4th grade students and the now phased out “We Can” books for 5th and 6th grades. The biggest change in 2020 was the introduction of official English textbooks in both 5th and 6th grades, with each city’s Board of Education (BOE) choosing one for their area. These new textbooks are designed to help the homeroom teacher (HRT) take on a more prominent role in the lesson, especially as the main teacher (T1), and contain a lot of Japanese instructions.

An ALT may be asked to be the main teacher (T1) or a supporting teacher (T2) depending on the needs and resources of the school. Typically, the ALT is asked to be the T1 in lower elementary classes up to grade 4. In grades 5 and 6, there may or may not be a certified English teacher available to lead or assist in English classes. Also some homeroom teachers will embrace the lead role in English classes, while others will not. The ALT’s role in upper elementary classes will vary between T1 and T2 based on situation at the school or class.

### 1.3 Junior High School

Junior high school also has compulsory English lessons. They typically will have 4 English lessons per week throughout the school year, essentially double that of elementary 5th and 6th graders in total. Along with elementary schools, the junior high schools also periodically update their English course textbooks. Again, each city’s BOE will determine the textbooks to be used. Some cities use the same series for elementary and junior high, others may use one series for elementary school and a different series for junior high school.

An ALT may be asked to be the main teacher (T1) or a supporting teacher (T2) depending on the needs and resources of the school.

### 1.4 (Senior) High School

High school English is outside of compulsory education in Japan, so there will be much larger variation in their English programs at this level. Some schools have course specialties and do not place much emphasis on English, while others are the opposite and place a high focus on English. An ALT who is placed in a high school will need to find out the specifics by speaking with the English teachers in the school.

# V. School Life and Your Role

## A Guide to ALT Responsibilities and Expectations

Also, whereas elementary and junior high level students tend to vary greatly in their English ability, high school students tend to be at a much similar level. This is due to the entrance exam requirements of the high school as well as the school's specialities or lack thereof.

### 1.5 Kindergarten

As a Kindergarten ALT deals with young children throughout the day, it is important for the ALT to bring a high level of energy. The younger the child, the more active the lessons will need to be. Songs, rhythmic activities, games, and other active mediums will need to be used. The English level of most kindergarteners is usually non-existent (with some exceptions), so the English content must be simple. Unlike elementary school and above, the length of an English class in kindergarten can vary, from much shorter 20-30 minute lessons to regular 45 minute lesson lengths. Each school has their own schedule.

## 2. Responsibilities

### ◆ Overview

In Japan, teachers are highly respected. They are seen as role models and adults who will be interacting with and shaping younger generations. Just like any teacher in Japan, this places certain responsibilities and expectations on an ALT. As such, ALTs should behave in a manner that falls in line with Japanese law, societal norms, and local school rules. By doing so, the ALT will be able to maintain a respected position within the school community among students, fellow teachers and staff, parents, and the working city at large. Even though an ALT should be fun, friendly, and engaging, it is important to remember that an ALT is first and foremost a teacher who should be looked up to.

Cultivating a good image through proper professionalism will garner trust and make life as an ALT much easier and enjoyable, both in and out of the classroom. Fellow teachers will know that the ALT can be relied upon. Parents will be assured that their children are receiving proper English instruction.

Finally, an ALT who is trusted and gains the respect of school staff will find they may be given more input in lesson planning, with teachers more open to suggestions and ideas from the ALT. A model ALT will find classes easier to conduct with students that genuinely respect their teacher. This can lead to increased participation and higher output, overall impacting the learning process in a positive manner. An ALT's conduct is vital to success.

### 2.1 What Is an ALT?

*"Why are ALTs sought after? What do ALTs do that separate them from regular teachers? What does an ALT provide that is so valuable and appreciated by a school?"*

The term "Assistant Language Teacher" was created by the Japanese Ministry of Education (MEXT)—also known as the *Monbukagakusho* ( 文部科学省 ) in 1987. ALTs are now living and working throughout Japan, and many younger Japanese people have had classes with ALTs when they were in school.

# V. School Life and Your Role

## A Guide to ALT Responsibilities and Expectations

One of the biggest contributions ALTs can offer is their experiences from their own culture. English education in Japan has been gradually changing to shift focus from teaching mostly grammar and translation to the four skills of reading, writing, listening, and speaking. Lately, there has been an increased emphasis on creating more interactive and dynamic lessons, including through the use of cultural exchange. And although many Japanese Teachers of English (JTE) and Home Room Teachers (HRT) are changing their teaching styles, some do not have the confidence to teach English in a communicative way, nor always know how to best utilize ALTs.

An ALT is a teacher who brings native-level English into the classroom. The ALT might be involved in the English class at various level ranges, even within the same school, including anywhere from an assistant to another Japanese English teacher in a very limited capacity all the way to leading the class as a main teacher. However, the most successful ALTs find a way to incorporate a much more even distribution between ALT and HRT or JTE through team teaching.

### 2.2 Inspire Students

Listening, free communication, and natural pronunciation are often areas where an ALT can focus. Providing a window into other cultures can be a springboard into practicing these skills. By offering insights into this foreign cultures and showing students that being able to communicate in another language is fun, useful, an obtainable, ALTs can inspire enthusiasm for English in their students. Simply learning by memorizing and writing does not allow the students the opportunity to communicate in the language.

In addition to being a cultural ambassadors, another part of an ALT's job is to help create a proper learning environment in the English classroom. This can be done by being approachable, praising students for their efforts in trying to communicate, and helping students understand that making mistakes is part of the process. Additionally, an ALTs body language should show that they enjoy being around the students, and that they want to help them. Interacting and talking with the JTE or HRT in class or around the students shows the students that it is indeed possible for Japanese people to speak and be understood using English.

Creating a fun, focused, educational English experience will be one of the most important tasks an ALT undertakes. While the main goal, first and foremost, is the teaching of English, how the subject matter is to be taught can have a major impact on the students' participation and interest. It will be up to the ALT to capture the attention of each student by preparing and executing engaging content that sets their English class apart from other subjects in the school.

### 2.3 Support Teachers

Another important functions of an ALT is working with the JTE (Japanese teacher of English), or HRT (homeroom teacher). Team teaching plays a vital role in communicative English. It is imperative that the JTE and ALT be on the same page when it comes to how the classes should be taught.

# V. School Life and Your Role

## A Guide to ALT Responsibilities and Expectations

Good communication, patience, an open mind, and similar goals between both teachers are necessary to effectively educate the students. This synergy will help ensure there is a singular focus in the classroom.

An ALT also assists the JTE or HRT by sharing ideas for communication. English classes can differ greatly from other classes, because more focus is given on content that can be practiced through the use of communicative activities and games. An ALT's ideas for such games and activities can greatly enhance lesson effectiveness. In addition, activities, games, and lessons already created by the JTE or HRT may be presented to an ALT for input. It will be an ALT's job to give an honest, constructive opinion and assessment of these ideas. Conversely, an ALT should be open to feedback regarding their own activities from HRTs and JTEs.

Furthermore, an ALT must be proactive and prepared. An ALT should do their best to speak with HRTs and JTEs regarding upcoming lessons. By doing so, any confusion can be clarified and both teachers will be on the same page about lesson flow, activity instructions, and goals for the unit/lesson. Some partner teachers will take the initiative and approach the ALT, while others may not. In these instances, the ALT will need to be proactive and (find the right time to) approach their partner teacher(s) to meet and plan for upcoming lessons.

### 2.4 Cultural Exchange

While working as an ALT in Japan, yet another aspect of work that should not be overlooked is the unique opportunity to share culture of the world and specifically, the culture of the ALT's home country. An ALT is afforded the chance to bring interesting and educationally appropriate information about their own cultural experiences to students. Many children in Japan do not interact with foreign people on a daily basis.

An ALT bringing their own culture into the school and classroom at correct times can give students great insight into the world outside of Japan. An ALT showing pictures of their home country's food during a lesson about food, showing a short video clip of a traditional holiday costume and dance, or noting differences and similarities between school life in an ALT's home country and in Japan are just some of the great ways to bring one's own culture to the classroom. Please note that an ALT should discuss and receive permission to do so each time from the JTE or HRT that they will be working with well beforehand, to ensure there is a collective understanding of what will be done in class with the students.

## **3. Professionalism at School**

The public image of an ALT, as with any regular teacher, is of great importance. How an ALT presents that image is through professionalism. Being a professional in all aspects of the job will help an ALT garner trust, understanding, and respect of the students, staff, and BOE.

# V. School Life and Your Role

## A Guide to ALT Responsibilities and Expectations

### 3.1 Applauded Behavior

- Offering to help the teachers (grading papers, etc.)
- Offering to participate in club activities and cleaning time
- Eating lunch with the students (mostly ES and JHS)
- Making lesson plans and materials for class in your free time
- Meeting with the teachers to discuss the lessons and lesson plans
- Asking for feedback after your lessons
- Giving advice for games, activities, and other class related materials to teachers
- Greeting the students and teachers in the morning and saying goodbye when they leave
- Saying good morning and goodbye to the teachers when arriving and leaving
- Praising the students as often as possible
- Conversing with teachers other than the JTE/HRT
- Smiling and building a positive atmosphere as often as possible
- Joining events with the school teachers when invited
- Talking with students between classes and after school
- Being open-minded to different ways of thinking and doing things
- Volunteering to help teachers during free time
- Playing and conversing with students during recess, break times, and after school
- Constantly doing your best to improve your Japanese language ability
- Creating fun and interactive English boards in the hallways or English room
- Following any and all school rules at the ALT's schools

### 3.2 Inappropriate Behavior

- Touching students or other teachers**
- Talking or texting on your cell phone, or using your phone for any reason without permission
- Playing a portable gaming device or appearing to do so
- Listening to music or appearing to do so
- Using the school computer or your own computer for tasks not related to school or teaching
- Drinking or eating in the classrooms, hallways, and sometimes even in the staff room
- Reading books unrelated to the school's English language program
- Sitting on desks in the teachers' room or classrooms
- Sitting down during lessons, especially when not actively teaching in the classroom
- Moving objects with your feet
- Sleeping while at work or appearing to be sleeping (keeping eyes closed, putting head on desk)
- Putting your hands in your pockets (it makes you look too casual in Japanese culture)
- Leaning against the wall or any other objects
- Requesting rides to or from work from school staff, even if they live near your residence
- Showing up late to work and/or leaving early
- Asking to borrow money at your place of employment
- Talking badly about the company and/or other teachers at your place of employment
- Using foul language, or teaching such language to the students
- Chewing any gum/candy or putting a pen/pencil in your mouth
- Using school supplies (copy machine, etc.) without first getting permission
- Scolding the students
- Giving drinks, candy, or any food to the students
- Entering classes without permission, especially when in session
- Asking staff for Japanese lessons

# V. School Life and Your Role

## A Guide to ALT Responsibilities and Expectations

### 3.3 Regarding Classroom Management

In an English class, as with any other subject, there will be times when a specific class or specific students in a class are loud, undisciplined, or otherwise disruptive during the time an ALT is teaching. This can lead to other students being unable to hear or concentrate on the material. When this happens, there are several ways an ALT can react:

#### ◆ Ask for Attention

This is the most basic and common method. An ALT gently asks for the student or students to please stop talking and listen. Depending on the student, this might be all that is needed. Conversely, this may be the most ineffective.

#### ◆ Ask for Help

This is one of the most recommended ways to bring a class back to order. As an ALT is not a licensed teacher, another licensed teacher must be in the room at all times with the ALT. As such, this teacher can and should be used to help keep students focused. If a particular student is being too disruptive, an ALT can politely ask if the Japanese teacher could please ask the student in question to quiet down. The other teacher can take it from there.

#### ◆ Call and Response

A great way to get students focused is the call and response method. Essentially, the ALT uses auditory calls to get a specific response from students. This helps students come back to the lesson. For example, an ALT may clap rhythmically, and students are to mimic the ALT's clapping back. Another example is to use a simple bell that is rung whenever the class is losing focus.

#### ◆ Pause the Class

Sometimes the best thing an ALT can do to let students know the behavior is becoming an issue is to simply stop. During a game demonstration, for example, students may get excited and start chatting with classmates near them. An ALT can stop, put their hands at their sides, and be silent until the noise stops. Many students will notice this sudden change in the ALT and urge their classmates to quiet down without the ALT needing to say anything.

#### ◆ Ignore It

At times, a good solution might be to just ignore the disruption. It is important to note, however, that sometimes there are students who will be disruptive no matter what any teacher does. Many times, these specific students have other issues that are affecting their ability to sit quietly and pay attention. These can include cognitive ability, issues at home or personal life, and others. These students may act in a disruptive manner throughout the day in all classes, not only in English class. If there is a very disruptive student, an ALT should speak with the teacher after class to determine what, if anything, should be done.

Under no circumstances should an ALT physically discipline or verbally chastise a student. An ALT's job, in general, does not involve the responsibility of disciplinary measures. The teacher who is with an ALT in the classroom should handle any legally appropriate discipline needed. In fact, for most behavioral matters, the partner teacher should be consulted with and school staff left to deal with the issue. ALTs must take care in how they interact with students, particularly regarding behavioral correction.

# V. School Life and Your Role

## A Guide to ALT Responsibilities and Expectations

### 3.4 Digital Communication

As a teacher in Japan, it is up to each ALT to carefully manage and maintain their professional image. This includes both in the way digital communication is used. In Japan, as with any country, certain behaviors and activities that are perfectly normal in one may be considered unacceptable in another. An ALT is a role model, and adhering to the following guidelines while in Japan will assist in this important endeavor so that no unintentionally inappropriate conduct occurs.

First and foremost, digital communication with students is categorically prohibited. This includes but is not limited to texting, SNS contact/messaging, and contact/messaging on gaming platforms. Note that contact with students through means such as those listed will be grounds for immediate dismissal, and even possible criminal charges.

Outside of general small talk, communication at school with partner teachers and staff should be about work related matters. Personal text/contact information should be exchanged only at the partner teacher's request, and only with the ALT's clear consent.

Once information has been exchanged, text messages should only pertain to work-related matters. Texts such as birthday/congratulations messages should be avoided. Also, an ALT should not use text exchanges to offer services like English lessons. Finally, the texts must not offer or request to meet outside of school. Texts/messages should only be sent during standard work hours.

### 3.5 Maintaining Healthy and Safe Interaction

#### ◆ With Students

Mutual trust is important in any relationship. With students especially, educators often need to take the lead in building trust and advocating for their students and to be consistently acting in their best interests. As such, Borderlink desires to provide a positive school environment that protects the safety and well-being of all students. ALTs, with whom students may interact at school or in school-related activities, are expected to maintain the highest professional and ethical standards in their interactions with students.

In order to ensure that healthy and safe interactions with students are maintained, ALTs will want to avoid situations that could lead to accusations of questionable conduct or impropriety. These include, but are not limited to:

- Initiating inappropriate physical contact.
- Being alone with a student outside of the view of others.
- Initiating and maintaining personal contact with a student, especially one that has no legitimate educational purpose.
- Inviting or accepting requests from students to connect on social networking sites
- Addressing a student in an overly familiar manner, such as by using a term of endearment.

# V. School Life and Your Role

## A Guide to ALT Responsibilities and Expectations

### Maintaining Healthy and Safe Interaction

#### ◆ With Teachers

Relationships with teachers, like students, needs to be carefully maintained. Doing so will result in a professional and respectful environment with fellow teachers. While they differ slightly, the basic ideas remain very much the same.

Here are some guidelines for maintaining healthy and safe interactions with teachers. Again, ALTs will want to avoid situations that lead to accusations of questionable conduct or impropriety. These may include, but are not limited to:

- Initiating inappropriate physical contact.
- Sharing very personal information about one's own private life.
- Initiating and maintaining personal contact with a teacher, especially one that has no legitimate educational purpose.
- Addressing a teacher in an overly familiar manner, such as by using a term of endearment.

#### ◆ Socializing with Colleagues

In Japan, there is a social element to working in many companies, and schools are no different. At certain milestones schools may have get-togethers—essentially parties. These are usually held at nearby restaurants on a weekend to celebrate the hard work of the staff and school. The consumption of food and alcohol is commonplace.

Some schools may or may not extend the invitation to an ALT. If invited, an ALT should never feel pressured or required to join the event. An ALT may politely decline the invitation. Keep in mind that these events are not Borderlink work-related matters, and therefore outside of Borderlink's purview. Along these lines, an ALT must be aware that a fee may be charged for attending, as all members are usually expected to pay their share. Depending on the location, the fee may range from reasonable to quite expensive.

### 3.6 Direct School/Teacher Requests

Schools and teachers will sometimes give an ALT special requests or instructions. It is important for an ALT to remember first and foremost, that most of these are normal requests and a part of daily life working at schools. However, it is important that an ALT make a distinction between reasonable requests and requests that are not a part of an ALT's contract nor responsibilities.

Unreasonable requests may include, but are not limited to:

- Asking an ALT to correct papers or teach classes for a subject not related to English.
- Altering an ALT's contracted start or finish times.
- Being asked to give school staff English lessons.

If an ALT finds themselves questioning whether a request is considered reasonable or part of their contractual obligations, that ALT should contact their coordinator so that clarification can be obtained from the school.

# V. School Life and Your Role

## A Guide to ALT Responsibilities and Expectations

### 3.7 Computer and Internet Usage

An ALT may have questions about how to access internet and use technology while at the schools. First, an ALT should avoid using their phone to access internet. Even when used for academic purposes, there is too great a chance of a misunderstanding occurring or of a student seeing the ALT with their phone.

Schools nearly always have a shared public computer for staff to make use of for school-related work. Located in the teacher's room, it can be a great resource for an ALT when it comes to making PowerPoints, worksheets, and accessing information. To use it, an ALT should politely ask the vice principal each time they would like to use it. A username and password is often necessary, which can be provided by the vice principal.

While using the school's computer, an ALT should only use it for work-related purposes. Use of private email, games, and non-work related websites must be avoided. The ALT should also be aware of how much time they are spending using the computer. Other teachers may wish to use it, so an ALT should avoid long periods of computer time. Finally, an ALT should not download or install programs.

When it comes to saving data or retrieving data, please note this may prove difficult or impossible depending on the security level in place at the school. Many schools do not allow flash drives, SD cards, or CDs to be used with their computers, or may require special permission from the vice principal to do so. Information created on a school computer may very likely not be removable to another medium, so please be aware.

## 4. School Activities

There will be various school activities and special days throughout the year, some more common than others. Each school and city has their own specific circumstances, so an ALT's experience may vary from school to school. With that in mind, the following activities are quite common.

### 4.1 Open Classes

Schools often have "open" or "study" lessons. The most common are lessons that are open to other teachers in the city or, students' parents. These lessons are considered important to an ALT's schools as they show what is currently taking place and offer a venue to promote education the students are receiving. As the teacher involved, an ALT should be aware of these and will often be told in advance so that planning of the lessons and roles can be communicated.

### 4.2 Outside Classroom

Interacting with students at school provides a great opportunity to build teacher-student relationships. Borderlink encourages ALTs to be available, friendly, and approachable in the hallways between classes, and before and after school. Doing so can foster increased interest in English.

# V. School Life and Your Role

## A Guide to ALT Responsibilities and Expectations

### 4.3 Cleaning

At schools from the ES through HS level, students will clean their school along with teachers. Time each day is set aside for this task, typically after lunch or the end of the school day. As a teacher, your school may ask that you also participate. Cleaning duties may include sweeping, wiping desks, taking out the trash, cleaning windows and walls, or scrubbing floors. If the ALT is confused about what they should be doing during cleaning time, consultation with the vice principal is advised.

### 4.4 School Lunch

Each day, students eat lunch together, usually in their classrooms. The students will receive the lunch in large containers and distribute it to their classmates together using teamwork. After lunch, students will clean up before brushing their teeth. Usually (but not always) ALTs are able to opt into receiving school lunch for a reasonable fee.

An ALT will usually be asked at the beginning of the year if they would like to eat school lunch. If so, they are expected to pay and eat the school lunch for the entire year. Selecting only certain days to receive school lunch is usually not possible. Also, cancelling previously ordered school lunch will require payment for school lunch that is already processed.

ALTs might be asked to eat with students in their classrooms, and this is encouraged.

### 4.5 Club Activities

In JHS, club activities are a very big part of a student's life. Clubs take place after school and consist of both sport and non-sport activities. Students practice regularly, often several days a week if not nearly every day. While we encourage ALTs to participate in the school in most ways, please exercise caution when asking to participate in JHS clubs. If an ALT shows up and begins participating regularly, it will become expected that the ALT joins all practices and events, which may include weekends. Also, it is necessary to ask the teacher leading that club activity for permission to attend, even if only to observe and not participate directly.

## 5. First Day at School

First and foremost, an ALT should try to enjoy the cultural experience of being at a Japanese school and how the system works. The ALT may feel nervous at first, but that will fade over time as the ALT acclimates to the new position.

\*If there are any special lunch needs, such as allergies, intolerances, or restrictions due to certain values or religious reasons, please let the school know or have Borderlink contact the school, to ensure there is no misunderstanding.

### ◆First Day at School Checklist ✓

ALT's Desk	Check to see if it is shared
Staff Room Seating Chart	Including teachers' names, what they teach/ homeroom #
School Map / Tour	Including printing room and other major areas
Class Rosters	As this has private info, be sure to leave them at school
Available Resources	Which and where to find materials, including computers
Lunch	Confirm how this is paid

# V. School Life and Your Role

## A Guide to ALT Responsibilities and Expectations

Each school's expectation is different. However, it is generally expected that the ALT will introduce themselves to both the students (in English) and the teachers (in either English or Japanese) on their first day. The introduction speech to the teachers and staff doesn't need to be anything special. A very brief introduction including your name, country, and general interests/hobbies will suffice.

With some schools, an ALT may attend the opening ceremony while in other schools, an ALT would not. For some, the first day may be the first day of regular classes. In either case, an ALT should dress formally on the first day unless specifically told otherwise by Borderlink.

### **6. School Supplies and Equipment**

Each school has an area or room that supplies teachers with stationery goods such as paper, laminate paper, pens, pencils, folders and files, staples, ink pads, and more. While you may see teachers making use of these materials, please refrain from using anything without permission. An ALT should ask permission from the vice principal each time they would like to make use of school materials or facilities. Of course, an ALT must not use school supplies for personal use.

Finally, an ALT should be mindful of how much and how often they are using school materials. Excessive use of equipment and supplies can be very costly to schools, which are often on a fixed budget. School staff who see an ALT constantly using a large amount of materials might politely but firmly ask them to refrain from or stop using school resources.

# VI. English in the Japanese Classroom

## Curriculum and Instruction

### 1. Who is MEXT?

MEXT is an acronym for The Ministry of Education, Culture, Sports, Science, and Technology. This is a ministry that comprises a part of the executive branch of the Japanese government. MEXT is directly responsible for the creation and implementation of the English national curriculum program and standards in Japan. They set the guidelines and goals that need to be achieved for each grade level in education. This framework gives direction to schools and, by necessity, the ALT. More information can be found at the MEXT website:

<https://www.mext.go.jp/en/policy/education/elsec/1373870.html>

### 2. National Curriculum Standards

#### ◆ The National Curriculum Standards for Grade 3 and Grade 4 in Elementary School

##### I. OVERALL OBJECTIVE

To develop pupils' competencies that form the foundation of communication through language activities such as **listening and speaking** in foreign languages while activating the Approaches in communication in foreign languages.

(1) To **develop** the pupils' understanding of languages and cultures through various experiences, notice the differences between Japanese language and foreign languages, and become familiar with the sounds and basic expressions of foreign languages.

(2) To **cultivate** the base for the ability to communicate their own thoughts and feelings by listening and speaking about familiar and simple matters in foreign languages.

(3) To **deepen** the understanding of languages and the cultures in its background and cultivate the attitude of attempting to proactively communicate in foreign languages.

##### II. OBJECTIVES AND CONTENTS OF EACH LANGUAGE

###### English

###### 1. Objectives

To develop the competencies specified in (1) and (2) in an integrated manner, through instruction that **aims for the realization of the goals set in the three skill areas of listening, speaking [interaction] and speaking [presentation]** specified below, and to develop the competencies specified in (3) through this process, based on the characteristics of learning English.

###### (1) Listening

- Listen to and understand **simple words and phrases** regarding themselves and their surroundings when spoken to slowly and clearly.
- Understand the meanings of **basic expressions** regarding familiar and simple matters when spoken to slowly and clearly.
- Recognize the (alphabet)** letters by listening to the names of letters pronounced.

# VI. English in the Japanese Classroom

## Curriculum and Instruction

### (2) Speaking [Interaction]

- a. **Greet, thank and give simple instructions and respond** to them by using basic expressions.
- b. Exchange their own thoughts and feelings regarding themselves and their surroundings by using **simple words and phrases and basic expressions with gestures**.
- c. **Ask and answer questions about themselves**, someone they communicate with and their surroundings by using simple words and phrases and basic expressions with support.

### (3) Speaking [Presentation]

- a. **Talk about their surroundings while showing the actual objects, etc. in front of people** by using simple words and phrases and basic expressions.
- b. **Talk about themselves** while showing the actual objects, etc. in front of people by using simple words and phrases and basic expressions.
- c. Talk about **their own thoughts and feelings regarding familiar and simple matters** about daily life while showing the actual objects, etc. in front of people by using simple words and phrases and basic expressions.

\*\*More details regarding content and lesson planning can be found here:

[https://www.mext.go.jp/content/20201218-kyoiku01-000011246\\_1.pdf](https://www.mext.go.jp/content/20201218-kyoiku01-000011246_1.pdf)

## ◆The National Curriculum Standards for Grade 5 and Grade 6 in Elementary School

### I. OVERALL OBJECTIVE

To form **the foundation** of pupils' communication abilities through foreign languages while **developing the understanding of languages and cultures** through various experiences, **fostering a positive attitude toward communication**, and **familiarizing pupils with the sounds and basic expressions** of foreign languages

### II. CONTENT

1. Instruction should be given on the following items in order to help pupils actively engage in communication in a foreign language:

- (1) To experience the joy of communication in the foreign language.
- (2) To actively listen to and speak in the foreign language.
- (3) To learn the importance of verbal communication.

2. Instruction should be given on the following items in order to deepen the experiential understanding of the languages and cultures of Japan and foreign countries:

- (1) To become familiar with the sounds and rhythms of the foreign language, to learn its differences from the Japanese language, and to be aware of the interesting aspects of language and its richness.
- (2) To learn the differences in ways of living, customs and events between Japan and foreign countries and to be aware of various points of view and ways of thinking.
- (3) To experience communication with people of different cultures and to deepen the understanding of culture.

\*\*More details regarding content and lesson planning can be found here:

[https://www.mext.go.jp/component/english/\\_icsFiles/afieldfile/2011/03/17/1303755\\_011.pdf](https://www.mext.go.jp/component/english/_icsFiles/afieldfile/2011/03/17/1303755_011.pdf)

# VI. English in the Japanese Classroom

## Curriculum and Instruction

### ◆The National Curriculum Standards for Junior High

Along with the changes in elementary schools, there has been a big change in junior high schools in 2021. The contents of the textbooks have been changed along with the new Education Course of Study from MEXT. In junior high schools, JTEs are mostly planning the lessons but ALTs need to fully understand the textbook contents to provide good ideas to JTEs as needed.

Borderlink ALTs working in JHS should be able to explain simple grammar, have a general idea of language acquisition, and evaluate listening, speaking, writing and communication tests.

#### I. OVERALL OBJECTIVE

To develop students' basic communication abilities such as listening, speaking, reading and writing, deepening their understanding of language and culture, and fostering a positive attitude toward communication through foreign languages.

#### II. OBJECTIVES AND CONTENT

##### 1. Objectives

- (1) To enable students to understand the speaker's intentions when listening to English.
- (2) To enable students to talk about their own thoughts using English.
- (3) To accustom and familiarize students with reading English and to enable them to understand the writer's intentions when reading.
- (4) To accustom and familiarize students with writing in English and to enable them to write about their own thoughts.

##### 2. Contents

###### (1) Language Activities

The following language activities should be conducted over the period of three years in order to develop a practical command of English which would allow students to understand English and express themselves in English.

###### A. Listening

Instruction should be given mainly on the following items:

- (a) To follow the basic characteristics of English sounds such as stress, intonation and pauses and listen to English sounds correctly.
- (b) To listen to English, spoken or read in a natural tone, and accurately understand the information.
- (c) To listen to questions and requests and respond appropriately.
- (d) To understand the content, confirming what has been said by, for example, asking the speaker to repeat it.
- (e) To listen to coherent English and properly understand its outline or important points.

###### B. Speaking

Instruction should be given mainly on the following items:

- (a) To become familiar with the basic characteristics of English sounds such as stress, intonation and pauses and pronounce English sounds correctly.

# VI. English in the Japanese Classroom

## Curriculum and Instruction

- (b) To speak accurately to the listener(s) about one's thoughts and feelings, or facts.
- (c) To carry on a dialogue or exchange views regarding what students have listened to or read.
- (d) To speak continuously using various techniques such as linking words.
- (e) To give a simple speech on a provided theme.

### C. Reading

Instruction should be given mainly on the following items:

- (a) To distinguish letters or symbols and read English correctly.
- (b) To read silently while thinking about the written content and read aloud so that the meaning of the content is expressed.
- (c) To accurately understand the general outline of stories or the important parts of descriptive texts.
- (d) To understand the writer's intentions in texts such as messages and letters and respond appropriately.
- (e) To grasp the written content or the writer's viewpoints so as to be able to express one's impressions or state agreement/disagreement and reasons for it with regard to the content or viewpoints.

For more information, please visit the following link:

[https://www.mext.go.jp/component/english/\\_icsFiles/afieldfile/2011/03/17/1303755\\_013.pdf](https://www.mext.go.jp/component/english/_icsFiles/afieldfile/2011/03/17/1303755_013.pdf)

## **3. Teaching Methodology**

Each ALT typically will naturally develop their own unique way to conduct class and subsequently, develop their own preferences for teaching based on the material that is to be taught to the students. While this is true, it will be important for an ALT to be somewhat flexible in their teaching style. Too rigid a style and the classes may end up suffering from tedium and a lack of creativity. Too flexible and the classes may end up being wildly inconsistent from one lesson to the next. It will be up to the ALT to be both flexible enough to adhere to the needs of the school while at the same time conforming to the standards and objectives of MEXT.

### **3.1 Lesson Plan and Structure**

Lesson plans will vary from school to school and sometimes even class to class depending on the needs of students. Upon entering a new schools, it will become clear that some have an already well-defined English curriculum and others leave much of the actual planning up to the ALT. Still others will ask that an ALT collaborate with partner teachers in the school who will be in the classroom with that ALT. Whatever lesson planning and structure developed and used, it must conform to the goals of MEXT.

### **3.2 Elementary School (ES)**

Elementary lesson plans by necessity will need to be tailored to each grade level very specifically. The younger a child, the larger the difference will be in the cognitive development and ability compared to the grade levels above them.

# VI. English in the Japanese Classroom

## Curriculum and Instruction

If an ALT is working in an elementary school, a lesson plan and its structure will need to be consistent and interactive. For example, a lesson in (lower) ES typically includes big gestures from the teachers, chants, songs, games, activities, and digital material usage. Student to student interaction during lessons is also usually recommended. Emphasis is placed on speaking and listening in elementary school, even in 5th and 6th grade when reading and writing is introduced. In ES, very seldomly will a student ever be asked to do work completely on their own. Rather, the class as a whole, small groups, or pairs are preferred.

### 3.3 Junior High School (JHS)

In junior high school, it is assumed that students have built up some basis of English knowledge during elementary school. As such, many junior high schools (but not all) no longer teach writing from the ground up. It is assumed all students know the alphabet and have experience in writing. It may be fine-tuned, but much is left up to the student to know beforehand. Emphasis in junior high school can involve reading passages from texts, studying grammar points, and listening to spoken dialogues. Especially in later JHS grades, students may be asked to express themselves through personal opinions in writing or through public debates. While group work and pair work will be commonly used, a greater focus on individual output will be sought, especially in writing.

### 3.4 Instructions and Classroom English

Instructions given in the classroom will vary depending on grade level and English ability of the class. In elementary school, the ALT must understand that many if not most students will have a very limited vocabulary and understanding of English, due to limited exposure and practice of the language. Instructions from an ALT must be simplistic using English the students can understand. Gestures should be used to assist during this time.

In both ES and JHS, demonstrations will be the most vital component of instructions. Whether showing how to do a worksheet, play a game, or anything else, if a demonstration is feasible it is likely a good idea. Classroom English, or the English that the ALT uses throughout the class, also needs to follow vocabulary, common words and phrases, and grammar that the students have already used. While not one-hundred percent of everything an ALT says needs to be already learned English, as a general rule, majority of it should be.

### 3.5 Songs and Chants

Songs and chants are an extremely useful tool in English classes, especially in elementary school. Through the use of rhythm and melody, an ALT can more easily bring grammar and vocabulary to the students through a medium other than simple repetition. The digital textbooks have numerous songs and chants prepared which an ALT is free to make use of. Other mediums such as CDs and internet might be utilized with school permission.

### 3.6 Praise

Effective use of praise is paramount to encouraging students to participate actively. Praise words in younger grade levels such as 3rd and 4th grade should be simple and concise ("Good job!" / "Nice!"). In 5th and 6th grade, praise can be expanded to be more specific in nature ("Nice eye contact!"). In junior high, even more detailed praise can be expressed.

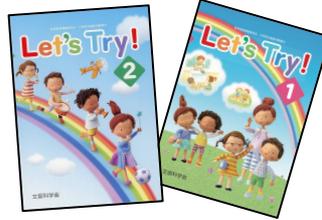
# VII. Teaching with Borderlink

## Guide to Educational Resources

### 1. Textbooks

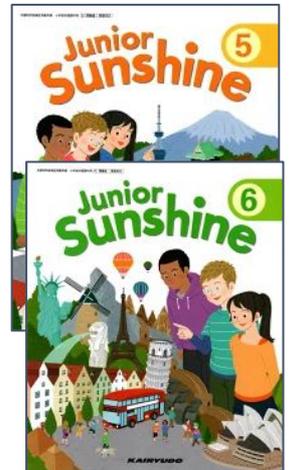
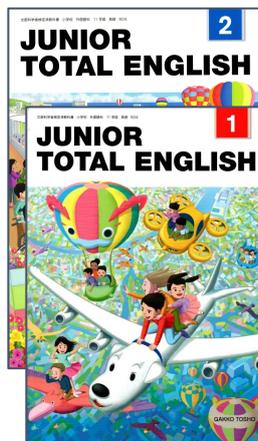
Borderlink ALTs will receive student textbooks to use and reference while working both in elementary and junior high schools. There are numerous publishers of English textbooks in Japan for grades 5 and up and each city's BOE decides on which publisher they will use. Below are some of the more common ones you will find, but please note that you may be using a completely different textbook from last year as textbooks in Japan generally change on a 3 year basis and will have changed for the 2024 academic year. Students will also transition to digital versions of textbooks in 2024 together using their paper counterparts. However, starting 2025 the paper versions as scheduled to be phased out.

Let's Try 1 and 2 are used in all schools throughout Japan for the 3rd and 4th grades.

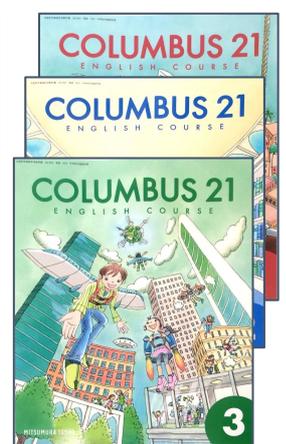
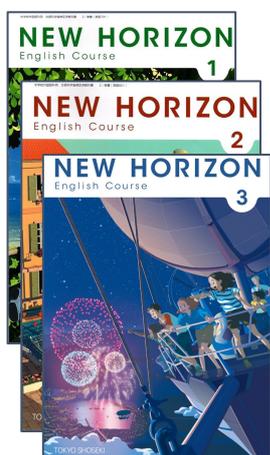
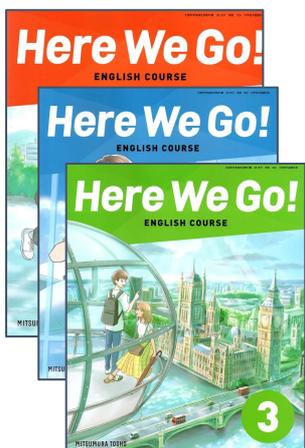


Elementary School  
Grades 3 and 4

Elementary School Grades 5 and 6



Junior High School Grades 1, 2, and 3



# VII. Teaching with Borderlink

## Guide to Educational Resources

### 2. Materials

#### Textbooks and Lesson Plans

##### Elementary First and Second Grades

Through fun activities centered on listening and speaking, students will develop an interest in English and other cultures.

Since children are at a developmental stage where they can easily imitate sounds, we have incorporated many chants to help them acquire the unique rhythms of English. As a supplementary teaching material, we have adopted "banana chants (mpi Matsuka Phonics)" that children can enjoy speaking.

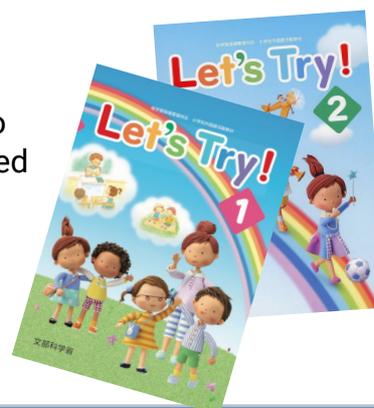


- Banana chants compare 178 selected Japanese katakana words that are familiar to elementary school students to English words.
- Promotes awareness of how each word is said correctly in English, and that the pronunciation of English and katakana words are completely different.
- By having fun repeating words in a chant-like formula, children will immediately acquire the unique sounds and accents of English, which in turn increases the number of correctly pronounced words they will learn.

##### Elementary Third and Fourth Grades

In elementary school foreign language activity classes, ALTs basically use the instruction plan designated by the school. If no instruction plan is specified, the ALT will prepare the lesson based on our **Let's Try!** corresponding lesson plan.

Through activities centered on listening and speaking, students will become familiar with English by asking and answering questions about themselves and the things around them and nurture the foundation necessary for good communication.



Structure of Lesson Plan	
Greeting (あいさつ)	Greetings.
Warming up (ウォーミングアップ)	Make a transition to the English environment.
Intro (導入) OR Review (復習)	Introduction: Getting children interested in basic expressions of the new unit. Review: Remembering previous lesson expressions.
Practice 1 (練習1) All【全体】 Practice 2 (練習2) Group then pair work【グループ・ペア】	Understanding the target language, taking an interest in it, and using it with a sense of confidence.
Use (実践)	Gain a sense of accomplishment through language activities that communicate their thoughts.
Summary (まとめ)	Looking back on what was learned in this lesson.
Closing (終わりのあいさつ)	Communicate the importance of courtesy and gratitude.

# VII. Teaching with Borderlink

## Guide to Educational Resources

### 5th and Grades

ALTs carry out classes based on the instruction plan specified by the school. If there is no instruction plan specified, we can assemble the lesson while referring to our original textbook corresponding lesson plan.

While incorporating "reading" and "writing" in addition to "listening" and "speaking" activities, students will increase their interest in different cultures. Through these activities, students will try to communicate and ask questions using simple words and expressions related to daily life, nurturing the foundation necessary for good communication.



**Junior Sunshine 6** Project 1 6 of 6

**45 minutes** Theme: Make introduction about your future dream  
Goal: Choose or write down the middle vowel of words.

Target Language: I live in ... Do you have...? Yes, I do. No, I don't. What is famous in ...?

Vocabulary: Country name, Jobs, Food, Places, Sports

**Greeting**  
1 min. Prepare students for the lesson by creating an English environment.  
Materials: ALT/HRT: "Hello, How are you? How's the weather? What day is it today?" etc.  
Sts: responses from students.

**Small Talk: What ... do you like?**  
5 min. HRT/ALT and students greet each other and ask simple questions.  
Materials: HRT/ALT: "Hello, How are you? How's the weather? What day is it today?" etc.  
ALT: "Hi! I like ... what do you like?"  
HRT: "I like ... what do you like?"  
ALT: "I like ... what do you like?"  
HRT: "I like ... what do you like?"  
ALT: "I like ... what do you like?"  
HRT: "I like ... what do you like?"  
ALT: "I like ... what do you like?"

**BOL Activity: ABC Card Sort**  
6 min. Have students check the letters of the alphabet.  
Materials: HRT: "First, let's check the letters of the alphabet."  
ALT: "Let's play 'ABC Card Sort'!"  
1. Six middle groups and place cards face-down on desks. Sts shuffle the cards without looking.  
2. When the ALT says "go", Sts turn over cards and race to group to put them in order.  
3. If a group finishes early, have them put the cards in reverse order.

**Let's Sing (p.92)**  
6 min. Check the song and sing together as a class.  
Materials: HRT: "Well done. Now, let's sing a song."  
ALT: "Yes, let's sing the 'Super Jump'." (After listening...)  
HRT: "What did you hear? Do you want to listen again?"  
ALT: "OK, Let's listen again!"  
Copy: If the digital textbook is available, encourage the students to practice by themselves.  
After a few minutes, sing the song together as a class.  
Sing slowly without music, focusing on pronunciation and intonation.

**Handwriting P1-1 (p.92)**  
8 min. Have the students play 'Saisou Karuta' in pairs or groups.  
Materials: HRT: "OK, Now, let's play a game. We have some Karuta cards."  
ALT: "Great. Let's play 'Saisou Karuta'."  
Saisou Karuta: This Karuta has the same rule as Japanese Karuta. Depending on the situation, the size and rules can be changed.  
1. Spread the picture cards on a desk, and the Sts point or pick up the cards while listening to the ALT/HRT reading aloud.  
2. Play Karuta with one set of cards in pairs.  
3. Play Karuta with two sets of cards in pairs.  
4. Play Karuta with one set of cards in a small group.

**Handwriting P1-2-1 (p.92)**  
8 min. Have the students play 'Saisou Karuta' in pairs or groups.  
Materials: HRT: "Well done. Now, let's play a game. We have some Karuta cards."  
ALT: "Great. Let's play 'Saisou Karuta'."  
Saisou Karuta: This Karuta has the same rule as Japanese Karuta. Depending on the situation, the size and rules can be changed.  
1. Spread the picture cards on a desk, and the Sts point or pick up the cards while listening to the ALT/HRT reading aloud.  
2. Play Karuta with one set of cards in pairs.  
3. Play Karuta with two sets of cards in pairs.  
4. Play Karuta with one set of cards in a small group.

**Handwriting P1-2-2 (p.92)**  
9 min. Have the students play 'Saisou Karuta' in pairs or groups.  
Materials: HRT: "Well done. Now, let's play a game. We have some Karuta cards."  
ALT: "Great. Let's play 'Saisou Karuta'."  
Saisou Karuta: This Karuta has the same rule as Japanese Karuta. Depending on the situation, the size and rules can be changed.  
1. Spread the picture cards on a desk, and the Sts point or pick up the cards while listening to the ALT/HRT reading aloud.  
2. Play Karuta with one set of cards in pairs.  
3. Play Karuta with two sets of cards in pairs.  
4. Play Karuta with one set of cards in a small group.

**Reflection/Goodbye**  
2 min. Leave students with a reflection sheet.  
Materials: ALT: "Great job today. (After some time...)"  
HRT: "That's all for today!"

**Evolution:**

Grade 5	When is your birthday?		
T: My birthday. My birthday is January 2nd. It's during Oshogatsu. When is your birthday? January? February? March? When is your birthday, Ken? S1: 5月19日 T: I see. May 19th. Your birthday is May 19th. Good. How about you, Yoko? S2: 12月22日 T: December 22nd. Your birthday is December 22nd. It's during the Christmas season. Nice. What do you want for your birthday? As a birthday present. Me? I want a new watch. How about you?	用語の解説 T-T: Teacher & Teacher Introduction (先生同士のやりとり) T-S: Teacher & Student Communication (先生と児童のやりとり) S-S: Student & Student Communication (児童同士のやりとり) TK: Small Talk STY: Story Time		
TLK 1	・Introduce dialogue (T-T) ・Check sts understanding & clarify. ・Practice key language. ・Sts some sts share their birthdays. (T-S)	・会話を導入 (先生-先生) ・児童の理解を確認する ・課題表現の練習を行う ・何名かの児童に誕生日を尋ね、月や日付を引出す (先生-児童)	Have Sts share their birthday. 児童の誕生日について伝えよう
TLK 2	・Re-introduce dialogue (T-S) ・Practice key language ・Sts share their birthday (T-S) ・Practice, then share with peers. (S-S)	・会話を復習 (先生-児童) ・課題表現の練習を行う ・児童に誕生日を尋ね、月や日付を引出す (先生-児童) ・児童同士で自分の誕生日について伝え合う (児童-児童)	My birthday is ... How about you? My birthday is ...
TLK 3	・Re-introduce dialogue and Sts share their birthdays. (T-S) ・Have peers share ideas to talk about the event/time it is 'near' (T-S) ・Help Sts change J. to Eng. ・Practice key language.	・会話を復習をし、児童に誕生日を尋ねて月や日付を引出す (先生-児童) ・児童に自分の誕生日の時期(ある行事)を尋ね、答えるのを促す (先生-児童) ・児童が英語で答えるのを促す ・課題表現の練習を行う	It's before ... It's after ... It's during ... It's near ...
TLK 4	・Re-introduce dialogue. (T-S) ・Review key language. ・Sts share information with their peers. (S-S)	・会話を復習 (先生-児童) ・課題表現の練習を行う ・児童同士で自分の誕生日やその時期について伝え合う (児童-児童)	My birthday is ... It's before/after/during/near ... How about you?

Structure of Lesson Plan	
Greeting (あいさつ)	Experience real English at the same time as opening greetings.
Warming up (ウォーミングアップ)	Make a transition to the English environment.
Intro (導入) OR Review (復習)	Introduction: Getting children interested in basic expressions. Review: Remember last time.
Develop (発展)【全体活動】	Practice basic expressions to establish.
Apply (応用)【グループ/個人】	Gain a sense of accomplishment through language activities that communicate your thoughts.
Reflection (まとめ)	Check the degree of retention, including reading/writing and presentation activities. Looking back on what was learned in this lesson.
Closing (終わりのあいさつ)	Communicate the importance of courtesy and gratitude.

# VII. Teaching with Borderlink

## Guide to Educational Resources

### Junior High School

The guidebook for junior high school textbooks was developed in response to various requests from English teachers and ALTs. Introducing basic expressions from textbooks through dialogue with ALTs and encouraging students to use them by imagining actual situations.

#### 2.1 Textbook correspondence table

	lesson	grammar	textbooks						activities	本冊子頁
	レッスン名	文法事項	教科書対応表						主な活動	
			NC	NH	HG	OW	BS	SU		
Pre1	ABCs	アルファベット	St1	U0	U0	Sp	LS 3	P0	【L/S】ペア活動: "Missing Letter"	p.1
Pre2	C			-	-	-	LS4, 5	P0	【S】グループ活動: "Making Words"	p.5
1	S			U1	U1	L1	U1	P1	【S】インタビュー: "I am ..."	p.9
2	I			U1	U1					p.13
3	Who Are You?	be動詞, 疑問形 (you are)	L1	U1	U2					p.17
4	My Classmates	be動詞 (am, are)【会話】	L1	U1	U1					p.21
5	Family Picture	be動詞 (he/she is)	L3	U2	U4	L3	U2	P4	【S】話す活動: "Matching Fun"	p.25

Unit/lesson number

A textbook correspondence table that allows you to easily find the teaching plan you want to refer to.

You can incorporate activities of the necessary skills and areas into your lessons.

#### 2.2 Structure of instruction plan

過程	時間 (分)	JTE	students	
		英語科教員	ALT	生徒
Greeting/ Daily Conversation	4	1) スキット(英会話)に沿って挨拶する。 2) 曜日・日付・天気などについて生徒に尋ね、質問文を黒板に書く。 3) 1分程度時間を残し、生徒が興味を持つ話題についてALTと自然な会話をする。必要に応じて生徒に質問する。	1) スキット(英会話)に沿って挨拶する。 2) 曜日・日付・天気などについて生徒に尋ね、質問文を黒板に書く。 3) 1分程度時間を残し、生徒が興味を持つ話題について英語科教員と自然な会話をする。必要に応じて生徒に質問する。	1) 英語科教員とALTに挨拶する。 2) 曜日・日付・天気などについての質問に答える。 3) 会話を聞いたり、質問に答えたりする。
(L) (S) 対話(本文) - Tomorrow's Plan	6	1) ALTが本文を読み、生徒に聞かせ、内容把握の質問をする。生徒がALTの質問を理解したか確認する。 <スキット>	1) 対話、もしくは 'Tomorrow's Plan' の対話を読み、生徒の理解を確認するため、内容把握の質問をする。	1) ALTが読む英文を聞き、英語科教員から提示される質問を聞く。本文の内容把握に関する更なる質問に答える。

Teacher Talk Time (1分)

<曜日・日付・天気・その他会話で用いた質問を黒板に記入する>  
What day is it today? / What's the date? / How's the weather? etc...

[スキット(英会話)の実演]  
JTE: Who wants to be today's leader? (ボランティアとなってくれる生徒を募り、決定する)  
ALT: Great, thank you. Ready...Go. St Volunteers: Stand up, please.  
St Volunteers: Good morning Mr./Ms. (英語科教員の名前) and Mr./Ms. (ALTの名前).  
Sts: Good morning Mr./Ms. (英語科教員の名前) and Mr./Ms. (ALTの名前).  
JTE: Good morning, everyone. ALT: Good morning. How are you? Sts: I'm (good/fine/tiredなど). And you? ALT: I'm (good/fine/tiredなど). How are you Mr./Ms. (英語科教員の名前)?  
JTE: I'm (good/fine/tiredなど).

[スキット(英会話)の実演]  
JTE: OK, let's listen to (ALTの名前). He/She is going to talk about plans for tomorrow. Listen and think about what he/she is going to do. <be going toのところを強調して> What is he/she going to do? <ALTは独自のTomorrow's Planを読む。>

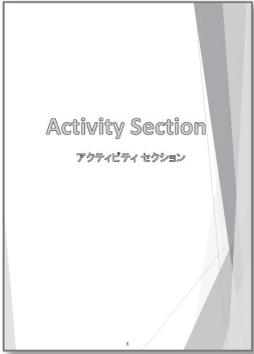
# VII. Teaching with Borderlink

## A Guide to Educational Resources

### 3. Activity and Debate Book

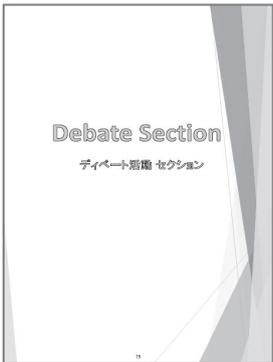
The debate section of this book contains a variety of topics to support integrated activities in middle school. By arranging it according to the contents of the textbook, it can be used in a wide variety of classes. It is provided on the website "NEXT TIME WEB".

#### Activity Section



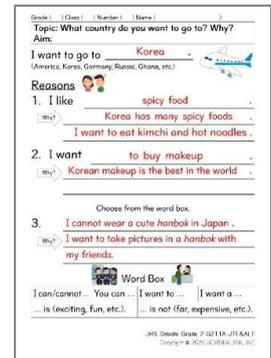
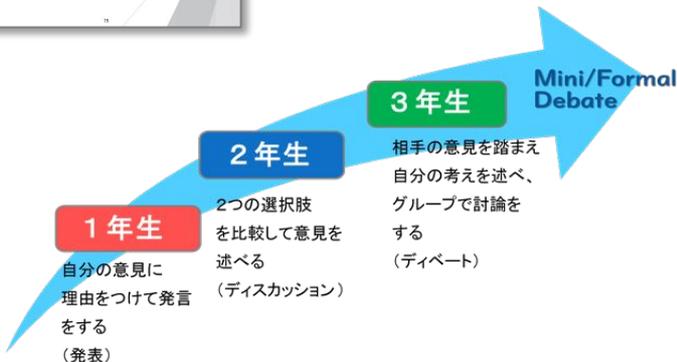
- 65 activity plans that can be used from elementary school to junior high school classes.
- The Japanese and English double-page spreads are convenient for meetings with HRTs.
- At a glance, you can easily search for activities suitable for your students by looking at which grade is appropriate, the skill to focus on, and the difficulty level.

No	活動名 Activity Title	ソーシャル・ディスタンス Social Distancing	分類 Primary Focus	レベル Level	教材 Materials	ページ Pages
1	お手玉投げ Beanbag Toss	×	語彙練習(アルファベット)	B	アルファベットカード等	10
2	ABCカードソート ABC Card Sort	△	語彙練習(アルファベット等)	B / I	アルファベットカード	10
3	ラッキーナンバーズ Lucky Numbers	○	語彙練習(数字)	B	紙、筆記用具	12
4	グループ作りゲーム Making Groups Game	×	語彙練習(数字)	B		12
5	ナンバーダッシュ Number Dash	△	語彙練習(数字)	B	カラーチョーク	12



#### Debate Section

- Students can express their opinions on familiar topics through structured debates, discussions, and presentations.
- Provide 20 activity plans and worksheets to enhance self-expression with ease.



# VII. Teaching with Borderlink

## A Guide to Educational Resources

### 4. CD

Together with your textbooks, flashcards, lesson plans, and worksheets, you are also provided with a CD that can be an invaluable source for use in the elementary school classroom. On it you can find an array of tunes perfect for younger children. Songs are essential at elementary school, but you do not have to be a good singer, and being tone deaf or shy should not stop you from singing in front of the students. We as ALTs provide a model for the students to follow, and showing that it is okay to be imperfect and still have fun is very important. Simple songs such as “Head, Shoulders, Knees and Toes,” “Bingo”, “London Bridge” and “Hokey Pokey” are often requested.



#### **Borderlink CD Track Listing**

1. Phonics (Long Version)
2. Phonics (Short Version)
3. The Alphabet
4. Good Morning to You
5. Hello, Hello, What's Your Name?
6. Hello Song
7. Goodbye Song
8. Head, Shoulders, Knees and Toes.
9. Seven Steps
10. Old MacDonald Had a Farm
11. Color Song
12. Sunday, Monday, Tuesday
13. Hokey Pokey
14. If You're Happy and You Know It
15. Ten Fat Sausages
16. Weather Song
17. 11 Little Witches Song
18. We Wish You a Merry Christmas
19. It's a Small World
20. Coconuts Chants
21. Apples and Bananas
22. ABC Echo
23. Walking Walking



# VII. Teaching with Borderlink

## Guide to Educational Resources

### 5. Next Time Web

Borderlink believes in supporting our ALTs in all facets of living and working in Japan. We invest in you as you invest in your schools and students. In order to aid you in your work at schools, we have collected materials from current and past ALTs. They are all stored in our Next Time Web website for samples, guidance and use.

If you have ideas, activities, materials, or lesson plans that you would like to add to this site, please mail this to: [HRstaff@borderlink.co.jp](mailto:HRstaff@borderlink.co.jp) with the subject heading, "Website Material Submission"

When you submit an idea, activity, material or lesson plan, please be specific as to:

1. Level (elementary, junior high)
2. Grade
3. Textbook ("Let's Try! 1", "Let's Try! 2", BL Original Lesson Plans Grades 1-4, "New [Horizon](#)", "Sunshine", etc.)
4. A brief explanation on how this is used in class (directions if it's an activity)

The Next Time Web also has the following forms.

If you ever need any of the forms below, please print them from NEXT TIME WEB.

- ◆ Absence form
- ◆ Notification of Accepting Organization forms / instructions (to mail to Immigration)
- ◆ Substitution form
- ◆ Reflection Report form
- ◆ Health check form, etc.

Additionally, there are booklets of useful information including:

- ◆ Living In Japan Guide Book
- ◆ Driving (Cycling & Pedestrian) Safety Booklet

NEXT TIME WEB can be accessed via this link: <https://next-time-web.com/>

**The password will be changed on a monthly basis so please check your registered email often.**

The screenshot shows the 'NEXT TIME WEB' website. At the top left, there is a navigation bar with 'NEXT TIME WEB' and a 'Go Back To Home Page' link. On the top right, there is a 'logout' button. The main content area is divided into several sections. On the left, there is a green sidebar with 'Useful Websites' including 'Basic Forms', 'CLIL Science/Social studies project lessons', and 'SDGs project lessons'. Below this is the 'BORDERLINK' logo and contact information for Borderlink, Inc. The main content area starts with 'Borderlink ALTs' and an 'Announcement from Borderlink' dated 2023-06-01. Below this is a section titled 'Teaching Materials and Lesson Plans' with a sub-header 'View and printout lesson plans, worksheets from our original lesson videos (Borderlink videos can be seen on school computers) and other teaching materials. These are great resources for meetings with teachers and for preparing your own lessons. Click on the icons below.' This section contains six colored buttons: 'Lesson plans for Elementary schools' (green), 'Lesson plans for Junior High schools' (blue), 'Lesson plans for Kindergartens, Nursery schools and other children's schools' (orange), 'Worksheets from Borderlink Original Lesson Videos (ES)' (green), 'Worksheets from Borderlink Original Lesson Videos (JHS)' (blue), and 'Flash cards, worksheets and other materials' (pink).

# VII. Teaching with Borderlink

## Guide to Educational Resources

### 5.1 Lesson Plans

You can find all your necessary step-by-step lesson plans by simply clicking on the corresponding tab that you'll be teaching.

You will find both Japanese and English versions of the plans. The Japanese versions are in the shaded areas and these can be shown to your partner teacher when you'll be leading the lessons so that the goals of the day are successfully understood.

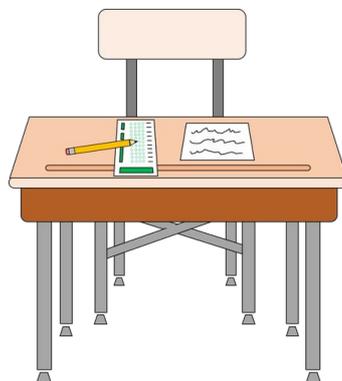
Easily referenced with the school level, grade, lesson number, unit and the hour number e.g. **ES\_Gr5\_L56\_U8\_2-8** would indicate:

*Elementary school, grade 5, lesson 56 (from the start of the year), Unit 8, and this is the second lesson out of a total of 8 for the unit.*

**Japanese version.**

**English version.**

**School level, grade, lesson number, unit and hour.**



# VII. Teaching with Borderlink

## Guide to Educational Resources

### 5th Grade Lesson plan SAMPLE

NEW HORIZON Elementary 5

Unit 2

2 of 8

#### **45** Theme: When is your birthday? (pp. 18-19)

minutes Goal: Understand conversations about birthdays and what they want.

Target Language: When is your birthday? My birthday is ~. What do you want for ~? I want ~. etc...

Vocabulary: Dates (PD pp. 14-15)

#### Greeting, Small Talk: When is Sports Day?

5min.

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

Materials:

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

none

HRT: "I'm so excited! I can't wait!"

ALT: "What for? Why can't you wait?"

HRT: "(Sports Day)! I love it!"

ALT: "Nice! When is (Sports Day) this year?"

Topic: What do you do on Monday/Tuesday/Wednesday...? When is ~ (yearly event or school event)?

#### Let's Sing: Happy Birthday! (p. 19)

4min.

- Check the song.

Materials:

HRT: "Let's sing a song."

ALT: "Yes, let's sing 'Happy Birthday!'"

digital  
textbook

Option: If the digital textbook is available individually, encourage the students to practice by themselves.

After a few minutes, sing the song together as a class.

Sing slowly without music, focusing on pronunciation and intonation.

#### Word Link: Dates (PD pp. 14-15)

6min.

- Practice the vocabulary words aloud.

Materials:

HRT: "Look at the Picture Dictionary, pages 14 and 15. Let's check and practice new words!"

ALT: "What's the difference between 'one' and 'first'? When you count apples? One, two, three..."

PD and/or  
FCs

HRT: "When you win a race? First! Second! Third!"

Example: Show only a part of the flashcard and gradually reveal it. Students guess what the word is.

Show the cards one by one. Have students memorize the order of the cards and say the words.

#### Let's Try 1 (p. 19)

7min.

- HRT/ALT use new vocab in a fun activity.

Materials:

HRT: "Good job everyone! Next, look at the Picture Dictionary, pages 14 and 15."

ALT: "Let's play Lucky Numbers!"

digital  
textbook

Option: Lucky Numbers: The HRT/ALT choose five dates - 1st, 5th, 10th, 17th, 23rd, for example.

Students write down 5 numbers between 1 and 31 on a piece of paper. (Option: Circle 5 days on a calendar printout.)

The HRT/ALT counts with the students from "First..." and raises their hand to confirm their lucky numbers.

Students whose lucky numbers match their HRT/ALT get a point. The student with the most points wins.

Buzz game: The HRT/ALT make a rule, replacing some numbers with "Buzz." 3, 5 and 7, for example.

Students count off from 1, taking turns. "1... 2... Buzz... 4... Buzz... 6... Buzz... 8..."

If a student makes a mistake, start back at 1.

# VII. Teaching with Borderlink

## Guide to Educational Resources

### JHS 2<sup>nd</sup> Grade Lesson Plan SAMPLE

<p><b>第2学年</b> <b>Making a Phone Call</b> 電話をかける</p> <p><b>Lesson8</b> 時間 50分</p> <p><b>目標</b> 英語で電話をかける際の表現を学ぶ。</p>	<p>教材: 教科書(対応ページは目次参照) "Can I Speak To...?" (教科書を使用しない場合に作成) 語彙カード(フラッシュカード), シナリオガイド ワークシート【電話をかける】</p> <p>文法事項・表現: <b>Will you~, please?, Is ~ there?, I'm sorry, take a message, leave a message</b> 課題語彙: <b>yet, message, meeting, tell, Hold on,</b></p>
--	--

過程	時間(分)	英語科教員	ALT	生徒
<p><b>Greeting/ Daily Conversation</b></p>	4	<p>1) スキット(英会話)に沿って挨拶する。</p> <p>2) 曜日・日付・天気などについて生徒に尋ね、質問文を黒板に書く。</p> <p>3) 1分程度時間を残し、生徒が興味を持つ話題についてALTと自然な会話をする。必要に応じて生徒に質問する。</p>	<p>1) スキット(英会話)に沿って挨拶する。</p> <p>2) 曜日・日付・天気などについて生徒に尋ね、質問文を黒板に書く。</p> <p>3) 1分程度時間を残し、生徒が興味を持つ話題について英語科教員と自然な会話をする。必要に応じて生徒に質問する。</p>	<p>1) 英語科教員とALTに挨拶する。</p> <p>2) 曜日・日付・天気などについての質問に答える。</p> <p>3) 会話を聞いたり、質問に答えたりする。</p>
<p><b>[スキット(英会話)の実演]</b>  <b>JTE:</b> Who wants to be today's leader? (ボランティアとなってくれる生徒を募り、決定する)  <b>ALT:</b> Great, thank you. Ready...Go. <b>St Volunteers:</b> Stand up, please.  <b>St Volunteers:</b> Good morning Mr./Ms. (英語科教員の名前) and Mr./Ms. (ALTの名前).  <b>Sts:</b> Good morning Mr./Ms. (英語科教員の名前) and Mr./Ms. (ALTの名前).  <b>JTE:</b> Good morning, everyone. <b>ALT:</b> Good morning. How are you?  <b>Sts:</b> I'm (good/fine/tiredなど). And you? <b>ALT:</b> I'm (good/fine/tiredなど).                      How are you Mr./Ms. (英語科教員の名前)? <b>JTE:</b> I'm (good/fine/tiredなど).  <b>JTE/ALT : Teacher Talk Time (1分)</b>                      &lt;曜日・日付・天気・その他会話で用いた質問を黒板に記入する&gt;                      What day is it today? / What's the date? / How's the weather? etc...</p>				
<p><b>(L) (S) Tom is ~ing</b></p>	6	<p>1) 電話をかける時は、どんなことを話するか(計画を立てる、伝言を残す、など)、生徒に問いかけることで、授業のトピックを導入する。&lt;スキット&gt;</p> <p>2) 生徒の回答を黒板に書く。</p> <p>3) 身振り手振りでALTに電話をかける真似をして、電話でのやり取りを聞かせる。</p>	<p>1) 生徒の回答を黒板に書く手伝いをする。</p> <p>2) 復習として、生徒からwill使った英文を3~4種類引き出す。既習単語と、後に対話で使われる進出単語を混ぜて練習・復習する。</p> <p>3) 英語科教員からの、架空の電話を受け、電話でのやり取りを聞かせる。</p>	<p>1) 英語科教員の質問に答え、ALTと語彙の練習をする。</p>
<p><b>[スキット(英会話)の実演]</b>  <b>JTE:</b> Okay everyone, what do you talk about on the telephone? &lt;生徒に答えさせる。&gt;  <b>JTE:</b> That's right! Great job! <b>ALT:</b> Now, let's review some vocabulary. What will you do after school?                      &lt;ALTが2~3の質問をする。&gt;                      -----                      &lt;英語科教員が電話をかける真似をする。&gt;  <b>ALT:</b> Ring! Ring! &lt;架空の電話を受けて&gt; Hello?  <b>JTE:</b> Hello. Can I speak to Mr. Smith.  <b>ALT:</b> I'm sorry, he's not here now. <b>JTE:</b> Will you take a message, please?                      &lt;いくつか例を見せた後、生徒から文法項目・表現を引き出す。&gt;</p>				
<p><b>(L) (S) (R) 対話(本文) - Can I speak to ...?</b></p>	8	<p>1) 教科書もしくは"Can I speak to...?"を聞かせ、新しい単語を○で囲むよう指示する。&lt;スキット&gt;</p> <p>2) ペアの相手と一緒に対話の音読練習をするよう指示する。</p> <p>3) 生徒に起立させ、3~4人の異なる相手と音読練習してから座るように指示する。</p>	<p>1) 英語科教員と一緒に対話を読む。生徒が進出単語を正しく特定できたか、確認作業を手伝う。</p> <p>2) 生徒の音読練習を手助けをする。生徒の数が奇数の場合は、ALTがペアの相手になる。</p>	<p>1) 英語科教員とALTの対話を聞き、進出単語を○で囲む。</p> <p>2) ペアの相手と一緒に対話を読む。</p> <p>3) 生徒は起立し、3~4人の異なる相手と音読練習してから座る。</p>
<p><b>[スキット(英会話)の実演]</b>  <b>JTE:</b> Please listen to us.                      Think about the situation, and circle the new vocabulary words when you hear them.                      &lt;教科書の本文、もしくは"Can I speak to...?"を読んで聞かせる。&gt;  <b>JTE:</b> Now, please read with your partner.                      After you finish, stand up and find a new partner to read it together.                      After you have read with 3-4 other people, please return to your seat.</p>				

# VII. Teaching with Borderlink

## Guide to Educational Resources

### 5.2 Worksheets SAMPLE

【Find the Owner Worksheet】

【Writing worksheets】

Name: \_\_\_\_\_

### Find the Owner Interview



1. What \_\_\_\_\_ do you like?  
\_\_\_\_\_

2. What \_\_\_\_\_ do you like?  
\_\_\_\_\_

3. What \_\_\_\_\_ do you like?  
\_\_\_\_\_

My name is \_\_\_\_\_

Aa Aa Aa Aa Aa

AAAA

aaaa

Name: \_\_\_\_\_

We have a station.

We have a \_\_\_\_\_

We don't have a \_\_\_\_\_

library.

We don't have a \_\_\_\_\_



【Junior high worksheets】

Grade ( ) Class ( ) Number ( ) Name ( )

Topic: What country do you want to go to?

Aim: I want to go to \_\_\_\_\_  
(America, Korea, Germany, Russia, Ghana)

Reasons 

1. I like \_\_\_\_\_  
Why? \_\_\_\_\_

2. I want \_\_\_\_\_  
Why? \_\_\_\_\_

3. \_\_\_\_\_  
Why? \_\_\_\_\_

Choose from the word box.

Word Box: I can/cannot... You can ... I want to ...  
... is (exciting, fun, etc.). ... is

Lesson 03

Class: \_\_\_\_\_ Number: \_\_\_\_\_ Name: \_\_\_\_\_

### True or False

Step 1: Read the question. Choose if you think it is true or false.

O/X	Ask the teacher				
	1. Have you visited Osaka before?				
	2. Have you eaten natto before?				
	3. Have you taught English for 3 years?				
	4. Have you been a fan of The Beatles for a long time?				
	5. Have you been interested in Japan for a long time?				

### Guess Who

Step 2: Choose a character. Answer your partner's questions.

					
Have you been in Japan for 5 years?	O	O	O	O	X
Have you eaten sushi since Jr. High school.	X	X	X	O	X
Have you played tennis for 15 years?	O	O	X	O	O
Have you studied karate for 10 years?	O	X	X	X	X

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Grade ( ) Class ( ) Number ( ) Name ( )

### What country do you want to go to? Why?

go to Korea.  
(America, Germany, Russia, Ghana, etc.) 

spicy food.

Korea has many spicy foods.

I want to eat kimchi and hot noodles.

Don't want to buy makeup.

Korean makeup is the best in the world.

Choose from the word box.

cannot wear a cute hanbok in Japan.

want to take pictures in a hanbok with my friends.

Word Box:  You can ... I want to ... I want a ...  
... is (exciting, fun, etc.). ... is not (far, expensive, etc.).

JHS Debate Grade 2 G2T1A JTE&AJT  
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# VII. Teaching with Borderlink

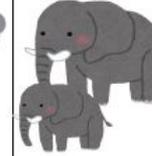
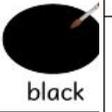
## Guide to Educational Resources

### 5.3 Flashcards

Borderlink's basic flashcard sets are a really handy resource to have and can be useful at every stage of the class. They are a great way to present and practice vocabulary, and when students become familiar with the words, smaller playing card (mini cards) versions can be handed out to use in small groups.



【Mini Cards】

 red	 orange	 yellow	
 light green	 green	 light blue	
 blue	 tigers	 hippos	 elephants
 black	 giraffes	 monkeys	 pandas

【Review Card】

外国語 ふりかえりシート  
Unit \_\_\_\_\_

【学習前】



【目標】



\_\_\_\_年 \_\_\_\_組 \_\_\_\_番

名前 \_\_\_\_\_

学習前と学習後をふりかえて、何かちがいはありますか。そのことを自由に書いてください。

# VIII. A Guide to Living in Japan

## 1. Cultural Etiquette & Norms

While working in a foreign country, there are a different set of expectations and cultural norms that should be given due consideration. In this section, we'll introduce you to some aspects of Japanese etiquette and social norms. We'll also cover important topics such as the significance of non-verbal cues in Japanese society.

### Some General Do's & Don'ts

In the following chart are just a few do's and don't for living and working in Japan. It's okay to make a mistake. If you do, please be sure to apologize. Many Japanese people will understand that foreigners do not know all aspects of their culture. But let's try our best to be respectful.

Do	Don't
Bow to show respect or as a greeting	Wear shoes in homes or most schools
Receive gifts with both hands	Pass food with chopsticks
Be punctual to scheduled events	Stick your chopsticks upright in food
Try out new experiences	Write names in red

Of course, there are more than what are covered above. Should you encounter something new, try to take it as a new learning opportunity. It's never too late to learn something new. The more you learn, the better you will understand those around you.

### Reading the Air

The Japanese language is a "high context" language as opposed to English. This means it focuses more on the underlying meaning of the words, tone, and context to determine the actual meaning. English speakers tend to be much more direct, whereas Japanese often requires one to intuit or interpret intended meaning from context.

"Reading the Air" (*kuki wo yomu*) is considered an important skill. For example, when one replies to a request in Japanese with "maybe," it is usually taken to mean "no." While this convention sometimes applies in English, it is worth noting that direct "no's" to requests are rarely stated, unless wishing to be purposefully forceful or intending to show displeasure.

As an ALT, teachers may also make comments to you that have an underlying meaning as well. For example, you may be at school when a teacher makes a comment about you wearing the school slippers. They may say something like "many people bring sneakers," or even something more subtle such as "the slippers in Japan are very small, aren't they?" What this really means is that you should stop wearing the slippers and bring your own shoes. While it is not always the case, during times when someone makes a comment or suggestion, they are sometimes asking you to do something.

If you are uncertain what someone is trying to say, please ask for clarification.

# VIII. A Guide to Living in Japan

## 2. Transportation

### 2.1 Trains & Public Transportation

While they do not extend to all cities in Japan, a large majority of Japan is connected by an efficient and punctual network of trains. As an ALT, you'll find trains to be a convenient and reliable mode of transportation.

#### Types of Trains

- Local (*kakueki teisha* or *futsū densha*): These trains stop at every station along the route, ideal for short distances within cities or suburbs.
- Rapid (*kaisoku*): These trains skip some stations, making them faster than local trains but slower than express services.
- Express (*kyūkō*): These trains stop only at major stations, offering a quicker option for longer distances without the cost of a bullet train.
- Limited Express (*tokkyū*): A premium service with fewer stops and more comfortable seating; often requires an additional fare.
- *Shinkansen* (Bullet Trains): High-speed trains connecting major cities at speeds up to 320 km/h (200 mph). Shinkansen tickets are pricier but save significant travel time.

#### ◆Buses

Buses are another common form of public transportation across Japan. Many train stations also have a bus station. As trains do not reach everywhere, it is helpful to know how to take the bus as well.

#### Types of Buses

- City Buses (*shi basu*): These buses operate within cities and are often used for short to medium distances. They connect train stations with residential areas, tourist spots, and other points of interest.
- Highway Buses (*kōsoku basu*): These buses provide long-distance travel between cities at a lower cost than trains. They are often equipped with amenities like restrooms and reclining seats. Luggage may be stored below the bus.
- Airport Buses (*kūkō basu*): These buses provide transportation between major airports and the local area. There is space for the luggage below.
- Community Buses (*komyuniti basu*): These buses serve local neighborhoods, often with smaller vehicles and routes designed to assist residents with daily errands.

#### Etiquette

When taking public transit in Japan there are a few things to keep in mind. Many large train stations designate where to line up for the train car doors. Please pay attention and use these areas. On the train and bus, please keep your voice low and avoid phone calls. Please refrain from eating on the train and bus with exception of long distance transportation such as the *shinkansen*. If the train or bus is crowded, please remove your backpack.

At the end of most train cars and near the door of most buses, there are seats designated as priority seating. Please offer these seats to the elderly, pregnant women, passengers with disabilities, or those with small children.

# VIII. A Guide to Living in Japan

## ◆Tickets and Fare

Train and bus fare is usually determined by distance. There are some buses that charge a flat rate.

For trains, you may purchase single journey tickets from machines near the gates. In addition to regular tickets, there are some special train passes that offer discounts. The popular JR Pass is not available to residents of Japan, including foreign residents. However, there are local passes that are available such as the *Seishun 18* and *Tohoku* Pass.

For some buses, usually those with a flat rate, you will board from the front and pay there. For other buses, usually those that charge by distance, you will board from the back and take a small paper with a number on it. When getting off the bus, you will pay based on the fare for the paper number.

For those living in Japan, IC cards are a more convenient method. These are rechargeable smart cards such as Suica, PASMO, and ICOCA. These three IC cards also have app versions available. These can be used on trains and most buses.

## Navigation

Some apps that may be useful for navigating Japanese public transportation are:

- Google Maps - for trains and most buses
- *Norikae Annai* (only available in Japanese) - for trains
- Japan Transit (only available in Japanese) - for trains

## 2.2 Cars

For some of us, especially those living in the more rural parts of Japan where public transportation is limited at best, having a car is essential. For others, who want to escape the city and explore the countryside and get to see the wonders that Japan has to offer, renting a car is one way to experience this.

It is also important to note that most expressways in Japan are toll roads. You can either pay by cash, card, or ETC. ETC requires a special card as well as a device to read it installed in the car.

## Road Rules

Depending on the country you are from, some road rules may be different than what you are used to. Some examples of these rules are: you must drive on the left, you cannot turn on red, and you must stop at train tracks. We recommend watching the Borderlink video on driving or checking out the link below from the Japanese Automobile Federation, the biggest accident/breakdown recovery company in Japan.

<https://english.jaf.or.jp/safe-driving/traffic-rules-in-japan>

One very important rule is that Japan has a zero-tolerance policy for drinking and driving. The legal blood alcohol limit is nearly zero. Do not drive if you have been drinking. Also, it is best to even avoid sleeping in your car while drunk as it may be assumed that you were recently driving.

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## Drivers License

If you have a license in your home country, you may be able to drive in Japan for up to a year with an International Driving Permit (IDP). This must be applied for before arriving in Japan.

If you are looking to obtain a Japanese drivers license, you may either apply to convert your license from your home country or go through the process in Japan. Please see the following link for more information.

[https://www.pref.kyoto.jp/fukei/foreign/s\\_men1/gaimen/index.html](https://www.pref.kyoto.jp/fukei/foreign/s_men1/gaimen/index.html)

## Insurance and Shaken

When you own a car in Japan, there are two types of insurance that you will need.

Liability Insurance (*jidousha songai baisho sekinin hoken*) and “Voluntary” Automobile Insurance (*nin'i hoken*)

Please note that “Voluntary” Automobile insurance is a direct translation of the Japanese “*nin'i hoken*”. It is voluntary only in the sense that you don't need it to purchase a car, but it is a requirement to use your car to commute. Your voluntary car insurance must have coverage of a non-limited amount for bodily injury, and at least 5 million yen for property damage.

In addition, there is a mandatory vehicle inspection called *shaken*, short for *jidōsha kensa tōrokuseido*. This is required by the Japanese government to ensure that vehicles are road safe. For most cars, this must be done every two years. You can expect *shaken* to be within the range of 60,000 to 120,000 yen. It will depend on the age of your car, what needs to be maintained, and where you go to have the inspection carried out.

## In Case of An Accident

Should you be in an accident, keep in mind the following steps

1. Assess the situation. Check if there are any injuries to yourself or others.
2. If possible, move the car out of the way.
3. Call the police (119) if the other party has not yet done so. You will need an accident certificate for insurance purposes.
4. Exchange information with the other party: car make, number plate, name, address, and phone number.
5. Make note of and remember as much about the accident as you can. You will need to tell the police and insurance company.
6. Notify your insurance or rental car company AND Borderlink.
7. Go to a hospital for a check-up regardless of injury. Some injuries may not seem bad at the time of the accident.

Don't

- Leave the scene before the police arrive
- Avoid reporting an accident

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## 2.3 Bicycles

Like cars, there are many rules that must be followed when riding a bicycle in Japan. Some of these are enforced by law. If you are planning to ride a bicycle, it is important to know what is required, and what is prohibited.

### Cycling Rules in Japan

#### DO

- Ride on designated paths when possible. If there is a lane for bicycles please use it.
- Park in designated areas. Police have the right to move or impound your bicycle if it is illegally parked.
- Keep to the left and ride in the direction of traffic. Riding against traffic is illegal.
- Turn on your lights when it is dark.
- Use your bicycle bell to alert pedestrians of your oncoming presence.
- Wear a helmet. Most prefectures in Japan have introduced helmet laws.
- Keep up with bicycle maintenance.
- Stop at stop signs and red lights. Make sure it is a full stop.

#### DON'T

- Hold anything in your hands while riding a bicycle. This includes, but is not limited to, umbrellas, phones, or drinks.
- Listen to music, especially with headphones in.
- Ride with another person on one bicycle. A child under 6 is the exception if you have a child seat.
- Ride your bicycle under the influence of alcohol. Just as with driving a motor vehicle, Japan has a zero tolerance policy. Severe cases can even result in fines, prison time, or even deportation.
- Try to cross train tracks when the lights are flashing.
- Ride side by side on bicycles. Cyclist should ride single file

If you would like further information. Please see the following brochure from the Tokyo Metropolitan Police Department. Check your local area as well.

[https://www.keishicho.metro.tokyo.lg.jp/multilingual/english/traffic\\_safety/traffic\\_rules/SAFE\\_BICYCLE\\_RIDING.files/public.pdf](https://www.keishicho.metro.tokyo.lg.jp/multilingual/english/traffic_safety/traffic_rules/SAFE_BICYCLE_RIDING.files/public.pdf)

### Bicycle Theft

While Japan is a relatively safe country, bicycle theft is unfortunately a common problem. Please make sure to register your bicycle with the local police station and get a lock for your bicycle. Some people even take the seat off their bicycle when not in use to discourage theft.

### In Case of an Accident

1. Assess for any injuries to yourself.
2. If not seriously injured, try to gather as much information as possible.
3. Call the police (119) if someone else has not already.
4. If you are commuting to or from work, and/or a car or vehicle is involved, contact Borderlink.
5. If necessary, call for an ambulance or visit the hospital.

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## **3. Banking**

### **3.1 Bank Accounts and Banks**

While there are many types of bank accounts available, the most commonly used one for personal matters is an Ordinary Savings Account (*futsū yokin*).

As for banks, Borderlink recommends opening at JP Post (*Yūcho Ginko*) bank account as ATMs and branches can be found across the country. However, there are many popular options.

Another option that has been growing in popularity is online banking. Rakuten Bank and Shinsei Bank are popular online options, though please note that some Japanese proficiency is often required.

### **3.2 Opening a Bank Account**

What you will need to open a bank account will vary. However, you will typically be asked to bring your residence card with your address and a personal seal (*hanko*), as well as have a phone number. Some banks may require additional items.

If you are a US citizen, you will be asked to fill out paperwork related to FATCA (Foreign Account Tax Compliance Act) as well.

Upon opening your bank account, you should receive a cash card and a passbook (*tsūchō*). The cashcard is for use at an ATM and does not function as a debit card. Should you wish to receive a debit card you must specifically apply for that through your bank. Major banks should offer this option.

### **3.3 ATMs**

ATMs will vary by bank, branch, and location, so please confirm the situation. The following section is intended as a general guide.

When using the ATM, you may either use your cash card and/or passbook along with your PIN (*anshō bangō*) to access your account.

In Japan most banks close early. This means around 3:00 PM. While ATMs are usually open after bank hours, many bank ATMs are not 24/7. ATMs found in convenience stores are often open late at night or on weekends. When using an ATM not associated with your bank or using it outside of regular ATM hours, you may be charged a small fee or unable to use certain functions.

Most large banks offer English as an option on their ATMs.

### **◆Additional Information**

For further information on banking in Japan, AkitaJET has a guide on many useful aspects of banks in Japan under their finance section.

<https://akitajet.com/wiki/Finances>

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## 3.4 Passbooks

Alongside your bank card, you will receive a passbook (*tsūchō*). Borderlink will ask for pictures of the front and back of the cover of your passbook to process your salary.

front

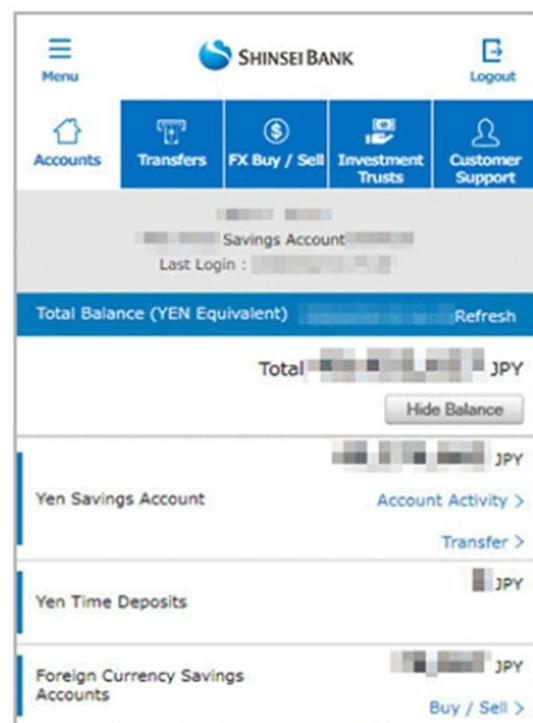


back



In the case of using an online only bank account, Borderlink will ask that you please submit one of the following:

- The official physical letter from the bank that confirms your:
  - Registered name (katakana form)
  - Bank number (in parenthesis)
  - Type of account (savings)
  - Account number
- If the physical letter is lost, an alternative method to retrieve this information is to:
  - Log into your online bank account
  - Take a screenshot of the account information page.
  - It will look something like the image to the right.



# VIII. A Guide to Living in Japan

## 4. Apartments and Housing

As with many aspects of life in Japan, rental contracts can involve a lot of regulatory hurdles that you may not encounter in your home country. In addition to that, a number of Japanese real estate companies and landlords take an extremely harsh stance when it comes to renting to foreigners, whether it be by uniformly denying all applications or requiring Japanese guarantors. In many regions, Borderlink has fostered partnerships with real estate companies to help find foreigner-friendly apartments that do not require guarantors.

### 4.1 Guarantors

Most Japanese rental properties require renters to list a guarantor (*hoshōnin*). This guarantor will take responsibility for the contract if the renter defaults on payments or can't be contacted. Not just anyone can be a guarantor, as there are often strict financial requirements that must also be met. For these reasons, many landlords will only accept a Japanese national.

As this can be a huge responsibility to ask of someone, an option available to foreigners and Japanese nationals alike is the use of a guarantor company (*hoshōnin gaisha*). These are companies who will act as your guarantor. They usually require an initial fee as well as an annual renewal fee. The real estate company may have guarantor companies that they usually work with and are able to recommend.

### 4.2 Initial Fees

Nearly all Japanese rentals come with a high initial cost. A list of typical required initial fees incurred when renting a property in Japan is shown below, based on a one-person apartment.

- **First month's rent**
- **Security deposit (*shiki kin*):** Typically, one or two month's rent. This covers any damages to the apartment. It may or may not be returned when the tenant moves out.
- **Key money (*rei kin*):** Typically, one month's rent. This is a one time fee paid to the landlord or property owner as a gesture of goodwill or as a gratuity when renting an apartment or house in Japan.
- **Maintenance fee (*kanri hi*):** Around 3,000 yen on the low end. This covers maintenance of common areas and facilities for the apartment building.
- **Brokerage fee (*chūkai tesūryō*):** Typically, one or two month's rent. It is a commission paid to the real estate broker.
- **Fire Insurance or Disaster insurance (*kasai hoken or saigai hoken*):** Typically, between 3,000 yen and 15,000 yen. This may be optional.
- **Key replacement fee (*kagi kōkan hiyō*):** Typically, between 10,000 and 20,000 yen. For security reasons, keys are usually replaced for the new tenant.

These kinds of fees can add up to around 4.5 to 5 months' rent in additional fees and costs. As we mentioned earlier, some people also need to add the cost of a guarantor service onto this calculation.

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## 4.3 Share Houses

With the high costs and requirements of renting an apartment in Japan, some foreigners look for other options. One option available is living in a share house.

A share house is a rental property where multiple tenants live together and share common spaces such as the bathroom and kitchen. These are popular with short-term residents like international students and people looking for a more diverse living situation.

Share houses usually are easier and more flexible to move in and out of. They often come already furnished. It can also be good for those who prefer to live around others instead of alone.

On the other hand, you are not able to choose the other residents of the share house and may have to live with others who do not match well with. Also, depending on where you live in Japan, there may not be share houses available.

## 4.4 Furnishing Your Apartment

While some of the popular foreigner-friendly apartment options come furnished, most Japanese apartments are completely unfurnished. This even includes the light fixtures. Most furniture, appliance, and second-hand stores will provide options for delivery. They may also take away the old furniture and appliance as well.

When moving out of your apartment, you cannot leave anything behind. You will be charged for disposal of anything left in the apartment. If you are planning to dispose of large items that are not covered by typical garbage collection, you will need to connect with your city or ward to schedule collection for *sodai gomi*. You will also need a sticker designating it for pick up. These can be purchased at the convenience store. You can only set out the items at the designated pick up time.

## 4.5 Trash Sorting

Sorting your trash in Japan is a complicated system that varies by city or town. Some systems are more complex than others. Two major categories are “burnable” and “recyclable.” However, there could be more specific rules. For example, plastic bottles may require that the labels be removed and that the caps be put in their own bag.

There are also special trash bags designated by your city or town. These can be purchased from convenience stores and grocery stores in the area.

Each area will also have certain designated days for collection of certain types of trash. This can vary by neighborhood so it is important to check what day your trash is collected. Some types of trash may only be collected once a month.

It is important to sort your trash correctly and set it out on the appropriate day in the appropriate location. Not only is there a risk of your trash not being collected but also crows may tear open your trash bags, scattering your trash everywhere. It is also good manners to follow proper trash etiquette.

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## 4.6 Internet

Some apartments come with internet provided. If you are looking for faster internet or your apartment does not come with it, you will need to get your own internet plan. There are three main options.

### Pocket Wi-Fi

This is a portable option and usually comes with English support. However, the speeds can be slower. Some examples of pocket wi-fi companies are Sakura Mobile and Mobal.

### Home Wi-Fi

This will provide better speeds than pocket wi-fi. You will have to schedule an appointment to set this up. It can take multiple weeks for someone to set it up so it is good to schedule this as soon as possible. Sakura Mobile and Mobal also offer this service as well as companies such as Softbank.

### Optic Fiber (*hikari*)

This will be your fastest option. There will most likely be long wait times, construction costs, and a 2-year contract. Some older buildings also may not support this option.

## 5. Emergency Procedures

Japan is a country affected by many types of natural disasters. In the event that an emergency situation occurs, it is best to know what to do. In this section we will cover some different types of emergency situations, how to stay safe, and how to handle them.

### 5.1 Emergency Phone Numbers

Police (110)

Ambulance, Fire, Rescue (119)

Coast Guard (118)

### 5.2 J-Alert System and Other Notification Systems

Japan's J-Alert system is designed to quickly inform the public of threats and emergencies such as earthquakes, severe weather, and other danger. The system was developed in the hope that early warnings would speed up evacuation times and help coordinate emergency response.

These alerts will come through your phone and often through outside warning systems as well. The alerts are in Japanese.

The app, NERV Disaster Prevention, shares these alerts among others in English. More information can be found on its website. This is not an official government app.

<https://nerv.app/en/>

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The Japan Meteorological Agency also launched an emergency alert system. This sorts certain natural disaster alerts into different levels with the highest levels recommending evacuation.

You can find current alerts on their website listed below.

<https://www.data.jma.go.jp/multi/warn/index.html?warning=all&lang=en>

For further information on the alert system, please see the following link.

[https://www.jma.go.jp/jma/en/Emergency\\_Warning/ew\\_index.html](https://www.jma.go.jp/jma/en/Emergency_Warning/ew_index.html)

### 5.3 Emergency Kit

While we hope you will never experience a natural disaster, it is best to be prepared for one. Two things you can prepare are a grab-and-go emergency kit, should you need to evacuate, and a supply stockpile, should you be unable to go out for a few days or the distribution of goods is suspended.

While items in your emergency kit vary depending on your living situation, some recommended items include: a portable radio, flashlight, gloves, clothes, batteries, water, rations, first aid kit, medicine, cash, and personal identification.

For your supply stockpile at home, it is good to keep at least three days of resources. This includes drinking water (at least 3 liters per person per day), non-perishable food, fuel, toilet paper, medicine, and other daily commodities.

With your stockpile, it is recommended to follow the “rolling-stock” method. The idea is to use the items from your stockpile in your daily life starting from the oldest items. As you consume items, replace them.

### 5.4 Earthquakes

Japan is an earthquake-prone nation with around 2000 active fault lines. While most earthquakes are small, there are occasional large earthquakes. Should one happen, it is important to know what to do.

- If you are at home, prop open a window or door that you can escape from, as the frame may shift during an earthquake, trapping you inside.
- Turn off your gas burner if you are cooking (to prevent fires)
- Hide under a solid, stable object like a desk or table while the shaking lasts.
- Stay away from any objects that may topple, shatter, or fall over such as glass windows, kitchen cupboards, book shelves, etc.
- Follow any instructions from local authorities.
- If need be, evacuate to your nearest evacuation center (typically a school, community center, city hall, etc.) with your emergency pack.
- In the case of a large Earthquake, notify your country’s embassy.

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## 5.5 Tsunami

Only 8 of Japan's 47 prefectures are landlocked. With coastlines in most prefectures in Japan, it is important to know the steps to take should there be a tsunami. If you live in a tsunami risk area, make sure you know your local evacuation center and route there.

- Following an earthquake, please check if there are any tsunami warnings.
- If you are at the beach or along the coastline and you see the water suddenly recede, immediately head for higher ground. That is a warning sign of an approaching tsunami. It can take only a few minutes for the tsunami to reach land.
- Do not get in a car. Travel to higher ground on foot.
- Stay away from rivers and the ocean when moving to higher ground.
- Stay at higher ground until authorities say it is safe to return.

While a tsunami may not sound very high, even a 30 cm tsunami will make it impossible for a healthy adult to walk. Please take any tsunami seriously.

## 5.6 Typhoons and Heavy Rain

Japan's typhoon season runs from May through October with most activity between July and September. Unlike many other natural disasters, it is possible to anticipate their arrival over the course of a few days. Typhoons will usually bring heavy rain and high winds.

- Ensure that your stockpile of emergency supplies is up to date. You may lose power or water and/or be unable to leave your home for up to a few days.
- Bring in small outdoor items and secure larger items so they do not blow away in the wind.
- Fill your bathtub with water. You can use this water to flush the toilet should you lose water service.
- Avoid going near the beach before, during, and even a few days after a typhoon.
- Know your evacuation route and be prepared to evacuate if necessary.

As for heavy rains, many households in Japan lie in areas that have a risk of flooding or landslides. Please check if you need to evacuate and be ready to do so.

## 5.7 Fire

Fires can spread very quickly. It is important to react quickly.

- If the fire is still small, use a fire extinguisher to put it out. If it is a grease fire, DO NOT use water.
- Do not hesitate to contact the fire department, even if the fire is still small.
- In the case of larger blazes, stay low to the ground and cover your mouth with a sleeve or other available fabric if possible.
- Head for the nearest exit.
- If you catch fire, stop, drop, and roll.

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## 5.8 Other Scenarios

As for other situations, there is a very detailed guide provided by Tokyo's government in English. Please see it at the link below.

<https://www.tokyo-resilience.metro.tokyo.lg.jp/assets/pdf/DisasterPreparednessTokyo.pdf>

Should something happen at your school, please follow the school staff instructions or follow what the students are doing.

In all circumstances listed, as well as other similar incidents, please contact the company as soon as possible.

## 6. Healthcare

The total cost of a visit to a medical facility in Japan is around 5,000 yen in total, for those with insurance. The first consultation to a clinic or hospital will likely cost around 3,000 to 4,000 yen. If you are visiting for a follow-up appointment, the cost of your visit may be less than 1,000 yen. The cost of receiving prescribed medication in Japan is usually under 2,000 yen.

Please keep in mind that if you don't have a health insurance card, you will have to pay the entire bill yourself. Therefore, the fees will be more expensive.

In Japan, the consultation fee for seeing a doctor is determined by a point system, based on the nature of the consultation. You will usually be given a receipt and a medical care statement at the front desk after your visit ends (please keep in mind that it is usually only in Japanese) containing these details and a breakdown of expenses.

### 6.1 Prescription Medicine Book (*Okusuri Techō*) in Japan

When you receive prescription medicine for the first time in Japan, you will get one of these books. This will have a record of medicines that have been prescribed to you in the past. Make sure you take it with you to the hospital and pharmacy with you. It will be updated by the pharmacy staff.

### 6.2 Emergency Hospital Visit

In case of an emergency in Japan, please make sure to go to an emergency hospital—or one that accepts walk-ins at night—or call 119 for an ambulance. The emergency number in Japan is 119. Usually, in small hospitals and clinics in rural areas and small towns, payment is cash only. Only a few large hospitals accept credit card payment in Japan.

The following website run by the Japan National Tourism Organization will allow you to search for medical facilities throughout Japan that offer services in English and other foreign languages.

[https://www.jnto.go.jp/emergency/eng/mi\\_guide.html](https://www.jnto.go.jp/emergency/eng/mi_guide.html)

# VIII. A Guide to Living in Japan

## 7. Mental Health

It is important to maintain your health and well-being while living in Japan. It can be difficult to live in another country. Culture shock is not a one time thing and can continue to occur. Regular mental health struggles can also occur.

Should you need them, there are professional services available in English.

TELL Counseling is a large service that provides in-person and online counselling in English.

<https://telljp.com/counseling/>

Tokyo Mental Health also provides some in person and online options.

<https://www.tokyomentalhealth.com/>

For more options, there is a list of mental health services available in English compiled by the US Embassy in Japan. Please see the following link.

<https://jp.usembassy.gov/services/mental-health-in-japan/>

You can also search for services in your local area. Please make sure to do some research on anything not listed here. It is important to ensure that the service is qualified and licensed.

Do not hesitate to contact a service should you need help.

# IX. Japanese Language

## 1. The Writing Systems

One of the biggest challenges with learning Japanese is the writing systems. There are four different writing systems and all are actively used: *Hiragana*, *Katakana*, *Kanji*, and *Romaji*.

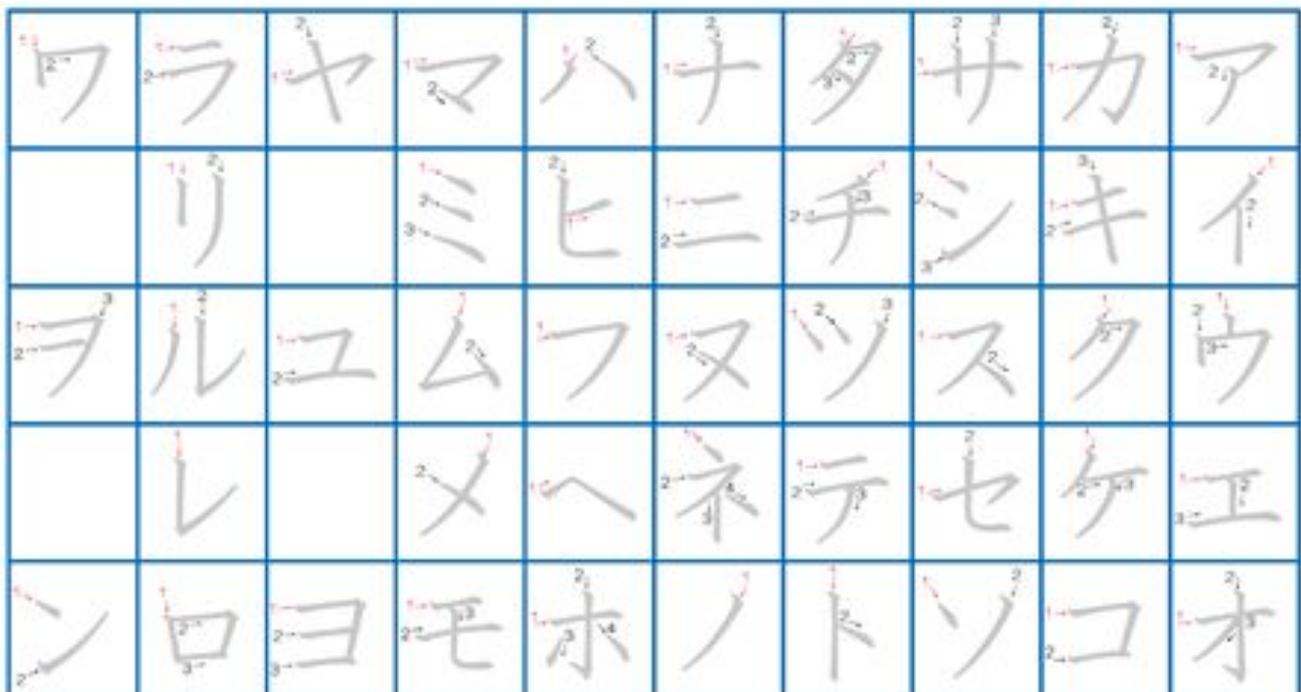
### **Hiragana**

*Hiragana* is a phonetic alphabet used primarily for Japanese words. This is what is taught first to Japanese children. It is also used frequently in words or alongside *kanji*. In books aimed at children or with difficult *kanji*, it can appear above the *kanji* to teach the reading. This is called *furigana*.



### **Katakana**

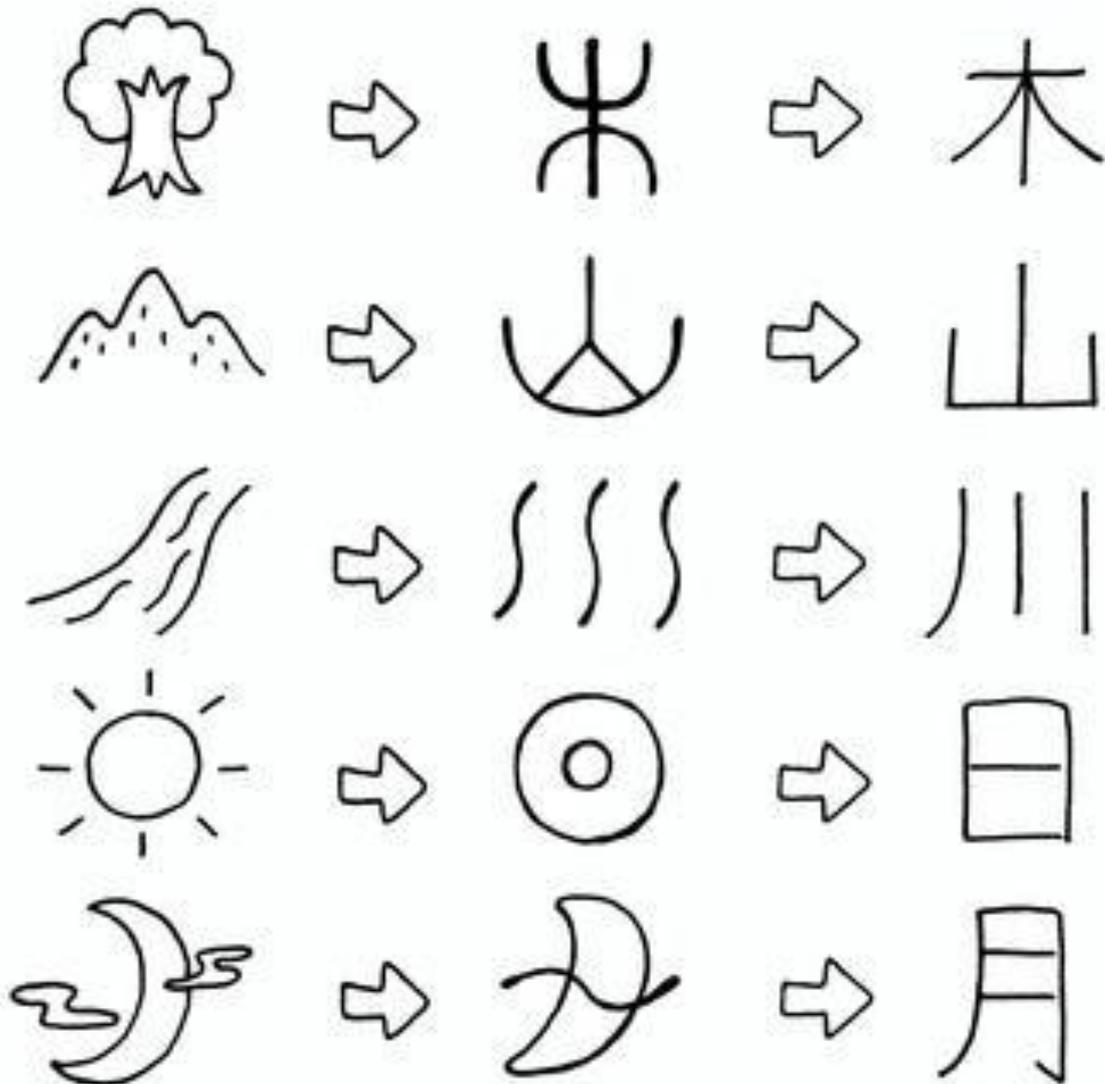
*Katakana* is a phonetic alphabet but is usually used for imported foreign words. It can also be used in place of difficult or rare *kanji*, in place of names if you do not know the *kanji*, or for stylistic effect.



# IX. Japanese Language

## Kanji

Kanji (漢字), one of the three scripts used in the Japanese language, are Chinese characters. They were first introduced to Japan in the 5th century via the Korean peninsula. Kanji are ideograms, i.e. each character has its own meaning and corresponds to a word. By combining characters, more words can be created.



There are 2,136 that are considered the “*joyo kanji*”. There are learned gradually in Japanese schools and are considered important to know. It is considered a literacy baseline. There are more outside of these, however they are much less common. Most *kanji* have multiple readings. The *onyomi* is traditionally based on the Chinese reading and the *kunyomi* is the Japanese reading. There can be multiple *onyomi* or *kunyomi* for a given character.

# IX. Japanese Language

## Romaji

Romaji uses the roman letters to transliterate the Japanese sounds. This is taught in Japanese elementary schools as it is used when typing on a computer or searching an electronic dictionary.

There are multiple systems of romaji. The two most widely used romanization systems are called *Kunreishiki* and Hepburn, however there are other romanization systems in use. *Kunreishiki* provides a more one-to-one correspondence between Japanese *kana* and English letters and had been traditionally\* taught in Japanese schools. Hepburn romanization generally follows English phonology with Romance vowels. It is an intuitive method of showing Anglophones the pronunciation of a word in Japanese. It is used for most international communication, including on Japanese passports and in academic writing.

\*In the most recent elementary and junior high textbooks, Hepburn romanization is being taught, though reference is still sometimes made to the "traditional" *Kunreishiki* style of some *kana*. The Japanese government is considering standardizing romanization, and all signs point to a phasing out of *Kunreishiki* in favor of Hepburn, but no official decision has yet been made. ALTs should teach Hepburn romanization as displayed in the current textbooks, but understand that up until very recently, *Kunreishiki* was taught in schools. Especially in elementary schools, some teachers will use *Kunreishiki* due to muscle memory.

More detailed information on romanization styles and conventions can be found here: <https://park.itc.u-tokyo.ac.jp/eigo/UT-Komaba-Romanization-of-Japanese-v1.pdf>

## Recommended Hepburn-based Romanization System

あ <i>a</i>	い <i>i</i>	う <i>u</i>	え <i>e</i>	お <i>o</i>	きゃ <i>kya</i>	きゅ <i>kyu</i>	きょ <i>kyo</i>
か <i>ka</i>	き <i>ki</i>	く <i>ku</i>	け <i>ke</i>	こ <i>ko</i>	ぎゃ <i>gya</i>	ぎゅ <i>gyu</i>	ぎょ <i>gyo</i>
が <i>ga</i>	ぎ <i>gi</i>	ぐ <i>gu</i>	げ <i>ge</i>	ご <i>go</i>	しゃ <i>sha</i>	しゅ <i>shu</i>	しょ <i>sho</i>
さ <i>sa</i>	し <i>shi</i>	す <i>su</i>	せ <i>se</i>	そ <i>so</i>	じゃ <i>ja</i>	じゅ <i>ju</i>	じょ <i>jo</i>
ざ <i>za</i>	じ <i>ji</i>	ず <i>zu</i>	ぜ <i>ze</i>	ぞ <i>zo</i>	ちゃ <i>cha</i>	ちゅ <i>chu</i>	ちょ <i>cho</i>
た <i>ta</i>	ち <i>chi</i>	つ <i>tsu</i>	て <i>te</i>	と <i>to</i>	ぢゃ <i>ja</i>	ぢゅ <i>ju</i>	ぢょ <i>jo</i>
だ <i>da</i>	ぢ <i>ji</i>	づ <i>zu</i>	で <i>de</i>	ど <i>do</i>	にゃ <i>nya</i>	にゅ <i>nyu</i>	にょ <i>nyo</i>
な <i>na</i>	に <i>ni</i>	ぬ <i>nu</i>	ね <i>ne</i>	の <i>no</i>	ひゃ <i>hya</i>	ひゅ <i>hyu</i>	ひょ <i>hyo</i>
は <i>ha</i>	ひ <i>hi</i>	ふ <i>fu</i>	へ <i>he</i>	ほ <i>ho</i>	びゃ <i>bya</i>	びゅ <i>byu</i>	びょ <i>byo</i>
ば <i>ba</i>	び <i>bi</i>	ぶ <i>bu</i>	べ <i>be</i>	ぼ <i>bo</i>	ぴゃ <i>pya</i>	ぴゅ <i>pyu</i>	ぴょ <i>pyo</i>
ぱ <i>pa</i>	ぴ <i>pi</i>	ぷ <i>pu</i>	ぺ <i>pe</i>	ぽ <i>po</i>	みゃ <i>mya</i>	みゅ <i>myu</i>	みょ <i>myo</i>
ま <i>ma</i>	み <i>mi</i>	む <i>mu</i>	め <i>me</i>	も <i>mo</i>	りゃ <i>rya</i>	りゅ <i>ryu</i>	りょ <i>ryo</i>
や <i>ya</i>		ゆ <i>yu</i>		よ <i>yo</i>			
ら <i>ra</i>	り <i>ri</i>	る <i>ru</i>	れ <i>re</i>	ろ <i>ro</i>			
わ <i>wa</i>		を <i>o</i>		ん <i>n or n'</i>			

Sounds not traditionally found in Japanese:



			イエ <i>ye</i>	
	ウイ <i>wi</i>		ウエ <i>we</i>	ウオ <i>wo</i>
ヴァ <i>va</i>	ヴィ <i>vi</i>	ヴ <i>vu</i>	ヴェ <i>ve</i>	ヴォ <i>vo</i>
		ヴュ <i>vyu</i>		
	スイ <i>si</i>		シェ <i>she</i>	
	ズイ <i>zi</i>		ジェ <i>je</i>	
	ティ <i>ti</i>	トゥ <i>tu</i>	チェ <i>che</i>	
	ディ <i>di</i>	ドゥ <i>du</i>	ヂェ <i>je</i>	
ファ <i>fa</i>	フィ <i>fi</i>		フェ <i>fe</i>	フォ <i>fo</i>

# IX. Japanese Language

## 2. Introducing Yourself

When living in Japan, learning the language is necessary for ease of daily life. It is also essential for being able to understand what difficulties Japanese teachers and students may encounter when studying English and will be extremely useful when trying to be the best teacher that you can.

First, learning to introduce yourself in Japanese at your school or at any meetings you may have with the board of education is very important. One nice point is that self-introductions often follow the same patterns and there are some things that a good one should contain. Usually, you will share your name, where you are from, your hobbies, things you like, how long you have been in Japan, and what you like about Japan. **You will want to avoid saying that you like gambling, drinking, or trading stock, etc. Keep in mind that first impressions are important, and that this is a professional one.** When you give the introduction, make sure that you speak slowly, use a loud voice, smile, and bow before and after the introduction.

A sample introduction is provided below. You may notice that the word for "I" is omitted after the first statement. This is because the subject is often assumed during Japanese conversations. Don't worry, though. Your listeners will understand that you are talking about yourself!

### Example Self-Introduction

はじめまして。	<i>Hajimemashite.</i>
私は <u>ボブ</u> と言います。	<i>Watashi wa <u>Bob</u> to iimasu.</i>
<u>アメリカ人</u> です。	<i><u>Amerikajin</u> desu.</i>
趣味は <u>書道</u> と <u>写真を撮る事</u> です。	<i>Shumi wa <u>shodou</u> to <u>shashin wo torukoto</u> desu.</i>

日本に来て <u>6年</u> です。	<i>Nihon ni kite <u>rokunen</u> desu. / Nihon ni</i>
日本に <u>来たばかり</u> です。	<i>kita bakari desu.</i>
<u>日本の料理</u> が好きです。	<i><u>Nihon no ryouri</u> ga suki desu. Toku ni</i>
特に <u>お寿司</u> が好きです。	<i><u>osushi</u> ga suki desu.</i>
どうぞよろしくお願ひします。	<i>Douzo yoroshiku onegaishimasu.</i>

Nice to meet you. My name is Bob.

I am an American.

My hobbies are Japanese calligraphy and taking photos.

I have been in Japan for six years. / I've just arrived in Japan.

I like Japanese food. I especially like sushi.

It's very nice to meet you.

(\* rough translation of this commonly-used phrase)

# IX. Japanese Language

## 3. Useful Vocabulary and Expressions

As English teachers, our ultimate purpose in our schools is to provide an English language environment for our students. However, there are times that it is appropriate to use Japanese. For example, knowing what is happening around us and communicating with staff. **Teachers will appreciate your effort to communicate even in English. Think about how you can communicate your requests and comments at their level of understandability. Your colleagues will feel the effort you put in.**

### Greetings, Farewells, and Polite Words

English	Japanese	Romaji (pronunciation)
Good morning	おはようございます。	<i>Ohayō gozaimasu.</i>
Hello/Good afternoon.	こんにちは。	<i>Konnichiwa.</i>
Good evening.	こんばんは。	<i>Konbanwa</i>
How are you?	おげんきですか。	<i>Ogenki desuka?</i>
I'm fine.	はい、元気です。	<i>Hai, genki desu.</i>
Goodbye. (lit. "Excuse me for leaving before you.")	お先に失礼します。	<i>Osaki ni shitsurei shimasu.</i>
Thank you for your hard work. (said when others leave work)	お疲れ様です。	<i>Otsukaresama desu.</i>
It's nice to meet you. (lit. I am in your care)	どうぞよろしく願いいたします。	<i>Dōzo yoroshiku onegai itashimasu.</i>
Goodbye. (used for final partings)	さようなら。	<i>Sayonara.</i>
I'm sorry.	ごめんなさい。	<i>Gomen nasai.</i>
I'm really terribly sorry.	大変申し訳ございません。	<i>Taihen mōshiwake gozaimasen.</i>
Excuse me.	すみません。	<i>Sumimasen.</i>
Thank you.	ありがとうございます。	<i>Arigatō gozaimasu.</i>
You're welcome.	どういたしまして。	<i>Dō itashimashite.</i>

## IX. Japanese Language

This is a list of words you will likely encounter at school often. You should do your best to memorize them as soon as possible, as they will help you a great deal in your interactions at school. Please note that there are a few possible ways to represent words in romaji. In particular, a vowel with a line over it (i.e., ō) indicates a long vowel, but may be written as two vowels (oo) or a combination of vowels (ou), depending on the transliteration style.

### ◆People

<u>English</u>	<u>Japanese</u>	<u>Romaji (pronunciation)</u>
Principal	校長先生	<i>Kōchō Sensei</i>
Vice Principal	教頭先生 副校長先生	<i>Kyōtō Sensei</i> <i>Fuku Kōchō Sensei</i>
School Nurse	保健の先生	<i>Hoken no Sensei</i>
Nutritionist	栄養士	<i>Eiyōshi</i>
Head of School Affairs	教務主任	<i>Kyōmu Shunin</i>
Daily Leader	日直	<i>Nitchoku</i>
Administrative Staff	事務職員	<i>Jimu Shokuin</i>
(Teaching) Staff	職員	<i>Shokuin</i>
Home Room Teacher	担任の先生	<i>Tannin no Sensei</i>
English Teacher	英語の先生	<i>Eigo no Sensei</i>
Head English Teacher	英語科主任	<i>Eigo ka Shunin</i>
Part-Time Teacher	非常勤講師	<i>Hijokin Kōshi</i>
Head (Teacher)	主任	<i>Shunin</i>
Head (Teacher) for a Grade Level	学年主任	<i>Gakunen Shunin</i>
Guardian	保護者	<i>Hogosha</i>
Elementary Student	児童	<i>Jidō</i>
Junior / Senior High School Student	生徒	<i>Seito</i>

### ◆Schools & Offices

<u>English</u>	<u>Japanese</u>	<u>Romaji (pronunciation)</u>
School	学校	<i>Gakkō</i>
Elementary School	小学校	<i>Shōgakkō</i>
Junior High School	中学校	<i>Chūgakkō</i>
(Senior) High School	高校 (高等学校)	<i>Kōkō (Kōtōgakkō)</i>
Ministry of Education	文部科学省 (文科省)	<i>Monbu kagakushō (Monkashō)</i>
Board of Education	教育委員会	<i>Kyōiku iinkai</i>
City Office	市役所	<i>Shiyakusho</i>
Ward Office	区役所	<i>Kuyakusho</i>
Town / Village Office	役場	<i>Yakuba</i>

# IX. Japanese Language

## ◆ School Facility Rooms

English	Japanese	Romaji (pronunciation)
Principal's Office	校長室	<i>Kōchō Shitsu</i>
Administrative Room	事務室	<i>Jimu Shitsu</i>
Staff Room	職員室	<i>Shokuin Shitsu</i>
Meeting Room	会議室	<i>Kaigi Shitsu</i>
Reception / Waiting Room	応接室	<i>Ōsetsu Shitsu</i>
School Infirmary	保健室	<i>Hoken Shitsu</i>
Counseling Room	相談室	<i>Sōdan Shitsu</i>
Copy Room	印刷室	<i>Insatsu Shitsu</i>
Computer Room	コンピューター室	<i>Konpyūtā Shitsu</i>
Staff Kitchen	給湯室	<i>Kyūtō Shitsu</i>
Lunch Center / Room	給食室	<i>Kyūshoku Shitsu</i>
Cleaning Staff Room	主事室	<i>Shuji Shitsu</i>
Restroom	お手洗い トイレ	<i>Otearai (Polite)</i> <i>Toire (Common)</i>
Staff Men's Toilet	職員用男性トイレ	<i>Shokuinyō Dansei Toire</i>
Staff Women's Toilet	職員用女性トイレ	<i>Shokuinyō Josei Toire</i>
Boy's Toilet	男子トイレ	<i>Danshi Toire</i>
Girl's Toilet	女子トイレ	<i>Joshi Toire</i>
Staff Men's Changing Room	男性職員用更衣室	<i>Dansei Shokuinyō Kōishitsu</i>
Staff Women's Changing Room	女性職員用更衣室	<i>Josei Shokuinyō Kōishitsu</i>

## ◆ Classrooms & School Areas

English	Japanese	Romaji (pronunciation)
Grade 2 Class A Classroom ("2-A")	2年A組 ("2のA")	<i>Ni-Nen A-Gumi ("Ni no A")</i>
Classroom	教室	<i>Kyō Shitsu</i>
Fine Arts Room	美術室	<i>Bijutsu Shitsu</i>
Home Economics Room	家庭科室	<i>Kateika Shitsu</i>
Music Room	音楽室	<i>Ongaku Shitsu</i>
Science Room	理科室	<i>Rika Shitsu</i>
School Entrance	玄関	<i>Genkan</i>
Corridor / Hallway	廊下	<i>Rōka</i>
School Gardens	校庭	<i>Kōtei</i>
Playing field (Playground)	グラウンド 運動所	<i>Guraundo</i> <i>Undō jō</i>
Gymnasium	体育館	<i>Taiiku Kan</i>
Multipurpose Room	多目的室	<i>Tamokuteki Shitsu</i>
Library	図書室	<i>Tosho Shitsu</i>
Broadcasting Room	放送室	<i>Hōsō Shitsu</i>
Audio-Visual Room	視聴覚室	<i>Shichōkaku Shitsu</i>
Special Needs Education	特別支援学級	<i>Tokubetsu Shien Gakkyū</i>

# IX. Japanese Language

## ◆ School Operations

<u>English</u>	<u>Japanese</u>	<u>Romaji (pronunciation)</u>
Morning Assembly	朝礼	<i>Chōrei</i>
Teacher's Meeting	職員会議	<i>Shokuin Kaigi</i>
1 <sup>st</sup> Period	一時間目	<i>Ichi-ji-kan-me</i>
Recess (or break between classes)	中休み(中間休み)	<i>Naka Yasumi (Chūkan Yasumi)</i>
School Lunch	給食	<i>Kyūshoku</i>
Lunch Break	昼休み	<i>Hiru Yasumi</i>
After School	放課後	<i>Hōkago</i>
Club Activities	部活	<i>Bukatsu</i>
Meeting with Teachers	打ち合わせ	<i>Uchi Awase</i>
Cleaning	掃除	<i>Sōji</i>

## ◆ Classroom Objects

<u>English</u>	<u>Japanese</u>	<u>Romaji (pronunciation)</u>
Textbook	教科書	<i>Kyōkasho</i>
Desk	机	<i>Tsukue</i>
Chair	椅子	<i>Isu</i>
Blackboard	黒板	<i>Kokuban</i>
Chalk	チョーク	<i>Chōku</i>
Pencil	鉛筆	<i>Enpitsu</i>
Marker	マーカーペン	<i>Mākāpen</i>
Stapler	ホチキス	<i>Hochikisu</i>
Teaching Materials	教材	<i>Kyōzai</i>
Flashcards	絵カード	<i>E kādo</i>
Digital Textbook	デジタル教科書	<i>Dejitaru Kyōkasho</i>
Worksheet/Print out	プリント	<i>Purinto</i>
Tablet (PC, iPad or Chromebook)	タブレット端末(パソコン、アイパッド、クロームブック)	<i>Taburetto-tammatsu (pasokon, ai-paddo, kuro-mubukku)</i>

## ◆ Subjects

<u>English</u>	<u>Japanese</u>	<u>Romaji (pronunciation)</u>
Subject	教科	<i>Kyōka</i>
English	英語	<i>Eigo</i>
Japanese	国語	<i>Kokugo</i>
Mathematics (Elementary School)	算数	<i>Sansū</i>
Mathematics (Junior High School)	数学	<i>Sūgaku</i>
Science	理科	<i>Rika</i>
Social Studies	社会	<i>Shakai</i>
Physical Education, "P.E."	体育	<i>Taiiku</i>
Arts and Crafts	図工	<i>Zukō</i>
Fine Arts	美術	<i>Bijutsu</i>
Music	音楽	<i>Ongaku</i>
Home Economics	家庭科	<i>Kateika</i>
Wood Shop	技術	<i>Gijutsu</i>
Calligraphy	書写	<i>Shosha</i>
Moral Education	道徳	<i>Dōtoku</i>

# IX. Japanese Language

## ◆ School Events

<u>English</u>	<u>Japanese</u>	<u>Romaji</u> (pronunciation)
1 <sup>st</sup> Term / Semester	一学期	<i>Ichi Gakki</i>
Entrance Ceremony	入学式	<i>Nyūgaku Shiki</i>
Opening Ceremony	始業式	<i>Shigyō Shiki</i>
Graduation Ceremony	卒業式	<i>Sotsugyō Shiki</i>
Closing Ceremony (End of a Semester)	終業式	<i>Shūgyō Shiki</i>
Closing Ceremony (End of the School Year)	修了式	<i>Shūryō Shiki</i>
Culture Festival	文化祭	<i>Bunkasai</i>
Sports Day	運動会 体育大会	<i>Undō Kai (Usually Elementary)</i> <i>Taiiku Taikai (Usually Junior high)</i>
School Trip	修学旅行	<i>Shūgaku Ryokō</i>
Outing	遠足	<i>Ensoku</i>
Choral Contest	合唱コンクール	<i>Gasshō Konkūru</i>
Speech Contest	スピーチコンテスト	<i>Supiichi Kontesuto</i>
Mid-Term Test	中間考査 (中間テスト)	<i>Chūkan Kōsa</i> ( <i>Chūkan Tesuto</i> )
Term Test	期末考査 (期末テスト)	<i>Kimatsu Kōsa</i> ( <i>Kimatsu Tesuto</i> )
Year-End Test, "Finals"	学年末考査 (学年末テスト)	<i>Gakunenmatsu Kōsa</i> ( <i>Gakunenmatsu Tesuto</i> )
Fire / Emergency Drill	避難訓練	<i>Hinan Kunren</i>
Open Class (Teachers Observe)	公開授業	<i>Kōkai Jugyō</i>
Open Class (Parents Observe)	授業参観	<i>Jugyō Sankan</i>
Parent-Student-Teacher Meeting	三者面談	<i>Sansha Mendan</i>
School Anniversary	創立記念日 開校記念日	<i>Sōritsukinenbi (Foundation Day)</i> <i>Kaikōkinenbi (School Opening Day)</i>
Social Gathering	懇親会	<i>Konshin Kai</i>
Drinking Party	飲み会	<i>Nomi Kai</i>
Banquet / Formal Party	宴会	<i>En Kai</i>
Welcome Party	歓迎会	<i>Kangei Kai</i>
End of Year Party	忘年会	<i>Bōnen Kai</i>

# IX. Japanese Language

## ◆ Useful Phrases at School

English	Japanese	Romaji (pronunciation)
What's your name?	お名前は何ですか。	<i>Onamae wa nan desu ka?</i>
What's this?	これは何ですか。	<i>Kore wa nan desu ka?</i>
Where is the restroom?	お手洗いはどこですか。	<i>Otearai wa doko desu ka.</i>
Where is my next class?	私の次の授業はどこですか。	<i>Watashi no tsugi no jugyō wa doko desu ka.</i>
When is my next class?	私の次の授業はいつですか。	<i>Watashi no tsugi no jugyō wa itsu desu ka.</i>
Who is in charge of English?	英語の担当はどなたですか。	<i>Eigo no tantō wa donata desu ka.</i>
How do you say ___ in Japanese (English)?	___は日本語(英語)で何と言いますか。	<i>___ Wa nihongo (eigo) de nanto iimasu ka.</i>
How many people are in the class?	クラスは何人ですか。	<i>Kurasu wa nan nin desu ka.</i>
May I use the CD player?	CDプレーヤーを使ってもいいですか。	<i>CD purēyā o tsukatte mo īdesu.</i>
May I borrow ___?	___を借りてもいいですか。	<i>___ O karite mo īdesu ka.</i>
Are there any changes in the schedule?	スケジュールに授業変更はありますか。	<i>Sukejūru ni jugyō henkō wa arimasu ka.</i>
Would you please tell me when there are shorter classes?	短縮授業があったら教えてくださいませんか。	<i>Tanshuku jugyō ga attara oshiete kudasai masen ka.</i>
Where should I eat school lunch today?	給食はどこで食べたらいいですか。	<i>Kyūshoku wa doko de tabetara īdesu ka.</i>
When can we share ideas about class?	打ち合わせはいつしますか。	<i>Uchiawase wa itsu shimasu ka.</i>
Is there anything I can do?	何か私に出来る事はありますか。	<i>Nani ka watashi ni dekiru koto wa arimasu ka.</i>
May I help with cleaning activities?	掃除の手伝いをしてもいいですか。	<i>Sōji no tetsudai o shite mo īdesu ka.</i>
May I take part in club activities?	部活に参加してもいいですか。	<i>Bukatsu ni sankā shite mo īdesu ka.</i>
Which club activities may I take part in?	どの部活に参加してもいいですか。	<i>Dono bukatsu ni sankā shite mo īdesu ka.</i>
Would you mind stamping my time sheet?	タイムシートに判子をいただけますか。	<i>Taimushīto ni hanko o itadakemasu ka.</i>

# IX. Japanese Language

## ◆ Feedback and Preparation

<b>English</b>	<b>Japanese</b>	<b>Romaji (pronunciation)</b>
How was my performance in class today?	今日の私の授業はどうでしたか。	<i>Kyō no watashi no jugyō wa dōdeshita ka.</i>
Did the students understand?	生徒(児童)は理解できましたか。	<i>Seito (jidō) wa rikai dekimashita ka.</i>
Should we do a different activity?	違うアクティビティをした方がいいですか。	<i>Chigau akutibiti o shitahōgaidesu ka.</i>
Is this game okay?	このゲームで大丈夫ですか。	<i>Kono gēmu de daijōbudesuka.</i>
Is there anything I should prepare?	準備するものはありますか。	<i>Junbi suru mono wa arimasu ka.</i>
May I look up __ on the computer?	パソコンで__を調べてもいいですか。	<i>Pasokonde __ o shirabete mo idesu ka.</i>
Who should explain it?	どちらが説明をしますか。	<i>Dochira ga setsumei o shimasu ka.</i>

## ◆ with HRT/JTE Classroom Japanese

<b>English</b>	<b>Japanese</b>	<b>Romaji (pronunciation)</b>
Please stand up.	立ってください。	<i>Tatte kudasai.</i>
Please sit down.	座ってください。	<i>Suwatte kudasai.</i>
Let's practice together.	一緒に練習しましょう。	<i>Issho ni renshū shimashou.</i>
Please make pairs.	ペアになってください。	<i>Pea ni natte kudasai.</i>
Are there any volunteers? (lit. does anyone want to try?)	やってみたい人いますか。	<i>Yatte mitai hito imasu ka.</i>
Please speak louder.	もっと大きい声でお願いします。	<i>Motto ōkī koe de onegaishimasu.</i>
What day is today?	今日は何曜日ですか。	<i>Kyō wa nan'yōbidesuka.</i>
Please raise your hand.	手を上げてください。	<i>Te o agete kudasai.</i>
Please return to your seats.	席に戻ってください。	<i>Seki ni modotte kudasai.</i>



# X. Administrative Forms & Examples

## ALT Forms (with Examples) Absence Form

**Absence Form** 

**Absence Information**

Employee name:		
Place of employment (location):		
Coordinator:		
Dates of absence (paid leave 有給)	From:	To:
Dates of absence (leave without pay 欠勤)	From:	To:
Dates of absence (Other Leaves of absence その他の休暇)	From:	To:
Reason for absence:		

You must submit absence forms and have them authorized 30 days prior to the first day you will be absent. You must contact [Borderlink](#) to confirm whether your absence has been actually authorized. 有給休暇取得の30日前に必ず提出し、書類がボーダーリンクに届いたことを確認してください。申請した有給休暇は、日程がボーダーリンクにより承認された時点で認められるものとなります。

Employee Signature

**Manager Approval**

Approved 承認  
 Rejected 拒否

Comments:

Manager Signature

**Absence Form** 

**Absence Information**

Employee name:	Bobby Bob Bobson	
Place of employment (location):	Saitama City	
Coordinator:	Tomine-san	
Type of absence:	<input type="checkbox"/> Paid leave 有給	<input type="checkbox"/> Leave without pay 欠勤
Dates of absence (paid leave 有給)	From: 11/10/2022	To: 11/15/2022
Dates of absence (leave without pay 欠勤)	From:	To:
Reason for absence:	Wedding	

You must submit absence forms and have them authorized 30 days prior to the first day you will be absent. You must contact [Borderlink](#) to confirm whether your absence form arrived, and it will not be official until it has been actually authorized. 有給休暇取得の30日前に必ず提出し、書類がボーダーリンクに届いたことを確認してください。申請した有給休暇は、日程がボーダーリンクにより承認された時点で認められるものとなります。

<i>Bobby Bob Bobson</i>	10/10/2022
Employee Signature	Date

**Manager Approval**

Approved 承認  
 Rejected 拒否

Comments:

Manager Signature	Date
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# X. Administrative Forms & Examples

## ALT Forms (with Examples) Substitute Information Form

Borderlink Substitute Information Form		
School Information		
City/Town & Prefecture name:	School name:	
Phone number (only for navigation):	Closest station:	
Name of Vice-Principal:	Name of Head of English Education:	
Lesson Information		
1st Period	Class :	Teacher name:
Lesson time	1st period information	
Start:		
End:		
2nd Period	Class:	Teacher name:
Lesson time	2nd period information	
Start:		
End:		
3rd Period	Class:	Teacher name:
Lesson time	3rd period information	
Start:		
End:		
4th Period	Class:	Teacher name:
Lesson time	4th period information	
Start:		
End:		
Lunch	Class:	Teacher name:
5th Period	Class:	Teacher name:
Lesson time	5th period information	
Start:		
End:		
6th Period	Class:	Teacher name:
Lesson time	6th period information	
Start:		
End:		

Borderlink Substitute Information Form		
School Information		
City/Town name: <b>Saitama City</b>	School name: <b>Borderlink ES</b>	
Phone number (only for navigation): <b>048-631-0241</b>	Closest station: <b>Omiya Station</b>	
Name of Vice-Principal: <b>Mr. Kaneko</b>	Name of Head of English Education: <b>Mr. Watanabe</b>	
Lesson Information		
1st Period	Class: <b>5A</b>	Teacher name: <b>Mr. Layer</b>
Lesson time	1st period information	
Start: 8:50	Lesson 4 plan ①. The picture cards, bingo sheet, and CD are on my desk. Please feel free to use them. The students are a little shy so it might be a little hard to get them to sing. If you walk around, that will help. The homeroom teacher likes to get involved with the English classroom so please include him as well.	
End: 9:35		
2nd Period	Class: -	Teacher name: -
Lesson time	2nd period information	
Start: 9:40	There is no lesson during this time so you can use the time to prepare for the rest of the day.	
End: 10:25		
3rd Period	Class: <b>5B</b>	Teacher name: <b>Ms. Shikagawa</b>
Lesson time	3rd period information	
Start: 10:45	The lesson plan is the same as first period. The students are more outgoing than the other class, so it will not be a problem to get them to sing. The teacher likes to correct papers during the lesson, so please ask her to join before the lesson.	
End: 11:30		
4th Period	Class: <b>6A</b>	Teacher name: <b>Mr. Grant</b>
Lesson time	4th period information	
Start: 11:35	Lesson 3 plan ②. The materials (CD and phonics chart) for this lesson are also on my desk. The teacher for this class likes to take the lead, so please follow what he does. He does follow the lesson plan exactly so there will be no problems if you know the flow of the plan.	
End: 12:20		
Lunch	Class: <b>1A</b>	Teacher name: <b>Ms. Cantwell</b>
5th Period	Class: <b>6B</b>	Teacher name: <b>Mr. Youn</b>
Lesson time	5th period information	
Start: 13:40	The lesson plan is the same as 4th period. The number of students in this class that study English outside of the school is very high, so they have a very good understanding of English. You might have to have another quick game in mind because they usually finish activities much faster than the other class.	
End: 14:25		
6th Period	Class: -	Teacher name: -
Lesson time	6th period information	
Start: 14:30	There are only 5 classes on the schedule for this day.	
End: 15:15		
Extra information: Please be sure to get to school early to talk with the teachers. Lunch costs 350 yen.		