# TEACHER APPLICATION FORM Daegu Gyeongbuk English Village (DGEV), Daegu South Korea

## **Interested applicants should send via e-mail or mail:**

- 1. This completed application form. Note: Please fill in all requested information carefully; this information is used for immigration purposes.
- 2. Letter of interest detailing why you would like to teach at the Daegu Gyeongbuk English Village
- 3. Current résumé or curriculum vita
- 4. Copy of diploma or letter of completion from registrar
- 5. University transcripts showing degree conferred (unofficial are fine)
- 6. A copy of the first 2 pages of your passport
- 7. Your brief response to the case study questions
- 8. Please include any other information that will give us better insight into your present and past professional abilities.

#### PERSONAL INFORMATION

Name			
Last	First		Middle
Present Address			Phone
Street	City	Zip	
Permanent Address			Phone
Street	City	Zip	
EDUCATIONAL BACKGROUNI	)		
Degree	University		
Beginning of Studies: Mo/Yr/_	Degree Conferred: Mo/Yr _	/	
Major Area of Study	]	Minor Area of	Study
Other Degree	University		Mo/Yr/
Beginning of Studies: Mo/Yr/_	Degree Conferred: Mo/Yr _	/	
Major Area of Study	]	Minor Area of	Study
Certified to Teach: Elementary Grad	des Secondary Su	ıbjects	Special Education
Comments on the Above:			
Do you hold a teaching certificate/lic	cense?From what state?	? Date	Issued Date Expires
TEACHING EXPERIENCE			
Please List Your Previous Teaching	Experience:		
School/Location/Grade End:	Mo/Yr/		

School/Location/Grade
Start: Mo/Yr/ End: Mo/Yr/
School/Location/Grade
School/Location/Grade Start: Mo/Yr/ End: Mo/Yr/
School/Location/Grade
Start: Mo/Yr/ End: Mo/Yr/
Please specify age group and subject area you prefer to teach
Please specify your second and third preferences
Comments on the above
RELEVANT WORK EXPERIENCE
Title:
Employer:
Job Summary:
Start: Mo/Yr/ End: Mo/Yr/
Title:
Employer:
Job Summary:
Start: Mo/Yr/ End: Mo/Yr/ Title:
Employer:
Job Summary:
Start: Mo/Yr/ End: Mo/Yr/ Title:
Employer:
Job Summary:
Start: Mo/Yr/ End: Mo/Yr/

Please list three professional references include	ling your last two employers with their contact information
Name	_
Address	
	_Email Address
Name	_
Address	
Phone	Email Address
Name	-
Address	
Phone	_Email Address
Please list two personal/character references	with their contact information
Name	<del>-</del>
Address	
Phone	_Email Address
N.	
Name	
Phone	_Email Address
Are you able to perform the essential functions of	of this position? Yes No
If no, please explain.	
	No If so, please explain
	ing moral turpitude? Yes No If so, please explain
•	m employment? Yes No If so, please explain
Date Available for Employment	Date of Application
Signature	

## Please submit your responses to the case study questions:

1 - CASE STUDY: Bad Attitude - The Daegu English Village, along with many schools and institutions in South Korea, have been reacting to governmental and client pressure to secure the village from the H1N1 virus. Adjustments to teaching schedules, shuttle bus schedules due to the lack of students at the village have caused some strain between American teachers and Korean administrators. To add insult to injury, teachers, students and staff members have been asked to go by the onsite health clinic once a day to have their temperatures taken. This is to be done until further notice. Serena is a mild-mannered teacher who is going on her second year of teaching at the village. She's known for her cooperative ways, positive attitude, and quiet manner. One day while going to the health clinic to have her temperature taken, Serena misunderstood the directions from one of the Korean staff members when he asked her to stand on a red line marked on the floor. Serena jumped onto the line instead of walking up to the line. The individual taking the temperatures took offense to this action and called Serena aggressive and childish. Later, this individual, who happened to be Korean and from the Korean staff office, requested that Serena send him a written apology.

- At this point, Serena has simply said that she didn't mean to offend anyone. She has not agreed to send a written apology.
- Administrators have been speaking to both Serena and the Korean administrators in order to calm things down.
- Serena has not had problems like this since she's been working at the village. However, Korean staff members have had to deal with what they consider poor attitudes from the American teachers.
- The Korean staff is blaming problems such as the one with Serena on poor attitudes and unprofessional behavior. Meanwhile, the American teaching staff point to poor organization and lack of planning on issues such as this that have surfaced over past two years. Asians tend to be reactionary, Westerners tend to be proactive.

## **Questions:**

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1	What	actions	chould	now	he '	taken?
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2. How would you react as a teacher?

3. What preventative actions should be taken for the future?
<u>2 - CASE STUDY: Last Minute Changes</u> - Scheduling 38 teachers to teach in 5-7 different programs can be tricky business. The act of doing so each week is challenging. But the balancing act that takes place in keeping teachers happy with their schedules is even more challenging. Often times, the DGEV Administrators or Staff Office will accept last-minute groups for additional enrollment. This causes last minute changes to be made to the weekly schedules. This can be a source of frustration for teachers. Such a last minute change was made due to 3 additional groups of adult learners. The DGEV Staff approached the LC Lead Coordinator and asked him to find teachers to cover the classes. A field trip was taking place the same day. The only 4 available teachers, who did not go on the field trip, were asked to teach. However, they were told that they would have the day off.
• The four teachers are very angry.
<ul> <li>They are angry about the last minute change and the fact that they won't get their day off.</li> <li>They feel that there's total disregard for their well-being and that there are serious issues with the way that enrollment is managed.</li> </ul>
• The fact that these last minute changes occur fairly frequently have caused teachers to question the way that the Korean office operates the village.
• The Korean administrators then question the quality of the teaching staff as well as their professionalism. The belief is that great teachers simply do what they're told.
Questions:
1. What would you do if you were one of the teachers that were told they had the day off but were then asked to work?
2. As a teacher, do you believe you could/should attempt to change the way the Korean office operates?

<u>3 - CASE STUDY: Disillusioned</u> - Nancy considers herself to be a catch; a catch for any serious educational
organization that wants to recruit the best. She comes with a CV full of operational, managerial and teaching
experience in the field of education. That said she was very excited to be hired and become part of the faculty at
DGEV. Two months latershe finds herself questioning why she is there. It is in her nature to analyze the way
things are managed and operated. DGEV is no different. Upon her own inspection of things, she has come to believe
that the Korean staff does not operate the village appropriately or efficiently. In particular, she feels like one of the
Korean supervisors is very abrupt with his way of communicating and very inefficient in his style. She decides to list
her observations and send them to both UCCS (the recruiter and teacher manager) and the DGEV administrators who
operate the village. In response, she's told by UCCS that they can only suggest changes but do
not have direct control over these items. She receives no response in regards to her letter to DGEV administrators.

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	ve direct control over these items. She receives no response in regards to her letter to DGEV administrators.
•	Nancy feels disillusioned and frustrated. She is considering leaving DGEV stating that she feels cheated. Nancy's teaching colleagues are frustrated at her. They don't understand why she simply doesn't adapt to the environment. They're starting to avoid her in the cafeteria and hallways. DGEV administrators are upset at Nancy as they feel she has a bad attitude and that she must adjust to the Korean way of doing things.
uest	ions:
1.	What should Nancy do?
2.	Do you believe Nancy has a valid complaint?

3. What actions should be taken now?

4. Could this have been prevented? How?
4 - CASE STUDY: The Over-Achiever - Cynthia is an excellent educator. With years of classroom experience and some administrative background in K-12, she's a valuable asset to DGEV. She prides her herself in going the extra mile in helping her students, colleagues and supervisor at DGEV. Many refer to her as the Over-Achiever. Unfortunately, the less than complementary definition of the term "Over-Achiever" is often being applied. Cynthia tends to volunteer a lot. For example, she volunteered for a new committee called the Academic Support Committee which was established to assist the LC Lead Coordinator with teacher scheduling and other operational items. There are other people on this committee but Cynthia always seems to be the one that becomes the most deeply involved in the majority of items.
<ul> <li>The perception among colleagues on the committee and other teachers at DGEV is that she wants to take over the role of the LC as she doesn't seem to allow others to participate.</li> <li>The LC tends to go to Cynthia a lot since she's always so helpful and participative. In addition, the LC is burdened with additional academic programs at DGEV running simultaneously. Cynthia has offered to help and it would certainly take some pressure off of the LC.</li> <li>Many teachers have decided not to associate with Cynthia.</li> </ul>
Questions:
1. What would the appropriate response by administrators be to improve the current situation and/or to avoid similar situations in the future?
2. As a member of the teaching staff, would you break off all contact with Cynthia? Why?

- <u>5 CASE STUDY: The Witness</u> George was in his 3<sup>rd</sup> month teaching at DGEV. As the type of person that is always very aware of his surroundings, George noticed one day that a colleague, another teacher, had alcohol on his breath. George knew his colleague wasn't teaching that day so he did not give it any more consideration. Three days later he noticed the same thing; his colleague (Lou) had alcohol on his breath, this time, before class sessions began. This worried him a bit so he went and told the Lead Coordinator LC what he had witnessed. He had heard that another teacher saw Lou with an open beer can in his pocket and yet another had smelled alcohol on his breath. This really worried George as he was now thinking that Lou might be an alcoholic. The fact that he was teaching children made George even more alarmed.
  - Teachers continue to tell the LC about the situation.
  - Lou's behavior is becoming increasingly odd.

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•	The LC is worried about the children and also about the morale of the teaching staff.				
•	Lou has been warned by administrators that this behavior goes against contract.				
uesti	ions:				
1.	Did George to the right thing? Why?				
2.	What should be done now?				
2	Could administrators have provented I on from being hired? How?				
3.	Could administrators have prevented Lou from being hired? How?				

6 - CASE STUDY: The Fog - One Monday morning at 7:00am, teachers at DGEV awoke to a strange smell. When exiting their dorm rooms they found maintenance workers spraying a thick fog throughout the hallways. The fog was thick and seemed to stick to everything. It was also seeping into their dorm rooms. Later that morning, they were told by DGEV administrators that the fog was a disinfectant that was being used to ward off the H1N1 (Swine Flu) and that the spraying was taking place in most schools across South Korea. Concern among the growing number of

frustrated teachers had reached its height mid-day when it was discovered that the chemical used in the spraying was toxic. To add insult to injury, the chemical was combined with diesel to create a fog for better results. By this time, several teachers had already started getting headaches and some had been vomiting.

- Lack of communication before and after the event pushed teachers to their limits of patience. They are confused and angry with DGEV administrators.
- Frustration continued into the following days as teachers continued to worry about lingering, harmful chemical residue. Information from administrators is sketchy at best.
- Some teachers refused to attend their classrooms citing health concerns

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Th the	the refusal by some teachers to attend class caused that DGEV administrators formed a negative perception teachers and felt that they were simply overacting and displaying poor attitudes. The entire situation caused the relationship between administrators and teachers to suffer.	of
tions	<u>s:</u>	
1.	As a teacher who may or may not have been exposed to the fumigation, how would you have reacted?	
2.	What actions should now be taken?	
3.	What actions should be taken for the future?	
3.	what actions should be taken for the future:	