Hisar School Strategic Plan

2023- 2026

HISAR SCHOOL ISTANBUL

I N D E X

Hisar School Strategic Plan for 2023-2026 has been created in a hierarchical approach with the active participation of the school community. The strategic plan is decomposed into a hierarchy of more easily comprehended factors for representing priorities, goals, actions and the relations between them. It is reported in parallel with this hierarchical mapping that structures the step by step branching from themes representing general concepts to concrete actions.

A series of defined goals for each theme, priorities for each goal, and various actions for each priority have been defined.

THEME: The fundamental building blocks that form the academic and administrative framework of the School, which must be observed in order to realize the mission and vision of Hisar School...

STRATEGIC GOAL: Goals that guide the School, define its pioneering and innovative strength with its capabilities and resources and represent the peak point to be achieved in the future...

PRIORITY: Areas of focus, decided by the School, to achieve each strategic goal...

ACTION: Measurable steps to be taken for each priority...

Introduction

Established in 1996, Hisar School proudly celebrated its 25th anniversary in the 2021-2022 Academic Year. Since its founding, Hisar School has provided high-quality education and a life-changing experience to its students who are well-informed with an enhanced global understanding and well-prepared for a fulfilling lifetime of respect, integrity and social leadership. Honoring its history and considering current and new educational drivers, Hisar School is committed to securing its powerful experience for future generations as an education institution with high ideals and commitment all over the world, guided by its strategic policies and plans that will shape the present and the future.

Hisar School strives for all students to explore their academic and individual potential by providing a wider experience of school life that encourages curiosity, inquiry and empathy in the most ambitious way. In order to secure high standards of education, students are provided with a safe and flexible educational environment that boosts their creativity and are guided through a challenging curriculum on developing skills for successful engagement in a globalized world.

To achieve these goals, talented teachers, leaders, and employees are being welcomed into the institution, motivated to work and engage efficiently, deepen their connections and actively participate in decision-making. Students are placed at the center of the action plan and the student voice is included at appropriate stages in the decision-making processes. At Hisar School, the social, emotional and physical well being of the overall community is a shared responsibility, and supportive and caring relations are cultivated to provide a positive school eco-system.

Hisar School is aimed at becoming a sustainable school where not only teachers devise innovative green learning opportunities, but the school itself provides a sustainable and engaging environment with its academic, administrative, and operational resources and procedures in its challenging journey to the goal of sustainability.

As we leave behind 25 years in which we successfully tackled numerous challenges, we find ourselves at a historical point where we are questioning and redesigning our strategic goals in order to adapt to the 'hyper change' era we are currently in, and to make strides befitting our role as a pioneering educational institution. In this regard, we have revisited our Strategic Plan prepared in 2014 and have now redeveloped the Hisar School Strategic Plan for the period of 2023-2026.

In the Academic Year of 2021-2022, our 4 schools (Preschool, Primary School, Middle School, High School), academic centers, and administrative departments prepared their annual strategic plans as an independent preliminary phase of the whole-school strategic planning process for 2023-2026. Each school administration has independently defined its priorities for achieving key objectives in the pillars of governance, school culture, enrichment of academic standards, well-being, human resource management, digital transformation, inspiring learning environments, and sustainability, and identified actions for the successful implementation of goals and priorities. In addition to being an exercise to set priorities and goals for each academic and administrative department and to create a goal-oriented action plan and self-disciplined approach to follow such a plan, this preliminary phase can be considered a preparation period for three-year strategic planning.

Following this preliminary phase, we have undertaken a whole-school strategic planning process that has spanned over a year to think hard about our strengths, areas of opportunity and future directions in an inclusive approach and has consolidated and integrated the priorities and action plans of all.

In line with the School's mission and vision, the Hisar School Strategic Plan for 2023-2026 acts as a compass, to be effectively used by the School Community to get inspired, strengthen communication, and enable effective decision-making processes. We believe that the whole school community will all embrace it and move toward its ultimate goal.

We extend our gratitude to all Hisar employees who have contributed significantly to this planning process.

Hisar School Executive Committee
September 2023

Mission

Discovering and developing our true potential through critical thinking, effective collaboration and meaningful contributions as world citizens.

Vision

Hisar School seeks to become recognized and favored by the quality and distinction of our staff, students, graduates and community. Hisar School aims to be exemplary with its achievements and contributions to education on a global scale.

Values

The human-centered and growth-oriented vision and mission of Hisar School are based on the values stated below. Identified and embraced by the entire school community (students, employees, graduates, parents), these values steer the culture, educational approach and practices of Hisar.

Perseverance
Hisar consists of a community of students, teachers and employees with high self-awareness, self-regulation and adaptability skills, demonstrating traits of flexibility, agility, resilience and a growth mindset.

Inclusion
Offering a learning and working environment where all members of the school community feel safe and appreciated, Hisar embraces a democratic and rights-based culture, centered around the principles of equality and the language of peace, while adopting an approach dominated by equal opportunity and freedom of thought. Hisar School community members have a heightened sense of empathy, ethical values, respect for others and diversity.

Collaboration
In order to raise world citizens with intercultural competence, Hisar School offers an environment built on transparency and accountability with foundations in mutual respect and trust, where the culture of reconciliation in conflict resolution prevails. Hisar School community members act in solidarity towards a common goal with effective and smart communication and collaboration skills.

Creativity and Innovation
A pioneer in transformation and change, Hisar School provides a setting that endorses the implementation of innovation by supporting creative thinking skills. Hisar School community members, who are entrepreneurial in nature, have an inquisitive mind and advanced critical and analytical thinking skills.

Social Responsibility / Community Engagement
Hisar School aims to act as a leader in positive change movements that reinforce social progress. Adopting the principle of civic engagement and social citizenship, Hisar School community members are not only sensitive to humanity, nature, and local and global problems, but also assume responsibility for the solution of these problems on a voluntary basis to make a difference.

Principles

With its academic, social, and cultural programs, Hisar School aims to educate our students as world citizens who are creative, self-confident, and have solid scientific, social, and intellectual backgrounds with critical thinking skills and leadership qualities, by providing them with the skills required by the age we live in.

The values of Hisar School guide its educational approach, culture, and practices.

Hisar believes in the skills, resources, qualifications and the potential that exist in its students, teachers, parents and the school community. Hisar's duty is to provide enhanced learning opportunities for students by supporting the best learning environment to realize their full potential and gain the necessary knowledge and skills.

Hisar School provides an autonomous and unique school climate that fosters the well-being and effectiveness of the school community.

Hisar School offers a positive school environment that will support the academic, intellectual, and socio-emotional needs and development of learners so that they can grow up as free individuals. Hisar School understands, emphasizes, and develops positive relationships with its students, and believes that they will become responsible and conscious world citizens.

Hisar School provides rigorous academic program which stimulates critical thinking, problem-solving, and a deep understanding of their own learning and different perspectives.

Hisar School follows a self-evaluation-based governance strategy and maintains its vision of being a developing, transforming, and open-world school with this self-evaluation. With this understanding, it evaluates the aspects, policies and practices that are strong or that need improvement, with a participatory, transparent, and accountable approach.

Hisar School advocates the proper integration of digital tools that enable access to information in every environment into education. It shares open educational resources for the dissemination of knowledge and learning.

High Quality Education at Hisar School

Hisar School designs and conducts all components of a high-standard teaching and education system within the framework of the following principles, with the aim of helping its students continue their development as citizens of the world.

1.Deep Learning and Constructivist Approach

- Deep learning and constructivist approach aims at improving students' skills of understanding, interpreting and connecting the complex elements of a topic. This approach is integrated with the constructivist philosophy, enabling students to form the basis for constructing their own understanding of the world by actively interacting with society, ideas and events.

- Students are encouraged to take an active and participatory role in their learning journey.

- It is ensured that students are aware of what they know, and what they will learn and how they can learn them. By supporting their self-awareness, we give them opportunities to create new goals.

- Learning opportunities are provided for learners to ask questions, solve problems and express their ideas based on their curiosity. Through these learning opportunities, critical thinking skills are promoted in the knowledge-building process while developing the skills of analysis, synthesis, interpretation, evaluation and reflection.

2.Learner-centered Education

2A. Enriched Curriculum

- Hisar School employs a flexible and dynamic curriculum that takes changing and evolving global and individual needs into consideration.

- We focus on the holistic development of our students and offer them learning experiences according to their level of development.

- We prioritize the socioemotional learning skills of our students.

- We have a curriculum where students learn about their own and others' rights and responsibilities. We employ policies that observe children's rights across all applications. Therefore, we help children to feel emotionally and physically safe.

- We encourage students to take responsibility for learning by having an intrinsic motivation to learn.

- We differentiate the content according to the readiness, interests, skills and developmental needs of students.

- We create learning experiences where students interact individually, in small groups and in wider settings.

- We aim for content that allows students to recognize local and national problems, take responsibility and contribute to solutions.

- We incorporate cultural diversity into the curriculum, and we adopt an approach that encourages learners to respect cultural diversity.

2B. Formative Assessment and Transformative Feedback

- At Hisar School, formative assessment and transformative feedback is the key to the academic achievement and development of students.

- With this key element, we aim to identify the difficulties and deficiencies experienced in the learning journey, to plan the necessary support and improvement, and to make the teaching process more effective.

- We design assessment strategies to promote students' self-assessment and learning from active feedback in a way that supports their individual development.

- During their education journey at Hisar School, we monitor the holistic development of students in a data-based manner, and we provide fast and constructive feedback to support academic studies.

2C. Teacher as a Learner

- The teacher is a continuous learner by utilizing professional development opportunities and professional studies and best practices, current theories and approaches in education, national and international teaching methods, institutional and self-assessment tools.

- In professional learning studies, the principle of participation, relevance, and revealing the potential of the teacher and the student are essential.

- It is important that Hisar School stakeholders are lifelong learners.

- We make sure learning is continuous through local and international trainings to promote professional development.

3. Free and Flexible Learning Environment

- Hisar School advocates the importance of free and flexible learning environments to maximize the academic success of its students.

- We design learning environments to ensure that all students are included in the learning process by considering their socioemotional, cognitive and physical readiness and developmental needs.

- We create an environment where students can express their ideas, work actively, and support peer learning and communication.

- Physical spaces are designed as learning and idea workshops in line with students' personal interests, well-being, abilities, and goals.

- Curriculum and course methods involve students' participatory learning strategies through free thinking and self-expression.

- Hisar School offers a learning experience and environment that is not dependent on time and place to reveal the academic potential of the students.

4. Research Culture

- Research culture is one of the basic elements of academic goals.

- Research culture is integrated with the principles of academic integrity, encompassing teaching practices and all stakeholders.

- Students are educated to respect their own and others' knowledge and skills, knowing and practicing the importance of honesty in accurately presenting what they have learned.

- Research culture is built on the principle of providing and developing scientific literacy with the support of teaching strategies, extracurricular activities and practices, and independent research centers within the school.

5. Creativity and Innovation Culture

- We create environments where creativity and innovation skills are promoted.

- Idea and production workshops and activities provide students with a learning environment in which they can apply what they have learned and implement solutions for individual and social progress.

- This would help to open the space for various ways of thinking and action, while promoting students to realize themselves.

6. Technology Integration and Digital Citizenship

● In order to ensure permanent and effective learning of students, we integrate educational technologies into learning processes with the support of research and strategy development units structured at school in accordance with instructional design principles and international technology integration standards.

● Learning is accessible. Opportunities are offered independent of time and place. Students are encouraged to learn at their own pace.

● We comprehensively and responsibly integrate technology into the curriculum, with effective methods to liberate learning and enable both individual and collaborative learning.

● We aim to empower technology literacy to help raise students as digital citizens.

● We support our students to reach accurate and reliable information in their studies, while encouraging their sense of curiosity and willingness to learn.

Deep Learning and Constructivist Approach
- Ability to understand, interpret, and connect complex constituents
- Active interaction with society, ideas and events
- Active and participatory role
- Awareness in the learning process
- Learning opportunities

Technology Integration and Digital Citizenship
- Structured research and strategy development units
- Accessible learning
- Responsible integration of technology into the curriculum
- Technology literacy
- Access to accurate and reliable information

Learner-Centered Education
- Enriched curriculum
- Process-oriented evaluation and effective feedback
- Teacher as a learner

High Quality Education

Creativity and Innovation Culture
- Creativity and innovation skills
- Idea and production workshops
- Different ways of thinking and acting

Free and Flexible Learning Environment
- The ultimate goal of success
- Consideration of development needs
- Environments where peer learning and communication are supported
- Observing personal attention and well-being
- Free thinking
- Learning experience independent of time and place

Research Culture
- Academic goal
- Academic honesty principles
- Respect for the knowledge and skills of others
- Science literacy

World Citizenship at Hisar School

Today in an increasingly globalized and interconnected world with never-ending transformations in science, technology, culture, communication, economy, international politics, and ecology, the redefinition of geographical, cultural, and social boundaries has come to the forefront. As a result of the decisions and actions of individuals, and policies and activities of organizations, states, national and international organizations, and NGOs, this transformation has created an unprecedented impact on humanity, the planet, shared resources, and all social systems in ways never seen before in history.

This growing interest in global citizenship has resulted in increased attention to the global dimension in education and the transformative implications for policy, curriculum and teaching and learning experience. While global transformation has brought a new, unique, and important responsibility to educators, it has become mandatory to transform education policies, curricula, and learning experiences to include global citizenship education.

Committed to global academic excellence, Hisar School has always encouraged students to develop a sense of belonging to a broader community and common humanity. Hisar School aims to foster a sense of global citizenship and to raise its students and graduates as global citizens, in line with its vision of becoming a high quality global school. In this direction, Hisar School, which was accredited for the first time in 2007 by CIS (Council of International Schools) that aims to develop high academic standards in educational institutions and places world citizenship at the center of its studies, adopted the CIS world citizenship education principles and standards. Hisar School educates active individuals who take responsibility, are aware of the global reality they live in, and have the awareness of establishing an equitable, fair and sustainable world.

The open-minded, productive, and responsible members of the school community are committed to finding and teaching solutions to local and global problems and working in harmony with others within the framework of critical thinking and social responsibility principles. The school encourages all stakeholders to internalize the understanding of human rights and social good and to take responsibility for a more inclusive world. High academic standards and achievement are associated with finding solutions to local and global problems, and being aware and active for the well-being of society. Thus, the learner-centered, constructivist approach of Hisar School becomes integrated with an active global citizenship vision. Hisar School believes that world citizenship is a process and a journey. It is based on rethinking what we have learned, never-ending inquiry, self-assessment, an excellent understanding of local and global dimensions, taking initiatives and leadership whenever necessary.

As global citizenship provides purpose, motivation and coherence in Hisar School teaching, learning, and wider experience of school life, Hisar School's "World Citizenship Education" vision, policies, and strategies are founded upon the values and achievements that will provide this global competence.

VALUES AND ATTITUDES

- Inclusion
- Focus on Ethics
- Perseverance
- Sense of Identity and Belonging
- Creativity and Innovation
- Social Responsibility
- Collaboration

SKILLS

- Resilience
- Critical Thinking and Problem-Solving
- Digital and Media Literacy
- Sociocultural Literacy
- Communication

Our students, who gain these values and skills, will contribute to the well-being and welfare of human beings by advocating for sustainability goals and practices, taking the initiative and leading the process of developing solutions to local and global problems.

Hisar School Strategic Plan

2023- 2026

Pillar: Growth and Transformation-Based Inclusive Institutional Approach

GOAL 1: Enabling a democratic, participatory and rights-based model of good governance

PRIORITY 1.1: Identifying and implementing tools that include the school community into decision-making processes

1.1.1. Holding meetings for the participatory creation of governance tools such as vision, mission, values, strategic plan, policy, etc.

1.1.2. Establishing workgroups, committees, commissions and centers to achieve the goals of the vision, mission and strategic plan

1.1.3. Exhibiting a data, information and evidence-based approach in order to implement the principle of impartiality and ethical values in all decision-making and sharing processes

PRIORITY 1.2: Establishing a system that empowers individuals and supports the development of their talents and leadership skills through the distribution of responsibilities

1.2.1. Ensuring the participation of employees in areas such as course and curriculum design, activities, project execution and professional development

1.2.2. Making sure that those working in departments, committees, commissions and centers undertake both membership and leadership roles

PRIORITY 1.3: Improving the competencies of all members of the school community for a rights-based inclusive approach and embedding this in the school culture

1.3.1. Establishing democratic and inclusive mechanisms that cultivate accountability

1.3.2. Creating the Inclusion Directive

1.3.3. Organizing workshops and seminars on children's rights, human rights, diversity, nonviolent communication etc. with academic and administrative staff, management and parents

1.3.4. Organizing campaigns to raise awareness across the school community and particularly students

1.3.5. Safeguarding the democratic environment during the Student Union elections and ensuring their active participation in the school community by encouraging the representatives of the Student Union to fulfill their duties and responsibilities

1.3.6. Raising awareness among parents by inviting them to Psychological Counseling and Guidance (PCG) group activities and proposing additional resources

1.3.7. Supporting new students and teachers in their adaptation process to the school with academic and socio-emotional orientation activities.

GOAL 2: Collaborating with the entire school community to create and cultivate a solid institutional culture for the fulfillment of the mission and core values of Hisar School

PRIORITY 2.1: Identifying the approaches prevailing in the existing institutional culture by evaluating the ways in which members of the school community interact and react to change

2.1.1. Analyzing survey/research results and interviews conducted with different members of the school community to identify the existing institutional culture with regard to global developments applicable to the relevant field (learning, purpose, caring/valuing, order, security, authority, result-orientation, entertainment/joy)

PRIORITY 2.2: Supporting the adoption of the institutional culture by the entire school community

2.2.1. Making the school mission, vision and values, which serve as the foundation of the institutional culture, visible in the school setting and all communication tools, while embedding them into the institutional language

2.2.2. Accurately conveying the school culture and values to new teachers, employees, students and parents during the orientation process

2.2.3. Endorsing an institutional culture that promotes national and international research

2.2.4. Aligning leadership responsibilities and organizational processes with the relevant values in order to disseminate the desired institutional culture

2.2.5. Designing recruitment, training and performance evaluation processes in a way that inspires employees to represent the traits of the desired institutional culture

GOAL 3: Strengthening internal communication among the school community

PRIORITY 3.1: Creating a conducive environment for democratic, pluralistic, inclusive and open communication among the school community

3.1.1. Organizing plenary and school-based General Assembly meetings, which provide an environment for feedback and sharing, on a regular basis in order to pave the way for democratic, pluralistic, inclusive and open communication

3.1.2. Supporting the presence of the PTA with the aim to provide a democratic and participatory governance model and ensuring their inclusion into key institutional decision-making processes such as strategic plan development, general evaluation processes, etc.

3.1.3. Supporting the function of the Alumni Association and ensuring their inclusion into key institutional decision-making processes such as strategic plan development, general evaluation processes, etc.

3.1.4. Inviting High School, Middle School and Primary School Student Association presidents and/or members to the Executive Committee meetings on a regular basis to ensure that their voices regarding administrative matters are heard

3.1.5. Conducting surveys with various members of the school community at regular intervals, sharing the results and making plans for growth and transformation

PRIORITY 3.2: Ensuring consistency in the integrity, standards and tone of internal communications

3.2.1. Making the Hisar School Communication Policy, created in line with the communication principles of Hisar School, visible to the entire school community and ensuring that internal communication activities are compatible with the communication policy

3.2.2. Establishing an effective communication system and ensuring the efficient use of this system across all communication channels in line with the Hisar School Communication Policy

3.2.3. Preventing the violation of personal rights and ensuring that a courteous and constructive attitude is embraced in the language used in all kinds of communication activities through the utilization of the Hisar School Internal Communication Compass

3.2.4. Identifying the communication channels between members of the school community based on the principle of personal data protection

3.2.5. Developing and implementing strategies for the resolution of potential conflicts in communication processes

PRIORITY 3.3: Creating and providing settings to support interaction across the school community

3.3.1. Providing physical spaces for work and socializing that will enable school employees to communicate with each other in their relative departments, schools and across the entire institution.

3.3.2. Organizing activities where students can interact with other Hisar School students as well as their own schoolmates

PRIORITY 3.4: Developing communication mechanisms that are effectively used to provide uninterrupted communication among all members of the school community

3.4.1. Using emails effectively as a means of formal communication with parents and staff in order to inform parents proactively on academic, cultural and administrative issues and timely about all academic and administrative developments

3.4.2. Using tools such as the website, official social media accounts and e-newsletters effectively to inform the school community about academic and administrative developments and student, graduate and teacher achievements

3.4.3. Utilizing the school's strong digital infrastructure (HisarNet, email, and other communication channels) and resources to support communication across the school community

3.4.4. Creating school-based communication processes and calendars at the beginning of each academic year in order to support the exchange between parents and school staff (teachers and administrators) and sticking to the schedule

GOAL 4: Consistently reflecting the school's growth and transformation-oriented institutional approach to its strong brand identity, culture and brand image

PRIORITY 4.1: Sharing information with the public in an accurate, open, comparable and accountable manner

4.1.1. Making the administrative processes, policies, guidelines and financial information of the school easily accessible and visible

PRIORITY 4.2: Developing and implementing external communication strategies that will support the school's institutional brand identity and reputation

4.2.1. Identifying institutional messages in line with the school's growth and transformation-oriented institutional approach

4.2.2. Creating a communication plan to efficiently deliver institutional messages to the target audience and using communication channels effectively to implement creative solutions

4.2.3. Sharing the success stories of the school with the public through press releases at adequate intervals and reinforcing the perception around the institution by reflecting the open communication policy

4.2.4. Conducting independent research activities to assess the public perception of the school

PRIORITY 4.3: Drawing attention to the school's mission of creating social benefit to strengthen public perception

4.3.1. Raising awareness about the Hisar School "Open Source" approach, crafted by Hisar School employees, across the school community and the public

4.3.2. Developing new ideas and projects to cultivate the "open source" information treasury and encouraging members of the school community to engage in such activities

4.3.3. Making all social benefit projects developed by the school community visible through communication channels

GOAL 5: Monitoring, anticipating and leading social change

PRIORITY 5.1: Monitoring the shifting social and economic conditions to recognize potential unforeseen developments and responding to change on a timely basis considering the response capacity of the school community

5.1.1. Organizing feedforward meetings and preparing reports

5.1.2 Organizing foresight meetings for the school and preparing reports

5.1.3. Following research activities and reflecting these learnings to implementations

PRIORITY 5.2: Monitoring technological and digital developments and integrating them into administrative, governance and financial processes in line with the vision and mission

5.2.1. Utilizing advanced technological hardware and software applications (such as HisarNet, Logo, SAP)

5.2.2. Developing and implementing the Smart Campus process

PRIORITY 5.3: Reviewing all ethical, academic and administrative policies, strategies, processes and regulations with the school community on a regular basis and updating them with a flexible and agile approach while ensuring their visibility and implementation

5.3.1. Conducting annual search, follow-up and feedback meetings where strategic plans and policies are reviewed

5.3.2. Deeming the outputs of the search and follow-up meetings as a report for the requirement of regulatory revisions

PRIORITY 5.4: Leading change and transformation in the wider educational community to create social benefit while taking action and responsibility whenever needed

5.4.1. Cooperating with schools in disadvantaged areas and sharing educational practices

5.4.2. Fostering NGO collaborations

5.4.3. Spreading our educational practices in collaboration with local authorities

GOAL 6: Building collaborations and conducting accreditation activities for growth and transformation

PRIORITY 6.1: Developing existing relationships and building new internal and external collaborations and partnerships that contribute to school practices

6.1.1. Contributing to the resource generation efforts of the Hisar Educational Foundation for the institutional sustainability of the school

6.1.2.. Leveraging the Alumni Association and alumni relations by reinforcing their sense of ownership and commitment and encouraging their contribution to the institution

6.1.3. Encouraging the Parent Teacher Association to develop resources for the institutional efficiency and sustainability of the school

6.1.4. Becoming a member of national and international professional associations and taking an active role in their activities while developing new projects that will further enhance collaboration

6.1.5. Maintaining existing collaborations and developing new projects with similar institutions

PRIORITY 6.2: Maintaining the existing national and international accreditations and discovering new accreditation systems that will upscale the school vision and mission

6.2.1. Renewing the Clean School and Eco School accreditations on a regular basis

6.2.2. Maintaining CIS, NEASC and HighScope accreditations

6.2.3. Maintaining Apple Distinguished School and Common Sense accreditations

6.2.4. Applying for and implementing new accreditations

Pillar: Education With High Academic Standards

GOAL 7: Nurturing deep learning practices by offering a solid, innovative curriculum that will engage students with enriched educational experiences

PRIORITY 7.1: Developing curricula and providing flexible learning environments in line with global developments and research findings

7.1.1. Incorporating the UN sustainability goals into the curriculum (EcoSchools, Green School)

7.1.2. Developing and further improving programs like Internship Programs / Outstanding Learner Program / Coursera / AP courses for High School

7.1.3. Developing and disseminating face-to-face learning applications

7.1.4. Improving HighScope Model applications

PRIORITY 7.2: Planning and implementing learning designs that encompass the principles of deep learning

7.2.1. Providing UbD trainings on a regular basis

7.2.2. Developing vertical alignment structures for transitional years

7.2.3. Creating a coherent curriculum with an interdisciplinary approach

7.2.4. Developing joint projects with various centers to nurture permanent learning

7.2.5. Cultivating the development of advanced thinking skills

PRIORITY 7.3: Enriching learning designs with consideration to students' individual cognitive diversity and needs

7.3.1. Implementing differentiated instruction strategies

7.3.2. Designing the content of educational materials and textbooks for diverse learners

7.3.3. Supporting students' adaptation to the school (academic and socio-emotional orientation activities)

PRIORITY 7.4: Applying various measurement and assessment methods to identify educational needs and learning deficiencies to foster the while child development

7.4.1. Constructing systematic teacher trainings centered around understanding and supporting cognitive development processes

7.4.2. Using checklists and inventories for new students and those in transitional years (problem scan, CAS, child observation form, etc.)

PRIORITY 7.5: Maintaining technological integration to enhance learning

7.5.1. Implementing and developing a sustainable, manageable and dynamic digital ecosystem that enables rapid adaptation to the changing circumstances and needs across K12

7.5.2. Expanding artificial intelligence and augmented reality applications

7.5.3 Increasing practices to maintain digital citizenship standards

7.5.4. Applying and disseminating the technical infrastructure and standards required for innovative learning strategies

7.5.5. Analyzing and assessing the effective and efficient use of the technical infrastructure offered to the school community

PRIORITY 7.6: Implementing and disseminating data-driven measurement and evaluation strategies

7.6.1. Analyzing national and international central exam results and developing assessment and evaluation strategies

7.6.2. Developing and implementing tools to measure advanced thinking skills

7.6.3. Conducting learning analyses with the results- and process-oriented evaluation approach

7.6.4. increasing the variety of self-assessment tools and the frequency of their applications by students

PRIORITY 7.7: Maintaining and improving university acceptance and graduate performance in higher education

7.7.1. Preserving and further improving the opportunities provided by the Career Center

7.7.2. Developing and maintaining the counseling system

GOAL 8: Providing learning environments to nourish world citizenship and intercultural skills

PRIORITY 8.1: Integrating global competencies into instructional design

8.1.1. Disseminating the metacognitive learning model, which utilizes the group work, decision-making - game theory, discussion and debate techniques to enhance critical thinking, problem solving and imagination skills and enabling teachers at all levels to conveniently implement the model

8.1.2. Preparing activities/projects to nurture creative and entrepreneurial skills

8.1.3. Designing activities to develop critical thinking and problem-solving skills

8.1.4. Designing projects/activities to improve collaboration and communication skills

8.1.5. Designing activities to develop digital literacy skills

PRIORITY 8.2: Developing academic collaborations with international schools and engaging the school community with international experiences

8.2.1. Diversifying the Second Foreign Language program
8.2.2. Establishing student collaborations with national and international sister schools to carry out joint projects
8.2.3. Organizing domestic and international trips for students to develop interdisciplinary and intercultural skills
8.2.4. Participating in national and international events, projects and organizations
8.2.5. Joining exchange network programs for students and teachers
8.2.6. Increasing winter and summer school opportunities and encouraging participation

PRIORITY 8.3: Designing and implementing extra-curricular activities that support physical, social and intellectual development

8.3.1. Increasing the diversity and efficiency of club activities based on student needs analysis results
8.3.2. Ensuring that all students take an active part in art and sports activities
8.3.3. Increasing participation to extracurricular projects, events, conferences, competitions etc. across all school levels and academic departments
8.3.4. Further developing and diversifying the facilities and activities of the Hisar School Cultural Center in line with the interests and aptitudes of the school community

PRIORITY 8.4: Increasing student contribution and participation in Community Service across all levels

8.4.1. Incorporating community service projects to the curriculum with a reasonable timeline based on readiness
8.4.2. Building collaborations and partnerships with Civil Society Organizations that carry out activities aligned with the mission and vision of Hisar School
8.4.3. Encouraging the sharing of best practices in community service work

GOAL 9: Designing inspiring and engaging physical learning spaces that support independent learning

PRIORITY 9.1: Diversifying classroom designs based on expert opinions and redesigning them with the necessary physical equipment whenever needed

9.1.1. Increasing the number of thematic classes
9.1.2. Designing learning spaces with flexible and ergonomic classroom furniture

PRIORITY 9.2: Providing physical and technological design opportunities that will enrich the arts, culture and sports infrastructure

9.2.1: Creating flexible and transformable activity areas suitable for different branches in the Sports Center
9.2.2: Creating the infrastructure that will allow the organization of multi-disciplinary events using up-to-date technology at the Cultural Center

PRIORITY 9.3: Collaborating with administrative and financial departments to design common areas that enable flexible and independent learning

9.3.1. Redesigning the libraries and multi-purpose halls in line with the principles of a flexible and independent learning space
9.3.2. Redesigning indoor and outdoor spaces in line with the principles of a social and flexible learning space

Pillar: Safety and Well-Being

GOAL 10: Creating a safe and nurturing environment to ensure child protection

PRIORITY 10.1: Establishment of a child protection team

10.1.1. Determining the scope and composition of Child Protection Team-identifying stakeholders, defining roles and responsibilities

10.1.2. Ensuring the coordination of child protection initiatives through regular meetings and collaboration with relevant departments to ensure holistic approach to child protection

PRIORITY 10.2: Enhancing staff training and awareness

10.2.1. Developing and implementing a comprehensive training program on child protection policies and procedures for all school staff.

10.2.2. Conducting regular workshops and refresher courses to ensure staff members are updated on best practices and legal requirements related to child protection.

10.2.3. Establishing a reporting mechanism for staff members to confidentially report any concerns or suspected cases of child abuse or neglect

PRIORITY 10.3: Strengthening policies and procedures

10.3.1. Reviewing and updating existing child protection policies and procedures to align with national/international standards and legal requirements.

10.3.2. Developing a clear code of conduct for all staff members, outlining appropriate boundaries and behaviors when interacting with students.

10.3.3. Establishing protocols for handling and documenting child protection concerns, including reporting, investigating, and supporting affected students

PRIORITY 10.4: Fostering a culture of safety and support

10.4.1. Implementing age-appropriate awareness programs for students to promote their understanding of personal safety, boundaries, and reporting mechanisms.

10.4.2. Collaborating with parents/guardians to educate them about child protection policies, procedures, and their role in ensuring a safe environment.

10.4.3. Providing accessible support services for students who have experienced abuse or trauma, including counseling, referrals, and follow-up

PRIORITY 10.5: Regular monitoring and evaluation

10.5.1. Establishing a monitoring and evaluation framework to assess the effectiveness of child protection measures and identify areas for improvement.

10.5.2. Conducting periodic audits to ensure compliance with child protection policies and procedures.

10.5.3. Collecting feedback from students, staff, and parents/guardians to gauge their perception of the school's commitment to child protection

GOAL 11: Ensuring and improving the physical well-being of all members of the school community

PRIORITY 11.1: Conducting audits and improving health safety issues

11.1.1. Conducting audits and implementing improvements in the area of health safety at the beginning of each school year

11.1.2. Taking regular checks and necessary measures against the risk of accidents in the school physical environment

11.1.3. Implementing lockdown measures in the school building against external threats (terrorism, extreme weather conditions, etc.)

11.1.4. Taking special security measures for at-risk students and making the school building safe

11.1.5. Providing thermal comfort conditions of school physical environments

11.1.6. Organizing informative meetings on health safety issues

11.1.7. Organizing first aid trainings

11.1.8. Increasing awareness about healthy nutrition and following up on the latest developments

11.1.9. Effectively implementing preventive healthcare activities

11.1.10. Updating the medical emergency training and practices

11.1.11. Expanding the concept of school safety to include a medical perspective and identifying medical issues that may lead to epidemics and school accidents

11.1.12. Providing medical evaluation, treatment and follow-up process of students and employees in case of illness or accident that takes place within the school.

11.1.13. Transferring student and employee disease data to the digital environment

11.1.14. Monitoring students and employees with special health conditions and providing educational environments and workspaces that fit their needs

11.1.15. Ensuring collaboration between the units that carry out Occupational Health and Safety (OHS) activities

GOAL 12: Ensuring and improving the psychological well-being of all members of the school community

PRIORITY 12.1: Supporting and improving the well-being of students

12.1.1. Designing and implementing a socio-emotional learning curriculum with the objective to develop self-awareness, social awareness, relationship skills, self-management and responsible decision-making skills

12..1.2. Increasing students' sense of belonging and enabling them to feel important by making a contribution to the school community through the opportunities provided in school life (student voice)

12..1.3. Conducting preventive individual and group activities carried out by PCG

12..1.4. Ensuring that all teachers cooperate towards student development and conduct regular horizontal and vertical interviews (individual, small group, ŞÖK)

12..1.5. Further developing the student orientation programs

12..1.6. Design PCG courses that include developmental topics

12..1.7. Increasing the diversity of tools and inventory used for student recognition purposes

12..1.8. Organizing student workshops and creating courses by inviting experts in fields relevant to student needs

PRIORITY 12.2: Supporting and improving the well-being of adults

12.1.1. Organizing group work to address Hisar employees' socio-emotional needs (self-awareness, self-management, social awareness, relationship-building and trauma-emotional resilience skills)

12.2.2. Increasing the number of parents participating in parent-PCG groups organized with relevant content

12.2.3. Increasing the diversity of seminars for socio-emotional needs

12.2.4. Improving the competence of adults by providing them with diverse resources to support the development of students

PRIORITY 12.3: Effectively implementing a positive disciplinary approach

12..3.1. Developing the Hisar School Discipline Policy together with the entire school community and ensuring the integrity of the concept and implementation

12..3.2. Conducting regular training and supervision activities to ensure consistent and effective implementations

12..3.3. Monitoring and collecting feedback about teachers' implementations

GOAL 13: Effectively maintaining the activities of the PCG Center and providing the necessary support and guidance to fulfill the needs of the school community

PRIORITY 13.1: Developing and maintaining an accountable, sustainable and effective PCG Department structure and work system

13.1.1. Ensuring that there are a sufficient number of PCG specialists at all levels

13.1.2. Nurturing the professional development of PCG specialists through continuous supervision activities in the areas of socio-emotional and cognitive development conducted on a regular basis

13.1.3. Further developing the reporting and database system for tracking, sharing and documenting data

PRIORITY 13.2: Providing a preventive and inclusive support program for the socio-emotional and cognitive development of all members constituting the school community

13.2.1. Sending informative newsletters to adults with content that sheds light on the periodic needs of students and increasing the read rates of these newsletters

13.2.2. Identifying areas that require work with students and adults, and scheduling systematic expert-student classroom activities and seminars based on a reasonable timeframe

13.2.3. Supporting teachers in receiving regular supervision from a socio-emotional specialist

13.2.4. Creating an accessible digital learning platform for the social and emotional development needs of adults with content that conveys best practices

13.2.5. Providing support to teachers and PCG specialists in disadvantaged areas with an open source approach (Seminars, SELF Project)
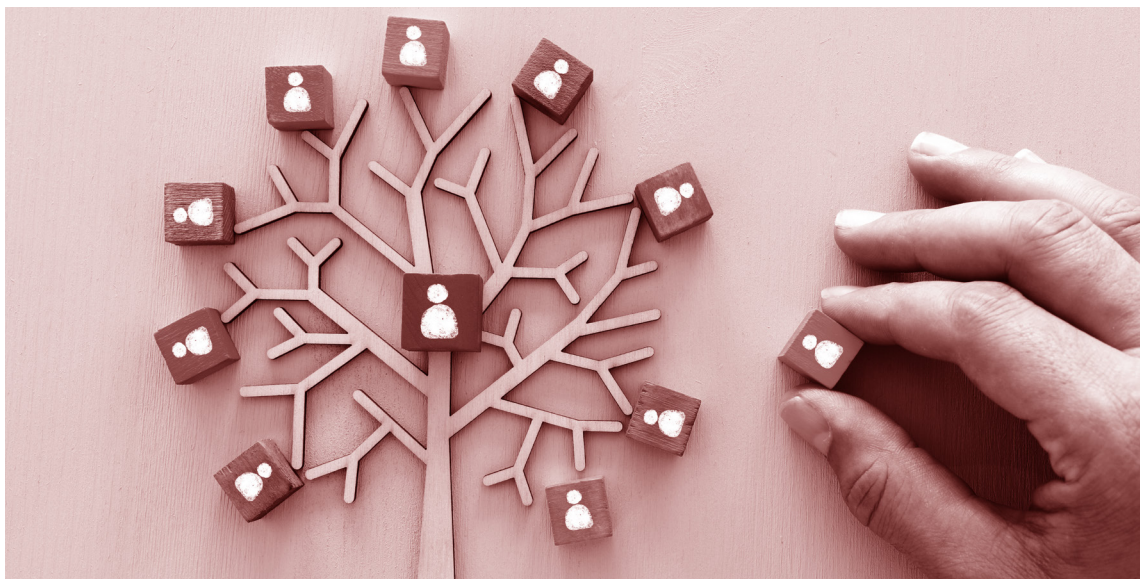
Pillar: Human Resources Management

GOAL 14: Increasing professional development opportunities and efficiency to achieve academic excellence goals

PRIORITY 14.1: Supporting professional development and transformation in each school and encouraging the participation of teachers in training programs

14.1.1. Empowering the employees of Hisar School to create and implement their individual development plans

14.1.2. Creating settings and developing programs that fit the needs of teachers in order to enable the academic data available at the school to contribute to the development of student learning

PRIORITY 14.2: Improving the efficiency and scope of Professional Learning Center (PLC) activities

14.2.1. Designing and providing professional training programs for Hisar School employees, in line with the requirements of global developments and skills, in order to contribute to academic and administrative programs and student learning processes

14.2.2. Supporting interactive and production-oriented learning communities, where Hisar School employees can experience collective learning, and encouraging employees to contribute to education at national and international levels

14.2.3. Designing and providing educational programs, in line with the professional learning standards of Hisar School, with an approach that meets the needs of national and international institutions

14.2.4. Working with relevant experts and related departments to increase in-school or external research and development activities targeting the improvement of academic and administrative standards that will contribute to learning environments

14.2.5. Increasing the number and diversity of educator training programs

14.2.6. Assessing and improving the efficiency and effectiveness of professional learning programs and projects

14.2.7. Carrying out all necessary PÖMER-PLC activities through a digital platform and learning management system (LMS) within the scope of digital transformation

14.2.8. Increasing the budget allocation and human resources dedicated to PLC

GOAL 15: Improving the performance and assessment model

PRIORITY 15.1: Implementing the SAP-Performance and Assessment System for all school employees

15.1.1. Improving employees' use of the SAP-Performance System and evaluating the annual work performance to identify strengths and opportunity areas
15.1.2. Working in collaboration with employees to create an exclusive development plan for each employee in the SAP system
15.1.3. Establishing the coaching and mentoring system
15.1.4. Creating a talent pool through the use of the SAP Talent Module

PRIORITY 15.2: Implementing a transparent and robust recruitment process

15.2.1. Ensuring that school administrations share job requirements, competencies and expectations with HR, both in written and oral form, on a regular basis
15.2.2. Enhancing a school image that attaches importance to awareness and development by making the development opportunities offered by the school accessible to the teachers of the target school

GOAL 16: Improving employee satisfaction and engagement

PRIORITY 16.1: Developing mechanisms to support employee engagement

16.1.1. Carrying out social activities that will improve the motivation and engagement of employees on a regular basis

PRIORITY 16.2: Improving the services that support employee well-being (such as transportation, health, safety)

16.2.1. Making arrangements to reduce employee commute times
16.2.2. Establishing a tracking system for the implementation of teachers' feedback regarding lunch settings and menus
16.2.3. Improving the office space of employees with health measures (sound insulation, air circulation, space)
16.2.4. Creating relaxation areas that will contribute to the well-being of employees (quiet, dim etc. or social spaces)
16.2.5. Conducting regular satisfaction surveys on the support services provided to employees

GOAL 17: Developing a fair remuneration and fringe benefits policy

PRIORITY 17.1: Implementing high national and international standards in line with the Hisar School Remuneration and Fringe Benefits Policy

17.1.1. Developing and implementing a fair and transparent salary and fringe benefits directive that can be revised according to shifting economic conditions

17.1.2. Expanding the range of fringe benefits for teachers (taking initiatives to ensure their access to discounted healthcare products and consumer goods)

17.1.3. Integrating the payroll system with HR Logo to consolidate all HR processes under a single roof

17.1.4. Cooperating with professional platforms and taking an active role to keep up with developments in all the aforementioned areas

GOAL 18: Designing and implementing Recruitment Procedures in line with Child Protection Policy

PRIORITY 18.1: Creating job descriptions in line with the Child Protection Policy

18.1.1. Defining the job descriptions clearly and qualifications for each role within the school including specific criteria related to child safety, such as a requirement for relevant experience or qualifications

PRIORITY 18.2: Aligning the screening and interview processes in personnel recruitment with the Child Protection Policy

18.2.1. Providing screening processes in line with the child protection policy in personnel recruitment Implementing thorough screening procedures: approving the employee's suitability for the job within the scope of the Republic of Turkey Ministry of Labor's employment and Child Protection Policy, conducting background checks, verifying qualifications, and obtaining references from previous employers

18.2.2. Conducting interviews and reference checks by trained staff members who are knowledgeable about child protection issues. Incorporating questions that assess a candidate's understanding of child safety and their ability to handle sensitive situations

Pillar: Financial and Administrative Resource Management

GOAL 19: Designing and leading development strategies to generate resources (short-medium-long term) needed for the fulfillment of the mission and vision of the school

PRIORITY 19.1: Supporting the Hisar Educational Foundation (HEV) in strengthening donor relations, encouraging participation and fundraising

19.1.1. Creating the Hisar School Development Guide comprised of development-oriented strategies, policies, roles and responsibilities

19.1.2. Designing philanthropy trainings and volunteer programs for the Hisar School community

19.1.3. Improving the relationships between alumni, HEV Trustees and Hisar School

GOAL 20: Improving efficiency in budget and accounting/finance management to support the higher mission of academic excellence

PRIORITY 20.1: Monitoring financial resources in compliance with the approved budget and the budgetary discipline

20.1.1. Interactively preparing the annual budget with consideration to the needs and priorities of the school community

20.1.2. Adhering to the revenue, expense and investment budgets prepared and approved on an annual and 5-year basis

20.1.3. Improving the digital system to enable budget officers to carry out the process in line with the budgetary discipline and conducting periodic monitoring activities

20.1.4. Updating accounting records on a daily basis and fulfilling legal obligations in a timely manner to ensure compliance with the legislation

20.1.5. Utilizing cash surplus in the best possible way based on market conditions

20.1.6. Updating student unit costs to identify tuition fees for the upcoming school year and generating data for the revenue budget

20.1.7. Updating and improving the entire financial internal/external audit system, which is implemented systematically, with the support of external consultants when necessary

GOAL 21: Establishing and developing a financial and administrative sustainability system

PRIORITY 21.1: Raising awareness across the school community around the efficient use of all resources and encouraging participation in relevant activities

21.1.1. Implementing the process in line with the Financial and Administrative Institutional Sustainability Directive

21.1.2. Tracking the expense items, particularly fixed expenses, on a regular basis, benchmarking against previous years and taking necessary measures

21.1.3. Developing projects towards the goal of creating smart buildings and green campuses

GOAL 22: Achieving and further enhancing operational excellence

PRIORITY 22.1: Improving campus, building and equipment management processes

22.1.1. Identifying campus, building and equipment needs and use principles together with the school community and ensuring effective implementation

22.1.2. Carrying out routine maintenance and control activities such as construction works, carpentry and painting, plumbing, tunnel, manhole, roof works etc. required for the buildings and campus, including all the underground/surface areas across the perimeter

22.1.3. Carrying out daily, weekly monthly controls on technical systems such as electricity, water, natural gas, elevator, transformer, generator etc.

22.1.4. Working in cooperation with school administrations for construction work, fixture and equipment requirements in learning environments for the use of students and employees

22.1.5. Assessing and utilizing additional physical and financial resources to design and improve campus buildings, classrooms, common use areas, gardens and playgrounds, learning/recreation environments based on the needs of students and employees

PRIORITY 22.2: Improving the supplier services management system to enhance student and employee well-being

22.2.1. Conducting routine (daily, weekly, monthly) field controls on food, security, cleaning, transportation and construction services

22.2.2. Assessing and evaluating supplier service satisfaction through periodic satisfaction surveys conducted with students, employees and parents

22.2.3. Ensuring that supplier services are assessed and improved in line with the needs of students and employees as part of the Food Committee activities

22.2.4. Ensuring that supplier services are assessed and improved in line with the needs of students and employees as part of the Transportation Committee activities

PRIORITY 22.3: Improving procurement and internal service practices

22.3.1. Completing requests that have been approved by procurement in a timely and efficient manner

22.3.2. Monitoring of procurement processes (specifications, contracts, waybills/invoices) in the digital environment on a timely basis to improve the data collection and storage system

22.3.3. Conducting the registration and maintenance activities of fixtures as part of routine controls (twice a year), in accordance with the fiscal regulations provided by the Ministry of National Education, and ensuring alignment between the actuals and accounting records

22.3.4. Conducting supplier audits to ensure that the immediate needs of teachers, students and other employees on campus are fulfilled in a timely and organized manner

PRIORITY 22.4: Conducting Occupational Health and Safety (OHS) activities in compliance with the legislation

22.4.1. Taking preventive measures against all kinds of workplace accidents, mitigating risk and preventing the occurrence of occupational diseases

22.4.2. Carrying out OHS site inspections (daily, weekly, monthly, 3-monthly, 6-month) and updating the inspection checklist

22.4.3. Creating emergency team, floor and warehouse plans and implementing drills and training programs as part of disaster preparedness activities, preparing reports and updating the legal records in compliance with the legislation

22.4.4. Carrying out routine environmental measurements and inspections, benchmarking the results against reference values, reporting and comparing the outcomes with the previous years

22.4.5. Ensuring compliance with the TSE Clean School and White Flag standards, and the MoNE and Civil Defense legislations, making improvements in the processes and updating applications and documents