HIGH QUALITY EDUCATION POLICY

TABLE OF CONTENTS

Introduction and General Overview

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'.

In fulfilling this, our mission is to strengthen and promote in our students the knowledge of and self-expression in both their mother tongue and foreign languages, tolerance for different cultures, historical awareness, a scientific mindset, analytical skills, sensitivity to the environment and life-long learning.

Our Objectives

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 and internalize basic values such as peace, tolerance, democracy, children and human rights,

- Create a sense of responsibility towards society and the environment, and raise citizens with good decision-making skills,

- Support fluency in at least one foreign language, coupled with the notion that differences enrich life,

- Engender respect for local and world cultures to help in our students' development as versatile individuals who see themselves as world citizens,

- Provide a solid foundation for development of digital citizenship skills,

- Adopt the principles of academic integrity in studies,

- Assist in putting acquired knowledge into practice through experience and support creativity

- Promote experiences in arts, sports, social and academic activities in both national and international platforms,

- Help develop self-awareness, to enable good decisions and choices for further study and adulthood.

IB (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 programs of international education and rigorous assessment.

This policy constitutes the principles of the Language Policy of FMV Işık Schools.

01. FMV Işık Schools High-Quality Education Policy

1.1 Definition

Our high-quality education policy aims to raise our students as 21st century learners with the ideals to create a better and more peaceful world, advanced problem-solving skills, an ability to contribute to the world in micro and macro levels, an awareness of cultural values while being autonomous, open to teamwork and collaboration, ethical, resilient, flexible and creative.

FMV Işık Schools High-Quality Education Policy also aims to raise individuals who have a sense of responsibility, act ethically, question, empathize, have a high EQ, acquire knowledge through use of the scientific method, know themselves and their abilities, make the right choices, and plan for their self-development.

We support student development with extra-curricular activities (club activities, international days, community service, etc.) and aim to make them an active member of the society they live in and the world.

Quality in our school means continuous improvement and keeping up-to-date with the latest developments. These objectives are assessed by a variety of standards. These standards involve evaluation of student performance and learning experiences as well as the learning process, materials, activities, content and differentiated options introduced to the students. How well we fulfill our objectives are evaluated through these standards. The school administration shares these activities with the school community as the assurance of high quality and runs internal audits.

1.2 Why We Need It

High quality education is a must for social progress and development. In line with this, the concept of high-quality education is defined and implemented in order to raise individuals with 21st century skills.

With an aim to invest in the future of our country and the world through education, we have differentiated pedagogical programs suitable for the different needs of students.

It is only possible to focus on individual differences, support students academically and perpetuate student-teacher development with a high-quality education.

A high-quality Education Policy is also important and necessary in order to keep different campuses aligned with each other, to sustain the high quality education and to share these standards with all members of the school community.

1.3 What It Means For Us

Our High-Quality Education Policy provides students with targeted social, emotional and cognitive objectives, makes it possible to raise them as individuals useful for society and humanity, and transfers new pedagogical and academic developments to the curriculum and school culture. Education is improved with the awareness that each student is unique, precious and possesses a different learning style.

The world is in constant social and financial interaction. For this reason, all positive and negative things that happen compel humanity to find a common solution, which makes it necessary for education to be inclusive and interactive. With this in mind, international programs are incorporated into our schools and the latest developments are followed.

Our teachers are offered many opportunities to improve their teaching skills. Our students are also provided with an enriched learning environment as well as authentic testing and assessment tools and methods. In this way, we aim to have a thorough understanding of each student and improve.

1.4 How We Implement It

Our schools, which act according to the principle of "Raising Good Citizens First", aim to guide its students through the footsteps of Atatürk and raise young people who think reflectively, who are knowledgeable, sensitive, and strive for a better world through the international programs we carry out. Our students can realize their personal goals in line with their interests and potential and present themselves in domestic and international platforms as self-confident individuals.

Investing in the future is ensured through high-quality education. With the thought that the quality of education can only be possible with the continuous development of teachers and students, a budget is allocated for the training of teachers and included in national and international programs. Enriched instructional planning is carried out and activities that provide students a versatile development are designed. There is a perspective and philosophy that emphasizes that every learner is special and unique. In this direction, teachers' professional development is very important. Instructional designs reinforced with different styles and practices are transferred to the students in a planned manner. Collaboration culture and innovative perspective are significant.

We can list the international programs, authorizations and certifications, and various educational practices applied in our schools to provide students with academic and life skills and competencies as follows: IB/DP (International Baccalaureate Diploma Program), IB/PYP (International Baccalaureate Primary Years Program), AP (Advanced Placement Program), CIS (International Association of Schools), UbD (Design-Based Learning), Differentiated Educational Practices, ALİS (Student Monitoring System from Kindergarten to High School), Academic Coaching, PASS Theory Training (Cognitive Intervention Program), BYOD (Digital Passport Project in Işık), DLA (Digital Leaders Academy).

02. Learning Environment

The learning environment is one of the most important factors for a student's education. Students can internalize their knowledge and skills in learning environments where they can apply and bring what they have learned to life. Thus, all learning can become a behavioral change, which is the aim of education for the student. With the belief that every environment can be turned into a learning environment, provided that it is properly arranged, all areas in our school are seen as an important opportunity for learning.

a. Learners are provided with an ideal learning environment that supports the realization of learning and has appropriate physical conditions.

b. A learning environment is designed in a way that enables students to use their mother tongue correctly and effectively.

c. The needs and individual learning styles of the students are well determined and the education policy is developed for those needs and learning styles to guide each individual learning experience.

d. Success criteria and expectations are clear and meaningful for teachers, parents and students.

e. Students are presented with opportunities to improve flexibility, durability and determination. Students are supported in discovering and improving their self-confidence and leadership skills.

f. Every outcome and lesson is assessed qualitatively and quantitatively from multiple aspects during the process. This assessment guides the learning process. Teaching is carried out through assessment.

g. The entire school society is knowledgeable about effective and responsible use of technology, and every individual is a responsible digital citizen.

h. The school community has an understanding of continuous improvement and aims to be productive.

i. Students are encouraged to participate in national and international exams, projects, competitions and activities.

j. Expert teachers from different geographies and cultures form the Işık family and provide our students with an international/intercultural point of view.

k. It is known that high-quality education can only take place in an environment where the student feels safe, and efforts are made to provide this environment. Students are aware that they are in a social environment where they can freely express their feelings and thoughts, and therefore they know that they will not be questioned.

l. The school library provides highly academic resources for the learning community to have broad and diverse perspectives.

m. The school community participates in and adopts the philosophy and understanding of high-quality education.

n. Learning is not limited to classrooms, laboratories and workshops in the physical sense; All areas in the school, including foyer areas, gardens and corridors, are open to education.

o. Collaborations and mutual projects carried out with Turkey's leading universities contribute to increasing high-quality education.

03. Duties and Responsibilities of the School Community

The school community; including firstly its teachers and students, and then all stakeholders who contribute to learning, are aware of the fact that they are an important part of the school, and are aware of the values, principles and understanding of education of the institution.

Accordingly, the learning community;

a) Constantly strive to be individuals who are aware of the fact that they are continuous learners, who are competent in their mother tongue, respectful to cultural values and differences, active in social sensitivity, and use technology correctly.

b) Are conscious and sensitive about finding effective teaching methods, creating this environment and using these areas.

c) Aim for excellence at all stages of education and training.

d) Are aware of their responsibility to guarantee a high-quality education and training program with clearly defined objectives and standards.

e) With the thought of continuous improvement, are aware of the strengths and aspects of the school that need improvement and continue their efforts to fill the deficiencies.

3.1 Teachers

a) Follow the performance of each student in their classes and encourage their students to go further.

b) Are knowledgeable in their field. This enriches the curriculum, expands it and makes it understandable by every student. Teachers are also curious and open to innovation to enrich the curriculum and diversify the methods used in the classroom. In this context, apart from participating in in-service trainings planned by the institution, teachers also participate in training by requesting in-service training with the aim of personal development. Through groups such as Işık In-Service Training Academy and Digital Leaders Academy, teachers support each other's continuous development within the institution.

c) While planning the teaching process, they stage the curriculum horizontally and vertically and express it clearly to the stakeholders. Preliminary information is measured by different methods and placed in planning to be repeated when necessary. Process-oriented follow-up and evaluation is essential in learning. Lesson plans are continually developed, taking into account emerging learning needs.

d) During the course of the lessons, plan various activities to support the learning of students with different learning styles. Learning activities are prepared to provide life skills by covering different education strategies, learning styles and techniques.

e) Act with the awareness that learning can only happen when the student feels safe. Teachers are inclusive and balanced in their communication with students in and out of class times.

f) Care about the development of the student not only in the cognitive field but also in the emotional and psychomotor fields. They create the lesson plan in line with the psychosocial development, differences and needs of the students. They attach importance to the transferability of the knowledge and life skills gained by the student.

g) Evaluate the education and training process with pre-assessments and post-assessments and which are reflected upon during the next education and training

design process. Teachers follow innovative education and training approaches; reflect the technology and the gains in their own subject area and extracurricular activities.

h) In all these processes, cooperates with the school management, the guidance unit, parents and students and displays an open attitude to cooperation.

3.2 Students

a) Know what skills and qualities will guide them, which areas they are good at and which areas they need to further improve. Know about effective study techniques, time and self-management skills, the need for setting goals and are supported by their teachers in these areas.

b) Teaching is student-centered. Because students are active participants in the curriculum, they can set their own goals, plan their approach to these goals, and work independently.

c) Evaluate and review their own learning processes.

d) Can transfer the knowledge and strategies that they have learned to different fields and situations.

e) Demonstrate an empathetic attitude in peer and adult communication, are aware of being a part of the group and are open to cooperation.

f) Are individuals with digital competence and responsible digital citizens.

3.3 Parents

a) Are informed about the vision and mission of the school.

b) Are informed of the curriculum, practices and learning experiences in order to support the education provided.

c) During the education process, educational goals are shared with the parents. They are given regular feedback and are included in the process through educational seminars and workshops.

d) Are informed about the student's general psychosocial and cognitive development processes.

e) Are natural members of the learner community and are responsible for improving the quality of education through cooperation.

3.4 The Administration

a) Encourages the FMV Işık Schools' efforts to support their mission and vision that was created with a national and international understanding.

b) Enables work to progress in a multi-faceted manner.

c) Contributes to and guides students in their academic study process.

d) Directs students towards proper use of technological resources in accessing information.

e) Collaborates with teachers in their planning.

f) Ensures that stakeholders work in a coordinated manner.

g) Is open to criticism and evaluation by stakeholders.

h) Supports teachers in terms of their personal and professional development.

i) Attaches importance to social responsibility projects in order to help improve students' competencies and to contribute to the learning processes of students by doing.

04. Linking High-Quality Education Policy with Other Policies

4.1 Language Policy

FMV Işık Schools believe that language education is the most important among the 21st century education processes in the globalizing world and it creates its educational philosophy based on this belief. Through a qualified and high-level understanding of language, individuals primarily get to know and understand their own cultures; and then gain an international perspective and awareness with the ability to understand different cultures. The course tools and materials we use at all levels are products that stimulate high-level thinking skills and are prepared according to the 'Lifelong Learning' principle. Language teaching is based on a student-centered approach. Our students have the opportunity to improve themselves, reinforce the language they learn and exhibit their work using the 21st century skills of cooperation, innovation, creativity and problem solving through a wide variety of in-class and extracurricular activities organized throughout the year.

4.2 Inclusion Policy

In our schools, it is the aim that each student reaches the highest level of knowledge, skills and conceptual understanding in all areas of development in accordance with their age and potential. Inclusion is a process that aims to involve all students in the learning process by identifying and removing potential obstacles. In our schools, the individual development needs of the students are assessed and students are supported to achieve this.

4.3 Assessment Policy

FMV Işık Schools use the results of the evaluation studies specified in the Measurement -Evaluation Policy to improve the quality of education. In order to increase the quality of the learning process, the student is monitored by starting with diagnostic assessment and planning the process and result evaluation studies. The results of the assessment are shared with the school community. The basis of measurement and evaluation studies is process and result-oriented studies. These studies are adapted into the teaching process. It is aimed to increase the learning level of the students with the

assessment and evaluation applications. Individual and group studies are used together to improve the learning quality of students. Student needs are put in the center and the lessons are planned accordingly. Diagnostic, formative and level-determining assessments, and evaluation practices are planned and applied throughout the learning process according to student needs. It is aimed that the student can correctly self-evaluate in terms of assessment and evaluation, know how to evaluate external feedback, plan their own learning process according to the measurement-evaluation results, and attain high-quality education by getting support from people and resources in line with their needs.

4.4 IB / DP Admission Policy

FMV Işık High Schools has adopted the 21st century skills and learning approaches of "lifelong learning" that are expected to be seen in students according to IB Diploma Admission Policy, High-Quality Education Policy and IB Diploma Program principles. The policy aims to see these skills and approaches in the student's potential at the admission stage, to develop the skills that the student has in line with their own development throughout the program and to be able to use these skills actively.

4.5 Distance Education Policy

As FMV Işık Schools, the continuity of our students' high-quality education is provided face-to-face, hybrid or online, depending on the conditions of the period. The mission, vision and goals of FMV Işık Schools determine the guiding values of the distance education and interaction program. High-quality learning standards that can be measured are also applied in online courses where the Distance Education Policy is applied. These standards are gathered under the headings of course development, teaching and learning process, course structure, student support, teacher support, measurement and evaluation.

With institutional support, the information systems unit checks the passwords and security systems of Zoom classes and the continuity of the technological programs used is ensured. Lesson development includes presentations or materials prepared by teachers in such a way that students can easily understand and synthesize the lesson. The teaching and learning process is controlled by e-mails and timely feedback. Students who have been informed about the course structure beforehand come to online classes on time and ready.

During the course period, students access fast and practical information about necessary technical equipment, course materials are prepared by teachers and shared with students. Teachers receive the necessary in-service training from the moment their online classes start, and continuity is ensured with peer support.

The assessment and evaluation unit reports the online exams and shares the results with the relevant departments. Continuity is the basis for tracking success. The personal data of the entire school community such as audio, video, homework and work are protected

by the "Personal Data Protection Law". FMV Işık Schools share the information and consent texts with the entire learning community.

4.6 Child Protection Policy

The institution is aware that providing the appropriate environment and taking measures to protect children from neglect and abuse is an important element of high-quality education. In order to support this element, teachers and administrators in charge of the Child Protection Team formed on each campus take an active role in providing the necessary training to everyone in the school community.

4.7 Global Citizenship Policy

FMV Işık Schools are aware of the indispensable nature of World Citizenship for a constantly developing multicultural world. With the awareness that education is now a process that will allow students to discover their passions and goals, instead of a process of loading information, Işık Schools aim to provide students with skills and competencies.

In addition to the international programs FMV offers, in accordance with its vision and mission, it raises entrepreneurial students who participate in social responsibility projects, seek solutions to world problems, internalize these solutions and present them on international platforms, and are prone to join in teamwork, debates and events in which FMV participates in globally.

4.8 Digital Citizenship Policy

FMV Işık Schools support Digital Citizenship for positive, safe, ethical and responsible use of all electronic communication resources such as the internet and related technologies, smart devices, social networks, electronic applications and publications. Students are provided with a digital identity with the purpose of educating them as individuals living in a digitalized world. With the IDP (Işık Digital Passport) and BYOD (Bring Your Own Device) projects, students are supported to grow up as digitally literate individuals who are aware of their rights and responsibilities within the framework of a safe environment with ethical rules. Apart from classical teaching methods, students are supported to receive high-quality education in which technology is actively used.

The school administration encourages the entire school community to use information and communication technologies and take responsibility in this area in order to develop a culture of digital citizenship. It is aware of the importance of students' effective use of information and communication technologies and its potential contribution to society today and in the future.

The Digital Citizenship Policy has been created in order to contribute to the development of students' skills in the digital world, as well as to contribute to the development of basic values and citizenship rules in the classroom and in daily life. The primary goal is to enable students to adopt these principles and adapt them to their lives by consciously using the digital world with 21st century skills for high-quality education.

4.9 Academic Integrity Policy

FMV Işık Schools emphasizes the importance of academic honesty and ethical values in accordance with students from all levels; from kindergarten to high school. It carries out the necessary lessons and organizes activities so that all students internalize academic honesty and put it into practice.

4.10 Social and Emotional Learning Policy

Being aware of the importance of the social emotional well-being of all the stakeholders of the school, in order to achieve high-quality educational goals, FMV Işık Schools focus on the social and emotional perspectives of learning in this context. Being aware of the fact that these steps should be fully emphasized and fulfilled in the realization of the targeted knowledge in high-quality education, it plans and implements appropriate parent, teacher and student activities and training.

05. Policy Review Process

This policy is reviewed annually, if necessary.

06. Conclusion

FMV Işık Schools act in harmony and holistically with the entire school community in order to raise individuals who can develop themselves as world citizens with the philosophy of "Raising Good Citizens First".

In order to provide an education that meets international standards by taking into account contemporary needs, a clear High-Quality Education Policy is carried out for continuous development and renewal.

With this policy, FMV Işık Schools aims to raise lifelong learners who think about the needs of the society and the world they live in, have a high awareness of themselves and the world, and can produce solutions to personal and social problems.

07. High-Quality Education Commission Members

NAME SURNAME	DUTY - CAMPUS
Sevilay EROĞLU	School Principal – 05E
Damla Gül SAPMAZ	School Principal - 06I
Emir BORU	School Principal - 07E
Hazal Duygu KILIÇ	Homeroom Teacher - 06I
Yağmur Gonca CERAN	Assistant Principal – 05E
Sinem ÖZGÖZ	IB/DP Coordinator – 05E
İrem Didem SAYGAN	CAS Coordinator – 05E
Esin ALPER	Head of Department/Assistant PYP Coordinator - 07A

Merve ÜNAL	IB-PYP Coordinator - 06E
Sinem ÖZDEMİR	Assistant Principal - 05A
Y.Gülhiz BİNİCİ	Turkish Language and Literature Head of Department – 05N
Ayfer ÇAMURDAN	Testing and Assessment Specialist -05E
Edanur GENÇ	Testing and Assessment Specialist – 05N
İclal YILDIZ DEMİR	Librarian - 05N
Şebnem ÖNEY	Social Sciences Head of Department - 05I
Nazan ÜRGEN	Guidance and Psychological Counselling Coordinator - 05E
Serkan YAMAN	IT Coordinator - 05I
Arsine KALAYCIYAN	Kindergarten Teacher - 07N
Aylin ECDAROĞLU	English Teacher - 05E
Neslihan DOĞRUL	Turkish Teacher - 06N

05: FMV Işık (Science) High School   A: Ayazağa Campus   E: Erenköy Campus
06: FMV Işık Primary School   I: Ispartakule Campus   N: Nişantaşı Campus
07: FMV Işık Kindergarten

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

References:

1. IB PYP From Principles to Practice – Learning Community

2. The Institute for Higher Education Policy, Alanda Kalite: İnternet Tabanlı Uzaktan Eğitimde Başarı için Standartlar, https://dergipark.org.tr/en/download/article-file/17513

3. Ornstein, Allan C., and Francis P. Hunkins. Curriculum: Foundations, Principles, and Issues. Pearson Education Limited, 2018.