TEACHER APPLICATION FORM Milo International Kindergarten, Guangzhou, China

Interested applicants should send via e-mail or mail:

- 1. This completed application form
- 2. Letter of interest detailing why you would like to teach at the Daegu Gyeongbuk English School
- 3. Current résumé or curriculum vita
- 4. Copy of diploma
- 5. University transcripts showing degree conferred (un-official transcript copies accepted for interview process)
- 6. A copy of the first 2 pages of your passport
- 7. Your brief response to the 6 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 | | | |
| Street | City | Zip | |
| EDUCATIONAL BACKGROUN | D AND EXPERIENCE | | |
| Degree Earned | College Granting | | Year |
| Major Area of Study | Mir | or Area of Study | |
| Other Degree | College Granting | | Year |
| Major Area of Study | Mir | or Area of Study | |
| Certified to Teach: Elementary Grad | des Secondary Subje | ects Spe | cial Education |
| Comments on the Above: | | | |
| Do you hold a teaching certificate/lie | cense?From what state? | Date Issued | Date Expires |
| Please List Your Previous Teaching | Experience: | | |
| School/Location | | Grade | Year(s) |

| Please specify age group and subject area you prefer to teach | | | |
|--|---------------|--|--|
| | | | |
| | | | |
| | | | |
| Please list three professional references including your last two employers with their contact information | | | |
| Name | | | |
| Address | | | |
| Dhama | | | |
| Phone | Email Address | | |
| | Email Address | | |
| Name | Email Address | | |
| NameAddress | Email Address | | |
| NameAddress | Email Address | | |
| NameAddress Phone | Email Address | | |
| NameAddress | Email Address | | |

Please list two personal/character references with their contact information

| Name | _ |
|---|---|
| Address | |
| Phone | _Email Address |
| | |
| Nama | |
| Name | - |
| Phone | Email Address |
| | |
| | |
| Are you able to perform the essential functions o | - |
| If no, please explain. | |
| Have you ever been convicted of a crime? Yes o | r No If so, please explain |
| | |
| | |
| Have you ever been convicted of a crime involvi | ng moral turpitude? Yes or No If so, please explain |
| | |
| Have you ever been dismissed or terminated from | n employment? Yes or No If so, please explain |
| | |
| | |
| | |
| Date Available for Employment | Date of Application |
| Signature | |
| <i>с</i> | |

Please submit your responses to 3 of the 6 case study questions:

<u>1 - CASE STUDY: Bad Attitude</u> – Your school, along with many schools and institutions in China, has been reacting to governmental and client pressure to secure the school from the H1N1 virus. Adjustments to teaching schedules, shuttle bus schedules due to the lack of students at the school have caused some strain between American teachers and Chinese 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 school. She's known for her cooperative ways, positive evaluations quiet manner. One day while going to the health clinic to have her temperature taken, Serena evidently misunderstood the directions from one of the Chinese staff members as he asked her to stand on a red line marked on the floor as the person taking the temperatures took offense to this action and called Serena aggressive and childish. Later, this individual, who happened to be Chinese and from the 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 Chinese administrators in order to calm things down.
- Serena has not had problems like this since she's been working at the school. However, Chinese staff members have had to deal with what they consider poor attitudes from the American teachers.
- So, the Chinese 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:

1. <u>What actions should now be taken?</u>

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 Milo Administrators or Staff Office will accept last-minute groups for additional enrollment. This causes that last minute changes 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 Milo 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. Just so happens that 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.
- They are angry about the last minute change and the fact that they won't get their day off.
- They feel that there's total disregard for their well-being and that there's a serious issues with the way that enrollment is managed.
- The fact that these last minute changes occur fairly frequently has made teachers question the way that the Chinese office operates the school.
- The Chinese 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 Chinese 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 MILO. Two months later.....she finds herself question why she was there. It is in her nature to analyze the way things are managed and operated. MILO is no different. Upon her own inspection of things, she has come to believe that the Chinese staff does not operate the school appropriately or efficiently. In particular, she feels like one of the Chinese supervisors is very abrupt with his way of communicating and very inefficient in his style. That said she decides to list her observations and send them to both UCCS (the recruiter and teacher manager) and the MILO administrators who operate the school. 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 MILO administrators.

- Nancy feels disillusioned and frustrated. She is considering leaving MILO 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.
- MILO administrators are upset at Nancy as they feel she has a bad attitude and that she must adjust to the Chinese way of doing things.

Questions:

1. What should Nancy do?

2. Do you believe Nancy has a valid complaint?

3. <u>What actions should be taken now?</u>

4. <u>Could this have been prevented? How?</u>

<u>4 - CASE STUDY: The Over-Achiever</u> - Cynthia is an excellent educator. With years of classroom experience and some administrative background in K-12, she's a valuable asset to MILO. She prides her herself in going the extra mile in helping her students, colleagues and supervisor at MILO. 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.

- The perception among colleagues on the committee and other teachers at MILO is that she wants to take over the role of the LC as she doesn't seem to allow others to participate.
- The LC tends to go to Cynthia a lot since she's always so helpful and participative. As well, the LC is burdened with additional academic programs at MILO running simultaneously. Cynthia has offered to help and it would certainly take some pressure off of the LC.
- Many teachers have decided not to associate with Cynthia.

Questions:

1. <u>What would the appropriate response by administrators be to improve the current situation and/or to avoid</u> <u>similar situations in the future?</u>

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 3rd month teaching at MILO. As the type of person there is always very aware of his surroundings, George noticed one day that a colleague, another teacher, had alcohol on his breath. George knew that 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 as this behavior goes against contract.

Questions:

1. <u>Did George to the right thing? Why?</u>

2. <u>What should be done now?</u>

3. Could administrators have prevented Lou from being hired? How?

<u>6 - CASE STUDY: The Fog</u> - One Monday morning, 7:00am, teachers at MILO 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. As well, it was seeping into their dorm rooms. Later that morning, they were told by MILO administrators that the fog was a disinfectant that was being as a means to ward off the H1N1 (Swine Flu) and that the spraying was taking place in most schools across China. 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 MILO 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 MILO administrators formed a negative perception of the teachers and felt that they were simply overacting 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. <u>What actions should now be taken?</u>

3. What actions should be taken for the future?