



İŞİK OKULLARI



GLOBAL CITIZENSHIP POLICY

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Our Mission

Illuminating the past and the future through education.

Our Vision

FMV Işık Schools is an institution whose primary guiding principle is to 'raise good citizens'. It aims to raise citizens who adopt ethical values, have command of their mother tongue, are active in more than one foreign language, are tolerant towards different cultures, have historical awareness, have scientific thinking, have analytical skills, are environmentally conscious and lifelong learners.

Aims

In line with the principles of Atatürk, we aim to do the following;

- Foster appreciation and mindfulness of the differences, rights and needs of others, promote internalisation of the democratic values such as peace, tolerance, democracy and human rights.
- Raise individuals who are sensitive to the environment and the society, have a sense of responsibility and have decision-making skills.
- Raise individuals who are proficient in at least one foreign language and who have adopted the idea that diversity is wealth.
- Become versatile world citizens by creating an environment where they respect local and international cultures.
- Ensure that our students have digital citizenship skills.
- Raise individuals who adopt academic honesty as a principle in their studies.
- Assist in putting learned knowledge into practice through experience, and support creativity.
- Promote experiences in arts, sports, social and academic activities, both nationally and internationally.
- Help develop self-awareness, to enable good decisions and choices for further study and adulthood, and prepare them for the next step of their education.

IB (The International Baccalaureate®) Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

This policy constitutes the principles of the Child Protection Policy of FMV Işık Schools.

01. Introduction

1.1 What is Global Citizenship?

Global Citizenship means raising individuals who do not confine themselves to connections with their country of birth, understand international human rights, accept and try to know all human cultures, are aware of and fulfill their social, ethical, political and environmental responsibilities and assume responsibility for their actions, effectively use technology in every field of life, are innovative and enterprising in problem solving, can lead and work as a team, can seek solutions to sustainable development goals and can help design the future.

International Interaction means raising individuals who believe all world citizens are equal and should have equal rights.

Intercultural Interaction means raising individuals who consider differences in lifestyle as enrichment regardless of race, gender, language, religion and social status, are curious about different cultures, are open to communication and interaction, have different perspectives and intercultural communicative competencies, and learn from each other.

1.2 What is the Global Citizenship Policy?

Adopting the principle of "Raising Good People First", Işık Schools also aims to train their students as world citizens. In this direction, the "Global Citizenship Policy" has been created in order to make students aware of their own cultures, as well as to raise awareness that there are different societies and different cultures in the world, and that they should see the world from their perspective.

While developing the FMV Işık Schools' Global Citizenship Policy, a guiding committee was first formed. The global citizenship policy of our school was formed by the coming together of different members representing the school community (administrator, teacher, student, parent, guidance counselor, school-parent union members, and other members representing the school community) and the agreement of the "Global Citizenship Policy Executive Committee" on the relevant beliefs and values of education and training. It is the responsibility of the steering committee to maintain constant communication with the people they represent

1.3 Why do we need a Global Citizenship Policy?

A global citizenship policy has been established in line with the vision, mission and goals of the Feyziye Schools Foundation.

1.4 Who is the Target Audience of the Global Citizenship Policy?

The target audience of Feyziye Schools Foundation Global Citizenship Policy is the school community as a whole—the students, families, teachers and other personnel that we are continuously in communication with.

02. The Principles Forming the Basis of Our Global Citizenship Policy

We initially and primarily raise “good people” in line with our Foundation’s mission. FMV Işık Schools are aware of the integral quality of Global Citizenship in an ever-developing multicultural world. Being aware of the importance of Global Citizenship, our schools aim to raise students who have internalized the following values:

- a) The global dimension that connects us with each other in different ways is an inseparable part of our life.
- b) Global citizens should work with each other to solve problems.
- c) Nations need to cooperate while solving important international problems, and thus increase human prosperity.
- d) Everybody is responsible for solving global problems.
- e) Borders between countries should be open to allow for the free flow of people and information across the world.

03. Student Profile

Our students are brought up to become individuals who:

- a) are analytical thinkers,
- b) are knowledgeable about scientific research methods and eager to apply their knowledge,
- c) are interested in art and sports,
- d) are sensitive to the events in the world and the environment,
- e) are productive,
- f) are sensitive to the events in the world and the environment,
- g) are productive, love within a framework of respect,
- h) have a developed sense of responsibility,
- i) have strong values on which to base their character.

To this end, the academic and behavioral standing of the student is continuously monitored.

04. Our Responsibilities as An Educational Institution

All internal and external stakeholders of Feyziye Schools Foundation are responsible for increasing the awareness of the school community regarding Global Citizenship and supporting the implementation of education processes which support that policy

4.1 Responsibilities of the School Administrators

- a) Takes time to continually explore and question a wide range of issues and ideas that are locally, nationally and globally significant,
- b) Provides for the learning community to model, develop and showcase various aspects of international consciousness,
- c) Creates opportunities for meaningful cultural exchange and action in local and global communities,
- d) Embraces multilingualism to increase intercultural dialogue and global participation,

- e) Engages in professional development and encourages teachers to become more active members of the professional development community; shares best practices with the local and global community,
- f) Encourages all members of the learning community to participate in decision-making in the school,
- g) Creates awareness of celebrations from different nations and cultures.

4.2 Responsibilities of the Teacher

- a. Places international awareness at the center of the curriculum in line with the Global Citizenship Policy; ensures that it is extended to all educational activities and incorporates them into their educational outcomes,
- b. Encourages students to focus on the common features of global humanity in their research and inquiries,
- c. Applies inclusive and developing methods in line with the strengths and needs of development, interests, perspectives, needs and wishes of students,
- d. Spreads diversity through the use and display of languages, pictures and books,
- e. Allows students to share ideas to support their development in international awareness,
- f. Constantly provides opportunities to discuss and reflect on cultural, linguistic, ethnic and social diversity.

4.3 Responsibilities of the Library Specialist

- a. Supports the mission of IB and FMV Işık Schools with appropriate studies
- b. Ensures the multi-faceted progress of the studies,
- c. Adopts the concept of international consciousness,
- d. Supports IB learner profile features and learning approaches with his or her studies,
- e. Collaborates with teachers in their planning,
- f. Guides students to use technological resources correctly when accessing information,
- g. Encourages students to be aware of ethical research methods,
- h. Provides printed and electronic resources of different cultures and languages to the library and makes them available to the entire school community.

4.4 Responsibilities of the Student

- a. Is aware that they live in a global world,
- b. Is aware of ethical values such as social justice, respect, empathy, tolerance, equality and difference,
- c. Uses intercultural communication skills by learning different languages,
- d. Has knowledge, skills, values and attitudes that can produce solutions to global problems,
- e. Follows current issues, is aware of global problems, takes responsibility in related studies,
- f. Develops projects that will raise awareness in the school community by focusing on the United Nations Sustainable Development Goals,
- g. Asks, questions, thinks critically and is open to communication.

4.5 Responsibilities of the Parent

- a. Reads and accepts the policy guidelines
- b. Is aware that he/she is a part of the policy and act accordingly,
- c. Sets an example for intercultural practices,
- d. Supports students in applying the principles of the global citizenship policy,
- e. Reinforces targeted values, tendencies and behaviors,
- f. Contributes to activities and experiences where the cultural diversity applied by the school can be explored,
- g. Supports students from different cultures and nationalities and establishes positive and effective relationships through activities such as arts, sports and culture.

4.6 Responsibilities of Other Members of the School Community

Other members of the school community (health workers, civil servants, cafeteria staff, security guards, cleaners, etc.) are aware of our school's global citizenship policy and act in accordance with policy principles while performing their duties.

05. Curriculum Content, Trainings and Awareness Studies

FMV Işık Schools' Global Citizenship Policy aims to equip students with skills that will enable them to learn about various cultures in an exploratory and questioning manner. Studies to develop critical thinking skills, awareness projects, interviews with foreign guests who are experts in their fields, researches, presentations, debates help to implement this philosophy.

Within the scope of the IB PYP curriculum, 4th grade students work on projects related to global citizenship.

As part of the IB DP curriculum, global citizenship themes are included in the lesson plans.

5.1 Mother Tongue

- a) The curriculum for mother language education is enriched to ensure that the students get an international point of view.
- b) Our objective is to create an international intellectual point of view with works selected from Turkish and Global Literature.
- c) Club activities, service projects, museum trips, writing exercises, poetry assignments, general knowledge and debate training are all used to improve students' Global Citizenship.
- d) In order to support independent thought and critical thinking skills and help prepare them for Global Citizenship, all students in kindergarten are presented with philosophical ideas. Every month students are presented with philosophical questions following a predetermined theme and their answers are displayed throughout the school.
- e) Students are equipped with critical thinking skills based on the humanity and the world around them through reading packs and in class reading assignments.

5.2 Foreign Languages

- a) One important step at kindergarten level is to ensure that students know that there are languages other than Turkish and to get them excited about learning and communicating in a foreign language,
- b) Native speakers are employed as foreign language teachers, which helps students learn their different cultural features,
- c) The Foreign Languages Department of the primary school directly supports the Global Citizenship philosophy of the school with cultural and international interaction. In addition to the global language of English,
- d) Spanish, French and German are also taught to give students a more global perspective,
- e) In Kindergarten, primary school, middle school and high school, the activities, course books and novels that make up the primary and secondary school curriculum help our students learn about different cultures, social structures and ethical values,
- f) Foreign teachers also share their cultures. Different cultures are promoted with activities and projects which are developed to ensure that all students acquire Global Citizenship skills,
- g) Students join foreign and domestic trips, attend national and international conferences, festivals and take part in student exchange programs to experience different cultures first-hand; such trips contribute greatly to their development,
- h) The foreign language curriculum at the high school level is structured in accordance with the European Union Language Framework Programme criteria,
- i) Foreign language fluency is complemented by various club activities in order to ensure that students also improve themselves socially, since evaluation based on academic criteria alone does not suffice where Global Citizenship is concerned,
- j) Students are given specific training for international language exams depending on their achievements; in this way they are prepared for globally valid exams,
- k) In our high schools, starting from the preparatory and 9th grade levels, global citizenship is included in the English curriculum, and students work on projects in line with sustainable development goals; these projects are subject to internal and external evaluation,
- l) Education provided at high schools providing the IB Diploma Programme satisfies the standards required by Global Citizenship; our graduates are instilled with the values of academic honesty and act in accordance with Global Citizenship principles in their CAS training and social skills.

5.3 Mathematics – Science

- a) Kindergarten students study peace as part of the Living Values education programme supported by UNESCO,
- b) The international Eco Schools Project is implemented to ensure an environmentally-friendly school environment for students, teachers and parents alike,
- c) Science curriculum has been enriched for K-12 based on cultural differences, and trips abroad are organized for the subjects covered by the curriculum,

- d) English terminology for math and science courses are used starting in secondary school, while math and science courses are taught in English at our Anadolu High Schools (English medium high school),
- e) Students attend international competitions, tournaments in order to discover that the language of math and science are also international.

5.4 Social Studies

- a) Life Sciences and Social Studies course units are included in primary education on a project basis and are the foundation of Global Citizenship training,
- b) Curriculum enrichment activities are carried out regarding Global Citizenship as stated in the purpose and vision of the social studies programme,
- c) Various presentations and activities are organized at all schools during Human Rights and Democracy week,
- d) In keeping with our philosophy that “raising good individuals comes first,” various service projects are undertaken throughout the academic year. Our schools carry out these projects with the aim of helping society, accepting differences and acting together,
- e) History, geography, sociology, psychology, philosophy, logic, religious culture and moral knowledge courses are given at our high schools. Various activities and service projects are undertaken to ensure that students adopt international values and become individuals who respect human rights and democratic values. We also work to ensure our students have environmental awareness, are aware of global problems and try to solve them, and become individuals who ask, inquire and research.

5.5 Physical Education

- a) Physical Education and Games and Physical Activities courses take into consideration individual differences and offer the chance to learn about other cultures and games around the world,
- b) Students learn about international organizations by participating in different activities organized throughout the year.

5.6 Visual Arts

- a) Our schools teach that art is an international language and an international value that ensures communication and interaction between all world nations,
- b) Our art education ensures that students are aware that they are not just individuals but part of the wider global family; in this way, their social values are integrated with international values,
- c) Various activities are included within the curriculum to ensure that students understand the importance of fine arts in their lives. We also teach our students the importance of protecting art, the international value of art and the need to preserve works of art for future generations.

5.7 Music

- a) Through music courses and various activities, students learn by experience the value placed by different cultures on the arts, the impact of music on individuals, a culture-rich perspective and respect for polyphony,
- b) Students are given instrument training and are encouraged to attend international festivals.

5.8 Information Technologies

- a) In Information Technologies courses a wide range of curricular activities are done in a horizontal and vertical way,
- b) b) Information Technologies courses inculcate the creativity, critical thinking, communication and cooperation concepts that children need in the 21st century.

06. Linking the Global Citizenship Policy with Other Policies

6.1 Language Policy

Işık Schools believe that students must be able to effectively use their mother-tongue first, and then at least one additional foreign language. Our schools hold the opinion that the most important part of education is language education in this globalizing world and among the educational processes of the 21st century; therefore, establish their educational philosophy based on this opinion. Our schools are aware that language is the basic tool and requirement for intercultural communication, and adopt multilingualism. Our schools aim at ensuring that individuals gain an international viewpoint and awareness by means of accurate and high-level language acquisition allowing them to recognize and understand their cultures first and other cultures later. Our school's language policy directly supports the IB's international mindedness philosophy. Local, national and international work is conducted within the scope of "intercultural work", and the concept of "world citizenship" is focused on. Our school's language policy aims at enabling students to gain language skills that will ensure they learn about different cultures through inquiry and research. This goal is supported by critical thinking skills development research, presentations, debates, global citizenship classes, e-twinning projects, international organizations, conferences and competitions, and student exchange programs.

6.2 Inclusion Policy

Students, parents and teachers are welcome with a structured program during the orientation process. This plays a critical role in the development of international awareness by increasing the sense of belonging to the community. In order to ensure that all members of the learning community participate in the decision making process, importance is given to the work of the student council at the beginning of the academic year. We ensure that our students are lifelong learners who are sensitive towards others' rights, differences, and requirements, and who internalize basic values such as peace, tolerance, democracy, children's rights and human rights.

6.3 Admission Policy

During admission, inventories used in cognitive and social-emotional skills assessments made by the guidance office to get to know the student are used in accordance with international standards. The aim is to raise awareness by giving feedback to students and parents and to shed light on students' own development. As FMV Işık Schools, attention is paid during registration to ensure that students who want to be included in the IB program, especially in high school, have proficiency in both Turkish and English skills, digital literacy, research-inquiry and analysis skills, critical thinking skills, communication skills and international awareness. This process

is followed by a special commission. Students applying to the diploma program are informed about domestic and international education opportunities and are supported on their way to becoming global citizens. While developing the admissions policy, the evolving needs of the school community are taken into account and care is taken that the practices do not conflict with the IBDP.

6.4 Distance Education Policy

FMV Işık Schools aim to provide high quality education in all situations and conditions. The phenomenon of distance education has become an important component of education as part of the academic program. In addition, this phenomenon is a part of the educational activities of the 21st century. With this policy, it adopts a holistic, balanced pedagogical approach to perpetuate high quality education. It aims to raise individuals who are aware of their responsibilities, who can fulfill them, who can take responsibility for their actions, and who design the future.

6.5 High Quality Education Policy

FMV Işık Schools is an institution that aims to provide high quality education at local and international level and aims to raise effective individuals who have received this education for the future. Throughout their education life at Işık Schools, all students grow up as citizens of the world, with developed problem-solving skills and able to contribute to the world at micro and macro levels. The entire school community- foundation, administration, parents, teachers, students-guides this process in the best way possible.

6.6 Digital Citizenship Policy

FMV Işık Schools Digital Citizenship Policy covers the entire school community, including all administrators, teachers, students and parents. With the studies carried out in line with this policy, the aim is to raise awareness about the conscious and ethical behavior of school stakeholders in the digital world. In line with this goal, necessary trainings are given to school stakeholders.

6.7 Child Protection Policy

While FMV Işık Schools display a sensitive approach to the values, customs and traditions of the cultures in the school community, it aims to provide students with an internationally conscious, sensitive and respectful understanding of different cultures in a way that will not adversely affect their emotional, social and physical development. Within the framework of this understanding, it has a Child Protection Policy that puts students at the center and displays a holistic approach.

While instilling environmental and social responsibility awareness in students, their progress is followed by paying attention to changes in students' behaviors, the safety of trips planned to get to know different cultures is inspected according to travel procedures. While raising individuals who can use technology in all areas of life, measures are taken to ensure digital security by considering virtual threats. The Convention on the Rights of the Child, adopted by the United Nations in 1989 with the aim of raising individuals who recognize universal human rights, is taken as a basis

by the entire school community and this declaration is displayed in various parts of the school.

6.8 Assessment Policy

Principles and values included in FMV Işık Schools' Global Citizenship Policy takes part in all educational activities within the framework of the curriculum through the national / international programs implemented. In line with these principles and values, students' cognitive and skill development follow-up is done with the assessment tools specified in our school's assessment and evaluation policy. Students are provided with feedback on this subject, allowing them to follow their own progress.

6.9 Academic Integrity Policy

Our goal of ensuring that our students become multifaceted global citizens by creating an environment that respects local and international cultures is stated in the Academic Integrity Policy of FMV Işık Schools. In this context, the school adopts the concept of international consciousness and it provides highly academic resources for its members to have a broad perspective.

FMV Işık Schools students respect the opinions of different people with their open-mindedness. It has an infrastructure that looks from different perspectives and evaluates different perspectives. It fulfills its freedom of expression in accordance with ethical rules.

07. Policy Review Process

The Global Citizenship Policy is reviewed by the committee at the end of each academic year. This process includes collaboration between foundation and school management, IB coordinators, the CIS coordinator, department heads, teachers, librarians, students, parents and other members of the school community.

08. Global Citizenship Policy Committee

NAME	POSITION - SCHOOL
Müge YALIM ALPAN	FMV Director of Educational Institutions & Founder Presentative
Gülbahar Tunç GÜRSOY	School Principal – 06N
Ülkü UZUN	School Principal – 07I
Songül ERDOĞAN	FMV Işık Schools Coordinator of International Programmes
Ömer KARABACAK	Assistant Principal- 06N
Afitap Songül ŞİMŞEK	IB PYP Coordinator- Homeroom Teacher -06N
Doğukan ERDOĞAN	Information & Educational Technologies Coordinator-05N
Sevgi ŞİRANLI	FMV Işık Schools Coordinator of Foreign Languages
Jenny CHAVUSH	IB DP Coordinator -05N

Tuğçe AYAN	IB DP Extended Essay Coordinator/ Turkish Language and Literature Teacher- 05E
Yeliz ADANÇ	Homeroom Teacher -06N
Suada ÖZHAN	Mathematics Teacher- 06N
Seren CANANOĞLU	Counselor- 06N
Zübeyde DİYYKAN	Measurement-Assessment Specialist -06N
Begüm AVCI	English Teacher -06N
Selin AGULLU ORUÇ	English Teacher -06N
Tülay SAĞLAM	Library Specialist -06N
Aylin EKE	Counselor -05N
Kadriye ÖRER	Kindergarten Homeroom Teacher -07I
Zeynep TURAN	Counselor -07I
Fredrick ILORI	English Teacher-07I
Roger BLOSER SILVERSTEIN	English Teacher-05N
FMV Isik High School Grade 9 Students	
FMV Isik Primary School Grade 4 students	

05: FMV Işık High School– Science High School
06: FMV Işık Primary and Middle School
07: FMV Işık Kindergarten

A: Ayazağa Campus
I: Ispartakule Campus

E: Erenköy Campus
N: Nişantaşı Campus

This policy was reviewed by the policy committee in January 2022 and necessary changes were made.

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