



Academic Honesty Policy

Elite International School



Philosophy

International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent. (*Academic honesty in the IB educational context, 2014,p.1*)

Guided by the philosophy of the IB, EIS places great value on the personal integrity and academic honesty. Academic honesty is expected of all members of the school community; students, faculty, administration and parents. We are guided in our expectations and practices by the Learner Profile attributes:

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



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Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Purpose

The Academic Honesty policy is designed to set clear expectations associated with the submission of **authentic work** and:

- To promote good academic practice and a school culture that actively encourages academic honesty; Enable students to understand what constitutes academic honesty and dishonesty;
- To encourage students to look to their teachers, supervisors, Librarian and coordinators for support when completing assessed work in order to prevent any possible form of malpractice;

Students' Responsibilities:

- Take responsibility for the authenticity of their work.
- Commit to guidelines for individual and group work.
- Reference sources according to agreed-upon (age appropriate) bibliographic formats for each grade.
- If any idea or argument of someone else's work is used, give that individual credit.
- Know that sources include printed and electronic media, such as books, textbooks, magazines, interviews, websites and images.



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Teachers' Responsibilities:

- Provide instruction and support in research and study skills, and be available to offer advice and guidance to students.
- Encourage their student to practice academic honesty
- Give specific requirements as well as written examples of proper citation of a variety of sources in their discipline area(s)
- Model and communicate examples of academic honesty practices

Librarian's Responsibilities:

- The Librarian is a very useful resource for all students and teachers. She is an expert in the area of academic honesty and can provide ethical guidance alongside information on **the most appropriate citation system** to use in MYP assignments, particularly the Personal Project. She is also responsible for our supporting teachers (mentors) and will provide teaching staff with professional advices.

Parents' Responsibilities:

- Support the school's academic integrity policy to the best of their ability, and provide guidance to their children when appropriate;
- Understand and accept that the school must report any suspicion or detection of malpractice in officially submitted components to the IB.

School Administration's Responsibilities:

- All students understand the basic meaning and significance of academic integrity as a fundamental element, and parents/guardians are made aware of the Academic Policy;
- Under the leadership of the Coordinators and the Librarian, all students receive appropriate guidance on study skills, academic writing and how to acknowledge sources.
- The school's administration at EIS is totally supportive of the implementation and application of the policy.
- All students are familiar with the consequences of malpractice.



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Examples of malpractices:

Plagiarism: an act of using or closely imitating the language and thoughts of another author without authorization and the representation of the author's work as one's own.

Collusion: supporting the malpractice by another student or assisting another student's academic dishonesty.

Cheating: The use or attempted use of unauthorized assistance on a writing assignment, homework assignment, or other projects.

Collaboration: Working with others on a common aim should not result in a member of the group copying or submitting the work of other members for assessment. (My IB, Academic policy, sample 1, Materials' Coordinator)

Consequences

Our aim is to enforce academic honesty culture through communicating the good and malpractices through teachers modeling academic honesty then redirecting learners through continuous reflection. So, consequences are limited to teacher student meetings and reflection to help them practice academic honesty.

If the piece of work is an official piece for the teacher must inform the coordinator, who, in consultation with the appropriate teacher(s) will recommend action to be taken which may include:

- **Work is not marked and must be redone at a date fixed by the teacher.**
- A detention in order to complete the work in question.
- A formal meeting with the family.
- Possibility of internal exclusion.

In all cases:

- The coordinator will log such incidents.
- The Head of school will be informed.

- The student will be informed of the gravity and consequences in the case of repetition

Conventions for the writing of texts using external information sources

Academic Honesty and the teacher – Ensuring Intellectual property is respected **Copyright**

“The concept of intellectual property is potentially a difficult one for [students] to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. [Students] must at least be aware that forms of intellectual and creative expression [for example, works of literature, art or music] must be respected and are normally protected by law.” (*Academic honesty*, IB, July 2011, p. 2)

The school adheres to copyright law and expects all employees and students to do the same. Employees should consider, in advance, what is to be copied, the amount and purpose for copying materials, and the instructional purposes for which it is intended. Illegal use or duplication will not be allowed. Routine copying that substitutes for purchase and deprives the owner of financial benefits is prohibited. Employees may be held accountable for willful violation.

Explanation

Copyright is defined as the author's/artist's legal right to the reproducing and dissemination of work. Under the International Copyright Agreement, all mass copying that is done methodically is prohibited. If time permits, materials such as workbooks, quizzes or tests must be purchased and may not be copied for students. Copying may not replace.

We expect students to meet the following expectations:

- Students are expected to work together, to recognize and encourage contributions of others in the group.
- Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work.



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- Each group member takes responsibility for his or her roles/tasks and ensures that the other members of the group understand the task and their responsibilities.
- When a product is required from a group, the product should reflect each member's contribution.
- Each student's work should be explicitly acknowledged.
- Each student is capable of reflecting on his or her participation and the participation of the other members of the group.
- Students are able to reflect on the group's processing and communication.
- Students will always appropriately give credit to any outside research used to inform their product.

The content and structure of academic papers must be original, so the authorship of any idea, image, recording, text not of one's own production be referenced, unless the information can be considered common knowledge. When in doubt, sources must be cited in accordance with the IB guide: *Effective citing and referencing*

References:

Academic honesty in the IB educational context, International Baccalaureate Organization, 2014.

Effective citing and referencing, International Baccalaureate Organization, August 2014

Academic integrity, International Baccalaureate Organization, October 2019

MYP: From principles into practice (2014)

The conduct of IB Middle Years Programme on-screen examinations

IB position paper: Academic honesty in the IB (2012)

General regulations : Middle Years Programme