1- MISSION, VISION AND VALUES

Our mission is to create a learning and teaching environment that maximizes the potential of every student. Through a high-quality education that fosters academic excellence, critical thinking, and lifelong learning, we aim to nurture open-minded individuals who demonstrate integrity, resilience, and a sense of social responsibility; take ownership of their own learning; and embrace the values of global citizenship, ethical communication, and cultural awareness.

2. GOAL

The purpose of the communication policy is to establish a communication culture—built on trust, transparency, timeliness, reciprocity, inclusivity, and exemplary practices—among all stakeholders who make up the Hisar School community, including students, parents, teachers, administrators, alumni, and staff, in line with the school's mission, vision, and core values.

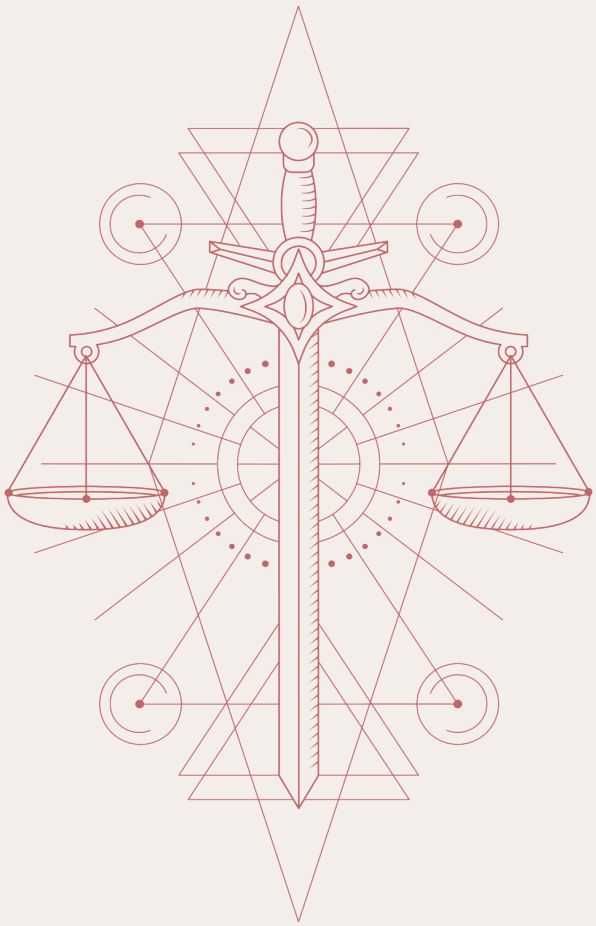
The policy also aims to strengthen the institution's reputation, credibility, and brand value by reflecting Hisar School's educational philosophy, ethical stance, and vision for social contribution in its communications with external stakeholders.

Accordingly, it is a fundamental principle to ensure that institutional communication activities are carried out in a systematic, consistent, and responsible manner, with a people- and nature-centered approach.

3. SCOPE

The communication policy encompasses all communication processes carried out among the internal and external stakeholders that make up the Hisar School community. It covers all official communications taking place both within and outside the school. This includes daily interactions, emergency communications, online correspondence, and face-to-face meetings.

The policy regulates the school's institutional communication with the public, the media, civil society, and other internal and external stakeholders. Accordingly, the communication policy covers the following stakeholder groups:



Stakeholder Group	Definition	Communication Objectives	Main Communication Methods
Students	All students from preschool to the final year of high school	Information sharing, guidance, fostering a sense of belonging, creating a safe communication environment	Verbal and written communication, digital platforms, email, progress meetings
Teachers and Academic Staff	Classroom/subject teachers, psychological counselors, academic administrators	Academic coordination, collaboration, information sharing	Meetings, email, portal, announcements
Administrative and Support Staff	Office staff, technical team, security, service personnel	Operational efficiency, internal information sharing	Announcements, internal correspondence, email
Parents	Parents or legal guardians of current students	Information on student development, collaboration	Parent meetings, email, phone, progress reports
Prospective Parents	Families considering enrolling their children in the school	Institutional promotion, building trust	Promotional events, website, e-brochures
Alumni	Graduates of Hisar High School and/or Middle School	Maintaining loyalty and a sense of belonging, community awareness	Alumni events, newsletters, social media
Board of Trustees	The highest decision-making body of Hisar Education Foundation	Monitoring strategic goals, regular updates on developments	Reports, presentations, meetings, e-newsletters
Donors and Supporters	Individuals and organizations providing financial or moral support to Hisar School	Transparency, appreciation, sharing project progress	Letters of appreciation, event invitations, reports
Local Community	Neighborhood surrounding the school, neighboring institutions	Community harmony, social responsibility, mutual respect	Invitations, social projects, information sharing
Media and Press	Local and national media outlets	Public representation of the school, sharing achievements and developments	Press releases, interviews, media relations
NGOs and Civil Society	Organizations active in fields such as education, environment, and culture	Joint projects, social responsibility collaborations	Correspondence, meetings, events
Government Institutions	Ministry of National Education, Provincial/District Directorates of National Education, municipalities	Fulfilling legal obligations, information sharing	Official correspondence, reporting, meetings
Domestic / International Educational Partners	K12 schools, universities, educational organizations	Academic and cultural collaborations	Protocols, visits, online meetings

4- COMMUNICATION PRINCIPLES IN THE CONTEXT OF ARTIFICIAL INTELLIGENCE AND SOCIAL MEDIA

At Hisar School, all communication processes are conducted in line with the following principles. These principles aim to foster a communication culture throughout the school community that is based on trust, openness, and constructiveness:

1. **Accuracy and Reliability**
   - All shared information must be accurate, up-to-date, and verified.
   - Communication that may lead to misinformation or misdirection is avoided.

2. **Transparency and Openness**
   - Communication processes are carried out in an open, clear, and traceable manner.
   - Stakeholders are regularly and transparently informed about institutional decisions and developments.

3. **Ethical Responsibility**
   - The purpose, language, and potential impact of any communication are carefully considered.
   - In all communication processes, Hisar Schools adheres to the following ethical approaches:
     - Ensuring that the conveyed information is not open to misinterpretation,
     - Avoiding deliberate manipulation or the use of misleading language,
     - Refraining from offensive, oppressive, or emotionally exploitative statements,
     - Prioritizing fairness, respect, and responsibility in communication,
     - Avoiding approaches such as propaganda, boasting, or self-promotion.
   - Ethical sensitivity in communication, as in decision-making processes, is fundamental to maintaining an environment of trust.

4. **Respect and Inclusiveness**
   - The views and contributions of every stakeholder are valued.
   - Discrimination, exclusionary language, prejudice, and communication imbalances stemming from power relations are not tolerated.
   - Courtesy, empathy, and understanding form the basis of all communication. A peaceful communication style-open to understanding, non-escalatory, and constructive-is maintained.
   - This approach is upheld during conflicts, in daily announcements, meetings, digital correspondence, and social media posts.

5. **Confidentiality and Protection of Personal Data**
   - Personal data belonging to students, parents, and staff is protected in accordance with the principle of confidentiality.
   - Private information is shared only with authorized individuals and within the legal framework.

6. **Timely and Effective Communication**
   - Information-sharing and feedback processes are carried out in a timely manner.
   - In emergencies and on sensitive matters, swift and coordinated communication is prioritized.

7. **Professionalism**
   - All written and verbal communication follows institutional language and ethical standards.
   - Professional boundaries are maintained in communication with students, parents, and external stakeholders.

8. **Two-Way and Participatory Communication**
   - The school adopts a communication approach that not only provides information to all stakeholders but also listens to them and involves them in the process.
   - Receiving and evaluating feedback is an integral part of communication.

9. **Digital Awareness and Adaptation**
   - The policy aims to remain prepared for new forms of communication that may emerge in the future.
   - Communication processes are regularly reviewed to ensure adaptation to changes in areas such as technological developments, social media culture, digitalization, and artificial intelligence.
   - In AI-assisted and social media-based communication environments, the following principles are observed:
     - Transparency and Accountability: AI-generated content must include sources, labels, and explanatory information.
     - Ethics and Security Focus: Ethical filtering is essential to prevent threats such as deepfakes and fake news.
     - Inclusivity and Accessibility: Linguistic diversity, disability considerations, and cultural sensitivity must be observed in AI communications.
     - Real-Time and Adaptive Communication: Social media algorithms and AI analyses guide the tone and language of content.
     - Content Quality and Source Management: Fact-checking and human oversight processes are supported.
     - Digital Footprint and Data Responsibility: Informed consent, data security, and transparent disclosure statements are prioritized.
     - Early Warning Systems for Crisis Management: AI-powered sentiment analysis and early crisis detection tools are effectively implemented.

5. METACOGNITIVE CORPORATE COMMUNICATION PRINCIPLES

These principles provide approaches and tools for designing the written and spoken language used in Hisar School's corporate communication in a way that makes thinking processes visible and facilitates clarity.

The principles and tools have been developed by integrating Shulman & Bullock's metacognition approach, Harvard Project Zero's visible thinking routines, and concepts from Thinking Schools International and the Global Metacognition Toolkit. Research and practice show that the impact of a message depends not only on its content but also on how easily it can be understood and absorbed (processing fluency).

Easily processed messages:

- Are perceived as more credible and trustworthy,
- Inspire greater willingness to engage from the recipient,
- Have a higher likelihood of being remembered.

In contrast, messages that are difficult to process are perceived as more risky, complex, or unfamiliar, and tend to lower the level of engagement.

5.1. Metacognitive Approach and Application Examples in Corporate Communication

1. **Concept Priming**
   If the main idea of the message is presented at the beginning, the reader is mentally prepared for the topic, understands the framework in which the message will proceed, and can focus more easily:

- Clearly stating the key concept at the start,
- Beginning with familiar examples,
- Repeating the same topic at different times and through various channels,
- Ensuring that the opening sentences evoke associations aligned with the main theme.

2. **Language Use**
   To make the message easier to read and understand, simple, clear, and familiar words should be chosen. Difficult, technical, or unfamiliar expressions can distract the reader:

- Prefer simple and frequently used words,
- Avoid jargon, abbreviations, and foreign words,
- Refrain from using words that are difficult to pronounce or spell,
- Use active sentences and short clauses,
- Avoid ambiguous symbols.

3. **Embodied Cognition**
   Body language used in visuals and communication directly affects the perception of the message. Positive, relaxed, and sincere posture builds trust:

- Smiling facial expressions,
- Avoiding frowning,
- Adopting relaxed and reassuring body postures.

4. **Decision-Making Process**
   If the target audience is expected to make a decision on a subject, the process should be simplified to make it easier. Presenting small, clear steps instead of large and complex decisions is more effective:

- Breaking down large tasks into smaller parts,
- Offering clear options,
- Encouraging simple decisions first,
- Providing decision-supporting information upfront,
- Using visual aids.

5. **Perceptual Cues**
   A message should also be visually clear and easy to perceive. Clarity ensures the message is understood quickly:

- Use legible, large fonts,
- Choose clear color contrasts,
- Deliver a clear message with few words,
- Ensure consistency in color, font, and language,
- Use a tone appropriate for the target audience.

6. **Higher Order Cognition**
   To make complex ideas easier to understand, the presentation of information should be planned:

- Temporal: Repeat key messages, present ideas sequentially, and support them with visuals.

- Conceptual: Prepare related concepts in advance, use humor, and create opportunities for discussion.
- Diagnostic: Begin with easy questions before moving on to more difficult ones.
- Spatial: Avoid visuals with complex spatial arrangements that are difficult for the reader or viewer to process mentally.

7. **Imagery**
   Use methods that allow the recipient to visualize the message:

- Apply storytelling and personification,
- Provide concrete examples,
- Use clear, easily imaginable references,
- Avoid jargon,
- Ask several simple questions instead of one complex question,
- Add a name or face to the subject.

8. **Memory-Based Cues**
   Techniques to make a message easier to remember:

- Recall: Provide familiar references and include expressions that trigger memory.
- Encoding: Ask people to generate their own examples, pair two ideas, and use short, memorable slogans.

5.2. Corporate Metacognitive Glossary and Expression/Template Repository

Every word serves as a signpost that makes corporate thinking processes visible. When these words are systematically used in newsletters, meeting minutes, email correspondence, and social media texts, the "Thinking School" approach is naturally reinforced within the institutional language.

1. Assumption – "We are proceeding on the assumption that…"
2. Rationale – "The rationale for this choice is…"
3. Alternative – "Alternatively…"
   Priority – "This week's priority is…"
   Method – "The method to be followed is…"
   Criterion – "Our success criterion is…"
   Phase – "We are currently in the [phase] phase."
4. Reflection – "The lesson we learned from this process is…"
   Contribution – "Thank you for your contribution."
   Connection – "This decision is connected to [previous decision]."
   Process – "Process flow: [summary]."
   Step – "The next step is…"
   Observation – "Observation: [finding]."
   Evidence – "The evidence on which this decision is based is…"
   Source – "Source of information: [document]."

Other Possible Expressions

Strategy – Focus – Scope – Measurement – Progress – Review – Implementation – Impact – Output – Goal – Timeline – Responsibility – Stakeholder – Framework – Principle – Protocol – Standard – Template – Criteria – Reference Point – Role – Authority – Approval – Verification – Evaluation – Findings – Summary – Matching – Slogan – Reminder – Roadmap – Risk – Lessons Learned – Area for Improvement – Monitoring – Indicators – Consistency – Compliance – Alignment

5.3. Recommendations

The metacognitive approach in Hisar School's communication serves not only to inform but also to facilitate understanding, build trust, and increase engagement.

Therefore, it is recommended that:

1. These principles be applied in all official communications (newsletters, meetings, emails, policy documents),
2. A short "Metacognitive Communication Checklist" be shared with teachers and administrators,
3. The fluency of language, visuals, and structure be reviewed for the website, social media, and printed materials,
4. The impact of this approach be evaluated at least once a year.

6. TYPES OF COMMUNICATION

At Hisar School, communication is a strategic, multi-layered, and purpose-driven process. Communication with different stakeholder groups, both inside and outside the institution, is addressed under two main categories based on its content and target audience: Internal Communication and External Communication.

6.1. Internal Communication

Internal communication refers to the communication that takes place among students, teachers, administrators, and support staff who make up the internal structure of the school. Open, respectful, and effective interaction within the institution is critical for the development of the school culture, increased motivation, and the smooth operation of processes.

For newly hired teachers, administrators, and support staff, a structured orientation program is implemented to introduce the institution's communication style, values, and tools. This process supports the continuity and consistency of the institutional communication culture.

Primary Objectives of Internal Communication:

- Ensure the regular and transparent flow of information
- Strengthen academic and administrative coordination
- Foster institutional commitment and a shared sense of belonging
- Encourage a culture of feedback and participation

Examples of Internal Communication:

- Meetings between teachers and between the academic staff and administration
- Weekly email updates
- Use of the Hisarnet portal
- In-service training for academic and administrative staff
- One-on-one meetings between students and teachers
- Academic guidance processes
- Communications related to student clubs and the student council

6.2. External Communication

External communication encompasses the relationships the school builds with its external stakeholders. This communication is strategic in terms of the school's public perception, collaboration with parents, maintaining connections with alumni, and building strong relationships with the community.

Primary Objectives of External Communication:

- Share Hisar School's educational philosophy, values, and achievements with the public
- Maintain a trust-based, open, and consistent exchange of information with parents
- Provide open communication channels for prospective parents and the broader community
- Establish lasting relationships with alumni and strengthen their sense of belonging
- Build transparent and constructive collaborations with the media, NGOs, and government institutions

Examples of External Communication:

- Parent meetings, one-on-one conversations, and portfolio presentations
- Alumni events and annual newsletters
- Announcements made via the website, social media, and digital newsletters
- Open days and promotional activities
- Media relations conducted with local press
- Community contribution projects carried out in collaboration with NGOs
- Official correspondence and reporting with public institutions

7. GUIDE TO COMMUNICATION TOOLS

At Hisar School, different communication tools are used for different stakeholders to enhance the effectiveness of communication and ensure the secure and timely flow of information. The guide below outlines which tools are used with which stakeholders, for what purpose, and under the responsibility of which units.

Tool	Scope	Target Audience	Responsible Unit / Person
Website	Up-to-date, user-friendly content. A digital platform that transparently reflects the school's vision and activities; provides reference information for all stakeholders. Ensures accessibility and institutional visibility through handbooks, calendars, strategic plans, and current content.	All internal and external stakeholders	Office of Institutional Development

E-Newsletter	Digital newsletters sent on a monthly basis.	Parents, alumni, donors, advisory board members, etc.	Office of Institutional Development
Hisarnet Portal	Individual information and transactions for parents and staff.	Parents, teachers, administrators	IT Department
Email	Main channel for official and daily correspondence. Provides targeted and archivable communication.	All stakeholders	All Staff / Office of Institutional Development
Phone Calls	Direct communication, especially for emergencies and individual matters.	Parents, administrators, staff	Student Affairs, School Administrations
Social Media Accounts	Current content sharing in line with the corporate social media strategy.	External stakeholders, prospective parents, alumni	Office of Institutional Development
Face-to-Face Meetings	One-on-one meetings, parent meetings, and similar in-person events.	Parents, teachers, administrators	Teachers / School Administrations
Meetings and Committees	Regular internal meetings for academic, administrative, disciplinary, advisory, and other purposes.	Teachers, administrators, academic committees	General Management and Relevant School Administrators
Promotional Materials	Digital or printed promotional tools such as brochures, presentations, and videos.	Prospective parents, visitors, media	Office of Institutional Development
Press Relations	Media briefings, success announcements, interviews, press releases.	Members of the press, public	Office of Institutional Development
Open Events	Open days, alumni day, donor events, etc.	Prospective parents, alumni, donors	Office of Institutional Development / Admissions Office / Alumni Association
Google Classroom	Sharing academic content between students, teachers, and parents.	Students, teachers, parents	Academic Staff / IT Department
Community Projects	Communication related to social responsibility, environmental, and volunteer projects.	NGOs, local community, parents, students	Relevant Coordinators / Guidance Department / Teachers

All official announcements made on behalf of Hisar School are shared exclusively through the official channels specified above. We kindly request that announcements from non-official sources not be taken into consideration.

Feedback Mechanisms:

At Hisar School, feedback mechanisms are a strategic communication tool that enable stakeholders to have their voices heard, while strengthening participation and accountability. Surveys are effectively used to evaluate teaching and learning practices, the school climate, events, the quality of administrative services, and overall stakeholder experiences. Each unit (school administrations, academic centers, club and activity coordinators, etc.) is responsible for planning, implementing, and evaluating surveys related to its area of activity. The Office of Institutional Development coordinates strategic or institutional survey processes conducted school-wide and supports the integration of results into policy development processes.

Surveys are delivered to students, parents, teachers, alumni, and other stakeholders online, and are conducted with due consideration for data security.

8. FRAMEWORK FOR LANGUAGE, TONE, AND STYLE IN COMMUNICATION

At Hisar School, the language of communication is structured around a shared understanding grounded in the institution's core values. In all written and verbal communication, the principles of accuracy, transparency, protection, impartiality, respect, commitment, and friendliness are upheld. These principles form the foundation of the core communication guidance outlined in both the parent and staff compasses.

Accordingly, the communication language and tone guide defines the following:

- The institutional social media language is expected to be warm yet professional,
- Parent information emails should be clear, empathetic, and concise,
- The language used in times of crisis should be calming and reassuring.

The language used in communication is carefully chosen based on age, role, content, and context.

In fast-paced digital communication formats (such as WhatsApp), it is critically important that messages are written in a short, clear, and responsible manner to avoid misunderstandings. In written communications, any messages that could potentially be shared with third parties are planned carefully, ensuring the protection of individual rights and consistency with the school's core values.

This guide, which serves as a reference for all forms of communication included in the policy, can be accessed under the title "Hisar School Communication Compass."

9. COMMITMENT TO PERSONAL DATA PROTECTION AND CONFIDENTIALITY

Hisar School places great importance on protecting the personal data of students, parents, employees, and other stakeholders in all communication processes. Personal data is processed only for specific, explicit, and legitimate purposes; and is stored, processed, and shared in compliance with the law and the principles of good faith. Within the framework of Law No. 6698 on the Protection of Personal Data (KVKK):

- Data obtained during communication processes is shared only with relevant and authorized individuals.
- In cases requiring explicit consent, stakeholders are informed, and their consent is obtained.
- Data security and confidentiality are ensured in both digital and physical environments.
- Stakeholders have the right to access, correct, delete, and object regarding their data.

At Hisar School, the principles of transparency and accountability are upheld in all personal data processing activities.
For more detailed information, please visit the relevant section of our website.

10. MEASURING COMMUNICATION IMPACT AND TRACKING DEVELOPMENT

Hisar School recognizes that communication activities serve not only as a means of sharing information but also as a powerful tool for creating impact. Therefore, a quantitative and qualitative data-based measurement framework has been adopted to support the continuity and development of communication processes.

In addition to the surveys used within the scope of the policy, the following metrics are regularly monitored and evaluated:

- Reach and engagement rates of social media posts
- Open and click-through rates of parent e-newsletters
- Participation levels in meetings and events
- Response times to surveys, feedback, or applications
- General trends and satisfaction levels in stakeholder feedback
- Social impact analyses

These indicators are used to evaluate the effectiveness of communication tools, identify areas for improvement, and enhance institutional transparency. The data collected is analyzed to assess the effectiveness of communication strategies and, when necessary, to make improvements in content, tools, or methods. Such analyses provide insights that support the continuous development of institutional communication.

11. MONITORING AND EVALUATION OF THE POLICY

To ensure the applicability and relevance of the Hisar School Communication Policy, it is essential that it be regularly monitored and evaluated.

This process is coordinated by the Office of Institutional Development. Monitoring includes identifying strengths and areas for improvement in communication practices, evaluating stakeholder feedback, analyzing digital engagement data, and reviewing the results of periodic surveys. The policy is reviewed at the end of each academic year, with interim updates made if necessary. All updates are communicated transparently to staff and stakeholders.

The evaluation process is carried out with a participatory approach that includes contributions from teachers, parents, students, alumni, and administrators. This approach supports the collective development of the communication culture.

SOURCES:

- Alter, A. L., & Oppenheimer, D. M. (2009). Uniting the tribes of fluency to form a metacognitive nation. Personality and Social Psychology Review, 13(3), 219–235.
- Global Metacognition Institute. Whole-School Metacognition Toolkit / Study Skills Toolkit.
  Ana sayfa: https://www.globalmetacognition.com
- Harvard Project Zero – Visible Thinking Routines.
  Resmi sayfa: http://www.visiblethinkingpz.org
- OECD Learning Compass 2030 – Concept Note.
  Thinking Schools International. Growing Thinking Schools – Working Field Guide.
  https://thinkingschoolsinternational.com
- Shulman, H. C., & Bullock, O. M. (2019). Using metacognitive cues to amplify message content: A new direction in strategic communication.