

Edcamp and Innovation in Professional Development for ALTs

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Reference Data:

Denston, B., & Stringer, T. (2017). Edcamp and innovation in professional development for ALTs. In P. Clements, A. Krause, & H. Brown (Eds.), *Transformation in language education*. Tokyo: JALT.

Teacher professional development (PD) is essential to improve English language instruction in Japan. Nevertheless, current PD models have been criticised. Edcamps are a form of collaborative PD that has recently gained attention. We look at a compulsory PD event for assistant language teachers (ALTs) based on elements of the edcamp model. The aim of this study was to assess the participating ALTs' attitudes towards currently available PD, investigate their criteria for suitable PD, and measure their responses to the edcamp model in reference to those criteria. ALTs broadly approved of the edcamp model but expressed concern that the PD did not meet their needs. They indicated that suitable PD should offer new ideas and direction as to how to apply them and should involve peer collaboration. The results highlight difficulties with moderating and offering opportunities for equal contribution. We make recommendations for the generalizability of the edcamp model for PD.

教員の専門能力開発 (PD) は日本の英語教育の発展に必須だが、現在のPD形式は批判されてきた。Edcampは、教員による協働型のPDで最近注目を集めている。本研究論文では、edcamp形式の原理に基づき、外国語指導助手 (ALT) の参加が必須なPDセミナーについて考察する。本研究は、現在のPDに対するALTの取組み姿勢を評価し、相応しいPDの基準を吟味し、この基準を基にALTのedcamp形式への対応を評価することを目的とする。ALTは、全体的にedcamp形式に賛成だが、現在のPDはALTのニーズを満たしているとは感じていない。彼らは、適切なPDとは、新たな案やその適用方法を提案し、教員同士の協働を促すべきだと述べている。司会者の役割および教員同士の公平な協力が困難なことも浮き彫りにしている。本論文では、edcamp形式の一般化に向けた提案も示す。

On June 9, 2016, the researchers organised an in-service professional development event for assistant language teachers (ALTs) employed by the Osaka Prefecture Board of Education (BOE) in Japan. Professional development (PD) commonly refers to practices that encourage quality growth among practitioners (Chaves & Guapacha, 2016) and is essential in improving education standards (Van den Bergh, Ros, & Beijgaard, 2014). Globally, however, many teachers lack access to PD opportunities that facilitate growth (Organization for Economic Co-Operation and Development, 2013). The event the researchers organised was modelled on the edcamp format. In Japan, in-service PD for ALTs has been critiqued (Clavel, 2014; Reed, 2016; Yoshida, Kano, Izumi, & Shimizu, 2015). The researchers conducting the current study considered edcamp as an alternative model. Edcamps are traditionally institution-independent PD events and have been held in around 1,000 locations internationally as of 2016 (Edcamp Foundation, 2017). The aim of the June 2016 event was to investigate ALTs' attitudes towards PD currently available to them, to determine their criteria for suitable PD, and to gauge their reactions to the edcamp model against those criteria. The study addressed the following research questions:

- RQ1. How did ALTs feel about the compulsory in-service PD they had received?
- RQ2. What did ALTs feel constitutes suitable compulsory in-service PD?
- RQ3. How suitable was the edcamp format for ALTs' compulsory in-service PD?

Literature Review

Assistant Language Teachers and English Language Instruction in Japan

Tahira (2012) pointed out that the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has encouraged ALT hiring to improve the teaching of communicative skills and promote internationalization at the secondary level. MEXT seems com-

mitted to extending its use of ALTs (Kano et al., 2016). Alongside classroom duties, ALTs often assist with materials preparation, lesson planning, and extra-curricular activities (JET Programme, 2015; Miyazato, 2009). The 1,787 BOEs in Japan are responsible for the specifics of hiring, oversight and professional development of ALTs (MEXT, 2012, 2013).

Crooks (2001) found that hiring and PD practices for ALTs are irregular. A MEXT survey of ALT employment found 98% of BOEs choose to hire some form of ALT (MEXT, 2010). Standards vary between BOEs, depending on the manner of hiring (Clavel, 2014). MEXT has recognised three ALT hiring streams: the Japan Exchange and Teaching (JET) Programme, direct hiring, or subcontracting to third party dispatch companies.

Table 1. BOE ALT Employment Percentages (2010)

Employment type	Percentages
No ALT	2%
JET ALTs	38%
Non-JET ALTs	60%
i. Direct Hire ALTs	20%
ii. Subcontracted ALTs	40%

Note. Adapted from “Olympic Minister’s Efforts” (2016) and MEXT (2010).

Professional Development

Borko (2004) suggested that typical PD models are usually disconnected from the teaching environments and needs of teachers. Common PD models include expert-fronted conferences and staff training (Crandall, 2000). These events focus individuals’ self-reflection on their practice. Mora, Trejo, and Roux (2014) stated that PD is typically undertaken voluntarily by motivated individuals or required by institutions. In this study, a compulsory PD session based on an edcamp model was held in cooperation with Osaka Prefectural BOE.

Much in-service PD in Japan occurs in seminars, workshops, or as *lesson study* (Fernandez, 2002), which is a form of PD created in Japan that has received positive attention (Akiba & Wilkinson, 2016; Bocala, 2015; Doig & Groves, 2011). However, the Organization for Economic Co-Operation and Development has singled out PD in Japan as lacking in chances for teachers to develop their subject competency and classroom practice (2013). Teachers in Japan are overburdened, having little time for formal PD. Shimahara

(1998) stated that much PD occurs informally on the job. Although conscious or unconscious self-reflection and collegial discussions may be crucial to metacognitive development (Borg, 2003), they occur within a highly irregular system of formal PD practices. Recent proposals have suggested improvements (Christmas, 2011), some utilising online PD resources (Nethi & Murray, 2015; Reed, 2016), however many barriers to success remain. Budget limitations, time restrictions, communication issues, or language skills and a lack of institutional support are just some of many commonly cited obstacles to effective reform (Clavel, 2014).

While the literature on PD for Japanese English teachers is extensive (Gillis-Furutaka, 1994; Kusumoto, 2008; Lamie, 2000), there has been less discussion of ALT PD. JET ALTs are not required to have teaching qualifications or classroom experience in order to be hired (Kavanagh, 2012). This is also true for many direct hire and subcontracted ALTs. As for preservice PD, some BOEs have committed to consistent programs (Crooks, 2001). However, Reed (2016) noted that most direct hires receive no preservice training, and JET or subcontracted ALTs may receive as little as 2 to 5 days of PD before starting work. Similarly, the nature of in-service PD varies between BOEs, but may comprise semiregular seminars, conferences, opportunities for lesson study, or meetings in which ALTs can share lesson plans. Clavel (2014) reported claims that private dispatch companies may neglect to provide adequate in-service training for their ALTs for reasons of cost.

Edcamp

Edcamp is a form of participant driven, education-themed PD conference that has grown in popularity. Unlike traditional conferences (with an agenda and guest speakers), edcamp attendees learn from each other through collaborative discussion groups, promoting reflective development. For these reasons, edcamps are also known as *unconferences* (Carpenter, 2015). Initially, attendees construct a list of topics to discuss. Organisers select the most frequently occurring topics, drawing up a timetable of consecutive slots that are assigned topics. Multiple sessions run concurrently with attendees free to move around and join in any session at any time. Discussions evolve organically from participant contributions and attendees may present or contribute.

Carpenter (2015) stated that dissatisfaction with currently available PD may contribute to interest in alternatives. According to Tsui (2011) and Johnson (2009), teachers know best what constitutes suitable PD for them in their context. In line with this, the edcamp model adopts theories of learning that are constructivist (Borko, Jacobs, & Koellner, 2010) or based on Vygotsky (1930-1934/1978). Development derives from social activity. Edcamps help teacher-learners to scaffold each other’s development through collaboration.

In-Service PD Edcamp Model

After first encountering the edcamp model at an international school event in Tokyo, the researchers decided to adapt and assess the impact of this model within the in-service PD package currently available to Osaka BOE ALTs. The edcamp model that is popular in the United States and much of Europe differs from that implemented in this study in various ways, as shown in Table 2.

Table 2. Comparison Between Traditional and Adapted Models

Criterion	Traditional edcamp model	In-service PD edcamp model
Audience	Small (a few hundred)	Small (less than 100)
Cost	Free	Free
Content	Participant-driven, flexible	Participant-driven, flexible
Group size	No fixed limit	No fixed limit
Involvement	Discussion-based	Discussion-based
Keynote	If any, around 15-20 minutes, from an educator.	No keynote. Researchers explained the format
Moderators	Facilitate discussion groups	None
Networking	All day	All day
Presentations	Decided that day	Decided that day
Presenters	Anyone can lead a session	Any ALT attendee can lead a session
Time commitment	One day	One afternoon
Setting	Relaxed	Formal (in-service PD)

Summary

MEXT (2013), academics (Reed, 2016), and teachers themselves (Clavel, 2014) recognise that ALT PD practices urgently need to be reformed. As MEXT expands English classes and demand for ALTs increases, the need for ALTs to receive effective PD has never been greater. By examining the attitudes of ALTs, this study addressed the suitability of the edcamp format to be one part of such reforms to ALT PD.

Methods

Design

Two surveys were created and distributed to ALTs employed by the Osaka BOE through online survey platform Survey Monkey after receiving permission from the Osaka BOE. Qualitative attitudinal data about PD preferences (Survey 1) and the PD session ALTs experienced (Survey 2) were collected. Both surveys included a mixture of open and closed questions. Due to the exploratory nature of this research, most questions were open ended to allow participants to freely voice their opinions.

Data Collection

Data was gathered through Survey 1 (Appendix A) prior to the event. Survey 2 (Appendix B) addressed participants' experiences of the event. Surveys were not anonymous. Participants were informed of the compulsory event by email. The first email was informative and the second included a link to the pre-event survey. Immediately after the event, Survey 2 was distributed. In the survey, we requested feedback from ALTs about the session's suitability and suggestions for improvements.

Participants

Participants were all employed as ALTs by the BOE through the Native English Teacher (NET) program and worked at high schools in the Osaka Prefecture area of Japan. Participants were of diverse nationalities and all spoke English at a native proficiency level. Forty-four participants responded to Survey 1. As the event was part of the ALTs' annual PD package, attendance was compulsory, however survey response was optional. Although 71 ALTs attended the session, only 18 responded to Survey 2.

Access to Participants

The gatekeepers in this study were the Osaka BOE officials and the ALT Programme Advisor, without whose help this event and study would not have been possible. The advisor to the BOE, himself an ALT, assisted with running the event on the day and personally advocated for the research.

The Event

The in-service PD event was held at Sumiyoshi Senior High School and operated by Osaka Prefecture BOE on June 9, 2016. The edcamp event began at 13:00 and lasted 3 hours.

In every edcamp, the content of the sessions is decided by the participants at the beginning. After the participants had submitted their content suggestions, the most popular proposals were written in a table and projected onto a screen alongside session times and locations (Appendix C).

Data Analysis

Survey data was transcribed and analysed using the process of open coding (Corbin & Strauss, 1990), in order to identify themes in the data relevant to the research questions. Themes were categorised and regrouped several times to enhance the reliability of data thematization and present credible interpretations of participants' attitudes to ALT PD. To answer RQ1, researchers analysed Survey 1, in conjunction with conclusions from the literature review, to describe the ALTs attitudes towards their PD. For RQ2 the data and subsequent codes were refined to form final codes and subcodes. Survey 2 was analysed with attention to categories from Survey 1. Specific representative examples from the open-ended survey responses were chosen for each category. Through this process of discussion, ALTs' criteria for suitable PD were revealed and matched against ALTs' perceptions of the PD session.

Results

RQ1: How Did ALTs Feel About the Compulsory In-Service PD They Had Received?

Although participants were not explicitly asked about their feelings towards the PD they had received prior to the edcamp event, many used their answers to Q3 and Q4 of Survey 1 to do so. ALT participants were mostly in agreement that the PD they had received was not suitable. For instance, ALTs mentioned that current PD opportunities did not provide new ideas or follow consistent themes. Rather, ALTs suggested they "usually present material in ways that everyone is familiar with (information gap, interviews, games, etc.). Instead of the one-off lessons that are usually presented, a discussion of curriculum development could be more beneficial."

ALTs also mentioned dissatisfaction with their ability to equally participate in the PD available to them. For instance, one participant commented, "I would like to see an environment where all ALTs are comfortable participating and not subject to having to disclose which courses or qualifications they have."

Rather than promote collegiality, some ALTs felt previous PD sessions had deepened divisions between ALTs. There was little mention of PD approaches that had encouraged peer collaboration. These results suggest that ALTs felt they lacked access to consistent PD that presents new ideas and permits equality of participation.

RQ2: What Did ALTs Feel Constitutes Suitable Compulsory In-Service PD?

Questions 3 and 4 of Survey 1 provided ALTs with a chance to share what they wanted to gain from their in-service PD. ALTs wanted PD that involved elements of three main categories, as shown in Table 3. We used these data to create criteria for suitable PD

The Exchange of Ideas

As the most frequently recurring criteria, 27 of the 44 responses expressed a desire for new ideas, most commonly about technology, teaching strategies, and activities. More than half stated that suitable PD would introduce new teaching strategies.

Information About the Application of Ideas

Most participants who wanted new ideas also desired instruction as to how to apply them. Five participants wanted to know how to apply pedagogical approaches, four responses mentioned samples of lesson plans, and two mentioned pedagogical theory.

Opportunities for Collaboration

The second most frequently mentioned criteria related to PD event participation. Nearly half of the participants responded that they wanted the opportunity to collaborate and discuss with others. Nine responses indicated that participants wanted to collaborate and discuss with peers, others felt suitable PD involved discussions with BOE staff, Japanese teachers, and peers with advanced degrees.

Table 3. Criteria for Suitable Professional Development Survey Responses, Pre-event (N = 44)

Criteria	Subcriteria	Frequency of response
The exchange of ideas		27
	Technology	2
	Teaching strategies	24
	Activities	7
Information about the application of ideas		10
	Theory	2
	Pedagogical approaches	5
	Samples of lesson plans	4
Opportunities for collaboration		17
	With peers	9
	With peers with advanced degrees/professors	2
	With Japanese English teachers	3
	With Board of Education staff	3
Other		4
	Relationships with others	2
	Japanese language	2

Note. More than one answer was possible.

RQ3: How Suitable Was the Edcamp Format for ALTs' Compulsory In-Service PD?

Using the criteria for suitable PD derived from the Survey 1 responses, we then compared the responses from Survey 2. The frequency of consistencies between the two surveys was recorded. Consistencies were then used to measure how suitable the ALTs found the edcamp model. Participants shared their answers in response to the question "What are your comments on the seminar?"

Table 4. Criteria for Suitable Professional Development Survey Responses, Postevent (N = 18)

Criteria	Frequency of response
The exchange of ideas	5
Information about application of ideas	3
Opportunities for collaboration	12

Note. More than one answer was possible.

General feedback from the event was positive. Participants stated they felt they had had the opportunity to both share ideas and discuss their applicability. Negative responses were written by ALTs as suggestions for improvements for future PD events. All 18 respondents gave positive feedback on the PD event with two thirds emphasising the collaborative element of the edcamp PD model.

The Exchange of Ideas

Respondents identified that the *exchange of ideas* criteria had been met through what they were taking away from the edcamp style event, for example, "I really enjoyed today's seminar and found the sharing of information and ideas to be an incredible help. I'm leaving with a greater sense of motivation and feeling of belonging to a larger community with common goals."

Information About Application of Ideas

ALTs shared that the practicality of the new ideas shared was desirable: "It was good to be able to collaborate with colleagues on an easily understood direct topic. We discussed real world situations we could apply our knowledge to."

Opportunities for Collaboration

Many participants praised the collaborative quality of the event. According to several respondents, the open, collegial atmosphere was particularly suitable: "I think the format was really helpful for everyone to discuss ideas and contribute their own experiences to help people who are having problems. Really great, thank you!"

Discussion

The findings revealed that the feelings of these ALTs about their previous PD options mirrored sentiments expressed in Christmas (2011), Crooks (2001), Lamie (2000), and Organization for Economic Co-Operation and Development (2013) on the disorganised state of PD in Japan. Furthermore, the results highlighted the ALTs' beliefs about their own levels of need for targeted PD, building upon themes elaborated in Reed (2016). The edcamp format was popular, and the study adds additional support for collaborative PD models, like edcamp, which are based on sociocultural theories of teacher-learning (Kiely & Askham, 2012). The results indicated a variety of factors, strengths and considerations, which affect the suitability of the edcamp format for compulsory PD contexts.

RQ1: How Did ALTs Feel About the Compulsory In-Service PD They Had Received?

ALTs mostly agreed that PD opportunities previously available to them were unsatisfactory and lacked new information and chances for collaboration. The majority of ALTs mentioned feeling their PD did not develop coherent themes or provide continuous growth. This reflects descriptions of the uneven state of ALT PD elsewhere in Japan made by Reed (2016) and Yoshida et al. (2015).

Some participants mentioned that the PD previously available to them did not provide opportunities for collegial sharing of ideas, activities, experiences, and knowledge. Other ALTs made related comments about their feelings of ownership over their PD. As the decision-making process for the content and format of the PD sessions occurs remotely at the BOE, without much prior consultation with the ALTs, it was frequently suggested that the ideas presented were often not new to ALTs. As such, results of this study reflected the judgements of Moser, Harris, & Carle (2012) and revealed that ALT attitudes towards available PD options were not positive. They felt that PD they had previously participated in lacked a sense of development, was often not relevant to their needs, and did not offer opportunities for peer learning.

RQ2: What Did ALTs Feel Constitutes Suitable Compulsory In-Service PD?

Sharing and exchanging ideas formed the basis of what ALTs felt suitable PD should involve and the other two most frequently occurring codes were both related to this. In line with Tsui (2011) and Johnson's (2009) findings, ALTs indicated they wanted an opportunity to not only take away new ideas, but also have the chance to discuss the applicability of these ideas in their own contexts.

Participants responded that they felt PD opportunities should involve the exchange of teaching strategies, activities, and technology information. In relation to the application of ideas, participants wanted to discuss practical pedagogical approaches and sample lesson plans. Some respondents also indicated they wanted direction in relation to how to apply theory to the classroom, for example "I'd like to hear from those with advanced degrees, how are they applying theory to their lessons?"

Finally, nearly half of the ALTs who responded mentioned they felt suitable PD should include opportunities for collaboration. Participants wanted increased collaborative opportunities with peers and some mentioned the need for discussion opportunities with both their Japanese English teaching counterparts and officials from the BOE.

The results echo comments made by Christmas (2014) that it is essential for BOEs not to make unilateral decisions about which areas of PD teachers should be working on. Rather, both parties should work to implement relevant PD that is targeted at problems, classroom skills, or subject knowledge areas that teachers themselves feel are suited to their contexts. In this respect, the edcamp format seems to recommend itself.

RQ3: How Suitable Was the Edcamp Format for ALTs' Compulsory In-Service PD?

This question addressed the suitability of the edcamp model in reference to the criteria suggested by the ALTs: whether they felt it promoted opportunities for collaboration, ideas exchange, and discussions of their application. The results show that against these criteria, the model has many qualities that make it highly suitable for an institutional context. Its collaborative nature was popular. ALTs reported that it promoted collegiality, allowed a high degree of specificity during topic selection, and that the ideas and applications discussed were relevant to their particular needs. These results echoed sentiments expressed by Christmas (2014) and are perhaps one of the biggest indicators of the suitability of the edcamp model for compulsory in-service PD.

There are some important issues to consider when organising an event of this nature. The suitability of the format can be affected by how it is integrated within the PD package currently available. When considering edcamp for use in an institutional PD environment, organisers are advised to examine how the model can best be employed to fit into the pre-existing package.

Participants suggested improvements for the event. Group size is fluid during edcamp events and two participants reported that as groups got too big, their ability to sustain a conversation deteriorated. ALTs felt that predetermining group size limits may have

improved the format. Furthermore, participants noted the essential role of effective moderators. Although moderators are a feature of typical edcamps (Table 2), for practical reasons moderators could not be engaged ahead of time for this study. ALTs reported that without such moderators the conversations had a tendency to stray off topic. Clearly, the role of the moderator in guiding the conversation, providing decisive input when the conversation comes to an impasse, ensuring equal participation, and timekeeping is essential. To maintain the benefits of increased topic relevance delivered by the participant generated format, reliable moderators must be identified and engaged when planning such a PD session.

Conclusion

Within the current ALT employment environment, barriers to the introduction of innovative PD models readily suggest themselves. ALT PD founded on peer collaboration is novel in Japan. BOEs are complex bureaucracies, whose decisions on matters like ALT PD are often made by committees outside the division administering the ALT program. Support for untested ideas may be limited due to cost, time limitations, or the lack of personally invested advocates in key positions of influence.

There are many advantages to transposing the edcamp format into a compulsory PD context. In a large prefecture like Osaka, where an individual ALT may not live or teach near other ALTs, there is clear value in PD sessions such as this that are mandatory and provide chances for effective collaborative discussion. Many participants positively reflected on the session as a chance to speak to a wide range of their peers. Good attendance is essential to maximizing the benefits gained by participants from the collaborative edcamp format. This enhances edcamp's suitability as a format for compulsory in-service PD. Based on these results, the edcamp model can certainly be considered a viable component of a larger package of compulsory in-service ALT PD.

This study indicated several positive aspects that may be useful to those considering applying the model in other ALT PD contexts. Importantly, the format was well received by the ALTs. For them, the collaborative format and collegial atmosphere compared favourably to previous PD options they had experienced, and matched many of their expectations of suitable, relevant PD. The negative considerations highlighted during the PD session were not so insurmountable as to affect the suitability of the format for contextualised applications. ALTs suggestions for improvements (e.g., group size, moderator presence) must be addressed by institutions considering edcamp style ALT PD. By doing so, the benefits of the higher degree of topic relevance resulting from the institutional context can be maximised.

Limitations

This glimpse of perceptions of one PD event is limited by reliance on two self-report surveys and nonrandom sampling from a small population. While attendance at the event was a compulsory part of the ALTs in-service PD package, participation in this research study was not. Not all attendees completed the surveys. Due to limitations in scope, the data has qualitative depth but lacks quantitative breadth. As the results of this study were gathered from a small group of self-selected respondents, the conclusions may not be wholly representative or generalizable.

Future Paths

The participating ALTs held more positive attitudes towards their PD when they worked together in small groups and exercised some control over the topic selection. Were an edcamp style collaborative approach to PD implemented as one part of an overall ALT PD package by more BOEs, future studies could longitudinally measure changes in ALT attitudes towards their PD and compare them to those of ALTs in other prefectures.

Bio Data

Bernadette Denston has been working as a part-time teacher and learning advisor at Konan Women's University, Hyogo. Bernadette has been teaching in Japan for the last 4 years. After completing her psychology (BSc) degree at Lancaster University, Bernadette went on to qualify as a teacher in the UK and spent 2 years teaching in London. Bernadette has recently completed her MRes in Social and Educational Research from the Institute of Education (UCL).

Thomas Stringer is currently a fixed-term lecturer and learning advisor at Konan University. Thomas graduated with a BA in philosophy from The University of York before being accepted onto the JET program. Thomas previously worked for the Osaka Prefecture BOE, teaching English at senior high schools. He has gained his MA in TESOL from the Institute of Education (UCL), while pursuing a teaching career fostering communicative and critical thinking skills among EFL learners.

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Appendix A Pre-event Survey

Thanks for taking the time to complete this survey—we know your time and attention is valuable. We are planning to hold the Spring 2016 NET Seminar at 1 pm at Sumiyoshi High School near Kitabatake station on June 9th.

To help us organise the event we would like to ask you a few questions, and we really appreciate your feedback. The survey has four questions, and should take no more than 5 to 10 minutes.

- Q1: Please enter your first and last name, followed by your email address.
- Q2: Will you be attending this event? Even if you are unable to attend, please complete the questionnaire—we really value your views.
- Q3: Briefly describe the aspect of your teaching that you feel would most benefit other NETs, regardless of their prior teaching experience.
- Q4: Briefly describe what you would most like to gain from a NET seminar.

Appendix B Postevent Survey

Thank you for participating in our survey. Your feedback is important to help us improve NET.

- Q1: Please enter your information.
- Q2: How many years have you been teaching for?
- Q3: How many years have you been teaching in Japan for?
- Q4: How would you rate your experience of this seminar?
- Q5: In your opinion, what were the strengths of this style of professional development event?
- Q6: In your opinion, how could this event be improved for you?
- Q7: Would you like to attend other events of this nature in the future?
- Q8: Do you have any other comments, questions, or concerns?

Appendix C Content of the Sessions (Topics Chosen by ALTs)

	1	2	3	4	5	6	7	8
Session 1 1:55 – 2:25	Special projects	Fear of being replaced by Special English Teacher	Building strong relationships	Roles of the JTE and ALT inside classroom	How to teach non-memorized English exposition	How to deal with disinterested students	JTE not clear about team teaching	Shift focus from university entrance exams
Session 2 2:30 – 3:00	Incorporating diversity in class	Gauging students levels	How to stay motivated as a teacher	Special projects	Roles of the JTE and ALT	Examples of practical communicative activities	How to teach non-memorized English exposition	Relationships with co-workers
Session 3 3:05 – 3:35	Roles of the JTE and ALT inside the classroom	How to make English club more interesting and inviting	How to stay motivated as a teacher	How to deal with disinterested students	How to plan, set and achieve short and long term goals	Examples of practical communicative activities	Classroom management	Special Projects