



IB Primary Years Programme

# **ACADEMIC HONESTY POLICY**

**Established: August 2018**

**Next policy review: June 2019**

## **IB Mission statement:**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **The IB learner profile:**

As IB learners we strive to be:

**Inquirers:** We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.

**Knowledgeable:** We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

**Principled:** We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that result from them.

**Open-minded:** We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating varied points of view, and are willing to grow from the experience.

**Caring:** We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.

(Resources are taken from <file:///D:/policies/academic-honesty-ib-en.pdf>)

**Balanced:** We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.

**Reflective:** We give thoughtful consideration to our own learning and experience gained. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.

### **VIVA Mission statement:**

To provide young learners with holistic and integrated education that encourages all to become lifelong learners by imparting social, cognitive, emotional and research skills. Further, to nurture critical thinking and creative expression through a practical approach and prepare the young citizens to contribute towards a better world.

### **Our values:**

#### **Principled:**

Our Right view emphasises the qualities and actions required for success. Right view is having wise beliefs, feelings and thoughts. Our Right speech is to abstain from telling lies, using false, harsh, malicious or slanderous words that hurt people and also from idle chatter. The capacity for verbal expression, oral and written has often been regarded as the distinguishing mark of the human species. The school and the teacher would practice this by example and lead the students to Right speech.

#### **Reflective:**

Our Right action is the development of kindness and compassion for every living being, the commitment to non-injury in the form of good will and harmlessness and concern for the welfare of others. The virtues to be embedded in Right action are honesty, contentment, generosity, respecting life, deep listening, discernment in reading, unbiased watching, avoiding misconduct and proper eating habits. By respecting life, we learn to protect all living things on this planet. In awareness of the pain caused by misconduct, we honour commitments and also act when we can protect others from exploitation.

**(Resources are taken from school brochure)**

## **The aim of this policy is:**

- a) To show respect for the work of others.
- b) To make the school community aware of good academic practices.
- c) To groom responsible and learned global citizens with empathy.
- d) To give the reader the opportunity to follow up with references.
- e) To receive credit for their inquiry process.

## **What is Academic honesty?**

It is the set of values and skills that promote personal integrity and inculcate good practices in teaching, learning and assessment.

## **Breaches to Academic honesty:**

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

- The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- Plagiarism is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as one's own.
- Plagiarism is occurring in a situation in which there is a legitimate expectation of original authorship in order to obtain some benefit, credit, or gain.
- Plagiarised work is work which fails to acknowledge the sources which it uses of upon which it is based.
- Plagiarism is a clear breach of academic honesty. It is also a criminal offence.

## **Malpractice also includes:**

- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination
- Impersonating another candidate
- Including offensive material in a script

- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations

### **Collusion/collaboration:**

Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged.

Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data.

This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's.

- Working together is collaboration.
- Copying someone else's work is collusion.
- Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

- Paraphrasing is writing a piece of text out in your own words. You are allowed to do this, but you must acknowledge the source you have used.
- Paraphrasing is a valuable skill because...
- it is better than quoting information from an undistinguished passage.
- it helps you control the temptation to quote too much.

the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

## Stealing examination materials

- Disruptive behaviour during examination
- Disclosure of information about the content of an examination paper within 24 hours after a written examination

## Infringement:

Infringement is when a student unintentionally violates the standard academic practice of clearly acknowledging all ideas and words of other persons. In this case, the candidate is not deliberately attempting to gain an unfair advantage. An example of infringement would be a candidate who has not used some means of indicating a quotation but has cited the source of the text in the bibliography or in a footnote. The final award committee may designate a case of this type as academic infringement and not malpractice.

If the final award committee decides that an academic infringement has been established, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or IB diploma requirement concerned. The head of school will be notified that this action has been taken. The case will not be recorded as malpractice.

## **The Role of head of the school:**

Establish an academic honesty policy.

- Provide teachers with effective training opportunities.
- Ensure teachers and students adhere to the school's academic honesty policy.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure that all the members of the school community follow good academic practices.

## **The role of programme coordinator:**

Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.

- Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty.
- Agree with IB teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Ensure that all the members of the school community follows good academic practices.

### **The Role of the teachers:**

Set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted.

- Discuss the benefits of submitting assignments that are correctly referenced. • Devote time to teach and practice these skills – it should become a “second nature”.
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct.

### **Internal Sanctions**

Internal sanctions may be imposed by the school for incidences of malpractice relating to homework, class work, and internal exams and will include:

1st Offense: The student is required to re-do the work and be reminded of the VIVA academic policy. Parents are notified by the teacher and the malpractice is noted in school records.

2nd Offense: The student is given no credit for the work, parents are notified by the Coordinator, and the student faces disciplinary consequences. This second malpractice offense is noted in school records.

3rd Offense: If a student is found guilty of a 3rd breach of academic honesty, they will receive no assessment for the subject for the entire term, and may be recommended for withdrawal.

( Resources are taken from file:///D:/policies/academic-honesty.-principles-into-practice---celina-garza.pdf)

**Final note:**

**VIVA firmly and surely steers the pupils away from all the lures and distractions and instills in them the desire, discipline and commitment to stick to the right path till they reach the goal.**

Resources are taken from <file:///D:/policies/academic-honesty.-principles-into-practice---celina-garza.pdf>

**Academic honesty in the IB educational context**