



IŞIK OKULLARI



DISTANCE EDUCATION POLICY

FMV IŞIK SCHOOLS

DISTANCE EDUCATION POLICY

- 1. Our Distance Education Mission:** FMV Işık Schools adopts to provide high quality education with a holistic, balanced pedagogical approach through educational technologies in conditions where the school is physically closed for various reasons or face-to-face education is not possible. The mission, vision and goals of FMV Işık Schools determine the guiding principles of the distance education and interaction program.
- 2. General Principles**
 - 2.1 Academic Honesty:** The academic honesty policy adopted by our school is effective during distance education.
 - 2.2 Digital Citizenship:** The digital citizenship policy adopted by our school is effective during distance education.
 - 2.3 Communication:** Communication channels with students and parents are kept open during the distance education process. The school communicates with students and parents through electronic resources. The administration, counsellors and teaching staff have live meetings within a scheduled programme.
 - 2.4 Rules and Guidelines:** Educational instructions and course rules determined by the school for the distance education process are shared with the parents and students.
 - 2.5 Internet Access and Participation:** Internet access and active participation in the distance education process are essential. Parents are expected to support active and prompt participation of the student in the distance education process; to provide internet access, basic technological needs as well as a calm and suitable home environment for education.
 - 2.6 Resources:** Electronic and printed resources that are determined by the teaching staff are used during distance education. FMV Işık Schools owns all electronic resources, documents, programs, distance education courses, activity resources which are created by the teaching staff and all rights are reserved.
 - 2.7 Assessment and Evaluation:** In order to design the next teaching and learning process in accordance with the requirements and to monitor learning, various formative assessment tools are applied along with summative assessment tools through appropriate digital tools. Official exams are held in accordance with the official announcements of the Ministry of Education.
 - 2.8 Guidance and Psychological Counselling:** Fmv Işık Schools plans counselling activities to meet the academic and psychological needs of students, parents and staff during distance education.
 - 2.9 Feedback:** During distance education, students and their parents are provided feedback on students' academic, social and emotional development.

2.10 Personal Data Protection Law: All Images, data, videos, homework, activities etc. of the entire school community are protected by the Personal Data Protection Law. FMV Işık Schools provides enlightenment texts and obtains explicit consents of all stakeholders.

3. Our Objectives of Distance Education for our Primary, Secondary and High Schools:

- Following the curriculum planned based on the learning outcomes of national Ministry of Education and international programs and completing the outcomes of the education and teaching determined during the distance education,
- Providing safe, sustainable, dynamic and flexible lesson timetables that are inclusive for the occurring conditions,
- Making course programs balanced with synchronous and asynchronous courses, approaching the face-to-face education school program, including self-study and self-assessment,
- Designing courses and activities related to learning outcomes through educational technologies,
- Using appropriate, diverse and inclusive technologies and technological platforms to ensure efficient learning,
- Organizing counselling activities that will meet the emotional needs of students,
- Organizing counselling activities that will meet the emotional needs of staff,
- Ensuring that the social, emotional, cultural and physical needs of students are met by including art and sports activities,
- Planning the time students spend in front of the screen through flexible and different content programs, creating applications/activities/different options/opportunities that they can spend time with their families away from the screen,
- Continuing academic activities for transition to a higher institution, guiding students and parents in this process.

4. Our Remote Communication / Interaction Goals in Kindergartens

- Preparation of a dynamic program consisting of synchronous and asynchronous applications that continue to take shape within the framework of our students' needs,
- Supporting the emotional and social needs of our students during the social isolation process, the time they have to spend at home,
- Enabling our students to communicate with their class teachers and friends, ensuring that they do not lose touch of the school / classroom environment,
- Keeping strong ties formed in student-teacher-school triangle,
- Supporting our students to adapt to changing lifestyles.

5. Screen Usage in Our Kindergartens: The purposes of live connections in the program are to ensure the continuity of communication with our students and to provide our

students with social-emotional support. During the online education process, screening time is considered carefully as well as students' interaction with their teachers and friends, and hands-on activities where they can use their senses and emotions.

- 6. Adult Support in Our Kindergartens:** Our students can participate in live meetings at home with the support and guidance of their parents. If parents cannot comply with this responsibility at some point, a different adult approved by the parents may provide support. It is essential for the adult who support our student on technical matters instead of assuming a compelling attitude.
- 7. Daily Kindergarten Suggestions in Kindergartens:** Weekly programs that show daily flows are created in order to enable students to spend quality and productive time. Therefore activities supporting both development areas and academic skills are prepared, as well as self-directed home activities are provided. In the process of remote communication / interaction, it is recommended to create and adhere to a routine with children in order to support the social-emotional development of children (as stated by WHO and UNICEF). For this reason, the "daily activity recommendations" are planned in order to support the provision of the routine. The feasibility of daily activity suggestions should be evaluated based on our students' preferences, and these documents should be considered as a resource centre. Our students are not obliged to do all the suggested activities.