

Running Head: EDUCATION

Education:

Private Teaching

Your Name

Educational Institution

## Private Teaching

### **Background**

Sheila is 23 and has recently received a degree as the teacher of English. Her specialty is to teach English as a foreign language for those foreigners living in the English speaking countries. Sheila speaks French, Spanish, and two other European languages fluently. This enables her to communicate well with her students, as she can explain concepts in their own languages while teaching them to speak English. She has another career as well which supplies her living. Her accommodation, food, car and spending money has come from her primary job. The casual teaching has supplemented her earnings.

### **Problem**

She wants to develop her teaching career until it becomes her sole job, and supplies her finances, covering her needs. She cannot afford to drop her other career and only teach, because she cannot earn a lot with her teaching income. She cannot earn enough to live only from her teaching, unless she has more students to bring in sufficient income. For this, she needs more time to devote to casual teaching. She wants to retain her independence she has as a casual teacher, not locked unto and bound by an institution and its various rules and traditions.

### **Methods and Measures**

The investigation revolved around 3 major problems: cash flow, advertising and securing contracts.

1. We looked at her two income streams over the last 6 months. Her primary job was used to benchmark the income she would need if she made casual teaching her main career. To grow her teaching business she needed to be full-time and would lose the primary income. A comparison showed that she did not make enough from teaching to cover her living costs. It was decided that for the next 6 months she should each month save an amount equal to the difference between the income streams. At

the same time, an hourly rate for her students was set. This enabled the setting of targets.

2. The minimum number of student hours were established to ensure the personal income goals would be reached.

3. Attention was given to the recruiting of students. As the target audience was formed of foreigners who wanted to improve or learn English as their second language, the strategy focused on students from abroad. Large international companies that drew personnel from such countries as Germany, Spain and France were targeted. Their personnel human resources department heads were introduced to this new business that was both professional and flexible, in that it provided one-on-one tutoring, at the client's convenience. Foreign cultural clubs were approached, as they presented small foreign businesses. Finally, posters and ads were placed in super markets and on the Internet web=sited announcing the a starting date of the lessons.

4. The most secure form of payment was decided upon, it would be one that was secured with a time period contract, with every month paid in advance. If the client wanted to terminate the contract in the middle of the course, there was established the solid money-back policy.

## **Results**

This gave the teacher a six-month window to start up, use her savings until a secure income came through in the form of fixed contracts. More and more students wanted to join the course, and as the amount of students increased, the monthly income of the teacher became larger.