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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.

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1. Introduction and General Information

People need social and emotional skills just as much as academic skills. This policy sets out the principles of all our activities and processes related to social and emotional learning. With the uncertainties and challenging conditions that come with problems such as the age of technology, earthquakes, pandemics, economic crises and the climate crisis, the social and emotional development of students and the well-being of educational stakeholders have become the priority of both educators and families. 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

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 5 coordinated practices that create equitable learning environments in key environments of classrooms, schools, families, and communities.

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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 their own emotions, thoughts, values, and how these influence their behaviors in different contexts. It involves recognizing one's strengths and limitations in a self-confident manner and aligning them towards a purpose.

1.1.2.Social Awareness

Social awareness is the competence to comprehend others' perspectives and empathize with them. Understanding viewpoints from different backgrounds, cultures, and contexts falls within the realm of social awareness.

1.1.3.Self-Management Skills

Self-management skills are described as the ability to effectively regulate one's emotions, thoughts, and behaviors in various situations and achieve personal and professional goals. These skills encompass delaying gratification, managing emotional tension, and feeling competent and motivated to reach personal and collective objectives.

1.1.4.Relationship Building Skills

Relationship building skills refer to the ability to establish and maintain healthy and supportive relationships with different individuals and groups. Communication skills, including open, effective, and positive communication, active listening, collaboration, working collaboratively to solve problems, and resolving conflicts constructively, are part of these skills.

1.1.5.Responsible Decision-Making

Responsible decision-making is defined as the ability to make careful and constructive choices in various situations that may affect oneself and others. It involves considering personal behavior and social interactions while making thoughtful and positive decisions.

1.2.What is the Social and Emotional Learning Policy?

The FMV Işık Schools Social and Emotional Learning Policy is a guideline that is based on the psychological well-being of all individuals within the school community and it provides direction on how students can be supported in their social and emotional learning processes. This policy is prepared with an awareness of the impact of social and emotional learning on academic and holistic development.

1.3.Why Do We Need the Social and Emotional Learning Policy?

Areas of social and emotional learning, such as personal awareness, social awareness, self-control, relationship-building skills, and responsible decision-making, are essential life skills that individuals need throughout their lives. To ensure effective and lasting learning, and to achieve success in academic pursuits, supporting students' social and emotional skills is of paramount importance.

1.4.Target Audience of the Social and Emotional Learning Policy

The Social and Emotional Learning Policy at FMV Işık Schools is designed for the entire school community, encompassing school management, students, teachers, parents, and support units.

2. Key Principles Underlying the Social and Emotional Learning Policy

The achievement of the goals set by the social-emotional development program at FMV Işık Schools involves the following fundamental practices.

2.1.Integration of Social-Emotional Development into the Curriculum

The process of students acquiring social-emotional skills within family and school environments is crucial, often referred to as "implicit learning" or "natural learning." Social-emotional skills go beyond guidance activities or club/event hours. Teachers play a role in supporting the development of these skills in students by serving as role models. Additionally, there is a need for structured "open learning" methods and practices to support students' social and emotional development within the school environment. Ongoing efforts at Işık Schools focus on incorporating the development of social-emotional skills into the curriculum and fostering awareness on this matter.

2.2.School Climate

The physical and cultural environment of the school, the implementation of regulations and policies, the interaction among the school community, and the learning environment collectively form the school climate. According to research, positive school climates enhance the acquisition of social-emotional skills by students.

2.3.Intervention Efforts

Efforts for students needing support in social, emotional, and cognitive areas are planned and sustained. These include initiatives for school adjustment, among others.

2.4.Student Engagement

It is crucial to provide students with suitable environments for self-realization in the school. The school supports students in establishing connections with their teachers and facilitates their self-development processes, encouraging active participation. Learning environments and activities are planned with this goal in mind. The school adopts and maintains a student monitoring system to identify students facing challenges in emotional and academic domains, allowing all students to participate in the social-emotional learning process according to their needs.

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

The well-being of school staff is a significant component of creating a positive school climate and directly influences the social-emotional development of students. Creating environments within the school community that foster understanding, respect, appreciation, and a sense of justice towards school staff positively supports their well-being.

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2.6.Parent Collaboration - Supporting and Receiving Support from Parents for Students
Parents actively participate in the process to meet the needs for supporting students' social-emotional development. Additionally, meetings and informative seminars are organized for all parents, and publications are prepared to keep them informed.

2.7.Maintaining Quality in Practice
The needs of students and the entire school community are identified through tools such as surveys, individual interviews, workshops, and management reports. Programs are created to meet the identified needs. Throughout the stages of program implementation, training and supervision activities are conducted within the Işık Internal Training Academy and IDEA. Seminars, conferences, symposiums, and meetings are organized to support the continuity of the program.

3. Well-Being

At FMV Işık Schools, well-being is defined as an individual being in harmony with oneself and others in relationships, having positive thoughts and feelings about life, having their mental, emotional, and physical needs met, and being able to freely express themselves in a community where individual differences are accepted.

4. Responsibilities as an Educational Institution

4.1.Responsibilities of the Administration
The management of FMV Işık Schools works to create an environment of openness, justice, trust, and mutual respect to ensure well-being within the institution. They actively listen to students' opinions, aiming to develop their sensitivity, subjectivity, and leadership skills. The administration is committed to preserving the physical, intellectual, and emotional health of all students, contributing to their overall well-being. Clear guidelines for Child Protection Policies have been established and are effectively implemented by the school administration.

4.2.Responsibilities of the Psychological Counseling and Guidance Service
The Psychological Counseling and Guidance Services at FMV Işık Schools plan and conduct individual and group sessions with students to support the well-being of the school community. They organize in-class guidance activities, administer various tests and inventories as needed, and conduct individual parent meetings. Seminars and workshops for parents, individual teacher meetings, teacher supervision sessions, and in-service training contributing to professional development are also organized. The service extends its efforts to plan and carry out training for service provider company employees.

4.3.Responsibilities of Teachers
Teachers at FMV Işık Schools possess a significant level of awareness in understanding their own emotions and thoughts. This awareness enables effective communication with students, understanding their emotional needs, and recognizing the impact of teacher behaviors on students. Teachers also create a conducive learning environment that fosters essential skills such as empathy, collaboration, and emotional intelligence, crucial for supporting students' social-emotional development. The learning environment, designed to support student development, ensures students feel secure, emotionally prepared, and maximizes their potential.
FMV Işık Schools' teachers not only impart skills that support students' social-emotional development but also serve as role models by reflecting their own well-being and social-emotional skills, as highlighted by Jennings and Greenberg (2009).

4.4.Responsibilities of Parents

Parents at FMV Işık Schools are expected to familiarize themselves with the school environment, actively support it, and contribute to the collaborative partnership with the school when necessary.

5. Trainings and Awareness Programs

FMV Işık Schools conduct supervision studies in the Administrative Unit, Psychological Counseling and Guidance Unit, In-Service Trainings, Teacher Supervision Studies, Service Provider Company Trainings, Self-Care Staff Trainings, Parent Trainings, etc., to carry out awareness-raising activities.

In the Preschool level, specifically in the 5 and 6-year-old classes, and in the Primary School level, including grades 1 through 4, the Second Step Program is implemented. This program is a structured, preventive program aiming to support the social and emotional development of children. The program focuses on enhancing students' social and emotional skills, aiming to instill important skills such as empathy, impulse control, anger management, and problem-solving. Students develop the ability to empathize with others' feelings, express their emotions more healthily through skills such as impulse control and anger management, and effectively solve challenges through problem-solving skills.

Moreover, concrete experiences are provided through global curricula, IB-PYP interdisciplinary themes, and international projects such as the Global Schools Program during lessons and activities, enriching the learning environment.

At the Middle School and High School levels, skills supporting social-emotional learning are integrated into the curriculum. Individual counseling, guidance programs, workshops, group activities, training seminars, and family participation aim to develop students' skills in emotional awareness, empathy, communication, stress management, anger management, friendship relations, decision-making, problem-solving, academic achievement, motivation, physical and mental health, self-respect, and self-esteem. The school environment is designed to foster not only academic success but also the development of social-emotional skills.

6. Curriculum Content

At Işık Schools, lesson plans are prepared with interdisciplinary and student-centered approaches to enhance and develop the learning and teaching process, ensuring active participation in the learning process for all students. In addition to the National Ministry of Education curriculum, IB PYP, IB DP, and AP programs are implemented. The application of these programs aims to develop learners' critical thinking and questioning skills. The entire curriculum is designed, taking into account both the cognitive and social-emotional needs of students.

All instructional program activities, including inquiry-based learning, differentiated learning, and collaborative learning, are designed to allow students to work at their own pace and focus on their interests. Lesson plans consider students' social and emotional skills, enabling them to engage in activities at their own pace. Within the curriculum, activities and projects are planned to facilitate emotional expression and sharing among learners.

Community service projects that greatly contribute to social-emotional learning, supporting concepts such as empathy, problem-solving, and respect for individual differences, are planned and implemented. Participation in community service activities by the school community is actively encouraged.

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7. Linking the Social and Emotional Learning Policy with Other Policies

7.1. Language Policy

Our Language Policy is designed to enhance students' communication skills, effective use of language, proficiency in their mother tongue, and the ability to communicate accurately with others. Language is an indicator of thought. Our educational program, which strives to develop individuals who think critically, inquire, and question, places 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. Personal awareness, social awareness, self-regulation, relationship-building skills, and responsible decision-making are life skills that an individual will need throughout their life and are key areas of social and emotional learning.Efficient and lasting learning, as well as academic success, depend on supporting students' social and emotional skills. Language development and social-emotional skills play a crucial role in an individual's adaptation to social life. Our students' abilities to recognize, understand, and express their own emotions and solve problems are supported within the framework of language education. Incorporating social and emotional skills within both native and foreign language courses is important for supporting language development. Focusing on these skills not only enhances language proficiency but also contributes to the overall development of students.In all our schools, the priority is to build our students' cultural and conceptual perspectives primarily in their mother tongue throughout the school process and then, with their first foreign language, enabling them to actively use their mother tongue and first foreign language in their lives and problem-solving processes. This fundamental philosophy is intertwined with the field of social and emotional learning.

7.2. Inclusion Policy

The inclusion policy aims to bring out the strengths of each student and provide support in areas where they may face challenges. It identifies and addresses the needs of all students within the school community who require cognitive, emotional, and social support.

Through cognitive assessments and support initiatives, the psychological counselor, learning support unit specialist/special education teacher, classroom teacher, parents, and students are informed, and the process is monitored by all stakeholders. The Cognitive Development and Support efforts ensure that the learning needs of students are identified and supported, involving collaboration among various professionals and the active participation of parents and students.

Additionally, our school implements the Student Monitoring System from Preschool to High School (ALIS), Academic Monitoring System, and Student Coaching System. Through constructivist approach methods and techniques, individual learning differences are tracked, facilitating the development of academic, social, and emotional skills for students with diverse learning needs.

7.3. Assessment and Evaluation Policy

The assessment and evaluation policy of our school serves as a guiding framework for students to achieve academic success and develop social skills. Assessment and evaluation are crucial not only in subjects that involve learning but also in social and emotional learning. In addition to assessment tools requiring expertise, there are methods that teachers can directly employ with children.

Self-assessment, peer assessment, product portfolios, observation, teacher-student interviews, peer interviews, and other process evaluation methods are used to monitor students' social and emotional skill acquisitions. The assessment and evaluation process extends beyond academic achievement, encompassing the broader spectrum of social and emotional learning, recognizing its importance in the holistic development of students.

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7.4.Distance Education Policy

Due to the global pandemic that began in 2020 and the subsequent increase in the prevalence of distance education in our country and worldwide, the need for the formulation of a distance education policy arose. The FMV Işık Schools Distance Education Policy is designed to address situations where the school is physically closed for various reasons, face-to-face education is not feasible, or education is delivered through educational technologies as part of the academic program. It adopts a comprehensive, balanced pedagogical approach to maintaining high-quality education consistently.

A holistic educational program is developed, focusing on student needs to provide high-quality education in all forms of instruction (face-to-face, remote, or hybrid). Recognizing that social-emotional learning is a fundamental requirement for students in today's education, their social-emotional development is also supported in digital environments. The experience of distance education during the global pandemic has shown us that it is possible to sustain student interaction in the digital realm.

The Distance Education Policy aims to ensure the continuity of high-quality education by embracing a pedagogical approach that integrates technology, especially during periods when physical presence in the school environment is not possible.

8. Review Process of the Social and Emotional Learning Policy

The development, implementation, and review of the Social and Emotional Learning Policy is a collaborative process involving all stakeholders. This process includes the Foundation and school administration, campus CIS coordinators, IB coordinators, department heads, teachers, library staff, students, parents, and other members of the school community.

In the development of FMV Private Işık Schools' Social and Emotional Learning Policy, an initial guiding committee was formed. The school's Global Citizenship Policy was established through the collaboration of different members representing the school community (administrators, teachers, students, parents, counseling services, School Parent Association members, and other representatives of the school community). The "Social and Emotional Learning Policy Execution Committee" reached consensus on the beliefs and values related to education and teaching. It is the responsibility of the execution committee to maintain continuous communication with the individuals they represent.

This policy is subject to review by the committee at least once during an academic year. The last review date was in March 2024.

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9. Social And Emotional Learning Policy Committee Members

NAME SURNAME	POSITION - SCHOOL
Müge YALIM ALPAN	FMV Director of Educational Institutions & Founder Representative
Alkım KÖKSAL ÖZER	FMV Academic Coordinator
Didem ŞİRANUR	FMV Educational Projects Coordinator
Songül ERDOĞAN	FMV Işık Schools International Programs Coordinator
Seden MIHCIOĞLU	School Principal – 06F
Emir BORU	School Principal -07E
Muzaffer GÖKÇE	Vice Principal -05I
Zeynep Günay ÖZDEMİR	Vice Principal- 05A
Sinem ÖZGÖZ	IB Diploma Programme Coordinator - 05E
Özlem KILINÇ	Head of Department of Classroom Teachers - 06E
Aslı GÜMÜŞ	IB PYP Assistant Coordinator. / Kindergarten Classroom Teacher-07E
Özge DAL	Head of Science Department - 06A
Nazan ÜRGEN	Guidance and Psychological Counseling Coordinator-05E
Mehmet Eren YILMAZ	Guidance and Psychological Counseling Coordinator - 05A
İsmail Türkoğlu	Guidance and Psychological Counseling Coordinator - 05N
Cihan İÇLEK	English Teacher -05I
Duygu KAYNAK	English Teacher - 06F
Selin Çelikyay	English Teacher - 06F
Tuğba Ersoy	Parent (School Parent-Teacher Association)(06F)
Mira MIHCIOĞLU	Student (06F)

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

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

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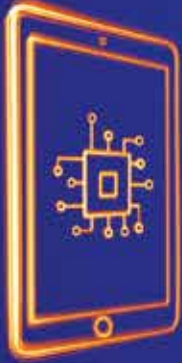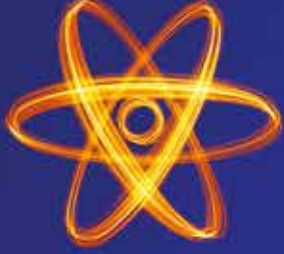
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Akademik başarılarımızın yanı sıra; bilimden teknolojiye, spordan sanata
verdiğimiz çok yönlü eğitimle başarı **1885'ten beri** Işık'ta parlıyor.