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NESİBE AYDIN SCHOOLS
COLLABORATIVE PLANNING AND REFLECTION POLICY

Chapter One

Purpose, Scope, Basis and Policy Team

Purpose

ARTICLE 1 – This policy has been developed to promote understanding and active engagement of the entire learning community at Nesibe Aydın Schools in collaborative planning and reflection processes. It applies to all our schools, whether candidate or authorized. (both candidate and authorized).

Scope

ARTICLE 2 – This policy encompasses the collaborative planning and reflection processes and activities at Nesibe Aydın Schools. It leads the establishment of an inclusive culture of collaborative planning with contributions from the entire learning community.

Basis

ARTICLE 3 – This policy is prepared based on the regulations of the Ministry of National Education, the Ministry’s curricula, the International Baccalaureate (IB) Programme Standards and Practices document, and the requirements of the IB programme implemented by the school.

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Policy Team

ARTICLE 4 – The policy team consists of the programme leader of Nesibe Aydın Schools, Primary Years Programme (PYP) coordinators, DP coordinators, school principals, classroom and subject-level teacher representatives, high school head of departments, school librarian, guidance and school counselors, unit representatives, and teacher and student representatives.

Accessibility

ARTICLE 5 – This policy is accessible to administrators, school managers, teachers, parents, and students via the school portal system, school library, and, upon request, through school secretaries.

Definitions

ARTICLE 6 –

- a) Collaborative Planning and Reflection Process: The process by which IB PYP and DP teachers at the same grade level make their work and thinking habits visible through reflection before, during, and after implementation to facilitate inquiry. While “collaborative planning” and “reflective thinking” could be defined separately, they encompass intertwined processes.
- b) Collaborative Planning and Reflection Meeting: A meeting that conducts learning and teaching experiences, reflections, evaluations, and subsequent actions through collaborative planning and reflective thinking.

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Monitoring and Evaluation

ARTICLE 7 –

This policy shall be continuously monitored, developed, and reviewed by the School's programme leader and the schools' Pedagogical Leadership Teams. Within one year from the date above—or earlier if there are significant operational changes—the School Board shall review the policy to assess whether responsibilities have been fulfilled and request amendments if necessary.

Chapter Two

Philosophy of Collaborative Planning and Reflection

ARTICLE 8 – Collaborative planning and reflection activities at Nesibe Aydın Schools ensure that the programme's philosophy is put into practice in line with its requirements. These efforts address all aspects of learners, learning and teaching, and the learning community. The processes include identifying strengths and areas for growth within set focuses, making decisions on those growth areas, and taking action based on those decisions. Our approach to collaborative planning and reflection goes far beyond simply meeting programme requirements. As a learning community, we learn from each other, support professional development, and take responsibility for our own and our group's learning. Collaborative planning is designed not only for instructional planning but also to foster a culture of belonging, collective thinking, and enjoyment of learning within the learning community. This structure, where participants are valued and every teacher positions themselves as a learner, supports solidarity, flexibility, and reciprocal learning.

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Alignment with School Mission

ARTICLE 9 – The mission of Nesibe Aydın Schools is as follows:

- With a holistic education approach, we support our students to become independent individuals who use learning as a life skill.
- Through our school culture, skilled staff, and national and international programmes, we instill universal values in our students.
- With our guidance and assessment services, we support students to develop self-discipline and fulfill responsibilities.
- We foster students' creativity by supporting them in academic, sporting, and artistic fields.
- Through social activities and learning environments, we enable students to discover their interests and talents.
- By giving students responsibilities during these activities, we help them contribute to a better world.
- We raise individuals sensitive to local and global issues, capable of problem-solving and entrepreneurship.

The policy team mentioned in ARTICLES 4 and 7 used the mission statement to develop the philosophy of collaborative planning and reflection. We welcome ongoing feedback from all stakeholders through our open communication channels.

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Chapter Three

Principles, Shared Decisions, Visible Evidence of the Collaborative Planning Process

Principles

ARTICLE 10 - At Nesibe Aydın Schools, collaborative planning and reflection are regarded as integral to quality education.

Details of the process include:

- All members required to participate in the collaborative planning and reflection process—across candidate and authorized programme schools—are actively included.
- An “open door” policy allows any member of the institution, regardless of status, to join as observer and gain insight into the process.
- Within the programme of inquiry, horizontal and vertical integration and alignment are maintained, enriching practices and documentation through diverse perspectives across campuses.
- Collaborative planning and reflection meetings are systematically held during working and out of working hours. Planning is done at the beginning of the year, considering school calendars and weekly/daily schedules. Revisions are made if necessary to prevent disruptions.
- All IB-published resources are used in collaborative planning and reflective meetings; these documents shape the process. Decisions taken in these meetings are made visible via the PYP plan format. All learning community members have access to the collaborative workspace version of the PYP plan on the PORTAL. Members responsible for the plan are encouraged to access and update the document during or outside meetings.

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- The programme of inquiry is seen as a dynamic, living document. Revisions deemed necessary during implementation are reflected in the programme and shared with the learning community via the PORTAL. At the end-of-year general evaluation meetings, reflective thinking is conducted on the programme of inquiry.
- The collaborative planning process is structured in three main phases: clarifying objectives at the beginning of the unit, mid-process evaluation, and reflection at the end of the unit.
- When scheduling, flexibility is encouraged so that teachers can collaborate and adapt as needed.
- Teacher collaboration is supported through shared plans, joint document reviews, and timely contributions. Throughout the process, diversity and feedback loops including the entire learning community (students, parents, teachers) are used to continuously revise the programme.

Shared Decisions

ARTICLE 11 - There is widespread recognition that shared decisions in the collaborative planning and reflective thinking process contribute to establishing common values and demonstrating these values in practice. Core values include: using time efficiently, respecting diversity, taking responsibility for decisions, solving problems together, and establishing open communication. These values form the foundation of the institution's culture and are jointly determined by teachers.

The valued shared decisions are:

- Efficient Use of Time – Recognizing time as valuable, working solution-oriented, and attending collaborative planning and reflection meetings promptly.
- Collaboration with the School Community – Working respectfully and cooperatively to develop and implement the programme of inquiry for learners.

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- Valuing Diversity and Differentiation – Engaging with multiple disciplines during meetings and making equitable contributions for needs-based work.
- Defining Learning Community Values – Considering cultural structure and needs of the school community in meetings to enhance the programme of inquiry, broaden learning and teaching, and identify shared spaces for reflection aligned with our values and experiences.
- Completing Duties Within Working Hours – Allocating sufficient time for teachers to carry out intra- and extra-school work for the programme of inquiry. Collaborative planning and reflection meetings delineate instructional progress and objectives, supporting intrinsic motivation and well-being.
- Fostering Social Relationships – In collaborative meetings, beyond discussing academic developments, opportunities are created to strengthen interpersonal relationships among teachers.

Visible Evidence

Article 10 - Visible evidence underscores the importance of collaborative planning and reflection as essential to quality education:

- Programme of Inquiry – Treated as a dynamic document on the PORTAL, systematically revised and shared with the learning community.
- PYP Planner – Similarly treated as a dynamic document on the PORTAL, regularly reviewed and shared.
- Collaborative Planning & Reflection Meeting Calendar – Announced by the Pedagogical Leadership Teams; the learning community is supported to attend prepared.

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Chapter Four

Final Provisions

Enactment

ARTICLE 14 – This policy comes into force on the date it is approved by the Nesibe Aydın Schools Board of Directors and published on the E12 (Portal).

Execution

ARTICLE 15 – This policy must be evaluated alongside other school policies. Implementation is carried out by the relevant school principals on behalf of Nesibe Aydın Schools.

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