



**IŞIK SCHOOLS**



# **DISTANCE EDUCATION 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 internalization 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 to 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 Education Policy of FMV Işık Schools.

## **1.0 FMV Işık Schools Distance Education Philosophy**

FMV Işık Schools adopt the principle of maintaining high quality education with a holistic and balanced pedagogical approach through educational technologies in circumstances where the school is physically closed for various reasons and face-to-face education cannot be carried out, or as part of the academic program. The mission, vision and objectives of FMV Işık Schools determine the guiding values of the distance education and interaction program.

## **2.0 The Purpose of the Distance Education Policy and the Policy-Making Process**

FMV Işık Schools aim to provide high quality education in all circumstances and conditions. The distance education phenomenon has been an important part of education as part of the academic program and is part of the educational activities of the 21st century. Having been included in education as an option for a long time, distance education has emerged as the only option from kindergarten to high school level as a result of the closure of schools to face-to-face education due to the global pandemic. Even if the global pandemic ends, it will still be a part of the lives of students, teachers and parents as an important education model. Therefore, we hereby aim to document a distance education policy within the scope of FMV Işık Schools' guiding principles.

While developing the Distance Education Policy of FMV Işık Schools, an executive committee was constituted first. The policy is put on paper, developed, implemented and revised by this committee wherein the stakeholders constituting the school community, particularly the school managements and school board members, are represented. The policy has been put on paper by reaching a consensus on the beliefs and values regarding the distance education. In order to ensure that the policy is a living document, the committee members maintain continuous communication with the units they represent.

The Distance Education Policy should be dynamic and flexible. For this reason, the existing and evolving needs of the school community were taken into account while putting the policy on paper. While documenting the school's distance education policy, the references of IB, CIS, ASCD and the Ministry of Education were evaluated, their compliance was reviewed and the feedback received from the school community was examined. In this context, the Distance Education Policy of FMV Işık Schools is a living document which reflects the principles of the school and aims to meet the needs of our students.

All course teachers and other support units, particularly the Foundation, School Directorate, IB Program Coordinators, Educational Technologists and all Psychological Counsellors in the Department of Psychological Counselling and Guidance, are responsible for sharing the Distance Education Policy with the school community and for implementing and supporting it throughout school.

## **3.0 Circumstances Requiring Distance Education, and Definitions**

Distance education is carried out by adopting the principle of maintaining high quality education with a holistic and balanced pedagogical approach through educational technologies in circumstances where the school is physically closed for various reasons and face-to-face education cannot be carried out, or as part of the academic program.

### 3.1 General Principles

- 3.1.1** Communication: Communication channels with students and parents are kept open during the distance education process. The school communicates with students and parents through electronic sources. Management conducts active interviews with the guidance department and teachers within programmed timelines.
- 3.1.2** Rules and Directives: The rules for lessons and education and training directives determined by the school for the distance education process are shared with students and parents.
- 3.1.3** Internet Access and Participation: In the distance education process, it is essential to ensure Internet access and active participation of students in lessons. Parents are expected to provide Internet access, basic technological needs as well as a suitable home environment for education, and to support the active and timely participation of the student in the distance education process.
- 3.1.4** References: Electronic and printed references determined by the education and training staff are used during the distance education. FMV Işık Schools are the owners of all the electronic references, documents and programs they use and all the distance education course and activity references created by their education staff, and all rights of these references are reserved.
- 3.1.5** Assessment and Evaluation: In order to design the next education and training process in line with the needs and to monitor the learning process, various outcome evaluation exams are held in addition to formative assessment tools through appropriate technological means. Official exams are held in line with the announcements of the Ministry of Education.
- 3.1.6** Student Monitoring and Feedback: During the distance education, the academic, social and emotional development of the students is monitored individually from kindergarten to high school. Students are guided to develop their individual skills and competencies. Regular feedback is given to students and parents about their development. Distance Education Feedback and Student Monitoring Directive is taken as a basis in the monitoring and feedback processes.
- 3.1.7** LPPD (Law on Protection of Personal Data): Images, data, videos, homework, works etc. of the whole school community are protected by the Law on Protection of Personal Data. FMV Işık Schools share their information disclosure and consent texts with all their stakeholders.

### 3.2 Objectives

#### 3.2.1 Our Distance Education Objectives in Our Kindergartens

- 3.2.1.1** Preparation of a dynamic program consisting of synchronous and asynchronous practices that continue to be shaped within the framework of the needs of our students,
- 3.2.1.2** Supporting the social-emotional needs of our students in the period of time they have to spend in home environment during the social isolation process,
- 3.2.1.3** Ensuring that our students stay in touch with their class teachers and friends and remain in the school/classroom environment,
- 3.2.1.4** Maintaining the strong ties created in the student-teacher-school triangle,
- 3.2.1.5** Supporting our students in their adaptation to changing lifestyles.

### **3.2.2 Our Distance Education Objectives in Our Primary, Middle and High Schools:**

- 3.2.2.1** Following the curricula planned based on the learning outcomes of the Ministry of National Education and international programs, and completing the education and training learning outcomes determined during the distance education,
- 3.2.2.2** Offering safe, sustainable, inclusive, flexible and dynamic curricula,
- 3.2.2.3** Creating curricula balanced with synchronous and asynchronous lessons, which are close to the face-to-face education school program and which include individual study and self-assessment,
- 3.2.2.4** Designing lessons and activities related to learning outcomes through educational technologies,
- 3.2.2.5** Using appropriate, diverse and inclusive educational technology tools and technological platforms to ensure efficient learning,
- 3.2.2.6** Organizing practices which will meet the social and emotional needs of students,
- 3.2.2.7** Programming activities that can respond to the academic and emotional needs of the education staff,
- 3.2.2.8** Ensuring that the social, emotional, cultural and physical needs of students are met by including arts and sports activities,
- 3.2.2.9** Planning the time that students spend in front of the screens, through flexible programs having different contents, and creating practices in which they can spend time with their families other than in front of the screens,
- 3.2.2.10** Continuing the academic activities for transition to a higher institution, and guiding students and parents in this process.

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### **3.3 Implementations**

Distance education can be carried out in kindergarten in obligatory cases, and in our primary and high schools as part of the academic program, other than in obligatory cases.

Before the program implementation, parents and students are informed about the distance education (communication and interaction) process and the predetermined activity rules and instructions are shared with the students and parents.

Suitable web 2.0 tools and digital references at K12 level are selected by schools in joint committees at the beginning of each year.

#### **3.3.1 Screen Usage in Our Kindergartens**

The purpose of live connections in the program is to ensure the continuation of communication with our students and to primarily provide social-emotional support to our students. In the online education process, utmost care is shown to ensure that our students are not exposed to a flow in which they cannot passively intervene on the screen, that they interact with their teachers and friends, and that they perform activities where they can use their senses and emotions.

#### **3.3.2 Adult Support in Our Kindergartens**

Our students can participate in live broadcast screen meetings process at home, with the support and guidance of their parents. If parents are unable to fulfil this responsibility in

obligatory cases, support can also be provided by another adult approved by them. What is important at this stage is that the adult who supports our student will support him/her technically rather than adopting a forceful attitude.

### **3.3.3 Suggestions for Daily Activities In Our Kindergartens That Can Be Carried Out At Home**

Weekly programs that show the daily activity flow of students are created in order to ensure that they can spend their day in a meaningful and efficient way. Thus, both studies that support their development areas and academic skills are carried out and home studies are assigned in addition thereto. In order to support the social-emotional development of children in the distance communication/ interaction process, -as also stated by WHO and UNICEF- it is recommended to establish a routine with children and to adhere to it. For this reason, the "daily activity suggestions" prepared are planned to support provision of such routine. The feasibility of daily activity suggestions should be evaluated based on the preferences of our students and these documents should be considered as a pool. Our students are not obliged to do all the suggested studies.

### **3.3.4 Implementations in our Primary, Secondary and High Schools**

In addition to academic courses at primary and high school levels, guidance activities, all in-class and extracurricular activities, and club activities can be continued through distance education.

By taking into account the pedagogical development of the students, screen sharing, camera opening, individual interview requests and group practices etc. are planned in distance education.

By implementing a participatory, inclusive and transparent policy, we give particular importance to ensuring that students and teachers have the right to choose and share their thoughts in education, and we obtain feedback and feedforward data through surveys. Parents are also included in this process through questionnaires, meetings and individual interviews.

### **3.3.5 Student Monitoring**

All development areas of our students are monitored in line with the Distance Education Feedback and Student Monitoring Directive.

## **4.0 Roles and Responsibilities**

### **4.1 School Administrators**

The Foundation's management and the School Administrators are responsible for sharing the Distance Education Policy with the school community and for implementing, supporting and monitoring it throughout the school.

### **4.2 Teachers**

At FMV Işık Schools, teachers ensure the continuation of high-quality education with appropriate assessment and evaluation practices to be used for the purpose of programming the learning processes of students, enriching education with digital content and monitoring learning during distance education.

### **4.3 Information Technologies Department**

During the education and training period when the Distance Education Policy is applied, the Information Technologies department and educational technologists provide all kinds of support to students, parents and teachers for smooth and timely implementation of the lessons and for the web 2.0 tools to be used.

### **4.4 Guidance and Psychological Counselling**

Under the guidance of the Child Protection Policy of FMV Işık Schools, activities are planned during the distance education by the school and the guidance unit according to the academic and psychological needs of students, parents and education staff.

### **4.5 Assessment Unit**

In order to design the next education and training process in line with the needs and to monitor the learning process, various outcome evaluation exams are held in addition to formative assessment tools through appropriate technological means. Official exams are held in line with the announcements of the Ministry of Education.

### **4.6 Library**

At FMV Işık Schools, our libraries continue to support our students with digital resources, interactive reading activities with students and academic honesty trainings, author interviews and activities via zoom throughout the distance education period.

### **4.7 Students**

Students of FMV Işık Schools respect their peers by accepting individual differences naturally by developing an understanding of acceptance, empathy, tolerance, solidarity, democracy and morality towards each other throughout the distance education period. At the same time, they recognize and endeavour to develop the aspects that need to be improved by using reflective thinking skills. During distance education, students cooperate with teachers, psychological counsellors and parents. By adopting distance education rules, students actively participate in the lessons and interviews and collaborate with their teachers, to achieve their objectives under the guidance/in the light of the IB learner profile characteristics and learning approaches.

### **4.8 Parents**

Parents of FMV Işık Schools are responsible for providing throughout the distance education period the support that is necessary for students to complete their learning. Parents cooperate with the school administration, psychological counselling and guidance service, IB program coordinators, teachers and other school staff, and inform the school about the events and circumstances which will affect the learning process. They share with the school administration, teachers, psychological counselling and guidance service information about the needs of the student in the development process.

## **5.0 Linking the Distant Education Policy with Other Policies**

### **5.1 Academic Integrity Policy**

FMV Işık Schools expect the students to submit authentic homework and projects based on their creativity, individual and original ideas, and their way of expressing their own language. In accordance with the FMV Işık Schools Academic Integrity Policy, it is the responsibility of the course teacher to guide the student and to give him/her an idea for the preparation of an authentic study. The teacher is expected to get to know the student and to analyse his/her



language-using skills and writing style well. Attention is paid to the principles of academic honesty in all kinds of materials evaluated in relation to the student, and if any acts in breach of academic honesty are identified, the sanctions specified in the policy are imposed.

During distance education, the academic honesty policy adopted by our school is taken as a basis. Academic honesty policy practices from primary school to high school are maintained throughout distance education.

## **5.2 Language Policy**

In accordance with the Distance Education Policy of FMV Private Işık Schools, it is aimed to meet the social, emotional, cultural and physical needs of our students, to create time which they can spend with their families, and to continue the academic activities for their transition to a higher education level. A common language in accordance with the institution's language policy is used in the conduct of all education and training programs, in guiding students and parents, in establishing rules and directives, and in giving feedback.

## **5.3 Assessment Policy**

During distance education, FMV Işık Schools Assessment Policy is taken as a basis. The purpose of FMV Işık Schools Assessment Policy is to define the rules and practices used in planning, reviewing and reforming all education and training activities. Our schools use the evaluation methods included in this policy when evaluating all education and training objectives. In line with this purpose during the distance education process, in order to design the next education and training process in line with the needs and to monitor the learning process, various outcome evaluation exams are held in addition to formative assessment tools through appropriate technological tools. Official exams are held in line with the announcements of the Ministry of Education.

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## **5.4 Inclusion Policy**

In line with the Inclusion Policy of FMV Işık Schools, the needs of all students who need cognitive, emotional and social support during the distance education process are determined, the way they should be supported is planned, and necessary practices are carried out. Students with special needs are also included in this process.

## **5.5 Digital Citizenship Policy**

Digital Citizenship and Distance Education policy complement each other in many aspects. FMV Işık Schools support Digital Citizenship for positive, safe, ethical and responsible use of all electronic communication resources such as the Internet and the developing technologies that are based upon it, web 2.0 tools, smart devices, social networks, electronic applications and publications. Education and training are planned in line with this purpose during distance education.

## **5.6 Policy Review Process**

Our distance education policy is evaluated by the Distance Education Policy Executive Committee, which convenes under the chairmanship of school principals at the end of each academic year. In order for this policy to be a living policy, the necessary updates are made thereto and shared with the school community through the website and the school introduction meetings held at the beginning of each academic year.

## 6.0 Conclusion

FMV Işık Schools aim to provide high quality education in all circumstances and conditions. During the distance education and training period as well, our school continues to make efforts to teach students to learn, to provide professional support in the areas where they have difficulties, to empower students to assume their own educational responsibilities, and to support all students in bringing out their own potential.

The Distance Education Policy is put on paper, developed, implemented and revised, and meticulously examined and reviewed at the beginning of each academic year, by this committee wherein the stakeholders constituting the school community, particularly the school managements and school board members, are represented.

## 7.0 Distance Education Policy Committee

NAME	POSITION - SCHOOL
Müge YALIM ALPAN	FMV Director of Educational Institutions & Founder Presentative
Gülbahar GÜRSOY	School Principal – 06N
Zeynep ENGİN	School Principal – 07A
Ergun KARAHASANOĞLU	FMV Process Development Coordinator
Didem ŞİRANUR	FMV Educational Projects Manager
Songül ERDOĞAN	FMV Işık Schools International Programmes Coordinator
İsmail Süha HAYAL	FMV R&D and Education Technologies Coordinator
Mehmet BOZ	Assistant Principal – 06E
Özay DİNLENDİ	Assistant Principal – 05E
Neslihan ALTUN	Assistant Principal – 06A
Ender TUNCALI	Assistant Principal – 05A
Reyhan DURMUŞ	Counselor – 07N
Burçak ALKAN UZ	Counselor – 07E
Ömer KARABACAK	IB PYP Coordinator – 06N
Melisa ORTAÇ OKAN	IB PYP Assistant Coordinator – 07E
Yelda BÜLBÜL ÜLGEN	Head of Grade 1-4 Homeroom Teachers' Department – 06A
Gülten ÖZCAN	Head of Grade 1-4 Homeroom Teachers' Department – 06I
Sezin ŞAHİN	Head of Science Department – 06I

Uğur KÖYLÜER	Head of Maths Department – 05I
Serdar YILDIZ	Head of Maths Department – 05N
Bayram TOPAL	Head of Social Sciences Department – 05N
Burçak GÖKMEN	Biology Teacher – 05A
Duygu SİMEKLİOĞLU	IT Teacher – 05E
Filiz ÇAPÇI	Homeroom Teacher – 07A
Zübeyde DİYKAN DİLER	Assessment Specialist – 06N

05: High School

06: Primary & Middle School

07: Kindergarten

A: Ayazaga Campus

I: Ispartakule Campus

E: Erenkoy Campus

N: Nisantasi Campus

This policy was reviewed by this policy committee and necessary changes were made in May 2021.

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