



Our core teaching culture is driven by the framework: **Personalize -> Pattern -> Practice -> Play**. We believe that genuine student connection is the key to effective language acquisition. We actively implement the "Care Habit" to notice, react to, and follow up on individual student interests, seamlessly integrating their world into the lesson's target language. We maintain high standards for lesson quality and momentum, transforming games from simple breaks into essential language vehicles that make the material feel alive, relevant, and engaging.

## In-Class Execution

- **Maintain Urgency and Quality:** Teach with focus (not stress) to build and maintain student trust. Consistent, high-quality lessons ensure student retention and stable class schedules.
- **Sustain Momentum:** Eliminate "dead air" and "drift." Confidence is protected by continuous movement. If a student hesitates, offer quick support to keep the conversation flowing.
- **Games as Language Vehicles:** Games are integral instructional tools, not just breaks. The game is the incentive, but the focus must remain on language production: speaking, proper sentence structure, and grammar.
- **Richmond Game Rules:** Students must speak to play (every action requires a full sentence). The teacher controls the language goals; the game is merely the delivery method. Always integrate the lesson's target language.
- **Use Sentence Starters:** Employ starters like "There are...", "He has...", or "She is..." to guide student output.

## Teacher Presence and Connection

- **Be Genuinely Present:** Energy comes from genuine attention and responsiveness, not acting. Students thrive when they feel the teacher is invested. Avoid classes that feel like simple watch-and-repeat exercises.
- **The "Care Habit":** Notice → React → Follow up
  - **Notice:** Identify one personal detail (a toy, hobby, feeling, or weekend activity).
  - **React:** Respond with authentic energy ("No way! Awesome! Tell me more!").
  - **Follow up:** Ask one more question, then seamlessly integrate this personal topic into the lesson's target sentence pattern.

## Quality Targets (Measurable):

- Execute the Care Habit at least 3 times per class.
- Use a student's personal interest within the target language pattern at least once.
- Be more than just a face on a screen.

## Preparation and Focus (60 Seconds Before Class)

- **Set a Clear Goal:** Select one primary instructional goal (phonics, reading, or grammar—typically one grammar pattern).
- **Define the Target Pattern:** Choose the specific sentence structure (e.g., "There is/are," "Have/has," "He/She is...").
- **Prepare Personal Hooks:** Brainstorm topics relevant to the students (sports, games, food, pets, school, weekend activities).
- **Ask:** "How can I make this material feel more 'alive' for the students?"