İSTEK BİLGE KAĞAN SCHOOLS

İSTEK BİLGE KAĞAN KINDERGARTEN

İSTEK BİLGE KAĞAN PRIMARY SCHOOL

POLICY DOCUMENTS HANDBOOK



İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN
İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL

POLICY DOCUMENTS HANDBOOK

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İSTEK PRIVATE BİLGE KAĞAN PRESCHOOL AND İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL ADMISSIONS POLICY

Purpose

The admissions and placement procedures at İSTEK Bilge Kağan Preschool and Primary School are designed to ensure alignment between the student's capacity to benefit from the curriculum and the school's ability to meet individual learning needs. These procedures consider a combination of academic potential, developmental readiness, health and safety requirements, financial considerations, and outcomes of interviews and assessments. The school admits students aged 3 to 11, with class placement primarily determined by the child's age as of September 30.

All preschool students, as well as students transferring from other İSTEK Schools, are granted direct admission. Students with special educational needs are considered based on the school's capacity to provide inclusive learning environments that support their development. Enrollment (new or renewal) occurs throughout the academic year in accordance with these criteria.

İSTEK Bilge Kağan Schools aim to cultivate the attributes of the IB Learner Profile, foster international-mindedness, and respect the diverse social and cultural backgrounds of all students, thus promoting a holistic and transdisciplinary learning community.

Registration Process

a) **Registration Renewal:** This refers to the process of renewing the enrollment of a currently registered student for the next academic year. Renewal takes place according to the registration calendar announced each January, following completion of payment procedures by the parent. Prior to renewal in preschool, the student's developmental progress throughout the year is shared with the parents by the guidance department and the school principal. Parents are informed about the child's readiness for the next grade level, and the grade level for the following year is determined according to the parent's decision. Students in the five-year-old group whose school readiness is below the expected level but who are of primary school age are enrolled in kindergarten based on a report issued by the Guidance and Research Centre.

b) **New Registration:** This refers to the registration process for students applying to the school for the first time.

Preliminary Meeting

Parents considering enrollment schedule an appointment to visit the school or to meet online. They meet with the principal or vice principal and receive information about the school's operations and practices. Pre-registration information is collected.

Student Observation and Profiling

Once parents decide to finalize registration, they schedule an appointment for the observation session. Prior to enrollment, the Psychological Counseling and Guidance Department conducts a student introduction session to establish a basis for goal-setting and individual tracking. The school counselor or psychologist meets with the student either in person or online. At the beginning of the academic year, students' linguistic backgrounds and language learning needs are identified through the "Student Language Profile Survey" administered to parents. Based on the data collected, students' language development is planned and supported in collaboration with parents. If the child's native language is not Turkish, the session will be conducted in English. In line with the school's language policy and requirements, students are supported in learning Turkish—the language of instruction—throughout the academic year. If the student and parent speak a language other than English, and if there is a teacher or administrator within the school community who speaks that language, support is provided throughout the registration process.

Completion of Registration

If parents decide to enroll at İSTEK Bilge Kağan Schools, they complete the registration.

Registration includes:

- Submitting the required documents requested by the Ministry of National Education (MEB)
- Completing and signing the registration file
- Completion of the accounting procedures.

Required documents by the Ministry of National Education:

- Two passport-size photographs of the child
- Two photographs of each parent
- Copy of the child's ID card
- Copies of parents' (mother and father) ID cards
- Vaccination card

Parents must also complete the "Registration Form," providing detailed information about the student and family. All parents sign an agreement affirming a collaborative partnership with the school in support of the student's learning and wellbeing.

Scholarship System

A minimum of 10% of the school's capacity is allocated to students with demonstrated financial need. Additionally, 3% of enrollment is reserved for children of martyrs, veterans, and students covered under Laws No. 2828 and 5395, who receive full tuition coverage. İSTEK Schools also implement İSTEK Education staff and Yeditepe University staff, alumni, sibling, and professional discounts to support members of its community.

The Admissions Policy is closely aligned with the school's Inclusivity Policy. Throughout the admissions process and after enrollment, the individual needs, learning profiles, and support requirements of all students are taken into account.

SOURCES

The school principal, vice principals, guidance department, and preschool/primary school registrar actively participate in İSTEK Bilge Kağan Preschool and Primary School's admissions procedures.

The Ministry of National Education's "School Admissions Policy" sets legal requirements and a general framework.

https://www.meb.gov.tr/

İSTEK Schools consider student capacity in the school and classes as a key factor in all admissions-related decisions.

"International Baccalaureate Primary Years Programme Standards and Practices" plays a determining role in the admissions policy, as in all of the school's policies.

İSTEK Schools Admissions Process Guidelines Handbook

Connection Between the Admissions Policy and the Language Policy:

During the admissions process and at the beginning of the academic year, students' linguistic backgrounds and language learning needs are identified. Based on their individual needs, students' language development is planned and supported in collaboration with parents.

DOCUMENT CREATION AND DEVELOPMENT PROCESS

PARTICIPANTS	PURPOSE	DATE
Admissions Policy Committee	Draft creation	September, 2016
Admissions Policy Committee	Document revision (Revision I)	June, 2017
Admissions Policy Committee	Document revision (Revision II)	September, 2018
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İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN AND İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL ASSESSMENT POLICY

Introduction:

This document describes our perspective on assessment, the principles that guide assessment, and how those principles shape our practices. The points in this policy define what we value and what we endeavor to achieve. The practices described in this policy were developed collaboratively with all teachers. This policy has been prepared taking into account all physical and virtual spaces where assessment is implemented. As with all policies implemented at our school, the assessment policy aims to support students' development of the IB Learner Profile attributes and to foster their international-mindedness.

Philosophy:

The purpose of assessment is to provide information about learning and teaching. It involves gathering and interpreting information about student learning to inform teaching practice. Assessment identifies what students know, understand and are able to do at different stages of the learning process. When effective assessment succeeds in its purpose, it provides valuable information that helps answer 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 act on constructive feedback, they become effective, self-managing learners. This helps them engage in reflective thinking about their progress, set learning goals, and make decisions about what they need to do to achieve those goals.

- Assessment is an ongoing process of gathering evidence, analyzing it, reflecting on it iteratively, and taking action, with the primary purpose of informing teaching.
- Assessment involves teachers and students working collaboratively to monitor, document, measure, report and adapt learning.
- Students are actively involved in assessing and reflecting on their own learning and, in order to feed forward to next steps in learning, act on feedback from peers and teachers.
- Both learning outcomes and the learning process are assessed.
  (PYP: From Principles into Practice — Teaching and Learning; International Baccalaureate 2018)
- In our schools, assessment and evaluation are conducted through a process-oriented, skills-based and holistic approach aligned with the Türkiye Century Education Model and the PYP approach. Students' knowledge, skills, values, and social-emotional development are monitored through evidence of learning; the data collected are used to differentiate instruction, provide feedback, and establish new learning goals in response to individual needs.

Assessment is an integral part of all teaching and learning.

The Primary Years Programme (PYP) identifies three closely related areas that make up the curriculum in a PYP school: the written curriculum, the taught curriculum and the assessed curriculum. These three components form a cycle that supports students in constructing their own meaning, pursuing their questions, and gaining appropriate experiences and assessments tailored to their ways of learning, thereby enabling deeper understanding.

The PYP identifies four dimensions of assessment.

- **Monitoring learning:** The purpose of monitoring learning is to check the progress of learning, compared to personal learning goals and success criteria.

  This occurs daily through a variety of strategies: observation, questioning, reflective thinking, discussions of learning with peers and teachers, and well-considered feedback used to feed forward for next learning steps. Tools used for monitoring include student-generated questions, written or oral assessments, and learning portfolios.

- **Documenting learning:** Documenting learning is the compilation of evidence of learning. Teachers conduct assessment by building student development files that enable formative assessment. Documentation may be physical or digital and can be displayed or recorded in a variety of media. To make learning visible and explicit, documentation is shared with others. Records reveal insights into learning and provide opportunities to reconnect learning with learning intentions and success criteria.

- **Measuring learning:** Measuring learning aims to capture what a student has learned within a given "time frame." Not all learning can or should be measured. Measurement tools may be designed by the school or commercially produced, but each tool used should contribute additional data to support the whole picture of student achievement and progress in learning.

- **Reporting learning:** Reporting learning provides information to the learning community and involves reflective consideration of the question "How well are we doing?" It identifies the distance travelled and achievements in students' learning, highlights areas for improvement, and contributes to the effectiveness of the programme. Reporting is perhaps the most public-facing aspect of assessment, and therefore it must be handled carefully to provide clear information to students and parents. If a school awards grades or other indicators of achievement and communicates them externally, the processes must be transparent, clear and understood by all stakeholders.

Who is involved in student assessment?

All stakeholders in assessment — students, teachers, parents, administrators and board members — should fully understand the purposes of assessment, the success criteria and the methods used. *(Primary Years Programme, Program Evaluation Guide, January 2001. © International Baccalaureate Organization)*

Why do we assess?

A. Purposes of Assessment

Assessment is an integral part of the teaching cycle. In addition to providing information about student learning and development, it provides information for planning, self-assessment (reflective thinking), and collaboration.

Elements that enhance student learning:

- Assessment of prior knowledge and experience.
- Differentiation of teaching to meet individual needs.
- Identifying students' strengths and weaknesses and providing opportunities for them to set personal goals through reflective thinking.

- Providing feedback to students.
- Creating rich learning environments to enhance learning opportunities.

Information about student learning is obtained through:

- Pre-, formative- and summative assessment activities.
- Samples of student work and performance.
- Observations and observation records.
- Action feedback from parents.
- Learning journals.

At İSTEK Bilge Kağan, a range of student assessments are used to achieve the following:

- Assess students' prior knowledge and experiences before starting new learning.
- Assess new learning.
- Guide teacher planning and delivery.
- Evaluate student performance against PYP expectations as well as national standards.
- Address differences in achievement among students and provide targeted support.
- Evaluate the effectiveness of the learning programme.
- Share and celebrate what students can do.

B. Principles of Assessment

The shared understanding of assessment at İSTEK Bilge Kağan Kindergarten and Primary School is the product of the collective efforts of the teaching staff. Accordingly, determining student learning is the primary purpose of assessment. Assessment includes knowledge, concepts, skills and action.

Characteristics of effective assessment:

What constitutes good assessment practice?

- Providing forward and backward feedback to students and teachers for the purposes of performance improvement, learning and teacher review/development.
- Allowing students to demonstrate what they know, understand and can do; being both process- and product-focused.
- Including opportunities for reflective thinking as an integral and fundamental part of self-, peer-, teacher- and parent-assessment.
- Demonstrating awareness of learning styles and cultural and linguistic differences.
- Having criteria and presenting evidence of the extent to which those criteria are met.

What is assessed in a PYP school?

Throughout the IB PYP inquiry programme, İSTEK Bilge Kağan Kindergarten and Primary School work to provide students opportunities to construct meaning through structured inquiry. This is achieved by emphasizing links between subject-specific knowledge and transdisciplinary skills and themes. The transdisciplinary themes provide a focus for inquiry. Feedback is given on student development and performance in each of these areas. Feedback is also given regarding attributes listed in the IB Learner Profile. However, there is an emphasis on self-assessment and reflective thinking in the development of the Learner Profile attributes. At İSTEK Bilge Kağan Kindergarten, teachers collect evidence of children's development.

The nature of the evidence collected may take many forms as indicated below: observation notes, anecdotal records, photographs of activities, child-created drawings or artworks, writing samples, language samples, etc.

At İSTEK Bilge Kağan Kindergarten and in Primary School, performance and progress in each of the following subject areas are assessed: Turkish, English, German / Spanish (Grades 2–3–4), Mathematics, Science, Social Studies, Physical Education, Visual Arts, Music, and Information Technologies.

The attributes of the Learner Profile are integrated into daily learning. Our school assesses students' development in the following areas:

- Conceptual understanding (big ideas that transcend traditional subject boundaries).
- Acquisition of knowledge.
- Mastery of skills (approaches to learning).
- Development of IB Learner Profile attributes (reflective thinking and self-assessment).
- Taking action.

Students' progress and performance in the following subject areas: Language (Turkish, English, German / Spanish (Grades 2–4)), Mathematics, Social Studies, Science, Information Technologies, Visual Arts and Physical Education. For the development of language (Turkish, English, German / Spanish (Grades 2–4)) — including correct and effective language use, writing, listening and speaking skills — formative assessment activities are prepared and assessment is conducted based on these activities.

When is assessment carried out in a PYP school?
Assessment is an ongoing process that enables teachers, parents and children to see students' strengths and areas for development, as well as the effectiveness of the programme.

Pre-assessment is the process of eliciting prior knowledge and experience before new learning begins. In all our classes, a range of methods such as brainstorming activities and mind/concept maps are used to discover students' prior knowledge.

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

Summative assessment takes place at the end of a unit or learning process. It offers an opportunity to show students, teachers and parents what has been learned during the unit and to assess development. It marks the end point for a unit or process; however, it does not necessarily represent the end of learning in the assessed areas.

In line with Ministry of National Education (MEB) formative assessment principles, baseline and final assessments are used to reveal where a student began at the start of the process and the level of development achieved at the end. Student progress is monitored periodically.

What are the characteristics of effective assessment for continuous learning and development in the PYP?

- Use of pre-established meaningful criteria.
- Not only enabling students to recall facts but also to synthesize and apply what they have learned.
- Developing students' reflective thinking and self-assessment.
- Emphasizing production of quality products or performances.
- Highlighting students' strengths and allowing them to demonstrate expertise and mastery.
- Providing opportunities for children to express different viewpoints and interpretations.
- Providing feedback at every stage of the learning/teaching cycle.
- Considering students' needs, interests and learning styles (student-centred).
- Collaboration between students and teachers.
- Generating and keeping evidence towards goals that are set and understood by students, parents, teachers and administrators regarding student progress and learning.
- Determining what is valued in learning.
- Using backward design by identifying the intended outcomes and goals from the outset, and planning learning activities and assessments in alignment with these goals.

How do we give feedback?

Feedback to the student may be verbal or written. Its content can be structured as two positives and one area for improvement. Teachers provide feedback clearly and precisely about the skill the student needs to develop (for example, supportive and clear sentences such as: "Pay attention to the direction of the letters and write within the lines."). Positive language is used in feedback. Feedback includes supportive and encouraging expressions that aid learning. Alongside feedback, positive feedforward provides students with opportunities to set goals about their learning.If a student participates in activities but is observed to be unwilling, the reasons are investigated and collaboration is sought with the student, parents and the guidance unit. In order to reveal development and to immediately address missing or incorrect learning, students receive immediate feedback on their responses to assessment tools or learning activities.

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

Students are provided with many opportunities to demonstrate learning, including but not limited to: presentations, performance-based tasks, portfolios, interviews, formative assessment activities (process assessments) — summative assessments, reflective thinking/learning journals, classroom discussions and the PYP Exhibition at the end of Grade 4.

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

How do teachers record student development?

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

How are student developments reported to parents and students?

Reporting is providing forward and backward feedback about assessment. Effective reporting should:

Involve parents, students and teachers as partners.

- Reflect community values.
- Be clear, honest, fair and reliable.
- Be transparent and understandable to everyone.
- Provide teachers with opportunities to integrate what they have learned during the reporting process into future teaching and assessment practices.

At İSTEK Bilge Kağan Kindergarten and Primary School, parents are informed about their children's development through the following channels:

- **Report cards:** In Primary School, report cards in the format developed by the Ministry of National Education are issued twice a year.
- **Development reports:** In Kindergarten, at the end of each inquiry unit, students' progress in the targeted knowledge, skills (approaches to learning), concepts and Learner Profile attributes is assessed. Additionally, development reports are issued twice a year at Kindergarten level. These reports include age-appropriate outcomes and indicators, and assessment is conducted based on these. In Primary School, at the end of each term students receive a development report alongside their report cards that includes assessments for both inquiry units and subject areas. Development reports include sections for students' reflective thinking and for teachers to provide detailed feedback. They also document actions students have taken as a result of their learning in the unit. Additionally, in Primary School interim assessment reports that contain feedback on students' progress in knowledge, concepts, skills and action are prepared before the November and April mid-term breaks.
- **Goal-setting meetings:** At the start of the academic year, primary school students reflect on their strengths and areas for development. They set goals for the new academic year and plan how to achieve them. They share their goals and, together with their teachers and parents, plan them using their academic and non-academic competencies and readiness. Students regularly evaluate these goals and set new ones. Kindergarten students also set goals at the start of the academic year by creating drawings. They express their goals and teachers record student feedback. At scheduled times during the year, students and teachers review progress on these goals and students are supported to express how much they have achieved.
- **Portfolios and student-led conferences:** Students select work from their portfolios to share with their families at portfolio presentation days held once per term. Three-year-old children have only one portfolio presentation in the second term. (Portfolio Implementation Procedures — Appendix 1)
- **PYP Exhibition:** The PYP Exhibition is a culminating assessment task in which students in the final year of the programme share what they have learned, the skills they have gained and positive attitudes with the school community. For the PYP Exhibition, students work in groups to research a global issue they have identified and take action in response to that issue. Teachers at our school act as mentors, guiding student groups. Following their PYP Exhibition presentations, students receive PYP certificates indicating completion of the programme.

- Action feedback forms are sent to parents at the end of units, allowing parents to share observations of the extent to which students have taken action in connection with IB Learner Profile attributes and approaches to learning. This feedback is reviewed by teachers and administrators and provides an opportunity to see how students apply their learning to life. These inputs are used in development reports, feedback processes and unit revisions.
- **Parent meetings:** Parents, students and teachers share responsibility in the reporting process for evaluating both learning and student development.
  Communication is open and reciprocal. At İSTEK Bilge Kağan Schools, two parent meetings are held each year. Additionally, many opportunities for parent meetings are provided throughout the school year. Every teacher has “Parent Meeting Hours” in their weekly timetable.

- **Reflective Thinking/Learning Journals:** Students use learning journals to engage in reflective thinking about their learning. This work helps students identify their strengths and areas for development. It offers students opportunities to describe their learning. These journals serve as concrete indicators of student progress.

Assessment Requirements According to the Turkish National Curriculum (MEB)

- Students’ achievement is determined by formative (process) assessment activities, projects and performance tasks.
- All assessment tools and strategies used to determine student achievement must assess students’ critical and creative thinking, inquiry and problem-solving abilities.
- Assessment tools used to evaluate students must be valid and reliable. Depending on the learning outcome, rubrics and checklists are developed and used.
- For students with special learning needs, individualized education programmes are planned and their success is assessed according to the learning outcomes specified in these programmes.
- Teachers conduct projects and other activities to determine student performance according to the foundations of the assessment policy, objectives and course learning outcomes. The success of students with special needs is assessed by performance tasks and according to individualized education programmes.
- For Grades 1–3, all performance tasks and projects carried out under teacher supervision are assessed under teacher observation.
- For Grade 4, no examinations are administered under any name — including short readiness, trial or screening tests. Assessment tools prepared to focus on process-oriented assessment are used. Multiple-choice questions are not used; students are not provided with answer options. Instead, students are asked questions for which they construct the answers themselves.
- Class and activity participation and performance tasks are taken into account to determine student achievement. Classroom assessment is conducted according to formative assessment. Teachers continuously monitor students’ academic and social development, using assessment tools as part of lesson activities and providing immediate feedback to students.
- Students who cannot participate in Visual Arts or Physical Education lessons due to physical disability or other health issues must submit a medical report to document their condition.

- Students may be exempted from the “Religious Culture and Moral Knowledge” course if their officially registered religion is not Islam.
- Primary school is a period in which students are given opportunities to develop their interests and skills through curricular studies and extracurricular social activities

The understandings and all assessment criteria stated in our Assessment Policy at our school are fundamental rights appropriate to each student’s level and age. Implementing and developing the assessment policy is the responsibility of all teachers, the Assessment Committee and the Pedagogical Leadership Team.

Sources:
Our school’s assessment policy is regularly reviewed and developed by members of the policy committee. Students’ self-assessments, peer assessments, teacher assessments, family feedback and assessments from other members of the school community continuously help us improve our programme. Effective feedback and feedforward play an important role in the efficient use of resources within the programme.

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.
http://www.meb.gov.tr/
https://odsgm.meb.gov.tr/www/sss.php#sss536
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PORTFOLIO IMPLEMENTATION PRINCIPLES
What does a portfolio look like?
A portfolio demonstrates students’ learning processes. It allows the observation of each student’s development over time. It contains selected pieces from a variety of learning experiences in which the student has participated across different subject areas. Student portfolios are kept in a folder; however, some sections or certain student products may be digital or three-dimensional. The first page of the portfolio contains a page where the student introduces themselves in an original way. In total, the portfolio consists of the “About Me” page + for Kindergarten: 3-year-olds — 4 inquiry units, 4–5-year-olds — 5, and in Primary School Grades 1, 2, 3 and 4 — 6 inquiry units + sections for records related to the Learner Profile.How does the portfolio work? What is its purpose?

The portfolio is designed to showcase the student’s achievements, development and reflective thinking about their learning. The portfolio is composed of products that show both the learning process and the learning outcomes. These products may include activities, assessment tasks, etc. The main purpose of the portfolio is to promote students’ reflective thinking. Another purpose is to inform observers about the student’s learning journey. Each student has one folder in the classroom. This folder is the portfolio folder in which the student stores selected pieces of work.

The first page of the portfolio folder is the “About Me” page where the student introduces themselves in an original way.

The portfolio folder is organized according to 6 inquiry units in Primary School, 5 units in 4–5-year-old groups, and 4 units in the 3-year-old group. In this way, it also demonstrates development over time. During the final week of each unit, at least one to two lesson periods are allocated to portfolio work. In these lessons, students select from their personal files the pieces they wish to add to their portfolio folders.

In Primary School students write on post-it notes why they have chosen the pieces they selected and stick these notes to the learning engagements. In Kindergarten, students are asked questions about the selected work and their answers are written by the teacher either on the back of the work or on an assessment form.

In Grades 1 and 2, notes written on these papers may read: “I chose this piece because I had so much fun in this activity / I found it difficult / … I learned … / … The topic interested me,” etc. * In Grades 3 and 4, in addition to the above, students also add what they should improve in their next work.

Students may also add products they have recorded on CD to their portfolios. They also include their reflective thinking entries in their folders. Students who prefer group work may include those pieces in their folders. For activities that cannot be physically filed, teachers take photographs of the activity and provide them to the student.

In Primary School, for each inquiry unit, students choose at least four learning engagements from their class teachers’ lessons. These learning engagements may include Mathematics, Turkish, Social Studies and Science & Technology, depending on grade level. Teachers guide students to make balanced selections across these subjects.

Selection of pieces to be included in the portfolio is primarily made by the student. However, teachers may also request that students include certain learning engagements in their portfolios. Students must include summative assessment pieces in their portfolios. Checklists, assessment scales, etc., used in the assessment of the students are also added to this file together with the student’s work. Teacher feedback on the learning engagement is also useful. Feedback should offer suggestions for what the student needs to do to improve in a particular area. Generic praise such as “Well done” or “Bravo” does not count as useful feedback. For English classes, students choose at least two learning engagements per inquiry unit. English teachers allocate one lesson at the end of the unit to selecting these learning engagements and adding reflective notes.

Students choose at least one product/activity from Visual Arts, Music, Physical Education and Information Technologies. These products/activities may sometimes be in the form of paintings, video recordings, examples of application, etc.

After general assessment reports and development reports are sent to parents, portfolios are returned to school and kept in the portfolio folder after mid-term / semester breaks. Parents’ action feedback forms that are submitted at the end of each unit are also kept in the portfolio. Teachers use these feedback forms when completing the action sections of development reports. Class teachers must ensure that every parent submits these forms at the end of the unit.

Selection of authentic pieces for the portfolio is important. Learning engagement copies are not added to the portfolio. Students' learning journals are also part of their portfolios. Regular maintenance of learning journals is highly important in this respect.

Students keep portfolio folders at school. Portfolio folders are sent home with the student each year. Portfolio presentations take place once each term, twice in total. In the first term students present learning engagement from their class teachers' lessons and English classes. In the second term, one additional subject of their choice is added to the presentations.

Students attend portfolio presentations with their folders and share their portfolios with their parents during the presentation. Then, they take the learning engagements they have selected and go to the designated presentation room with their folder and present them. One of the selected pieces is chosen from their English learning engagements. After their presentations, students leave their folders in the classroom. Parents complete feedback surveys given to them after the presentations.

Three-year-old learners do not give Turkish and English portfolio presentations in the first term. During this term, learners start to get familiar with the portfolio process and begin collecting their learning engagements under teacher guidance. Teachers regularly add products from children's Turkish and English activities to their files and follow their development. Thus, the learning processes of learners in both languages are observed and assessed. In the second term, learners share selected learning engagements from both Turkish and English activities with their families to demonstrate their development.

Rights and Responsibilities of Student, Parent and School

Students' Rights

- The right to receive education in a fair, safe and inclusive learning environment.
- The right to express their ideas respectfully.
- The right to be assured that their achievements will be assessed with objective assessment tools.
- The right to receive regular feedback and feedforward about their developmental processes.

Students' Responsibilities

- To respect school rules, classmates and teachers.
- To take an active role in their own learning processes and submit assigned tasks on time.
- To act honestly in assessment processes and behave in accordance with academic integrity principles.

Parents' Rights

- The right to receive regular information about their children's educational processes and development.
- The right to establish open, constructive and respectful communication with the school.
- The right to request support plans tailored to their child's needs.

Parents' Responsibilities

- To comply with school policies and cooperate with the school.
- To support their child's educational process and maintain school-home communication.

- To adhere to the school's assessment, registration and admission principles.

School's Rights and Responsibilities

- The right to implement educational programmes in line with the school's vision and mission.
- The responsibility to provide equal opportunities to every student.
- The responsibility to maintain open, honest and regular communication with parents and students.
- The responsibility to adopt a fair, transparent and student-centred approach in assessment processes.

Connection between the Assessment Policy and the Academic Integrity Policy:
This policy is directly linked to the Academic Integrity Policy. It supports adherence to ethical principles when assessing students' performances and ensures that assessments remain authentic, fair and transparent.

DOCUMENT CREATION AND DEVELOPMENT PROCESS

PARTICIPANTS	PURPOSE	DATE
Assessment Policy Committee	Drafting the initial version	June, 2016
Assessment Policy Committee	Revision of the document(Revision I)	September, 2016
Assessment Policy Committee	Revision of the document(Revision II)	January, 2017
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Assessment Policy Committee	Revision of the document(Revision IV)	September, 2018
Assessment Policy Committee	Revision of the document(Revision V)	September, 2020
Assessment Policy Committee	Revision of the document(Revision VI)	August, 2021
Assessment Policy Committee	Review of the document Editing the document	September, 2022 October, 2023
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Assessment Policy Committee	Review of the document Editing the document	September, 2026

LANGUAGE POLICY OF İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN AND PRIMARY SCHOOL

Introduction:

This document defines our perspective on language, the key principles in language learning, and how these principles influence our language teaching. The language policy has been prepared by considering all physical spaces (such as classrooms, corridors, playgrounds, and other physical areas) as well as virtual environments (such as digital platforms and online communication spaces).

- It provides a framework that enhances consistency in the approach across year levels and subjects.
- It informs parents about our principles and practices and helps them understand our curriculum.
- It supports teachers during planning, delivery, and assessment stages of instruction.
- It is a tool that helps teachers reflect on, improve, and make visible their PYP language practices.

The points in this policy define what we value and what we aim to work towards.

Philosophy

At İSTEK Bilge Kağan Kindergarten and Primary School, the Turkish National Education Curriculum is implemented within the framework of the PYP. We believe that language is a tool for inquiry. Language is the fundamental means for transdisciplinary learning. Therefore, we aim to provide a language-learning environment that supports effective communication, strengthens language development, and fosters productive use of language.

Teaching and learning are planned in a way that supports a balance between students learning *the language*, learning *about the language*, and learning *through the language*.

Since language is at the center of learning, we acknowledge that all our teachers share the responsibility of facilitating meaningful communication and supporting language development among students. In this context, every teacher is also a language teacher.

Language of Instruction – Turkish

Turkish is the language of instruction at İSTEK Bilge Kağan Kindergarten and Primary School. The inquiry program provides learners with an authentic context to develop and use language. Wherever possible, language is taught within meaningful and realistic inquiry units. Language is used as a tool for expressing needs, emotions, ideas, and experiences, as well as for developing and making sense of an understanding of the world. It is essential for the development of social, emotional, and cognitive skills.

Language is used in different ways across different contexts and audiences, and it changes over time. While there are certain rules that must be followed, language also allows individuals to express themselves creatively. Every individual expresses themselves in a unique way.

The national Turkish language scope and sequence specified by the Ministry of National Education, along with the PYP Early Years Programme language scope and sequence documents, outline the key expectations that form the basis of language learning. Language development involves not only acquiring and applying a range of skills and attitudes but also understanding and using language effectively.

Language consists of four interrelated skills: speaking, listening, reading, and writing. These skills develop further when learners are challenged to understand and communicate effectively.

Each student has different learning styles and developmental stages in their language-learning journey. Developing a sense of confidence as a communicator is important for everyone's language development.

Foreign Language – English
Exposure to languages other than their mother tongue enables students to gain knowledge about other cultures, appreciate them, and develop awareness of different perspectives. (Making the PYP Happen – A Curriculum Framework for International Primary Education, 2007) Students understand and value their own culture and personal stories, and they are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to exploring and evaluating different viewpoints and are willing to grow through experience. *(Making the PYP Happen – A Curriculum Framework for International Primary Education, 2007)*

According to the Turkish National Education standards, all objectives of foreign language teaching are listed as follows:

- Developing students' listening, reading, speaking, and writing skills in the target language
- Enabling students to communicate effectively in the target language
- Fostering positive attitudes toward language learning
- Instilling the enjoyment of learning new languages

At İSTEK Bilge Kağan Kindergarten and İSTEK Bilge Kağan Primary School, English lessons begin at the age of 3. Students at every age level have access to English classes. Starting from the 2018–2019 academic year, a bilingual program called **Crossroads** was implemented for our 3-, 4-, 5-year-old groups and Grade 1, carried out through co-teaching by both classroom and subject teachers. In the 2022–2023 academic year, this successfully run program was extended to include Grades 2, 3, and 4.

At İSTEK Bilge Kağan Kindergarten and Primary School, collaboration among teachers is essential as part of the learning community. In this context, the **co-teaching model** is implemented, where two teachers plan, teach, and assess students' learning together in the same learning environment.

Co-teaching allows teachers with different areas of expertise (for example, a classroom teacher and a subject teacher) to respond more holistically to students' needs. In this model, neither teacher is in a "support" role; both share equal responsibility for designing and delivering learning.

Through this approach:

- Students receive better support tailored to their individual learning styles and needs.
- Language, thinking, and conceptual understanding are enriched through multiple perspectives.
- An inquiry-based, interactive, and multi-voiced learning environment is created in the classroom.

The co-teaching model concretely brings the PYP principles of collaboration, differentiation, and valuing multiple perspectives into the classroom. This ensures that each student experiences a strong learning process both academically and socio-emotionally.

In the 2024–2025 academic year, the kindergarten transitioned to a full-time English program.

In this program, the classroom teacher and the English teacher share responsibility in the classroom throughout the day. The primary goal of the program is to enable students to experience English as part of their daily life in a natural learning environment.

English is actively used during daily routines, academic activities, play, and interdisciplinary studies.

Through this model, students interact with English not only during specific lesson times but throughout the entire day. This supports language learning as a natural acquisition process and strongly develops students' communication skills.

The full-time English program focuses on listening, comprehension, and speaking skills, aiming to strengthen students' abilities to think bilingually and express themselves in both languages.

Elective German and Spanish as a Second Foreign Language

Our students in Grades 2, 3, and 4 attend two weekly lessons in their chosen second foreign language (German or Spanish). The primary aim of these lessons is to develop students' language skills and foster a love for learning new languages.

Exposure to languages other than their mother tongue enables students to develop an understanding of different cultures, appreciate their value, and become aware of diverse 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 the countries where English, German, and Spanish are spoken, along with their cultures. Early exposure to these languages and cultures helps our students develop as open-minded individuals. They understand and value their own culture and history, and they are open to the perspectives, values, and traditions of other individuals and communities. Students cultivate the habit of seeking and evaluating different viewpoints and demonstrate a willingness to grow through these experiences. *(Making the PYP Happen – A Curriculum Framework for International Primary Education, 2007)*

The diversity within our Foreign Languages Department reflects this approach most effectively. Our teachers come from various countries and cultural backgrounds, bringing different perspectives on cultures, traditions, and communities into our school community. Similarly, the presence of students from diverse cultural backgrounds further enriches this environment.

This diversity broadens the perspective of our school community, strengthens mutual understanding, and transforms the learning environment into a multicultural space. In this way, we encourage our students to be open-minded while motivating them to become true global citizens.

Language enables students to shape their thinking, make sense of the world, and become active members of their communities. Within the PYP framework, strong language skills support the following objectives:

- **Expressing Emotions and Needs:** Enables students to confidently communicate their own feelings, thoughts, and needs.
- **Developing Empathy and Understanding:** Supports the ability to empathize by recognizing the perspectives, emotions, and needs of others.
- **Constructing Meaning and Reflection:** Through language, students explore and make sense of the world, reflect on their learning, and form new connections.
- **Acquiring and Sharing Knowledge:** Encourages the gathering of information related to personal interests, curiosity, enjoyable topics, and academic progress, and the effective sharing of this knowledge with others.
- **Expressing Creativity:** Provides opportunities for students to express imagination, identity, and creativity through writing, drama, music, and storytelling.

In line with these objectives, language is both a tool and a product of learning, allowing each student to find their unique voice.

Language Objectives
Strong language skills include the following:

- Confidently expressing needs and emotions, using self-management and communication skills, and demonstrating behaviors aligned with the learner profile of a confident learner.
- Understanding and empathizing with the needs and emotions of others, developing social skills, and supporting the thoughtful and caring learner profile.
- Making sense of the world, reflecting on learning, and forming new connections, utilizing critical and creative thinking skills.
- Acquiring knowledge and skills related to personal interests, enjoyable topics, and academic progress, and sharing them with others, actively using research and communication skills in the process.
- Expressing imagination and creativity through writing, music, composition, and other creative forms, using creative thinking skills to reveal their identity and voice.

In line with the PYP, our aim is to develop students' knowledge, skills (learning approaches), and conceptual understanding so that, in the long term, they become individuals with the following attributes:

Inquirers: They question the use and structure of language. They use language to acquire knowledge and make sense of the world around them.

Thinkers: They can express their thoughts and ideas clearly.

Communicators: They can express themselves verbally or in writing in a variety of situations. They listen attentively and speak confidently and clearly. They read and understand different types of texts and write clearly and accurately for appropriate purposes. Original teaching materials provide students with a variety of experiences.

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

Knowledgeable: They have acquired grammar and understanding to discuss language structures, text types, and literary styles.

Principled: They understand the power of language and the responsibility that comes with using it appropriately.

Caring: They are aware that the way they use language can affect others. Our students understand the impact of their language on others and act sensitively in their use of language. All language teachers encourage students to use the "magic words" adopted by the school community.

Open-minded: They respect differences and similarities between languages, accents, and communication preferences. They interact with foreign language teachers of different nationalities and learn about different accents and cultures.

Balanced: They can express themselves verbally and in writing. They read and understand a variety of text types and write for different audiences and purposes.

Reflective: They reflect on their language development and the steps they take to improve language proficiency.

Principles and Practices of Language Teaching
To help students develop effective communication skills and become proficient communicators, we adhere to the following principles:

1. Active Participation in Listening, Speaking, Reading, and Writing
Students engage in a variety of activities where they actively use language rather than just producing limited structures. We provide teaching and assessment tasks that allow students to construct meaningful language actively. Students choose their own reading materials for enjoyment and research purposes, supporting their reading development. Our students actively use online reading platforms and the school library.

2. Language Curriculum Integration
The language curriculum is embedded across the entire school curriculum, and language activities are meaningful and relevant. Elements of language—such as text structure, grammar, spelling, and vocabulary—are taught as part of inquiry units whenever possible and connected to relevant contexts.

3. Learning Environment

Positive, comfortable, and supportive, encouraging verbal communication.
We aim to build students' confidence through:
Positive and forward-focused feedback

- Group and paired activities
- Opportunities for presentations, role-plays, etc.
- Opportunities for discussions and debates

Rich in diverse resources and text types:
- We maintain a well-equipped school library with books and reading materials in a variety of text types.
- Technology and AI tools are integrated into language learning.
- A range of teaching resources, including digital databases, is utilized.

4. Student Participation in Assessment
- Students engage in self-assessment through portfolios and rubrics, reflecting on their progress and setting new learning goals.
- A writing process is followed that includes planning, revising, and sharing as a tool for reflective thinking and improving ideas.

5. Consideration of Diverse Language Backgrounds
- At the beginning of the academic year, students' linguistic backgrounds and language learning needs are identified through the "Student Language Profile Survey" administered to parents. Based on the data collected, students' language development is planned and supported in collaboration with parents.
- Our library contains books in multiple languages (Turkish, English, German, Spanish, and other languages spoken by our students). It is regularly updated to support students with different mother tongues.
- International celebrations are emphasized to promote awareness and knowledge of different languages.

6. Integrated Teaching of Language Skills
- Students use their language skills in different contexts through inquiry-based learning and English–Turkish clubs offered at school.

7. Attention to Developmental Stages and Learning Styles

- Tasks are adapted to accommodate individual learning styles and developmental stages, with specific goals for each student.

8. Teacher as a Model of Effective Communication Strategies

- Teachers model different reading and writing strategies, demonstrate how to speak and listen in various situations, and model the correct use of language elements.
- A wide variety of literary and non-literary texts are introduced and explored.
- English club activities are integrated with art, literature, and contemporary topics. Students learn to use English in real-life situations and begin to see it as a tool for communication across multiple subjects.

<u>Implementation:</u> Turkish Language Lessons at İSTEK Private Bilge Kağan Kindergarten

İSTEK Private Bilge Kağan Kindergarten, Turkish language and early literacy activities are planned by integrating the IB Primary Years Programme (PYP) approach and the Ministry of National Education curriculum within a student-centred, skills-based and inquiry-based framework.

In line with the Ministry of National Education curriculum and the PYP approach, activities are implemented to develop students' listening/viewing, reading, speaking and early literacy skills. Students are encouraged to use these skills to express their curiosity, ask questions, investigate, make connections, communicate their ideas and demonstrate their learning in different ways.

One of the primary goals of the kindergarten is to ensure that students can speak and express themselves effectively in Turkish.

Turkish language activities at the kindergarten are conducted under teacher supervision. Through these activities, students listen to others and participate in communication by responding appropriately. Turkish language activities are scheduled daily and are designed to help students use their voices and Turkish language correctly, express themselves verbally, understand social life, and recognize their roles within it.

These activities include a wide variety of experiences such as tongue twisters, poems, finger plays, stories, and dramas. Teachers support students in recognizing new vocabulary and using it correctly in daily conversations. Activities are organized to develop students' speaking skills, vocabulary, articulation, and pronunciation.

Language and Early Literacy Approach

Our core aim is for students to experience language learning as enjoyable, rewarding, and achievable. To achieve this, comprehensive and supportive programs are implemented.

1. <u>Early Literacy Programs</u>

From kindergarten onwards, students are introduced to early literacy programs that include phonemic awareness activities and interactive reading sessions. Daily routines such as story reading, storytelling, and book days ensure continuity in language development.

2. <u>Resources</u>

Students explore the structure and organization of language through a variety of text types, including stories, poems, fairy tales, digital media, instructions, and posters.
Early literacy skills are developed using both print and digital resources. Various materials such as books, documentaries, visuals, and videos are used throughout the learning process.

To further inspire and enhance language development, authors and experts are invited to the school, or online author events are organized.
Digital platforms such as Okuvaryum and EBA are utilized to support students' language skills. Students also gain opportunities to access reliable information, select content relevant to their needs, and use research skills effectively.

Language activities are treated as a core element of learning, aiming for students to comprehensively develop their language skills.

Turkish Language at İSTEK Private Bilge Kağan Primary School
The Turkish language program aims to instill a love of learning Turkish, raise awareness of language learning, develop students' listening, speaking, reading, and writing skills, increase their awareness of the richness of the language, and enable them to communicate effectively, fluently, and accurately.

Through the Turkish Language Program, our school seeks to develop students who:

- Understand what they read, see, and hear
- Express their feelings, thoughts, and dreams
- Think critically and creatively
- Are responsible and enterprising
- Live harmoniously within their community
- Continuously question and interpret events, situations, and data based on prior knowledge
- Develop aesthetic sensibilities
- Show sensitivity to national values

To achieve these goals and learning outcomes, the Ministry of National Education (MEB) requires specific weekly lesson allocations for Turkish classes, which are applied in the context of our transdisciplinary inquiry program:

- Grades 1–3: 10 hours per week
- Grade 4: 8 hours per week

For the 2026-2027 academic year, 5 kindergarten and 26 primary school students are bilingual or have a family member who is bilingual. At İSTEK Bilge Kağan Kindergarten and Primary School, multilingualism is recognized as a reality, a right, and a resource for learning.

For students whose mother tongue is not Turkish, the school provides:

- Additional or after-school lessons in small groups or one-on-one sessions when needed
- Age- and level-appropriate books, reading materials, and worksheets
- Individualized learning plans developed collaboratively with parents and the Psychological Counseling and Guidance Department . Support from foreign teachers through orientation activities and translation when necessary

Our kindergarten and primary school actively participate in the MEB projects *"Dilimizin Zenginlikleri"* (The Richness of Our Language) and *"Geleceğin Yazarları"* (Writers of the Future).

English at İSTEK Private Bilge Kağan Kindergarten and Primary School
Our goal is to develop and enhance students' English skills using the IB PYP guides, Language Scope and Sequence Documents, MEB regulations, and the Common European Framework of Reference for Languages (CEFR). We aim to prepare each student to reach an internationally recognized level of reading readiness that meets at least the minimum CEFR standards.

Primary School English Program

At İSTEK Bilge Kağan Primary School, the English program is delivered by native English-speaking teachers and experienced Turkish teachers who make language learning meaningful and enjoyable. Students are encouraged to communicate through student-centered activities such as drama, music, dialogue, games, individual work, and group activities. Projects and portfolio work allow continuous monitoring of students' language development.

English is integrated into everyday life, creating a natural language environment. Classroom experiences are enriched with interactive whiteboards, tablets, videos, and other technological tools, accommodating different learning styles. Web-based platforms provide learning opportunities beyond the classroom.

Through the K12 system, students use platforms such as BookR Class, Raz Kids, BrainPOP Jr, Smile and Learn, Minticity, and video assignments in flipped learning activities. AI-based tools are also integrated to enhance digital competencies, personalize learning, provide feedback, and offer multiple ways to practice language skills. AI-supported reading, writing, and speaking activities make learning interactive, motivating, and aligned with learning goals.

Classes are planned using a student-centered, inquiry-based, and constructivist approach. Differentiated strategies are applied to ensure all students are supported, considering varied learning styles. Visual, auditory, written, and kinesthetic materials are used in an integrated way to make learning enjoyable and accessible for everyone.

In bilingual classrooms, additional materials are used to support students' language levels. Students with lower proficiency receive targeted support, including strategic grouping, allowing stronger students to assist peers while teachers focus on smaller groups. In higher grades, extension sessions allow teachers to work with groups needing extra practice while the rest of the class continues the lesson.

Since the 2018–2019 academic year, the Crossroads bilingual program has been implemented in Grade 1 through co-teaching by classroom and subject teachers, expanding to other grades in 2022–2023. This program aims to increase natural English interactions and to help students see English as a tool for communication and access to information.

Weekly English hours for each grade are:

- **Grade 1**: 5-hour Crossroads program + 12 additional hours = 17 hours
- **Grade 2**: 5-hour Crossroads program + 12 additional hours = 17 hours
- **Grade 3:** 2-hour Crossroads program + 12 additional hours = 14 hours
- **Grade 4**: 2-hour Crossroads program + 12 additional hours = 14 hours

Grades 2, 3, and 4 also participate in a 2-hour weekly elective German or Spanish course.

Turkish and native English teachers collaborate weekly to plan and teach lessons. The inquiry program is implemented bilingually in Turkish and English.

KINDERGARTEN

We aim to provide our children with a foundation in English from the earliest age, as this skill is essential for understanding the world. To use a second language alongside one's mother tongue and to think in that language, learning must begin at a young age.

In our kindergarten, students participate in an intensive English program with both Turkish and foreign teachers, using drama, music, games, stories, puppets, various articles, and picture cards. An English-speaking environment is created through games and activities with foreign teachers, giving students opportunities to enjoy using and speaking English.

Since the 2024-2025 academic year, we have implemented a full-time English program. Under this program, all age groups spend the day with English teachers. Specifically:

In addition to 12 hours of our Crossroads programme, three-year-olds receive 10 hours of English per week, participating in a total of 22 hours of English instruction. Four- and five-year-olds receive 10 hours of English per week in addition to 14 hours of our Crossroads programme, participating in a total of 24 hours of English instruction.

Our primary focus is developing students' bilingual comprehension and expression skills. To support this, bilingualism is emphasized through displays, announcements, and written communication throughout the school. Students are encouraged to see English not just as a subject but as a practical tool for daily life. Multilingual activities, projects, and classroom practices strengthen language proficiency while promoting respect and sensitivity toward different languages and cultures. Experiencing multilingualism naturally helps students express themselves comfortably in both English and Turkish, laying the foundation for lifelong learning.

To support English learning, students use digital applications at home and school such as Lingokids, ABCMouse, and Smart Cookies.

German and Spanish at İSTEK Bilge Kağan

German and Spanish are offered as optional subjects for Grades 2, 3, and 4, with two lessons per week. Similar to English lessons, these courses focus on developing speaking, writing, listening, and reading skills. Modern technology and educational tools, such as Smile and Learn and Minticity, are used to enhance students' language and communication skills in these languages.

Resources

Since every teacher at İSTEK Bilge Kağan Kindergarten and Primary School is regarded as a language teacher, all staff serve as important models and resources for correct language use.

Language Scope and Sequence Documents (Language Standards) are actively used by the Pedagogical Leadership Team and all teachers.

Students have access to extensive Turkish and English resources in school and classroom libraries. These resources also support multilingualism and multicultural awareness.

The library coordinator and Pedagogical Leadership Team regularly enrich library resources. Class teachers and the library coordinator ensure students can access a wide variety of materials.

Age-appropriate digital platforms are also available, with information shared with students and parents at the beginning of the school year.

Rights and Responsibilities

1. Students' Rights

- To receive education aligned with their interests and learning styles, fostering international awareness and cultural sensitivity.
- To freely express ideas and think critically in a supportive learning environment.
- To have their language skills, early literacy, and identity expression rights respected.
- To receive regular and meaningful feedback on their work.
- To learn in a respectful environment valuing different cultures and languages.
- To access resources necessary for language development (books, digital tools, dictionaries, visual materials, etc.).
- To express themselves in written, verbal, visual, and creative ways.

2. Students' Responsibilities

- Actively participate in language development, applying learned skills and being open to learning.
- Engage in group work and collaborative activities, completing assigned tasks on time.
- Respect different languages and learning processes, effectively using research and learning skills.
- Demonstrate respect and responsibility toward teachers, peers, and the school community.
- Contribute to the school's bilingual learning environment.
- Participate in portfolios and self-assessment processes to reflect on their language development.

3. Parents' Rights

- To know their child is receiving quality education and receive regular updates.
- To communicate with teachers and access educational materials.
- To provide feedback and participate in their native language.
- To be informed about the school's language policy, approach, and practices and to offer suggestions.

4. Parents' Responsibilities

- Support their child's language development, providing speaking and reading opportunities at home.
- Create experiences that promote multilingualism (books, films, trips, etc.).
- Collaborate with the school and contribute positively to the process.
- Strengthen connections between languages learned at home and school.
- Provide a supportive and safe home environment that nurtures cultural and identity development.

5. Teachers' Rights

- Access professional and educational development opportunities.
- Access sufficient materials, tools, and resources to support teaching.
- Collaborate with families and the school community.
- Implement the curriculum creatively and flexibly, tailored to students' language and learning needs.
- Participate in the development, implementation, and evaluation of the language policy.

6. Teachers' Responsibilities

- Apply teaching strategies that support students' language development.
- Organize learning environments to enhance multilingual awareness.
- Differentiate instruction according to individual students' language levels.
- Create an inclusive classroom climate valuing different languages and cultures.
- Observe, assess, and provide feedback on students' language progress regularly.
- Communicate and collaborate with parents regarding language development.
- Plan cross-curricular activities that support language learning.
- Use contemporary methods and technology effectively in language teaching.
- Prepare and implement lessons in line with the school's language policy.
- Continuously engage in professional development to adopt new methods and approaches.

İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN AND PRIMARY SCHOOL LANGUAGE SUPPORT

At İSTEK Bilge Kağan Kindergarten and Primary School, we value the individuality of every child and recognize the talents, strengths, and experiences they bring to the classroom as an essential part of the learning process. We support students in discovering their strengths and taking an active role in their learning journey.

Classroom instruction is planned with the understanding that students learn in diverse ways. Visuals, sounds, written texts, and kinesthetic activities are integrated to make learning engaging and thought-provoking for each student.

Considering that each student may start the academic year at a different level, we differentiate instruction to meet diverse learning needs and support all students' growth throughout the year. Modifications may be made based on the expected outcomes, the type and complexity of questions, group and paired work, extra teacher support, and the time allocated for task completion. Student-centered learning, collaborative work, additional reading, class presentations, and projects where students can manage their own learning are the main approaches across all lessons. Individual and group work is also provided for bilingual students and/or students who do not speak Turkish.

Skill-based Grouping

- Grouping students according to their skill levels allows teachers to focus on students who need more development while allowing advanced students to progress at their own pace.
- Strategic grouping enables advanced students to assist peers working toward achieving the same goals.

Our year-long study program allows students to work individually or in small groups with teachers to achieve class objectives, ensuring maximum participation for every student.

Aligned with the PYP's inclusive approach, bilingual classrooms are supported with additional materials and selected reading books adapted to students' language levels, reinforced through classroom applications.

At İSTEK Bilge Kağan Kindergarten and Primary School, multilingualism is recognized as a reality, a right, and a resource for learning.

Support for Students Whose Mother Tongue Is Not Turkish

- Additional lessons are planned for small groups when necessary.
- Students receive books, reading materials, and worksheets appropriate to their level.
- When teachers identify students needing extra support, after-school support sessions are organized.
- Individual learning plans are prepared and implemented for each student through collaboration with parents and the Psychological Counseling and Guidance Department.
- Protection of the Mother Tongue and Linguistic Identity: Students' mother tongues are recognised as an important part of their identity and cultural belonging, and are valued within the school community.
- Recognising Multilingualism as a Resource: All languages spoken by students are regarded as resources that support learning; using the mother tongue is not considered a barrier to learning.
- Use of the Mother Tongue in Learning: Students are supported in using their mother tongues when thinking, conducting research, taking notes, making sense of concepts, developing ideas and, where appropriate, producing work.

- Translanguaging Practices: Students are given opportunities to construct meaning by moving naturally between the languages they know. Where appropriate, they are encouraged to research in one language and share their findings in another, or to connect concepts across languages.
- Multilingual Learning Resources: Access to books, digital resources, visual materials and oral resources in students' mother tongues is supported as far as possible in the library and classrooms.
- School–Family Collaboration: Families are encouraged to speak their mother tongues with their children at home, read books, tell stories and share cultural and linguistic resources such as songs and rhymes. Information is gathered from families about each child's language background and languages used at home.
- Supporting the Mother Tongue at Home: Families are informed that they do not need to abandon their mother tongue to develop the school's language of instruction; strong mother-tongue development supports students' overall language development and learning.
- Making Cultural and Linguistic Diversity Visible: Students' languages are made visible in classrooms and around the school through greetings, books, displays, activities, stories and cultural sharing.
- Peer and Community Support: Where appropriate, students, families and school community members who speak the same language are given opportunities to contribute to linguistic support and sharing.

- Teachers' Responsibilities: Teachers recognise students' language profiles and, rather than preventing mother-tongue use, draw on it to connect new learning with the school's language of instruction.
- Monitoring Language Development: Consideration is given not only to students' development in the school's language of instruction but also, as far as possible, to their overall language profiles; regular communication with families is maintained.
- Inclusive Communication: Translation, visual support or alternative means of communication are used when needed to support full participation in school life by students and families whose mother tongue differs from the school's language of instruction.

Connection with the Inclusion Policy:

The school provides necessary support to ensure full and equitable participation of students from diverse language backgrounds in the learning process.

Connection with the Admissions Policy:

During the admissions process and at the beginning of the academic year, students' linguistic backgrounds and language learning needs are identified. Based on their individual needs, students' language development is planned and supported in collaboration with parents.

References and Frameworks

- IBO PYP Language Scope and Sequence (Language Standards)
- IBO School Language Policy Development Guide
- Making the PYP Happen – A Curriculum Framework for International Primary Education
- Turkish Ministry of National Education Language Guidelines
- The Early Years in the PYP

DOCUMENT CREATION AND DEVELOPMENT PROCESS

PARTICIPANTS	PURPOSE	DATE
Language Policy Committee	Initial draft creation	June, 2016
Language Policy Committee	Document revision (Revision I)	September, 2016
Language Policy Committee	Document revision (Revision II)	January, 2017
Language Policy Committee	Document revision (Revision III)	April, 2017
Language Policy Committee	Document revision (Revision IV)	June, 2018
Language Policy Committee	Document revision (Revision V)	September, 2020
Language Policy Committee	Document revision (Revision VI)	August, 2021
Language Policy Committee	Document revision (Revision VII)	September, 2022
Language Policy Committee	Document revision (Revision VII)	August, 2023
Language Policy Committee	Document revision (Revision VIII)	October, 2025
Language Policy Committee	Document revision (Revision VIIII)	October, 2026

İSTEK PRIVATE BİLGE KAĞAN PRESCHOOL AND PRIMARY SCHOOL PSYCHOLOGICAL COUNSELING AND GUIDANCE POLICY

Our school's Psychological Counseling and Guidance practices aim to support students in adapting to our school environment, enhancing their academic success by using their full potential, understanding and accepting themselves, developing emotional awareness, and building positive social skills and relationships. In line with the mission of contributing to a more peaceful and compassionate world for all humanity, our core approach is to guide students to become principled individuals who act with honesty, fairness, and integrity when facing everyday challenges; who remain sensitive to their own needs as well as the needs of others; who communicate effectively with their environment; and who respect and appreciate different perspectives.

General Principals of Guidance

- Participation in guidance services is based on voluntariness.
- Every individual has the freedom to make their own choices.
- Confidentiality is essential in matters of personal concern.
- Guidance services are carried out through collaboration.
- Guidance services are accessible to all students.
- Respect for individual differences is fundamental in all guidance practices.
- Guidance services are an integral part of education.
- All services are grounded in scientific data, professional methods, and ethical principles.

What Are Psychological Counseling and Guidance Services?

Psychological Counseling and Guidance services are professional practices that support students' personal, social, emotional, and academic development.

These services help students better understand themselves, solve problems, and strengthen their social skills.

Our school's Psychological Counselling and Guidance Department does not conduct clinical assessments or make medical diagnoses; it provides developmental and preventive guidance. Assessment tools are used to understand students' cognitive, social and emotional development holistically and identify areas requiring support; results are shared with parents collaboratively. When medical or clinical expertise is needed, families are guided and referrals are arranged in the student's best interests.

Our Psychological Counselling and Guidance Department does not measure intelligence or determine intelligence levels. Tests used to evaluate intellectual functioning or inform diagnoses are administered only when necessary, under clinical conditions, by authorised clinical specialists, Guidance and Research Centres (RAM), or healthcare institutions. Our department provides referrals and follow-up support.

Identifying and developing specific talents in intellectual, artistic and sporting areas is the responsibility of relevant specialists and subject teachers.

The Psychological Counselling and Guidance Department contributes through interdisciplinary collaboration by sharing qualitative observations about students' development, interests and attitudes with subject teachers.

Individual counselling sessions are planned flexibly according to students' developmental needs, observations, and teacher or parent referrals, rather than a fixed schedule. They support students' social-emotional development strategically. Information is handled in accordance with ethical principles, confidentiality and the child's best interests, and shared with relevant stakeholders as appropriate. Parents may

The Guidance Department aims to uncover individual potential and support developmental needs. Holistically monitoring students' development, identifying support needs and making appropriate referrals in collaboration with families are professional and ethical responsibilities of the department. All information gathered is protected under professional confidentiality and shared only with families and relevant specialists in the student's best interests. All information is kept strictly confidential and shared only with families and specialists when it is in the best interest of the child.

School–family collaboration is essential to students' development. Based on observations made at school, classroom teachers and the Guidance Department inform families and invite them to meetings. For timely and effective support, families should share any significant circumstances that may affect their child's development with the Guidance Department without waiting for an invitation.

Students are observed by their teachers and school counselors. Families of students who may benefit from additional support are referred to support centers or specialists. The Psychological Counseling and Guidance Department collaborates closely with these centers and professionals, and—under their guidance—helps implement the necessary support practices within the school to assist the child effectively.

Guidance Service Support Areas

- Effective and efficient study skills
- Home learning habits
- Emotional problems
- Childhood fears, anxiety, and worries
- Shared family decisions, family communication, parental attitudes, sibling jealousy
- Peer relationships and social skills
- Behavioural problems (lying, taking belongings without permission, etc.)
- Referral to specialist support (anger management, behavioural problems, speech and language disorders, learning difficulties, attention deficit and hyperactivity, etc.)

Student-Focused Practices

- Supporting the adaptation process of students who are new to our school
- Supporting academic development
- Interpersonal relationships and communication skills
- Activities that promote social skill development
- Attention and visual perception activities
- Activities that foster creativity
- Referral and guidance services

Classroom Guidance Practices

- Identifying and understanding emotions
- Attitudes and values
- Developing self-esteem
- Social skills and friendship
- Communication skills
- Courtesy and etiquette
- Personal Space and Bodily Autonomy
- Movement and Health
- Building responsibility
- Kindness Among Peers
- Responsible Use of Technology
- Emotion Regulation

Parent-Focused Practices

- Counseling and referral services
- Monthly Informative Psychological Counselling and Guidance Bulletins
- Parent Seminars

Teacher-Focused Practices

- Teacher Seminars
- Bulletins for teachers
- Counseling and support services

DOCUMENT CREATION AND DEVELOPMENT PROCESS

PARTICIPANTS	PURPOSE	DATE
Psychological Counseling and Guidance Policy Committee	Creation of the Initial Draft	June, 2019
Psychological Counseling and Guidance Policy Committee	Revision of the Document (Revision I)	September, 2020
Psychological Counseling and Guidance Policy Committee	Revision of the Document (Revision II)	August, 2021
Psychological Counseling and Guidance Policy Committee	Review of the Document Review of the Document	September, 2022 August, 2023
Psychological Counseling and Guidance Policy Committee	Review and Revision of the Document (Revision III)	October, 2025
Psychological Counseling and Guidance Policy Committee	Review and Revision of the Document (Revision IV)	September, 2026

İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN AND İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL ACADEMIC INTEGRITY POLICY

In today's world, the rapid development of technology has led to a significant increase in accessible information. As a result, reaching information has become increasingly easy. New knowledge is being produced from existing sources. For example, artificial intelligence is a technology that enables computers and machines to imitate human-like thinking, learning, problem-solving, perception, and decision-making skills, allowing learners to access information quickly.
Learners must cite any ideas, texts, visuals, or suggestions obtained from artificial intelligence in their references. Content produced by artificial intelligence must not be presented as the learner's own original work. Artificial intelligence may be used as a complementary tool in homework, projects, and inquiries; however, it cannot replace individual responsibility or critical thinking skills. Teachers guide learners in the ethical and responsible use of AI tools. The learning community adopts the honest, transparent, and conscious use of artificial intelligence within the learning process.

Today, AI tools are frequently used in research and learning processes. Our school encourages the use of these tools as **supportive resources**; however, it pays careful attention to ensuring that students' original contributions are not overshadowed.

To protect the rights of those who produce information, our school has adopted principles of academic integrity. The academic integrity policy has been prepared by considering all physical and virtual learning environments.

Our school values a respectful approach to the work of individuals and institutions. Students are expected to produce original work. Upholding academic integrity is the responsibility of the entire school community. Acting in accordance with academic integrity nurtures attitudes of honesty and trust in both physical and virtual learning spaces. It also supports the development of the IB Learner Profile attributes.

Association Between the IB Learner Profile Attributes and the Academic Integrity Policy

As **inquirers**, we collect, organize, and interpret data during research in ways that align with academic integrity.

As **knowledgeable** individuals, we develop our understanding by connecting new information with what we already know.

As **thinkers**, we evaluate information by analyzing and synthesizing it to make responsible and well-reasoned decisions.

As **communicators**, we share the information we learn through our inquiries in an honest, accurate, effective, and willing manner.

As **principled** individuals, we recognize the importance of honesty, fairness, and responsibility in the process of accessing information. We respect individuals and different groups.

As **open-minded** individuals, we remain aware of and respectful toward our own culture and personal histories during the inquiry process. We stay open to the traditions and customs of different communities.

As **caring** individuals, we act sensitively and respectfully toward the needs and feelings of others during the process of accessing information. When sharing what we learn, we aim to create a positive impact on others.

As **risk-takers**, we approach new tasks and ideas with courage, striving to discover new information. We respond to unfamiliar situations with thoughtful courage.

As **balanced** individuals, we understand the importance of intellectual, physical, and emotional balance during the processes of acquiring and sharing information, for the well-being of ourselves and others.

As **reflective** individuals, we consider our learning experiences, frequently evaluating our strengths and areas for growth in order to support our personal development.

<u>This policy includes the following components for all units of the school:</u>

1. **A definition of inappropriate behaviour** (collaboration that violates academic integrity)
2. **Guidance on distinguishing acceptable collaboration from unacceptable collaboration**
3. **An outline of actions to be taken in cases of academic misconduct**

Inappropriate Behaviours

Inappropriate behaviours refer to situations in which students unfairly benefit from the work prepared by others, either inside or outside the school environment.

Inappropriate behaviours include:

- Presenting work that has been completed by someone else
- Presenting an idea that does not belong to them as if it were their own
- Failing to acknowledge the sources used in their work in a fair and transparent way
- Not applying proper citation rules
- Not acknowledging the use of artificial intelligence when AI tools have contributed to the work

Acceptable Collaboration

Academic integrity expectations may vary in arts-related learning. Acceptable collaboration includes behaviours such as imitation, influence, modelling, and the use of references, provided that all sources are clearly acknowledged. These behaviours are considered appropriate and valued within the learning process.

Teachers clearly explain the boundaries, expectations, and methods of acceptable collaboration to learners.

Required Actions in Case of a Violation

The Academic Integrity Policy is reviewed with the student, and necessary reminders are provided. When needed, teachers collaborate with families to reinforce discussions about academic integrity at home and ensure consistent understanding of the policy.
Students are required to revise the work that does not meet academic integrity expectations, provide clarification, recreate the task, or apply citation rules properly.

Students who repeatedly demonstrate misconduct receive a verbal warning, and their work will not be assessed. *Students who sign the "Academic Integrity Agreement (Appendix 2) acknowledge and accept these expectations.* Our school community—teachers, students, parents, and the library department—adheres to the following principles:

Students;

- Value original work.
- Take responsibility for completing their own tasks and complete their assignments independently.
- Transform information instead of copying it; use information to construct new understandings.
- Develop information literacy skills; understand how to evaluate internet sources.
- Show respect for the work of others.

- Avoid presenting ideas that do not belong to them as their own; act with honesty and provide references.
- Avoid using others' work without permission; respect their peers' efforts.
- Acknowledge all sources fairly.
- Learn how to prepare a bibliography
- Demonstrate respect for different perspectives and act with integrity.

Teachers;

- Adopt and model academic integrity principles within the PYP learning community.
- Create and share their own original work.
- Require students to acknowledge sources used in their inquiries.
- Avoid using illegally produced materials (books, DVDs, magazines, etc.).
- Act consistently and fairly toward all learners.
- Share the sources used in lessons or teaching materials (including AI-based resources).

Parents;

- Support their child in acknowledging sources and generating new ideas while completing assignments.

- Avoid completing tasks on behalf of their child; instead, guide and encourage independence.

Library Department;

- Supports students in developing **information literacy**; guides learners in selecting accurate, reliable, and up-to-date information sources.
- Teaches students how to cite sources, make quotations, and avoid plagiarism.
- Teaches bibliography preparation techniques appropriate for primary school (books, journals, websites, AI tools, etc.) and provides practice opportunities.
- Builds awareness about the ethical use of information and encourages respect for intellectual property.
- Plans learning engagements that strengthen inquiry skills and original thinking.
- Introduces learners to various types of sources (print, digital, multimedia, etc.) to help them evaluate different perspectives.
- Collaborates with teachers to support students in adhering to academic integrity principles in inquiry-based projects.
- Organizes awareness activities and thematic displays to promote a culture of academic integrity across the school.

Rights and Responsibilities

Students' Rights

- Have the right to **equitable and fair access to information.**
- Have the freedom to **express and share their original thoughts.**
- Have the right to feel **supported and encouraged** in their learning process.
- Have the right to expect **respect for their ideas and work** from others.
- Have the right to encounter **a supportive environment that allows learning from mistakes.**

Students' Responsibilities

- Are responsible for **completing their own work independently.**
- Must **acknowledge all sources** used (books, internet, AI tools, etc.) clearly and accurately.
- Must **not use others' work without permission** and must follow proper **citation rules.**
- Must act **fairly and collaboratively** in group work.
- Must be **honest during assessments and evaluations**.
- **When using AI tools (e.g., ChatGPT, Gemini, etc.), students must clearly identify and cite the sources of the information obtained, specify which sources the AI used, and avoid presenting AI-generated content as their own work.**
- Must **verify and clearly reference the origin of information** obtained through AI tools.

Teachers' Rights

- Have the right to **receive support in creating original content**.
- Have the right to expect **fair and honest behaviour** from all students.
- Have the right to **use and develop resources** in line with their professional competence.

Teachers' Responsibilities

- Are responsible for **explicitly teaching academic integrity principles**.
- Must **respect different learning styles** and guide students accordingly.
- Must **clearly acknowledge the sources** they use.
- Must **model ethical behaviour** in academic contexts.

Parents' Rights

- Have the right to expect that their children are educated in **an ethical and fair learning environment.**
- Have the right to be **informed about the school's academic integrity policy.**
- Have the right to **monitor and participate in their child's individual development.**

Parents' Responsibilities

- Support their children in **developing habits of original work**.
- Guide but **do not complete assignments or projects for their child.**
- Raise awareness about **respect for information, proper source use, and sharing**.

CONNECTIONS BETWEEN THE ACADEMIC INTEGRITY POLICY AND OTHER SCHOOL POLICIES

Connection between Integrity Policy and Language Policy:
Effective use of oral, visual, and written language during learning; accurate referencing and proper use of language, spelling, and grammar are essential for both academic integrity and language development.

Connection between Integrity Policy and Assessment Policy:
Accurate and ethical self-assessment and teacher-led assessment are critical. Students and teachers must evaluate strengths and weaknesses **honestly and comprehensively.**

Connection between Integrity Policy and Behaviour Policy:
Students respect information and the contributions of others during inquiry and learning processes. They acknowledge differences in ideas and share information **respectfully and ethically.**

Connection between Integrity Policy and Admissions Policy:
Parents and students are informed about the school's academic integrity philosophy, principles, and responsibilities during the admissions process.

Connection between Integrity Policy and Inclusivity (Special Educational Needs 2nd Part) Policy:
Every student has the right to access learning with academic integrity, regardless of circumstances. Teachers provide **individual support** to students with special needs, helping them **express themselves, their work, and their sources honestly.**

Connection between Integrity Policy and ICT Policy:
AI tools should be used to **support inquiry, research, and the development of independent thinking**.

Students understand that AI-generated work **cannot be submitted as their original output**, but may be used as a **supportive resource within their own synthesis**.
All text, visuals, information, or ideas obtained through AI (e.g., ChatGPT, Gemini) must be **transparently cited**, just like any other source, showing **exactly which parts were AI-assisted.**

APPENDIX 1: İSTEK BİLGE KAĞAN PRESCHOOL AND PRIMARY SCHOOL REFERENCING RULES

Grade Level	REFERENCING GUIDELINES							
	Oral Sources	BOOKS, PRINTED PUBLICATIONS				Magazines, Periodicals	Internet, Web Address	Artificial Intelligence
		Book Title	Authors Name	Page Number	Publisher			
Preschool (Ages 3–5)	X							
Grade 1	X	X				X	X	
Grade 2		X	X			X	X	
Grade 3		X	X	X		X	X	X
Grade 4		X	X	X	X	X	X	X

EXAMPLES

ORAL SOURCE
Example: “My mother said that oranges and tangerines contain vitamin C.”
Reference: Mother (Nazife Erdemirli)
Example: “Language is our sense of taste among the five senses.”
Reference: Peppe Cartoon

BOOKS OR PRINTED PUBLICATION (Include web address if used)
Example: Grade 1: Kırmızı Denizyıldızı
2. Grades: Ceren Kerimoğlu, Kırmızı Denizyıldızı
3. Kerimoğlu, Ceren, Kırmızı Denizyıldızı, pages 32–33
4. Kerimoğlu, Ceren, Kırmızı Denizyıldızı, pages 32–33, Elma Publishing
MAGAZINE – PERIODICAL. Example: Bilim Çocuk

Magazines / Periodicals
Example: *Bilim Çocuk*

ELECTRONIC SOURCES – WEB ADDRESS
Example: www.cevreciyiz.com

AUDIO AND VIDEO SOURCES
Example: Lakisov, Viktor. *Hero Duck*. 2016. Film. Animation.

IMAGES AND PHOTOGRAPH
Example: Güran, Nazmi Ziya. *Nusretiye Mosque*. 1928. Oil Painting. Painting and Sculpture Museum, Ankara

ARTIFICIAL INTELLIGENCE
Name of the Artificial Intelligence Tool

Date the Content Was Generated
The website cited by the application and verification of the relevant URL

APPENDIX 2:

I will make **my own efforts** to complete all assignments and tasks. I will **respect my classmates' work** and will not take it without permission. Whenever I receive help for my work or assignments from any source (parent, book, magazine, website), I will **acknowledge the source in my references**. I will not present the work of my family or anyone else as my own.

When I use AI tools in my work, I will **clearly reference them**, verify the information at the original source, and **will not substitute AI content for my own work.**

I have read and understood the **İSTEK Private Bilge Kağan Schools Academic Integrity Policy**. **I agree that if I do not follow the principles of the Academic Integrity Policy, my work will not be assessed and I may receive a verbal warning.**

Student Name:

Class:

Date:

Signature:

The Academic Integrity Agreement may also be shared with students via online platforms.

RESOURCES
At the beginning of each school year, the **Academic Integrity Policy Committee** prepares an informative presentation titled *Academic Integrity*, which is shared with students by all classroom teachers. This presentation forms the **first step in implementing the policy.**

The **Academic Integrity Policy Committee members** and the entire school community play an active role in **implementing and developing the Academic Integrity Policy**. During research activities, students are guided to cite references for books used, mention the source of information and compare multiple sources. This process is a **model of inquiry-based learning** led by teachers.

As with all school policies, the **Academic Integrity Policy** is developed in accordance with **IB principles, program standards, and practices.**

DOCUMENT DEVELOPMENT AND REVIEW PROCESS

PARTICIPANTS	PURPOSE	DATE
Academic Integrity Policy Commitee	Creation of the first draft	September, 2016
Academic Integrity Policy Commitee	Document revision (Revision I)	June, 2017
Academic Integrity Policy Commitee	Document revision (Revision II)	September, 2020
Academic Integrity Policy Commitee	Document revision (Revision III)	August, 2021
Academic Integrity Policy Commitee	Document revision (Revision IV)	January, 2021
Academic Integrity Policy Commitee	Document review	September, 2022
Academic Integrity Policy Commitee	Document review	August, 2023
Academic Integrity Policy Commitee	Document review	August, 2024
Academic Integrity Policy Commitee	Document revision (Revision V)	September, 2025
Academic Integrity Policy Commitee	Document revision (Revision VI)	September, 2026

İSTEK PRIVATE BİLGE KAĞAN PRESCHOOL AND PRIMARY SCHOOL INFORMATION TECHNOLOGY POLICY

Philosophy

The curriculum of the Information Technologies (IT) course, which mainly progresses within the framework of coding and robotics, includes essential technological tools such as word and presentation processors, 2D and 3D design tools, algorithms and coding logic required for AI-powered programs and robots. All content is prepared in accordance with the PYP Inquiry Programme. At İSTEK Bilge Kağan Schools, each grade level has its own information technologies course. This course aims to teach fundamental IT skills and ensure the integration of technology into the PYP curriculum. Based on this approach, İSTEK Bilge Kağan Schools aim to prepare students for the future as individuals equipped with 21st-century skills—curious, able to reach accurate information, and capable of using technology effectively and purposefully.

IT teachers support students and teachers through Web 2.0 tools, ensuring effective use of technology in lessons.

Advantages of Information Technologies (IT)

- IT enriches and supports learners' experiences within the curriculum.
- IT provides learners with diverse learning and teaching experiences.
- IT offers tools that foster creativity.

- With tablets in the IT laboratory, research and inquiry activities in all school lessons are supported through technological resources.
- IT motivates learners.
- IT facilitates access to learning processes for students with learning difficulties.
- IT enables students to actively engage in group work and participate in collaborative learning processes.
- IT supports different types of learners.

Information Technologies Usage Strategies

- Selects appropriate digital tools to support learners' learning processes.
- Uses multimedia resources to enrich lesson content.
- Plans activities to develop learners' research and production skills.
- Teaches students rules regarding safety and ethics in technology use.
- Encourages learners to collaborate in digital environments.
- Provides online materials suitable for students' individual learning pace.
- Uses online tools in assessment and evaluation processes.
- Supports problem-solving and project development skills through IT tools.
- Follows current technological developments and integrates them into class activities.
- Designs diverse learning environments to increase learners' technological literacy.
- Uses technology not only for information transfer but also for production and discovery.
- Ensures that learners share their digital products on secure platforms.
- Provides opportunities for students to take responsibility in technology use.
- Connects information technologies with interdisciplinary links while preparing lesson plans.
- Helps students identify and solve potential issues they may encounter in the digital world.
- Helps learners understand that information and images shared in digital environments remain accessible permanently.
- Raises learners' awareness of the ethical use of artificial intelligence tools.

Acceptable Use

Teacher Responsibilities

- Responsible for creating and implementing the IT policy.
- Responsible for monitoring, controlling, and managing IT equipment.

Learner Responsibilities

- Learners must not share their passwords with others.
- Learners must not access others' accounts without permission.
- If learners suspect unauthorized access to their accounts, they must notify their teacher.
- Learners must log out after completing lessons.
- All activities completed during IT class must be saved, and the session or computer must be closed before leaving.
- Learners must not delete or change any system settings.
- Any technical problem should be reported to the IT teacher.
- Learners use reliable sources to access information.
- Learners use digital tools to support their learning.

- Learners use presentation, poster, or graphic design tools to visualize ideas.
- Learners use accurate keywords in research.
- Learners critically evaluate information obtained from digital environments.
- Students cite the sources they use in their assignments.
- Learners communicate respectfully and responsibly in digital environments.
- Learners securely share and digitally store their products during the PYP Exhibition preparation process.
- Learners use basic computer skills to solve simple technical problems.
- Learners act with the awareness that anything they share online creates a permanent digital footprint.
- Learners use artificial intelligence tools ethically, solely to support their research and develop ideas, recognising that they should not have these tools complete their entire assignments.

How Learner Profile Attributes Are Demonstrated as Responsible Digital Citizens
To show you are an "Inquirer, Knowledgeable, and Thinker":

- Critically evaluate digital information, use reliable sources, acknowledge AI-generated content, and share knowledge responsibly.

To show you are a "Communicator":

- Collaborate effectively and communicate clearly and respectfully in digital environments.

To show you are "Principled":

- Demonstrate academic integrity, respect privacy and copyright, and act ethically and safely online

To show you are "Open-Minded":

- Respect diverse perspectives, cultures, and values, and consider different viewpoints.

To show you are "Caring":

- Demonstrate empathy, kindness, and respect in digital interactions.

To show you are a "Risk-Taker":

- Explore new digital opportunities confidently, share ideas, and make informed decisions.

To show you are "Balanced":

- Maintain a healthy balance in technology use and consider different perspectives.

To show you are "Reflective Thinker":

- Reflect on digital actions, seek clarification, and use feedback for continuous improvement.

Resources

- The Role of IT – IBO Documents
- IBVC, Digital Citizens and the IB Learner Profile

DOCUMENT DEVELOPMENT AND REVIEW PROCESS

PARTICIPANTS	PURPOSE	DATE
İSTEK Schools IT Teachers	Creation of the first draft	June, 2019
IT Policy Committee	Revision of the document (Revision I)	September, 2020
IT Policy Committee	Revision of the document (Revision II)	September, 2023
IT Policy Committee	Revision of the document (Revision III)	October, 2025
IT Policy Committee	Revision of the document (Revision IV)	September, 2026

İSTEK BİLGE KAĞAN PRESCHOOL & PRIMARY SCHOOL BEHAVIOR POLICY

PHILOSOPHY

At the core of our school's behavior policy is the belief that learners take ownership of their actions, reflect on their choices, question, reason, and make responsible decisions that lead to meaningful action. The IB Learner Profile is an essential and non-negotiable component of our behavior policy, as international-mindedness and shared local/global values guide learners through all school and life experiences. It helps them understand themselves, build and maintain healthy relationships, and lead active, balanced, and healthy lives.

The Second Step Social–Emotional Learning Program also plays a supportive role by contributing to the development of these skills and fostering a positive school climate.

The relationship between rights and responsibilities is central to the expectations we set for learners. One of the main aims of our behavior policy is to help students reflect on their rights, become aware of their own and others' rights, and understand the responsibility embedded in their choices and actions. It is essential that learners develop sensitivity to human needs and rights, evaluate their strengths and limitations, and take informed action by thinking critically.

Supporting each learner's personal, social, and physical development is the responsibility of every teacher—and the entire school community. Learners are guided so they can develop positive attitudes and behaviors, make healthy lifestyle choices, and contribute to society as responsible, respectful individuals.

This behavior policy is designed for all physical and virtual learning spaces.

LINKING THE IB LEARNER PROFILE WITH THE BEHAVIOR POLICY

The İSTEK Bilge Kağan Preschool & Primary School Behavior Policy applies not only to learners but to the entire school community, including families. It is important that everyone embodies and internalizes the behaviors described in the policy through the lens of the IB Learner Profile and international-mindedness.

As inquirers, we recognize that we are responsible for our actions; we reflect on and evaluate our behaviors and decisions.

As thinkers, we consider our responsibilities and the consequences of our actions; we make reasoned, ethical choices.

As knowledgeable learners, we understand concepts related to behavior, rights, and responsibilities and regulate our actions accordingly.

As communicators, we express ourselves clearly and confidently, use communication skills effectively, and treat others respectfully when interacting or solving problems.

As principled individuals, we act with integrity, take ownership of our behavior, and accept the outcomes of our choices.

As open-minded learners, we appreciate cultural, personal, and value-based differences and behave with respect and tolerance.

As caring individuals, we show empathy, respect the needs and emotions of all living beings, and understand others' perspectives.

As risk-takers, we explore new strategies to support positive behavior, show resilience when facing challenges, and demonstrate creativity and perseverance.

As balanced learners, we recognize that our behavior affects our own and others' well-being. We act responsibly to maintain harmony and positive interactions.

As reflective learners, we evaluate our actions, learn from our experiences, and use our reflections to guide future behavior.

PRINCIPLES

- Respect is the foundation of the school's behavior policy.
- Everyone is responsible for respecting themselves, others, differences, and the needs of the community.
- The behavior policy is shared with the entire school community and families at the beginning of each academic year.All learners, families, and school staff understand the rights and responsibilities outlined in the policy.
- Creating and maintaining a safe and peaceful learning environment is the responsibility of the whole school community.
- Positive and respectful language is used in all communication.

RIGHTS AND RESPONSIBILITIES

The whole school community shares responsibility for developing, implementing, and sustaining the behavior policy. The school community includes academic staff, learners, and families.

Academic Staff: Administrators, the PYP Coordinator, and all teachers are responsible for developing, implementing, monitoring, and sustaining the behavior policy.

Parent: Responsible for supporting the school's philosophy and behavior expectations at home.

Learner: Learners take responsibility for their behavior within the framework of the behavior policy, reflect on their actions, and engage in self-assessment.

LEARNERS' RIGHTS AND RESPONSIBILITIES

Learning-Related Rights and Responsibilities

Every learner has the right to equal learning opportunities, and therefore the responsibility to respect the learning process. Everyone has the right to learn, teach, and express themselves without disruption.

Learners are responsible for:

- Arriving at school on time and ready to learn
- Following classroom instructions
- Respecting common agreements
- Engaging in learning and making an effort
- Demonstrating appropriate behavior inside and outside the classroom to protect the learning of others

Self-Related Rights and Responsibilities

- Learners must respect both their own and others' learning processes and honor individual differences.
- Respecting everyone's ideas and learning
- Regulating one's own actions
- Demonstrating behavior aligned with the school community
- Taking care of personal health and hygiene

Rights and Responsibilities Toward Others

- The entire school community must treat everyone equitably and respect their identity, thoughts, emotions, and cultural background.
- Learners are responsible for speaking and acting politely and respectfully inside and outside the school, acknowledging the emotions of others and maintaining appropriate personal space, showing tolerance and respect toward all personal and cultural differences, demonstrating respect for all members of the school community (administrators, teachers, staff, PTA members, classmates, etc.).

Rights and Responsibilities Related to School Property and Personal Belongings
Every learner has the right to feel safe knowing that both personal and school property are protected.

Taking care of school property, classmates' belongings, and their own items, asking permission respectfully before using others' belongings, reporting any damage to school property to the appropriate staff.

All İSTEK Bilge Kağan Preschool and Primary School learners must follow these expectations in all shared school areas: classrooms, playgrounds, buses, the cafeteria, and all communal spaces. Each learner is aware that they are responsible for their own actions.

If learners do not meet their responsibilities, families and the school community are accountable for following all policy procedures.

At the beginning of each academic year, all PYP teachers and learners are responsible for creating class essential agreements and shared area agreements. Families are expected to participate in and support these agreements.

Note: Within the framework of the Calm School approach, shared agreements are implemented.
Note: Learners are active agents in creating these shared agreements.

SPACES	RIGHTS	RESPONSIBILITIES OF LEARNERS
Classrooms	Everyone has the right to feel respected and safe in the classroom.	Learners follow the shared classroom agreements. They are sensitive and respectful toward the feelings and needs of others and show empathy by putting themselves in others' shoes. They take care of classroom materials and use them responsibly. They communicate kindly and respectfully with their teachers and peers. Everyone respects one another's right to listen and learn. Everyone respects one another's dignity. Learners act with honesty, integrity, and a sense of fairness.
Corridors	Everyone has the right to feel respected and safe in the school corridors.	During transitions between spaces (to specialist rooms, the cafeteria, etc.), learners walk in an orderly manner, in line, and quietly. When classes are in session, they move through the corridors quietly and with awareness.

Cafeteria	Everyone has the right to eat in a calm, clean, and orderly environment.	Learners wash their hands before and after meals.They walk and move calmly in the cafeteria.They follow appropriate table manners.They keep the cafeteria area and tables clean.After eating, they push their chairs back into place.Each class and learner eats at the tables assigned to them.
Conference Hall	Everyone has the right to listen, learn, and inquire. Everyone has the right to watch presentations and performances, to listen, to learn, and to enjoy the experience.	Learners move in an orderly line when entering and exiting the auditorium. They remain seated calmly and quietly throughout presentations and performances.They show respect to speakers, performers, and all audience members.They focus their attention on the presentation taking place in the space.
Playground	All learners have the right to play in the playground with cooperation, respect, and tolerance.	Learners play in the designated areas and remain within the defined boundaries. They use playground equipment responsibly, keep it clean, and show respect for shared materials. They act with integrity and respect during games and competitions. They demonstrate sensitivity toward the feelings of others. They participate in games.
School Bus	Everyone has the right to travel safely and peacefully on the school bus.	Learners respect everyone's right to travel safely and quietly on the school bus.They treat the bus driver, bus attendant, and other students with kindness and courtesy. They follow the shared bus agreements. They speak in a low voice. They sit in their assigned seat and fasten their seatbelt.

PROCEDURES AND IMPLEMENTATION

When learners do not fulfill their expected responsibilities or do not adhere to shared agreements, specific procedures are implemented. These procedures align with the philosophy of our school and with all other schoolwide policies.

Our aim is to safeguard the rights of every individual, ensure a safe learning environment, and maintain a positive school climate built on healthy communication.

We aim to nurture caring, principled, self-disciplined learners who question and reflect on their actions, show empathy, and consider others' perspectives. By promoting respect for oneself, others, and the entire school community, we create an environment where learners can act autonomously, driven by intrinsic motivation, and where age-appropriate responsibilities and the rights of others are honored.

In this context, our school implements a behavior-improvement approach centered on prevention and problem-solving. This approach operates through collaboration among students, teachers, school leadership, and families.

When learners interfere with their own or others' rights and responsibilities, or when they violate someone's personal space, the goal is to guide them—under the teacher's support—toward reflection, goal-setting, responsible decision-making, and positive action. If learners consistently have difficulty adhering to shared school agreements and show resistance, positive behavior-support procedures are implemented and monitored by the academic and administrative teams. The procedure follows these steps:

STEP 1 – TEACHER CONVERSATION & WARNING: When an unexpected behavior first occurs in a shared area, the teacher who witnesses the behavior gives a verbal reminder/warning. The classroom teacher is informed. The witnessing teacher documents the conversation.

If the behavior affects another person's physical safety or significantly impacts a learner's daily well-being or emotional state, the family is informed and invited to collaborate.

STEP 2 – CLASS TEACHER (MENTOR)–RELATED TEACHER–STUDENT MEETING & PYP COUNSELING NOTIFICATION: If the behavior occurs a second time, the classroom teacher meets with the learner. The classroom teacher brings the documentation from Step 1. The Step 2 meeting is also recorded. The classroom teacher asks the learner to complete the Behavior Improvement Form, and this form is submitted to the Counseling/PDR Department. The learner is invited for an additional meeting with the PDR team.

Behavior Improvement Form:
https://docs.google.com/document/d/1zCykIfDTYROFJB-weAqlhkWw5syazVvC/edit#heading=h.gjdgxs

STEP 3 – LEARNER SELF-ASSESSMENT, PDR MEETING & FAMILY NOTIFICATION: If the unexpected behavior reaches the classroom teacher again, the PDR department meets with the learner. The meeting is documented in writing. The PDR department assigns a developmentally appropriate reflective or skill-building task. The case is shared with school leadership. The teacher and PDR team then meet with the family. Families are invited to collaborate. (If needed, families may be guided to seek additional professional support to reinforce the strategies implemented by the school psychologist/counselor and classroom teacher.)

STEP 4 – SCHOOL ADMINISTRATION–FAMILY–PDR MEETING: If unexpected behaviors persist, school administration and the relevant PDR teacher conduct an individual meeting with the learner. The family is informed. If the family has not yet engaged in the support and collaboration process, they are invited to the school and asked again to participate and, if necessary, seek expert assistance. A formal written record of this meeting is kept.

STEP 5 – SCHOOL COMMUNITY SERVICE ASSIGNMENT

When a learner in Grades 3 or 4 reaches this step, they are referred to the Positive Behavior Support and Development Committee. The committee provides guidance and assigns a developmental task linked to the area of concern. If unexpected behaviors continue and begin to disrupt the functioning of the school community, the learner is assigned school community service responsibilities aimed at supporting positive behavioral growth. Families are informed. School community service tasks are designed to support the learner's personal and social development. The assigned tasks relate to the cause or context of the unexpected behavior.

CONNECTIONS TO OTHER POLICIES

Connection Between the Behavior Policy and the Language Policy: Learning to use spoken, visual, and written language effectively and respectfully in academic and social settings is essential to both the language policy and the behavior policy.

Connection Between the Behavior Policy and the Assessment Policy: Honest and accurate assessment—whether teacher assessment, peer assessment, or self-assessment—is vital following any behavior-related process. During reflection, learners and teachers evaluate strengths and areas for growth ethically, completely, and accurately.

Connection Between the Behavior Policy and the Academic Integrity Policy: Learners value information, respect those who share knowledge, and acknowledge differing viewpoints. They demonstrate respect when accessing, using, and sharing information and reflect these principles consistently in their behavior.

Connection Between the Behavior Policy and the Admissions Policy: During the admissions process, families and learners are informed about the school's behavior policy, philosophy, principles, and expectations.

Connection Between the Behavior Policy and the Inclusion Policy (Section II – Special Educational Needs): For learners requiring additional educational support, the entire school community collaborates to establish individualized shared agreements and implement appropriate strategies for behavior management and support.

RESOURCES

The entire İSTEK Bilge Kağan Preschool and Primary School community acts as a model for positive behavior.

The Pedagogical Leadership Team, Counseling Department, and all teachers model and promote appropriate behaviors.

Families collaborate closely with the school during all stages of policy implementation.

The 'Second Step' support program we implement also contributes to creating a peaceful learning environment and increasing positive, desired behaviors in our school.

Policy Committee Members and the Counseling Department play an active role in implementing and developing the behavior policy. They monitor global developments in education and behavior management to ensure the policy remains aligned with current pedagogical approaches.

DOCUMENT DEVELOPMENT AND REVIEW PROCESS

PARTICIPANTS	PURPOSE	DATE
Behavior Policy Committee	Development of the Initial Draft	September, 2016
Behavior Policy Committee	Revision of the Document (Revision I)	June, 2017
Behavior Policy Committee	Revision of the Document (Revision II)	June, 2018
Behavior Policy Committee	Revision of the Document (Revision III)	September, 2020
Behavior Policy Committee	Revision of the Document (Revision IV)	September, 2021
Behavior Policy Committee	Revision of the Document (Revision V)	September, 2022
Behavior Policy Committee	Revision of the Document (Revision VI)	August, 2023
Behavior Policy Committee	Revision of the Document (Revision VII)	October, 2025
Behavior Policy Committee	Revision of the Document (Revision VIII)	Septmber, 2026

İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL HOMEWORK POLICY

Our school's homework policy has been created to support our goal of raising students as individuals who research, question, and take responsibility for the choices they make.

Characteristics of Effective Homework

- Meaningful and suitable for the purpose.
- Carefully planned to prevent overloading the student.
- Clearly explained by the teacher and understood by the students.
- Differentiated and/or enriched when necessary to meet the diverse learning needs of students.
- Reviewed regarding time management.
- Home learning is an opportunity to learn, not simply “homework”.
- Not every home learning activity has to be written.

Durations (Based on MEB, Advisory Nature)			
1st Grade	10 minutes	Daily 15-20 min reading	For assignments given on Friday, the duration is multiplied by two.
2nd Grade	20 minutes	Daily 15-20 min reading	For assignments given on Friday, the duration is multiplied by two.
3rd Grade	30 minutes	Daily 15-20 min reading	For assignments given on Friday, the duration is multiplied by two.
4th Grade	40 minutes	Daily 15-20 min reading	For assignments given on Friday, the duration is multiplied by two.

Homework is not limited to tasks requiring only pen and paper. It also covers practicing, observing, repeating, interviewing, researching, and tasks supporting PYP Learner Profile attributes, key concepts, and approaches to learning.

Writing Standards

1st Grade → Vertical Basic Script 18 pt

2nd Grade → Vertical Basic Script 14 pt

3rd Grade → Vertical Basic Script 12 pt

4th Grade → Vertical Basic Script 12 pt

Content Ratio

30% of home activities should be general review/practice.

70% should be related to the newly learned topic.

One section within every assignment should contain new generation questions (higher-order thinking skills) that challenge the student.

Care is taken to ensure assigned homework is in line with International Mindedness.

Use of digital platforms

Types of Assigned Homework

Home Activity	Type	Definition & Purpose
Completion Home Activity	All work started in class and completed at home.	Purpose: To help students follow the curriculum up-to-date.
Practice Home Activity	All work that provides repetition and reinforcement of concepts and skills learned in class. It also prepares students for a new learning or approach.	Purpose: To help students develop newly acquired skills and reinforce new concepts. To ensure students gather necessary information for learning preparation and prepare for performances.
Flipped Learning Activity	Preparation by students using short videos, articles, or content prior to the topic to be covered in class.	Purpose: To devote class time to application, discussion, and deepening understanding; to increase the student's active participation in the lesson.

Primary School: Research shows that there is a very strong link between student success and regular reading done daily, either together or individually. At these levels, homework mostly consists of interactive activities such as reading, playing games, discussing, listening, watching, and modeling or cooking together with the family. In later stages, homework begins to evolve into forms requiring independent work.

Responsibilities of the School Administrator

- Communicates the homework policy to parents.
- Supervises the implementation of the policy.
- Monitors students who constantly experience problems regarding homework.

Responsibilities of the Teacher

- Plans homework appropriate for the duration and scope of each grade level; designs these tasks to develop the students' responsibility for learning.
- The EBA Platform created by the Ministry of National Education is used regularly by teachers and students.
- Regularly shares information regarding homework via K12Net.
- Explains the purpose of the work clearly and understandably to students, provides necessary direction.
- Writes the assignment on the board and gives the student the necessary time to record it.
- Informs the student about when the assignment must be submitted.
- Evaluates assignments based on their quality and completion rate.
- Informs the student about the consequences they will face when they submit work incomplete or late.
- Informs the parent regarding unsubmitted or incomplete work.
- Feedback is given regarding the assignment done by the student after homework control.
- Feedback given to the student can be verbal or written. Its content may be in the form of determining and stating two positives and one aspect that needs to be developed.
- The teacher provides feedback on the skill the student needs to develop in a clear and understandable way. (Supportive and understandable sentences such as "You wrote by paying attention to the direction of the letters and fitting them into the line" are used).
- Positive language is used in feedback. Expressions that support and encourage learning are included.
- If the student does not do the assigned homework regularly, the reasons are questioned and cooperation is made with the student, parent, and guidance counseling unit.

Responsibilities of the Parent

- Follows up on homework and supports responsibilities; regularly tracks homework via K12Net during this process, helps their children log in to online platforms when necessary, and monitors their progress via K12.
- Determines a time frame for doing homework and provides the student with a quiet place suitable for studying during that time frame.
- Provides all necessary materials for the student to study.

- Encourages the student to read regularly every day from different materials (books, newspapers, magazines, brochures, etc.).
- Supports the student in doing their work if necessary. Does not do the work for the student, does not say the answers.
- Shows that they are involved in the learning process by talking to the student about their day at school.
- Manages the student's screen usage in a balanced and conscious manner; supports learning and social development by setting time limits for television and other technology activities (computer games, tablet, phone, etc.).

Responsibilities of the Student

- Takes notes of the assigned work.
- Completes their work in the expected manner.
- Works independently, asks for help only when necessary.
- Submits their work on time.
- Knows the consequences they will face when they submit work incomplete or late.
- Plans their time well.
- Reads regularly every day alone or with a family member.
- In line with the principle of academic honesty, clearly indicates every source used and creates a bibliography, developing responsibility and ethical awareness in the learning process.

DOCUMENT CREATION AND DEVELOPMENT PROCESS

PARTICIPANTS	PURPOSE	DATE
İSTEK Schools Teachers	Creation of the first draft	2019
Homework Commission	Revision of the document (Revision I)	September, 2020
Homework Commission	Revision of the document (Revision I)	September, 2021
Homework Commission	Revision of the document (Revision III)	September, 2022
Homework Commission	Review of the document	August, 2023
Homework Commission	Revision of the document (Revision IV)	October, 2025
Homework Commission	Revision of the document (Revision V)	October, 2026

INCLUSION POLICY

PHILOSOPHY

The foundation of the Inclusivity Policy of İSTEK Preschools and Primary Schools is aligned with the IB guiding principles. It is a process that requires our educational practices to be restructured in ways that respond to the individual needs of all children, regardless of gender, ethnicity, language, religion, place of residence, health status, socio-economic background, or any similar characteristics or conditions.

Our schools provide equitable learning opportunities for students at all levels by valuing their individual differences and by ensuring access to diverse physical and virtual learning environments. In this regard, the entire school community benefits from the IB Learner Profile as a shared reference. We believe that nurturing individuals who possess international-mindedness is directly connected to the principle of inclusivity.

The Constitution of the Republic of Türkiye
Third Section
Social and Economic Rights and Responsibilities

II. The Right and Responsibility to Education and Learning
Article 42 – No one shall be deprived of the right to education and learning.
The scope of the right to education is determined and regulated by law.

In alignment with PYP values, this article supports every learner's **equitable access** to education and protects the essential conditions that allow all members of the **learning community** to exercise their **learner agency** and develop as lifelong learners.

Second Section

IX. Freedom of Science and the Arts
Article 27 – Everyone has the right to freely learn, teach, express, disseminate, and conduct research in the fields of science and the arts.

In line with the Fundamental Principles of Turkish National

Education I – Universality and Equality
Article 4 – Educational institutions are open to everyone without discrimination based on language, race, gender, disability, or religion. No privilege may be granted to any individual, family, group, or class in education.

V – Equality of Opportunity and Means
Article 8 – Equal opportunities and conditions in education are ensured for all individuals, regardless of gender.

In alignment with the PYP's commitment to **equitable access** and an **inclusive learning community**, these principles guarantee that every learner can participate in the educational process free from bias or inequality.

Regulation on Preschool and Primary Education Institutions
The Regulation includes provisions that support legislation related to special education. It emphasizes the role of **Guidance and Research Centers (RAM)** in identifying children with **special educational needs**, and highlights the importance of preparing **Individualized Education Plans (IEPs)** tailored to each learner's unique profile.

According to Article 11 of the Regulation, children who are referred to preschool or primary education institutions with a RAM report may enroll in the school of their choice regardless of their home address.
This reflects the PYP's focus on **responding to individual learner needs**, ensuring **flexibility**, and promoting **learner agency** within the education system.
Law No. 5378 on Persons with Disabilities (2005)

Article 15 – "The education of persons with disabilities cannot be prevented under any circumstances. Taking into account their specific conditions and differences, children, youth, and adults with disabilities shall be provided equal educational opportunities in inclusive environments alongside their non-disabled peers."

https://orgm.meb.gov.tr/www/ozel-egitim-hizmetleri-yonetmeligi-yayimlandi/icerik/1089

https://orgm.meb.gov.tr/meb_iys_dosyalar/2025_01/21155634_10111011_ozel_egitim_kanun_hukmunda_kararname.pdf

https://orgm.meb.gov.tr/meb_iys_dosyalar/2022_12/22144036_BIREYLERIN_YASAL_HAKLARI.pdf

Definition of Inclusive Education – UNESCO (2005):
"Inclusive education is the process of responding to the diverse needs of all learners, cultures, and communities by increasing participation in learning and reducing discrimination within the education system. This process encompasses the necessary changes in **content, approaches, structures, and strategies**, guided by a shared vision that includes all children of school age and by the belief that educating all children is the responsibility of states."

United Nations Sustainable Development Goals (2015) – Goal 4:
Quality education cannot be considered equal unless it includes all learners, particularly the most vulnerable and socially excluded groups.

Convention on the Rights of the Child – Articles 23 and 28:

Article 23:
States Parties recognize that a mentally or physically disabled child should enjoy a full life under conditions that ensure dignity, promote self-reliance, and facilitate the child's effective participation in society.

Article 28/1:
States Parties recognize the child's right to education and commit to realizing this right gradually on the basis of **equal opportunities**.

United Nations Convention on the Rights of Persons with Disabilities (2008) – Article 24

Education

1. States Parties recognize the right of persons with disabilities to education. States Parties shall ensure an inclusive education system at all levels and lifelong learning opportunities for persons with disabilities on the basis of **equal opportunity** and without discrimination. The following objectives should be promoted:

a) The full development of human potential, a sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms, and human diversity;

b) The development of the personality, talents, creativity, mental and physical abilities of persons with disabilities to their fullest potential;

c) The effective participation of persons with disabilities in a free society.

2. To realize this right, States Parties shall ensure that:

a) Persons with disabilities are not excluded from the general education system on the basis of disability, and children with disabilities are not denied free and compulsory primary and secondary education;
b) Persons with disabilities can access inclusive, quality, and free primary and secondary education in their communities on an equal basis with others;
c) Reasonable accommodations are provided according to the individual needs of the learners;
d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
e) Individualized, effective, and supportive measures for persons with disabilities are provided in environments that enhance academic and social development, in line with the goal of full participation.

PURPOSE

An inclusive education program is implemented that takes into account each student's individual and developmental differences and is supported by differentiated instructional approaches tailored to their learning needs. This program aims to provide a learning environment that encourages students' active participation in the learning process, enables them to express themselves confidently, communicate effectively, and develop their potential.

Our educational policy, in line with the principle of inclusiveness, aims to holistically support students' cognitive, social, emotional, and academic development and to center the well-being of every student. Well-being includes equal access to quality education, the freedom to express oneself within the learning environment, and fair opportunities to benefit from educational rights.

The success of inclusive practices is possible through the collaboration and shared responsibility of all members of the school community. With this approach, providing a safe, supportive, and inspiring learning environment where every student can maximize their potential is the fundamental principle of the school.

RIGHTS AND RESPONSIBILITIES OF ALL MEMBERS OF THE SCHOOL COMMUNITY

Well-being, access to quality education, the ability to express oneself within the programme, having individual differences acknowledged, and being an agent in one's own learning are the natural rights of all our students and every member of the school community.

All students aged 3–11 who apply to the school have the right to receive education in accordance with the criteria outlined in the **Admissions Policy**. With a focus on individual differences and in alignment with the **Language Policy**, our students have the right to develop and use their home languages, as well as learn Turkish, which is the main language of instruction at the school.

Students have the right to access various materials, resources, books and digital tools across different learning environments within the school. In the Primary Years section, individual support sessions are planned and implemented for students who are working below or above the expected level, based on their learning needs. **Classroom Teachers** and the **Differentiation Teacher** are responsible for planning, implementing, and monitoring these learning engagements. The **Guidance and Counselling Department** is responsible for tracking these processes and providing feedback or updates to teachers and the **Pedagogical Leadership Team**.

Our school environment includes accessibility features such as tactile yellow walking paths designed for individuals with visual impairments, Braille information panels in elevators, and ramps to support individuals with physical disabilities.

In the Primary Years section, students participate in end-of-day learning engagements and extracurricular activities that they select based on their individual interests and preferences. Students have the right to choose extracurricular activities that are offered for their age group within the available capacity.

All members of our school community have the right to use the library and benefit from its resources. Expected behaviours while using the library are outlined in the **Behaviour Policy**.

The monitoring of students with specific health conditions is primarily the shared responsibility of the classroom teacher, the school nurse, and the family. Students with doctor-certified conditions such as allergies, diabetes, or similar medical reactions may bring food appropriate to their dietary needs under family supervision. The classroom teacher, participating teachers, and the school nurse regularly monitor these students.

Parents/guardians in our school community have the right to receive information about the programme, express their views and suggestions, attend parent information meetings, and represent their cultures through **parent involvement activities**, which strengthen the school's identity as an international-minded learning community.

The implementation of the **Inclusion Policy** is a responsibility shared by the entire school community. The School Administration is responsible for ensuring that all students have access to the programme in accordance with the Admissions Policy requirements. The **Pedagogical Leadership Team** is responsible for monitoring the full implementation of the inclusion policy across the school.

The **Guidance and Counselling Department** is responsible for monitoring students individually, identifying their unique learning differences
through various assessments and inventories, informing classroom and specialist teachers, observing students within the school environment, and providing feedback to teachers when needed.

Teachers are responsible for creating a **peaceful, inclusive, and supportive learning environment** that promotes agency, respect, and collaboration.

Showing respect for individual differences is the responsibility of every member of the school community.

PRINCIPLES OF THE INCLUSION POLICY

In İSTEK Kindergartens and Primary Schools, the Inclusion Policy aims to nurture learners who demonstrate the following qualities:

- Learners who **respect individual differences and diverse perspectives**,
- Learners who recognize the **right of every student to access education**, regardless of individual differences,
- Learners who view **equity and fairness in education** as a fundamental right,
- Learners who are assessed not only through academic achievement but also through their **personal growth and development**,
- Learners who are **sensitive to nature and the environment**,
- Learners who show **respect for the living spaces of all beings**,
- Learners who value **different cultures and cultural diversity**, demonstrating **international-mindedness**,
- Learners who embrace **lifelong learning**,
- Learners who take **responsibility for their own learning and actions**, demonstrating **agency**,
- Learners who value **freedom of thought and expression**,
- Learners who uphold the principles and reforms of Atatürk as **responsible global citizens**,
- Learners who understand that **inclusive education is a pathway to full participation in society**.

RESOURCES

All teaching and learning materials required to implement the **Inclusion Policy** and to support any form of **differentiation** are provided through the school budget. All materials necessary for differentiation are selected by teachers according to student needs, distributed accordingly, and their use is monitored.

To enable students from different cultural, ethnic, and national backgrounds to sustain and share their cultures, the entire **school learning community** provides opportunities for students to celebrate their special days, make presentations, share information, and engage in cultural exchanges.

The resources in the school library support students' **multilingualism** and **multiculturalism**. The librarian and the **Pedagogical Leadership Team** enrich library resources annually.

The librarian and classroom teachers are responsible for ensuring students have access to a diverse range of materials.

Our school employs experienced and certified **psychological counselors** and psychologists. They collaborate with students and guide teachers in supporting learners with **special educational needs (SEN)**. The Class Teacher, Psychologist, and Psychological Counselor are responsible for identifying appropriate resources, while the Pedagogical Leadership Team allocates and directs these resources. In-service trainings related to inclusion, as well as the materials used by teachers, are funded by the school budget.

The availability of educational materials that support differentiated instruction, the enrichment of library resources, facilitating students' access to technology (smart boards, iPads, computers), offering teacher training opportunities, and supporting individualized projects for gifted students are monitored by the **Guidance Department** and the **Pedagogical Leadership Team**.

Programmes such as *"Ben Zamanı," "Gel Beraber Öğrenelim,"* the original courses introduced in the 2022–2023 academic year (designed to support experiential learning aligned with **PYP transdisciplinary themes** for 6-year-olds and primary students), as well as *Crossroads* courses, all contribute to student **well-being** and provide more **inclusive learning experiences**.

The *"IB Primary Years Programme Standards and Practices"* play a guiding role in all school policies, including the Inclusion Policy.

References:

- Constitution of the Republic of Türkiye
- Fundamental Principles of Turkish National Education
- Regulation on Preschool and Primary Education Institutions
- Law No. 5378 on Persons with Disabilities (2005)
- UNESCO – Inclusion in Education
- UN Convention on the Rights of Persons with Disabilities

SECTION II – SUPPORT PROGRAMMES & SPECIAL EDUCATIONAL NEEDS POLICY NATIONAL REQUIREMENTS

The Regulation on Preschool and Primary Education Institutions includes provisions supporting legislation related to special education. The regulation emphasizes the role of **Guidance and Research Centers (RAM)** in identifying children with special needs and highlights the importance of preparing **Individualized Education Plans (IEPs)**.

According to Article 11 of the Regulation, children directed to preschool and primary schools through a RAM report may enroll in the school of their choice regardless of residence address.

PRINCIPLES AND IMPLEMENTATION OF SUPPORT PROGRAMMES

In planning learning and teaching at İSTEK Bilge Kağan Preschool and Primary School, the individual differences of learners at every level are taken into consideration.

Each student's developmental needs are identified in order to help them reach the highest level of their potential.

Differentiated teaching practices apply to all students. While planning the progress of each learner, teachers consider the student's readiness level, learning styles, learning pace, attention span, and developmental stage. The curriculum is differentiated to support the learner's needs and to help them realize their true potential—aligned with PYP's commitment to **agency-driven, inclusive, and student-centered learning**.

The essential principles of differentiated instruction include:

- Ensuring all students have **equitable and meaningful access** to the curriculum.
- Including all teachers in the planning of learning and teaching to ensure continuity and effectiveness.
- **Teaching and learning planning is differentiated** according to the needs of each student.
- The **best interests of all learners** are protected and their needs are effectively addressed.
- The **school community** and other authorized institutions work collaboratively to remove barriers to **learning and participation**.
- An appropriate learning environment is provided that allows all students to **realize their personal potential**.
- Students with **special educational needs** are actively included in the programme through skills-based learning opportunities, differentiated strategies, and teacher support.
- **Unit planners** and the processes of lesson planning and development demonstrate that all students benefit from **differentiation**.
- In differentiation, the **learning goals and approaches to learning (ATL skills)** within the classroom are continuously reviewed and revised.
- For differentiation, there are **agreed-upon goals for each learner**. The most effective strategies for achieving these goals are identified collaboratively by the entire school community.

Steps Followed for Students Diagnosed by a Guidance and Research Centre (RAM) (Students with Special Educational Needs / Gifted and Talented Students)

- The student's RAM report and educational recommendations are reviewed. An individual meeting is held with the parents to explain the Individualised Education Programme (IEP) / Enriched Education Programme / Intelligence Education Programme process and obtain parental consent. The school's IEP Committee assesses the student's needs and prepares an IEP or enriched education plan. The student's education plan and information provided to parents are documented. Implementation is monitored regularly by the Psychological Counselling and Guidance Department and relevant teachers. Feedback on the student's progress is collected regularly from teachers and parents. The IEP Committee conducts evaluation meetings at the beginning of each term and at the end of the school year.
  At the end of the year, the student's development and the support provided are evaluated, and the IEP/enrichment process is concluded.

Students Diagnosed by Specialists (Private Institutions and Centres)

- At the beginning of the academic year, updated information about the student is obtained through the parents.

Meetings are held with parents of students receiving specialist support to understand the process. With parental knowledge and consent, the specialist supporting the student is contacted to plan collaboration and referrals. Where necessary, relevant teachers are informed and an individual support plan is prepared according to the student's needs. The agreed activities are implemented regularly and the student's development is monitored.

Students Referred by the Psychological Counselling and Guidance Department

- The Psychological Counselling and Guidance Department identifies the student's interests, strengths, areas of difficulty and special needs through student profiling activities (observations, assessment tools or individual interviews). Regular individual meetings are held with parents to support the student's academic, social and emotional development. These aspects of the student's development are reviewed with the relevant teachers.

- Parents are informed about the student's strengths and areas requiring support or improvement. Parents of students needing additional support are referred to suitable specialists (psychiatrists, psychologists, special education specialists, etc.). Where collaboration is established, the specialists are contacted and the student is monitored jointly with the relevant teachers. Following appropriate assessments, students thought to be gifted in Grades 1–3 are referred to Science and Art Centres (BİLSEM), or to institutions and organisations matching their interests and talents. Where cooperation is possible, monitoring continues in collaboration with specialists and teachers. Students in Grade 4 who are believed to have exceptional abilities may be referred to RAM or to institutions appropriate to their interests and talents. If cooperation is established, specialists and relevant teachers continue to monitor the student

The Psychological Counselling and Guidance Department has no authority to make diagnoses. The İSTEK Bilge Kağan Psychological Counselling and Guidance Department collaborates with relevant centres and specialists. In cooperation with the whole school community, it ensures that the measures needed to support the child's developmental needs are implemented throughout the year.

RESOURCES:

- Okul Öncesi ve İlköğretim Kurumları Yönetmeliği
- *Making the PYP Happen: A curriculum framework for international primary education*, December 2009. Cardiff, UK: International Baccalaureate.
- *Meeting Student Learning Diversity in the Classroom*, May 2013. Cardiff, UK: International Baccalaureate.
- Special Education Services Regulation

THE RELATIONSHIP BETWEEN THE INCLUSION POLICY AND OTHER SCHOOL POLICIES

Connection Between the Inclusion Policy and the Language Policy:

Focusing on the individual differences of our students, and in alignment with the Language Policy, all learners have the right to develop and use their own languages as well as to learn Turkish, which is the school's language of instruction. This supports students in becoming balanced and effective communicators.

Connection Between the Inclusion Policy and the Well-Being Policy:
In our schools, we provide equitable learning opportunities for all students at every grade level by considering their individual needs across different physical and virtual learning environments.
In accordance with the principles of our Inclusion Policy, our school nurtures learners who take ownership of their learning and behaviour, and who value freedom of thought and action—key attributes of the IB Learner Profile.

Connection Between the Inclusion Policy and the Child Protection Policy:
This policy aims to ensure respect for children's rights, support their participation, prevent discrimination, and provide equal opportunities for all learners.

Connection Between the Inclusion Policy and the Admissions Policy:
All students between the ages of 3 and 11 who apply to the school have the right to receive education in accordance with the conditions outlined in the Admissions Policy.

Connection Between the Inclusion Policy and the Assessment Policy:
Differentiated teaching and learning practices encompass all our learners. When planning each student's learning journey, factors such as readiness level, learning styles, learning pace, attention span, and developmental stage are considered. By identifying each learner's learning style, the curriculum is differentiated to support their learning and help them reach their true potential. This aligns with PYP principles of responsive teaching and ongoing assessment for learning.

Overall Statement:
By its nature and scope, the Inclusion Policy is interconnected with all policies implemented within the school.

DOCUMENT CREATION AND DEVELOPMENT PROCESS

PARTICIPANTS	PURPOSE	DATE
İSTEK Schools Guidance & Counseling Unit	Creation of the first draft	2019
Inclusivity Policy Commission	Revision of the document (Revision I)	September, 2020
Inclusivity Policy Commission	Revision of the document (Revision II)	August, 2021
Inclusivity Policy Commission	Revision of the document (Revision III)	January, 2022
Inclusivity Policy Commission	Revision of the document (Revision IV)	October, 2023
Inclusivity Policy Commission	Revision of the document (Revision V)	October, 2024 October, 2025
Inclusivity Policy Commission	Revision of the document (Revision VI)	September, 2026

İSTEK PRIVATE BİLGE KAĞAN PRESCHOOL – İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL WELL-BEING POLICY

PHILOSOPHY:

The concept of well-being contributes to a more inclusive, healthy, responsive, and happy society on a global scale. The foundation of the İSTEK Bilge Kağan Kindergarten and Primary School Well-being Policy involves enhancing learning for all students by creating a positive and responsive environment that considers students' identities and embraces learner diversity from a strength-based perspective. The United Nations Convention on the Rights of the Child (1989) states that for the well-being of the child, an environment must be created that provides equality, justice, peace, freedom, special attention, happiness, love, and understanding, thereby protecting the paramount best interests of the child in every regard.

In this context, our aims are to protect the rights of the entire school community, provide a safe learning environment, and create a school climate characterized by healthy communication. Furthermore, we aim to foster individuals who are responsive, principled, self-disciplined, reflective thinkers who question their own behavior, and capable of empathizing with others.

PRINCIPLES AND APPLICATIONS OF THE WELL-BEING POLICY:

Well-being is correlated with strong cognitive functions, higher levels of learning engagement and focus, improved mood and behavior, a healthier mind, and a more pro-social, responsible, and healthy lifestyle. In line with this, the İSTEK Bilge Kağan Kindergarten and Primary School Well-being Policy plans and develops activities that support the physical, mental, emotional, social, and intellectual well-being of its students:

To support students' physical well-being: Social activities and hobby classes are organized (e.g., morning exercises, dance, swimming, yoga, ballet, folk dances, gymnastics, forest trips and activities, etc.). Through these activities, learners are encouraged to develop awareness of individual and group dynamics and to understand the importance of group well-being, alongside individual well-being, for learning and group interaction.

To support students' mental well-being: Chess, mind games, and coding classes are planned. The Guidance Department conducts activities related to attention, focus, and visual perception, library activities, learning journals, portfolio and exhibition work, as well as individual and parent consultations to contribute to mental development. The Information Technologies Department plans activities related to coding and artificial intelligence. These activities enhance students' digital balance and critical awareness by developing their skills in questioning algorithmic processes and biases.

To support students' emotional well-being: The "Second Step" program is implemented. Individual, group, and classroom guidance activities are carried out (e.g., mindfulness, recognizing, understanding, and expressing emotions, creative thinking activities, and activities to develop imagination, etc.). Circle time, free play times, break-time activities, and trips are planned.

To support students' social well-being: On-campus and off-campus social activities are planned. Events such as Outdoor Classroom Day, forest trips, kindergarten bringing toys and books from home days, circle time activities, and special days and weeks celebrations are organized. The "Second Step" program is implemented. Guidance activities are conducted.

Portfolio and exhibition day activities, family participation activities, and a professions and hobbies day are organized.

Student Voice, Choice and Preferences:
Students are supported in participating in processes concerning their learning, classroom life and school community in ways appropriate to their age and developmental level. Expressing opinions, making choices, taking responsibility and reflecting on learning are understood as ways to support student agency, belonging and well-being.
In accordance with the voice, choice and ownership approach, students are encouraged to take an active role in their learning and develop ownership of it.
Belonging and Connection: Students are supported in feeling valued and included in the school community and developing meaningful connections with their class, school, family and environment. A sense of belonging is recognised as an important aspect of social and emotional well-being.

To support students' intellectual well-being: Museum and exhibition activities, library activities, reading hour, and art activities are planned and organized.
Through arts activities, learners are supported in broadening their perspectives on art, developing creativity and critical-thinking skills, expressing emotions and ideas through art, developing self-awareness and exploring different forms of expression. This process helps strengthen learners' intellectual well-being and their ability to make sense of themselves in creative ways.

Teacher Well-being as a Learner
To support student well-being sustainably, attention is given to the physical, social, emotional and professional well-being of teachers and all school staff. Collaboration, collegial support, open communication, reflection and professional development oppo

WELL-BEING SUGGESTIONS IN CRISIS SITUATIONS:

The İSTEK Bilge Kağan Kindergarten and Primary School Well-being Policy acknowledges that no society or individual remains static and that change is an inevitable process when managing crisis situations. It ensures that the entire school community is involved and comfortable with the process. In crisis situations, the policy encourages bonding among all members of the school community, open and positive dialogue, and participation in various well-being activities:

- It positively reframes uncertainty as a "new normal" and concurrently works with the school community to strengthen activities and areas within its control and influence.
- It focuses on the individual strengths of everyone in our school community and builds relationships starting from the premise that the absolute truth is unknown to anyone.
- It empowers students by giving them leadership roles, responsibilities, and opportunities in the planning and implementation of change. For example, it uses circle time to involve students in these conversations.

- It includes students in the decision-making process.
  It ensures everyone feels confident expressing themselves regarding any changes in school practices and routines. It collaborates with students when implementing these changes to ensure a higher level of commitment and motivation.
- It continues to establish school routines and common practices that foster emotional security and trust during the changing process.
- It celebrates resilience and accepts that fear and anxiety are normal human reactions, experienced by each student, teacher, or parent to varying degrees.
- It supports members of the school community to express their feelings and concerns.
- It provides reliable information about the various aspects of the crisis.
- It provides learning opportunities for students to gain more knowledge about body functions, the nature of illness, the immune system, healthy habits, types of emotions, and recognizing emotions.
- It explores the benefits of mindfulness and relaxation techniques to alleviate stress and anxiety.

Connection of the Well-being Policy to the Behavior Policy: The emphasis in the İSTEK Bilge Kağan Kindergarten and Primary School Well-being Policy on supporting the student's physical, mental, emotional, social, and intellectual well-being is directly linked to the creation of a safe learning environment and a positive school climate characterized by healthy communication, as stated in our School Behavior Policy.

Connection of the Well-being Policy to the Child Protection Policy: The United Nations Convention on the Rights of the Child (1989) states that for the well-being of the child, an environment must be created that provides equality, justice, peace, freedom, special attention, happiness, love, and understanding, thereby protecting the paramount best interests of the child in every regard. In this context, our aims are to protect the rights of the entire school community, provide a safe learning environment, and create a school climate characterized by healthy communication.

Connection of the Well-being Policy to the Inclusion Policy: The concept of well-being contributes to a more inclusive, healthy, responsive, and happy society on a global scale. The foundation of the İSTEK Bilge Kağan Kindergarten and Primary School Well-being Policy involves enhancing learning for all students by creating a positive and responsive environment that considers students' identities and embraces learner diversity from a strength-based perspective.

DOCUMENT CREATION AND DEVELOPMENT PROCESS

PARTICIPANTS	PURPOSE	DATE
İSTEK Bilge Kağan Kindergarten and Primary School Teachers	Creation of the first draft	June, 2021
İSTEK Bilge Kağan Kindergarten and Primary School Teachers	Revision of the document (Revision I)	August, 2021
İSTEK Bilge Kağan Kindergarten and Primary School Teachers	Revision of the document (Revision II)	August, 2022
İSTEK Bilge Kağan Kindergarten and Primary School Teachers	Revision of the document (Revision III)	August, 2023
İSTEK Bilge Kağan Kindergarten and Primary School Teachers	Revision of the document (Revision IV)	October, 2025
İSTEK Bilge Kağan Kindergarten and Primary School Teachers	Revision of the document (Revision V)	October, 2026

İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN AND İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL CHILD PROTECTION POLICY

Objectives

The Child Protection Policy aims to provide a suitable protective environment to safeguard children from any rights violations, neglect, and abuse. As İSTEK Private Bilge Kağan Kindergarten and Primary School, one of our most important responsibilities is to ensure that children are in the safest environment; to create the necessary conditions for them to know and exercise their rights. In line with the United Nations Convention on the Rights of the Child (UNCRC) of 1989, a child is defined as any person under the age of 18. While implementing this policy, the best interest of the child is the primary concern. The aim is to respect children's rights, support their participation, prevent discrimination, and ensure equal opportunities.

Law No. 5395 on Child Protection defines a child whose physical, mental, moral, social, and emotional development or personal security is at risk, who is neglected or abused, or who is a victim of crime as a child in need of protection (Art. 3/a1). Child protection refers to protecting the child from abuse, neglect, delinquency, and circumstances that may endanger their physical, mental, moral, social, and emotional development or personal security. The most important element of child protection is identifying and preventing risks to children in advance.

İSTEK Private Bilge Kağan Kindergarten and Primary School is aware of its responsibilities in the field of child protection and recognizes the importance of preventive actions to avoid any potential harm to students.

Principles Underlying the Child Protection Policy

- Accepts the articles stated in the United Nations Convention on the Rights of the Child, adopted in 1989, and respects children's rights.
- Provides a school environment where students feel valued, safe, able to speak, and confident that they will be genuinely listened to through positive atmosphere and value systems.
- Requires a Criminal Record Certificate from the Public Prosecutor's Office for all personnel during the recruitment process. The school community acknowledges that protecting children from any harm is a personal, professional, and unavoidable responsibility.
- Ensures that the best interest of the child is considered in all measures and decisions.
- Provides necessary training and support to the entire school community to help them detect, prevent, and intervene in child protection risks and potential incidents.
- Consults experts when necessary and receives support.
- Regularly monitors the implementation of the Child Protection Policy and reviews it annually.
- Establishes relevant procedures to increase the effectiveness of the Child Protection Policy and facilitate its integration into the entire school community.

Definitions of Child Neglect and Abuse
Child abuse refers to situations in which a child aged 0–18 is subjected to harmful, non-accidental, and preventable behavior by any person or group. This behavior must hinder the child's physical or psychosocial development, deviate from the cultural values of the society in which it occurs, and be recognized as abuse by experts (Polat, 1993). Neglect refers to the failure of caregivers to meet the child's basic needs, such as nutrition, clothing, shelter, education, health, dental care, and love. It includes circumstances that impair the child's physical and mental health or physical, emotional, social, or moral development.

Physical Abuse
Physical abuse refers to the physical harm or risk of harm inflicted on a child or young person under the age of 18. In broad terms, it is described as "non-accidental injury of the child." Physical abuse includes injuries such as bruises, fractures, burns, and any other lesions
caused by harmful actions. It may also involve intentional use of physical force against a child that harms or has a high likelihood of harming their health, life, development, or dignity.

Emotional Abuse
Emotional abuse refers to persistent emotionally harmful behaviors that have serious and lasting effects on a child's emotional and psychological development. It includes any behaviors or speech by a parent or caregiver that damage the child's mental health and prevent the child from reaching their genetic potential in terms of growth, development, and mental well-being. Examples include insulting, humiliating, rejecting, isolating, misleading, scaring, intimidating, threatening, failing to meet emotional needs, mocking, degrading, or expecting responsibilities beyond the child's age.

Sexual Abuse
Sexual abuse refers to the misuse or exploitation of a person by others for sexual purposes, or being targeted by others' sexual intentions without consent (UNICEF).

Cyberbullying – Cyber Abuse
Cyberbullying is bullying conducted through digital technologies. It may occur on social media, messaging platforms, gaming platforms, and mobile phones. It involves repeated behaviors intended to scare, anger, or embarrass the targeted individual. Examples include:

- spreading lies or posting embarrassing photos about someone on social media
- sending hurtful messages or threats via messaging platforms
- impersonating someone to send harmful messages to others

Any interaction through information and communication technologies that negatively affects a child's emotional or physical development is considered cyber abuse.

Steps to Follow in Case of Suspicion

STEP 1: Any person who witnesses or becomes aware of a suspicious situation (school staff, teacher, student, visitor, etc.) must submit a written report within 24 hours to the School Principal and the Guidance Counselor of the relevant division. A psychosocial crisis intervention report form is filled out.

The Child Protection Team (School Principal, Vice Principal, Primary Division Head, Head of Psychological Counseling and Guidance, PYP Coordinator) is notified.

STEP 2: Physical and emotional signs are evaluated to determine whether the situation constitutes reasonable suspicion. If any suspicion exists, the Principal and Child Protection Team invite psychological counselors, psychologists, and social workers to a meeting. Once confirmed, the District Directorate of National Education and the Provincial Directorate of National Education are informed.

STEP 3: In cases of suspicion, allegation, or disclosure of abuse or neglect in violation of the Child Protection Policy, the Child Protection Team convenes immediately. A written action plan outlining the steps to be followed is prepared and documented.

Some of the steps include:

- Informing İSTEK Schools Foundation
- Obtaining legal advice regarding the case and informing relevant authorities
- Informing the family (face-to-face meeting and/or email/letter)
- Supporting the student and family (professional support may be recommended)
- If the suspect is a school employee, initiating legal and administrative investigation processes promptly

STEP 4: All documents related to child protection reports are kept confidential in a secure file by the Child Protection Team. These records may be shared with relevant institutions under legal regulations.

STEP 5: The case is monitored.

Preventive Activities of İSTEK Private Bilge Kağan Kindergarten and Primary School
The entire school community is responsible for maintaining and promoting children's well-being and supporting the implementation of the policy.

Preventing all types of abuse is at the core of child protection. Child abuse and neglect are global issues that violate children's rights. "Child abuse" or "maltreatment" includes all physical and/or emotional mistreatment, sexual abuse, neglect, negligent treatment, or commercial or other exploitation causing actual or potential harm to the child's health, survival, development, or dignity within a relationship of responsibility, trust, or power.

İSTEK Bilge Kağan Kindergarten and Primary School is committed to protecting and supporting students' safety and welfare through its comprehensive Child Protection Policy. Students grow and learn best in environments where they feel safe, secure, and comfortable. As İSTEK Bilge Kağan Kindergarten and Primary School, we strive to provide an environment where students feel respected, valued, and especially safe.

Regardless of age group, a structure is established to prevent any situation or environment that may physically or emotionally harm students. It is aimed to raise awareness among students regarding their rights and the requirements of the protection policy through explicit and implicit methods. The basic principles within the curriculum are as follows:

- The goal is to increase each student's motivation and ensure their participation.
- Humiliation, pressure, and violence are not part of teachers' behaviors.
- Students are provided with opportunities to showcase their abilities and express themselves.
- Students are informed in advance about consequences for rule violations, and these consequences are applied consistently.
- Students cannot be forced to participate in any activity inside or outside the classroom.
- Students needing support in areas where they fall behind or display difficulties are assisted with additional activities.
- Academic and emotional development processes of each student are monitored by their teachers and discussed during recurring teacher meetings each semester. Interventions are applied when necessary.

Standards of Practice for the Psychological Counselling and Guidance Department

Student Meetings: The Psychological Counselling and Guidance Department monitors students' social-emotional development, conducts trust-based meetings with students and parents, and provides protective and preventive guidance. Student meetings are conducted using a child-centred approach that considers each child's cognitive and social-emotional development.

Parent Collaboration and Communication: When circumstances could affect a student's development or safety, parents are contacted without delay and a joint support plan is prepared. (School leadership is informed in special circumstances when necessary.)

Confidentiality and the Best Interests of the Child: Professional ethics and confidentiality are maintained during meetings. In situations involving a child's safety or physical and psychological well-being, coordination is established with the Child Protection Team, prioritising the best interests of the child.

Collaboration with Specialists and Follow-up: Support is obtained from relevant specialists and institutions when needed, and follow-up is conducted.

Visitor and Parent Admission Standards

No Unscheduled Entry During School Hours: To avoid disrupting education and ensure maximum child safety on campus, parent meetings are held only by appointments booked through the School Appointment System.

Procedure for Unscheduled Visitors: People without appointments or without parental/guardian authorisation (relatives, drivers, etc.) are not admitted to the campus or student handover points without written parental permission and identity verification.

Designated Meeting Areas: Visitors and parents cannot directly access classrooms, corridors or garden areas where children spend their free time; meetings are held only in designated visitor/parent meeting rooms.

Standards for the Use of Digital Devices and Platforms in Classrooms and on Campus

Student Use of Digital Devices: To maintain classroom order and prevent cyberbullying and unauthorised audio/video recording, students' use of personal mobile phones, smartwatches and recording-capable digital devices during school hours is restricted and/or devices are collected.

Approved Educational Platforms: Only official digital platforms approved by the Ministry of National Education and school leadership are used for extracurricular communication and tracking home learning.

Child Digital Privacy and Image Use Standards

Parental Consent (Explicit Consent): At the start of the academic year, an Informed Consent Form must be obtained from parents before photographs or videos of students taken during school activities can be used in official school publications (website, social media, newsletter). Images of students whose parents have not given consent must never be shared.

Concealing Faces / Camera Angles: As a principle, preference is given to angles that do not show children's faces clearly and directly (from behind, from the side or focused on the activity).

Prohibition of Personal Sharing by Staff: School staff and teachers must never share students' images or personal data on their personal social media accounts or in messaging groups.

Student Transport and School Bus Safety Standards

Security and Suitability Checks for School Bus Personnel: Criminal background checks are conducted when recruiting school bus drivers and accompanying personnel.

Creating Awareness

The Child Protection Policy is shared through various means (parent letters, posters, bulletins, the school website, school magazines, etc.) with the entire school community. As a result, all stakeholders (educators and support staff) act respectfully and sensitively toward students, acknowledging their responsibilities. They adopt active listening, pay attention to behavioral changes in students, and recognize that such changes may indicate signs of abuse.

Training for the Entire İSTEK Bilge Kağan Kindergarten and Primary School Community

Training the School Community

The entire school community aims to maintain continuous awareness of the importance of the issue and to protect both themselves and the school community. The school administration plans and ensures the implementation of training related to child rights and the development of the Child Protection Policy. Everyone in the school community must observe child protection principles and physical contact boundaries when communicating with students. To ensure healthy, safe and supportive communication, school staff receive training during the year on communicating with students and communicating effectively with children.

Training Students

Informing students about the topic is crucial. Through individual and group sessions, classroom guidance activities, and student seminars, awareness and appropriate behavior are promoted from kindergarten onward to protect students' safety and support their well-being.

In kindergarten, students receive education on body awareness, private body parts, “my body belongs to me,” touch rules, distinguishing between good and bad touch, and recognizing unwanted touch.

In primary school, students learn about recognizing emotions, expressing themselves, communication skills, knowing when and whom to seek help from, the declaration of children's rights, personal boundaries, saying “no,” distinguishing between safe and unsafe touch, touch rules, pre-adolescence, and healthy technology use.

The Second Step Social-Emotional Learning Program, implemented in both kindergarten and primary school, includes units such as Handling Put-Downs, Dealing with Name-Calling, Coping with Bullying, and Recognizing Emotions, which further enhance awareness regarding sexual abuse and neglect.

Training Parents

Parents are key partners in activities carried out with students. Therefore, the school provides information to parents through seminars, bulletins, and individual meetings when necessary regarding “protecting children from abuse.” As part of the Second Step Program, “Parent Letters” containing home activities strengthen communication between students and parents in cases of peer bullying or dealing with unwanted situations. Each month, seminars are held by school counselors and experts on topics such as developmental characteristics, healthy communication with children, technology and substance addiction, and risky behaviors.

DOCUMENT CREATION AND DEVELOPMENT PROCESS

PARTICIPANTS	PURPOSE	DATE
İSTEK Bilge Kağan Kindergarten and Primary School Psychological Counseling and Guidance Unit	Creation of the first draft	September, 2021
İSTEK Bilge Kağan Kindergarten and Primary School Psychological Counseling and Guidance Unit & Pedagogical Leadership Team, Department Heads	Revision of the document(Revision 1)	October, 2021
İSTEK Bilge Kağan Kindergarten and Primary School Teachers	Review of the document	September, 2022 August, 2023
İSTEK Bilge Kağan Kindergarten and Primary School Teachers	Review of the document	September, 2024 October, 2025
İSTEK Bilge Kağan Primary School Psychological Counselling and Guidance Department	Review of the document	September, 2026

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İSTEK SCHOOLS MISSION STATEMENT

Our mission as ISTEK Schools is to provide our students with an education in the light of Atatürk's principles and reforms, to enable them to become successful individuals who will have positive effects on the future of Turkey and throughout the world, committed to scientific inquiry, universal values, intercultural understanding and lifelong learning.

INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT

The International Baccalaureate aims to raise inquiring, knowledgeable and sensitive young people who help 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 demanding international education and rigorous assessment programs. These programs encourage all students around the world to be active, compassionate and lifelong learners who, with their differences, understand that others can be right.

İSTEK BİLGE KAĞAN SCHOOLS

İSTEK BİLGE KAĞAN KINDERGARTEN
İSTEK BİLGE KAĞAN PRIMARY SCHOOL
Şenlikköy Mah. Florya Cad. No:2 Florya 34153 Bakırköy/İstanbul

www.istek.k12.tr
https://www.ibo.org/school/051409/

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