

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 _____ Phone _____
Street City Zip

EDUCATIONAL BACKGROUND AND EXPERIENCE

Degree Earned _____ College Granting _____ Year _____

Major Area of Study _____ Minor Area of Study _____

Other Degree _____ College Granting _____ Year _____

Major Area of Study _____ Minor Area of Study _____

Certified to Teach: Elementary Grades _____ Secondary Subjects _____ Special Education _____

Comments on the Above: _____

Do you hold a teaching certificate/license? _____ From what state? _____ Date Issued _____ Date Expires _____

Please List Your Previous Teaching Experience:

School/Location _____ Grade _____ Year(s) _____

School/Location _____ Grade _____ Year(s) _____

School/Location _____ Grade _____ Year(s) _____

School/Location _____ Grade _____ Year(s) _____

Please specify age group and subject area you prefer to teach _____

Please specify your second and third preferences _____

Comments on the above _____

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 or No _____
If no, please explain. _____

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

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

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

Date Available for Employment _____ Date of Application _____

Signature _____

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

1 - CASE STUDY: Bad Attitude – 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 became angry. So, 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 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. What actions should now be taken?
2. How would you react as a teacher?
3. What preventative actions should be taken for the future?

6 - CASE STUDY: The Fog - 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 used 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 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?