

Aspengrove School

Academic Integrity Policy

April 2022

Revised by Academic Integrity Policy Committee:

Sarah Kingstone (MYP/DP Language & Literature Teacher)

Mike Vincent (MYP/DP Individuals and Societies Teacher)

Nicole McDaid (MYP Lang. & Lit Teacher and School Librarian)

Kristina Jones (MYP/DP Visual Arts Teacher)

Mission

Aspengrove School challenges and inspires its community to act with purpose as compassionate, knowledgeable, and principled global citizens.

Vision

Transformational Learning for a Transforming World

Values

The following adjectives describe the students, environment and community we want AGS to be:

Curiosity • Citizenship • Courage • Creativity • Compassion

Philosophy

“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.

Academic integrity goes beyond a definition and a well-structured school policy; it should also be part of an “ethical culture” of any educational institution, be that a primary school or a university. It is an obligation which must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle.

Fostering an academic integrity culture, and a personal positive attitude towards it, requires the design of a school strategy that combines policies and good academic practice, while understanding the fundamental dimension it has in the authentic construction of meaning and learning in all IB programmes.” (*IBO, Academic Integrity, 2019, p.3*)

Categories of Academic Misconduct in the IB

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

Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.

Communication about the content of an examination is defined as communicating during exams, or having materials or information during exams not allowed by the teacher.

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.

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.

All of these are serious offenses. These acts do not reflect the high standards of character, citizenship, and integrity so highly valued at Aspengrove School.

Academic misconduct of any kind undermines the learning environment at Aspengrove School.

II. Rights and Responsibilities of the School Community

The following responsibilities are based on the IB Learner Profile attributes of Principled, Thinkers and Knowledgeable.

a) Details and Advice on Student Responsibilities:

The academically honest student:

DOES

- Document source material in a formal and appropriate manner, known as “citing and referencing”
- Use direct quotations appropriately
- Paraphrase and cite others' ideas appropriately
- Understand the concept of plagiarism
- Understand the consequences of cheating regarding both school-based work and external examinations and assessments
- Acknowledge explicitly and appropriately the help provided by another person
- Follow all exam rules
- Acknowledge/verify that all work uploaded to IB is their own authentic work.

DOES NOT

- Copy from any source without adhering to rules that govern intellectual property
- Copy the internal assessment work of other students
- Give another student their work to copy
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Do homework for another student
- Present material written by another student as their own
- Purchase and submit pieces written by someone else
- Write essays for other students
- Submit the same piece of work more than once

- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules
- Acts in a manner to gain an academic advantage that is deemed inappropriate by the administration

b) Details and Advice on Teacher Responsibilities:

In a cohesive and comprehensive way, students will be supported by their teachers and the librarian in their classes on:

- The research process
- Digital Literacy
- Authentic authorship
- Anti-plagiarism
- Artistic Integrity
- The rules for acknowledging source material based on standard practice - both within the written work and on a reference page
- Data gathering techniques
- The use and function of Turnitin
- The planning, preparation and execution of research writing assignments
- Considering bias in reference material.

c) Details and Advice on School Responsibilities:

All students (PYP, MYP, DP) will be provided with developmentally age-appropriate Approaches to Learning (Research, Communication, Self-Management) training in how to properly communicate their learning which is academically honest. These learning opportunities will be provided within their subject classes so that the correct formats of citation, referencing and summarizing are used appropriately.

All MYP and DP students will attend an Academic Integrity workshop at the beginning of the year during either their opening orientation workshops or within their core classes, where they will be informed of the policy and learn what plagiarism looks like and when citation is required. They will also be provided with a copy of the pamphlet produced by the IB Organization on academic integrity.

Accepted Citation Formats for all subjects: MLA Citation

d) Details and Advice on Parent Responsibilities

Parents and legal guardians play a crucial role in the education process which includes reinforcing the values and importance of academic integrity. More information is found in the Parent Handbook found on the school website

III. Breaches of Academic Integrity

When a breach of academic integrity occurs, the situation will be reviewed based on the age of the student(s); the student's understanding of academic integrity; and the extent of the breach of academic integrity, among other factors. The teacher should assess whether it seems appropriate to use it as a learning opportunity within the classroom, especially when the occurrence seems to be the result of error, carelessness or confusion. Initially, teachers should allow the student to have a chance to revise the work or submit an equivalent assessment for credit and feedback. There will also need to be a discussion between the student and teacher with the following questions considered:

- Is the student honest about what happened in the face of the evidence?
- Were the assessment task and the instructions provided clear in relation to the plagiarism or collusion?
- Is there a negative pattern of behaviour regarding academic integrity for the student?
- Is the breach of academic integrity related to other challenges facing the student?
- Has there been a breach of academic integrity on more than one occasion?

MYP/DP

If an academic integrity incident occurs in the MYP/DP, the above questions are asked and the teacher can refer the incident to the MYP or DP coordinator. The coordinator will decide on how to proceed with next steps. Any subsequent incidents will involve the Upper School principal and the parents will be informed. The MYP or DP coordinator will start regular meetings with the student as is appropriate to determine an appropriate course of action.

IB has very clear procedures for dealing with breaches of academic integrity by students for their MYP Personal Project and DP External and Internal Assessments. Any breaches of academic integrity involving External and Internal Assessment will always involve either the MYP or DP coordinator. In addition, the teacher and/or MYP or DP Coordinator must be able to say that, to the best of their knowledge, all uploaded material is the work of the student. Concerns about authenticity should be raised early, usually at the point of the formal draft being submitted or earlier, and steps should be identified to solve the problem when possible. In the case of IB assessments, the coordinator (in consultation with the teacher and the IBO as needed) will determine if the violations of academic integrity require a student to be removed

from the IB Diploma. For any work submitted to the IB, students must sign a Declaration of Authenticity.

Any work submitted to the IB that is found to be in violation of academic integrity standards will result in no diploma being awarded.

IB exams will be conducted in a manner consistent with the IBO's standards and maintaining an atmosphere of tranquility and respect for students.

Policy alignment

This policy aligns with our mission and vision statements and the IB philosophy, along with our Admissions, Assessment, Inclusion and Language policies.

Policy review protocol

The policy is reviewed annually by relevant stakeholders in light of the guiding statements and the changing needs of the students and the wider community. Data that is considered include surveys from stakeholders, review of practice by staff members and current pedagogical research.