



Southlands Elementary School Academic Integrity Policy





IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

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.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

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.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

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.

Balanced: We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



The Southlands Elementary School community provides a child-centred education that addresses each student's academic, social, emotional, and physical development. We support learners to become compassionate, inquiring, and engaged citizens who take action to improve the local and global community.

Purpose

This policy is intended as a source of information for the school community on Academic Integrity at our school. Part of a student's academic development is learning to take responsibility for their own learning, and to acknowledge the ways in which others have supported the development of their ideas, opinions, and work. Academic integrity is essential if we are to be able to accurately and successfully teach, assess, and communicate a student's acquisition of knowledge, understanding of concepts, and mastery of skills.

This policy is to be used in conjunction with our Inclusion Policy, Assessment Policy, and Language Policy.

International Baccalaureate Programme Standards and Practices

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Culture 3: The school implements, communicates, and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

- **Culture 3.1:** The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (301-03-0100)
- **Culture 3.2:** The school clearly describes in its academic policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (00301-03-0200)
- **Culture 3.3:** The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect, respect and responsibility. (0301-03-0300)
- **Culture 3.4:** The school ensures relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
- **Culture 3.5:** The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent. (0301-03-0500)

Standard: Students as lifelong learners (0402)

Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

Lifelong Learners 4: Students grow in their ability to make informed, reasoned, ethical judgements. (0402-04)

- **Lifelong Learners 4.1:** Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)
- **Lifelong Learners 4.2:** Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)
- **Lifelong Learners 4.3:** The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)
- **Lifelong Learners 4.4:** Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

Philosophy

We believe academic integrity is a reflection of the IB Learner Profile and that honesty, trust, fairness, respect, and responsibility are important values for teaching, learning, and assessment within our school community. All members of the school community are expected to act in a principled manner. We strive 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: making knowledge, understanding, and thinking transparent. Students should learn to clearly discuss what they are learning and be able to explicitly explain how they constructed their ideas and what views they have adopted or rejected (IBO, 2014).

Academic integrity requires a set of values and skills that promote good practice in teaching, learning, and assessment. Academic integrity is essential for producing original, authentic work and for fully acknowledging the ideas and work of others. Academic integrity results when students have a sense of ownership over their own work, when they fully embrace the IB Learner Profile attributes and the PYP Attitudes, and when they develop the Approaches to Learning skills.

Academic integrity promotes personal integrity and encourages all members of the school community to conduct academic work in a principled manner without receiving assistance from another person or using any source of information without appropriate acknowledgement. The school's academic integrity practices are intended to promote a positive attitude towards learning by encouraging students to develop the skills required for an honest approach to academic work.

Plagiarism is when one: uses words, ideas, or work products attributable to another identifiable person or source without attributing the work to the source from which it was obtained in a situation in which there is a legitimate expectation of original authorship in order to obtain some benefit, credit, or gain. (Fishman, 2010)

Did the learner do some research to find something out? If so, acknowledging the source not only values the work that the learner did (as well as the work of the source author), but increases the authority of the learner's use of the source. This approach focuses on teaching students to learn, and is not focused on avoiding plagiarism. The same can be said about involving learners in actively considering how others' ideas contribute to their own understanding. It is plagiarism if writers do not show where they have used identified sources of ideas and words. (Carroll, 2012).

School Responsibilities

Academic integrity is the responsibility of the school, the administrator, teachers, staff, parents, and students. The school must take steps to ensure staff, students and parents understand what academic integrity is and the ethical issues related to academic integrity.

- Academic integrity needs to be taught and supported throughout a child's education.
- Our focus is on teaching the skills and attitudes needed for a culture of academic integrity, rather than constantly monitoring the application of the rules. (Carroll, 2012)
- "Students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The technical skills are essential but the understanding of the concepts and values behind them comes first." (IBO, 2014)
- Academic integrity is expected when students are engaged in inquiry, working on assessments, using technology, communicating ideas, and reflecting on their learning.

- Students are taught to have integrity, take ownership for their own work, and respect and acknowledge the work of others.

In order to promote a culture of academic integrity, the school is responsible for:

- ensuring a safe and encouraging learning environment
- ensuring all members of the school community, including parents, understand the value of academic integrity
- modelling and fostering the development of the attributes of the Learner Profile
- regularly reviewing and revising the school's Approaches to Learning scope and sequence, which outlines which skills are to be taught at each grade level
- ensuring all students adhere to the principles of academic integrity appropriate for their developmental ability; if a student engages in academic misconduct, the school will provide the student with support in a positive manner

Student responsibilities

Students are expected to take credit for the work they have done, share credit for the work that has been done by a group, and give credit for the work done by others.

As participants in a culture of academic integrity, students are responsible for:

- working both independently and cooperatively, depending on the situation.
- demonstrating the PYP attitudes of respect, cooperation, independence, confidence, appreciation, and integrity
- demonstrating the PYP Learner Profile attributes of communicator, principled, knowledgeable
- applying the self-management, research, communication, thinking, and social skills they have learned
- acknowledging help received from parents, group members, and other people
- using correct citation skills, as taught, to credit the words, ideas, and work products of others
- completing tests/exams independently when this is an expectation of the teacher

Teacher Responsibilities (Carroll, 2012)

At Southlands, we focus on teaching students to learn and having them consider how others' ideas have contributed to their own understanding, rather than specifically avoiding plagiarism.

In order to promote a culture of academic integrity, teachers are responsible for:

- modelling academic responsibility in their own work
- supporting students in developing the attitudes needed to be academically honest
- providing opportunities for students to explore ethical issues related to academic integrity including technology
- providing learning opportunities for students to develop the skills outlined in the Approaches to Learning scope and sequence, including research skills and citation and referencing skills
- encouraging honest, creative, critical work by students
- creating inquiry-based assessment tasks where creativity is encouraged and the use of information helps solve a problem
- using assessment criteria that values the process rather than the result
- modelling and providing time for students to reflect on the learning process, reflecting on their sources rather than stressing formal citation
- considering the learning needs of students when addressing academic misconduct and providing students with the appropriate support in order to be successful; students who engage in academic

misconduct may be struggling to understand the content or may be experiencing other academic difficulties

Teacher Librarian responsibilities

In order to promote a culture of academic integrity, the teacher librarian is responsible for:

- together with the classroom teachers, ensuring students learn to responsibly and correctly cite the ideas and work of others and to avoid plagiarism
- ensuring students are taught essential media literacy skills including appropriate ways to use technology
- leading a workshop on academic integrity for the grade seven students before they begin their Exhibition projects
- reminding students of academic integrity every time they do research on the computers/lpads
- ensuring both staff and students are aware of copyright infringement laws, including software, video and music piracy

Parent responsibilities

In order to promote a culture of academic integrity, parents are responsible for:

- modelling and striving to instill a positive attitude towards learning
- directing students to sources of information but not collecting the information for them
- helping students learn and practice skills and processes but not doing the work or finding the answer for them
- ensuring students use their own ideas when completing work at home
- helping students acknowledge any work done by parents or other people; citation and referencing is to follow MLA style.

Consequences of academic misconduct

Incidences of academic misconduct are typically treated as a learning opportunity. Most academic misconduct occurs when students have not yet developed the necessary skills or have misunderstood what is acceptable. (Carroll). When students copy the work of others or fail to include citations, students will be shown how to change the material into their own words and cite quotations. If a student with proficient skills repeatedly and deliberately engages in academic misconduct, a meeting will be called between the teacher, parents, and student, and possibly the principal.

Professional Responsibility

It is the professional responsibility of all staff members to be fully aware of the content of this document, to accurately communicate the information to the school community, and to adhere to this document at all times.

Policy Review

The PYP Coordinator is responsible for developing and maintaining a policy review cycle, for updating this document as necessary, and for informing the school community of changes to the document. This policy will be submitted to Staff Committee each Fall for approval, and will be reviewed in-depth by a representative committee at least every five years. If significant changes are made to school practices, the policy will be reviewed, to ensure it reflects the most current state of practice.

Communication of this Policy

The PYP Coordinator is responsible for providing copies of this policy to the school community. This is done through staff meetings, emails to staff and the PAC, MS Teams postings, and the school website.

References

Bloomfield Hills Schools. (2014). Academic Honesty Policy.

https://www.bloomfield.org/uploaded/Parents_Students/IB/2014-15PYPAcademicHonestyPolicyLonePineWestHillsBloominPreschoolLP.pdf Accessed June 13, 2017.

Carroll, Jude. (2012). Academic Honesty in the PYP: Position Paper. Cardiff: International Baccalaureate Organization.

Fishman, T. (June 2010). "Lessons from the Law: Bringing the right kind of legalism to Plagiarism Policy". 4th International Plagiarism Conference. Newcastle, UK. <https://vimeo.com/13646224>. Accessed June 14, 2017.

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

IBO. (2014). Effective Citing and Referencing. Cardiff: International Baccalaureate Organization.

Skagerak International School. (2011). Academic Honesty Policy and Guidelines.

www.skagerak.org/uploaded/Policies/Academic_honesty_policy.pdf. Accessed June 13, 2017.

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<http://www.isutrecht.nl/wp-content/uploads/2016/07/ISUtrecht-Academic-Honesty-Policy.pdf>. Accessed June 13, 2017.

Documentation checklist

Documentation checklist	
<p>When you have used an author's exact words, have you put "quotation marks" around the quotation and named (cited) the original writer?</p> <p>(If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)</p>	
<p>When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?</p>	
<p>When you use someone else's words or work, is it clear where such use starts—and where it finishes?</p>	
<p>Have you included full references for all borrowed images, tables, graphs, maps, and so on?</p>	
<p>Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?</p>	
<p>Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site?</p>	
<p>Internet material: Have you included the URL or the DOI?</p>	
<p>For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end?</p> <p>Is the citation a direct link to the first word(s) of the reference?</p>	
<p>For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?</p> <p>Do(es) the first word(s) of the reference link directly to the citation as used?</p>	
<p>Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?</p>	

Source: IBO. (2014). Effective Citing and Referencing. Cardiff: International Baccalaureate Organization.

Appendix 2

Elements to be included in the reference

	Author(s)/ creator(s)	Chapter/article/ page title	Title	Periodical name	Institution/ publisher and city	URL/DOI		Publication date	Volume/issue number	page number(s)	Database name	E-reader/device	Edition	Editor(s)	Date accessed
Book	Yes		Yes		Yes			Yes					If applicable		
Chapter from book	Yes	Yes	Yes		Yes			Yes					If applicable	If applicable	
Online book	Yes		Yes		Yes	Yes		Yes					If applicable		
E-book	Yes		Yes		Yes			Yes				Yes	If applicable		
Newspaper/ magazine article	If available	Yes		Yes				Yes		Yes					
Journal paper	Yes	Yes		Yes				Yes	Yes	Yes					
Electronic newspaper/ magazine article	If available	Yes		Yes				Yes		If available	If applicable	If applicable			
Electronic journal paper	Yes	Yes		Yes		Yes		Yes	Yes	If available	If applicable	If applicable			
Internet/web page	If available	Yes	Yes		If applicable	Yes		If available							Usually
Internet site	If available		Yes		If applicable	Yes		If available							Yes
Image/graph/ graphic	If available		Yes		If applicable	If applicable		If available							If applicable
Video	If available		Yes		If applicable	If applicable		If available							If applicable
Blog	Yes	Yes	Yes			Yes		If available							Yes

Source: IBO. (2014). Effective Citing and Referencing. Cardiff: International Baccalaureate Organization