Academic Integrity

Philosophy

We believe academic integrity is a cornerstone of the IB Learner Profile and that our learners should reflect the values of ethics, honesty, equity, respect and responsibility. These are important values for honesty, trust, fairness, respect and responsibility within our school community. All members of the school community are expected to act in a principled manner. We aspire to instill a positive attitude towards learning by encouraging students to develop the skills needed for an honest approach to academic work.

Definition of Academic Integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.(IBO, 2019).

Academic integrity requires a set of values and skills that promote good practice in teaching, learning, and assessment. Academic integrity is crucial for producing original, authentic work and for crediting the ideas and work of others. Academic integrity results when students have a sense of agency over their own work, when they fully exhibit the IB Learner Profile attributes and the Approached to Learning.

Academic integrity promotes personal integrity and encourages all members of the school community to conduct academic work in a principled manner. This includes presenting original ideas and appropriately acknowledging sources of information. The school's academic integrity practices are intended to promote a positive attitude towards learning by encouraging students to build the skills required for an honest approach to academic work.

Plagiarism is when one: uses words, ideas, or work products of another identifiable person or source without attributing the work to the source from which it was obtained.

When learners do research, acknowledging the source not only brings value to what the student did, but increases the student's understanding of how to appropriately use sources. This approach focuses on teaching students to learn and is not focused on avoiding plagiarism.

Student Responsibilities

At HQIS we expect our students to celebrate the work they have done, share and acknowledge work done in a group setting and acknowledge the done by others.

At HQIS all students are participants in a culture of academic integrity and are responsible for:

- Working independently
- Working collaboratively
- Working in a way to develop the PYP Learner Profile attributes and Approaches to Learning

- Acknowledge work and research from parents, group members and other sources
- Using age-appropriate citation skills to credits other peoples words, ideas or products

Teacher responsibilities:

At HQIS our teachers are responsible for creating a culture of academic integrity. These responsibilities include:

- Acting as a role-model in displaying academic honesty for students, including citing sources on materials used in class.
- Enabling access for students to reliable information from a variety of on-line and off-line sources.
- Setting up tasks so that they are inherently requiring original student responses.
- Practicing the grade-appropriate ATL skills encouraging study habits that foster academic integrity.
- Clearly identifying the instances for students to collaborate with others or to work independently.
- Using restorative justice practices for students to learn from cases of academic dishonesty.

Parent Responsibilities

At HQIS we recognize the role of parents in the teaching and learning process. Parents are expected to adhere to the same culture of academic integrity. Their responsibilities include:

- Support students in being principled, and recognizing the culture of academic integrity
- Promote good practice and honesty
- Allow students to complete their own work, but support them in research and planning if necessary
- Communicate with school to maintain expectations of students
- Encourage students to consult with teachers for help and guidance.

Academic Dishonesty

Academic dishonesty can be explained as using other people's work or ideas as one's own. Tteachers need to be giving constant correction and advice on how to avoid academic dishonesty. There is no academic consequence for academic dishonesty until 5th Grade where students will sign a contract at the beginning of the year for their PYP final exhibition.

Examples of misconduct include:

- Submitting other's work and claiming it as your own
- Not properly acknowledging others work if used as a part of your work (citations)
- Irresponsible use of technology and social media
- Copying or cheating on tests or assignments

Consequences for deliberate academic dishonesty 5th grade

First incident

• Students have the opportunity to correct the error
• Teacher will reflection session with the student
• IB coordinator will be informed
• Parents will be informed

Second incident

• No opportunity to correct error
• IB coordinator to be informed and lead a reflection session
• Parents to be invited into school
• Student signs a formal letter of commitment about future conduct.

Third incident

Suspension from school for a time to be decided by the head of school

POLICY REVIEW - A representative group will review the HQIS Inclusion Policy regularly.   The Senior Leadership Team will regularly review the implementation of the policy in classrooms and throughout the school

*Was reviewed May 15th, 2021 by Leadership.

Resources

IBO. (2019). Academic Integrity. Retrieved: https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf