# HIGH-QUALITY EDUCATION POLICY

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**1. FMV IŞIK SCHOOLS HIGH-QUALITY EDUCATION POLICY**

**1.1 Why Do We Need a Definition of High-quality Education?**

FMV Işık Schools provide high-quality education at the national and international levels in line with the Foundation's mission to help raise good citizens for the future. This definition of high-quality education is adopted and implemented by all stakeholders of Işık Schools.

**1.2. What is Our FMV High-quality Education Policy?**

FMV Işık Schools aim to provide an excellent education for all students with its mission of "Illuminating the past and the future through education".

Students are continuously aware of where they are in the learning, where they can reach and how best to get there in the high-quality education environment provided at our schools.

We have clear, meaningful and quality education goals for all members of our school community. During their time at Işık Schools, students are raised as Global Citizens and as individuals who have developed problem solving skills and can contribute to the world at micro and macro levels. The entire school community—the Foundation, administration, parents, teachers and students—guides this process in the best possible way. We believe that our students are autonomous, cooperative, well-informed, critical and creative 21st century learners. We as an institution are committed to ensuring that they act in line with ethical values in any case and under any condition.

Our students can take responsibility for their learning and can work independently or collaboratively. They are empowered to evaluate their own work and reflect on the outcomes. Thus the school continuously stimulates, inspires and challenges them to make progress.

**1.3. Learning Environment**

Our high-quality education environment has been created to achieve the following goals:

- A growth mindset is encouraged
- Importance is placed on the mother language education of the students. Students are supported in using their mother language accurately and effectively.
- The needs and individual learning types of the students are well determined and the education policy developed for those needs and learning types guides the individual learning experience.
- Success criteria and expectations are clear and meaningful for teachers, parents and students.
- Students are presented with opportunities for improving flexibility, durability and determination. Students are supported in discovering and improving their self-confidence and leadership skills.
- Every outcome and lesson is assessed qualitatively and quantitatively from multiple aspects during the process. This assessment guides the learning process.
- Perseverance, autonomy, self-confidence and cooperation skills are encouraged for dealing with challenging studies and activities during the education process.

- The entire school society is responsible for effective and responsible use of technology, and every individual is a responsible digital citizen.
- The entire school society is productive.
- Students are encouraged to participate in national and international exams, projects, competitions and activities. The outcomes of activities are considered as benchmarking standards for learning.
- Students are provided with an accepting environment and the freedom to discover and spend time on their individual areas of interest.
- Expert teachers from different geographies and cultures form the Işık family and provide our students with an international/intercultural point of view.

### 1.4. Student

- Our students are motivated and enthused by what they are learning;
- Students know which qualifications and skills guide them for successful learning and they understand what they are learning, how well they have done and the next steps they need to take in their learning;
- The education is student centered. Students are effective participants in the curriculum and they are able to exercise choice, develop goals, plan their approach and work independently;
- Students can monitor and review their own learning.
- They are able to apply strategies they have learned in the classroom and transfer their learning to other subjects and situations;

### 1.5. Teacher

- The teacher encourages every student to further improve themselves in every course and field.
- The curriculum scope is extensive, inclusive, balanced and innovative. Teacher grades the curriculum horizontally and vertically and clearly explains it to the stakeholders.
- The teaching process is meticulously planned, established based on previously acquired knowledge and assessed in a process-oriented fashion. It is continuously developed by taking into consideration the student's evolving learning needs.
- All courses are planned in detail. Learning activities are prepared to cover different education strategies, different learning methods and techniques.

### 1.6. Parent

- Parents are fully informed about the curriculum and the learning practices so that they can support their child's education.
- Parents are included in the learning process through continuous contact, educational seminars and by giving regular feedback.

### 2. POLICY REVIEW PROCESS

This policy is revised (minimum) every three years, if necessary.