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Statement of purpose jet program pdf

The Statement of Purpose (SOP) is a very, very important component of the application to the JET Program. Your qualifications will be listed on the application, but it doesn't say much about who you are as a person! The SOP is your chance to show them who you are and what you hope to offer to the program. I'm showcasing my SOP here in hopes that it will help aspiring JETs.

There was a pivotal moment in my education that deepened my pre-existing curiosity of Japan. In the fall semester of 2013, I took a Japanese culture course that cultivated my appreciation for Japan's community-oriented society and deep reverence for nature. I was able to explore various forms of media and take in the sights and sounds that embody Japanese culture, and I was instantly captivated by it all. After this course, I became enamored with the idea of one day visiting Japan and went on to take Japanese language and culture courses offered through my university.

Furthermore, I strived to learn about the various issues students may face while learning English and set out to receive ample practice working with students in order to combat these difficulties. Since high school, I have felt a strong sense of purpose in pursuing children's second language education. I take pride in the mentoring that I have received from [professor who wrote letter of recommendation], whose research focuses primarily on second language teacher development. Under her guidance, I have had two major opportunities to refine my teaching skills. The most significant for me was the experience that I gained while individually tutoring two children from South Korea. I was thrown into the role quickly and without much time for preparation but have definitely grown in my abilities as a teacher and learned a great deal about being adaptable and creative. I have learned how to construct exciting lessons and games in order to keep children engaged, as well as manage my time properly. Each class must be an hour and a half per child, so I work hard to fill in that time limit effectively and have gained an intuitive sense of how lessons should be organized and how long activities take to complete.

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For me, the JET Program is ideal because it represents a chance to carry out a dream that I have had since high school. I have always known that I belonged in a classroom, both as a student and now as a teacher. I also look forward to the opportunities that lie beyond JET. The support that is offered while in Japan is unrivaled, especially because it continues long after one has returned to America with groups like the JET Alumni Association. I believe that my experience, interests, ambition, and positivity combined make me a fantastic prospective ALT. I am eager to fill the role, not only as a teacher, but also as a cultural ambassador. Last Updated: October 2018

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INTRODUCTION AND LEGAL CONTEXT

Brent Council Fostering Service's Statement of Purpose is prepared in accordance with the requirements of the Care Standards Act 2000 (CSA) for the conduct of Fostering Services. The National Minimum Standards for Fostering Services and Fostering Services Regulations govern the work of fostering services throughout England and are used in inspecting and registering fostering agencies.

Standard 16 of the National Minimum Standards for Fostering Services and Regulation 3 (1) of the Fostering Services (England) Regulations 2011 require a fostering service to produce a statement which contains a range of detailed information as set out in Standard 16. It is intended as a useful source of information for Foster Carers, Fostering Social Workers, Childcare Social Workers and young people. The aims and objectives of the Statement of Purpose should be child focused and show how the service will meet outcomes for children.

THE PRINCIPLE AIMS AND OBJECTIVES OF THE FOSTERING SERVICE

Brent is committed to the safeguarding and promotion of the welfare of each child. The Fostering Service is committed to provide a range of safe and secure foster placements to help children to develop and enjoy stable relationships with significant adults who can best meet their needs including their religious, ethnic and cultural needs.

The Fostering Service is committed to provide a range of safe and secure foster placements to meet the assessed needs of children in care and promote and safeguard their welfare. The Service aims to provide placements that promote stability and positive outcomes for children and young people by working in partnership with young people, carers, birth families, other professionals and the community.

Our adoption function is positioned within the Placements' Service of Children and Young People's Services. The vision for the Placements' service as set out in our service plan is that:

- The best foster carers are recruited for our children.

After this course, I became enamored with the idea of one day visiting Japan and went on to take Japanese language and culture courses offered through my university. Furthermore, I strived to learn about the various issues students may face while learning English and set out to receive ample practice working with students in order to combat these difficulties. Since high school, I have felt a strong sense of purpose in pursuing children's second language education. I take pride in the mentoring that I have received from [professor who wrote letter of recommendation], whose research focuses primarily on second language teacher development. Under her guidance, I have had two major opportunities to refine my teaching skills. The most significant for me was the experience that I gained while individually tutoring two children from South Korea. I was thrown into the role quickly and without much time for preparation but have definitely grown in my abilities as a teacher and learned a great deal about being adaptable and creative. I have learned how to construct exciting lessons and games in order to keep children engaged, as well as manage my time properly. Each class must be an hour and a half per child, so I work hard to fill in that time limit effectively and have gained an intuitive sense of how lessons should be organized and how long activities take to complete. In addition, I also had the chance to tutor adults through my TESL program internship and through the Japanese community in Gainesville. During my internship, I worked with another teacher in alternating weeks. I think this would allow me to work well with my JTE, as I have experience co-teaching in a classroom and understand how to be supportive in that role. Additionally, I tutored pronunciation to Japanese speakers both individually and in a group setting. In both instances, I also improved my abilities to be flexible in how I work with other teachers and how I develop practical and useful activities for students. If given the opportunity, I will contribute to my school and enrich the lives of my students by starting a pen-pal program. When I first began learning languages, I always sought after pen-pals that I could connect with, and I would love to share this experience with my students.

Statement of Purpose

In order to reduce exposure of building occupants and maintenance personnel to potentially hazardous chemical, biological and particle contaminants, which adversely impact air quality, health, building finishes, building systems, the environment and reduce deposition of contaminants in the building, Colby College Green Housekeeping policies and guidelines for the Alumni Building at Mayflower Drive in Waterville, Maine.

The Included Training & Implementation program, Performance Level Standards, and Housekeeping Policies address the commitment of Colby College Custodial Services to utilizing environmentally sound housekeeping procedures and policies through the following management principles:

- A commitment to the continual education of custodial staff
- Cleaning to protect both health and appearance
- Cleaning the building in an integrated manner with the knowledge that cleaning in one area can have impacts on other areas
- Providing frequent, thorough, regularly scheduled cleaning services
- Developing procedures to address accidents - for example, air contamination caused by noxious chemical reactions, spills, water leaks
- Minimizing human exposure to harmful contaminants and cleaning residues
- Minimizing chemical and moisture residue when cleaning
- Ensuring the safety of workers and building occupants at all times
- Minimizing the pollutants that enter the building
- Disposing of cleaning waste in environmentally preferable ways.

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At this age, they are just beginning their study of English and have likely had little exposure to someone of a different cultural background. As an Indonesian-American I can offer students a unique perspective of America as a multicultural society. I believe it is important for them to have access to a native speaker who can make learning a second language engaging, and ultimately inspire them in their studies. As an ALT in JET, I will obtain the relevant background and necessary skills for academic and professional success. Upon returning to the United States I plan to attend graduate school for a Master's degree in public administration. In the future, I hope to serve the United States by facilitating diplomatic efforts within vital regions of Asia. My ideal career is to work in an embassy or consulate setting and foster international relations. By participating in the JET Program, I can pursue my future aspirations to promote internationalization and friendship between the U.S. and Japan.