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BASE

Behavioral Assessment to Improve School Environment

IO4- POLICY RECOMMENDATIONS -TURKEY-

Çubuk İlçe Milli Eğitim Müdürlüğü
Çubuk District Directorate For National Education

Behavioral Assessment to Improve School Environment-BASE

Proje No: 2017-1-RO01-KA201-037460

<http://www.baseproj.eu>



Co-funded by the
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Okul Ortamını Geliştirmek İçin Davranış Değerlendirmesi-BASE

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INTRODUCTION

Penalties and awards to be applied to teachers, students and administrators in the Turkish Education System are arranged according to the provisions of the existing regulations. Especially in the rewarding to develop positive behavior in students, evaluating each semester separately, while punishment is considered as the last option. The rewarding process is more practical, frequent and fast, while the punishment procedure is more complex, difficult and long-lasting. This is a reflection of the best interests of the child. Reward criteria are clear and accessible.

Rewards and punishments in educational environments are not limited to students. Teachers who reached high success in their field compared to their peers are also awarded each year. The rewarding procedure in teachers positively affects the positive behavior development process aimed at achieving in students by nature. In fact, the sense of belonging on the student and teacher which are the two main elements in education, directly affects the other two elements in the teacher-parent-student-management quartet and supports the whole process positively.

In this study, the award and penalty regulations applied within the Turkish Education System will be examined.

DEFINITIONS

- ❖ **Minister:** Minister of National Education Director
- ❖ **Ministry:** Ministry of National Education,
- ❖ **Staff:** Staff of the Ministry of National Education,
- ❖ **Disciplinary supervisor:** Disciplinary supervisors specified in the Ministry of National Education Disciplinary Supervisors Regulation,
- ❖ **Certificate of Achievement:** With its extraordinary efforts and efforts, by carrying out successful duties according to its peers, concrete events in significant savings in public resources, in preventing the occurrence of public losses and in reducing the unavoidable public losses, increasing public benefits and revenues above expectations or increasing the effectiveness and quality of the services provided and the document that can be given to those found to have contributed based on the data,
- ❖ **Certificate of Achievement:** The certificate issued to those who received the Certificate of Achievement three times,
- ❖ **Reward:** The payment that can be made up to 200% of the highest Civil Servant pension (including additional indicator) to those who have been awarded the Certificate of Excellence
- ❖ **Award Certificate:** It refers to the document given to the award winners.
- ❖ **Educational Institution:** Public and private schools of all degrees and types attached to the Ministry,
- ❖ **Public institutions and organizations:** Listed ministries and agencies and organizations in the official website of the Grand National Assembly of Turkey
- ❖ **Commission:** The commission established in the provinces to carry out the works and procedures related to the Rewarding of students who have received degrees in international competitions,
- ❖ **Director:** The director of the educational institution where the student who has received a degree in international competitions is studying,
- ❖ **Governor's Office:** The governor's office where the education institutions and the students who receive degrees in international competitions.



DEFINITIONS

- ❖ **ICT tools:** Computer, internet, MP3 player, DVD, CD, pager and similar tools used in collecting, storing, designing, processing, transferring and reproducing information with mobile phones and cameras that have the feature of recording audio and video,
- ❖ **Lecture year:** The period from the beginning of the lessons until the end of the lessons,
- ❖ **Disciplinary punishment:** One of the punishments which are condemnation, a short term suspension from the school, withdrawal from school by school and exclusion from formal education, given to students in case they do not show the behaviors expected from them and do not comply with the determined rules,
- ❖ **Term:** Each period from the beginning of the school year to the rest holiday, from the end of the rest holiday to the lesson,
- ❖ **Educational staff:** According to the Law No. 3308, master instructors and training staff responsible for the training of students who are trained in enterprises,
- ❖ **Educational environment:** Places where all kinds of educational activities are carried out by the school / institutions, inside and outside the school,
- ❖ **Reprimand:** The punishment that should be given in case of repetition of the student's behavior requiring punishment after the student is warned in writing,
- ❖ **Principal:** Official and private secondary school / institution principals,
- ❖ **Short term expulsion from school:** The punishment that requires the student not to be allowed to participate in all kinds of educational activities in the school building and its add-ons, while the school is open from one day to five days,
- ❖ **Dismissal from school with a certificate:** The punishment that requires the student to be removed from the school to continue education in another school,
- ❖ **School / institution:** Official and private secondary education institution,
- ❖ **Reward:** Students will be rewarded with a certificate of appreciation, thanks and honor as a result of their compliance with the rules to be followed and the behaviors expected of them and evaluation of their success,
- ❖ **Education year:** The period between the beginning of the academic year and the date of the next academic year,
- ❖ **Excluding from formal education:** the punishment that requires students to be removed from the school with a certificate of approval in order not to enroll in schools / institutions that are obliged to attend outside of evening high schools.

INTRODUCTION

The purpose of the BASE project (Behavioral Assessment, Improving the School Environment) is the introduction of the Positive Behavior Support (PBS), that is an innovative system to manage the learning environment, especially in the face of the person's difficult behaviors.

Ideally, the school environment as well as the home should represent one of the most friendly and safe environments where healthy opportunities can be enjoyed, with positive feelings. Unfortunately, this does not coincide with the real situation of many schools, where the diversity of educational needs makes it difficult to establish a learning-teaching relationship. Statistics on violence in schools are higher than before. These increasing numbers of events reveal that there is a lack of management and compliance about how schools are managed and how to respond to these troubling events. Every day, teachers in all over the world make great efforts to increase educational services and opportunities for children with problems and disabilities who often fail. It has been noticed that even students from a good social environment are increasingly violating the rules, bullying other students, fighting, constantly fleeing school, engaging in behavior that disrupts the course or passively participate in teaching. In this context, it is important for teachers not only to have sufficient knowledge of the field to explain their subjects well, but also to apply the necessary psychological and behavioral knowledge while explaining their lessons. It can be predicted that investment in preventing the emergence of problematic behavior will improve all learning opportunities and reduce teachers' stress / anxiety.

As a result, school leaders and educational staff should be able to create this environment in order to provide a high standard of behavior for the entire school community, as well as to set positive standards for educational expectations through uniform educational policies, reorganizing environmental factors, curricula.

All teachers need a set of strategies for targeted behavior. Teachers should be able to use these strategies safely to respond constructively and effectively to students with disturbing and confusing behavior.

The BASE Project is trying to apply the useful and evidence-based principles of the Positive Behavior Approach (PBS) to Europe's heterogeneous school environments, based on the need to adapt the holistic scholastic corrective system defined in the American-origin, proven Positive Behavior Approach (PBS) to Europe.

INTRODUCTION

The characteristics of PBS (Positive Behavior Approach) are based on behavioral science and Functional Behavior Analysis (FBA). Functional Behavior Analysis (FBA) works well to cope with the troublesome behavioral problems that occur every day in school life. The growing expectation is that schools can make socially accepted, effective and adequate interventions to ensure safe and productive environments where pro-community behavior is encouraged and students are successful adults.

The BASE Project is a possible solution in order to achieve these goals. The logical explanation of the project is to combine the PBS Approach (Positive Behavior Approach) and the FBA (Functional Behavior Analysis) implementation and take advantage of the past positive experiences of this partnership. PBS (Positive Behavior Approach) benefit from the European Project results. During the BASE Project, consortium benefitted from the considerable experience of all partners involved in tracking and demonstrating research-proven practices and methods that assist educators in identifying, adopting, implementing, and developing and tackling their teaching styles and approaches when and when troublesome situations arise.

PART I

AWARD AND PENALTY REGULATIONS FOR EDUCATIONAL STAFF



AWARD PROCESS PRINCIPLES

- a) During the reward process; reliability, measurability, objectivity, transparency, objectivity, generality, equal opportunity and sustainability are essential.
- b) It is essential that the application for the award is made by the relevant institution where the teacher or the administrator is in charge.
- c) Administrators and teachers who want to apply and apply the appropriate conditions apply to school / institution management.

d) Award:

- 1.To gain awareness of making studies and practices that provide improvement in education and training for school administrators and teachers,
- 2.To set an example by emphasizing the individual skills, sacrifices of the managers and teachers
- 3.Encouraging the use of common mind by receiving a reward according to the criteria, by all the administrators and teachers who develop the activity or practice that improves in education,
- 4.In education and training activities; It is aimed at continuous development and improvement, increasing efficiency, generalizing the applications that provide improvement in education, and enabling studies that will contribute to education by highlighting the areas that should be supported.
- 5.The criteria are directed towards producing results that will contribute to the development of the school / institution, with the devotion of administrators and teachers, with equal opportunities between schools.
- 6.In determining the criteria; It is taken into consideration that it improves education and training, contributes to activities and encourages employees.

BASIC PRINCIPLES AND REWARDING PROCEDURES

- a) Awards are evaluated in two groups as manager and teacher.
- b) The rewarding process is carried out within the framework of the procedures listed below.
 - 1- Administrators and / or teachers at official schools and institutions affiliated to the District National Education Directorate can be offered to the District Directorate of National Education by the school directorate based on the criteria specified in this Directive.
 - 2- Regardless of the “Provincial Directorate of National Education, School / Institution Administrators and Teachers Award Evaluation Criteria”, the administrator and / or teacher deemed appropriate by the district governor's office may also issue a “Certificate of Achievement” according to the relevant legislation.
 - 3- The District Director of National Education may propose a certificate of achievement to the District Governor's Office according to the relevant legislation, regardless of the “Provincial Directorate of National Education's School / Institution Administrators and Teachers Award Evaluation Criteria” to the manager and / or teacher.
 - 4- The School Directorate offers the manager and / or teacher to the District Directorate of National Education with a cover letter, which it deems appropriate to give the “Certificate of Achievement”. The commission to be established at the District National Education Directorate evaluates according to the determined data and submits it to the District Governor.
 - 5- School / institution administrators and teachers reward directive evaluation criteria have different score values and school / institution administrators and teachers who receive 10 points in total are given a certificate of achievement.
 - 6- PhD and postgraduate education is not required for the last year.

STAFF AWARD AND PENALTY STATUS IN TURKISH NATIONAL EDUCATION

The Ministry of National Education has issued a guideline that specifies the procedures and principles regarding the award of the Certificate of Achievement and the Certificate of Outstanding Achievement for those who perform their duties successfully according to their peers with their extraordinary efforts and studies.

PERSONNEL TO BE SUBMITTED FOR

With the Certificate of Achievement, extraordinary efforts and studies, by performing successful duties according to their peers;

- a) Significant savings in public resources,
- b) In preventing the occurrence of public losses or in reducing the irrepressible public losses significantly,
- c) It can be given to the personnel determined by the disciplinary supervisors and the authorities authorized to issue a Certificate of Achievement based on concrete events and data in increasing public benefits and revenues above expectations or increasing the effectiveness and quality of the services provided.

THE STAFF TO BE SUBMITTED FOR SUCCESS

Outstanding Achievement Certificate is given to personnel who have received success certificates three times.

STAFF TO BE AWARDED

The award can be given to staff who received the Certificate of Excellence.

AUTHORITIES TO GIVE SUCCESS

The Certificate of Achievement can be given to the personnel of the ministry (Central, Provincial and Overseas Organization) by the Minister, the staff in the provincial borders by the Governor and the staff in the district borders by the District Governor.

AUTHORITIES TO PROVIDE SUPERIOR SUCCESS CERTIFICATE

The Certificate of Achievement is given by the Minister to the personnel of the central and overseas organizations, the Governor to the staff working in the provincial borders, and the Governor to the staff working in the district borders.

AUTHORITIES TO REWARD

The award can be given by the Minister to the personnel of the central and overseas organizations, and to the personnel in charge within the provincial borders by the Governor.

REQUIREMENTS FOR THE STAFF TO BE AWARDED

The following conditions are sought for the personnel who can be awarded.

- a) Due to the Certificate of Outstanding Achievement it has received, it has not been previously evaluated by the competent authority to award or not.
- b) Not to have received any more disciplinary punishment than the Condemnation penalty during the year it was evaluated due to the Certificate of Achievement it received.

DETERMINING THE NUMBER OF STAFF THAT CAN BE AWARDED

The number of awards that can be awarded in a fiscal year may not exceed twenty per thousand of the institution's full staff at the beginning of the year.

The number of personnel to be awarded is determined by the General Directorate of Human Resources for provincial organizations on the basis of provinces and units for the central organization, and reported to the provinces and relevant units in January every year.

DETERMINING THE ORDER OF THE STAFF TO BE AWARDED

In the event that the number of personnel receiving a Certificate of Excellence within a fiscal year exceeds twenty per thousand of the institution's full staff at the beginning of the year, district, provincial and central evaluation commissions determine the ranking lists as a result of the evaluation they have made regarding the candidates.

COMMISSIONS FOR PERSONNEL AWARDS AND PENALTIES

DUTIES OF DISCIPLINARY MANAGERS

The duties of the disciplinary chief are as follows.

- a) To conduct the necessary examination and research about the personnel who received the Certificate of Excellence.
- b) To evaluate the personnel who received the Certificate of Achievement according to the determined criteria.

DISTRICT ASSESSMENT COMMISSIONS AND DUTIES

The District Evaluation Commission consists of the head of the District Directorate of National Education, the relevant branch manager, a secondary school principal deemed appropriate by the District Directorate of National Education, and a director and a specialist teacher from other educational institutions.

The duties of the District Evaluation Commission are as follows.

- a) To evaluate the education and training services class personnel who have received the Certificate of Achievement according to the criteria determined by the disciplinary supervisor.
- b) As a result of the evaluation, to determine the averages by adding the points given by the President and the members and divide them into the number of members and to enter them into the household of the concerned.
- c) To find the average score by summing the total score of the disciplinary chief and the total score of the District Evaluation Commission and dividing it by two.
- d) Submitting the ranking lists to the Provincial Evaluation Commission by ranking the education and training services personnel and other service class personnel according to the results of the evaluation, starting from the highest scored.
- e) Regularly maintaining the list of names of awarded staff by years.

PROVINCIAL ASSESSMENT COMMISSIONS AND DUTIES

The Provincial Evaluation Commission consists of a provincial director of provincial education or a branch manager, a secondary school principal deemed appropriate by the Provincial Director of National Education, and a director and an expert teacher from other educational institutions, under the chairmanship of the Provincial Director of National Education.

The duties of the Provincial Evaluation Commission are as follows.

- a) To evaluate the education and training services class personnel who have received the Certificate of Achievement according to the criteria determined by the disciplinary supervisor, District Evaluation Commission.
- b) As a result of the evaluation, to determine the averages by adding the points given by the President and the members and divide them into the number of members and to enter them into the household of the concerned.
- c) Finding the total score of the District Evaluation Commission and the total score of the Provincial Evaluation Commission and dividing it by two to find the point that is the basis for rewarding the concerned.

According to the results of the evaluation, submitting the ranking lists and evaluation forms to the Governor's Office by subjecting the education and training services class personnel and other service classes personnel to the ranking starting with the highest score.

- d) Reporting the information of the awarded personnel to the work places to finalize the award processes.
- e) To send the information of the awarded personnel to the General Directorate of Human Resources for notification to the State Personnel Directorate.
- f) Regularly maintaining the list of names of awarded staff over the years.

CENTRAL EVALUATION COMMISSION

Central Evaluation Commissions;

- Under the guidance and supervision department, under the guidance of the guidance and supervision chairman, the number of department heads deemed appropriate by the president,
- In the Legal Counsel, under the chairmanship of the First Legal Counsel, from the number of department heads that the president deems appropriate,
- Under the head of the Department of Construction and Real Estate, head of the Department of Construction and Real Estate, the number of department heads deemed appropriate by the president,
- In the Department of Information Processing, under the chairmanship of the Department of Information Processing, from the number of department heads deemed appropriate by the president,
- In the Press and Public Relations Consultancy, under the presidency of the Press and Public Relations Consultant, from the number of branch managers that the president deems appropriate,
- Under the Presidency of the Internal Audit Unit, under the chairmanship of the Internal Audit Unit, the number of vice presidents or internal auditors deemed appropriate by the president,
- In other service units, it consists of the heads of departments, which are deemed appropriate by the president, under the chairmanship of the service unit chief.

The duties of the Central Evaluation Commissions are as follows.

- a)** Subjecting the personnel of the central organization that received the Certificate of Achievement according to the criteria determined by the disciplinary supervisor.
- b)** As a result of the evaluation, to determine the averages by adding the points given by the President and the members and divide them into the number of members and to enter them into the household of the concerned.
- c)** Finding the total score of the disciplinary chief and the total score of the Central Evaluation Commission and dividing it into two, and finding the score that is the basis for rewarding the concerned.
- d)** Submitting the ranking list and evaluation forms to the Ministry of Human Resources to be submitted to the Ministry Authority, by ranking the staff starting from the highest scored according to the results of the evaluation.

DUTIES OF HUMAN RESOURCES GENERAL DIRECTORATE ON THE AWARD

The duties of the General Directorate of Human Resources regarding the award are as follows.

- a)** To present the information and documents belonging to the personnel of the central and overseas organizations, which are deemed appropriate to be rewarded, to the Ministry for evaluation.
- b)** Notifying the names of the awarded personnel to their places of duty to finalize the award procedures.
- c)** Reporting the information of the awarded central and provincial personnel to the General Directorate of Support Services to be published in the Journal of Papers.
- d)** To report the number of rewarded central and provincial personnel to the State Personnel Directorate by the end of January of the following year.
- e)** To make and maintain statistics of the awarded central and provincial personnel.

PART II

LEGISLATION FOR STUDENT AWARD AND PENALTY



BASIC PRINCIPLES IN THE APPLICATION OF STUDENT DISCIPLINES

In education, those who work in our education system; By considering the differences between individuals; to solve their personal problems, to struggle with the difficult situations they face, to develop decision-making skills, to establish a relationship between their experiences acquired in lessons and their goals in life, to focus on programs, departments and areas in accordance with their own qualities, to recognize the ever-increasing professions in increasingly complex social life, helps them to see the opportunities open to them in the society, to evaluate them and to act in a planned and systematic way.

The execution of these services should be based on the responsibilities of those who take part in our education system, early intervention to problems in formal and non-formal education institutions, and especially a developmental-preventive approach to prevent problems before they occur.

The importance of protective and preventive studies is increasing in order to enable students to continue their education institutions in an environment of trust and to achieve the desired success from the education system.

BASIC PRINCIPLES IN THE APPLICATION OF STUDENT DISCIPLINES

Basic Principles of Child Protection Law

- a) In the implementation of disciplinary penalties, in order to protect the rights of the child;
- b) Safeguarding the right of the child to life, development, protection and participation,
- c) Observing the benefit and well-being of the child,
- d) Children and their families should not be discriminated against for any reason,
- e) Ensuring their participation in the decision process by informing the child and family,
- f) Cooperation of the child, his family, those concerned, public institutions and non-governmental organizations,
- g) Following a human rights-based, fair, effective and fast procedure
- h) During the investigation and prosecution process, special attention should be paid to the child's situation,

BASIC PRINCIPLES IN THE APPLICATION OF STUDENT DISCIPLINES

- i) Supporting the development of education and learning, personality and social j
- j) responsibility of the child in accordance with the age and development of the child in making and implementing decisions,
- k) Applying as a last resort to prison terms with freedom restricting measures on children, When making a decision on the decision to be taken care of and keeping the institution as a last resort, to ensure that social responsibility is shared in making and implementing the decisions,
- l) Keeping children separated from adults in institutions where they are cared for and taken precautionary measures,
- m) Taking measures to ensure that the identity of others cannot be determined in the proceedings about children, in the execution of judgments and decisions, principles are observed.

STUDENT DISCIPLINARY PENALTIES

According to the qualities of the behaviors and verbs that require disciplinary punishment;

- a) Condemnation,
- b) Short term suspension from school,
- c) Changing schools,
- d) One of the penalties for excluding formal education is given.

After the events that are subject to discipline are discussed and resolved in the school student reward and discipline committee;

- a) Condemnation and short term suspension from the school principal,
- b) School change penalty, district student discipline committee,
- c) The penalty for exclusion from formal education is applied after the approval of the provincial student discipline committee.

BEHAVIOR AND ACTIONS REQUIRING DISCIPLINARY PENALTY

CONDEMNATION;

is to inform the student in strict language and in writing that he / she is acting in a manner requiring punishment and avoiding repetition. Behaviors and acts requiring reprimand include:

- a) To pollute the school, school belongings and environment,
- b) Not performing duties related to education and training given by school management or teachers,
- c) Failure to comply with the provisions of the legislation on clothing and clothing,
- ç) To possess or use tobacco and tobacco products,

STUDENT DISCIPLINARY PENALTIES

- d) To take or use someone else's belongings without permission,
- e) Lying,
- f) Not attending the education and training activities, ceremonies, social activities and study at the boarding houses, attending late or leaving early,
- g) Incomplete or misuse of books, tools and materials purchased from the school library, workshop, laboratory, hostel or other departments,
- h) To be rude and disrespectful to school administrators, teachers, employees and friends,
- i) To behave in a way to disrupt the flow and order of the course and extracurricular education activities
- j) Cheating or assisting in making,
- k) Arriving at the pension late in boarding schools,
- l) Bringing or keeping obscene or prohibited tools, equipment and documents to or with school places,
- m) Having tools and documents for gambling,
- n) To use the informatics tools in violation of the principles and procedures determined by the teachers' board,
- o) Failure to comply with the health and safety measures taken,
- p) To disrupt the course flow by keeping the informatics tools open, outside the teacher's knowledge and control,
- r) In educational environments; keeping and using informatics tools with the exception of the school administration's permission during rest periods and lunch breaks.

SHORT TERM DISTANCE FROM SCHOOL;

It is the deprivation of the student from all kinds of activities outside of the course and for the period given as a punishment. Verbs and behaviors requiring a short term suspension from school for 1-5 days;

a) Insulting, sharing, disseminating, or provoking others to or against the school administrators, teachers, employees and friends verbally, behaviorally or on social media, inside and outside the school,

b) To disrupt the order of the hostel, to leave the hostel, to stay outside without permission at night,

c) To act according to language, race, gender, political thought, philosophical and religious beliefs, to conduct acts aiming to condemn and denigrate or to carry symbols that encourage discrimination,

ç) Organizing unauthorized shows, events and meetings, attending such shows, events and meetings,

d) Gambling or playing in any environment,

e) To prevent the application of school rules and the duties given to students,

f) Insulting school administrators, teachers, employees, friends and other people in educational settings,

g) To introduce or share obscene or forbidden tools, materials, documents and similar materials in educational environments, hang them on walls and other places, paste them, write them; to use school equipment and add-ons for these purposes,

ğ) To damage education and training activities and individuals through information tools or social media,

h) It is a habit not to participate in late education or training activities, ceremonies and other social activities, to participate late or leave early,

i) Fighting, actual violence against others,

SHORT TERM DISTANCE FROM SCHOOL;

- i) Writing political, ideological or obscene purposeful articles, drawing pictures or symbols on the school building, add-ons and equipment, on the tools and materials of their friends,
 - j) To make cheat or assist in making them,
 - k) To possess or use harmful substances that cause intoxication,
 - l) To act in accordance with national and moral values, general morality and manners.
 - m) To damage and / or destroy the movable or immovable property of the school staff,
- School change;

It is the transfer of the student to another school of the same type or degree, with the priority of the place of residence. Verbs and behaviors requiring a change in school;

- a) To disrespect the Turkish Flag, the symbols representing the country, nation and state,
- b) insulting national and spiritual values in words, writings, pictures, or otherwise; cursing and insulting these values,
- c) To prevent school employees from performing their duties,
- ç) To steal, make and assist in making,
- d) To accommodate people who are not associated with the school in school or their attachments,
- e) Making changes in official documents; organizing and using fake documents and making use of others,
- f) To use or help to use any place within the borders of the school without the permission of education and training,

- g) To damage the movable or immovable property of the school,
- ğ) Preventing lessons, exams, practices and other activities or provoking friends to participate in these actions,
- h) Bringing or possessing injurious, lethal weapons and explosives and all kinds of tools in the education and training environment,
- ı) Cheating or threatening by force or threat,
- i) To possess or use addictive harmful substances,
- j) To take someone else to the exam instead, to take the exam instead of someone else,
- k) In the education and training environment; to organize political and ideological actions, to provoke others to organize such actions, to participate in organized actions,
- l) To be a member of political parties, affiliates, associations, unions and similar organizations affiliated to these parties, to register members, to collect money and to make donations,
- m) To prevent education and training by means of informatics tools or social media, to cause severe material and moral damage to people,
- n) About the school without permission; providing information, holding a press conference, publishing and distributing papers, organizing activities or taking an active role in activities within this scope,
- o) To force anyone or group to commit an act that is considered a crime, to participate in such actions, to report false or to commit the crime,
- ö) By force, to confiscate someone else's property and goods, to force others to do these things,
- p) To adopt attitudes and behaviors that are incompatible with general morality and manners and that may create false perceptions,
- r) Persons, friends and school staff; to be disoriented by words and behavior, to defame, to provoke or compel others to these behaviors, to share these actions via social media, to spread them,
- s) To make it a habit to disrupt the hostel order, leave the hostel and stay out without permission at night,
- ş) To damage yourself with cutting, piercing, injuring and similar tools.

TAKING OUT OF FORMAL EDUCATION;

It is the student's dismissal from formal secondary education institutions. Behaviors that require punishment to exclude from formal education;

- a) Insulting the Turkish Flag, the symbols representing the country, nation and state,
- b) The Republic of Turkey's state and national integrity policy and the Republic of Turkey's human rights and the Constitution at the beginning of a national strategy based on the fundamental principles stated, democratic, secular and social law rally against the state of nature, forums, resistance, hiking, such as boycotts and occupation organizing individual or collective actions; to provoke its organization and to actively participate or engage in such regulated actions,
- c) People or groups; To organize and participate in separatist and destructive collective actions aiming to distinguish, condemn and denigrate according to language, race, gender, political thought, philosophical and religious beliefs, to participate in the organization of these actions,
- ç) To prevent the operation of the boards and commissions by using threats or force,
- d) Trading of addictive harmful substances,
- e) To hide and host the people sought by security forces in their schools and attachments,
- f) To occupy the education and training environment,
- g) Attacking, organizing or provoking such actions against the school's administrators, teachers, educational staff, civil servants and other staff, either in or out of the school,
- ğ) To make actual attacks to prevent the school staff from performing their duties and to provoke others in this direction,
- h) Deliberate destruction of the movable or immovable property of the school,
- i) Attempting to injure someone, injuring, killing, causing material or moral damage by using any injuring, killing tools, weapons, explosives or physical force,

TAKING OUT OF FORMAL EDUCATION;

j) Establishing a gang, taking part in a gang, interrupting the road, kidnapping people to make snatches and extortions, to receive ransom and tribute,

k) Making propaganda, organizing actions, provoking others to organize such actions in accordance with their political and ideological views, actively participating in organized actions, being a member of these organizations, registering members; collecting money and forcing to donate,

l) through IT tools or social media; to create, reproduce, disseminate and trade audio, verbal, written and video content that is separatist, destructive, immoral and violent.

(5) Criminally appropriate punishments are given to those who perform similar actions in terms of their qualities and weights for acts and situations other than those mentioned above that require disciplinary action.

(6) Students who are sentenced to exclude formal education are directed to open education liaison offices in order to enroll in open education institutions.

DISCIPLINE EVENTS IN PENSION, OTHER SCHOOL OR ENTERPRISE

Apart from the school where the student is registered; In the hostel, in the schools where he / she has received courses, courses or compensatory education, in case they get involved in disciplinary events, by the school where the incident occurs; Necessary information, documents and opinions are obtained from the school where the student is registered and the necessary research / examination / investigation is made and the decision is made. The file issued about the incident is sent to the school where the student is registered for the requirement.

In businesses with internships or vocational training, disciplinary events involving the student are reported to the school in which they are registered. The event is concluded by researching / examining / investigating by the school directorate.

The research / investigation / investigation process is carried out in cooperation with the student award and disciplinary committees of the relevant schools. The student reward and disciplinary board chairman or business representative of the school where the student is registered attends the student award and discipline board meeting for their opinions. The head of the student reward and disciplinary board of the school where the student is registered will vote for the decision, but the business authority cannot vote.

In case the student is involved in disciplinary events at the school where he / she is registered and transferred to another school while the research / examination / investigation is related to this, the school that initiated the process completes the research / examination / investigation and sends the file to the new school. The student is notified by mail, e-mail and / or other means of communication through his new school, and the student is fined and filed. Procedures such as objection to the decision about the punished student, returning the behavior score and deleting the penalty from the file are carried out by the new school.

Whether the students who have been given a "short-term suspension from school" as a result of the disciplinary incident at the school or the pension will be removed from the pension or whether the students who have been given a "change from school" penalty will be accommodated in the pension; the school is decided upon by the student award and discipline board. The decision about the hostel is notified to the parent. The condition of the students who are decided not to be hosted in the pension together with the school change penalty is determined by the district student discipline committee by cooperating with the provincial and district boarding and scholarship commissions.

REASONS FOR BEING PENALTY AND REPEAT OF THE ACT

A degree of severe punishment is applied to the repetition of an act or behavior that caused disciplinary punishment within a school year or to perform a different act or behavior requiring the same punishment.

STUDENT AWARDS

Rewarding students

In rewarding exemplary behaviors and achievements according to their qualifications;

- a) Certificate of appreciation,
- b) Certificate of commendation,
- c) Certificate of honor,
- d) A certificate of superior achievement is issued.

Rewarding with certificate of appreciation, appreciation and outstanding achievement

School student reward and discipline board, students who excel with their efforts and success in lessons, absenteeism duration not exceeding 5 days, successful in all courses, with a weighted average of less than 70.00 and a behavioral score of 100;

- a) Certificate of appreciation between 70.00-84.99,
- b) Certificate of commendation of 85.00 and above,
- c) During secondary education, the certificate of appreciation rewards the students with a certificate of superior achievement during the whole period of at least three academic years.

Rewarding with a certificate of honor

Regardless of the school student reward and discipline board score requirement;

- a) To be an example by using Turkish correctly, beautifully and effectively,
- b) To participate in social activities with scientific projects, to lead these studies, to contribute to education in the activities and to show superior success,
- c) To be an example with school tools and equipment and behavior in protecting and protecting the environment,
- d) Being an example in complying with etiquette and in human relations,

STUDENT AWARDS

- d) To exhibit exemplary behavior in obeying traffic rules,
- e) To exhibit good examples of using the IT tools,
- f) To come to school and classes regularly, to be a good example to friends in this direction,
- g) To take part in community services for victims of forced migration, refugees and asylum-seekers, relatives of veterans and martyrs, those affected by natural disasters, the elderly, orphans, orphans, people with disabilities and similar situations, and those who need other assistance,
- ğ) Students whose behavior score has not been lowered by showing one or more examples that will set an example from the behaviors such as exhibiting exemplary behaviors related to the subject by complying with the health and safety measures taken; Regardless of whether or not he has received any awards during the academic year, the proposal of the student, teacher or school administration rewards it with an honor certificate in accordance with the appropriate opinion of the honor committee. Students who receive two or more honors in one academic year are included in the school's honors list.

Issues to be considered in award appreciation and awarding of prizes

While the award is appreciated, the student;

- a) General situation inside and outside the school,
- b) Success in lesson and extracurricular activities,
- c) Issues such as the nature, importance, and whether it is an example of its behavior are taken into consideration.

(2) Award documents; It is given to students or their parents in a ceremony attended by students, parents, teachers and administrators.

(3) The lists of honor and pride are read separately in the presence of students on a day deemed appropriate by the school management in the course section, and then hung separately in the school year, followed by photographs in a place that everyone can see.

PART III

GUIDING SERVICES



GUIDANCE SERVICES BY EDUCATIONAL LEVEL

Guidance services are divided into five according to their education levels:

a) Guidance services in preschool period; It is carried out within the scope of educational, vocational and personal / social guidance services for the socialization of the child, adaptation works to be ready for primary school, gaining social skills to express himself, developing positive attitudes with positive self-perception and occupations, and family guidance.

b)) Guidance services at primary level; the student's adaptability to school, developing a positive attitude towards educational environments and learning; acquire cognitive skills to learn to learn and to convey what they have learned; develop social skills such as developing strategies for effective learning, recognizing emotions, expressing themselves and coping with difficult life events; It is carried out within the scope of educational, vocational and personal / social guidance services to support personality development and professional development.

c) Guidance services at secondary school level; the student's orientation towards elective courses, educational and social clubs and hobbies in line with his interests, abilities and personality traits; recognize its strengths and weaknesses and recognize the aspects that need improvement; It is carried out within the scope of educational, vocational and personal / social guidance services in order to recognize and adapt the developmental period features.

c) Guidance services in secondary education;

preparing the adult life by evaluating the student's individual characteristics and creating a healthy identity; realizing their values and establishing a link between their own values and social values; It is carried out within the scope of educational, vocational and personal / social guidance services in order to be willing to continue to higher education institutions and to turn to a suitable area, prepare for business life and acquire a profession.

d) Guidance services in non-formal education;

educational, professional and personal support for lifelong learning, pre-vocational education, preparation for business life, acquiring a new profession, and the importance of transferable skills in business and professional life, taking into account the characteristics, needs, expectations, environmental conditions, socioeconomic and cultural characteristics of the individual. / social guidance services

GUIDANCE SERVICES BY EDUCATIONAL LEVEL

GUIDANCE RESEARCH CENTERS

Guidance and research centers that operate in order to provide guidance services in the provinces or districts and to plan, coordinate execution of special education services, to monitor and evaluate the services provided are units created to evaluate student behavior and to manage possible measures and even treatment processes. The job description of these centers can be summarized as follows.

a) Prepares the guidance services framework program separately according to the characteristics, stages and types of the educational and training institutions in the study area of the center, by taking the opinions of the educational institutions regarding the previous implementation results. It reaches the relevant educational institutions at least one month before the academic year begins.

b) Guidance and psychological counseling services, in cooperation with universities and related institutions, group guidance for students to develop their capacities in a balanced and healthy way, to be constructive and creative, to recognize and evaluate their characteristics, and to provide vocational and educational guidance in this direction. prepares programs for their activities and provides necessary assistance to schools in their implementation.

c) Admits students coming from educational institutions' guidance and psychological counseling services and individuals sent from various institutions or organizations or applying to the center individually, opens files and provides necessary psychological help services.

d) Provides various psychological, social and other related information related to those requesting assistance within the scope of the department's services as first hand, and applies various psychological measurement tools according to the scientific standards according to the quality of the service to be provided.

e) The relations of the people who are provided with psychological help with their social environment such as family, school and friends are also evaluated.

f) A client file containing the necessary information and records regarding the applicant and the students or individuals served is kept in accordance with scientific standards.

g) As a result of the examination to be carried out with the information collected, an evaluation regarding the guidance and psychological counseling services to be given to the applicant is made and a decision is made.

h) According to the results of the assessment, guidance and psychological counseling services are provided, which are required by the student or individual, and in cases where individual or group psychological counseling service is required, there is a service whose professional formation is suitable for providing this service. If there is no expert staff, the applicant is

encouraged to the relevant institutions.

i) Statements and comments that may negatively affect the individual and family and lead to misunderstandings are avoided in the information to be given outside the center regarding the students and individuals served.

GUIDANCE RESEARCH CENTERS

j) Provides guidance and psychological counseling services within the scope of the educational institutions within the scope of the study, and the necessary coordination for the execution of the plans by taking the opinions of the institutions and organizations related to the services.

k) It prepares publications that cover information about higher education institutions, business areas and occupations that students can turn to, support their development in various fields and delivers them to educational institutions.

l) Visits the guidance and psychological counseling services in the educational institutions within the program, guides the service staff and the school management on service-related issues, determines the requirements and problems and informs the head of the department required for the solution.

statements and comments that may lead to understanding are avoided.

m) Plans, conducts and concludes studies that can be done at the provincial level for the determination, reproduction, provision, development and distribution of psychological measurement tools and other tools and techniques to be used in the services.

n) Guidance and psychological counseling services organize various in-service training activities with conferences, panels, such as conferences and panels that increase their knowledge and skills regarding practices related to their duties in the field of psychological counseling and guidance services for school administrators, classroom teachers. Provides staff from universities and related organizations when necessary. These events are also organized for families.

o) Follows scientific developments regarding the services of the department and makes use of them in applications. When there is not enough staff in the execution of department services, department staff are assigned to perform the services closest to their professional formations and qualifications until necessary appointments are made.

GUIDANCE SERVICES BY EDUCATIONAL LEVEL

Evaluation of Student Behavior

Rewarding

Activities aimed at rewarding students, monitoring, evaluating and developing their behavior in official and private primary education institutions under the Ministry; It is carried out in cooperation of students, parents, teachers and administrators.

When necessary, cooperation is established with the guidance and research center and other relevant institutions to determine the source of student behavior.

Behaviors expected from students

- a) To attend school and classes regularly and to be successful,
- b) Respect and tolerant school staff, friends and people around them,
- c) Being truthful and honest,
- ç) Good and gentle attitude,
- d) To participate in social and cultural activities to be held in the school,
- e) Gaining the habit of reading books,
- f) To protect the natural and historical beauties of the environment, works of art and contribute to improve them,
- g) Not forgetting that they need hard work and time to achieve good works, being aware that the time will not come back,
- ğ) Protecting the nation's property, school and property as their own property,
- h) Not using cigarette, drink and other addictive substances and avoiding the environments where these substances are used,
- ı) Using the IT tools in line with personal, social and educational benefits,
- i) not to participate in separatist, destructive, political activities that distort the unity and integrity of the country, not to use symbols for political purposes, not to carry, distribute and distribute emblems, posters, badges and the like, not to disturb the peace of the school with political purposes,
- j) Use their physical, mental and emotional powers in a beneficial way for the nation, the country and the humanity,
- k) Adhering to Atatürk's Principles and Revolutions and not acting otherwise,
- l) Compliance with laws, regulations and the ethical rules of the society, national, spiritual and cultural values expected.

GUIDANCE SERVICES BY EDUCATIONAL LEVEL

(2) Rules to be followed and expected behaviors; It is aimed to gain students in classes, ceremonies, meetings, guidance and all kinds of social activities.

(3) The school management informs themselves and their parents about the above issues and the enforcement procedures that secondary school and imam-hatip secondary school students may encounter if they are not followed.

Awards and awarding

Those who have a grade point average of 55.00 from Turkish lesson in all classes of primary school, 4th grade, and secondary and imam-hatip secondary schools, with a period-weighted average of 70.00-84.99 of all courses "Thanks" ANNEX-6, 85.00 points and above those who are awarded with "Appreciation" ANNEX-7 document.

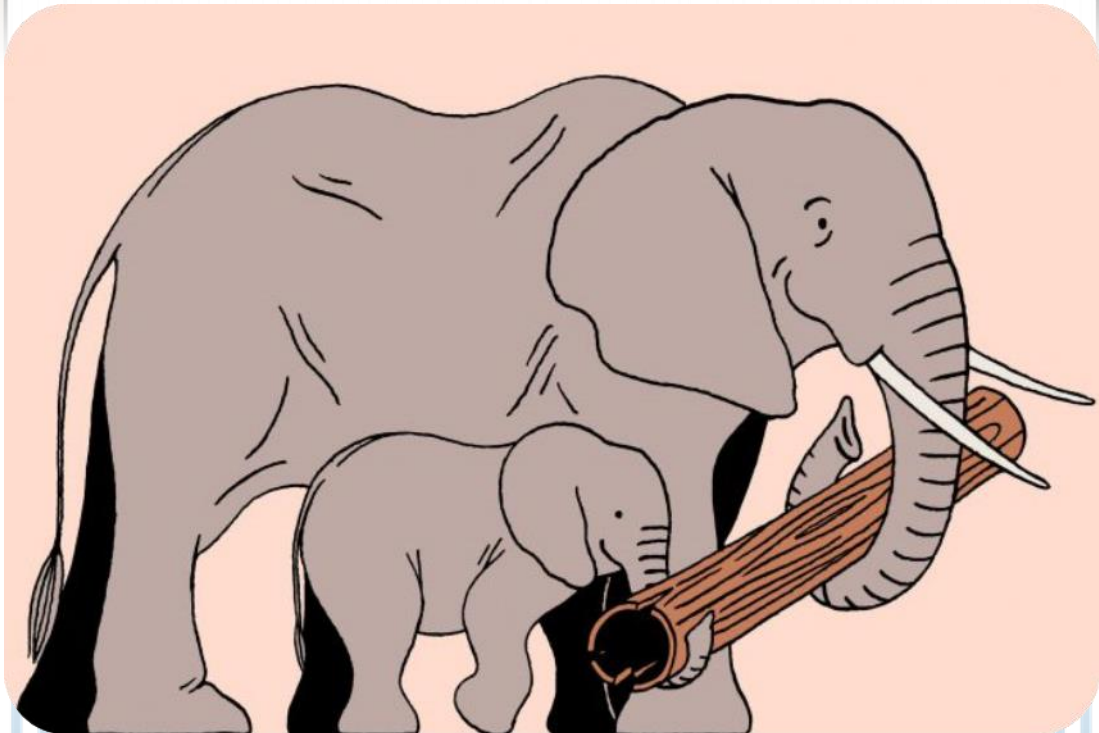
(2) Regardless of the success level in all classes of primary education institutions;

a) Taking the first five places by participating in national and international competitions,

b) (Amended: RG-10/7 / 2019-30827) Students who excel in social activities are evaluated according to the relevant provisions of the Ministry of Education Educational Institutions Social Activities Regulation published in the Official Gazette dated 8/6/2017 and numbered 30090. The documents of those who are awarded with the Certificate of Appreciation and Commendation are given to the students together with the report card by the class or branch guidance teacher.

PART IV

AWARD AND PENALTY CONCLUSION AND RECOMMENDATIONS



TEACHER AWARD AND PENALTY / RESULTS AND RECOMMENDATIONS

In this study, it is mentioned how the teachers, which are the basic elements of the schools, are evaluated, rewarded by their administrators and how they are punished as a result of unwanted behavior. In this section, important issues in determining what are the reward expectations for their services and the concept of punishment are given.

The teaching profession in educational organizations is accepted as a sacred and respected profession and requires great devoted studies. Although economic incentives are important in maintaining this profession, it is not the only sufficient basic condition. It can be said that honorary incentives based on psychology are effective in this field. It is a fact that for contemporary educational studies, material and spiritual rewards play a driving role in the success of teachers and the quality of service. Today, there is a need for detailed research on the development of the profession, its place in the society and the determination of its respectability, the consequences of reward reflected in the quality of service. In this study, what kind of incentives and educational administrators evaluate the success in service, what are the expectations of teachers about rewarding, The information obtained in accordance with this purpose is evaluated collectively and the importance of the subject is emphasized and suggestions are made.

The success of the teacher is evaluated by whether he / she can achieve the pre-determined plan objectives. Educational organizations can reach the standards determined for success in the formal dimension of the field of service and the teacher who exceeds that level can be considered academically successful. However, the teacher should be guiding the individuals with whom he interacts by reaching the standards determined in terms of human relations.

TEACHER AWARD AND PENALTY / RESULTS AND RECOMMENDATIONS

In fact, educational administrators and the organizational environment should influence teachers, an important element in service, ensure participation in the service and increase efficiency. Educational organizations have to meet the economic, physical, social and psychological needs of the teacher in order to achieve this goal. Rewarding in guiding people's behavior, learning and achievements is seen as an important reinforcement tool. According to the theoretical explanations, as a result of the experimental studies on this subject, the results that serve as a reward are called positive reinforcers because they increase the probability of repetition of the behavior, and the results that serve as penalties are called negative reinforcers because they reduce the possibility of repetition of the behavior. Negative reinforcers reinforce the behavior of avoiding unwanted behavior, thereby leading to the choice of another behavior that will lead to a positive result.

In line with these results, the following suggestions can be made for a reward system for teachers.

- Rewards should be organized in a way that supports teachers' career development.
- The reward system should be fair, transparent and flexible. The awards should be given by considering the school, region and environmental conditions of the teachers.
- Institutional rewards should be announced to other employees for rewarding reasons.
- Care should be taken in the number of people to be rewarded. There should not be many in a way that causes the reward to lose its encouraging feature, and it should not be too low to eliminate teachers' expectation for reward.
- All teachers should be adequately informed about which rewards will be awarded under what conditions, and teachers should ensure that the rewards are distributed objectively according to specified criteria.
- The behavior to be rewarded should be “objective”, acceptable to all.
- Awards must be specified precisely by laws and regulations.
- The behaviors to be rewarded should also be clearly stated in laws and regulations.
- Behaviors to be rewarded must be concrete and measurable.

WHAT SHOULD BE CONSIDERED IN THE AWARD SYSTEM?

- Awarding of the award should not be left to the initiative or comment of the managers
- The application for the award should also be made online by the teacher. The Innovation in Education and Teaching Awards study can be taken as a reference in this regard.
- A rewarding commission should be established in the central organization of the Ministry, and rewards should be made in the determined periods of the year. It should not be disrupted for any reason. Otherwise, it will weaken the belief in the system.
- The awarded teachers should be published on the ministry web address along with the progress payment, and the teachers who won important awards should be announced to the public on Radio and TV broadcasts.
- Awarded case studies should be cataloged and shared with the entire education community. In this way, successful works will be spread across the country.

WHAT KIND OF REWARDS ARE PROVIDED FOR TEACHERS?

- Certificate of Achievement - Certificate of Appreciation - Certificate of Commendation - Certificate of Honor - Salary award - Domestic and international holidays, Tier progression - There may be progress in the career ladder.
- Unless rewarding justice is provided, what the reward is is not so important. Firstly, justice should be provided in the reward system.

WHAT CAN THE TEACHER BEHAVIORS BE AWARDED?

- Projects prepared and finalized in-house
- Printed publications prepared and directed within the institution (newspaper, magazine, bulletin, book etc.)
- Programs prepared at neighborhood / village, district, province etc. level
- EU projects prepared and implemented
- Activities that provide economic return to the institution (Kermes, aid etc.)
- Institutional nature (School site arrangement, folk dance team, band team, etc.)
- The ratio of the number of students who have passed the exam in the class
- National and international competitions attended by the teacher
- Successes of students in its class in international and national competitions.
- Teams prepared and their successes (Football, volleyball table tennis etc.)
- Although in-service training activities are at the request of the teacher, they should not be included in the rewarding system because they are subject to the approval of their superior authorities. With the gains from the activities within the teacher service, he / she can realize original projects and win the prize he deserves.
- After all the behaviors of the teachers, which are out of the work done in accordance with the course task and legal regulations, on a voluntary basis and for the benefit of the institution, are determined, the importance and difficulty level of the behaviors should be determined and placed in the order of value. Even if they have just started their profession, every teacher should know how to reward him for his work.

TEACHER AWARD AND PENALTY / RESULTS AND RECOMMENDATIONS

According to the pedagogues who spend the most of their time in penalty and reward in education, such as depriving the child who fights from their playmates, instead of punishment and violence, it is necessary to prefer exemption and good treatment. Because approaching students with the second can always lead to a faster result.

Educators should be more meticulous about punishment than reward. Just as evidence is sought in the courts for the punishment of the criminal, the student should not be punished unless the punishment of the criminals is fixed with evidence. In fact, punishing the student should be a job to be applied as a last resort. For this, the teacher should develop a trust-based relationship with the student and make him / her love the student.

Despite everything, if the punishment becomes inevitable for the student, the teacher may apply to the penalties such as not giving the reward he deserved before, depriving him from the games he played, running lessons in the classroom alone during the breaks, leaving him away from the school for a week and finally removing his enrollment from the school. However, penalties that will negatively affect the educational life of the educator student should be avoided; For example, if students are not working in geometry lessons, they can be taken late in the evening, or if it is more difficult for the student, problems with geometry can be printed instead.

They are obliged to have information about their background in order to ensure that the students, who perform the education, are successful in the discipline of the students. Because any order given by the teacher to the students leaves a different effect on a problematic student and a different effect on a compatible student.

According to the pedagogues, there are some students who show behavioral disorders that whatever the reward is, it will not be possible to improve. For such students, the educator has no choice but to resort to punishment. Criminal students should serve to study, to lead upright people and to show the bad results of inappropriate behavior. In addition, the teacher should not go beyond the rules of the school while punishing the student, and whatever the previous rule requires should be punished. While punishing, it should not be forgotten that the aim is correction.

TEACHER AWARD AND PENALTY / RESULTS AND RECOMMENDATIONS

In a school, punishment should be given rarely. Otherwise, the children get used to punishment and start not paying attention to punishment. If punishment is given frequently, students can make it a game entertainment. The fact that punishments are given rarely should not mean not seeing some of the students' flaws and bad movements. On the contrary, the teacher should not be indifferent to any inappropriate acts of the students. But desirable criminal situations are few and even disappear. The task here also falls to the teacher. The teacher should make the student like the school.

MATTERS TO PAY ATTENTION IN PUNISHMENT

- The penalty should be commensurate with the crime committed.
- Punishment should not be given too often.
- Penalties should be given gradually, starting with light penalties first.
- The sentence should be related to the crime.
- Penalties Must Be Useful For example, punishments such as copying irrelevant words, meaningless sentences, endless poems, etc. are meaningless and ridiculous.
- The penalty should be reasonable. It must be logical to the mind, and the age and strength of the child. The time given for the penalty and the penalty itself must be amenable. In addition, punishments that harm the child's mental and physical health should be avoided.
- The punishment should be exercised calmly, without rage. It should not be understood that time has passed over the event and the teacher has subsided. On the contrary, passing time over the crime that will require the punishment and delaying the punishment eliminates the effect of the punishment. However, the teacher should remain calm and keep his cool.
- Penalties should be strict. should not return, change and execute the first sentence given by the student's reaction from a punishment given by the teacher. For this reason, the teacher should choose a punishment to stand behind. When the students object to the punishment, the teacher should keep his calm, maintain his coolness, not turn towards violence, but finally listen to his own words.

WHAT ARE THE PENALTIES THAT TEACHERS CAN GIVE TO STUDENTS

1. **Warning:** It is a type of punishment that corresponds to some minor defects originating from childhood. It is possible to specifically warn a student as well as a class. It is more useful to warn a student alone. The teacher can temporarily change the student's place in the classroom as a warning
2. **Get Back Well done:** It is a punishment in terms of getting back the cases of well done and praise that children have received before. Teachers have to give this punishment, which is regarded as both material and moral damage, when students commit a serious crime.
3. **Deletion from the Honor Board:** The name of the student, whose name was written in the Honor Board a month ago, is removed in the second month, if he makes a serious mistake.
4. **Confiscation:** The student who is sentenced to this punishment, which means keeping the student in school or in the classroom outside the time of the lesson, should not be empty while he is serving his sentence, and if he did not do the homework given to him or did it very badly, he should be provided to do it again. The teacher can solve a math problem to the student in question, or have them copy a good article.
5. **Reconciliation:** This penalty should be enforced if the teacher, who does not get used from other punishments, will benefit the other students temporarily and move away from school temporarily. A student's expulsion from school can only be done by informing the student's parents.

NEGATIVE CONDITIONS THAT CAN BE MEETED IN REWARDING

- Replacing the main purpose of the individual by winning awards,
- An individual's use of cheating or other undesirable ways to win prizes
- Directing the individual to gain a benefit without paying off,
- The reward is that failure can cause a lot of pain to the individual.

NEGATIVE CONDITIONS THAT CAN BE COMPATIBLE IN PENALTY

- Since punishment is based on fear, it may create harmful emotions in the individual,
- When an individual is not afraid of punishment or accepts in advance, he / she can become immune to punishment,
- Punishment can place negative behaviors in the individual,
- It can create hatred towards the punisher and the society,
- Since the punishment does not measure, it cannot be prevented that the punisher will cause excessive damages,
- Since the punisher cannot be stripped of negative emotions, the punishment can relieve emotional tension on the imposed.

CONCLUSION

The place of discipline, reward and punishment in education has always been considered important and discussed. It is important to pay attention to the fact that the punishment and reward are suitable for the age of the child, that the punishment does not break the young person's nafs, and that the reward does not spoil either. Penalties and rewards that are not useful should be avoided.

In the findings obtained from the study, it was seen that the children emphasized the material aspect of the award more. Only a minority child identified the prize as an "expression of love" and drew attention to the emotional (spiritual) aspect of the prize. In the study of Tahiroğlu et al. (2009) on discipline methods and behavioral problems, it was determined that the most used awards were "taking what they wanted" and "liking-caressing, stating that they liked". When the methods of reward reflected on the behaviors were investigated; It has been found to be associated with the option of "giving money" and the least "doing any activity they like together". The majority of the children presented opinions stating that they were approved as a result of behaviors such as completing the activity given by the teacher, helping to collect the toys, listening to the teacher at the time of reading the book and doing what the teacher or his parents wanted, and therefore they won awards. This situation is thought to be an obstacle to reinforce the positive behavior of children. Thinking that children earn rewards for doing what they have been told may ignore their positive behavior.

CONCLUSION

As a result of many studies, it was revealed that teachers' attitudes and behaviors caused children to behave undesirably. The fact that the school does not have a management policy and plan created by the people at the school, children are not aware of the existing targets, the school's oppressive, strict and punitive disciplinary practices are considered as a factor that increases the unwanted behaviors of the children. He emphasized a positive relationship between depression, stress, anxiety, academic failure, aggressive behavior inside or outside the school, school dropout, and strict school discipline. In this context, the techniques used by the teachers participating in the research to ensure discipline suggest that they ignore the negativities caused by the strict teacher-centered discipline understanding. It is an unfavorable situation that individual conversations, which can be used as an alternative to reward and punishment to ensure discipline, are used by very few teachers, such as love, interest, empathy. Failure of teachers to use alternative discipline methods may result from teachers' inadequate or incorrect information about discipline as well as their negative experiences.

RECOMMENDATIONS

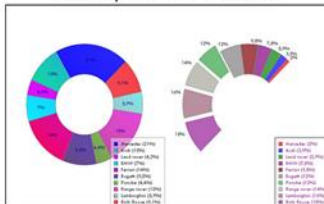
The following items can be taken into consideration for legislative changes that will support positive behavior development for students in the school education process.

- ❖ Legislative amendments should be made to support and encourage students in formal and non-formal education to participate in activities that bring social service, social responsibility and social values to the forefront.
- ❖ It should be ensured that students who succeed in sports and national / international activities contribute to their academic scores.
- ❖ Precautions should be taken to support students who receive degrees in scientific competitions and events with awards and academic points.
- ❖ Contributing to the graduation points of the activities such as painting exhibitions, performing arts, concerts, shows, etc.,
- ❖ Legislative amendments should be made in order to ensure that students who insist on peer bullying, threats, violence, obscenity, and act against social morality and who do not give treatment results, are removed from school and not in education and continue education in open schools. Reevaluation of the same students
- ❖ School administrators should be supported in terms of legislation in order to meet local needs in terms of social values.

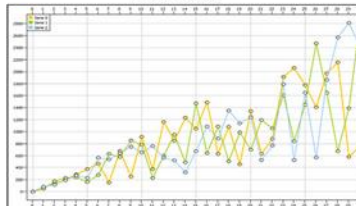
PART V

FORMS AND TABLES

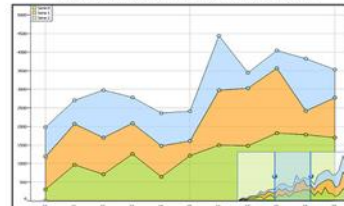
Donut / Half-Donut Chart



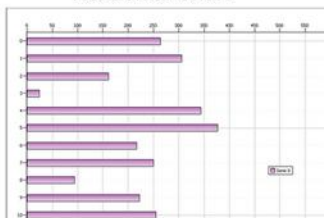
Line Chart



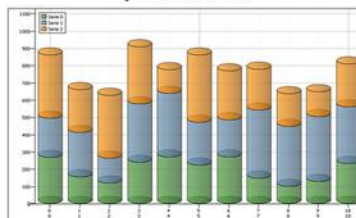
Area Chart with Zoomwindow



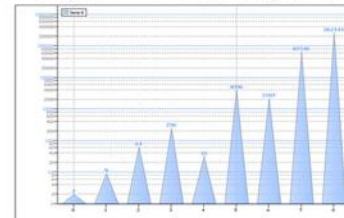
Horizontal Chart



Cylinder Chart



Logarithmic Y-Scale / Pyramid



SAMPLE ASSESMENT TOOL

(Ek:RG-16/9/2017-30182) EK-5

MİLLÎ EĞİTİM BAKANLIĞINA BAĞLI MESLEKİ VE TEKNİK EĞİTİM KURUMLARI ALAN/BÖLÜM, ATÖLYE VE LABORATUVAR ŞEFLİKLERİ DEĞERLENDİRME FORMU		
KİŞİSEL BİLGİLER	T.C. Kimlik No	
	Adı ve Soyadı	
	Atam a Alanı	

DEĞERLENDİRME KRİTERLERİ		PUAN	BELGE/ SÜRE	T OPLAM PUAN
EĞİTİMLER	Alanında Mezun olduğu Yüksek Öğretim Her Bir Yılı için	1		
	Alanında Doktora	10		
	Alanı Dışında Doktora	7		
	Alanında Yüksek Lisans (*)	5		
	Alanı Dışında Yüksek Lisans (*)	3		
ÖDÜLLER	Teşekkür belgesi veya başarı belgesi (En fazla üç adet) (**)	1		
	Takdir belgesi veya üstün başarı belgesi (En fazla üç adet) (**)	2		
	Aylıkla ödül veya ödül için (En fazla üç adet) (**)	3		
CEZALAR	Her bir kınama veya tevbih cezası için (Affa uğramış olanlar hariç)	-1		
	Her bir aylıktan kesme veya maaş kesilmesi cezası için (Affa uğramış olanlar hariç)	-3		
	Her bir kademe ilerlemesinin durdurulması, kıdem indirilmesi ve derece indirilmesi cezası için (Affa uğramış olanlar hariç)	-5		
HİZMET	Alan/bölüm, atölye ve laboratuvar şefliğinde geçen her bir yıl için (en fazla 4 yıl)	0,5		
	Öğretmenlikte geçen her bir yıl için (Adaylık dâhil 4 yıldan fazla olan kısımları bakımından ön görülen puanın yarısı verilecektir.)	0,36		
PROJE ÇALIŞMALARI	Kendisinin veya danışmanı olduğu projelerin aldığı			
	a) Türkiye birinciliği için	6		
	b) Bölge birinciliği için	4		
	c) İl birinciliği için	2		
DİĞER ETKİNLİKLER	Patentini aldığı her bir ürün için	10		
	Meslekî ve teknik eğitim alanında yayımlanmış olduğu her bir kitap için (ISBN No'lu)	3		
	Hakemli dergilerde meslekî ve teknik eğitim alanında yayımlanmış olduğu her bir bilimsel makale için (En fazla 3 adet)	1		

TOPLAM PUAN

(*) : Yalnızca tezli olanlar değerlendirmeye alınacaktır.

(**) : Y etkili makamlarca verilen belgeler değerlendirilecektir.

AÇIKLAMALAR

1) Bu forma, puan verilen her bir kriter için kanıtlayıcı belge/belgeler eklenecektir.

2) Gerçeğe aykırı beyanda bulunan veya belge kullananlar hakkında yasal işlem yapılacaktır.

3) Bu değerlendirme formu ve ekleri; okul/kurum müdürlüğünce personelin özlük dosyasında saklanacak olup il/ilçe millî eğitim müdürlüğüne gönderilmeyecektir.

DEĞERLENDİRME KOMİSYONU

BAŞKAN

ÜYE

ÜYE

SAMPLE DICIPLINE COMMITTEE DECISION FORM

EK-1

OKUL ÖĞRENCİ ÖDÜL VE DİSİPLİN KURULU KARAR ÖRNEĞİ

Karar No	:
Karar Tarihi	:
Öğrencinin	:
Adı Soyadı	:
Doğum Tarihi	:
Sınıfı, alanı/dah ve okul numarası	:
Paralı ve ya parasız yatılı ya da gündüzlü olduğu	:
Başarı durumu	:
Sağlık durumu	:
Ailesinin ekonomik durumu	:
Ailesi ile birlikte oturup oturmadığı	:
Anne-babasının sağ olup olmadığı	:
Anne-babasının öz olup olmadığı	:
Ailesinin yanında okuyup okumadığı	:
Büyüyüp yetiştiği çevre	:
Ailesinin oturduğu yer ve çevresi	:
Şimdiye kadar aldığı cezalar ve genel durumu	:
Cezayı gerektiren davranışının yapıldığı yer ve tarih	:
Cezayı gerektiren davranışının çeşidi	:
Cezayı gerektiren davranışının nedeni	:
Olayla ilgili olarak;	:
a) Cezalandırılan öğrencinin ifadesinin özeti	:
b) Tanıkların ifadesinin özeti	:
c) Varsa cezaya gerektiren davranışının tespitine	:
yaranan diğer deliller	:
Cezayı hafifleten ve ya şiddetlendiren nedenler	:
Okul öğrenci ödül ve disiplin kurulunun kanaati	:
Verilen cezanın çeşidi ve dayandığı yönetmelik maddesi	:
OKUL ÖĞRENCİ ÖDÜL VE DİSİPLİN KURULU KARARI	
Okul öğrenci ödül ve disiplin kurulu Başkanı	Üye Üye Üye Üye

UYGUNDUR

Mühür ve imza
Okul Müdürü

Award documents for staff



SUPERIOR ACHIEVEMENT CERTIFICATE



Award documents for students

CERTIFICATE OF HONOR

Öğrencinin
T. C. Kimlik Numarası:
Sınıfı-Numarası:
Ders Yılı-Dönemi :

Belge Numarası:
Tarihi: 17/06/2016

Yukarıda kimliği yazılı okul içinde ve dışında, arkadaşlarına ve çevresine örnek olacak erdemli davranışları ile gösterdiği üstün başarısından dolayı bu **ONUR BELGESİ** ile ödüllendirilmiştir.

OKUL MÜDÜRÜ

ÜSTÜN BAŞARI BELGESİ

Öğrencinin
T. C. Kimlik Numarası:
Sınıfı-Numarası:
Ders Yılı-Dönemi :

Belge Numarası:
Tarihi:

Yukarıda kimliği yazılı İktisat Kurumları Yönetmeliği'nin 107. maddesi gereğince üç öğretim yılı kesintisiz takdir belgesi almış olduğundan **ÜSTÜN BAŞARI BELGESİ** almaya hak kazanmıştır.

OKUL MÜDÜRÜ

TAKDİR BELGESİ

Öğrencinin
T. C. Kimlik Numarası:
Sınıfı-Numarası:
Ders Yılı-Dönemi :

Belge Numarası:
Tarihi:

Yukarıda kimliği yazılı okul içinde ve dışında, arkadaşlarına ve çevresine örnek olacak erdemli davranışları ile derslerindeki gayret ve üstün başarısından dolayı bu **TAKDİR BELGESİ** ni almaya hak kazanmıştır.

OKUL MÜDÜRÜ

TEŞEKKÜR BELGESİ

Öğrencinin
T. C. Kimlik Numarası:
Sınıfı-Numarası:
Ders Yılı-Dönemi :

Belge Numarası:
Tarihi:

Yukarıda kimliği yazılı okul içinde ve dışında, arkadaşlarına ve çevresine örnek olacak erdemli davranışları ile derslerindeki gayret ve üstün başarısından dolayı bu **TEŞEKKÜR BELGESİ** ni almaya hak kazanmıştır.

OKUL MÜDÜRÜ

ONUR BELGESİ

Öğrencinin
T. C. Kimlik Numarası:
Sınıfı-Numarası:
Ders Yılı-Dönemi :

Belge Numarası:
Tarihi:

Yukarıda kimliği yazılı okul içinde ve dışında, arkadaşlarına ve çevresine örnek olacak erdemli davranışları ile derslerindeki gayret ve üstün başarısından dolayı bu **ONUR BELGESİ** ni ödüllendirilmiştir.

OKUL MÜDÜRÜ

BAŞARI BELGESİ

Öğrencinin
T. C. Kimlik Numarası:
Sınıfı-Numarası:
Ders Yılı-Dönemi :

Belge Numarası:
Tarihi:

Yukarıda kimliği yazılı okul içinde ve dışında, arkadaşlarına ve çevresine örnek olacak erdemli davranışları ile derslerindeki gayret ve üstün başarısından dolayı bu **BAŞARI BELGESİ** ni almaya hak kazanmıştır.

OKUL MÜDÜRÜ



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BASE

Behavioral Assessment to Improve School Environment

Behavioral Assessment to Improve School Environment-BASE
Okul Ortamını Geliştirmek İçin Davranış Değerlendirmesi-BASE

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BASE

Behavioral Assessment to Improve School Environment

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Çubuk İlçe Milli Eğitim Müdürlüğü
Çubuk District Directorate For National Education

Behavioral Assessment to Improve School Environment-BASE

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