
The English Edition
Of
The Teacher's Guidelines
In
Educational Affairs

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1. Introductory Remarks

When I left my country for Ube, the purpose of my journey was clear and definite. It was to teach English, particularly in its oral form. There was no doubt about it. Besides, I was prepared with a sufficient number of books and materials for my new job. I was ready and willing to launch upon a new life in Japan.

As the school year approached, however, I realized that I knew very little about the school system on which I was to give my lessons. What I needed urgently was something that would help me establish a solid relationship between me and the students I was going to teach. I wondered what rules there were for all of us to depend upon. How many lessons should I give a week? Should I be strict and authoritative in class? How should I call the roll, and how strictly should attendance be recorded? Would the size of my class be small or large? How often should I give examinations? How should the evaluation of students' achievement be made? These and many others were the questions that thronged my mind. I very much wanted to put an end to these disquieting questions and find some order in my life.

Just before the school year began, there was a meeting, where guidance was given to the new teachers. I was there, equipped with a tape-recorder and a notebook. Back at home, while I was listening to the tape and searching among the materials given at the meeting, I came upon a paper that was exactly what I had been looking for. It was titled "Teacher's Guidelines in Educational Affairs." I started at once to translate it into English with the help of my wife. We worked on it overnight and created a rough translation of the guideline. It was a tough job but I was in such an urgent need of some guidance. A week later, I took up the same job again, this time with the help of my colleague, Mr. Kawasaki, with a view to compiling a more reliable and precise edition of it.

My plan of making up an English edition of "Teacher's Guidelines" was certainly started on a very personal motivation, but, while my work was well under way, there appeared another altruistic consideration. I thought of an increasing number of foreign people coming to Japan to teach languages.

Chances are that schools and universities in Japan will need to have an increasing number of native speakers of English on their teaching staff, because recognition of English as a spoken language has pervaded in every phase of life in Japan and people are positively assured of the fact that a language cannot be transplanted singly, separated from all the other cultural components, but that it must be taken in, in tandem with people who speak it as a native language. Native speakers of a language are the reflectors of every facet of the culture that accompanies the language itself.

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This was what I thought all the way and I assured myself that the person who would succeed my place should have a guide book at the very start of his/her work and be informed of rules by which he/she was to carry out his/her duty. My successor would greatly benefit if he/she could have one that would show him/her the framework of his/her job. The framework is as follows:

2. English Translation Of The Teacher's Guidelines In Educational Affairs

SECTION 1 TIME SCHEDULE FOR CLASSES

PERIOD	TIME FOR ONE CLASS		REMARKS
	50 MINUTES	90 MINUTES	
	START	START	
	FINISH	FINISH	
1	8:45	8:45	
	9:35		
2	9:35	10:15	
	10:25		
BREAK	10 MINUTES	20 MINUTES	
3	10:35	10:35	
	11:25		
4	11:25	12:05	
	12:15		
LUNCH	45 MINUTES	55 MINUTES	
5	1:00	1:00	
	1:50		
6	1:50	2:30	
	2:40		
BREAK	5 MINUTES	15 MINUTES	
7	2:45	2:45	
	3:35		
8	3:35	4:15	
	4:25		

※ You will be given sufficient time to get to your next class

SECTION 2 ATTENDANCE

- 2.01 At the beginning of each class or exam, the teacher is responsible for taking attendance and recording the results in both the teacher's attendance book and the official school attendance book for that class.
- 2.01.1 The official symbols to be used in both attendance books are the following:
/ = absent
X = tardy
O = left early
No mark should be made if attendance is satisfactory.
- 2.02 If changes need to be made to the official attendance book, the teacher must imprint his or her seal (Inkan) over the mark that he or she corrected.
- 2.03 The homeroom teacher is responsible for attaching a seating chart to the inside front cover of the official school attendance book for his or her class.
- 2.04 The homeroom teacher is responsible for taking attendance for his or her class at all official school events.
- 2.05 Students must report absences from school, tardiness, absences from classes, etc., to the Office of Educational Affairs within one week of the occurrence with the homeroom teacher's seal imprinted on the official form. The official form is available at the Office of Educational Affairs.

SECTION 3 EXAMINATIONS

- 3.01 Midterm examinations should be given and the results submitted to the Office of Educational Affairs.
- 3.02 All exams are to be either 50, 80, or 100 minutes in duration.
- 3.03 If the student is allowed to bring in any item other than a pencil and eraser to the examination, the teacher giving the examination must notify the proctor prior to the examination.
- 3.04 Examinations are not to be hand written. They must be typed or printed.
- 3.05 Examinations (ready to be printed) are to be presented to the Office of Educational Affairs at least two days before the examinations are scheduled. The Office of Educational Affairs will print the exams and ensure that students are not given access to them.
- 3.06 Preceding the examination, the proctor is to pick up the exam papers from the Office of Educational Affairs.

- 3.06.1 After the student has completed the examination, the proctor must check the student's name and number to ensure that no exams are missing. On the envelope provided by the Office of Educational Affairs, the proctor is to write the total number of students that took the exam, and the names of the students that were absent from the examination. After the above has been completed, the proctor is to return the exam papers to the Office of Educational Affairs.
- 3.07 If the proctor cannot attend his or her scheduled examination, he or she must notify the Office of Educational Affairs immediately so that the substitute proctor can be informed.
- 3.08 The proctor is to take all necessary precautions so that no cheating occurs during the examination.
- 3.08.1 The proctor is to ensure that answer sheets and exams are collected from every student.
- 3.09 The proctor is to ensure that students stay for a minimum of 30 minutes from the start of the exam.
- 3.09.1 The proctor cannot allow a student to take the examination if he or she is more than 30 minutes late for the examination.
- 3.10 If a student cannot take the original examination because of an unforeseen or unavoidable circumstance (doctor certified illness, death in the family, etc.), he or she may be allowed to take a make-up examination within five days.
- 3.11 The proctor of each examination is to remain anonymous until the examination.

SECTION 4 EVALUATION of EXAMINATIONS

- 4.01 Teachers must submit the results of the examination to the Office of Educational Affairs within five days after the exam.
- 4.02 Midterm grades are to be submitted to the Office of Educational Affairs. The grade submitted is to be independent of all other class work thus far completed.
- 4.02.1 Final first term grades are to be submitted as an overall evaluation of course work thus far completed, including the results of the preceding midterm exam, marks given for student's class participation, quizzes, homework, and attendance.
- 4.02.2 Scores for all exams and semester grades are to be based on a 100 point scale.
- 4.03 Classes are sometimes offered as two classes during one semester instead of one class lasting an entire school year. The grade submitted at the end of the semester for these classes is to represent the students achievement for the entire year.
- 4.04 Students who have been unable to take an exam due to justifiable circumstances, can be given a grade of no more than 79 points without taking the examination. The grade given to the student should be based on the student's prior work and / or past examination scores.

- 4.04.1 To classify as a justifiable excuse, the student must have a doctor's excuse, or other documents that justify his or her absence from the examination. The homeroom teacher is qualified to justify the student's absence only if the student is not absent for more than a day.
- 4.04.2 The following regulation is to be used for *short term disabilities*. If the student has taken ill, or has been involved in a minor accident, he or she must inform the Office of Educational Affairs immediately. If humanly possible, the student must personally inform the Office of Educational Affairs by coming to their office or by calling them on the phone. Afterwards, all justifying documentation is to be presented to the Office of Educational Affairs by the following day.
- 4.05 Students who did not take the examination without sufficient reasons, or refused to hand in his or her examination, or could not take the exam because of disciplinary punishment are to be given a grade of zero for that examination.
- 4.06 Students found cheating are to receive a grade of zero for all exams given during that testing period.
- 4.07 The final grading system scale to be used is: Excellent (100-80), Good (79-60), Acceptable (59-50), and Failure (49-0).
- 4.08 Students who are absent for more than one third of the class periods are to be given a maximum grade of 49 points. Those students who are absent for more than one half of the class periods are to be given a maximum grade of 19 points. The formula to determine total absences is the following:
- $$\text{Total Absences} = \text{Absences} + (\text{Tardy} + \text{Left Early}) / 2.$$
- 4.08.1 A student who receives a final grade between 20 and 49 is allowed to take a supplementary examination by the teacher. If a student receives a final grade of less than 20 points, he or she may not take a supplementary exam and must repeat the same grade.
- 4.09 For subjects which continue for two or more years, the teacher is to evaluate the student each year.
- 4.10 Subjects that consist of four or more credits may be evaluated by dividing the class into two parts with each part receiving an independent evaluation and weighting. However, the final grade given to the student is to be a combined evaluation of both segments.
- 4.11 For grades of less than 50, an asterisk instead of a numerical grade will be printed on the student's report card.
- 4.11.1 The asterisk will be put on the report card by the Office of Educational Affairs. Teachers are to turn in a numerical grade.
- 4.12 Students who did not pass a certain subject are to be given a chance to take a supplementary examination if their final grade is greater than 19 and less than 50. If the student takes the exam and his final average for the course becomes greater than 49, the student is to receive a grade of acceptable. If the student takes the exam and his or her final average is not above 49, the student is to receive a grade of failure.

SECTION 5 PROMOTION AND GRADUATION

- 5.01 At the conference for promotion and graduation, all students are classified into two groups (successful students and unsuccessful students). The unsuccessful students are further more classified into two groups (conditionally deferred students and definitely failed students) according to the rules that follow in section 5.02. Conditionally failed students are to be down graded to definitely failed students unless they can satisfy the conditions for promotion or graduation.**
- 5.02 The students who fall under Article 18, item 1 of the Educational Affairs Students / Teachers handbook will be admitted into the successful category.**

The students who meet all the following conditions will be deferred in promotion:

- 1. The total number of credits of failed subjects is less than 10.**
- 2. Absences are less than one fifth of all school days.**
- 3. No final grades are under 20 points.**
- 4. Homeroom hour activities are evaluated at a better than acceptable level.**

Those students who have been differed in promotion are to be given a supplementary exam in the subject(s) that they failed. (Article 10 and 18, Item 2)

- 5.02.1 A translation of Article 18, Item 1 of the Educational Affairs Handbook. Those who come under the following items will be recognized as having met the basic requirements for promotion.**
- 1. Students who have not failed any subjects.**
 - 2. Students whose absences are less than 1/5 of all the days taught.**
 - 3. Students who have been recognized as good during homeroom hour.**
- 5.03 At the Final Grading Conference for graduation, students who meet the criteria of Article 21 of the Educational Affairs Handbook will be permitted to graduate.**

Students who meet all of the following criteria will be temporarily deferred in graduation:

- 1. The total number of credits thus far accumulated to date is more than 161 and following the supplementary exams the total number of credits will in all probability exceed 167. Of the 167 credits, more than 75 must be from general education classes and at least 83 must be from specialized courses.**
- 2. Absences are less than one fifth of all school days.**
- 3. Homeroom activities are better than acceptable.**

Students who are temporarily deferred from graduation and have no grades of less than 20 points must be allowed to take a supplementary exam.

5.04 Students who have definitely failed the year and have decided not to repeat the same grade will be given a certificate of completion for that year if they meet guideline #1 and #2 and do one of the following: change schools before the year end, go on to university, find a job.

1. The overall average(all subjects) for the year is greater than 35.
2. Absences are less than one third of all of the school days during the year.

At the conference for promotion, all of the students that did not meet the guidelines to be promoted are to be categorized into two groups:

1. Students who fall under the conditions mentioned above, and therefore receive a certificate of completion for the year.
2. Students who do not meet the above mentioned conditions.

5.05 Students that repeat the third year are allowed to leave the school at the midway point of the year with a certificate of completion for the entire year if they meet the conditions mentioned in section 5.04.

5.06 Students can not repeat the same grade more than once unless they are officially permitted to do so by the school because of a justifiable reason(Article 19 of the Educational Affairs handbook).

5.07 Students that transfer from another school are to receive full credit for the course work thus far completed at the other school.

SECTION 6 FINAL SUPPLEMENTARY EXAMINATIONS

6.01 Final supplementary exams are to be either in the form of a written examination or a research paper.

6.02 The final supplementary exams are to be given only once, and must be concluded within two weeks after the conference for promotion and graduation. The names of the students who are permitted to take the exams, the format of the exams, and the time schedule for the exams are to be posted beforehand.

6.03 The results of the final supplementary examinations are to be reported to the Office of Educational Affairs by the appointed date.

SECTION 7

7.01 Teachers are to conform to the manuals specifically prepared for them for the details of the regular examinations and the supplemental examinations.

SECTION 8

8.01 Additionally, if any questions should arise concerning these guidelines, they should be resolved by conference.

3. Supplementary Annotation

In the process of making up an English edition of the "Teacher's Guidelines," we aimed at establishing clarity through all articles and items, because we thought that being clear and definite in statement was the only way to avoid misconstruction. Misunderstanding through misinterpretation was what we dreaded most.

With this point in view, we took great care not only in the selection of English words and phrases, but also in the arrangement of articles and items of regulations. We were forced to set up a couple of new items by subdividing an original one so that we could unravel the entanglement of statement that prescribed more than one view-point in one item. Besides, in view of the established practice of regulations stated in this "guidelines," we had to set up some newly subdivided items to show concrete examples for the preceding main items, or, on the other hand, we had to eliminate a phrase or two because we judged they were not precisely reflecting the present practice any longer and might incur misinterpretation.

These and some other above-mentioned were the measures that we took to make the Guidelines clear and understandable. The following are all the examples that we put under review and modified to better advantage.

1. Just below the diagram of "Time Schedule for Classes," we put a footnote, suggesting that, if a teacher is giving two lessons successively, he or she is allowed to have enough time to move to his or her next class.
2. In Item 2.01, we merged into the main clause a parenthesized prescription and described it simply as "At the beginning of each class or exam, The teacher is responsible for taking attendance and recording the results..."
3. We annexed Item 2.01.1 to show the symbols that are to be used on the official attendance book.
4. We added to Item 2.05 a new sentence: The official form is available at the Office of Educational Affairs." This suggests that a teacher can go through all the due formalities about his or her classes at the Office of Educational Affairs.
5. In Item 3.01, we modified the original sentence: "Midterm examinations should be given as far as possible and the results submitted to...", into a simpler one: "Midterm examinations should be given and the results submitted...", by dropping "as far as possible", because, though midterm exams used to be considered not always necessary, they have now come to be regarded as indispensable to maintain decent level of curriculum.
6. We divided Item 3.06 and set up Item 3.06.1, distinguishing the duty of the proctor to be done after the exam from the one before it.
7. We divided Item 3.08 and set up 3.08.1, making precise distinction between the proctor's two different kinds of duty.
8. We annexed a subordinate Item 3.09.1 to Item 3.09, making up for what the latter cannot prescribe to the full extent by itself.
9. In Item 3.10, we added in the parenthesis two concrete examples of an "unforeseen or unavoidable circumstance."

10. **We subdivided Item 4.02 into four items, each prescribing a different way to handle three different types of examinations.**
11. **We subdivided Item 4.04 into three items, one prescribing how to handle students who were unable to take examinations and the other two defining justifiable excuses for absences from examinations.**
12. **We set up Item 4.08.1 in order emphatically to show that, if a student receives a final grade of less than 20 points in any subject, he or she will definitely lose any chance of being promoted to the next level, and must repeat the same grade again.**
13. **We divided Item 4.11 into two items, each giving a detailed account of how to handle grades less than 50 points.**
14. **We annexed to Item 5.02 the translation of Article 18, Item 1, of the Educational Affairs Handbook, so that we can distinguish the successful students as against those who will be deferred in promotion to upper classes.**

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