

**İSTEK BARIŞ SCHOOLS  
POLICY DOCUMENTS BOOKLET  
2025-2026**



## İSTEK BARIŞ PRESCHOOL AND İSTEK BARIŞ PRIMARY SCHOOL

### ADMISSIONSPOLICY

#### **Objectives**

Admission and placement at İSTEK Barış Kindergarten and Elementary School is based on the student's potential to benefit from the learning program; the school's ability to meet the applicant's educational needs; the fulfillment of a series of financial and health-related requirements; and interviews and assessments (for grades 1-4). Students between the ages of 3 and 11 are accepted into the school. Placement in a class is determined primarily based on the student's age as of September 1. All kindergarten and elementary school students and students transferring from other İSTEK Schools are admitted directly to the school. The "Student Identification Booklet" is applied for kindergarten and elementary school applicants who are newly enrolling in the school. Students with special educational needs are accepted based on the extent to which their needs can be met under the existing conditions at our school. If conditions are not suitable, students are referred for their own benefit. New registrations are made throughout the year based on the above criteria.

#### **Registration Process**

##### *Initial Review*

Parents contact the school administration to visit the school and make an appointment.

##### *Preliminary Visit*

Parents considering enrollment schedule an appointment to visit the school and meet with prospective parents on a mutually agreed-upon date. Prospective parents are given a tour of the school and informed about the school's operations and system by the Principal/Vice Principal.

##### *Interviews and Assessment Test*

Parents schedule an appointment for an interview, and the Psychological Counseling and Guidance Unit administers the "Student Assessment Booklet" prepared by the İSTEK Foundation Education Coordination Office through the school guidance teacher.

The school guidance counselor conducts an individual interview with the student.

In addition to the interview, students in grades 1-4 undergo a diagnostic test before enrollment to determine their goals and it must be subjected to a test for the purpose of establishing a basis for process tracking.

### *Completion of Registration*

If parents decide to enroll their child at İSTEK Barış Schools, they must complete the registration process. The registration process is as follows:

- Completing, signing, and submitting the registration form to the school administration
- Payment of school fees
- Preparing and submitting the documents that the person responsible for registration will provide to the parent (required by the Ministry of National Education):
  - Four passport-sized photographs of the child
  - Two photographs of each parent
  - A photocopy of the child's ID
  - The parent's residence permit (for foreign nationals) and a photocopy of their residence permit (for Turkish nationals)
- A health report showing that the child is healthy and fit
- Child's ID copy

Parents should complete all sections of the application form in as much detail as possible

Parents must also obtain current, sealed, and original reports from the previous school (except for the first year of school).

All parents sign an agreement stating a mutual commitment to cooperate between themselves and the school for the benefit of the student.

### **Scholarship System**

The scholarship system is very important for İSTEK Schools. İSTEK Schools award scholarships to academically successful students who need financial support. Sports, science, and arts scholarships are also İSTEK Schools reserves at least 10% of its enrollment for talented students who need financial assistance.

## Introduction

This document defines our approach to assessment and evaluation, the principles related to assessment and evaluation, and how these

how these principles influence our practices. The points in this policy outline what we value and what we strive to achieve. The practices outlined in this policy have been developed in collaboration with all teachers.

## Philosophy

The purpose of assessment is to provide information about learning and teaching. It involves collecting and analyzing information about student learning to inform teaching practices. It identifies what students know, understand, and are capable of at different stages of the learning process.

It involves gathering and analyzing information about student learning to inform teaching practice. It identifies what students know, understand, and can do at different stages of the learning process. The valuable information provided by effective assessment that successfully achieves this purpose makes it possible to understand the answers to questions such as what learning consists of, how it can be supported, and how it can be made meaningful for all members of the learning community.

When students actively participate in assessment and take action based on constructive feedback, they become effective, self-directed learners. This helps them reflect on their development, set goals for their learning, and make decisions about what they need to do to achieve those goals.

- Assessment is the process of collecting evidence, analyzing it, reflecting on it, and taking action in a way that provides continuous feedback to inform teaching about student learning.
- Assessment involves teachers and students working together to monitor, document, measure, report, and adapt learning.

- Students are interested in actively evaluating their own learning and reflecting on it, taking action based on feedback from peers and teachers in order to feed forward into subsequent learning steps.
- Both learning outcomes and the learning process are evaluated.

*(PYP From Principles to Practice – Learning and Teaching; International Baccalaureate 2018)*

### **Assessment is an integral part of all teaching and learning.**

The Primary Years Programme (PYP) defines three areas that make up the curriculum in a PYP school: the written curriculum, the taught curriculum, and the assessed curriculum. These three components create a cycle that helps students build their own meaning based on their readiness, discover their own questions, and gain appropriate experiences and assessments for their own learning styles

This creates a cycle that helps students reach deeper levels of understanding.

### **The 4 Dimensions Defined by the PYP**

#### **1. Monitoring Learning**

The purpose of monitoring learning is to check the progress of learning against personal learning goals and success criteria. This occurs daily through various strategies: observation, questioning, reflective thinking, peer and teachers, and well-considered feedback to provide forward-looking feedback on steps in learning. Tools used for monitoring include open-ended assignments, written or oral assessments, and learning portfolios.

## **2.Documenting Learning**

Documenting learning is the compilation of evidence of learning. Documentation can be physical or digital and can be displayed or recorded in various media formats.

To make learning visible and explicit, documentation of learning is shared with others.

Documents reveal insights about learning and provide opportunities to reconnect learning objectives with success criteria.

## **3.Measuring Learning**

Measuring learning aims to capture what a student has learned within a specific "time frame."

Not all learning can or needs to be measured. Measurement tools can be school-designed or commercial; but every measurement tool used provides additional data to support the overall student success and progress in learning.

## **4.Reporting on Learning**

Reporting on learning provides information to the learning community and offers an opportunity for reflective thinking on the question, "How successful are we?" It defines the distance and success of student learning, identifies areas for improvement, and contributes to the effectiveness of the program. Reporting is the most visible aspect of assessment; therefore, it must be handled carefully to ensure that clear information is provided to students and parents. If a school rewards and communicates grades or other indicators of achievement, it must ensure that these processes are clear, transparent, and understood by all stakeholders.

## **Who is Involved in Student Assessment?**

Everyone involved in assessment—students, teachers, parents, administrators, and board members—should fully understand the reasons for assessment, the criteria for success, and the methods used in assessment. *(Early Years Program Assessment Guide, January 2001. © International Baccalaureate Organization)*

## **Why Do We Assess?**

### **A. Purposes of Assessment**

Assessment is an integral part of the teaching cycle. It provides information about student learning and development, but also provides information on planning, reflective thinking, and collaboration.

#### **Factors that enhance student learning:**

- Assessment of prior knowledge and experience
- Differentiating instruction to meet individual needs
- Providing opportunities for students to set goals by identifying their strengths and weaknesses
- Providing students with feedback and forward-looking feedback
- Creating rich learning environments

#### **Information about student learning is obtained through the following methods:**

- Pre-process-post-process evaluation studies
- Student work and performance samples
- Observations and observation records
- Action feedback forms obtained from parents
- Learning journals
- Portfolio files

#### **At İSTEK Barış, the following are carried out using a series of student assessments:**

- Assessment of students' prior knowledge and experiences before starting to learn something new
- Assessment of new learning
- Guiding teachers in planning and delivery
- Assessment of student performance in relation to PYP expectations as well as national standards

- Conducting work in that direction, taking into account differences in achievement among students
- Evaluating the effectiveness of the learning program
- Sharing and celebrating what students can do

### **B.Principles of Assessment**

The ISTEK Barış Primary School Basic Agreement on assessment is a product of the joint efforts of the teaching staff. Accordingly, the fundamental purpose of assessment is to determine student learning. It encompasses knowledge, concepts, skills, and actions.

#### **Characteristics of effective assessment:**

- Providing feedback to students and teachers for performance, learning, and review/improvement of teaching
- Demonstrating what students know, understand, and can do; focusing on the process and outcome
- Incorporating reflective thinking as an integral and fundamental part of self, peer, teacher, and parent assessment
- Ensuring awareness of learning styles and cultural and linguistic differences
- Having criteria and providing evidence of the extent to which these criteria are met

#### **What is assessed in a PYP school?**

Throughout the IB PYP Inquiry Program, ISTEK Barış Kindergarten and Primary School work to enable students to first construct meaning through structured inquiry

This is achieved by emphasizing the connections between subject-specific knowledge and transdisciplinary skills and themes. Transdisciplinary themes provide a focus for inquiry.

Feedback is provided on student development and performance in each of these areas.

Feedback is also provided on the characteristics listed in the IB learner profile. However, emphasis is placed on self-assessment and reflective thinking in the development of learner profile characteristics.

- At İSTEK Barış Kindergarten, teachers collect evidence related to children's development. The nature of the evidence collected may vary as follows: observation notes, photographs of the child, pictures or drawings made by the child, writing samples, language samples, video recordings of the child, etc.
- At İSTEK Barış Elementary School, we evaluate performance and progress in each of the following subject areas: Turkish, English, German/Spanish (grades 2-3-4), Mathematics, Science, Social Studies, Physical Education, Visual Arts, Music, Information Technology. We continue to integrate the characteristics of the Learner Profile with daily learning. Our school assesses students' development in the following areas:
  - Understanding concepts (big ideas that go beyond traditional subject areas)
  - Knowledge acquisition
  - Mastery of skills (learning approaches)
  - Development of IB learner profile characteristics (reflective thinking and self-assessment)
  - Taking action
  - Students' development and performance in the following subject areas: Language (Turkish, English, German/Spanish [grades 2-4]), Mathematics, Social Studies, Science, Information Technology, Visual Arts, and Physical Education
- Dance and drama are offered in grades 1 and 2, and as elective courses in grades 3 and 4.

### **When is assessment conducted in a PYP school?**

Assessment is an ongoing process that allows teachers, parents, and children to see their strengths and areas for improvement as well as the effectiveness of the program.

- **Pre-assessment** is the process that takes place before new learning begins to uncover prior knowledge and experience. In all our classes, many different methods, such as brainstorming activities and mind/concept maps, are used to learn about students' prior knowledge.

- **Process assessment** is intertwined with daily learning. It helps teachers and students plan for future development and learning by identifying what children already know, understand, and can do.  
learning. It provides data to teachers for differentiation.

- **The Final Assessment** is conducted at the end of a learning unit or process.

It provides an opportunity for students, teachers, and parents to show what has been learned during the unit

and provides an opportunity to assess progress. It is the final point for a unit or process.

However, this does not mean that learning in the assessed areas has come to an end.

#### **What are the characteristics of effective assessment in the PYP?**

- The presence of pre-determined meaningful criteria •Ensuring that students not only remember information/facts, but also synthesize and apply what they have learned
- It develops students' reflective thinking and self-assessment •Focusing on the production of quality products or performances •Highlighting children's strengths (discovering them) and allowing them to demonstrate their expertise and mastery
- Enabling children to express their different views and opinions
- Providing feedback at every stage of the learning/teaching cycle
- Taking into account student needs, interests, and learning styles (student-centered)
- Enabling collaboration between students and teachers
- Creating and maintaining evidence related to student development and learning, based on goals set and agreed upon by students, parents, teachers, and administrators
- Identifying what is worth learning
- Determining the final point to be reached and the goals from the outset through backward design; planning learning activities and assessments in line with this goal

### **How do students demonstrate what they have learned in the PYP?**

Students are provided with numerous opportunities to demonstrate what they have learned.

These include, but are not limited to: presentations, performance-based work, portfolios, interviews, tests, process-outcome assessments, reflective thinking/learning journals, classroom discussions, and the PYP Exhibition at the end of Grade 4.

A range of assessment formats are used to show what each child knows, understands, and can do.

### **How do teachers record student progress?**

Teachers use a range of assessment tools to record student development in the PYP. For example: rubrics, checklists, scales, home activities or lesson-specific assessment criteria, forms, performance indicators/examples, and anecdotal records.

### **How is student progress reported to parents and students?**

Reporting is providing feedback on assessment. Effective reports should include:

- Involving parents, students, and teachers together
- Reflecting community values
- Being understandable, honest, fair, and reliable
- Being open and understandable for everyone
- Providing teachers with the opportunity to integrate what they have learned during the reporting process into their future teaching and assessment practices

**At İSTEK Barış Primary School, parents are informed about their children's development through the following channels:**

- Report cards (twice a year, in the format developed by the Ministry of National Education)
- Progress reports: At the end of each inquiry unit in kindergarten, the report details the knowledge, skills (learning approaches), concepts, and learner profile characteristics targeted in the unit.

targeted knowledge, skills (learning approaches), concepts, and learner profile characteristics. Progress is evaluated. At our elementary school, at the end of each term, students receive a progress report that includes both inquiry units and subject-specific evaluations along with their report cards. Development reports include sections for students to reflect on their learning and for teachers to provide detailed feedback. The actions students took as a result of what they learned in the unit are also included in the development reports. In addition to the development reports, "I Evaluate Myself" booklets are shared in elementary school, and students evaluate their own learning in the lessons throughout the semester .

In addition, in elementary school, an interim assessment report containing feedback on students' progress in knowledge, concepts, skills, and actions is prepared before the November and April mid-term breaks.

In kindergarten, a report containing assessments of the students' overall development is also sent at the end of the first and second semesters.

•**Goal-setting meetings:** At the beginning of the academic year, our elementary school students think about their strengths and areas for improvement. They set goals for the new academic year and make plans to achieve these goals. They share their goals and discuss them with their teachers. Together with their parents, they plan their goals using their previous exam results, competencies, and readiness in both academic and non-academic areas. Teachers, parents, and students clarify these goals in interactive meetings. Students regularly assess these goals as part of their portfolio presentations, which take place once per semester, and set new goals for themselves. and set new goals for themselves.

•**Portfolios and student-led meetings:** Students share selected items from their portfolios

with their families during portfolio presentation days, which take place once per semester.

•**PYP Exhibition:** The PYP Exhibition is an assessment activity in which students at all schools implementing the PYP share with the school community what they have completed in their final year of the program, what they have learned within the scope of the program, and the skills and positive attitudes they have acquired. At the PYP Exhibition our students conduct research on a global issue identified by their groups and take action on this issue. Teachers at our school provide mentorship by They guide our groups in their work. Our students receive PYP certificates showing that they have completed the program after the PYP Exhibition presentations.

•**Unit newsletters:** Unit objectives/newsletters sent to parents at the beginning of the unit ensure that parents are aware of learning expectations. about learning expectations. Additionally, weekly updates are sent to parents via K12 at the end of each week. These resources guide parents on what can observe. Action feedback forms are sent at the end of the unit and allow parents to share their observations on the extent to which students have put what they have learned into action . Feedback is evaluated by both teachers and administrators, and these forms provide an opportunity to see how students . These insights are used to provide feedback in progress reports and to revise units.

•**Parent meetings:** Parents, students, and teachers are all jointly evaluated in the reporting process and in sharing responsibility for both learning and measuring student development. Communication is open and mutual. İSTEK Barış Two parent meetings are held each year at the schools. In addition, numerous opportunities for parent consultations are offered throughout the school year. The weekly schedule of all teachers schedule includes Parent Meeting Hours. As the PDR department, all parents are invited to the school through an appointment system for individual parent meetings. Furthermore, parents can request a meeting with the guidance service if needed.

•**Reflective Thinking Journals:** Students keep journals and reflect on their learning throughout the year. These journals are concrete indicators of student development.

## **Assessment Requirements According to the Turkish National Education Curriculum**

Student success is determined by exam results, projects, and performance work.

All assessment tools and strategies used to determine student success must assess students' critical and creative thinking, questioning, and problem-solving skills.

Assessment tools used to evaluate students must be valid and reliable. Depending on the learning outcome, teachers develop and use answer keys, rubrics, and checklists.

Individualized education programs are planned for students with special learning needs identified by RAM, and their success is assessed based on the learning outcomes specified in these programs.

Teachers conduct projects and other work to determine student performance based on the fundamentals of the assessment policy, objectives, and learning outcomes of the course.

. The success of students with special needs is evaluated based on performance work and projects tailored to their education programs.

- All performance work and projects carried out under teacher supervision for grades 1-4 are evaluated under teacher supervision.
- Class and activity participation, along with performance work, are taken into account in determining student success.
- Students who are unable to attend visual arts or physical education classes due to physical disabilities or other health issues must provide a doctor's note to verify their condition.
- Students may be exempted from Religious Studies classes if their officially registered religion is not Islam.
- Elementary school is not a period where students are excluded based on their failures. It is a period where students are given the opportunity to develop their interests and skills through curriculum studies and extracurricular social activities.

### **Sources:**

- *Making the PYP Happen: "A Curriculum Framework for International Primary Education"*, International Baccalaureate Organization, 2009.
- *PYP, From Principles into Practice: Teaching and Learning*, International Baccalaureate Organization, 2018

### **Students' Rights and Responsibilities**

#### **Rights:**

- The right to demonstrate their learning in different ways (presentations, performances, portfolios, diaries, etc.).
- The right to have opportunities for self-assessment and reflective thinking regarding their own learning.
- The right to receive feedback during the learning process.
- The right to be included in a fair and inclusive assessment process that develops learning profile characteristics.
- The right to recognize their own strengths and areas for development, and to set goals.

#### **Responsibilities:**

- Actively participating in the process of evaluating their own learning.
- Taking action based on peer and teacher feedback.
- Making conscious choices in the portfolio file and explaining why they were made.
- Maintain reflective journals regularly throughout the process.
- Participate in portfolio presentations prepared.

## **2. Teachers' Duties and Responsibilities**

- Monitoring, documenting, and measuring students' learning process. Providing
- constructive feedback and forward-looking feedback to students. Developing and
- using assessment tools such as rubrics, checklists, and scales. Guide portfolio
- work and ensure that at least the specified number of pieces of work are added to the portfolio in each unit. Collect action feedback forms from parents and take
- them into account in progress reports. Consider the individual needs of all students by using differentiated assessment methods. Create opportunities for
- students to engage in self-assessment. Designing assessment to enhance teaching.
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## **Parents' Rights and Responsibilities**

### **Rights:**

- The right to receive regular information about their child's development (report cards, progress reports, portfolio presentations, parent meetings, etc.).
- The right to participate in the process through unit objectives, weekly newsletters, and feedback forms.
- The right to schedule meetings with teachers.

### **Responsibilities:**

- Filling out and submitting action feedback forms at the end of the unit.
- Participate in portfolio presentations.
- Supporting your child's learning process and sharing your observations.
- Collaborate with the PDR department by scheduling appointments when necessary.

### **Duties and Responsibilities of the Pedagogical Leadership Team**

- Ensure the implementation of the assessment policy throughout the school.
- Provide teachers with the necessary resources and guidance.
- Coordinate the organization of parent meetings and reporting processes.
- Ensure the implementation of Individualized Education Programs (IEP) for students with special learning needs.
- Verify the validity and reliability of assessment tools.
- Ensure communication and transparency among stakeholders.

### **Responsibilities of the PDR (Psychological Counseling and Guidance) Department**

- Reflect students' developmental needs in the assessment process.
- Plan and conduct individual meetings with parents.
- Provide counseling to teachers regarding students' social-emotional development.
- Taking into account students' psychological needs during the assessment process.

## İSTEK ÖZEL BARIŞ PRESCHOOL AND PRIMARY SCHOOL

### LANGUAGE POLICY

#### Introduction:

This document defines our approach to language, the key principles of language learning, and how these principles influence our language teaching.

- It provides a framework that develops consistency in approach across grade levels and subjects.
- It provides parents with information about our principles and practices and helps them understand our curriculum.
- It assists teachers in lesson planning, delivery, and assessment.
- It is a tool that enables teachers to reflect on their own language practices and provides guidance on professional development and recognition.

The points in this policy define what we value and what we strive to achieve.

#### Philosophy:

At İSTEK Barış Kindergarten and Primary School, the Turkish National Education Curriculum is implemented within the PYP framework.

We view language as a tool for communication and inquiry. Language is the foundation of transdisciplinary learning. Therefore, we aim for our students to communicate effectively, develop their language skills, and learn in a productive language environment.

Our teaching and learning processes are planned to strike a balance between students learning the language, thinking about language, and learning through language. We believe that language is at the center of learning. Therefore, all our teachers are responsible not only for their own subjects but also for supporting students' language development and facilitating effective communication.

Language of Instruction – Turkish Turkish is the language of instruction at İSTEK Barış Kindergarten and Primary School. The inquiry program provides a unique context for learners to develop and use language. Whenever possible, language is taught within the context of relevant, realistic inquiry units.

Language is used as a tool for conveying needs, feelings, ideas, and experiences, and for developing and making sense of an understanding of the world. It is crucial for the development of social, emotional, and cognitive skills. Language is used in different ways, in different contexts, and for different and changes over time. There are certain rules that must be followed; however, it allows people to express themselves creatively. Each person expresses themselves in a unique way. The scope and sequence of the National Turkish Language specified by the Ministry of National Education and the "Early Years Program" language scope sequence documents define the key expectations that are considered fundamental in language learning. Language development involves acquiring and applying a set of skills and attitudes, as well as understanding and using language. Language consists of four interrelated skills: speaking, listening, reading, and writing. Language skills can be further developed by challenging the student's level of comprehension and effective communication models. Just as there are different learning styles in language learning, there are also different stages of development. . Individual students progress through different stages at their own pace. Developing a sense of confidence as a communicator is important in everyone's language development .

### **Foreign Language – English**

Experiencing languages other than their native language and being able to express themselves in that language allows students to gain knowledge about other cultures, to love these cultures, and to helps them develop awareness of perspectives. (Implementing the PYP – International Primary Years Curriculum Framework, 2007) They understand and value their own cultures and personal histories; they are open to the perspectives, values, and traditions. They are accustomed to exploring and evaluating different viewpoints and are eager to grow through experience.

(Implementing the PYP – Curriculum Framework for International Primary Education, 2007)

According to Turkish National Education Standards, all objectives in foreign language teaching are listed below:

- Developing students' listening, reading, speaking, and writing skills in the language
- To enable students to communicate in that language
- To foster positive attitudes toward language learning
- Instilling a love for learning new languages

At İSTEK Barış Kindergarten and İSTEK Barış Primary School, English lessons begin at age 3. English lessons are available for students of all ages. In our kindergarten and primary school groups, known as **Crossroads**, English is taught as a bilingual program implemented by our classroom and subject (kindergarten) teachers working as a team. In our 3-year-old kindergarten group, there are 10 hours of "main course" and 13 hours of "Crossroads," for a total of 23 hours. In our 4 and 5-year-old groups, there are 10 hours of "main course" and 17 hours of "Crossroads," for a total of 27 hours. In our 3-year-old kindergarten group, a total of 23 hours of English lessons are integrated into the curriculum, consisting of 10 hours of "main course" and 13 hours of "Crossroads." In our 4- and 5-year-old groups, a total of 27 hours of English lessons are integrated into the curriculum, consisting of 10 hours of "main course" and 17 hours of "Crossroads." In grades 1 and 2 of elementary school, English lessons are 17 hours. Five of these lessons are conducted as bilingual. In 3rd grade, there are 14 English lessons, with 2 lessons allocated to Crossroads with the class teacher; in 4th grade, there are 13 lessons. One hour of these lessons is conducted as Crossroads with the class teacher. This program aims to increase students' interaction with English in a natural environment and to help them see this language as a means of communication and access to information. When processing inquiry units, language goals are determined through collaboration between homeroom, English, and subject teachers. Students participate in activities that support language goals in bilingual environments.

### **German and Spanish as Elective Second Foreign Languages**

Our students in grades 2-3-4 attend two lessons per week in their chosen second foreign language (German and Spanish) twice a week. The primary goal of this course is to develop students' language skills and instill in them a love of learning new languages.

Acquiring languages different from their mother tongue and communicating in those languages enables students to develop an understanding of different cultures, appreciate the value of those cultures, and develop awareness of different perspectives perspectives. (Making the PYP Happen – A Curriculum Framework for International Primary Education, 2007) In foreign language classes, students not only learn a new language but also gain knowledge about countries where English, German, and Spanish are spoken and their cultures, thereby developing an understanding of the concept of international awareness. Being exposed to these languages and cultures at an early age enables our students to develop into open-minded individuals. They understand and appreciate their own cultures and histories; they become open to the different perspectives, values, and traditions of individuals and societies They develop the habit of seeking out and evaluating different points of view; they become eager to grow through this experience. (Making the PYP Happen – A Curriculum Framework for International Primary Education, 2007)

#### **Language-related objectives:**

Strong language skills include:

- Expressing needs and feelings accurately and effectively
- Understanding the needs and feelings of others
- Creating meaning, reflecting, and understanding the world
- Acquiring knowledge and skills in line with one's own interests, daily life, and scientific developments, and sharing them
- Expressing creativity through writing, singing, composing, and other means

In line with the PYP, our goal is to ensure that students develop their knowledge, skills (learning approaches), and conceptual understanding so that in the long term, they become individuals with the following IB Learner Profile characteristics:

- Inquirers:** They question the use and structure of language. They use language to acquire knowledge and make sense of the world around them.
- Thoughtful:** They can clearly express their thoughts and ideas.

- Communicators:** They can express themselves verbally or in writing in many different situations.

They listen carefully and speak confidently and clearly. They read and understand different types of texts. They write clearly and accurately in a style appropriate to the purpose.

- Risk-takers:** They are willing to read, write, and speak even in situations where they do not feel completely secure.

- Knowledgeable:** They have acquired knowledge and understanding of language structures, text types, and literary styles for the purpose of discussion.

- Principled:** They are aware that language is powerful and must be used responsibly.

- Sensitive:** They know that language use can affect others.

- Open-minded:** They respect the differences and similarities between languages, accents, and communication preferences.

- Balanced:** They can express themselves verbally and in writing. They can read and understand different types of texts and write for different audiences for different purposes.

- Reflective:** They reflect on their own language development and language proficiency improvement efforts.

**Principles and Practices of Language Teaching** We believe that students will become good communicators by fulfilling the following points:

1. **Students participate in a series of activities that actively engage them in listening, speaking, reading, and writing.** We offer a series of teaching and assessment tasks that encourage students to actively create meaningful language rather than just produce limited language structures. Students choose the books they will read to support their reading materials and reading development for the purpose of enjoyment and research, and to support their reading development.

**The language curriculum is integrated into the overall school curriculum, and language activities are meaningful and relevant.** Language elements such as text structure, grammar, spelling, and vocabulary are taught as much as possible within the inquiry unit and are relevant to the context.

### 3. **Learning environment**

a. Positive, comfortable, supportive, and encourages verbal communication. We want to develop students' self-confidence through the following:

- Positive feedback
- Group and pair work activities
- Providing opportunities for presentations, role-playing, etc.
- Opportunities for discussion and debate

b. Includes diverse resources; is text-based and rich in print materials.

- We are working on a well-equipped school library containing books and reading materials in many different text styles.
- We use technology in language learning.
- We use a range of teaching resources, including digital databases.

### 4. **Students participate in assessments and receive continuous feedback.**

- We use portfolios, rubrics, and reflective thinking to encourage self-assessment.
- We use a writing process that involves designing, revising, and sharing as a tool for reflective thinking and developing our ideas.

### 5. **Different language backgrounds are taken into account and evaluated.**

- Our library contains books in different languages (Turkish, English, German, Spanish, and Persian). The library is also enriched for students whose native languages are different. is being enriched.
- We use international celebrations to become aware of and learn about different languages.
- Teachers adapt their teaching methods to meet the needs of students.

**6. Language skills are taught using an integrated approach.**

Through the inquiry program and the English-Turkish clubs offered at school, students can use their language skills in different contexts. (English is used in all environments in kindergarten; however, club lessons are only available at the elementary school level.)

**7. Developmental stages and differences in learning styles are taken into account.**

Differentiated plans and activities are implemented for students who need individual support in the foreign language learning process.

**8. The teacher models effective communication strategies.**

We model different reading and writing strategies; we demonstrate how to speak and listen effectively in different situations; we model the correct use of language elements; we present and explore a wide variety of literary and non-literary text types. Club options offered in English; art, literature, and contemporary topics are intertwined activities. Students learn how to use language in real life and begin to see English as a means of communication that can open doors for them in many other subjects.

**Application: Turkish Language Lessons at İSTEK Private Barış Kindergarten**

One of the kindergarten's primary goals is to ensure that students speak and express themselves in Turkish. Turkish language activities at the kindergarten are conducted under teacher supervision. Through these activities, students listen to other people's conversations and participate in communication by giving appropriate responses.

participate in communication.

Turkish language activities are scheduled daily at the kindergarten. These activities enable students to use their voices and Turkish appropriately, express themselves verbally , understand social life, and recognize their roles in social life.

. Turkish language activities include a wide variety of activities such as rhymes, poetry, finger plays, stories, and dramas. Teachers provide support to ensure that students are aware of their new vocabulary and use new words correctly in everyday conversations. Activities are carried out to develop students' speaking skills, vocabulary, articulation, and pronunciation.

#### **ISTEC Private Barış Primary School Turkish**

The Turkish language program aims to instill a love of learning Turkish in students, develop awareness of language learning, improve students' listening, speaking, reading, and writing skills, increase students' awareness of the richness of the language and to enable them to speak the language effectively, fluently, and correctly.

Through the Turkish Language Program, our school strives to ensure that students become individuals with the following characteristics:

- Understand what they read, see, and hear,
- Express their feelings, thoughts, and dreams,
- Critically and creatively think,
- Responsible and entrepreneurial,
- Living in harmony with its surroundings,
- Continuously questioning and interpreting events, situations, and data in conjunction with prior knowledge,
- With a developed sense of aesthetics,
- Sensitive to national values.

In order to achieve goals and learning outcomes, the Ministry of National Education expects the allocation of class hours for Turkish language courses as specified below.

Our school conducts language courses within the context of an interdisciplinary inquiry program, taking these priorities into account.

- 1st grade** – 10 hours per week

**2nd grade** – 10 hours per week

**3rd grade** – 8 hours per week

**4th grade** – 8 hours per week

The vast majority of our students are Turkish citizens and their native language is Turkish. However, for students whose native language is not Turkish, our school offers the following opportunities:

- Books, reading materials, and worksheets appropriate for students' levels are provided.
- Foreign students are supported in their learning process through orientation activities organized by our teachers and translation support when needed.

### **English at İSTEK Private Barış Kindergarten and Primary School**

At İSTEK Private Barış Kindergarten and Primary School, our goal is to develop and enrich students' English. Our aim is to prepare each student to reach a level of **reading readiness** that is internationally applicable and meets the minimum standards of the Common European Framework. At İSTEK Barış Primary School, our English program is delivered by native English-speaking teachers and Turkish teachers who are experts in their field and can teach the language in a meaningful and enjoyable way. In the classroom, we encourage communication through a student-centered system that includes drama, music, dialogue, games, one-on-one and group work. Projects and portfolio work are methods we use to continuously monitor our students' language development. In addition, we strive to create an environment where English is used naturally as part of everyday life. We take into account children's different learning styles and technologically enhance classroom work using tools such as electronic whiteboards, iPads, and videos. We actively use web technologies. We provide our students with rich learning environments through the digital platforms we use and extend this beyond the classroom.

Lessons are planned using a student-centered, inquiry-based, constructivist approach. We ensure that each student is actively involved in and participates in the lessons. Considering that there are students who learn in different ways in the classroom, lesson plans are designed to support each student. Visuals, audio materials, written

Texts and kinesthetic activities are used in an integrated manner to ensure that learning is enjoyable and easy for every student. In classes with bilingual students, additional materials are used according to topics that will help the student develop their own language level. Students with low language levels students may also be present. In this case, different modification methods are used to support the students. Grouping students into skill groups allows the teacher to focus on weaker groups while enabling stronger students to progress at their own pace .

Strategic grouping allows strong students to help weaker students towards a common goal. In higher grades, the extension system is used when one of our teachers takes a group of students who need extra practice and works with this group separately, helping them progress at their level while the rest of the class is in their regular English lesson. Under the name **Crossroads**, our kindergarten and elementary school groups implement a bilingual program through team teaching, combining English, classroom, and subject teachers implement a bilingual program through team teaching.

This program is being implemented. The aim of this program is to increase students' interaction with

English in a natural environment and to encourage them to view this language as a means of communication and access to information.

**Grades 1-2-3-4** receive 12 hours of English lessons per week. **Grades 2-3-4**, in addition to 12 hours of English lessons per week, also attend two hours per week of either German or Spanish lessons, depending on their choice.

Turkish English teachers and native English-speaking teachers work together each week to plan and teach lessons. The inquiry program is conducted in both Turkish and English.

**PRESCHOOL** We aim to provide our children with a foundation in English, which has become one of the most important skills for understanding the world at a young age. In order to use a second language alongside their own language

and think in that second language, a person must start working at the youngest age. In our kindergarten, students participate in a very intensive English program with Turkish and foreign teachers, drama, music, games, stories, puppets, different articles, and picture cards. An English-speaking environment is provided through games and activities with foreign teachers. We provide opportunities to use English and enjoy speaking it. Starting in the 2018-2019 academic year, a bilingual program called **Crossroads** was launched for our 4- and 5-year-old groups, implemented through team teaching by our English, classroom, and subject teachers. Starting in the 2019-2020 academic year, our Crossroads program was launched for our 3-year-old groups. This program aims to increase students' interact more with English in a natural environment and see this language as a means of communication and access to information.

**German and Spanish** German and Spanish instruction is offered as an elective in grades 2-3-4, with two class hours per week. As we do in English class, we aim to develop speaking, writing, listening, and reading skills in these languages. Modern technology and educational tools are used to develop our students' language and communication skills in the new language.

**Sources:** IBO PYP Language Scope and Sequence IBO School Language Policy  
Development Guide Implementing the PYP – Curriculum Framework for International  
Primary Education Turkish Ministry of Education Language Guidelines

#### **Students' Rights and Responsibilities Rights:**

- The right to develop language skills in different ways (reading, writing, speaking, listening, drama, music, games, etc.).
- The opportunity to preserve and develop their native language.

- The right to equal learning opportunities in English and elective foreign language courses.
- The right to receive support appropriate to their own learning pace. The right to receive regular feedback from teachers.

**Responsibilities:**

- Actively participating in language classes and being open to communication. Using different languages respectfully during the learning process.
- Taking responsibility for tasks such as portfolios, journals, and presentations.
- Collaborate with peers and contribute to group work.
- Take into account and implement feedback from teachers.

**Teachers' Duties and Responsibilities**

Plan, implement, and evaluate Turkish, English, and other foreign language lessons in accordance with PYP principles. Monitor students' language development and record it using documents (rubrics, observations, portfolios, checklists).

Provide students with opportunities to learn language in meaningful contexts. Implement differentiated instruction by considering different learning styles and developmental stages. Communicate with families to share information about language development. Providing constructive feedback and forward-looking feedback to students. Creating a supportive environment for students to gain confidence in both their native language and foreign language.

**Parents' Rights:**

- The right to receive regular updates on their child's language development (development reports, portfolio presentations, parent meetings, etc.).
- The right to have regular meetings with teachers.
- The right to learn about the methods and strategies used in their child's language development.

### **Duties and Responsibilities of the Pedagogical Leadership Team**

- Ensuring the implementation of language policy and monitoring the processes.
- Providing teachers with the necessary training, resources, and material support.
- Ensure that the program is implemented in accordance with the Turkish National Education Curriculum and the IB PYP framework.
- Organize school-wide activities that support language development (celebrations, international days, library activities, etc.).
- Facilitate communication and collaboration among teachers, parents, and students.
- Regularly review and revise language policy implementations.



## **İSTEK BARIŞ KINDERGARTEN AND PRIMARY SCHOOL**

### **ADDITIONAL LANGUAGE SUPPORT POLICY**

At İSTEK Barış Kindergarten and İSTEK Barış Elementary School, we respect each child's individuality and evaluate the talents and strengths they bring to the classroom.

Considering that there are students who learn in different ways in the classrooms, lesson plans are designed to support each student. Visuals, sounds, written texts, and kinesthetic activities are used in an integrated manner to ensure that learning is interesting and thought-provoking for every student.

Considering that each student may start the academic year at a different level, we differentiate instruction to meet the diverse learning needs of students and to help all students progress throughout the year. We can make adjustments for students based on the expected outcome, the type and complexity of the questions, group and paired work, extra teacher support, and the time given to complete the work. Student-centered learning, group work, extra reading, class presentations, and projects that allow students to control their own learning are the main structure of all our lessons, along with supporting methods. learning.

Students in skill groups are grouped so that the teacher can focus on groups that need more development while students who have achieved mastery can progress at their own pace. enables them to demonstrate their knowledge. Strategic grouping helps students who have achieved mastery to assist those who need to develop further toward a common goal. Our year-round study program enables students to work one-on-one or in small groups with their teachers , enabling them to achieve their class goals. In this way, we aim to ensure maximum participation from every student.

In classes with bilingual students, additional materials and reading books selected according to their level are used to help students develop their own language skills.

We offer a two-week preparatory program for students who are not yet familiar with English and our school. These lessons give students the opportunity to reach a functional language proficiency level and are tailored to each student's individual needs.

All of our students are Turkish citizens and their native language is Turkish. However, if we have students whose native language is not Turkish, the school supports these students with the following:

- Additional classes are scheduled as needed to work with students in smaller groups.
- Students are provided with books, reading materials, and worksheets according to their levels.
- When teachers believe students need additional support, after-school supplementary classes are also organized.
- Thanks to the collaboration with parents and the Psychological Counseling and Guidance Department, an individual learning plan is prepared and implemented for each student.

**İSTEK BARIŞ KINDERGARTEN AND PRIMARY SCHOOL**  
**PSYCHOLOGICAL COUNSELING AND GUIDANCE POLICY**

Psychological Counseling and Guidance encompasses all services that help students understand themselves, solve their problems, make individual decisions, and realize their potential as individuals.

ISTEK Barış Schools are based on the **Developmental Counseling** approach to Psychological Counseling and Guidance. In this approach, the needs of the individual come first.

Our counseling and guidance services are geared toward meeting the developmental needs of students. Psychological Counseling and Guidance is not only for those with problems, but for all students. Psychological Counseling and Guidance requires an organized and well-structured program. This program includes:

- Getting to know the school and its surroundings
- Understanding one's own identity and others
- Understanding attitudes and behaviors
- Decision making and problem solving
- Interpersonal relationships and communication skills
- School success skills
- Career awareness
- Educational planning
- Social services
- The ability to be aware of one's own feelings and thoughts
- Developing empathy skills

Psychological Counseling and Guidance programs demonstrate flexibility and continuity according to students of different age levels. Different applications can be made according to needs and physical conditions. The psychological counseling and guidance service at our school is interdisciplinary and emphasizes interaction.

### **ISTEK Barış Psychological Counseling and Guidance Principles**

- Every individual has the freedom to make choices.
- Every individual deserves respect.
- Counseling services are open to all students; voluntariness is fundamental.
- Confidentiality is fundamental.
- Respecting individual differences is fundamental.
- Psychological Counseling and Guidance is responsible to both the individual and society.

### **Areas Addressed in Psychological Counseling and Development**

- Adapting to the environment and school
- Interpersonal relationships
- Society and families
- Self-awareness
- Educational and psychological development
- Academic achievement
- Safe and healthy lifestyle
- Recognizing and expressing emotions
- Problem-solving skills
- Conflict resolution skills (conflicts in social settings, fostering different perspectives)
- Goal setting
- Responsibility skills
- Developing self-esteem and self-confidence

## **Psychological Counseling and Guidance Services at İSTEK Barış Schools**

### **1.Student Registration Services**

School counselors meet with each student who wishes to enroll at the school to discuss their family, relationships with friends, academic performance, and behavior in class behavior within the classroom.

conducts interviews. Different identification forms are used for each age group. These forms are filed and reported.

### **2.School Services Orientation**

Orientation services are conducted to introduce students to the school and its facilities. Students are informed about the physical structure of the school, educational, social, and cultural activities at the school, psychological counseling and guidance services, other personal analyses, and topics they wish to learn about.

### **3.Psychological Counseling Services**

Developmental counseling services are provided at İSTEK Barış Schools. Counseling activities are carried out according to the development of all students. Individual meetings are also arranged for students with behavioral or emotional development needs. These meetings are confidential. meetings, psychological counseling and guidance principles and methods are used. Individuals can benefit from this service voluntarily or through the referral of their teachers, administrators, parents, or school management.

### **4.Educational Guidance Services**

Educational counseling services are provided to help students adapt to their environment and school, develop positive study habits, motivate them to learn, and ensure they are aware of their own interests and abilities. Group counseling activities include effective study skills training, communication skills training, values education, emotional awareness and expression training. Applications requiring expertise are carried out by school counselors, while other applications are carried out by classroom teachers.

### **5.Counseling Services for Parents**

Parents can request meetings with school counselors regarding their children's development or other necessary topics

. Appointments are required for these meetings. In addition, at least twice a year, training and seminars are organized for parents on topics of interest. These are organized by the PDR department or by guest experts in the field. Parent Newsletters on specific topics are shared with parents on a regular monthly basis.

### **6.Services for Teachers**

School orientation, group activities, and in-service seminars are organized to meet the needs of teachers. Collaboration with teachers regarding children's academic and behavioral processes is very important. Kindergarten principal and director

With the assistant principal, meetings are held at regular intervals with elementary school teachers and the relevant assistant principal to discuss the students' progress.

### **7.Identifying Each Student's Individual Characteristics**

To learn about individuals' capacities, interests, and abilities and to help them improve, our counselors administer various tests and inventories and use different interview and observation methods.

tests and inventories used to achieve these objectives are as follows:

- Sociometry
- Autobiography
- Self-Awareness Activity
- Beier Sentence Completion Test
- Learning Styles
- Frostig Visual Perception Test
- Gessel Visual Perception Development Test
- TIMI Ability and Interest Test
- Draw a Person – Draw a Family Scale
- Everything About Me

## **8.Educational Trips, Publications, and Seminars**

Brochures, booklets, and articles related to topics that support student development are prepared for parents and teachers and distributed in the form of newsletters. Field trips and high school tours that provide motivation

Field trips and high school tours are organized for upper grades. Seminars given by experts are planned according to the needs of the school and students. School guidance counselors can also organize seminars on different topics when necessary.

## **9.Learner Profile and Values Education**

Values Education and *the Second Step Program* focus on the IB Learner Profile. A feature of the Learner Profile is highlighted at the school every month under the supervision of the Psychological Counseling and Guidance Department (K–8). Awareness of the target characteristics of the Learner Profile is increased through school-wide tasks and activities.

### **Student Rights:**

- The right to receive counseling support in accordance with the principle of confidentiality.
- The right to express oneself, share one's feelings, and be understood.
- The right to receive individual support tailored to one's interests, abilities, and needs.
- The right to be in a safe, respectful, and supportive learning environment.

### **Teachers' Duties and Responsibilities**

- To observe students' academic, social, and emotional development and report their needs to the PDR department.
- Respecting students' differences and creating an inclusive classroom environment.
- Working in collaboration with the PDR department to implement group guidance activities in the classroom.
- Actively participate in meetings about students.
- Integrating recommendations from the PDR department into their own teaching process.

### **Parents' Rights**

- The right to receive regular updates on their children's development.
- The right to have individual meetings with the PDR department.
- The right to receive support through seminars and training when necessary.

### **Duties and Responsibilities of the PDR Department**

- To plan individual and group activities to support students' individual development.
- Conducting the counseling process in accordance with the principle of confidentiality, taking into account the needs of students.
- To work in collaboration with teachers and parents.
- Plan and carry out developmental, educational, and psychological guidance activities.
- Develop programs that support students' social-emotional development (Values Education, Second Step, etc.).
- Identifying and reporting students' individual characteristics through tests, inventories, and observations,

### **Pedagogical Leadership Team Duties and Responsibilities**

- Ensuring and monitoring the implementation of the PDR policy throughout the school.
- Provide the necessary resources and personnel support to meet students' developmental needs.
- Coordinate communication between teachers, parents, and the PDR team.
- Ensuring that students are in a safe, healthy, and inclusive learning environment.

## **İSTEK BARIŞ PRESCHOOL AND İSTEK BARIŞ PRIMARY SCHOOL**

### **SUPPORT PROGRAMS – SPECIAL EDUCATION NEEDS POLICY**

Acceptance and placement at İSTEK Barış Schools depends on the student's potential to benefit from the learning program; the school's capacity to meet the applicant's educational needs; financial requirements, and the overall impact on the class.

Students with special educational needs are admitted based on the extent to which their needs can be met under the existing conditions at our school. If conditions are not suitable, students will not be admitted to the school for their own good.

#### **School Admission Criteria**

- The student must have developed self-care skills.
- The student must be able to express themselves verbally.
- The student should not require physical support.
- Parents are asked to commit to cooperating with the school administration throughout the year.

#### **Diagnosis and Support Process**

The Psychological Counseling and Guidance Department has no authority to make diagnoses. Students are observed by their teachers and school counselors.

Families of students who may need support are referred to support centers or specialists. The İSTEK Barış Psychological Counseling and Guidance Department collaborates with these centers and specialists. Under the guidance of specialists, the necessary measures are taken within the school to support the child.

#### **Activities Under the Individualized Special Support Program**

- Attention activities
- Activities to develop motor skills
- Group activities
- Reading activities
- Writing activities
- Visual perception activities
- Social skills activities, etc.

## İSTEK BARIŞ PRESCHOOL AND İSTEK BARIŞ PRIMARY SCHOOL

### ACADEMIC INTEGRITY POLICY

Today, the rapid development of technology has led to a rapid increase in information. This has also made access to information increasingly easy. New information is produced from information obtained from sources

. Our school has adopted **academic integrity principles** to protect the rights of those who produce this information regarding its use.

Our school takes a respectful approach to the work of individuals and institutions. The goal is for students to produce original work. Our school's teachers, students, and parents sign **an academic integrity agreement** and demonstrate behavior in line with the following principles.

#### Students:

- Value original work.
- Take responsibility for completing their assignments and do their own work.
- Do not directly use information from sources as is, but generate new information from these sources.
- Learn information literacy skills.
- Knows how to use internet resources and the criteria for evaluating websites.
- He is respectful of others' work.
- He does not present someone else's idea as his own.
- He does not use others' work without permission.
- He/she cites the sources he/she uses in his/her work.
- Learns how to prepare a bibliography.
- He/she demonstrates respectful and honest behavior toward different points of view.
- Uses only their own knowledge in exams.

**Teachers:**

- Adopts the principles of academic integrity and raises awareness among students on this subject.
- Creates, shares, and presents their own original work.
- Requires students to cite the sources they use in their work.
- They do not use books, photocopies, or similar materials produced through illegal means.
- Treat their students consistently and fairly.
- Shares information about the resources used in their work or lessons.

**Parents:**

- Supports their child in identifying the resources they use when preparing their homework and in generating new information.
- They do not do their child's homework for them, but only guide them.

## **İSTEK BARIŞ KINDERGARTEN AND PRIMARY SCHOOL**

### **INFORMATION TECHNOLOGY POLICY**

#### **Philosophy**

The PYP provides opportunities for teaching and learning Information and Communication Technology (ICT); it enables students to research, discover, communicate, organize, and take responsibility for their own learning in daily life. Therefore, the use of ICT allows students to conduct simple research and inquiries in various curriculum areas. At İSTEK Barış Schools, there is an ICT class for each grade level. These classes aim to teach basic ICT skills and ensure that technology is integrated into the PYP curriculum. All teachers are responsible for meaningfully integrating ICT into their own classes. The ICT teacher coordinates this process.

#### **Advantages of ICT**

- ICT enhances students' learning in line with the curriculum.
- ICT provides students with learning and teaching experiences.
- ICT provides tools for the development of students' creativity.
- ICT can motivate students.
- ICT can empower students, develop their self-confidence, and encourage positive attitudes towards learning.
- ICT enables students with learning difficulties to access applications tailored to their individual needs.
- ICT offers potential for effective group work and participatory learning.
- ICT supports different types of learners.

#### **ICT Usage Strategies**

- Students actively use technology as a tool rather than passively receiving information from it.

- Students use technology tools not only for individual work but also to collaborate with others.
- Students use technology tools to connect learning activities to the world beyond the educational environment.
- The relevant courses are included in the curriculum for 4-year-old and 5-year-old (Preparatory) groups in kindergarten and for 1st and 2nd grade students in elementary school. Additionally, club courses are available for 3rd and 4th grade students.
- All teachers are responsible for meaningfully integrating ICT into their lessons. The ICT teacher coordinates this process.

CrossTech courses, structured around the inquiry-based approach of the IB PYP, Provide students with inquiry, research, and production-focused digital learning environments. Through interdisciplinary planning, technology becomes not just a tool but a central component of learning.

Through the co-teaching model, it creates a true learning partnership with the simultaneous contribution of the classroom teacher and the IT teacher.

- ICT is planned and delivered as an integral part of every curriculum to support and enrich each child's learning.
- All students are provided with equal access opportunities through the use of carefully evaluated ICT resources.

### **Acceptable Use**

#### **Teacher Responsibilities**

Students will not be permitted to use ICT laboratories without teacher supervision.

- Resources used in ICT classes will be education-focused.
- All teachers will strive to integrate technology into the curriculum.
- Teachers will provide technical support and assistance to students whenever possible.

### **Student Responsibilities**

- Students should not share their passwords with others.
- Students should not log into another person's account without permission.
- Students should report to the teacher if they suspect that someone has accessed their account without permission.
- Students log out when the class ends.
- All documents must be saved and closed when completed.
- Students should not delete or change any settings on the computer.
- If a problem arises, a teacher or technician should be notified.

### **How to Demonstrate the Characteristics of a Learner Profile to Be Responsible Digital Citizens?**

To be a responsible digital citizen, you demonstrate that you are **an Inquirer, a Learner, and a Thinker** by doing the following:

- Acquiring the necessary IT skills to use current online services.
- Becoming knowledgeable about a subject and sharing what you know; contributing information that is valuable to other members of the group; supporting your thoughts with facts and reliable sources.
- Carefully evaluate how you present concepts, ideas, and topics that are locally and globally significant.
- Save posts related to the goals of the groups you belong to.
- Act as a mature, knowledgeable member of the IB learning community and reflect this in your style, content, and interactions.

To be a responsible digital citizen, you demonstrate that you are **a communicator** by:

- Collaborating effectively and willingly with others; if you have difficulty understanding a discussion post, write a message asking for clarification.
- Using language that is clearly understood and sensitive to diverse cultures.
- Communicate only with people within the groups you belong to and those you have accepted as friends; do not accept friend requests from people you do not know.

- Follow social norms in your posts. Please be mindful of using capital letters and multiple exclamation points, as some people perceive this as **SHOUTING**. Be careful with humor and sarcasm; both can be misinterpreted in an online environment.
- To avoid repetition, review discussion posts before sending your own.
- Check your writing for spelling errors before posting. All posts have a spell check. Also, try to use abbreviations minimally (such as **LOL** for "laugh out loud").

To be a responsible digital citizen, you demonstrate your **principles** by:

- Demonstrating ethical behavior with a strong sense of justice towards others; respect for justice and honor for other individuals and their ideas.
- Keeping personal information confidential (e.g., not sharing contact details, email addresses, or details about family or friends).
- Keep passwords confidential by not choosing easily guessable ones like "password1" and not sharing passwords with anyone.
- Asking for permission from the people in photos or videos before sending them.
- Be aware that internet access may be slower in some parts of the world when sending large files (e.g., images, videos).
- Cite the source of information taken from copyrighted material (e.g., text, images, media).
- Immediately report any information you consider unacceptable or disturbing to the person responsible for your group.

To be a responsible digital citizen, you demonstrate your **open-mindedness** by doing the following:

- Sharing your own views so that other members of the group can become more aware and respond to your contributions.
- Carefully considering other individuals' opinions, values, and traditions.

- Being aware that ideas shared by others may not align with your own and that exposure to other viewpoints is part of the learning experience.

To be a responsible digital citizen, you demonstrate sensitivity by:

- Showing empathy, compassion, and respect for others' feelings in your posts.
- Being respectful and considerate towards each other. Before making a comment, ask yourself if you would say the same thing to someone's face.
- If there is an error in a post, suggest a correction.

To be a responsible digital citizen, you demonstrate that you are a **Risk Taker** by doing the following:

- Communicating with courage and foresight.
- Discovering new roles (such as creating a group), new ideas, and strategies to benefit from the internet.
- Defending your opinions with facts, not emotions.

To be a responsible digital citizen, you demonstrate that you are **Balanced** by doing the following:

- Recognizing that a balance of diverse opinions is needed; understanding that diversity of opinion fosters a broader perspective and understanding.

To be a responsible digital citizen, you demonstrate that you are a **Transformative Thinker** by doing the following:

- Sharing content with a group only if it is relevant to them.
- Thoughtfully consider cultural diversity; reread what you write before clicking "send" to ensure it won't be misinterpreted.
- Respecting others' opinions, understanding that there may be different points of view. Before making a comment, ask yourself if you would say the same thing to that person's face.
- If you find a discussion post disturbing or confusing, ask for clarification before responding with your own opinion.

- Remember that anything inappropriate in a classroom setting is also inappropriate online.

**Sources:**

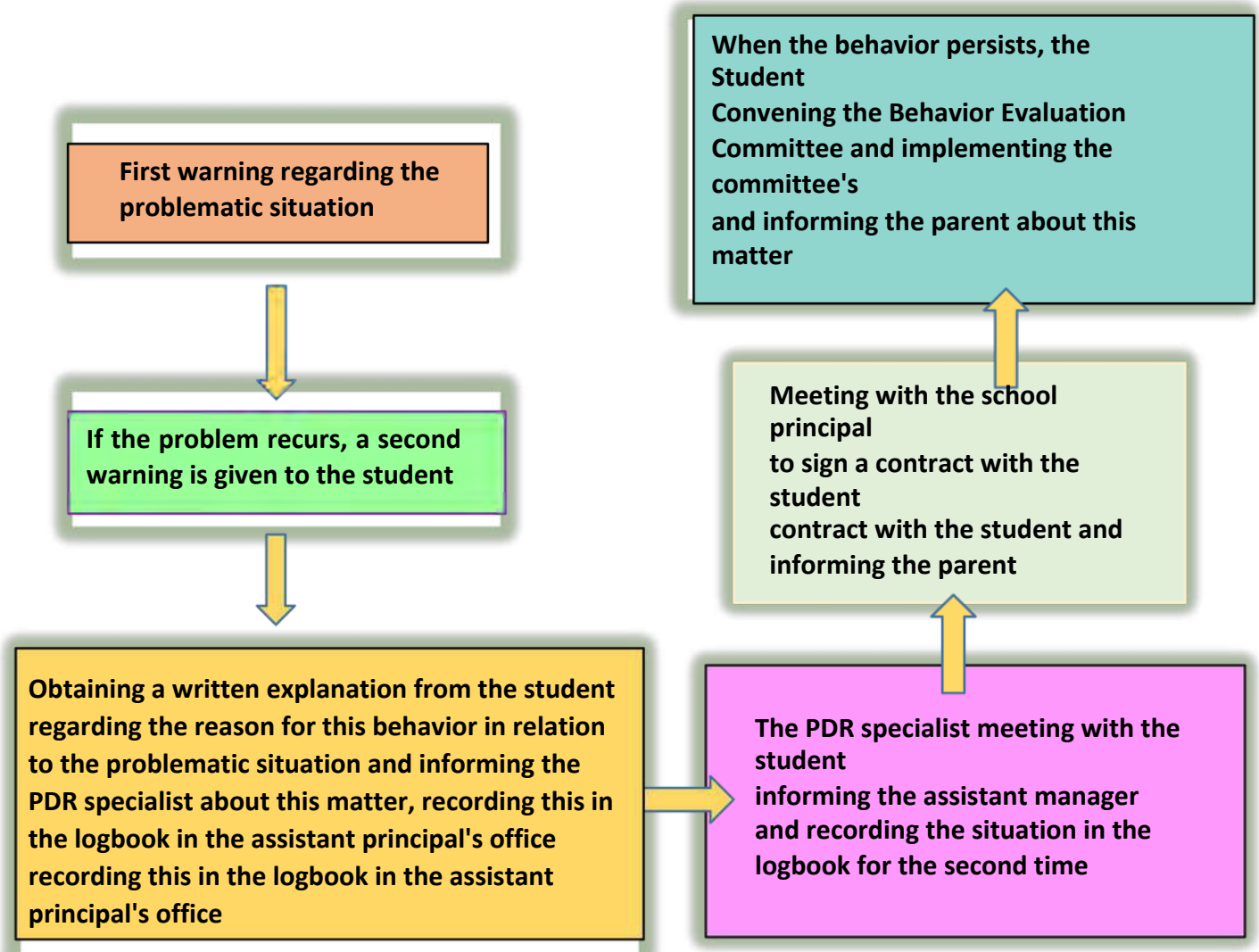
- The Role of ICT; IBO Documents
- IBVC, Digital Citizens, and the IB Learner Profile

## İSTEK BARIŞ PRIMARY SCHOOL BEHAVIOR POLICY

A behaviour policy has been established at İSTEK Barış Primary School with the aim of instilling in every student an awareness of individual, social and universal citizenship, along with an understanding of their duties and responsibilities; and to nurture them into individuals who are sensitive to social and environmental issues.

Our school does not use reward and punishment methods. Our students receive verbal or written feedback and forward-looking feedback that will increase their internal motivation as a result of their positive behaviour. In the case of negative behaviour, they encounter a logical consequence of that behaviour.

The steps we follow in the process of transforming negative behaviors into positive ones are as follows:



## **İSTEK BARIŞ PRIMARY SCHOOL HOMEWORK POLICY**

Our school's homework policy has been developed to support our goal of raising students who are inquisitive, questioning, and responsible for their choices.

### **Characteristics of Effective Homework**

- Meaningful and purposeful,
- Carefully planned to prevent overburdening the student,
- Clearly communicated by the teacher and understood by the students,
- Differentiated as needed to meet students' diverse learning needs,
- Reviewed in terms of time management.

Homework is not limited to assignments requiring only pen and paper. It can also include different types of work such as practicing, observing, reviewing, interviewing, and researching.

### **Types of Homework Assignments**

The times listed below are the estimated times for each grade level and may vary for each student. If a student is having difficulty completing their homework within the estimated time , parent-teacher communication is established to provide support and suggestions.

Types of Homework Assignments Types	Definition	Purpose
Completion work	All work that began in class and was completed at home	To help students keep up with the curriculum to
Practice work	All work that reinforces and reinforcement of concepts and skills learned in class	Helping students develop newly acquired skills and reinforce new concepts reinforce new concepts
Preparation work	All activities that prepare students for new learning or upcoming assessments	All activities that help students gather the information they need to prepare for learning and for tests, presentations, and performances and prepare for tests, presentations, and performances
Projects and extensive homework assignments	Learning in new contexts and expanding the learning space that occurs in the classroom and expanding the learning space that takes place in the classroom	Encouraging students to solve problems encouraging them to solve problems and think creatively and critically

### Elementary school

Research shows a very strong link between student achievement and regular daily reading, either together or individually. At these levels, homework mostly consists of interactive activities such as reading, playing, discussing, listening, watching, and modeling with the family.

As time progresses, homework begins to take on forms that require independent work.

### School Administrator Responsibilities

- Communicates the homework policy to parents.
- Monitors the implementation of the policy.
- Students who consistently have problems with homework are monitored by the class guidance teacher. Support is sought from the guidance unit and school administration when deemed necessary.

### **Teacher Responsibilities**

- Assigns homework in accordance with the specified time frames for each grade level.
- Explains the purpose of the assignment to students in a clear and understandable manner and provides the necessary guidance.
- Writes the assignment on the board and gives the student the time needed to write it down.
- Informs the student when the assignment is due.
- Evaluates the work based on the accuracy of its content and the level of completion.
- Informs the student if their work is incomplete or late, and informs the parent when necessary.
- Parents are informed about any work that is not submitted or is incomplete.
- Homework is not assigned one day a week (on Wednesdays).

### **Parents' Responsibilities**

- Sets aside a time slot for homework and provides the student with a quiet place suitable for studying during that time slot.
- Provides the student with all the materials needed for their work.
- Encourages the student to read regularly every day from different materials (books, newspapers, magazines, brochures, etc.).
- Provides support to the student when needed to help them complete their work; does not do the work for the student or give them the answers.
- Discusses the student's day at school with them, showing that they are interested in the learning process.
- Limits television and "technology time" (computer games, etc.).

### **The Student's Responsibilities**

- Takes notes on assigned work.
- Completes their work as expected.
- Works independently, asking for help only when necessary.
- He/she submits his/her work on time.
- He/she knows that if he/she submits his/her work late or incomplete, he/she will receive feedback and forward feedback from his/her teacher.
- He/she plans his/her time well.
- He/she reads regularly every day, either alone or with a family member.

## **İSTEK Barış Kindergarten and İSTEK Barış Primary School Inclusion Policy**

### **Philosophy**

The foundation of the İSTEK Kindergartens and Elementary Schools' inclusion policy is a process that envisions the restructuring of our educational processes to respond to the needs of all children, regardless of characteristics or conditions such as gender, ethnicity, language, religion, place of residence, health status, socio-economic status, etc.

Our schools offer equal learning opportunities to students at all levels, taking into account their individual differences. In this regard, the entire school community benefits from the IB Learner Profile.

### **National – International Legal Requirements UNESCO**

#### **(2005) definition of inclusive education:**

"Inclusive education is a process that responds to the different needs of all learners, cultures, and communities; by increasing participation in learning and reducing discrimination within the education system. This process encompasses changes that are important in terms of content, approach, structure, and strategies, based on a shared vision that includes all children of learning age and the belief that it is the responsibility of states to educate all children."

### **United Nations Sustainable Development Goals (2015) – Goal 4: Quality Education**

Education cannot be considered equal unless it is accessible to all, especially when the most vulnerable and socially excluded groups are not included in the process.

### **Articles 23 and 28 of the Convention on the Rights of the Child:**

**Article 23:** States Parties recognize the right of mentally or physically disabled children to a full life, with dignity, and to the development of their independence and social and economic independence.

**Article 28/1:** States Parties recognize the right of the child to education, and shall ensure that the right of the child to education is fully realized on the basis of equal opportunity.

**Article 28/1:** States Parties recognize the right of the child to education and adopt the view that this right should be progressively realized on the basis of equal opportunity.

**Objective**

Students with different developmental needs and students with normal developmental needs, differentiated. The goal is to provide an educational environment that is accepted and supported by the entire school community, integrated into the educational process, communicative, supportive of development in line with individual needs, and capable of maximizing students' academic knowledge and skills.

The well-being and welfare of all students are targeted through this inclusivity policy.

**Principles of the Inclusion Policy:**

ISTEK Kindergartens and Primary Schools aim to nurture learners with the following characteristics in their inclusivity policy:

- Respectful of individual differences and diverse perspectives,
- Aware of the value of different cultures and cultural diversity,
- Committed to lifelong learning,
- Taking responsibility for their own learning and behavior,
- Who value freedom of thought and action.
- Global citizens who defend Atatürk's principles and reforms.

## **İSTEK BARIŞ ANAOKULU VE İSTEK BARIŞ İLKOKULU MİSYON BİLDİRGESİ**

İSTEK Okulları olarak misyonumuz; öğrencilerimize Atatürk ilke ve inkılapları ışığında bir eğitim sunarak, onların Türkiye'nin geleceğinde ve Dünya genelinde olumlu etkileri olacak, bilimsel sorgulamaya, evrensel değerlere, kültürlerarası anlayışa ve hayat boyu öğrenmeye bağlı başarılı bireyler olmalarını sağlamaktır.

## **İSTEK BARIŞ PRESCHOOL AND PRIMARY SCHOOL MISSION STATEMENT**

Our mission at İSTEK Schools, mindful of the renaissance started by Atatürk, is to educate our students to become successful individuals committed to scientific inquiry, universal values, intercultural understanding and life-long learning who will have a positive impact on the future of Turkey and the World at large.

## **ULUSLARARASI BAKALORYA**

### **(IB) MİSYON BİLDİRGESİ**

Uluslararası Bakalorya, kültürler arası anlayış ve saygı yoluyla daha iyi ve daha huzurlu bir dünya yaratmaya yardımcı olan sorgulayan, bilgili ve duyarlı gençler yetiştirmeyi amaçlar. Bu amaçla, organizasyon, zorlu uluslararası eğitim ve titiz ölçme-değerlendirme programları geliştirmek için okullarla, hükümetlerle ve uluslararası kuruluşlarla çalışır. Bu programlar, dünyadaki tüm öğrencileri, farklılıkları ile birlikte başkalarının da haklı olabileceğini anlayan etkin, sevecen ve yaşam boyu öğrenen kişiler olmaya teşvik eder.

## **INTERNATIONAL BACCALAUREATE**

### **(IB) MISSION STATEMENT**

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. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.