Anatolian Imam Hatip High Schools
Imam Hatip Secondary Schools
Vision Document
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Presentation

Imam Hatip Schools are our established institutions in general secondary education system that are affiliated to The Ministry of National Education. Being opened based upon The Law of Unification of Education (March 3rd. 1924), these institutions have been existed with their high school and secondary school sections in accordance with The Basic Law of National Education (Law no. 6287-decision date: 2012). As well as being opened independently, imam hatip secondary schools can be opened within the bodies of imam hatip high schools.

The learning content at those schools—the schools that have partaken in our educational system under the name of “Imam Hatip School/High School” for approximately one century—has received a great deal of attention by our people and come until today by branding.

Since their foundations, courses on Basic Islamic Sciences have been instructed together with the culture courses such as science, social sciences, language, sports and art. The programmes—aiming at forming ideas and believes and developing behaviours based on exact information—are applied for students at those schools. In imam hatip schools, Quran-Sunnah centered religious education is given.
Directorate General for Religious Teaching aims at acquainting our children— to whom we will consign our future — with the era in which they will live and developing their skills in Anatolian imam hatip high schools and imam hatip secondary schools, with a quality based insight without neglecting the quantity.

In our era that humanity needs global peace ever more — raising our students as individuals who have national, spiritual, moral and humanitarian values; who are integrated with their own culture while being at peace with different cultures, and who have the ideal of being good for their country and humanity — are among the purposes of our Directorate General.

Thank you kindly to our administrators, teachers, students, parents and educational volunteer-stakeholders who contributed in the preparation phase of The Vision Document and planning-application phases of the actions to be performed as part of Quality Follow-up System (QFS/KTS).

Nazif YILMAZ
Ministry of National Education
General Director of Religious Teaching
A Route Map For Application Synergy and Qualified Education

The developing and changing conditions of the global world designate the needs of individuals and the societies as well. In this context, the physical facilities of the schools, curricula and the learning-teaching processes must be updated and administrators and teachers must improve themselves avocationally.

In order to provide inter-school application synergy and determine a route map, “Vision Document for Anatolian Imam Hatip High Schools and Imam Hatip Secondary Schools” has been prepared by our Directorate General. Through this vision document, which has been prepared open for contributions of provincial and district national education directorates, schools and educators – qualified and sustainable education has been aimed. For preparation of the Vision Document; the accumulations, symposiums, conferences, seminars and workshop reports of our Directorate General have been utilized.
QUALITY FOLLOW-UP SYSTEM (KTS)

The points in which Vision Document are aimed to be recorded into the Quality Follow-up System (QFS/KTS) that is developed in interactive environment and to be applied according to a certain schedule after the negotiations made by provincial/district national education directorates and schools within activity plans. The activity plans on the mentioned subjects in Vision Document and the realization state of these plans will be monitored via QFS/KTS.

Vision Document has been prepared for all Anatolian Imam Hatip High Schools and Imam Hatip Secondary Schools that are affiliated to Directorate General for Religious Teaching. Besides, there are “codes of principles” involving extra applications for the schools that apply project and programme.
In Application of Vision Document

QFS
QUALITY FOLLOW-UP SYSTEM (KTS)

Workflow Processes
Planning Stages

SCHOOL

- Monthly action plans are prepared by the schools in accordance with Vision Document.
- The prepared action plans are recorded into “The Activity Schedule” per month and the entire months are interleaved, then sent electronically to the district national education directorate at the beginning of the school year.

DISTRICT

- Offers for action plan sent by the schools are evaluated after negotiations at the meeting to which all AIHHS/IHSS principles attend.
- Top rated offers in each and every field for each month are recorded into activity Schedule table and a joint offer plan is prepared, then sent electronically to the provincial directorate for national education.

PROVINCE

- Action plans sent from districts are evaluated by the commission consisting of AIHHS-IHSS principles.
- Top rated activity offers for each and every field for each month form the provincial activity plan.
- Provincial activity plan is recorded into the Quality Follow-up System.
### Monthly Activity Plans for Quality Follow-Up System According to Anatolian Imam Hatip High Schools / Secondary Schools Vision Document

**School-District and Province Activity Schedule (October – June)**

#### Anatolian Imam Hatip High Schools / Secondary Schools Vision Document

Schedule of Activity Plans for Quality Follow-up System (QFS/KTS) for the Year of ........ the Month of ........

<table>
<thead>
<tr>
<th>No</th>
<th>The Fields in Vision Document</th>
<th>The Number/Clause of Relevant Article in Vision Document</th>
<th>Actions to be Carried Out</th>
<th>Institutions to be Cooperated with</th>
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<td>1</td>
<td>Field of Educational Environments-Physical Facilities</td>
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**P.S.** The Activity Schedule above will be prepared separately for each and every month. Totally 63 actions will be planned and nine (9) Activity Schedule tables will be formed for one school year.
**Application Stages**

**SCHOOL**
- The Schools carry out the determined actions that are recorded into the system for every field of the month and which partake in provincial activity plan.
- News page is formed in school website together with the visuals on performed actions.

**PROVINCE**
- Monthly performed activities of the schools are controlled among the fields in the vision document.
- Properly done activities and the ones reported as news in school websites— with the help of the visuals— are approved.
- The inappropriate activities are rejected by writing “Refuse” note and the correction of them by the school is requested.

**DIRECTORATE GENERAL**
- The activities approved by the Provinces are controlled.
- The inappropriate activities for Directorate General are rejected—even if approved by the Provinces— and the school correction is requested.
- The actions that can set examples in relevant fields are marked to be published on http://dinogretimikullar.meb.gov.tr/ website.
- The realized appropriate actions are chalked up as positive for the schools.
Objectives
“One Whose Days are Equal is a Loser”
Principled Ever-Growing Institutions

1. To make contribution to the effective and productive conduction of the studies of our Ministry and to the improvement of the human resource quality.

2. To ensure the coordination, active application and monitoring of the superior policy papers considering the suggestions of the central and provincial organizations.

3. To have a voice at the national and international levels by attaining a sustainable quality in education at imam hatip schools.
Individuals Equipped with Knowledge and Skills
That are the Necessities of Our Age

4. To raise individuals who protect his/her national, spiritual, historical and cultural heritage; preserve the values of our civilization and at the same time embrace the moral and humanitarian values; read, think, search, interpret, construct, and produce; choose the way of knowledge and wisdom; and are equipped with the knowledge and skills that are the necessities of our age.

5. To organize scientific, vocational, cultural, artistic and sportive activities in local, national and international levels and encourage the students’ participations to those activities in order to make contribution to their academical, vocational, social and cultural developments sophisticatedly according to their interests and abilities.

6. Make contribution to raise individuals who have acquired foreign language skills; who know different cultures; who have knowledge and culture to be competitive with their equals in international level; who distinguish socio-economic developments; who can communicate with the world and the Muslim societies; and who have high self confidence in a changing world of technology and information.
Students Who are Coached by Preparing for the Upper Education in Accordance With Their Interests and Abilities

7. To ensure renewal and development of education-training environments and to provide active use of educational technologies in learning processes.

8. To constitute educational environments that are supportive for the students’ academic, scientific, cognitive, physical and spiritual developments; directive in accordance with the students’ interests and abilities and are qualified in terms of health and security.

9. To make the students play active roles in resolution processes on education and training.

10. To constitute more comprehensive and more qualified parent-school relations.

11. To prepare the students for the upper education in the fields of basic Islamic sciences, science and social sciences, foreign language, sports and arts- in accordance with their interests and abilities.
Basic Principles
Qualified and Leading Schools of the Region

1. The National Education Basic Law (Law no.1739); superior policy papers; regulations, instructions, circular letters, relevant legislations and official letters that are prepared and published by The Ministry of National Education are taken as bases in application of Vision Document.

2. Thinking, researching, questioning, learning and application skill-based studies for students are carried out at schools.

3. In order to institutionalize and make organizational culture at schools, unique studies are performed with the intention of being the most qualified and leading school of the region.
Success March
Together With Career Planning

4. The measures are taken to achieve further goals in the light of new developments and the relations with the environment are promoted at schools.

5. Studies in order to promote academical career plannings, character developments and spiritual-moral gains of the students are performed at schools.

6. Strategies are developed to increase the schooling rates of the female students. In this context, within the bounds of possibilities, opening dormitories for girls is planned.
Sense of Education Called
“Every Student is Special and Has Specific Learning Methods”

7 By taking the governance model as basis in education and training activities, the student councils at schools are provided to take active roles. In problem solving and educational studies at schools, the student councils are cared to be solution partners.

8 The students are provided to be included in decision processes about themselves and to plan their prudential targets.

9 Parent-school associations are made more active in order to make strong contacts with parents and to utilize the human resources among parents.

10 The schools act in education and training with the sense that: “Every student is special, every student learns, every student has specific abilities and learning methods, none of the students can be thought out of education and our human resources can never be wasted.”
New Moves With a “Consultative Committee” for Every School

11 Scientific, social, cultural, artistic and sportive activities are done for the students at schools in order to keep our national, spiritual, moral, humanitarian and cultural values alive; popularize and transfer them to the new generations; make students gain new interests and skills, develop the sense of self-confidence and responsibility and encourage voluntary participation. Precautions are taken against violence and bad habits.

12 The socio-cultural activities organized at schools are not competition-oriented; they ground on improvement of skills and abilities of the students.

13 Every activity is made apparent and evaluated by the school administration to maintain the continuity of the student actions.

14 Studies on career development of teachers are performed.

15 A “Consultative Committee” is established for consultation activities regarding the planning and application of the studies to be performed as part of Vision Document in every school.
Vision Document Consists of Seven Fields

1. Field of Educational Environments and Physical Facilities
2. Field of Teachers and Training Directors
3. Field of Vocational Development for Students
4. Field of Academic Development
5. Field of Values Education, Science, Arts, Sports, Social and Cultural Activities
6. Field of Monitoring and Evaluation
7. Field of Environment and Cooperation with Stakeholders
Field of Educational Environments and Physical Facilities
Enriched Educational Environments

By attempting to reflect marks of our traditional architecture, new technology-energy saver designs are included in respect of construction and repair of school buildings. The suitable spaces in schools and dormitories are designed to make students recognize the marks of our civilization and cultural wealth. Those designations are equipped with verses of poems, calligraphy, marbling, miniature, gilding, charcoal drawing, photography, caricature plaque, wise saying, apothegm, verses of Quran and hadith examples of dignitaries of our civilization history that prompt the students to contemplate and form ideals for them. Interactive facilities such as LCD screens are used for these activities.

Active learning environments are formed for students at schools. In order to perform the studies efficiently, within possibilities, educational environments such as sections for intelligent games, conference halls, library-writing workshops, reading halls, laboratories, chat rooms, group study rooms, spaces for parent admittance, drawing and music rooms, etc. are prepared.

The physical spaces of the schools are also planned to be used for education and training activities except course hours.
Designs that Enable Access to Books and Make the Learning Process Pleasant

d Reading corners are formed at school corridors and suitable spaces. In order to enable access to books, bookshelves are placed on reading corners for students. In this section, the books and periodicals that students can use are kept.

e The physical spaces at schools are designed aesthetically by taking the students’ opinions; besides, bright and vibrant colors are preferred on wall paintings.

f The names of the personalities are given to the classrooms who are leading ones in our world of science, civilization, philosophy, arts and sports. Streets of culture, civilization, literature, history, etc. are established through corridors and suitable spaces.

g At some schools –within possibility- specific classrooms are formed. These classrooms are equipped with essential teaching materials for each course.
Educational Environments that are Appropriate for Learning Content and School Culture

1. “Chant Rooms” (the rooms in which Quran is recited) are formed that are suitable for 'U setting order' with audio systems in every school. Calligraphies/plaques on Quran recitation are kept on the walls. The audio files that belong to Quran reciters and the books on tajweed and Quran recitation are used.

2. In available schools, “school museums” or corners are established. The documents and images in school archives are exhibited at school museums in order to make students gain sense of belonging and form institutional culture.

3. At school yards that are physically available, small mosques or mosques are built in which the students can improve their vocational knowledge and skills.

4. The works of planting and landscape to be done at school yards are arranged in order to receive appreciation of the students.
The Dormitory Environments in which Warm Family Atmosphere is Felt

The annual plan is made up and put into practice considering “The Vision Document for School Dormitories” which has been prepared by Directorate General. Within this framework, the school dormitories are arranged in such a way that the students can make social, sportive, cultural, and academic activities and feel warm family atmosphere.

Study meetings are held among school administrators for the remediation of the school dormitory environments and improvement of educational facilities. For this purpose, the activities that can be organized at dormitories are determined. Taken decisions on subjects such as academical, vocational, cultural, artistic, individual development activities, guidance services, sharing of good examples, etc. that will be applied for students are put into practice.

School buildings and dormitories along with the classrooms and teaching materials are fixed up as they can be used by disabled individuals.
Field of Teachers and Training Directors
Continuous Development and Sharing of Experiences

a. Periodic monitorings and evaluations are conducted in order to increase the teachers’ knowledge, skills and motivation. High performance teachers are awarded.

b. “Vocational Studies” - that are performed in June and September every year, are applied within the scope of the Schedule, prepared by Directorate General, in order to increase academic achievement and improve teaching consilience in sciences, social sciences, foreign languages, arts, sports and vocational fields.

c. In-service training needs of school administrators and teachers are determined by the school administrations and sent to our Directorate General electronically. Teachers are encouraged to participate in courses such as in-service training, etc. that are organized by The Ministry. The teachers who attend those courses and seminars are also encouraged to share their experiences.
Meetings, Courses, Seminars

d. Under the coordination of units responsible for religious teaching of provincial/district directorates for national education; with participation of school principals and leaders of group teachers, study meetings are organized in order to improve interscholastic communication and cooperation in the same provinces and districts and share the good examples and original projects on education. Schools share the studies regarding the physical spaces and the academic activities they do at those meetings to be held in different schools.

e. Courses on Arabic, Quran and Correct Pronunciation of Quran Letters (Tashih-i Huruf) are organized for vocational course teachers and Arabic language teachers of Anatolian Imam Hatip High Schools cooperatively with Faculties of Theology and Mufti Offices.

f. For tutors who are lodging in dormitories, seminars are conducted on student treatment and communication.
“The One Who Doesn’t Renew Himself/Herself Burn Himself/Herself Out”

School administrations attend conferences, workshops, courses and seminars on educational administration-governance quality improvement, process monitoring and evaluation, leadership and team spirit; read on education and attempt to make domestic and foreign institutional visits.

School administrations get in touch with school environments about socio-cultural activities and vocational practices of the students. They exercise due care in welcoming and dealing with the parents who come to visit the school and never refrain good humour.

Vocational and religious culture ethics course teachers perform studies on preparation, development and sharing of educational materials at EBA- of optional courses in the fields of religion, ethics and values.
Awarenesses in Science, Arts, Culture and Civilization

Teachers are encouraged in attending to conversations, conferences and seminars on subjects such as organizational culture and expectations from the institutions; holding study meetings with their colleagues; organizing soci-cultural activities and making institutional and individual visits by the school administrations. Teachers are supported in improving themselves in vocational, artistic, sportive, academical, pedagogical, psychological, educational, sociological, theatric, musical, cinemetic, cultural and civil fields. Providing awareness on our cultural and civil values, making joint readings and doing joint activities and conducting negotiations on books, magazines, articles, etc. are ensured. In the same framework, studies are conducted to make our teachers recognize the world, the geography we live in and our civil geography by making “map readings”.

School administrators know artistic, sportive, etc. features of the teachers apart from their vocational professions, benefit from their experiences in educational activities. Studies are performed for the teachers’ vocational developments. In this context, cooperations are made with official and civil institutions. Teachers in all branches are encouraged to attend the summer time in-service training activities, condensed vocational development seminars and studies on development of language skills that are planned by The Ministry.
Field of Academic Development
Well Conceived Studies and Developed Educational Strategies

“Consultative Committees” are established in every school. A consultative committee consists of a vice principal or a head assistant determined by school principal, two teachers selected by the council of teachers, a head of school-parent association and a member of it, a head of student council of the school and his/her assistant, leaders of course group teachers and a school counselor. Maximum two academicians and if available a member of alumni association of the school can be enrolled to the Consultative Committee according to the consensus of the committee members. Studies of the consultative committee that holds meetings periodically are reported and recorded for the formation of institutional memory. The decisions of the Committee serve as advices and they are non-binding.

The school administrators prepare annual work schedule in accordance with strategic plan. Domain experts, academicians, teachers, school administrators, teachers and parents are utilized for this topic. New activities are planned and educational strategies are developed through this yearly updated work schedule.
A Good Start and a Successful Result

c School adjustment programmes are applied in Imam Hatip High Schools and Imam Hatip Secondary Schools at the beginning of the school year. During this programme; the aim of education within our National Education system and its importance for individuals, societies, states and World are emphasized. The history of those schools, their general and specific goals and the gains for their students are expressed. Students are informed about their physical facilities, teaching staff and yearly educational and socio-cultural activities to be carried out.

d Our vocational course teachers at imam hatip schools are encouraged to be experts in certain fields and relevant opportunities are provided for them. Within the bounds of possibilities, teachers’ course schedules are made up according to their professions. The teachers who are skillful in reciting Quran; “kař and mukři”/ “fem-i muhsin” / “fehm-i Muhsin” (reciter/good at recitation of Quran/good at understanding Quran) ones are prioritized for Quran Courses.

e School principals take classes in order to monitor and evaluate the educational content and applications and ensure unity in education; and to provide the sharing of experiences and practices among the teachers.
Success:
Planning → Practice → Finalisation → Monitoring and Evaluation

1. The students are encouraged to participate in training-refresher courses at schools. New strategies are developed to improve the quality of education and to meet the expectations of the students and parents. Assessment and evaluation studies are performed in order to carry out the courses actively and productively.

2. Programmes and projects are developed and applied in order to upgrade the final-year-students’ knowledge and skills and their level of readiness, to increase the success and motivation, to raise their academic level and to make them get effective studying skills.

3. Multiple and active guidance services are conducted under the leadership of guidance services at schools, considering the interests, preferences, skills, and spiritual and physical development levels of the students.

4. The group teachers take joint decisions and apply them by holding monthly study meetings for planning of the education and training processes according to the courses’ curricula, evaluation of the studies and improving the quality of academic education.
Scientific Studies, Active Learning and Perpetual Guidance

11th. and 12th. grade students are guided in the subjects of field determination, course selection, active learning and studying strategies; and studies are performed according to their interests and university targets. Teaching-learning processes and learning skills are regularly monitored in close connection with guidance units.

Students are encouraged in making scientific studies, experiments, examinations, sightseeing activities and observations and involving in laboratory studies actively. They make researches on inventions and discoveries of the scientists.

Administrators attend the TUBITAK (Scientific and Technological Research Council of Turkey) Science Fairs and Projects; keep abreast of national and international "Scientific Projects and Activities" together with the teachers and the students.

Risk-bearing students in absenteeism, grade repetition and school dropout subjects are identified beforehand. The necessary courses of actions are prepared and applied by contacting with the families.
Distinct Teaching / Learning Strategies and “Education without Source Language” in Foreign Language Education

The necessary strategies are developed and applied by making assessment and evaluation studies in national and international levels-on school basis-in order to ascertain academic achievements of the students.

Studies to ensure socio-cultural development of the disabled students and attempts to ease their access to education are conducted.

Educational environments are formed and required guidance is provided for the students who have distinct skills and intelligence types in which they can express themselves and improve their skills.

The students acquire listening, understanding, speaking and writing skills as a whole in foreign language education. Environments are formed in which the students can actively use the foreign language. The method of education without source language is taken as a basis in language education in accordance with the curriculum—as part of communicative approach. The teachers who perform original studies are encouraged on this subject.

The 5th. Article of Weekly Course Schedule is applied in suitable imam hatip secondary schools.
Continuing Education

In the scope of “Let The Schools Be The Life Itself”, thematic educational programmes are carried out at schools. Students are provided to prepare better for academic education, profession and life itself – on holidays – considering the interests and abilities of our teachers and students in order to use the country resources efficiently. In this connection, “Summer Educational Activities” Programme is utilized by contacting with Directorate General.
The Students Who Have Voice in School Administration and in Their Educational Targets

The school administrations encourage the student councils in increasing students’ academical success and developing proposals within this context.

The student councils at schools are supported in playing active roles in education-training activities. Letting student councils be the solution partners are cared in problem solving and in educational studies of schools. Speaker’s corners, student workshops and panel discussions are organized at schools via student councils. Involving our children—who will have voice in the world of tomorrow—to the determination processes about themselves and getting them to plan their own daily matters on education-training and their future goals are ensured.
Field of Vocational Development For Students
Theory-Application Synchronism in Vocational Knowledge and Skills

a. Studies are carried out that can increase the students’ vocational knowledge and skills within the frame of Vocational Practice Principles of Directorate General for Religious Teaching.

b. As stated in “Vocational Practice Principles”; applications for students such as imamate-preaching, being müezzin, chaplaincy and teaching at Quran courses are planned and applied with active participation of teachers of vocational courses as part of Quran, Rhetoric and Vocational Application Courses.

c. School administrators actively cooperate with mufti offices and faculties of theology as part of students’ vocational developments, besides they care to apply the protocols signed in this context.
Vocational Studies Club

d School administrators make students improve their Quran recitations, have vocal training and breathing therapy, become skillful at reciting Quran, azan, salah, chant, eulogium, etc.; and they get hafiz students to chant in unison of Quranic passages (mukabele recitation) and to perform tarawih prayer with khatm in Ramadan months at mosques.

e Vocational Applications / Studies Club work actively for both responding to the expectations of the parents with applications as imamate, being müezzin and chaplaincy and giving the students vocational knowledge skills and school culture. The studies of the club are conducted under the guidance of the teachers of vocational courses and monitored by the school administration.
Education of Our Traditional Arts, Courses and Exhibitions

Teachers of vocational courses guide the students who have vocational skills and who demands to improve themselves in their course selection processes.

Courses and exhibitions are held at schools intended for instruction of our traditional arts that have passed by inheritance from our culture and civilization. In this sense, getting the students to choose the courses of “Religious Music, Calligraphy, Marbling and Gilding” as from the 9th. grade is cared.
Field of Values Education, Science, Arts, Sports, Social and Cultural Activities
Facilities Mobilized for Our Students’ Socio-Cultural Development

The schools maintain environments in which cultural, sportive, modern and traditional artistic activities can be performed in the direction of interests, desires and skills of the students. The schools cooperate with non-governmental organizations within these activities.

- Studies on modern and traditional visual arts are conducted at schools. Besides, musical choruses are formed. Studies that may develop the skills of the students in poetry, rhetoric and speaking are also conducted.
- As part of cultural activities; trips to museums, historical places, art galleries and natural assets are organized. The students are encouraged in writing stories, essays, articles, tales, letters, journals, reminiscences, commentaries, conversations and travel writings; watching dramas, theatres, cinemas and documentaries; and performing discussions, and interview studies on nature and universe.
- As part of sportive activities; activities such as football, indoor soccer, basketball, volleyball, handball, badminton, table tennis, fencing, athleticism, wrestling, shooting, horse riding, mountain climbing, scouting, aquatic sports (swimming, diving, water polo, rafting, sailing), self-defense sports (karate, taekwondo, judo) and chess are organized by cooperating with The Ministry of Youth and Sports – within the facilities of the schools.
Generations that are Responsive to
Themselves, Their Families, Society,
Their Country, The Geography of
Hearts and Humanity

b Studies on community services are performed –based on voluntariness- within the taken decisions of “The Council of Social Activities” that are described in relevant regulation, in the charge of advisors (teachers), with the participation of the student clubs, teachers, parents and the others. In order to raise the students as individuals who are respectful to their families and society, responsive to the social problems, problem-solvers, and advanced in study skills; voluntary community service studies are conducted by the schools in cooperation with official/private institutions and non-governmental organizations. The names of the participants and their certificates on community service studies are recorded into the system of e-school.

c In line with the annual working schedule which is prepared in September; values education, scientific, sportive and socio-cultural activities are conducted by the school.
Student Clubs Having **Efficient and Original** Works That are One More Excellent Than the Other

**d.** The student clubs are formed by considering the environment’s economic, social, cultural and geographic features; in the direction of the students’ interests, wishes and skills; by the decision of the teachers’ council. Every student is encouraged to be a member of at least one club. The club chosen by the student, the performed works and their certificates are recorded into e-school system.

**e.** National and overseas types of historical-cultural-vocational trips are organized in order to make students get the awareness of civilization; evaluate our country, our cultural values, past-present-future of our ancient civilization; recognize Islamic World and world countries; improve their knowledge, good manners and abilities; acquire the culture of obeying the common rules and living together; and develop social communication skills.

**f.** Educational and cultural activities are performed like seminars and symposiums which ensure that students closely follow the globalization process and the technology; notice the human mobility and socio-cultural, politic and humane crises; gain social ethics in the light of knowledge and wisdom; and get basic life skills.
“Not Everyone can Draw a Lion, But There’s Always a Lion That Everyone Can Draw”

Socio-cultural activities are performed in academical, vocational, sportive, scientific, artistic and lingual fields that enable to discover the abilities of the students and are also interesting for them. The activities and their schedule which are sent by The Directorate General to the provinces at the start of the school year are taken as bases for these studies. Such socio-cultural activities in application schedule as “Living Criterias from Quran: Forty Verses” Activities, “Living Criterias from our Prophet: Forty Hadiths” Activities, “Reading 7s” Reading Activity, “40 Poets, 40 Poems” Activity, “We are Getting on Well by Debating” Discussion Activity, “Young Ideas” Student Sessions, “Days of Fidelity-Leader Personalities” Activity, “On-site Training through Museum” Activity, “One Sapling, One Thousand Future” Tree Planting Activity, “Young Scientists” Science Activity, Education Themed Scientific Researches Activity, Art Activities, Theatre and Performing Arts Activities, Sports Activities, Summer Training Activities, Discussion in 5 Languages (Turkish, Arabic, English, German, Spanish), Knowledge Contest in Arabic Language, Children’s Songs Contest in Arabic Language, Reading Poems in Arabic Language Contest, Script Impersonation in Arabic Language Contest, Calligraphy in Arabic Contest, “Young Bilals” Azan Recitation Contest, “Young Guards” Contest for Hafiz Students (boys), “Young Hatips” (Rhetoricians) Khutbah Recitation Contest, “Young Sounds” Recitation of Quran (Elocutently) Contest, “Young Exclamation” Contest on Recitation of Quran (Elocutently) and Contest for Hafiz Students (girls), and “ Young Voices” Music Contest, etc. are conducted metuculously.
Book Friends and Reading 7s

Within the scope of the project called “Friend Books/ Book Friends: Reading 7s” that is put into practice at schools by The Directorate General for Religious Teaching, it is compulsory to form at least seven book reading teams. Besides easily accessible, current and original libraries are established which students and teachers can efficiently use. Incentive programmes are conducted that can provide the students use the libraries actively.

In a school year, the academically and socially successful students are encouraged to participate Summer Training Activities which is coordinated by The Directorate General for Religious Teaching and undertaken in partnership with Turkish Religious Foundation. The programme content and the work schedule of the Summer Training activities are determined by The Directorate General and sent to schools in May at the latest.

The students are encouraged in academical studies, social responsibility projects, values education and project development in respect of socio-cultural / sportive activities. The student participation in European Union Projects is supported by school administrations and State/Province Directorates of National Education.
“Wisdom Comes from Knowing Wisdom, Wisdom Comes From Knowing Oneself”

1. Students are encouraged in doing innovative thought studies, forming good examples in education and taking part in educational material development studies.

2. In order to foster the senses of respect, love and fidelity, exemplary characters who can be seen as role models – in the fields of science, wisdom, arts and sports – are invited to schools, or they are visited.

3. To raise national and spiritual consciousness of the students, reading, memorization and interpretation activities are done on the poems, stanzas and couplets of our country’s poets like Mehmet Akif Ersoy, Necip Fazıl Kısa, Sezai Karakoç, Ali Ulvi Kurucu, Cahit Zarifoğlu, Yunus Emre, etc. In this context, “40 Poets, 40 Poems” activities that are initiated by The Directorate General are applied elaborately.
Success Doesn’t Consist of Only Academic Success

- The schools take advantage of peer education in educational and socio-cultural activities.
- “Certificates of Achievement” are given to students who are successful in social, cultural, scientific, artistic, sportive activities, etc. – in accordance with the regulation.
- The socio-cultural activities at schools are not completely contest-oriented; they are organized in different formats in which the students can develop their skills or present their abilities. All kinds of activities that are done for the interpretation and the maintaining of the continuity of the student activities are made apparent through being evaluated by the school administration.
Field of Environment and Cooperation with Stakeholders
Quality Solidarity in Education by Cooperating with The Institutions

a. Global, national and local facilitations are used in order to raise the quality of education and reach the aimed goals. In this context, cooperations and protocols are made with:
   - Parent-school associations,
   - Universities,
   - Relevant state institutions and organizations,
   - Non-governmental organizations,
   - Local administrations.

b. Within the scope of the protocols that the provincial directorates of national education signed with provincial mufti offices, faculties of theology and universities; the schools make collaborative studies with relevant institutions and their subsidiaries.

c. By cooperating with mufti offices, schools enable the students make vocational practices in Summer Quran Courses in order to develop the national and spiritual senses of the demanding students and make them acquire vocational knowledge and experience.
Plane Tree That Spread Out
Starting From School

d. In order to ensure parent-school integration and support the physical and spiritual developments of the students “Seminars on Parent Education” are actively applied by The Directorate General as part of “The Project of Drawing Home Near to School and Varying Roles of Parents”. To promote the cooperation with parents and neighbours in the environments of the schools, activities are performed within the context of “Let the Schools Be the Life Itself” Project.

e. In order to utilize the distinctions and innovations in education, sister-school studies are conducted among the imam hatip schools at home and abroad, rural schools and other schools in different types. Material sharing and teacher/student visits are performed among the schools. “Promotional activities are performed in May and June towards the schools of basic eductional institutions, the students and the public about the position of Anatolian imam hatip high schools and imam hatip secondary schools in our educational system, their curriculum and their case studies.

f. The schools conduct the necessary studies in accordance with “The Code on Occupational Health and Safety” (law no. 6331)
A Must For Education Joint Works with School-Parent Associations

- Studies intended for protecting students’ health are performed such as healthy nutrition, prevention of obesity and sports activities within the frame of MONE School-Parents Associations Regulation.
- Studies in order to raise the awareness and sensitiveness of the students are carried out in the fields of consumption, waste and etc. by the schools.
- The schools raise the awareness of the students against the factors that threaten our national unity and integrity. Besides, the schools take measures in order to hold the students harmless from intramural and out-of-school negative factors.
- School administrators and teachers make family visits to recognize the students and their families on matters of their socio-economic situations, educational levels, etc.
- In the first week of the school year, the parents are informed and their suggestions are evaluated about education-teaching activities; the studies performed / to be performed by The Ministry and by the schools and also socio-cultural activities planned to be done yearly by making parent-teacher meetings.
- Instructive Studies about imam hatip schools are performed for the incoming (new) teachers of the schools.
Field of Monitoring and Evaluation
The Work That You Don’t Follow-up is Not Yours

a. The schools conduct research and development activities in order to detect and ameliorate the parents’-students’ satisfactions.

b. The schools do analyses concerning the students’ adaptation to school, sense of belonging, attendance-absenteeism, discipline and success, punishment-reward, grade repetition, school dropout and disciplinary situations. The needed measures are taken by discussing the results at the council of teachers and the consultative committee.

c. The group teachers examine and evaluate the acquisition levels of the students for the gains and take necessary measures for the gains that haven’t been acquired after each written and practical examination in the school year.

d. Request boxes, etc. are put at schools in order to take opinions and suggestions of teachers, students, parents and other school staff.
Monitoring and Evaluation Process For Vision Document

Within the context of Vision Document, the performed activities are evaluated by the ends of the first and the second terms of the school year. “Vision Document Monitoring Report” is prepared for each end of term after the consultations among school administrators, teachers, students and parents. These reports are kept in school archives in order to contribute to the institutional memory.

Reports consisting of gains acquired, activities performed, opinions and suggestions on original applications in the context of Vision Document within the school year are sent electronically to our Directorate General according to the determined template in the first week of July every year.

In which area the graduates are employed, their transition situation to higher education and the case if they set up their own businesses or not are monitored and recorded into QFS/KTS system at the end of the each school year. Their relations with their schools continue through the activities like alumni days.
<table>
<thead>
<tr>
<th>Order</th>
<th>The Name of The Social-Cultural Activity</th>
<th>Participants</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Activities for Imam Hatip High Schools</td>
<td>IHSS, AIHHS</td>
<td>October</td>
</tr>
<tr>
<td>2</td>
<td>“Life Criteria from Quran: Forty Verses” Activities</td>
<td>IHSS, AIHHS</td>
<td>• The activities will be performed at the proper times within school year considering certain days and weeks and the Province Activity Schedule that are recorded into Quality Follow-up System in accordance with the procedures and principles for social activities prepared by our Directorate General to be published at dinogretimi.meb.gov.tr internet address.</td>
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<tr>
<td>3</td>
<td>“Life Criteria from Our Prophet: Forty Hadiths” Activities</td>
<td>IHSS, AIHHS</td>
<td></td>
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<tr>
<td>4</td>
<td>“Reading 7s” Reading Activity</td>
<td>IHSS, AIHHS</td>
<td></td>
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<tr>
<td>5</td>
<td>“40 Poets, 40 Poems” Activity</td>
<td>IHSS, AIHHS</td>
<td></td>
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<tr>
<td>6</td>
<td>“We are Getting on Well by Debating” Discussion Activity</td>
<td>AIHHS</td>
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<td>7</td>
<td>“Young Ideas” Student Sessions</td>
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<td>8</td>
<td>“Days of Fidelity-Leader Personalities” Activity</td>
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<td>“On-Site Training Through Museum” Activity</td>
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<td>10</td>
<td>“One Sapling One Thousand Futures” Tree Planting Activity</td>
<td>IHSS, AIHHS</td>
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<td>11</td>
<td>“Young Scientists” Science Activities</td>
<td>AIHHS</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Education Themed Scientific Researches Activities</td>
<td>Arabic Language Teachers of IHSS, AIHHS and RCEC (Rel.Ed.Eth.Course)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The Project of Drawing Home Near to School and Varying Roles of Parents</td>
<td>Parents of IHSS, AIHHS</td>
<td></td>
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<tr>
<td>14</td>
<td>School Neighbours Project</td>
<td>Sch.Environments of IHSS, AIHHS</td>
<td>• Themed-art activities (marbling, calligraphy, gilding, photography, painting, animation, banner, graffiti, music, etc.) will be performed.</td>
</tr>
<tr>
<td>15</td>
<td>Art Activities</td>
<td>IHSS, AIHHS</td>
<td>• Historical, cultural, social themed-script writing/impersonation activities on ‘July 15’ in Turkish and in foreign languages, The Lives of Turkish-Islamic Leaders, and Our Prophet’s Companions, martyrdom, etc. will be performed.</td>
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<tr>
<td>16</td>
<td>Theatre and Performing Arts Activities</td>
<td>IHSS, AIHHS</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Sports Activities</td>
<td>IHSS, AIHHS</td>
<td>• Activities in different sports branches (wrestling, archery, marksmanship, etc.) will be performed.</td>
</tr>
<tr>
<td>18</td>
<td>Summer Education Activities</td>
<td>Teachers and Students of IHSS, AIHHS and Teachers of RCEC (Rel.Ed.Eth.Course)</td>
<td>*Applications will be done by school headships in May, through the system of MEBDES. ** Application Results will be announced in June. *** Summer Education Activities will be performed in July and August.</td>
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</tbody>
</table>
## PLAN OF THE CONTEST

<table>
<thead>
<tr>
<th>Order</th>
<th>The Name of The Contest</th>
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</tr>
</thead>
</table>
| 1     | Discussion in 5 Languages (Turkish, Arabic, English, German, Spanish) | Schools Applying Foreign Language Programmes, International Imam Hatip Schools | 1. Students (Sts) can't join the category in their mother tongue.  
2. The Sts whose mother tongue isn't Turkish will join Turkish Discussion Contest.  
3. The Sts who were in the first (in Turkey) in previous discussion contests can't join those contests in the same language category.  
4. Province-Precinct Region Phases won't be implemented; semi-final and Turkey final phases will be actualised after the school phase. |
| 2     | Knowledge Contest in Arabic Language | AIHHS | 1. After the intramural eliminations; Turkey final phase will be actualised in 81 city centre.  
2. The Sts whose mother tongue is Arabic can't join.  
3. The prep. class Sts (Arabic, English, German, Spanish) can't join. |
| 3     | Arabic Children’s Songs Contest | IHSS | 1. The Sts whose mother tongue is Arabic can't join.  
2. Semi-final phase will be actualised electronically through video evaluation. |
| 4     | Reading Poems in Arabic Contest | AIHHS | 1. The Sts whose mother tongue is Arabic can't join.  
2. Semi-final phase will be actualised electronically through video evaluation. |
| 5     | Script Impersonation in Arabic Contest | IHSS, AIHHS | 1. The Sts whose mother tongue is Arabic can't join.  
2. Semi-final phase will be actualised electronically through video evaluation. |
| 6     | Arabic Calligraphy Contest | AIHHS | 1. After the intramural eliminations; Turkey final phase will be actualised. |
| 7     | “Young Bilals” Azan Recitation Contest | IHSS, AIHHS | 1. IHSS category will be end up with province/precinct region phase.  
2. AIHHS category will be end up with Turkey final. |
| 8     | “Young Guards” Contest for Hafiz Students (Boys) | IHSS, AIHHS | 1. IHSS category will be end up with province/precinct region phase.  
2. Participation is compulsory for schools applying program/project for hafiz Sts within formal education.  
3. Female Sts will join the contest within “Young Exclamation”. |
| 9     | “Young Hatips (Rhetoricians)” Khutbah Recitation Contest | IHSS | 1. The phases except intramural contests will be held on Fridays. |
| 10    | “Young Sadâ” Recitation of Quran ( Eloquently) Contest | IHSS, AIHHS | 1. IHSS category will be end up with province/precinct region phase.  
2. Female Sts will join the contest within “Young Exclamation”. |
| 11    | “Young Exclamation” Contest on Recitation of Quran (Eloquently) / Contest for Hafiz Students (Girls) | IHSS, AIHHS | 1. IHSS category will be end up with province/precinct region phase.  
2. Male Sts can't join. |
| 12    | “Young Voices” Music Contest | IHSS, AIHHS | 1. Musical works in chant, melody types will be vocalized.  
2. Female Sts can't join AIHHS category.  
3. IHSS category will be end up with province/precinct region phase. |

* Procedures and principles to notice -except the descriptions- in application of the contest will be published at dinogretimi.meb.gov.tr