



Academic Honesty Policy

International School Delft

Version November 2020



WHOLE SCHOOL POLICY

Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection. Students are required to act in a responsible and ethical manner throughout their participation in the International Baccalaureate (IB) Primary Years Programme, Middle Years Programme (MYP) and in the Diploma Programme (DP). At the International School Delft, we encourage students to have a strong sense of agency and a responsibility for the world around them. Academic honesty plays an essential role in this.

By displaying academic honesty students are reflecting the IB Learner Profile.

THE FOUR MAIN ATTRIBUTES THAT REFLECT ACADEMIC HONESTY ARE:

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.

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.

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.

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

Choosing not to take part in academic misconduct means students value learning and are working in accordance with the learner profile – they are conducting themselves as principled, thinking, risk-taking and reflective individuals in all areas of their academic work. By choosing to adhere to these attributes, students are choosing not to take part in academic misconduct.

PREVENTION AND PROFESSIONAL RESPONSIBILITY

It is the professional responsibility of all staff members to be fully aware of the content of this document and all documents referred to in this policy, so as to communicate the information accurately to the school community.

Staff encourage honesty, provide guidelines to students on how to use all forms of resources adequately and follow set procedures when dishonesty is discovered.

If more information is needed, it is the staff member's responsibility to contact the coordinator for clarification. It will be assumed this document and documents to which this document refers, are adhered to.

Teachers will use their professional judgment to establish the authenticity of a student's work based on the style of writing (which may reveal obvious discrepancies), the student's initial notes, action plans and other documents explored in class (e.g. brainstorming, action plans, drafts), through a discussion with the student, and a report from an online plagiarism detection service.



PARENTAL SUPPORT:

Parents and guardians must be aware of the school's academic honesty policy. It is published on the school website and included in the school guide.

Parents can support this policy by encouraging students to plan their assignments so that they meet deadlines and submit work that is in accordance with the school's academic honesty policy.

Parents can support students by helping them with their time management and supporting but not doing the work for students.

Parents can encourage students to ask their teacher for advice if they are having difficulty with their work.

ACADEMIC HONESTY IN THE PRIMARY SCHOOL: PYP

PYP skills are taught to underpin academic honesty in the MYP and DP, as well as ensuring the understanding of the importance of academic honesty. Displaying academic honesty and the IB Learner profile attributes, are the ideals that students of the PYP strive for. Along with this, students are taught a desire to display the PYP Attitudes.

What is Academic Honesty in the PYP?

- If you take credit for the work, which belongs to you then you are being **knowledgeable**. People will know they can come to you to find out more information about your topic.
- If you share credit for the work, which is from a group then you are being **principled**. People will see you are an honest and respectful person.
- If you give credit for work, which is not yours then you are a person who has **integrity**. You know the difference between what is fair and what is not fair. You are an honourable person.
- If you contribute equally while working in a group then you are showing respect for others' opinions and **cooperation**. People know you are a good listener and you work well with others.
- If you work individually on work, which is to be done alone, then you are showing **independence** and **confidence**. You know you can do the work and you will do your best.
- Include exhibition, citations, shared work



ACADEMIC HONESTY IN THE SECONDARY SCHOOL: MIDDLE YEARS PROGRAMME (MYP)

Academic honesty is taken seriously at Secondary school. It must be seen as a larger set of values and skills that promote personal honesty and good practice in teaching and learning, including assessment.

What is Academic Honesty in secondary school?

- Taking full credit for own work and giving full credit to others who have helped or for whose work that was incorporated.
- Respecting other people's effort and time.
- Representing work honestly and accurately.
- Collaborating with other students only as specified by the teachers.
- Allowing peers/friends to follow the Academic Honesty policy.
- Appropriate use of technology.
- Following teachers' requirements for each assessment.
- Only using appropriate resources, referencing and tools.
- Reporting breaches of academic honesty to the teachers and/or management.

The IB (2014) adds:

- Ensure that all sources that have been consulted are acknowledged in the work using the referencing style (Harvard format) agreed with the teacher.
- Make sure that information to acknowledged in the body of the text and is fully listed in the bibliography. This includes referencing the use of translation devices.
- Use quotation marks or indentation to show all text that is someone else's exact words and do not forget to show whose words they are.
- Cite sources so that readers can find them; if the student cannot state the origin of the source it is probably better not to use it.

GUIDELINES FOR REFERENCING:

Specific guidelines for language tools and referencing (Harvard) are provided in the referencing guide for MYP.

[Link to Referencing guide](#)

WHAT IS ACADEMIC MISCONDUCT IN SECONDARY SCHOOL?

Academic misconduct is defined as breaching the ethics and is simply defined as cheating.

The IB (2014) defines academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.



EXAMPLES OF “ACADEMIC MISCONDUCT”

- 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 (IB, 2014).
- Using and taking unauthorised material to an assessment, such as cheat sheets or using notes on devices.
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.
- Asking about and sharing questions and/or answers about quizzes and assessments
- Sharing answers to assignments/homework without permission
- Submitting the same work for more than one assignment without permission from the teachers
- Falsification or inventing fictitious data for an assignment
- Misrepresenting the work in any way to the teachers, such as saying that the assignment was turned in when it was not or misinforming the teacher about the time spent on the assignment.
- Disruptive behaviour and communicating with others during the assessment
- failing to comply with the instructions of the teacher or other member of the school’s staff responsible for the conduct of the examination
- Taking part in 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 (IB, 2014).
- Not collaborating with others, this means doing more or less than the student’s share of a group project without permission from the teacher.
- Not being on time or missing a scheduled assessment without prior permission from the teacher.

CONSEQUENCES FOR ACADEMIC MISCONDUCT IN THE MIDDLE YEARS PROGRAMME

In year MYP 1 - 3 students:

First offence:

- Teacher discuss misconduct with student and gives a warning
- Students will be given a chance to submit the assessment, do it at a later time or will be given an alternative assessment.
- Parents will be contacted via email by the teacher when academic misconduct occurs, making the parents aware of what students need to do to correct the academic misconduct.



Repeated offence:

- A meeting to discuss the importance of academic integrity and the consequences of repeated academic misconduct will be held to ensure all are fully aware of the up and coming consequences. The following parties will attend: the student, the student's parents/ guardians and teacher.
- Only for the second defence: depending on the type of breach, for example not referencing accurately, a student may get a chance to redo part of the assessment or do an alternative assessment.
- After more than two repeated offences students work will be given a 0.
- In most cases if there is clear intentional academic dishonesty the students work will be given a zero, and it will impact the student's overall levels.
- If a student repeats an act of academic misconduct more than twice this will lead to more severe measures.

REVISION OF THIS POLICY

This policy has been developed at the start of the new Secondary school. It will be reviewed after the first year of teaching MYP 1 and MYP 2. As the school expands paragraphs will be added for MYP 3, 4 and 5 and the DP.

It is the responsibility of the coordinators to develop and maintain a policy review cycle, updating the information. Members of the community will be asked to take part in this review.

COMMUNICATION OF THIS POLICY

Coordinators will be responsible for providing copies of this policy to the school community through staff meetings, parent meetings, school newsletter and website.

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