



İŞİK OKULLARI



GLOBAL CITIZENSHIP POLICY

TABLE OF CONTENTS

1. Why Do We Need A Global Citizenship Policy?

1.1. Student Profile

1.2. What is Global Citizenship?

1.3. Who is the Target Group of the Global Citizenship Policy?

2. Our Responsibilities as An Educational Institution

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

2.2 Training and Awareness Activities

2.3 Curriculum

3. Policy Review Process

1. Why Do We Need A Global Citizenship Policy?

This Global Citizenship policy is prepared in line with the vision and mission of Feyziye Schools Foundation, which is to create good world citizens.

1.1. Student Profile

Our students are brought up to become individuals who:

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

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

1.2. 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, 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, and learn from each other.

1.3. Who is the Target Group of our Global Citizenship Policy?

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

2. 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.

2.1 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 multi-cultural world. Being aware of the importance of Global Citizenship, our schools aim to raise students who have internalized the following values:

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

2.2 Training and Awareness Activities

Activities to raise awareness for the school community through training by means of competitions, debates, trips, etc.

2.3 Curriculum

The language policy of the school aims to equip our students with skills enabling them to gain a deeper understanding of other cultures. Our curriculum, which improve skills related to critical thinking, research, presentation and debate, help realize this goal.

Mother Language

- The curriculum for mother language education is enriched to ensure that the students get an international point of view.
- Our objective is to create an international intellectual point of view with works selected from Turkish and Global Literature.
- Works including expressions that humiliate any race or ethnic group are not included in the curriculum. Works in which sexual discrimination appears are not used in Turkish and literature education.

- Club activities, service projects, museum trips, composition exercises, poetry assignments, general knowledge and debate training are all used to improve students' Global Citizenship.
- In order to support independent thought and critical thinking skills, all students from kindergarten on are presented with philosophical ideas. Every month at all levels students are presented with philosophical questions. These follow a predetermined theme and are displayed throughout the school, and help prepare them for Global Citizenship,

Foreign Languages

- 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.
- Native speakers are employed as foreign language teachers, which helps students learn their different cultural features.
- 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, Spanish, French and German are also taught to give students a more global perspective.
- 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.
- 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.
- Students join foreign and domestic trips and attend national and international conferences and festivals to experience different cultures first-hand; such trips contribute greatly to their development.
- The foreign language curriculum at the high school level is structured in accordance with the European Union Language Framework Programme criteria.
- 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.
- Students are given specific training for international language exams depending on their achievements; in this way they are prepared for globally valid exams.
- Determination, implementation and acquisition of internationally-accepted performance criteria is central to our foreign language curriculum.
- 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.

Math - Science

- Kindergarten students study peace as part of the Living Values education programme supported by UNESCO.
- The international Eco Schools Project is implemented to ensure an environmentally-friendly school environment for students, teachers and parents alike.
- Science curriculum has been enriched for K-12 based on cultural differences, and trips abroad are organized for the subjects covered by the curriculum.
- Our students attend international tournaments.
- 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).
- Students attend international competitions in order to learn that math is also an international language.

Social Studies

- Life Sciences and Social Studies course units are included in primary education on a project basis and are the foundation of Global Citizenship training.
- Curriculum enrichment activities are carried out regarding Global Citizenship as stated in the purpose and vision of the social studies programme.
- Various presentations and activities are organized at all schools during Human Rights and Democracy week.
- 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.
- 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.

Physical Education

- 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. Students learn about international organizations by participating in different activities organized throughout the year.

Visual Arts

- Our schools teach that art is an international language and an international value that ensures communication and interaction between all world nations. 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.
- 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.

Music

- 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.
- Students are given instrument training and are encouraged to attend international festivals.

Technology

- Being aware that our future is based on the skills of digital creation, generation, design, coding and thinking skills, and that digital citizenship knowledge is a global requirement today, FMV Işık Schools present Information Technologies courses in a broad range of classes from kindergarten to high school. These courses inculcate the creativity, critical thinking, communication and cooperation concepts that children need in the 21st century.

3. Policy review process

All stakeholders take part in the development, implementation and review of the Global Citizenship policy of the school. This process includes cooperation between the Foundation and school management, CIS Coordinator, department heads, teachers, library officers, students, parents and other members forming the school community.

Firstly, a steering committee was established during development of the Global Citizenship Policy of FMV Private Işık Schools. The Global Citizenship Policy Steering Committee

consisted of representatives from all members of the school community (manager, teacher, student, parent, counseling service, parent-teacher association members, other members representing the school community) and our Policy is the outcome of their educational beliefs and values. The steering committee is responsible for continuous communication with the people they represent.

This policy is reviewed by the Committee at least once during the academic year.