

AATJ/JFLA Webinar

Fostering Positive Collaboration with Colleagues and Maintaining Optimism and Hope

April 19, 2025

Speaker: Kei Tsukamaki, 2025 ACTFL National Language Teacher of the Year
Juanita High School, Kirkland, Washington

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

AATJ Announcements

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AATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

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)
- [Special Interest Groups](#) (SIGs)
- [Teacher Awards](#)
- [Grants](#) and scholarships
- [National Japanese Exam](#)
- Membership in a [regional Japanese language educators' association](#)
- Journal: [Japanese Language & Literature](#)



2025 AATJ Spring Conference, Columbus, OH

2025 AATJ GRANTS for Educators and Programs

DEADLINES:

JNHS Mini Grant: April 30, 2025

Teacher Award: June 30, 2025

K-12 Growing Program Award: June 30, 2025

Cheng & Tsui Professional Development Grant: September 1, 2025



Please visit **AATJ Home** → **Teachers**
for the list of awards and grants.



2025 AATJ Fall Conference in conjunction with ACTFL November 21-23, 2025 New Orleans, LA



ACTFL 2025 
NEW ORLEANS
November 21-23



- Twelve sessions (14 presentations)
- AATJ Teacher Award Luncheon (RSVP)
- AATJ General Meeting and Door Prize
- Publishers' workshops
- Exhibit Hall
- AATJ Booth Activities

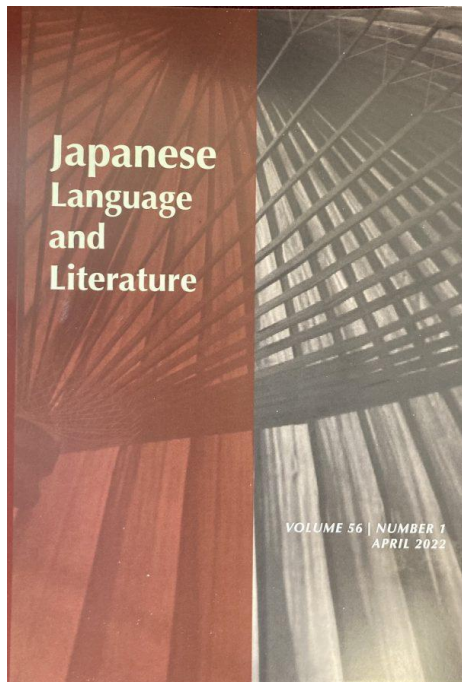
Register Now!



AATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

Submit
your manuscript to
Japanese Language and Literature

- JLL provides a scholarly forum for its members and the larger academic world in the area of linguistics, SLA, pedagogy and literature
- Two issues are published each year.
- Submission guidelines are available
- Coordinating Editor: Suwako Watanabe
suwako@pdx.edu (Portland State U)



JFLA Announcements

7



Survey on Japanese Language Education Abroad (機関調査)



Please contact jared_mcclellan@jpf.go.jp if
you have not completed the survey.



JAPAN FOUNDATION

Japan and Kami: Online Lecture Series



1. Kami Worship in Early Japan - 4/9/25 (Already passed)
2. Lady Blue Dragon at Kami Daigoji – 5/14/25
3. Shinto Culture through the Eyes of a Priest - 6/18/25
4. Kami in Japanese Popular Culture – 7/16/25

More information coming soon! Please recommend the series to your students!

Inquiries: jflainfo@jpf.go.jp

QR Code for our newsletter



2024-25年度継承日本語 教育支援プログラム

オクラホマ日系支援協会



ロードアイランド継承日本語グループ「おひさま」



北加日米会 (カリフォルニア州)



サンマテオ日本学園 (カリフォルニア州)

ロッキーズ日本語アカデミー (コロラド州)




イベント支援 5件

(去年 3件)

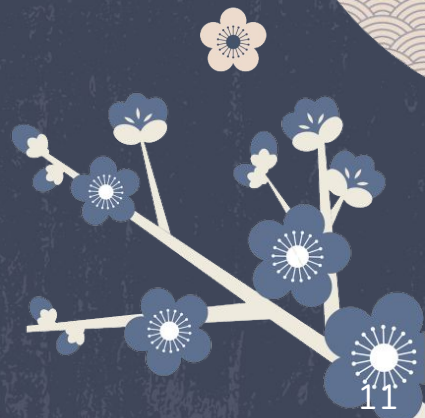
図書寄贈 8件 合計 271冊

(去年 7件、172冊)



Fostering Positive Collaboration with Colleagues and Maintaining Optimism and Hope

Kei Tsukamaki
2025 ACTFL National Language Teacher of the Year
AATJ/JFLA Webinar, April 19, 2025



Agenda

01

Background

02

Optimism

03

Leadership

04

Collaboration

05

Q&A



01

Background バックグラウンド

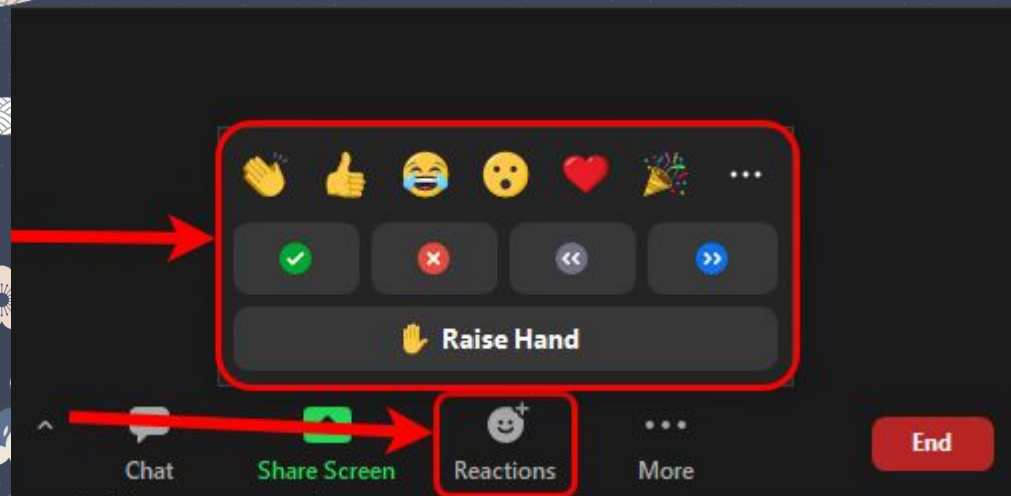


自己紹介

日系人三世
英語母語者
日本語とスペイン語の教師
学校の外国語部チェア
学校区の外国語部の
カリキュラム
スペシャリスト

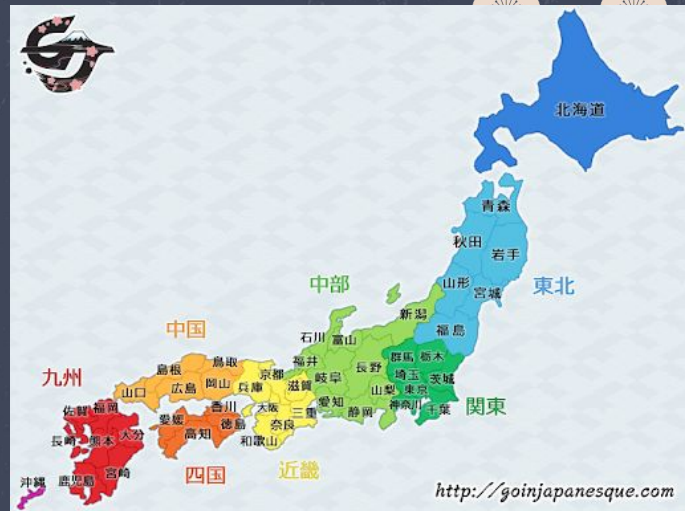


自己紹介



- 👏 = 小学校
- 👍 = 中学
- 😂 = 高校
- 😮 = 大学・上級
- 💖 = 引退
- 🎉 = _____

自己紹介

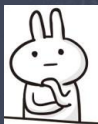


マリゴールド



[Cult of Pedagogy blog article](#)
[YouTube video](#)

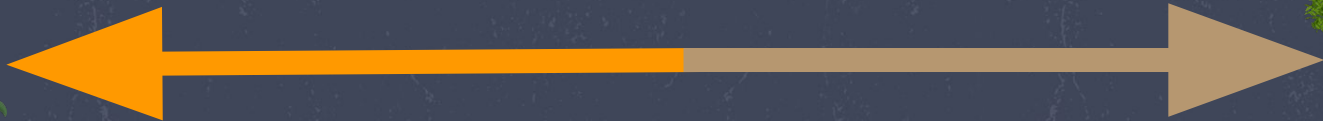
マリゴールド対ウォルナットの木



Who? What? When? How? Why?

②

マリゴールド・ウォルナットの スペクトル



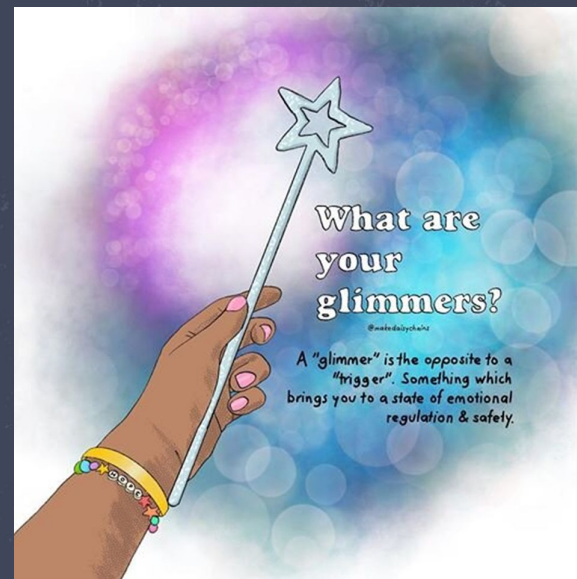
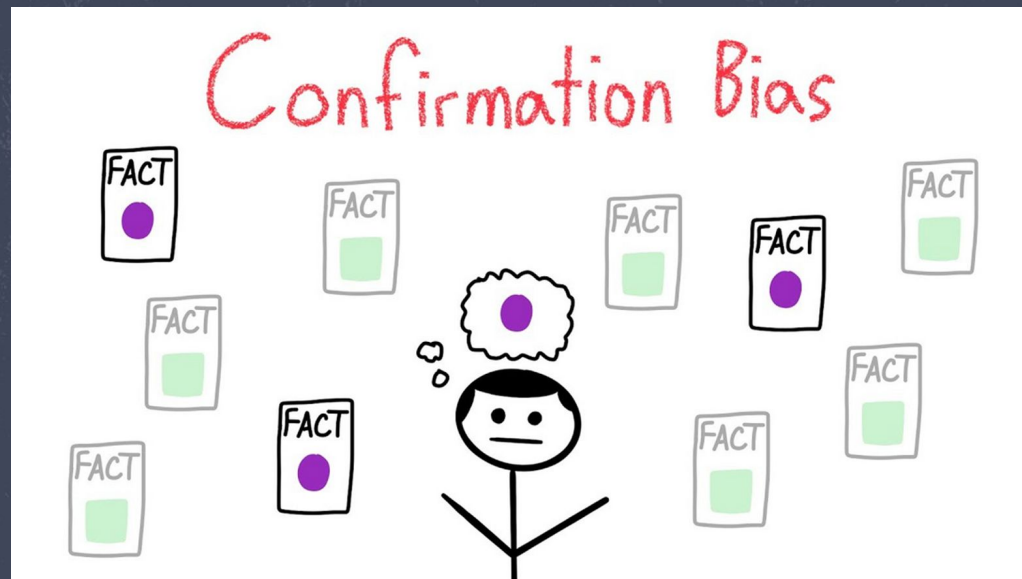
Are you more “marigold” or “walnut”?





02 Optimism 樂觀

確証バイアス



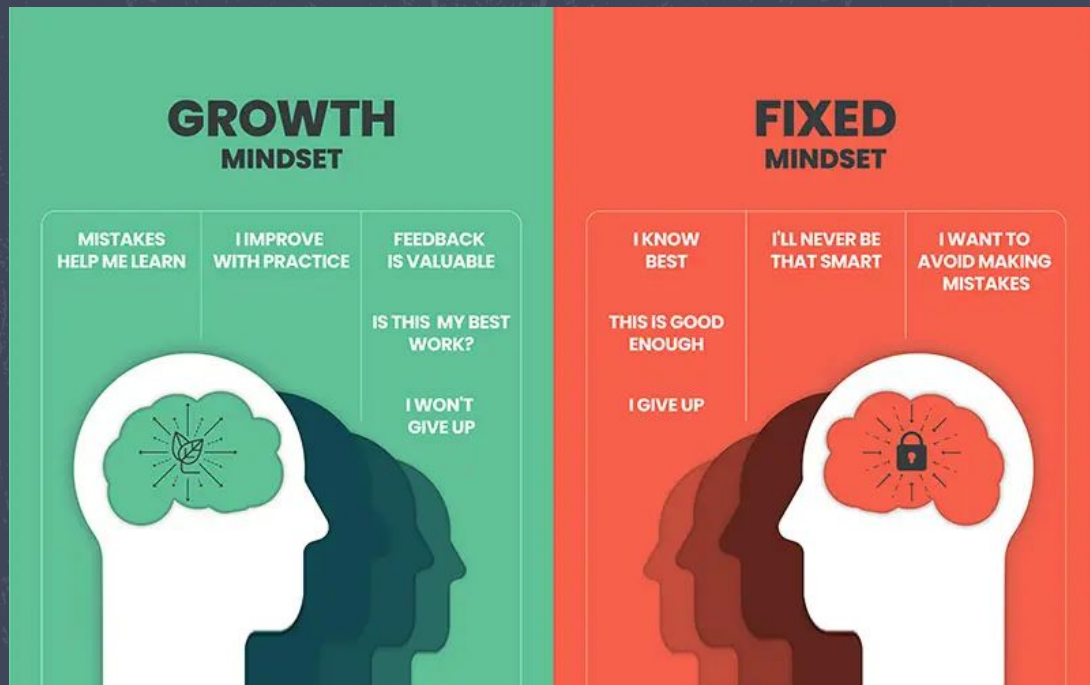
想像 = 真実



[Dr. Amy Cuddy's TED Talk](#)

[NPR article on fake smiling](#)

成長マインドセット



Beliefs, Behaviors, Ways of Being

信念

Your core values

Influence behaviors and
ways of being

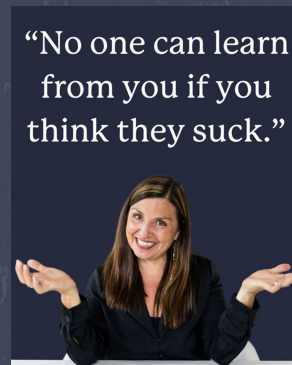
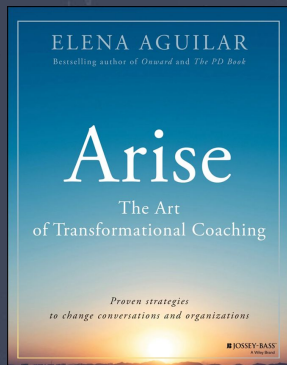
行動

Your actions

Cannot change without a
change to beliefs

人としての在り方

How you “show up” in
the world



マリゴールド・モメント セルフ・ケア



Kei Tsu

Jun 18, 2022 · 16

Marigold Moment: On the last day of school, a random student came up to me between classes and asked me to sign his yearbook. When I asked if he was asking all the teachers to sign, he said:

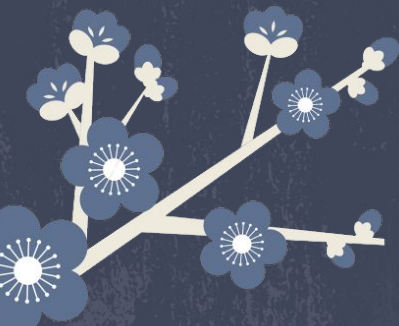
Just the good ones. You always say hi to me in the hallway, so I wanted to make sure you signed my yearbook. Keep doing it next year, too!

🥰❤️🥰❤️🥰❤️🥰❤️🥰 I'm not crying, just kidding, I am. This year has been a beast, and these are the moments that remind me I *am* making a difference and I *do* still love what I do. The longer I teach Japanese, the more I realize Japanese isn't why I teach.

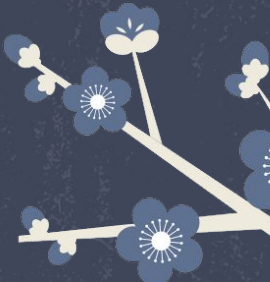



③

マリゴールド・モメント セルフ・ケア



[copy this text box and
replace the words with your
own ideas]



03 Leadership

リーダ＝シップ

4

What are your leadership roles?

Department Chair

District/Central Office

Informal

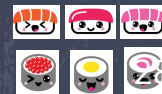
Evaluative/Supervisory

Non-Evaluative

Association Work

[New category]

[New category]



リーダーシップ = アドボカシー



Japanese teachers at SCOLT 2025



Embassy of Japan, D.C.



My student teacher, Yoshiki

04 Collaboration コラボレーション



グループの合意

対面コミュニケーションの ルール

How do you ensure
equitable discussions?

筆記コミュニケーションの ルール

How do you use
technology appropriately?

意思決定モデル

How do you come to
agreement and make
decisions?

コラボレーションのツール

コミュニケーションスタ イルの色 と反応

Find your main communication color(s) and how you are perceived.



Possible source?

SCARF Self-Assessment

Discover your social motivations.

S	C	A	R	F
Status	Certainty	Autonomy	Relatedness	Fairness
About relative importance to others	Concerns being able to predict the future	Provides a sense of control over events	A sense of safety with others, of friend or foe	A perception of fair exchanges between people

Storming and Norming

Tuckman's Team Development Model: stages of team development.

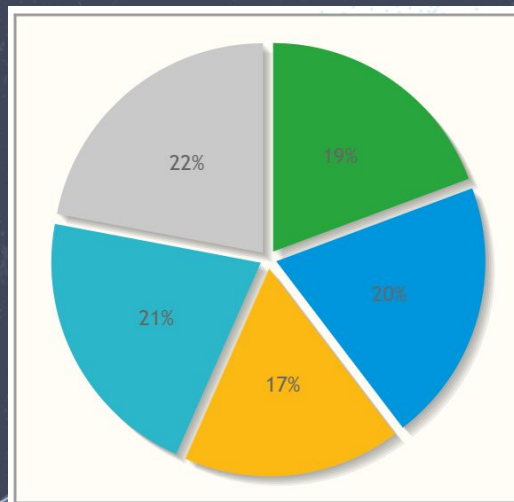


コラボレーションのツール: 圭の結果

コミュニケーションスタイルの色



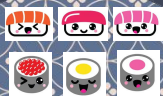
SCARF Self-Assessment



Status: 5.7
Certainty: 6
Autonomy: 5
Relatedness: 6.3
Fairness: 6.5

コミュニケーションスタイルの色 とその反応は何色ですか。

Optional Chat Activity: Read the [“Intent VS Impact” document](#) and share any considerations for how you are perceived and how that impacts your work

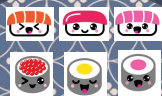


⑥

SCARF Self-Assessment

どれが強いですか。

Optional Chat Activity: Reflect on how you could use this information about yourself and/or your colleagues to improve your teams' effectiveness



コラボレーションのコツ

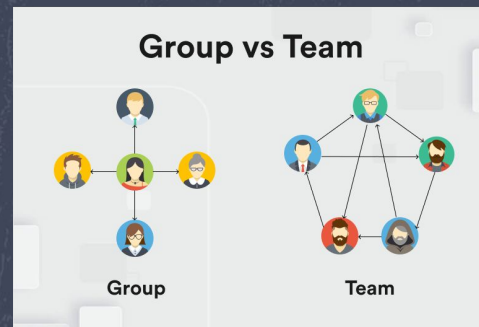
人間関係を大
事にする



対立解消の方法



グループかチーム



AATJに関して

How do our own
implicit biases
impact our ability
to work together
within AATJ?



How do we turn
our differences
(levels, age groups,
teaching contexts)
into strengths for
our community
and our
profession?

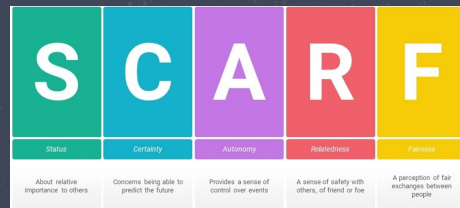
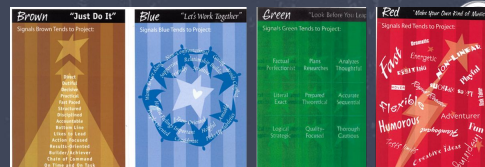
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AATJに関して: Silent Reflection Time

How do our own
implicit biases
impact our ability
to work together
within AATJ?



How do we turn
our differences
(levels, age groups,
teaching contexts)
into strengths for
our community
and our
profession?





05

Q&A 質問





ありがとうございます！

Kei Tsukamaki

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IG: @tsukamakisensei

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