



AATJ  
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

## AATJ webinar: Design for Belonging

**Date: 10/19/2024 (Saturday)**

**Time: PST 10:30 am-12 pm; EST 1:30 pm-3 pm**

**Speaker: William Matsuzaki, Ed.D., All Saints' Episcopal School,  
AATJ DEIB Co-Director**

**Facilitator: Yoshiko Saito-Abbott, Ph.D., California State University,  
Monterey Bay, AATJ Professional Development Director**



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## AATJ Language Policy

**AATJ activities, meetings, and documents can be conducted in Japanese and/or in English.**



# AATJ Membership Benefits

**Membership registration: January 1 - December 31**

- Quarterly newsletter, semiannual journal
- Member rate for two annual conferences (ACTFL, AAS)
- Professional development programs
- Japanese National Honor Society (high school or college level)
- National Japanese Exam
- Membership in a regional or state Japanese language educators' association
- Teacher Awards
- Special Interest Groups





## From ACTFL Directors...

- **Program**

- Eight 45 minute Sessions
- Twelve 15 minute Paper Presentations  
(9 practice oriented and 3 research oriented)
- Teacher Award Luncheon on SATURDAY, November 23  
⇒ please purchase tickets online in advance to attend
- AATJ General Membership Meeting (a lot of door prizes!) on SATURDAY, November 23  
⇒ no ticket purchase required, FREE!!!
- Japan Section in the Exhibition Hall
  - AATJ Booth, JFLA, Kinokuniya, JPT America, etc.
  - Booth -> Fun activities, Advocacy, DEI Q&A, etc

\*\*Email [yuko\\_prefume@baylor.edu](mailto:yuko_prefume@baylor.edu) if you are presenting outside of the AATJ session slots.



Registration: Advance rate by 10/30/2024



### Join ACTFL and Volunteer!

To raise the visibility of Japanese language education.

(Committee members/Chair, SIG Officer, Mentor, Proposal Reviewer, Board of Directors, ect.)



The **2025 Annual Spring Conference** is scheduled to be held **in person** on **Thursday, March 13, 2025**, in Columbus, OH, in conjunction with the 2025 Association for Asian Studies Annual Meeting.

## **CALL FOR PROPOSALS**

Proposals are invited for individual papers and panels at the 2025 Spring Conference. Individual papers are 20 minutes long with an additional 5 minutes for discussion. If your paper is shorter, you will have more time for Q&A. Organized panels are 100 minutes long and are normally limited to four active participants (three or four presenters, or three presenters and one discussant). For organized panels, time can be used in a flexible manner. Allow at least a minimum of 30 minutes of discussion with the attendees.

There will be no sessions online. Please plan to present and attend in person.



Call for Proposals will open on **September 1, 2024**.

The submission deadline for proposals is **Monday, October 28, 2024, 11:59 p.m. EDT**.



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# NATIONAL JAPANESE EXAM 2025



REGISTRATION

1/6/25 – 1/31/25

LATE REGISTRATION

2/1/25 – 1/14/25

EXAM PERIOD

3/3/25 – 4/15/25

EXAM FEE

Exam fees can be paid by the teacher or directly to AATJ by individual students.

受験料

\$10 per student

LATE REGISTRATION

\$10 per student





# J-LEAP


米国若手日本語教員



- Host an Assistant Teacher (AT) from Japan in your K-12 classroom for two years to assist with teaching both language and culture.
- Direct exposure to contemporary Japan: ATs provide students with insights into recently lived experiences of Japanese language and culture, deepening students' understanding.
- Fully Funded: The program covers the AT's salary, a housing stipend, a car purchase stipend, and other essential expenses, making it cost-free for schools.

The logo for J-LEAP, featuring the text "J-LEAP" in a stylized purple font.

米国若手日本語教員

- 
- A photograph of two teachers, a woman and a man, smiling at the camera in a classroom setting. The woman is on the left, wearing a blue shirt over a striped collared shirt. The man is on the right, wearing a green t-shirt. In the background, other students and teachers are visible at desks, some working on laptops. A white text box with a list of bullet points is overlaid on the bottom half of the image.
- Professional Development: Lead Teachers receive ongoing, high-quality training from top experts in the field, ensuring access to the latest language education pedagogy through annual training sessions.
  - Enhance Your Language Program: ATs inspire student engagement and excitement for learning Japanese, bolstering enrollment.
  - Classroom Support: Schools receive a \$1,000 material grant to enrich classroom activities.



# APPLY BY DEC 1, 2024

[laurasian.org/ileap](https://laurasian.org/ileap)

Learn more — Submit an inquiry on our interest form or join our upcoming webinar!

Interest Form: <https://laurasian.wufoo.com/forms/sb61gl710rfyh1/>

Webinar RSVP:  
<https://us06web.zoom.us/meeting/register/tZcvceiurDIpEtZI9TMwcAZfQPYW-GNfe1Ib>



Please complete our  
survey that happens  
once every 3 years!

三年一度の海外日本語教育機関調査にぜひ  
ご協力お願い致します！



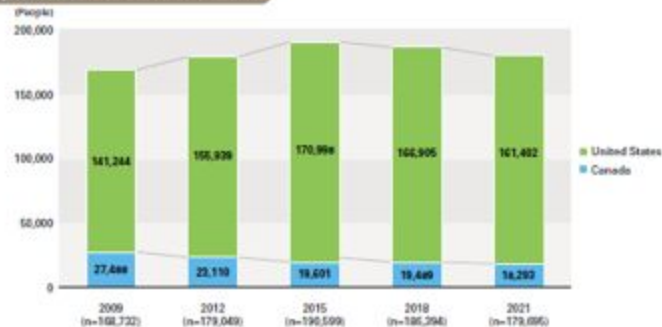
**JAPAN**FOUNDATION  
LOS ANGELES

# Current Trends

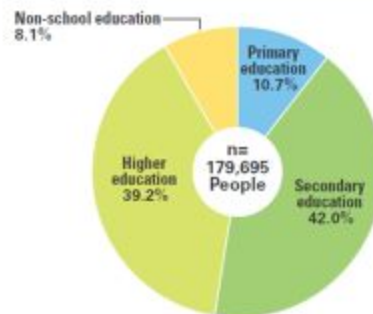
Graph 2-5-1 Number of institutions in North America



Graph 2-5-3 Number of learners in North America



Graph 2-5-4 Percentages of learners by educational stage in North America

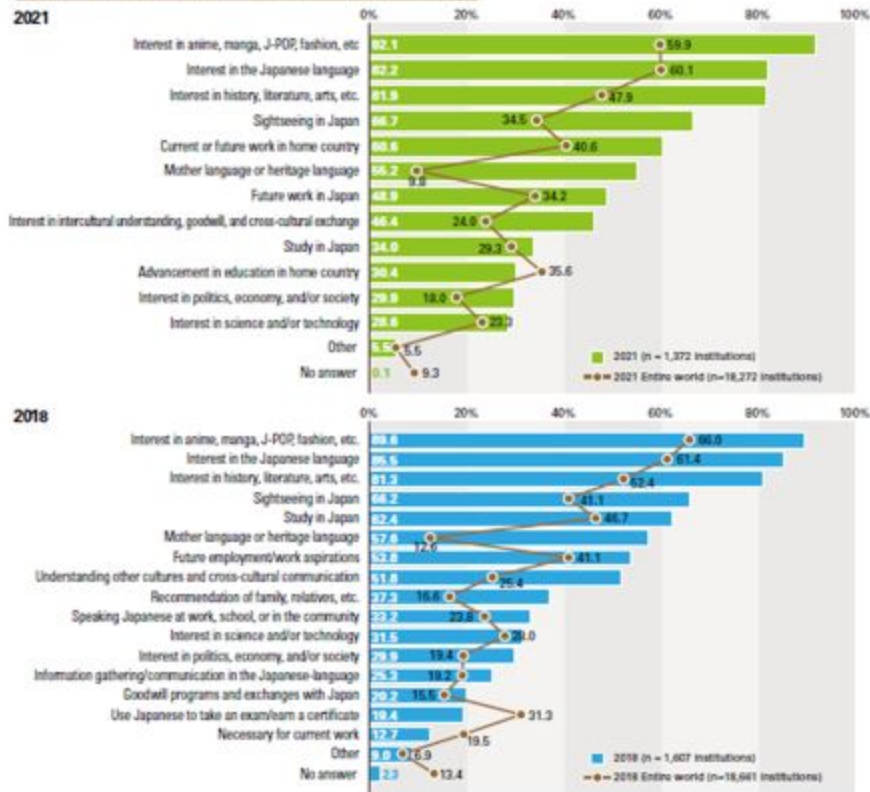


Graph 2-5-2 Number of teachers in North America



Copyright Japan Foundation  
Created by editing the "Survey Report on Japanese-  
Language Education Abroad"(the Japan Foundation)

Graph 2-5-5 Objectives of Japanese-language learning in North America



## Current Trends

Only takes 15 minutes!!!

Copyright Japan Foundation  
Created by editing the "Survey  
Report on Japanese-Language  
Education Abroad"(the Japan  
Foundation)



## Important points about completing the 機関調査survey

- Emails with the survey link will be sent out on 9月17日（火）. If you don't receive it by then, **please check your junk mail** or contact us at <jflasurvey@jpf.go.jp>
- Please try your best to complete them as soon as possible. This will help us a lot!
- The email may be sent to multiple teachers in the same program. Please have one person in your Japanese language program fill out the survey for your entire program.
- **Different departments in the same school are counted as separate programs and should fill out their survey separately.**

For Email titled: 

[2024年度海外日本語教育機関調査へのご協力のお願い / Request for Cooperation with 2024 Survey on Japanese-Language Education Abroad]

If you have any questions regarding the 機関調査,  
or if you did not receive the survey link after 9/17,  
Please contact our survey email at:

<[jflasurvey@jpf.go.jp](mailto:jflasurvey@jpf.go.jp)>

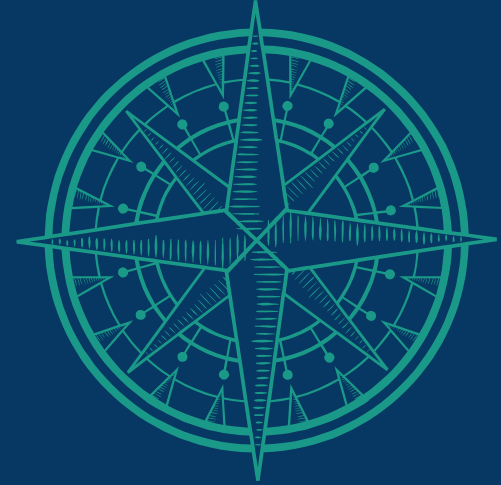
Or you can also contact  
Henry Mitchell  
<[henry\\_mitchell@jpf.go.jp](mailto:henry_mitchell@jpf.go.jp)>



**JAPAN FOUNDATION**  
LOS ANGELES



# Design for Belonging



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William M. Matsuzaki, Ed.D.  
All Saints' Episcopal School  
Upper School Head  
Co-Director DEIB of AATJ



## Belonging

- Feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group. It is when an individual can bring their authentic self to the community.
- Belonging has a major impact on performance and retention.

(Cornell University)

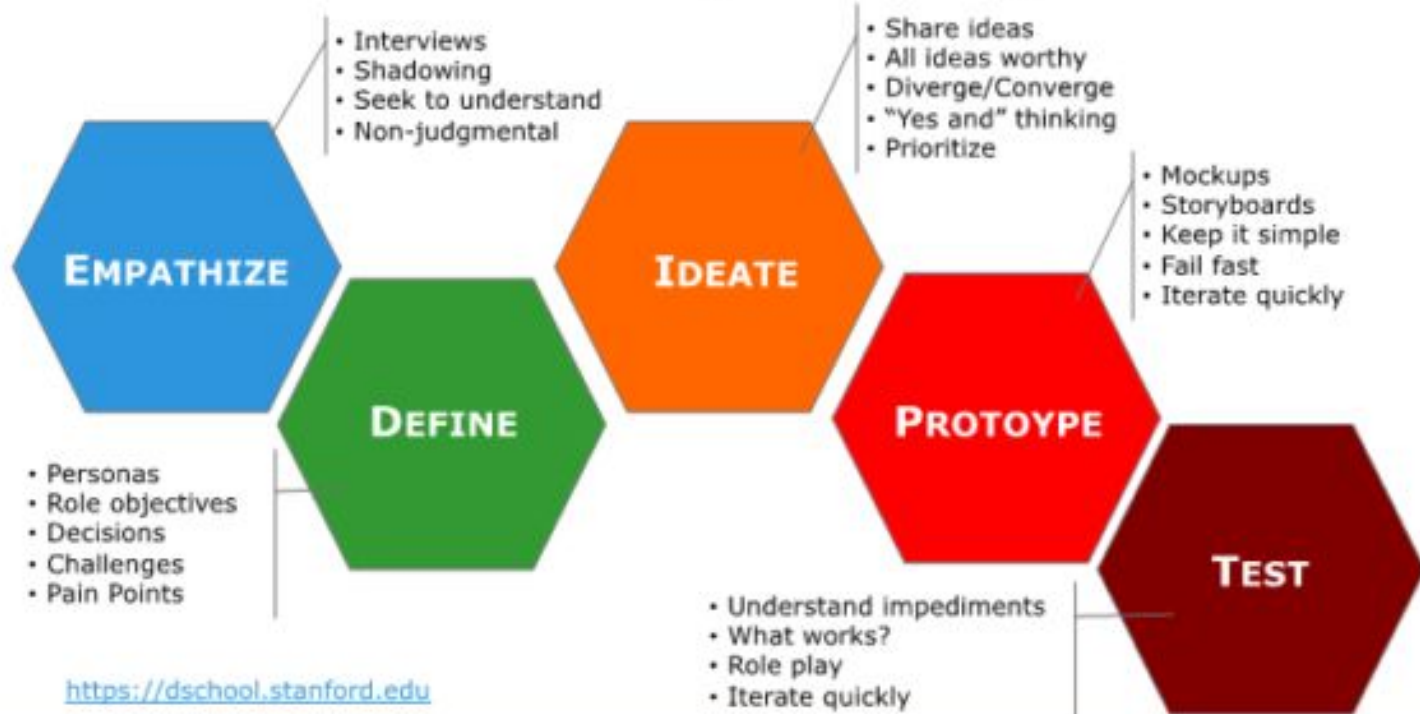




## Belonging

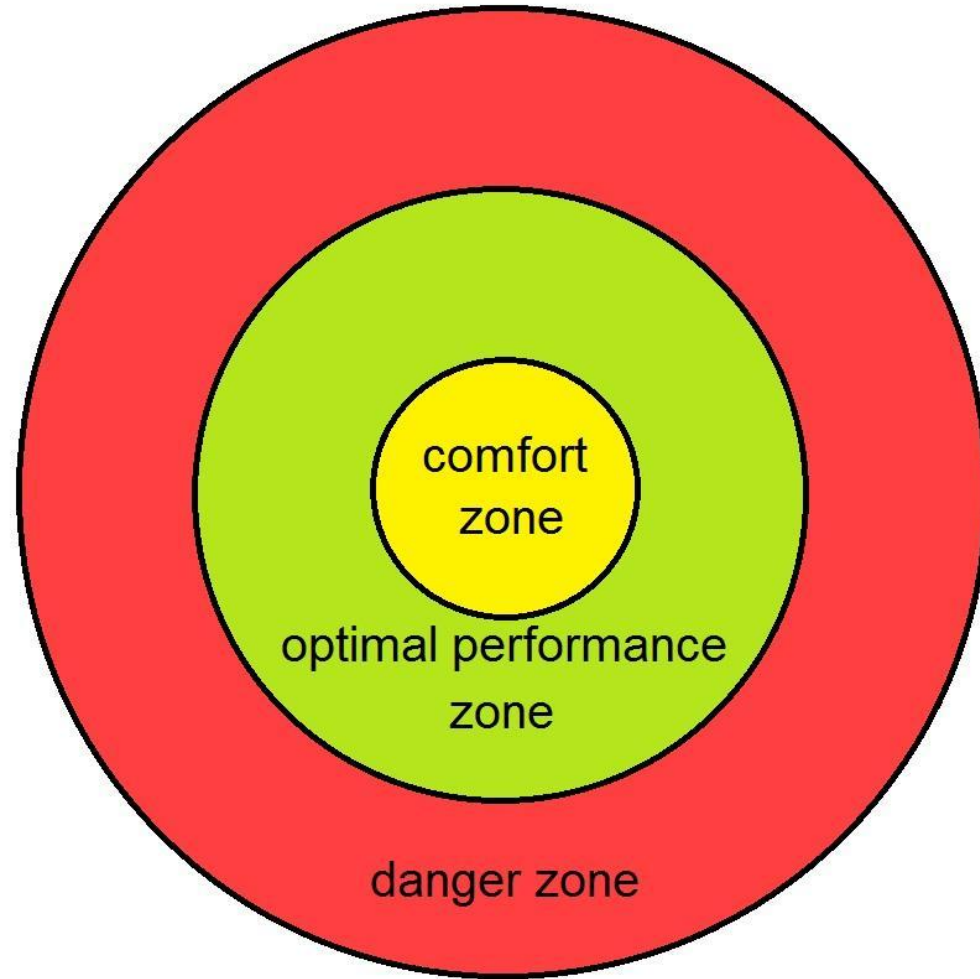
- 40% of high school students in the US do not feel close to people at school (CDC)
- 1 in 10 students at four-year universities feel they don't belong on campus (Gallup-Lumina Survey)
- Underrepresented racial and ethnic minority students and first-generation /low-income students (URM) reported a lower sense of belonging than their non-URM counterparts (MIT Teaching and Learning Lab Research)

# Stanford d.school Design Thinking Process



- Be fully present 📱
- Speak from the “I” perspective. 👁
- Be self-responsible and self-challenging. 🧘
- Listen, listen, listen and process. 👂, 💬, 👁, ☁
- Lean into discomfort. ⏸ & ❓
- Experiment with new behaviors in order to expand your range of response. ❓ !
- Take risks, be raggedy, make some mistakes—then let go. 🩹
- Accept conflict and its resolution as a necessary catalyst for learning. 😡
- Be comfortable with silence. 📢
- Suspend judgment of yourself and others. 🧯
- Be crisp; say what’s core. 🎯
- Treat the candidness of others as a gift; honor CONFIDENTIALITY.









## **What does DEIB work mean in October of 2024?**

- November 5, 2024
- As a holistic need for conversations
- De-escalation
- Sense of belonging for all community members



BOTH

AND



## School Culture

What are some factors within your school that would change how you approach DEIB work? Such as mindset of the students, administrators, etc.

Please use the chat feature to enter your thoughts.

# De-escalate

## DE-ESCALATE



How To Calm  
An **ANGRY** Person  
in 90 Seconds or Less

Douglas E. Noll







## Have you ever encountered...

- 1) An angry person
- 2) A person with a different ideology or belief
- 3) A bully
- 4) A deeply annoyed boss
- 5) A frustrated coworker
- 6) An anxious, worried friend
- 7) A sad, grieving family member
- 8) An unhappy client or customer
- 9) A silent, unresponsive child or teenager



## Emotions attached...

- 1) Anxiety
- 2) Fear
- 3) Embarrassment
- 4) Hope
- 5) Excitement
- 6) Relief



## Steps

- 1) Ignore the words
- 2) Guess at the speaker's emotional experience
- 3) Reflect back the emotions – “You may feel...”

# Reflect...



What are the issues that you are concerned with in terms of de-escalation?

- a) Curriculum changes
- b) Department chair
- c) Running trips to Japan
- d) Enrollment
- e) Survival of your program

An opportunity to also think about an area that you might want to improve.

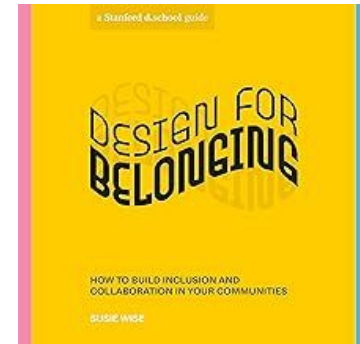
## Focus on the Notion of Belonging

**Belonging**- being accepted and invited to participate; being part of something and having the opportunity to show up as yourself. More than that, it means being able to raise issues and confront harsh truths as a full member of a community.

Why belonging?

How does it connect with the different identities?

Why the design thinking process?





## Activity #1 - The Great Invitation

A great invitation speaks to your audience with a clear purpose. Focus on the feeling you want people to have when learning of the invitation. In your invitation, write to a person who you would like to make that connection and invite them for a walk, coffee, chat, etc.

A handwritten invitation to make that connection—an intentional invitation to include someone.

The first step in feeling like you belong is to feel like you are seen.

***Who would you send a great invitation to?***



# Identities



Race	Socioeconomic Status	Gender	Sexual Orientation
Political Beliefs	Mental Health	Religion	Disability
Immigration Status	Family Structure	Health Experiences	Body Size and Shape
Language	Employment Experiences	Education	Age
Relationship Status	Sex	Job Classification	Military Experience
Marital Status	Geographic Location	Work Background	Native Born/Non-Native Born



## Design Levers - why levers?

**Space**: is used to construct who is in and who is out. The way a space flows and forms indicates what skills and knowledge are required to enter and to succeed and whether we are allowed to make mistakes. It offers clues and cues for how to show up and who is really wanted. The space can represent your identities or it may not. Space may have posters that includes or excludes. Space may have accommodations or not. Space can be exclusive to people who have been there or a certain group of people.


**Rituals**: should have a beginning, middle and end. Consider where and how a ritual might aid your group. Explore symbols and artifacts that might have meaning for your group. Rituals can be spirit week, memorials, dissertation defenses, annual parties, back-to-school meeting, etc.



**Roles**: are designed as part of systems. New roles can be designed for belonging. They can be long term or short term. Who has these roles and who doesn't. How do people feel about these roles? What if roles were able to switch or why certain people have these roles?

**Events**: Consider why you want to gather folks? Why they would want to join you, your organization, or the group. What kinds of people are you trying to bring together? Themes can be a powerful way to draw people in across differences. Where is the event? When is the event? Does it allow various people to attend?

**Schedules and Rhythms**: Make schedules to help set a rhythm or to disrupt a rhythm. Who sets the current schedule? Is there a way to make your schedule truly reflect our community and its needs? How can we set rhythms that build in greater belonging?



**Groupings**: groupings in class, affinity groups, purpose of the group, shape and size of group, duration, and support structures. What groups am I part of?

**Communications**: Who is part of the communication and who is not? Clear audience, focused message, opportunities to engage.

**Clothing**: How do you use clothing in your program or community? School uniform for students and/or faculty? Who has to wear the uniform? Uniforms for sports?

**Food**: food is often cited as a time when someone felt a sense of belonging. How does food come into play at your union, events, people's reactions, what is served and not served?



## More levers

**Avatars**: the dimensions on which you can customize them are ripe for greater attention

**Curriculum**: explore concrete ways to teach and learn.

**Graphics**: The visual world cues so much of our understanding

**Media**: We know how much representation matters for belonging

**Online experiences**: Whether it is shopping, course registration, or working, as people spend more and more time online, how you belong increases in importance.

**Organization**: This could be building new ones or tuning how an existing organization works.

**Policy and Law**: We don't always have access to these levers, but we should not ignore them when we seek to understand how to change the systems in which we live and operate.



## Design an Action to Build Belonging-Step 1

How might we support more belonging for (person/people you are thinking about) by focusing on (problem area) using (a design lever that is interesting to you/them)?

### Examples

How might we support more belonging for (our students taking Japanese) by focusing on (practice dialogues) using (groupings lever)?

How might we support more belonging for (our students) by focusing on (the prom) using (the rituals lever)?





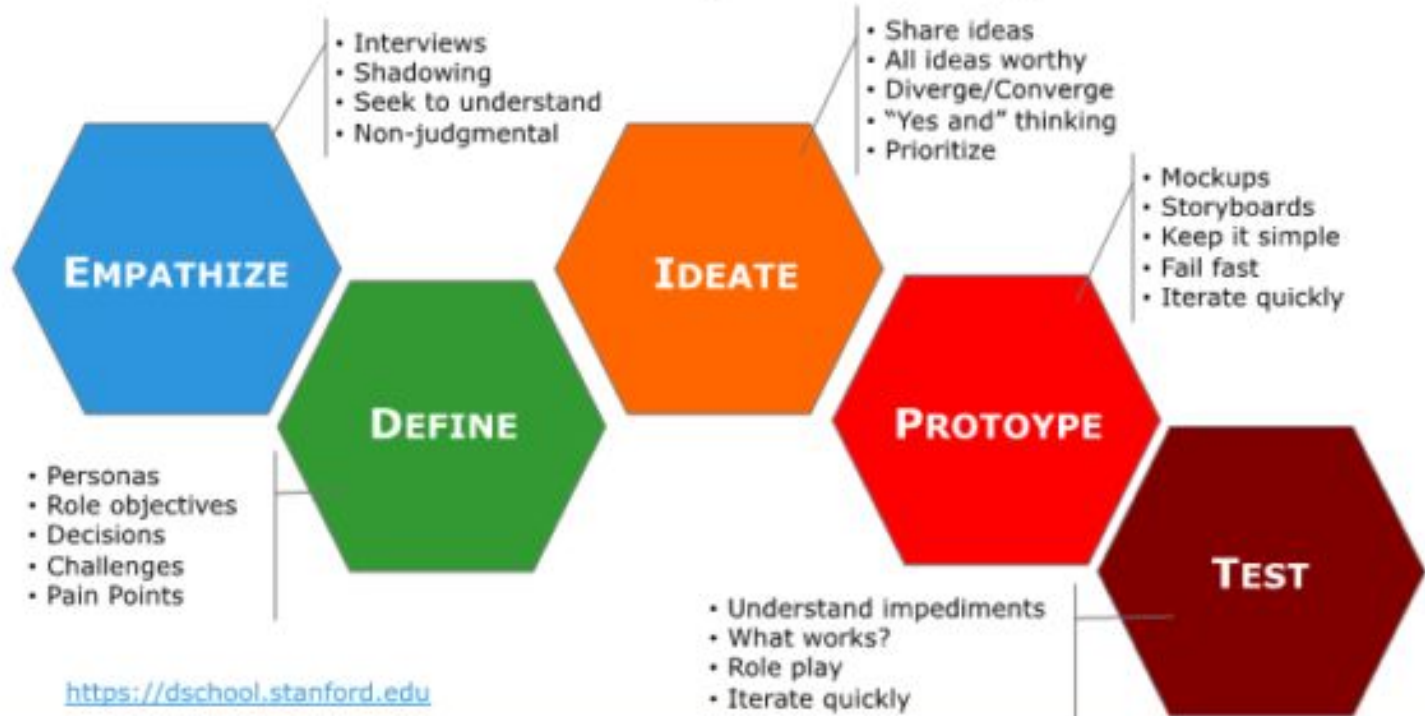
## **Sharing Those Design Statements in Chat**



## Example of next steps

1. How might we support more belonging for (person/people you are thinking about) by focusing on (problem area) using (a design lever that is interesting to you/them)?
2. Which identities do you hope to target? (race, gender, etc)
3. What are some ideas that you have? (group brainstorming)
  - a. We are often too close to the problem.
  - b. Collecting ideas from focus groups
  - c. Collecting information from peer schools/universities

# Stanford d.school Design Thinking Process





## Breakout Rooms

- Please share your design statements with your group.
- Which identities do you hope to target? (race, gender, etc)
- What are some ideas that you have? (group brainstorming)



# Wrap-up and Questions

  
**Please complete a feedback form**

[Feedback form](#)

