



School/Location/Grade \_\_\_\_\_

Start: Mo/Yr \_\_\_/\_\_\_ End: Mo/Yr \_\_\_/\_\_\_

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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 including your last two employers with their contact information**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email Address \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email Address \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email Address \_\_\_\_\_

**Please list two personal/character references with their contact information**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email Address \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email Address \_\_\_\_\_

Are you able to perform the essential functions of this position? Yes \_\_\_\_ No \_\_\_\_

If no, please explain. \_\_\_\_\_

Have you ever been convicted of a crime? Yes \_\_\_\_ No \_\_\_\_ If so, please explain \_\_\_\_\_

Have you ever been convicted of a crime involving moral turpitude? Yes \_\_\_\_ No \_\_\_\_ If so, please explain \_\_\_\_\_

Have you ever been dismissed or terminated from employment? Yes \_\_\_\_ No \_\_\_\_ If so, please explain \_\_\_\_\_

Date Available for Employment \_\_\_\_\_ Date of Application \_\_\_\_\_

Signature \_\_\_\_\_









**5 - CASE STUDY: The Witness** - 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.
- 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.

**Questions:**

1. Did George do the right thing? Why?

2. What should be done now?

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.
- The refusal by some teachers to attend class caused that DGEV administrators formed a negative perception of the teachers and felt that they were simply overreacting and displaying poor attitudes.
- The entire situation caused the relationship between administrators and teachers to suffer.

**Questions:**

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?