Sandnes International School

Academic Integrity Policy

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Table of Contents

1. Academic Integrity Philosophy

At Sandnes International School, we believe that the IB Learner Profile describes important behaviours that we nurture, value, and respect in ourselves and others. All members of the SDIS community are committed to behaving in an honest, principled manner at all times and in all situations, within the school environment and beyond.

By promoting the qualities of an IB learner through the learner profile and approaches to learning (ATL), SDIS seeks to foster academic integrity. The learner profile is transparent in the classroom and evident in the general language of the school. The approaches to learning provide a holistic framework in which students apply their skills and knowledge to construct meaning. To this end, we as a school, encourage students to demonstrate academic integrity in all aspects of their learning.

In developing these guidelines, SDIS encourages students to become:

- **Inquirers** – We nurture our curiosity, developing skills for inquiry and research.
- **Knowledgeable** – We develop and use conceptual understanding to explore ideas and issues with local and global significance.
- **Thinkers** – We use critical and creative thinking skills to analyse and take responsible action using initiative reasoning to make ethical decisions.
- **Communicators** – We confidently and creatively express ourselves, while collaborating effectively with individuals and groups.
- **Principled** – We act with integrity and honesty and have a respect for the dignity and rights of others. We take responsibility for our own actions.
- **Open-minded** – We make it a habit to seek and evaluate a range of views.
- **Caring** – We show empathy and respect towards others and their needs.
- **Risk-takers** – We approach challenges with forethought and explore them independently and cooperatively.
- **Balanced** – We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.
- **Reflective** – We are able to assess the strengths and weaknesses of our learning.

At Sandnes International School we develop approaches to learning (ATL) skills to guide students in behaving with integrity and in a principled manner. Students are taught how to collaborate, research, take notes, acknowledge the work and ideas of others, and communicate their own original ideas.

2. Terminology describing academic integrity

Academic integrity: Behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people, and behaving appropriately when taking tests.

Plagiarism: The representation of another person's thoughts or work, as the student's own in order to gain an unfair advantage. This includes using another person's work without citation or sourcing.

Collusion: Allowing one's work to be copied or submitted for assessment by another. There are times when students will collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact that it may be based on the same or similar data and/or research as another student.

Duplication: Presentation of the same work for different assessment components or course requirements.

Intellectual property: Includes patents, registered designs, trademarks, moral rights and copyright. The law protects many forms of intellectual and creative expression.

3. Responsibilities

School Responsibility
● Provide clear guidance on how to give credit for using other people's ideas and original work using the writing conventions of MLA (Modern Language Association)
● Have a system for recording violations and actions taken (Google Form)

Stakeholder Responsibilities	
Student	● Practice the attributes of the IB Learner Profile ● Read and understand the Academic Integrity Policy ● Be honest in presenting all your school work ● Always cite when you borrow ideas or words from others ● Express ideas in your own words ● Support your classmates without letting them copy your work ● Express your own individual learning even when working in groups
Teacher	● Model the attributes of the IB Learner Profile ● Model developmentally appropriate practices in academic integrity ● Provide clear guidelines for learning tasks ● Promote the benefits of properly conducted research and respect for the creative efforts of others ● Design learning tasks that require thinking skills, and are not able to be completed by simply copying or falsifying information ● Ensure that all their students understand a task's requirements ● Follow through with appropriate consequences when encountering instances of academic dishonesty/misconduct ● Use anti-plagiarism tools as teaching instruments in raising awareness of academic honesty ● Make clear what the expectations are regarding academic integrity, such as referencing, work cited pages, etc. ● Scaffold larger tasks, with opportunities to submit interim work or with milestone checks, to help students maintain their own 'voice' in completing these tasks ● Keep records of infringements and take appropriate actions
Parent	● Reinforce the attributes of the IB Learner Profile ● Read and understand the Academic Integrity Policy ● Understand the benefits of properly conducted research and encourage/model the school's academic honesty expectations ● Distinguish between reasonable support in your child's work and doing the work for them. Give feedback by asking questions, not giving answers to your kids.

4. SDIS Continuum of Learning for Note Taking and Acknowledging the Work of Others

Note taking and acknowledging the work of others are taught and modelled alongside each other. This takes place at all stages of instruction and in all completed school products to demonstrate correct forms and expectations for citation and our community commitment to principled learning and academic integrity.

Grade	Note Taking	Acknowledging the Work of Others
1	Visual note taking and guided sentence construction modelled by teacher. Demonstrate and practice visual note taking skills.	Students orally tell the teacher where they got their information. Use agreed symbols to identify information sources, modelled by the teacher. Students are exposed to the system for acknowledging the work of others. Use agreed symbols to identify information sources (e.g. for person - name and position, for book - title, modelled by the teacher).
2	Use of visual note taking. Identification of key words modelled in teaching, used by students. Modelling of scan/skim in teaching.	Source of information identified using name of source. For person, name and position held (e.g. Mrs Anne Fowles, Head of School, Chiyoda International School Tokyo.) For book, title and author. For website, URL and name. For field trip, date and venue. Present in a Works Cited page, organized by source. *Teachers model using the same methods.*
3	Use of scan/skim in note taking. Introduction of keywords method of note taking.	Works Cited page organized by both source and alphabetical order within the source lists with consistent formatting, including citation of books (title, author and date), websites and images. *Teachers model using the same methods.*
4	Practice use of keywords in note taking.	Works Cited page is correctly formatted, including citation of images, blog pages and online videos with consistent formatting modeled from MLA format. *Teachers model using the same methods and MLA format.*
5-6	Refining and using keywords and summarizing as an appropriate method of note taking including visual note taking, mind-mapping, and Cornell notes. Focus on paper & pencil then moving into electronic strategies.	Works Cited page is correctly formatted, including citation of email, online articles from electronic subscription service (e.g. databases). *Teachers model using the same methods and MLA format.*
7-8	Students use a variety of paper & pencil and electronic note-taking strategies including visual note taking, graphic organizers, scan and skim, key words, etc. Research, summarising and note taking skills are taught, developed and practiced in context through MYP units and research assignments.	Students learn how to use in-text citations when using sources of information in their presentations. Works Cited pages are to be detailed and correctly formatted. Teachers provide examples of presentations using in-text citations and Works Cited pages before the students have to complete their own. The first examples of an in-text citation students see should NOT be their own. *Teachers model using the same methods and MLA format.*
9-10	Revisiting and consolidating note taking skills acquired in prior grades, facilitated by subject teachers where appropriate.	Students are expected to be using in-text citation and Works Cited lists for all research. Teachers use scholarly research presentations for students to analyse and use as models. *Teachers model using the same methods and MLA format.*

5. PYP Guidelines

The attitudes advocated by the PYP that support the development of integrity and honesty in an academic community are set out in, *Making the PYP Happen: A curriculum framework for international primary education* and *Academic Honesty* in the IB educational context.

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Confidence, independence, integrity, and respect are the qualities most important for developing values of personal academic honesty, and need to be actively encouraged by teachers in the Primary School. In addition, the learner profile emphasizes being principled in our actions, which is also of primary importance to developing the practice of academic honesty.

Referencing and Citation

Throughout the primary years, students will be systematically introduced to the need for and practice of referencing and citation. Students will begin the inclusion of references in the form of developing bibliographic information from grades 3-5 of the programme. Use of quotations for language directly from sources will be introduced in grades 4 and 5. Simple citation methods will be introduced to acknowledge quotations and intellectual ideas. Assignments or other research that are missing reference and citation of quotes will be considered a rough draft and revision will be expected. Rubrics for research include requirements for referencing appropriate to each age and year level.

Continuum of expectations regarding Academic Honesty in the Primary School

The following learning outcomes are a guideline to ensure that students are exposed to appropriate skills and knowledge which will support their understanding of academic honesty.

PYP Grade 1 – Grade 2

Students will learn:
- How to read factual text for information
- To distinguish fact from opinion
- To use contents, index, and headings in books
- Dictionary skills
- Scanning for information in simple text
- With teacher guidance, how to find keywords in text.
- Simple summary skills both orally and in written form.
- How to acknowledge both what one knows and what one does not yet know with confidence and while maintaining a sense of self-worth.
- Simple ways to acknowledge information derived from others.
- How to work to gather information, share and assimilate ideas and present learning in a group.
- Basic note taking skills
- What constitutes copying

PYP Grade 3 – Grade 5

Students will learn:
- How to organize research independently from sources
- To work from guiding questions to organize inquiry and frame research
- Research skills for print, audio visual, and electronic sources
- To evaluate sources for fact or opinion

- To skim and scan for information
- Dictionary and thesaurus skills
- Using book, print, and electronic contents and indexes
- Visual note taking skills
- Summary skills both orally and in written form.
- To write drafts from notes and edit and revise drafts in one's own words.
- To determine what one does not yet know and make goals to improve in knowledge or understanding.
- Simple bibliography format
- Use of quotations
- Simple interview techniques.
- Effective group work, sharing, and presentation.
- What constitutes plagiarism
- The relationships between knowledge, responsibility, action, and personal integrity

The Exhibition

As evidence of the culmination of the PYP, the exhibition work should reflect all of the criteria for academic integrity presented in the primary years, and especially in grades 3-5. In addition, exhibition work should show that students are able to independently work in an academically honest manner.
Students will learn:
- To write central ideas and guiding questions for inquiry and to frame research
- To research organizational and first person resources
- Interview techniques with first person sources
- Presentation skills
- Ways to relate understanding and personal integrity to action
- Ways to provoke others to action

6. MYP Guidelines

Students in the MYP are expected to adhere to the subject guidelines, rules and regulations, always acknowledging the sources of information that were used and the help they received from third parties during the process. In collaborative projects, they must exhibit a balanced behavior recognizing the collaboration of other team members and granting fair recognition to their own participation.

Students will understand that they are responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work.

Confidence, independence, integrity, and respect are the qualities most important for developing values of personal academic honesty, and need to be actively encouraged by teachers. In addition, the learner profile emphasizes being principled in our actions, which is also of primary importance to developing the practice of academic honesty.

Referencing and Citation

Students in the MYP will use MLA Guidelines for reference and citations in all assignments where research has been applied. Assignments or other research that are missing reference and citation of quotes will be considered a rough draft and revision will be expected. Rubrics for research include requirements for referencing appropriate to each age and year level.

Processes & procedures when dealing with academic misconduct

In dealing with any issues regarding academic integrity, regardless of the type of intervention used, the intention will always be to bring about a behavioral change in the student to adhere to the spirit of academic integrity as articulated in this policy. Below are levels of concern with descriptors with potential interventions.

Level of Concern	Behavior	Possible Response
Low	Plagiarism of a technical nature - no perceived intent to plagiarise, collude or duplicate	1. Teacher to speak with student 2. Resubmission of work 3. Teacher keeps a central record
Moderate	Subsequent plagiarism of a technical nature. (Repeated incident)	1. Teacher to speak with student 2. Student to fill out reflection 3. Incident noted in student file 4. Parents notified 5. Reported in system for Principal to review (Google Form) 6. Task resubmitted for formal feedback (level of achievement may be decreased)
High	Plagiarism - with perceived intent for academic gain	1. Teacher to speak with student 2. Student to fill out reflection 3. Incident noted in student file 4. Parents and Principal notified 5. Reported in system for Principal to review (Google Form) 6. Parent Conference with student, parents, teacher and principal 7. Task re-submitted for formal feedback 8. Plagiarized work to receive mark inthe lowest band to reflect the absence of evidence of learning demonstrated in task

Useful Resources:

IBO - *Effective Citing and Referencing*
Purdue Online Writing Lab - *MLA Formatting and Style Guide*
EasyBib - *free online bibliography composer*

Examples: *Acknowledging all sources of information correctly using MLA style formatting (including words, images, maps, charts, tables, data sets, music, song lyrics, video clips, interviews, computer source codes etc - any material that is not their own.)*

Acknowledgements

The following IBO publications were referenced in the creation of this policy:

Academic Honesty in the IB Educational Context. Cardiff, Wales: International Baccalaureate Organization (UK), 2014.

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