



PREMJERS
international school

ACADEMIC HONESTY POLICY

Primary Years Programme (IB PYP)

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INTRODUCTION

International School Premjers is an IB World School authorized to offer the IB Middle Years Programme (MYP) and the IB Diploma Programme (DP), and is a candidate school for the IB Primary Years Programme (PYP). The addition of the IB PYP to our educational offer allows for a coherent and successive educational experience for our students by providing a seamless transition from primary to secondary education, fostering continuity in learning, and ensuring the development of well-rounded, globally-minded individuals who are equipped with the skills and knowledge needed to excel in the IB Middle Years Programme (MYP) and beyond.

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.

INTERNATIONAL SCHOOL PREMJERS MISSION STATEMENT

At International School Premjers, we are committed to providing a comprehensive and rigorous secondary education that nurtures inquiring, knowledgeable, and compassionate young people.

Our mission is to help our students grow into lifelong learners who embrace intercultural understanding, reflect on themselves, and strive to create a more just and inclusive world.

Through academic excellence and personal development, we empower them to overcome challenges, respect diverse perspectives, and actively contribute to a humane and equitable global community.

VISION

We are able to contribute to the diversity and peace in the world as responsible global citizens equipped with good knowledge, showing care and compassion, promoting innovative ideas and committed to making a difference.

CORE VALUES

To envision and to accomplish the mission of our school, we have our core values:

- open-mindedness
- collaboration
- respect
- taking action
- appreciation

Statement of philosophy

This policy is based on the “Academic honesty in the IB educational context” (IB, 2014) and the IB Learner Profile (2013).

The IBO stresses the importance of academic honesty. In the IB publication on academic honesty, it is stated that:

“all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression, and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. This requirement includes a candidate’s responses to examination papers in May and/or November. All quotations in a candidate’s examination script must be properly acknowledged”. (Academic Honesty Policy:1.5, IBO)

The core of International Baccalaureate programmes is the IB Learner Profile, which is a clear and concise expression of the IB’s objectives and values. International School Premjers celebrates the promotion of the IB Learner’s attributes and International School Premjers students, as members of the IB community, must strive to be principled: “act with integrity and honesty, with a strong sense of fairness and justice [...and] take responsibility for [their] actions and their consequences.”

International School Premjers Academic Honesty Policy focuses on preventing malpractice and promoting good practice. It is our goal for the entire school community to view the principles of the Academic Honesty Policy positively.

All students must understand the meaning and relevance of all the concepts related to academic honesty. It is the school’s responsibility, along with parents, to promote the development of the required skills for students to use these concepts in their daily work so that by the time they meet externally validated assessments in the MYP and DP, they have well-developed skills and can avoid pitfalls.

Academic integrity in the PYP is developed through the Approaches to Learning, particularly the Research Skills and the sub-skill of Ethical Use of Media/Information, where students are expected to understand and apply social and ethical technology. Learning in the PYP culminates in the Exhibition where it is a requirement for students to be academically honest. This exposure to academic honesty throughout the PYP programme will prepare students for the expectations of the MYP and DP programmes, and is a vital characteristic of being a global citizen.

Policy aims

- Define academic honesty and malpractice.
- Define roles and responsibilities for the Head of School, teachers, school staff, students and parents in preventing and stopping malpractice.
- Provide guidelines to prevent malpractice by students.
- Explain the consequences established by the School to students found guilty in malpractice.

DEFINITIONS

What is academic honesty?

Academic honesty is seen by the IB “as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment.” (IB, 2011)

What is academic misconduct or malpractice?

The IB defines academic misconduct as “behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.” (IB, 2011)

Academic misconduct includes:

- **Plagiarism** - the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- **Collusion**—supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another
- **Duplication of work**—the presentation of the same work for different assessment components
- **Any other behaviour that gives an unfair advantage** to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

EXAMPLES AND GUIDANCE

Cases of plagiarism

- Using information from the internet – either directly or in a restated form – without acknowledging the source. This also includes photos, music, graphs, maps and the like.
- Copying one sentence or more from a book or the internet without acknowledging the source in quotation marks and in the bibliography.

An authentic piece of work is one that is based on the student’s individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student’s own language, expression and ideas.

Citing and acknowledging original authorship; where the ideas or work of another person are represented within a student’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. When using the words of another person, it must become habitual practice for a student to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified, along with the quotation, and not reside in the bibliography alone. The IB does not prescribe which style(s) of referencing or citation method should be used by students. However, at International School Premjers the minimum information required in the PYP for identifying sources includes the name of the author, date of publication, title of source, and page numbers, as applicable. Listed below are examples with citations and formatting.

Examples of conventions for citing and acknowledging original authorship

1. References

- 1.1. Books Format:** Author's last name, first name. (Publication date). *Book title*. Additional information. City of publication: Publishing company.

Example:

Evans, C. (2007) *Greek Myths & Legends*. London: Usborne Publishing Ltd.

- 1.2. Encyclopedia & Dictionary Format:**

Author's last name, first name. (Publication date). Title of Article. *Title of Encyclopedia*. City of publication: Publishing company.

Note: If the dictionary or encyclopedia arranges articles alphabetically, you may omit volume and page numbers.

Examples:

Barber, N., and Langley, A. (2011) Viking Invasions. *Encyclopedia of British History*. UK: Parragon.

Longman Dictionary of English Language and Culture (1992) Essex: Longman.

- 1.3. Magazine & Newspaper Articles Format:**

Author's last name, first name. (Year). Article title. *Periodical title*, Volume, Issue or date: inclusive pages.

Examples:

Julian, P. M. (2011) Appraising through someone else's words: The evaluative power of quotations in news reports. *Discourse & Society*, 22 (6): 766–780.

Kelly, P. (2010) Labor leadership change rewrites rulebook. *Australian*, 24 June.

- 1.4. Website or Webpage Format:**

The Internet-assessed information has to be provided in full form. Then the document's URL (Internet address) after *Available from* and the date when it was *accessed* (that is, the date on which the source has been viewed or downloaded) are written:

Brown, B. (2003) *Research*. London: University of London. Available from <http://www.oup.com/elt/global/> [Accessed on 2 January 2021].

- 1.5. Online sources:**

If **only the Internet address is known**, it appears at the end of the list under a separate heading *Online sources*, numbered anew, for example:

[Online 1] Available from <http://www.oup.com/elt/global/> [Accessed on 2 January 2021].

2. In-text citations

- 2.1.** The **quotation, paraphrase and summary** of the author's words or ideas are acknowledged, i.e. the author's surname, the year of publication and the page number(s) are credited:

"The study of "speaker meaning" is called pragmatics." (Yule, 1996: 3).

'[...] "All my books investigate the end of Eden and the possibility of its reconstruction."' (Doucornet, 1999: 3 quoted in Trendel, 2013: 106).

"The learners' results, rather than being limited to a numeric grade, provide meaningful feedback and promote learning." (Brown and Hudson, 1998, discussed in Czura, 2013: 22).

Only read sources appear in the References.

2.2. Short quotations are incorporated into the text:

According to Jordan, 'It is important to acknowledge the source of the quotations; otherwise, you may be accused of plagiarism' (2001: 98).

Note: When quoting, single quotation marks are used. When the quoted material contains yet another quotation, the second quotation is enclosed in double quotation marks:

Bach and Harnish argue that ““speak colloquially” is almost as empty as “speak idiomatically” is obscure if it has nothing to do with using idioms’ (1982: 188).

2.3. Longer quotations (more than three lines in length) are set out separately.

They are single-spaced and indented from the left-hand margin by 1 cm and written without any quotation marks:

Jordan considers that

the *main features* [italics added] of academic writing are as follows: it is formal in an impersonal [...] style (often using impersonal pronouns and phrases and passive verb forms); cautious language [may, might, would, can, could, seem, appear a. o.] is frequently used in reporting research and making claims. (Jordan, 2000: 88)

Cases of collusion:

Students are expected to work independently for most assessment components. However, in some cases collaboration is encouraged. Nevertheless, the final product must always be the student's own work.

Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in allowing one's work to be copied or submitted for assessment by another.

The IBO states that “This means that the abstract, introduction, content and conclusion/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. For example, if two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism).”

Cases of duplication of work

The presentation of the same work for different assessment components constitutes malpractice. For example, if a student hands in a piece of work for a history assignment and then, later, hands in the same, or almost the same, piece of work for their Language and Literature assignment, it is malpractice.

Other examples of malpractices

- Fabricating data for a table, a survey or the like constitutes malpractice.
- Many students know more than one language. It is malpractice to read something in one language and translate it into another and present it as one's own ideas.

ROLES AND RESPONSIBILITIES

Implementing this academic honesty policy is collaborative work for all members of the school community, even though each one has a specific role and responsibility:

Responsibilities of the administration:

- Create the Academic Honesty Policy with teachers, promoting good practice and fostering a school environment that motivates the school community to act honestly.
- Make sure that staff, students and parents are aware of the Academic Honesty Policy.
- Promote and encourage staff to educate students regarding the policy.
- Enforce the consequences when a student violates the policy.

Responsibilities of the teachers:

- Discuss and reinforce academic honesty with students through relevant ATL skills in all subject group classes so that students gain a clear idea of the purpose of correct citation and referencing in a variety of disciplines.
- Promote a classroom environment that encourages academic honesty and original thinking.
- Confirm that, as far as they know, every accepted piece of work from a student is authentic, including all assessment tasks.
- Enforce the consequences when a student violates the policy.

Responsibilities of the students:

- Students will learn and practice academic honesty as part of their ATL skill development, be aware that the coordinator and teachers are available to offer further advice and guidance.
- Students are responsible for ensuring that all work submitted for assessment is authentically theirs (including summative assessment tasks and all school-related tests, quizzes, projects, reports, homework assignments or in class assignments).
- Students are responsible for fully and correctly acknowledging the work and ideas of others.
- Students shall receive an age-appropriate copy of the policy at the beginning of the year, sign documentation to show comprehension and compliance with the International School Premjers Academic Honesty Policy.

Responsibilities of the parents:

- Teach and support the ethical values of honesty and integrity.
- Share International School Premjers enforcement of the academic honesty policy, especially with regard to work done outside of school.
- Through understanding and collaboration, support students in being principled.
- Help and encourage students with schoolwork, but never do it for them.

OFFENCES

Depending upon the circumstances of the academic dishonesty, the following actions will be taken at the discretion of the school administration.

For the first offense in regards to academic dishonesty, the following actions will be taken:

- Discussion with the teacher and a formal warning.
- Parents may be notified of the incident.
- The Head of School may meet with the student, the parent, and the teacher to discuss the incident.
- A written record of the incident may be made.
- The student will receive a ZERO for the assignment.
- The student may be told to redo the assignment without credit.

A second offense in regards to academic dishonesty will result in the following actions:

- The teacher will inform the school administration.
- The Head of School will notify parents of the incident.
- The Head of School will meet with the student, the parent, and the teacher to discuss the incident.
- The Head of School will make a written record of the incident and place it in the student's file.
- The student will receive a ZERO for the assignment.
- The student may be suspended and/or be given extra work assignments to be completed after school in detention.

PREVENTING MALPRACTICE

It is essential to consider that prevention of malpractice is primarily done through promoting good practice, which goes beyond establishing the consequences of this behaviour. The School provides students with a guide for citing and acknowledging sources. Teachers must practise different research and study skills, motivate students to develop their own ideas through problem resolution, comparison, hypothesizing and analysing, providing opportunities for discussion, inquiry, and creativity.

Bibliography:

Academic integrity. IBO, 2019
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The IB learner profile in review. IBO, 2014
Carroll, J. Academic honesty in the IB: Principles to practice. 2012