SOCIAL & EMOTIONAL LEARNING 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.
- 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 Social And Emotional Learning Policy of FMV Işık Schools.

1. Introduction and General Information

People need social and emotional skills just as much as academic skills. With the difficulties and uncertainties brought by the pandemic conditions, students' social and emotional development and the well-being of education stakeholders have become the priority of both educators and families (Bond, 2020). Although social and emotional learning draws great attention among educators in these challenging conditions worldwide, it is not seen as a new trend by educators but as a missing part of education (Black, 2021). For this reason, social and emotional learning is accepted as one of the basic learning areas in our institution, and studies to develop social and emotional skills are carried out at all levels from kindergarten to high school.

1.1 Social and Emotional Learning

Social and emotional learning (SEL) is a learning process that includes the skills necessary for students of all ages to enable them to understand, express, manage, and empathize with others. These learned skills help students make responsible decisions, establish healthy relationships, and self-regulate to reach their goals. Individuals with developed social-emotional skills are more successful in coping with daily routines' difficulties, thus leading a more successful and fulfilling life. These skills are learned and taught in every developmental period, starting from pre-school. There are five main areas of SEL.
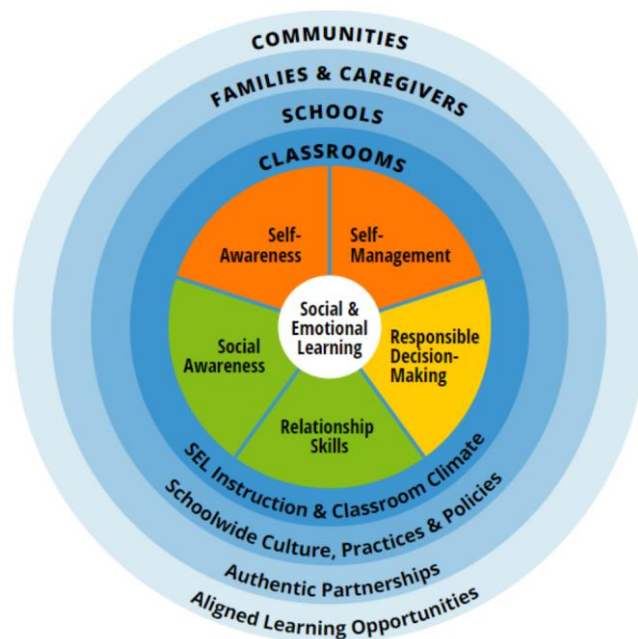
Figure 1 CASEL Social and Emotional Learning Framework

The framework given in Figure 1 is social and emotional learning; it argues that it is most beneficial when incorporated into the school's academic curriculum, culture, practices, and policies and implemented in ongoing collaboration with families and community organizations. This purpose emphasizes the necessity of creating discipline approaches that encourage students' voice and participation, support classroom and school climate, and establish strong family and community partnerships. It advocates that social and emotional learning skills, which form the center of the framework, will develop through

coordinated practices that create equitable learning environments in key environments of classrooms, schools, families, and communities. Social and emotional learning is not only conducted through individual-centered skill development; it is also involved in environmental factors such as the school climate being supportive, caring, safe, and conducive to success, forms of communication, classroom rules, striving for the success of all students, openness to communication with families, and inclusion of communities. These efforts enable individuals to become knowledgeable, responsible, compassionate, productive, non-violent, ethical, and contributing to society. The skills at the center of this framework are as follows:

1.1.1 Self Awareness

Self-awareness is defined as an individual's ability to understand his own feelings, thoughts, and values and how these affect his behavior in different environments. It bears the individual's self-confidence and self-awareness of his own strengths and limitations in line with a purpose.

1.1.2 Social Awareness

Social awareness is defined as the capacity to understand and empathize with the perspectives of others. Understanding perspectives of different backgrounds, cultures, and contexts are also considered social awareness.

1.1.3 Self-Management Skills

Self-management skills are defined as effectively managing one's feelings, thoughts, and behaviors in different situations and achieving their goals and objectives. It includes the capacity to delay gratification, manage stress, and feel motivated and active to achieve personal and collective goals.

1.1.4 Relationship-Building Skills

Relationship-building skills can be defined as forming and maintaining healthy and supportive relationships effectively with diverse individuals and groups. It includes communicating openly, effectively, and positively, listening actively, cooperating, and working collaboratively to solve problems and resolve conflict through constructive negotiation.

1.1.5 Making Responsible Decisions

Taking responsible decisions is defined as the ability to make prudent and constructive choices, taking into account personal behavior and social interactions in various situations and minding the consequences that may affect oneself and others.

1.2 What is Social And Emotional Learning Policy?

FMV Işık Schools' social and emotional learning policy is based on the psychological well-being of all individuals who make up the school community. This policy has been prepared to pay regard to the effects of the social and emotional learning process on academic and

holistic development. With this policy, we make all our effort on social and emotional learning a principled one.

1.3 Why Do We Need Social And Emotional Learning Policy?

Self-awareness, social awareness, self-control, relationship-building skills, and responsible decision-making, which are the five social and emotional learning areas, are life skills that an individual will need throughout his/her life. It is of great importance to support the social and emotional skills of the student for efficient and permanent learning to take place and for academic studies to be successful.

1.4 Who is the Target Audience of the Social And Emotional Learning Policy?

The entire school community of FMV Işık Schools, including school management, students, teachers, parents, and support units, constitute the target audience of the social and emotional learning policy.

2. Principles Underlying Social And Emotional Learning Policy

The achievement of the Social-Emotional Development Program in FMV Işık Schools includes the following basic practices.

2.1 Associating Social-Emotional Development with the Curriculum

The share of learning, also called "implicit-inadvertent, natural learning", has a great role in students' social-emotional skills in the family and school environment. Social-emotional skills are not limited to activities carried out in guidance activities or club/event hours. In addition to this, teachers already support students learning these skills by being a role-model. However, there is still a need for planned and structured "open learning" techniques and practices to support students' social and emotional development within the school environment. In this direction, efforts to create awareness on the issue are carried out continuously.

2.2 School Climate

The physical and cultural environment of the school, the implementation of regulations and policies, the interaction of the school community, and the learning environment within the school constitute the school climate. Studies show that the acquisition of social-emotional skills is improved in positive school climates.

2.3 Interventions

Studies to be carried out for students who need social, emotional, and cognitive support are planned and continued. These studies include orientation, school adaptation, etc.

2.4 Student Participation

It is important to provide an appropriate environment at school for self-actualization. The school supports students in connecting with their teachers and developing a self-theory of development for their active participation. It plans learning environments and activities for this purpose. It adopts and maintains a student tracking system that identifies

students with emotional and academic difficulties. Thus, this allows all students to participate equally in the social-emotional learning process.

2.5 Social-Emotional Skills and the Well-Being of School Staff

The well-being of school staff forms a large part of the positive school climate and directly affects students' social-emotional development. The well-being of school staff is positively supported by the creation of environments that support understanding, respect, value, and a sense of justice towards school staff by the school community.

2.6 Parent Collaboration: Supporting the Parent and Receiving Support for the Student

In order to support the social and emotional development of students, parents are included in the process as needed. In addition, meetings, informative seminars, and publications are prepared for all parents.

2.7 Maintaining Quality in Practice

The needs of students and the entire school community are determined by means of questionnaires, individual interviews, workshops, management reports, etc. A program is created to meet the identified needs. During the continuation stages of the program, within Işık Internal Training Academy, exercises and supervision studies are carried out. Seminars, conferences, symposiums, and meetings are organized.

3. Well-Being

At FMV Işık Schools, well-being is defined as the individual's being in harmony with himself and with other individuals. It entails carrying out positive thoughts and feelings about life, meeting their spiritual, emotional, and physical needs, and having the space to express themselves freely in a society where individual differences are accepted.

4. Our Responsibilities as an Educational Institution

4.1 School Management

FMV Işık Schools management creates an atmosphere of openness, justice, trust, and mutual respect in order to ensure well-being within the institution, listens to the opinions of the students, and improves their sensitivity, subjectivity, and leadership abilities. It protects all students' physical, mental, and emotional health and ensures their general well-being. The school administration has clearly defined and effectively implemented child protection policy procedures.

4.2 Psychological Counseling and Guidance Service

In order to support and maintain the well-being of the school community, FMV Işık Schools Psychological Counseling and Guidance Services plan and conduct individual and group meetings with students, carry out in-class guidance activities and apply various tests and inventories depending on the needs. It organizes individual parent meetings, seminars and workshops, individual teacher meetings, supervision studies for teachers, and in-service training organizations that contribute to professional development. A third-party company continues its activities by planning training for its employees.

4.3 Teachers

FMV Işık Schools teachers primarily understand their own feelings and thoughts and realize the effects of their behavior. Teachers provide the appropriate learning environment necessary for students' social and emotional development and create models for these skills. They offer guidance on providing a supportive, culturally sensitive environment for students' well-being.

4.4 Parents

FMV Işık Schools' parents recognize and support the school climate and contribute to the execution of the process in cooperation with the school when needed.

5. Training and Awareness Practices

FMV Işık Schools organize awareness activities by arranging training such as Administrative Staff Supervision Studies, Psychological Counseling and Guidance Unit Supervision Studies, In-Service Trainings, Teacher Supervision Studies, Supplier Company Trainings, Self-Care Personnel Trainings, Parent Training etc.

6. Curriculum Content & Lesson Plans Systems

At Işık Schools, lesson plans are prepared with interdisciplinary and student-centered studies in order to improve and develop the learning and teaching process and ensure the active participation of all learners in the process. IB PYP, IB DP and AP, and programmes are implemented. In addition to these practices and programs aimed at helping learners acquire reasoning and critical thinking skills, all curriculum studies are prepared, taking into account the students' cognitive and social-emotional needs. Lesson plans are prepared within the framework of UbD and studies for all grade levels are implemented.

By ensuring that students develop appropriate social behaviors, maintaining positive relationships in the classroom environment, and directing teamwork to overcome individual difficulties, the social-emotional development process is incorporated into the lesson plans to include collaborative learning throughout the entire curriculum content. Activities and studies that allow learners to express their own feelings and experiences are scheduled throughout the curriculum. In all branches, learners are supported to create products in order to facilitate expression and support self-efficiency.

Community service studies are carried out together with the curriculum content in all branches, supporting concepts such as empathy, problem-solving, and respect for individual differences, which contribute greatly to social-emotional learning. Learners are encouraged to participate in community service work.

7. Linking Social and Emotional Learning Policy with Other Policies

7.1 Language Policy

The language policy of our school has been established with the aim to enable our students to express themselves correctly and communicate properly with others. Language is the manifestation of thought. Our education program, which aims to raise thinking, researching, and questioning individuals, puts language learning at the center of

self-expression. One of the first indicators of social and emotional learning is the correct and appropriate use of language. Self-awareness, social awareness, self-control, relationship-building skills, and responsible decision-making, which are the social and emotional learning areas, are life skills that an individual will need throughout his/her life. It is of great importance to support the social and emotional skills of the student in order for efficient and permanent learning to take place and for academic studies to be successful. Individuals who use Turkish correctly, beautifully, and effectively, think critically and creatively, use and produce information, are entrepreneurial, and attach importance to personal and social values, are also successful in social and emotional learning areas. This is why our students of all ages acquire the necessary skills to understand, express, and manage their emotions and to show empathy to others through language education. Including social and emotional skills within the scope of Turkish lessons is important in supporting language development and helping students gain these skills. Social and emotional skills have an important role in adapting to social life in terms of the support they provide to the individual regarding communication. However, language development also develops with social relations. Reading, speaking, and listening acquisitions of Turkish lessons are also important for social and emotional skill attainment – especially self-awareness.

In all our schools, the basic philosophy of our mother tongue education is to create our students' cultural and conceptual perspectives in their native language, to enable them to use their mother tongue effectively and correctly in their lives and in the problem-solving process while also developing creativity and awareness. This basic philosophy is intertwined with the field of social and emotional learning.

7.2 Inclusion Policy

FMV Işık Schools' Inclusion Policy focuses on supporting individual differences and helping students become the person they want to be and aims to reveal our students' strengths and develop skills that seem to be challenging.

Within the scope of the Inclusion Policy, the needs of all students who need cognitive, emotional, and social support in the school community are determined and necessary studies are carried out. These studies also support the development of responsible decision-making, relationship, self-awareness, self-management, and social awareness skills, which are at the center of Social Emotional Learning. With the cognitive assessment and support activities carried out, the psychological counselor of the appropriate level, the learning support unit specialist/special education teacher, the classroom teacher, the parent, and the student are informed, and all stakeholders follow the process.

In addition, the learning processes of students with individual learning differences are monitored via the Kindergarten to High School Student Monitoring System (ALIS) and the Academic Coaching System.

7.3 Assessment Policy

Our school's SEL program's measurement and evaluation policy enable children to achieve success in both their academic and social lives. Measurement and evaluation are important in social and emotional learning, as in other disciplines that involve learning. In addition to measurement and evaluation tools that require expertise, teachers can use

measurement and evaluation methods directly with children, such as self-assessment, peer assessment, portfolio, observation, teacher-student interviews, peer interviews, etc. The social-emotional skills of students are followed by using process evaluation methods.

7.4 Distance Education Policy

FMV Işık Schools aim to provide high-quality education in all situations and conditions. Due to the fact that remote education has become more widespread in our country and the world due to the global epidemic, the need to create a distance education policy has come to the fore. Therefore, a distance education policy has been prepared. FMV Işık Schools' Distance Education Policy adopts to sustain high-quality education with a holistic and balanced pedagogical approach through educational technologies, in conditions where the school is physically closed for various reasons, face-to-face education cannot be done or as a part of the academic program.

From this point of view, in order to provide high-quality education, whether education is delivered face-to-face or remotely, it is necessary to focus on the needs of students and create a holistic education program. Social and emotional learning is the most basic need of students today, and social-emotional learning should also be supported in the digital environment. The distance education process we have experienced due to the global epidemic has also shown us that students can continue interacting in the digital environment. It is possible to support social learning areas, which are students' most basic needs, through distance education.

8. Policy Review Process

The development, implementation, and review of the School Social and Emotional Learning policy is a process where all employees participate. It includes collaboration between the foundation and school management, the CIS Coordinator, IB coordinators, department heads, teachers, librarians, students, parents, and other school community members.

A guiding committee was initially formed while developing the FMV Işık Schools' Social and Emotional Learning Policy. Our school's global citizenship policy is based on the "Social and Emotional Learning Policy Executive Committee," formed by different school community members (administrators, teachers, students, parents, guidance service, school-parent union members, etc.). It was created by the agreement of education and training on the relevant beliefs and values. It is the responsibility of the steering committee to maintain constant communication with the people they represent.

The commission reviews this policy at least once during an academic year.

9. Social And Emotional Learning Policy Committee Members

NAME	POSITION - SCHOOL
Müge YALIM ALPAN	FMV Director of Educational Institutions & Founder Representative
Sema TEKDOĞAN	School Principal – 06A
Zeynep ENGİN	School Principal -07A
Ergun KARAHASANOĞLU	FMV Process Development Coordinator

Didem ŞİRANUR	FMV Education Projects Coordinator
Songül ERDOĞAN	FMV Işık Schools International Programmes Coordinator
İsmail Süha HAYAL	FMV Research and Development & Educational Technologies Coordinator
Hanzade ÖZSU	Guidance and Psychological Counseling Coordinator-05N
Aslıhan ARIKAN DİKÇE	Guidance and Psychological Counseling Coordinator-06A
Özge DAL	Head of Science Department - 06A
Mert Can DEMİRCAN	Psychological Counselor / Learning Support Specialist - 06A
Elif KUNTER	Psychological Counselor - 07A
Bilge BASMAZ	Library Specialist - 05I
Furkan ÇOBAN	Assessment and Evaluation Specialist - 05I
Kadriye MUTLU	Preschool Teacher - 07A
Liliya Nikitina	English Teacher -06A
İbrahim BAL	Physics Teacher - 05E
Elif ÖZKAN GÜNEŞHAN	English Teacher- 05I
Osman Yücel AKTÜRK	Classroom Teacher-06N
Liliya NIKITINA	English Teacher-06A
Ebru KAP	Head of Foreign Languages Department - 05E

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

A: Ayazağa Campus
E: Erenköy Campus
I: Ispartakule Campus
N: Nişantaşı Campus

This policy was written by the policy committee in February 2022.

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