DISTANCE EDUCATION
POLICY

IŞIK SCHOOLS

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Our Mission

nlightening the Past to the Future with Education

Our Vision

FMV Işık Schools is an institution whose first and most important guiding principle is "to raise good people first". The aim is to raise citizens who embrace ethical values, are proficient in their mother tongue, are fluent in more than one foreign language, are tolerant of different cultures, have historical awareness, have a scientific mindset, have developed analytical skills, are environmentally sensitive, and are lifelong learners.

Our Goals

The basic educational philosophy is to achieve the following goals in line with Atatürk's principles:

- To ensure that our students become individuals who respect the rights and differences of others, are sensitive to their needs, and have internalized fundamental values such as peace, tolerance, democracy, children's rights, and human rights.
- To raise individuals who are sensitive to their environment and society, have a developed sense of responsibility, and can make decisions.
- To raise individuals who are proficient in at least one foreign language and who value diversity as a source of richness.
- To create an environment where our students respect local and international cultures and become well-rounded citizens of the world.
- To ensure that our students have digital citizenship skills.
- To raise individuals who adopt academic honesty as a principle in their studies.
- To support the creative processes of our students in environments that will enable them to put their knowledge into practice by living and applying it.
- To provide our students opportunities to engage in national and international discussions, fostering their scientific, social, artistic, and sports skills.
- To prepare our students for higher education institutions by enabling them to recognize themselves and set goals per their interests and abilities.

IB (International Baccalaureate) Mission

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

To this end, the IB works with schools, governments, and international organizations to develop seminal international education programs and rigorous assessment methods.

This policy constitutes the principles of FMV Işık Schools' distance education policy.

1. FMV Işık Schools Distance Education Philosophy

FMV Işık Schools adopt a holistic, balanced pedagogical approach to provide high-quality education with a balanced pedagogical approach in conditions where the school is physically closed for various reasons, where face-to-face education cannot be provided, or through educational technologies as part of the academic program. The mission, vision, and goals of FMV Işık Schools determine the principles of the distance education and interaction program.

2. The Purpose of Distance Education Policy and Its Writing Process

FMV Işık Schools aim to provide high-quality education under all circumstances and conditions. The phenomenon of distance education has been an important part of education as part of the academic program and is part of the educational activities of the 21st century. Distance education, which has been an option in education for a long time, has emerged as the only option from kindergarten to high school as a result of the closure of schools to face-to-face education as a result of the global pandemic. Even though the global pandemic has ended, it will remain an important educational model in the lives of students, teachers and parents. For this reason, it is aimed to write a Distance Education Policy within the scope of FMV Işık Schools' principles.

While developing the FMV Işık Schools Distance Education Policy, a steering committee was formed first. The writing, development, implementation, and review of the policy are carried out by this committee, which represents school administrators, school board members and other stakeholders that make up the school community. The policy was written with a shared understanding of the beliefs and values associated with distance education. Committee members maintain regular communication with the units they represent to ensure that the policy remains a dynamic, living document.

Distance Education Policy should be flexible and adaptable. Therefore, the existing and evolving needs of the school community were taken into consideration when writing the policy. While writing the school's distance education policy, IB, CIS, ASCD, and MEB resources were evaluated, compatibility was reviewed and feedback from the school community was analyzed. In this context, FMV Işık Schools Distance Education Policy is a living written document that reflects the principles of the school and aims to meet the needs of our students.

The Foundation, School Directorate, IB Program Coordinators, Educational Technologists, all psychological counselors in the Guidance and Psychological Counseling Service, all course teachers and other support units are responsible for sharing the Distance Education Policy with the school community, implementing and supporting it throughout the school.

3. Situations Requiring Distance Education and Definitions

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

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 resources. The administration meets effectively with guidance counseling and teachers within scheduled timelines.

3.1.2.Rules and Guidelines: Course principles and educational guidelines set 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 the student's active participation in the course. In addition to internet access and basic technological requirements, parents are expected to provide a suitable home environment for education and support the student's effective and timely participation in the distance education process.

3.1.4.Resources: Electronic and printed resources determined by the education staff are used during distance education. FMV Işık Schools owns all electronic resources, documents, programs and all distance education course and activity resources created by the education staff and all rights of these resources are reserved.

3.1.5.Assessment and Evaluation: In order to design the next educational process in line with the requirements and to observe learning in the process, formative assessment tools as well as various summative exams are applied through appropriate technological tools. Official exams are conducted in accordance with the MEB Measurement and Evaluation Regulations and announcements.

3.1.6.Student Tracking and Feedback: During distance education, students' academic, social and emotional development from kindergarten to high school is observed individually. Students are guided to improve their skills and competencies. Regular feedback is given to students and parents about their progress. Observation and feedback processes are based on the Distance Education Feedback and Student Follow-up Directive.

3.1.7.KVKK: Images, data, videos, assignments, studies, etc. of the entire school community are secured by the Personal Data Protection Law. FMV Işık Schools shares disclosure and consent texts with all stakeholders.

3.2.Goals

3.2.1.Our Distance Education Goals in Kindergartens

1. Preparation of a flexible program consisting of online face-to-face and offline applications that continue to be shaped in line with the needs of our students,
2. Supporting the social-emotional needs of our students in the process of social isolation during the time they have to spend at home,
3. Ensuring that our students stay in touch with their class teachers and friends and do not lose touch with the school/classroom environment,
4. Continuing the strong bonds created in the student-teacher-school triangle,
5. Supporting our students to adapt to changing lifestyles.

3.2.2.Our Distance Education Goals in Primary Schools and High Schools

1. Maintaining the planned curriculum based on the outcomes of the MEB and international programs and completing the education and training outcomes determined during distance education,
2. Providing curricula that are safe, sustainable, inclusive, flexible and adaptable ,
3. Creating syllabi that are balanced with online face-to-face and offline courses, approaching the face-to-face school curriculum, and including self-study and self-assessment,
4. Designing lessons and activities related to learning outcomes through educational technologies,
5. Use of appropriate, diverse and inclusive educational technology tools and technological applications to ensure effective learning,
6. Organizing activities to meet the social and emotional needs of students,

7. Programming activities that respond to the academic and emotional needs of the teaching staff,

8. Ensuring that students' social, emotional, cultural and physical needs are met by including art and sports activities,

9. Planning the time students spend in front of the screen through flexible programs with different content, and creating applications where they can spend time with their families outside the screen,

10. Maintaining academic activities for transition to a higher institution, guiding students and parents in this process.

3.3. Applications

Distance education can be carried out as part of the academic program in kindergarten in compulsory cases, and in primary and high schools as part of the academic program in non-compulsory cases. Before the program implementation, parents and students are informed about the distance education (communication and interaction) process and the principles and guidelines are shared with students and parents.

Appropriate web 2.0, web 3.0, artificial intelligence tools and digital resources at K12 level are selected by schools in joint committees at the beginning of each year.

3.3.1. Screen Usage in Kindergartens

The purpose of live connections in the program is to maintain communication with our students and primarily to provide social-emotional support to our students. During the online education process, great care is taken to ensure that our students are not under the influence of a flow that they cannot passively participate in on the screen, that they interact with their teachers and friends, and that they perform activities in which they can use their senses and emotions.

3.3.2. Adult Support in our Kindergartens

Our students can participate in the live broadcast screen meetings at home, with the support and accompaniment of their parents. If parents are unable to fulfill this responsibility in case of necessity, support can also be provided by a different adult they approve. What is important at this stage is that the adult who supports our student supports him/her especially in technical terms instead of adopting a coercive attitude

3.3.3. Suggestions for Daily Activities at Home in Kindergartens

In order for students to spend their days in a qualified and productive way, weekly programs showing their daily flow are created. In this way, work is done to support their developmental areas and academic skills, as well as sending them homework. In the process of remote communication/interaction, to support children's social-emotional development - as stated by WHO and UNICEF - it is recommended to create a daily flow with children and stick to it. For this reason, "daily activity suggestions" are planned in order to support the daily flow. The feasibility of the daily activity suggestions should be evaluated based on the choices of our students and these written documents should be considered as a document. Students are not obliged to do all the suggested activities.

3.3.4. Practices in Primary Schools and High Schools

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

Taking into account the pedagogical development of students, screen sharing, cameras, individual interview requests, group work, etc. are planned in distance education.

A policy that is participatory, inclusive and open to all stakeholders is implemented, prioritizing students' and teachers' right to choose and share their opinions in education; feedback and feedback data are obtained through surveys. Parents are also involved in this process through surveys, meetings and individual interviews.

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3.3.5.Student Observation and Monitoring

Observation and monitoring of all developmental areas of our students is carried out in accordance with the Distance Education Feedback and Student Follow-up Directive.

4. Duties and Responsibilities

4.1.Management

The Foundation management and the School Directorate are responsible for sharing the Distance Education Policy with the school community, implementing, supporting and monitoring its implementation throughout the school.

4.2.Teachers

During distance education, FMV Işık Schools teachers ensure the continuation of high quality education by programming students' learning processes, enriching education with digital content, and using appropriate assessment and evaluation practices to observe and monitor learning.

4.3.Information Technologies Department

During the education period in which the Distance Education Policy is implemented, the Information Technologies Department and educational technologists provide all kinds of support to students, parents and teachers regarding the smooth implementation of the courses on time and the web 2.0 tools to be used.

4.4.Guidance and Psychological Counseling Service

Guided by FMV Işık Schools' Child Protection Policy, online activities, seminars and workshops are planned by the school administration and the guidance and psychological counseling service according to the academic and psychological needs of students, parents and the teaching staff during distance education. During distance education, individual or group work with students is planned and in-class guidance activities are carried out, and various tests and inventories are administered as needed. Individual parent interviews are conducted and seminars are organized for parents. Individual teacher interviews, supervision activities for teachers and in-service training that contribute to their professional development are planned. School administration, teachers and parents work in cooperation to support students' well-being.

4.5.Measurement and Evaluation

In order to design the next educational process in line with the requirements and to observe and monitor learning, formative assessment tools as well as various summative exams are applied through appropriate technological tools. Official exams are conducted in accordance with the MEB Measurement and Evaluation Regulations and announcements.

4.6.Library

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

4.7.Students

FMV Işık Schools students develop an understanding of acceptance, equanimity, tolerance, cooperation, democracy and morality towards their peers during the distance education period and respect individual differences by taking them for granted. At the same time, they recognize and strive to improve the aspects that need to be developed by using reflective thinking skills. During distance education, students cooperate with teachers, psychological counselors and parents. By adopting distance education principles, students actively participate in lessons and interviews and work in cooperation with their teachers to achieve their goals under the guidance/light of IB learner profile characteristics and learning approaches.

4.8.Parents

FMV Işık Schools parents are responsible for providing the necessary support for students to complete their learning during the distance education period. Parents cooperate with the school administration, guidance and counseling service, IB program coordinators, teachers and other school staff, and inform the school about events and situations that may affect learning. They share with the school administration, teachers, guidance and counseling service about the needs of the student in the development process.

5. Linking Distance Education Policy with Other Policies

5.1.Academic Integrity

FMV Işık Schools expect students to submit assignments and projects based on their creativity, individual and original thoughts and their success in using their language proficiency. In accordance with FMV Işık Schools Academic Honesty Policy, it is the teacher's responsibility to guide and mentor the student in the preparation of an original work. The teacher is expected to get to know the student and evaluate his/her language skills and writing style in detail. The principles of academic honesty are observed in all kinds of equipment evaluated by the student, and sanctions specified in the policy are applied if behaviors contrary to academic honesty are detected.

The Academic Honesty Policy adopted by our school is taken as the basis during distance education. From primary school to high school, Academic Honesty Policy practices are maintained throughout distance education.

5.2.Language

FMV Private Işık Schools Distance Education Policy aims to meet the social, emotional, cultural and physical needs of our students, to create time for them to spend time with their families, and to continue academic activities for transition to a higher level of education. A common language in accordance with the Language Policy is used in the execution of all education programs, guiding students and parents, establishing principles and guidelines, and providing feedback.

5.3.Assessment

Throughout distance education, the Ministry of National Education's Assessment Regulations and FMV Işık Schools' Assessment Policy are taken as the basis. The purpose of the FMV Işık Schools Assessment Policy is to define the principles and practices used in planning, reviewing and reshaping all educational activities. Our schools use the assessment practices in this policy when evaluating all educational objectives. In the distance education process, to be able to design the next educational process in line with the requirements and to observe and monitor the learning process, formative assessment tools as well as various summative assessment exams are applied through appropriate technological tools. Official exams are conducted in accordance with the MEB Assessment Regulations and announcements.

5.4.Inclusion

In compliance with the inclusion policy of FMV Işık Schools, all students in need of social, emotional, and cognitive support during the distance learning process have their needs assessed, the provision of support is organized, and the required tasks are completed. In this process, students with special needs are also involved.

5.5.Educational Technologies

Educational Technologies and Distance Education policy complement each other in many ways. FMV Işık Schools supports Digital Citizenship for the positive, safe, ethical and responsible use of all electronic communication resources such as the internet and related technologies, web 2.0 tools, smart devices, social networks, electronic applications and publications. Education is planned in line with this purpose during distance education.

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5.6.Artificial Intelligence

Yapay Zekâ Politikası, okulun yapay zekâ teknolojilerinin etik, veri güvenliği ve veri gizliliği ilkelerine
The Artificial Intelligence Policy aims to provide a roadmap for the school to increase efficiency in education and use technology more effectively in education by using and managing artificial intelligence technologies following the principles of ethics, data security and data privacy.

The integration of distance education and AI policies can make the learning experience more efficient, effective, and student-centered. AI can play an effective role in distance education platforms in areas such as student performance analysis, adaptive learning management, content recommendations, teacher training and support, student progress monitoring, accessibility, and support for people with disabilities. This integration has the potential to personalize the learning experience, increase student achievement, and make educational processes more effective.

5.7.Social and Emotional Learning Policy

Whether learning takes place in person or virtually, a comprehensive education program should be developed and students' needs should be prioritized to deliver high-quality instruction. Today's students need social-emotional learning more than anything else, and the digital environment should support this kind of learning. We have learned that it is feasible for students to continue interacting in the digital environment thanks to the experience we have had with distance education as a result of the global pandemic. Students' most fundamental needs—social learning areas—are met through distance education.

6. Review Process of the Policy

Every year at the end of the school year, the Distance Education Policy Steering Committee, chaired by the principals of the schools, reviews our policy on distance education. The website and school promotion meetings held at the start of each academic year are the channels through which the necessary updates to this policy are made and disseminated to the school community for it to remain current.

7. Conclusion

The mission of FMV Işık Schools is to deliver an excellent education in any situation. During the distance education instruction period, our schools continue to teach students how to learn, offer specialized support in areas of difficulty, empower students to take charge of their education, and assist all students in discovering their hidden strengths.

The writing, development, implementation and review of the Distance Education Policy is carried out by this committee, which includes school administrators, school board members and other stakeholders of the school community, and is carefully reviewed and revised at the end of each school year.

9. istance Education Policy Committee Members

NAME	DUTY
Müge YALIM ALPAN	Director and Founding Representative of FMV Işık Schools Educational Institutions
İbrahim DİKBAŞ	School Principal – 05F
Didem ŞİRANUR	FMV Education Projects Coordinator
Songül ERDOĞAN	FMV IO International Programs Coordinator
İsmail Süha HAYAL	FMV R&D and Educational Technologies Coordinator
Mehmet BOZ	Assistant Principal– 06E
Mustafa YALVAÇ	Assistant Principal– 05F
Başak ATAĞ	ICT-IT Coordinator– 05-06 N
Ece ÇAM	Psychological Counselor – 05F
Tuğba Azsöz	Head of Mathematics Department – 05I
Servet BATTAL	Head of Science Department– 05E
Kazım ERGENÇ	Head of Science Department – 05A
Başak ATAĞ	ICT-IT Coordinator – 05-06 N
Esma Büşra HÜNER	English Teacher – 05-06 F
Zenta KOLAR	English Teacher – 05- 06 F
Ani BASMACIYAN	Classroom Teacher – 06N
Furkan ÇOBAN	M&E Expert– 05I

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

This policy was reviewed by the policy committee in March 2024 and necessary changes were made.

Kaynakça

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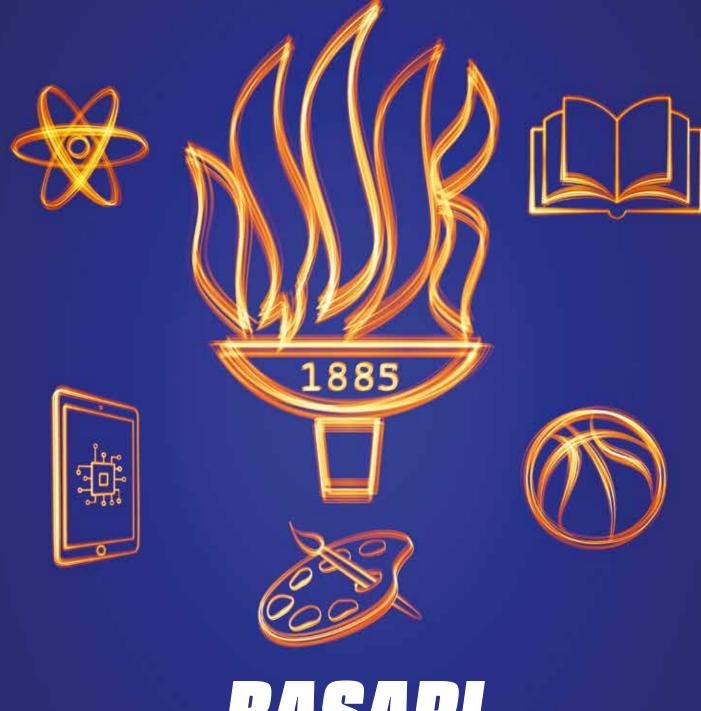Feyziye Mektepleri Vakfı Özel Işık Okulları. FMV Işık Okulları Dil Politikası, 2024.
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