

## BEHAVIORAL EDUCATION AND BEHAVIOR EXPECTATIONS

In Chinese, the word for education, or teaching and nurturing, is 教育 (jiào yù). At Yinghua, we ask everyone to model behavior that leads to engaged learning with respect for all learners and self-control based on our guiding principles and Dragon Code, and we celebrate good behavior and good deeds. We believe that it is the right and the responsibility of all students to benefit from and abide by these principles so that we all may enjoy success at Yinghua. Teachers practice Responsive Classroom techniques to support this. We recognize and discuss these behavior expectations in Chinese and in English and integrate them into proactive programming and instruction every day. See the [Student & Family Handbook](#) for policy and procedure details including “Away-for-the-Day”: Any Middle School student who brings a mobile phone to school must store it in the locker during the school day. Lower School students are not permitted to bring mobile phones to school.

### The Five Principles of Yinghua Academy | 核心价值

1. 安全 Safety
2. 我说中文 Speak Chinese
3. 学习 Learn
4. 快乐 Happiness
5. 世界公民 Global Citizenship

### The Dragon Code | 行为规范

1. 注重身心安全 Heart Safe/Body Safe
2. 不断努力 Always try.
3. 尽力而为 Do your best.
4. 互助合作 Cooperate and help others.
5. 尊重他人 爱护公物 Respect people and property.
6. 管好自己 Manage yourself.

**Responsive Classroom (RC)** is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools, kindergarten through eighth grade. The Minnesota Department of Education endorses this program developed by classroom teachers and consisting of practical strategies for bringing together social and academic learning throughout the school day. Seven principles guide the RC approach:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a specific set of social skills that children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control (C.A.R.E.S.).
5. Knowing the *children* we teach—individually, culturally and developmentally—is as important as knowing the *content* we teach.
6. Knowing the families of the children we teach and working with them as partners is essential to children’s education.
7. How the adults at school work together is as important as our individual competencies. Lasting change begins with the adult community.

**At the heart of the RC approach are ten classroom practices which may be adjusted due to the hybrid and distance learning models:**

1. Morning Meeting—gathering as a class each morning to greet one another, share news, and warm up for the day ahead
2. Rule Creation—helping students create classroom rules that allow all class members to meet their learning goals
3. Interactive Modeling—teaching children to notice and internalize expected behaviors through a unique modeling technique
4. Positive Teacher Language—using words and tone to promote children’s active learning and self-discipline
5. Logical Consequences—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
6. Guided Discovery—introducing materials using a format that encourages creativity and responsibility
7. Academic Choice—increasing student motivation by differentiating instruction and allowing students teacher-structured choices in their work
8. Classroom Organization—setting up the physical room in ways that encourage independence, cooperation, and productivity
9. Working with Families—hearing families’ insights and helping them understand the school’s teaching approaches
10. Collaborative Problem-Solving—using conferencing, role-playing, and other strategies to engage students in problem solving