

WINS - ACADEMIC HONESTY POLICY

WINS firmly believes academic honesty to be an essential part of its teaching and learning approach in line with its core value of integrity.

Honesty and integrity in all contexts are shared values we wish to nurture in our children regardless of the individual cultural understandings. Currently being a candidate school for the IB PYP and MYP programs further enhances the need for a clear and thorough academic honesty policy connected with the IB Learner profile.

The aim of our policy is to clearly spell out rights and responsibilities for all community members and to provide a theoretical and practical framework within which stakeholders can move to ensure they are complying with the school's expectations.

The school bases its internal Academic Honesty policy on the IB "Academic Honesty in the IB Educational Context" document attached.

What is Academic Honesty

Academic honesty regards underlying principles that are valid at all ages and school levels. The core principles regard respecting intellectual property, giving credit to other people's work and acting with integrity in all aspects of teaching and learning.

More specifically it regards issues relating to:

- **Cheating:** copying fellow students' work and submitting it as one's own during tests and exams.
- **Collusion:** a student using the work of a fellow student as his/her own. This can occur both during formal examinations for internal or external components as well as for homework or projects.
- **Plagiarism:** is intended as using other people's work without duly citing the legitimate author.
- **Citing and referencing:** regards using appropriate referencing systems to ensure correct quoting and citing
- **Malpractice:** refers to the disrespect of in-school and IB procedures and responsibilities by coordinators, teachers and students.



Stakeholders' responsibility

Student Responsibility

It is expected of students at all grade levels to understand and value personal work. This does not mean students are discouraged from consulting and using other sources, but they are expected to appropriately cite and reference any works used or consulted.

Collaborative work amongst students is encouraged but the work each candidate hands in or presents has to be their own.

Students are expected to be familiar with the meaning of academic honesty and the various forms breaches can take to avoid inadvertently committing any.

Teacher Responsibility

Teachers at WINS, in line with their role as mentors and coaches, are expected to provide students with guidance and support in understanding the meaning of academic honesty and the ways to avoid breaching it.

The PYP coordinator and grade teachers for the PYP, the MYP coordinator and the community and personal project coordinator for the MYP, the DP coordinator and the extended essay and CAS coordinator for the DP are specifically in charge of presenting the Academic Honesty policy to students at the beginning of each school year.

Teachers will be providing opportunities for students to learn and practice how to use other people's ideas at all grade levels and provide constructive feedback to guide students in their learning process.

Teachers and librarians together will be responsible for organizing activities and workshops to support students in the understanding of appropriate consultation and referencing for both hardcopy and online resources.

All teachers and staff are expected to use appropriate referencing systems for any material used.

School Responsibility

The school in the person of the School Manager and Academic Coordinator is responsible for drawing up and updating the Academic Honesty policy together with the librarian and the program coordinators.

The school is also responsible for making the Academic Honesty policy available to all stakeholders by publishing it on the school website and on Managebac at the beginning of each school year.

The school is also responsible for ensuring a fair and consistent application of the Academic Honesty policy and the procedures and consequences provided in it.

The school is also expected to offer teachers and librarians appropriate specific professional development and foster stakeholders' understanding of the importance of academic honesty throughout the school community.



The school will be adopting the plagiarism detection software Turn-it-in to support students and teachers in their understanding of the importance of appropriate referencing.

Parent Responsibility

Parents are expected to familiarize with the school's academic honesty policy and ask teachers or the school administrators for clarifications or advice in case of need.

Parents should be supportive of their child's work and value their productions thus encouraging the production of personal and authentic works.

Parents should encourage students to seek guidance from their teachers in case they are experiencing difficulties in completing their work on their own.

Parents should monitor and support their children in organizing their workload to meet deadlines and expectations.

Academic Honesty across the continuum

Academic honesty is an underlying principle applicable across all programs, but it takes different forms and requires different strategies depending on the students' age range and the specific requirements of the programs.

Classroom and subject teachers are responsible for explaining academic honesty to their classes in age-appropriate terms and provide suitable guidance to support students through their learning process.

Below are examples of academic honesty implementation in different contexts for each program:



PYP

ATL	Self management, social, communication, thinking, research skills				
	Project	Group work	Oral presentation	Creative work	Other
Situation	<p>The class is working on individual projects using the internet to find sources. A lower primary student copies information from a website verbatim in her report.</p>	<p>Students are working on a group project where all students contribute to make a presentation. While students are given roles to encourage participation and accountability, one student does not participate in the activity. The other students feel that the situation is unfair.</p>	<p>Students are taking turns presenting their projects to the class. One student shares information he learned without sharing the source of the information. It is unclear where the information was from--a video, a book, or a website.</p>	<p>A student copies a picture from a book for an art project. He does not site the original artist or where he got the idea from.</p>	<p>A student submits homework that was edited or assisted by a parent or another person as his or her own original work.</p>
Action	<p>The teacher would teach a whole group lesson on the importance of including where you get your information from, with information such as the author's name and the website link. Each year group would have different expectations for the citing of sources. The teacher models the appropriate way to cite the source for that class, and has the students complete a checklist while they are concluding their project so they check their own work before submitting.</p>	<p>The teacher redirects the student to focus his or her attention on the group, reminding the student of their role and the importance of participation and collaboration. The teacher also lets the student know how important their contribution is to the group. The teacher may also have the group do a self assessment of their participation in the group work, drafting expectations beforehand as a group.</p>	<p>The teacher models the correct way to organize and share information gathered during research at a grade appropriate level. Students are reminded how to stay organized so they do not confuse their sources.</p>	<p>The teacher would encourage students to create original work, and if work is inspired by another artist, to site their inspiration. Rubrics that emphasize the work, effort, creativity and process of creation are encouraged rather than only the final product so that students strive to do their personal best rather than copy.</p>	<p>First, communication with parents from the beginning is important so all parties understand that the students' own effort is what is measured. Students may acknowledge when and where they received assistance from another person, but should not submit work that is not their original work as their own. The teacher emphasizes integrity, independence and confidence in the classroom.</p>



MYP

ATL	Self management, social, communication, thinking, research skills		
	Personal project	Oral presentation	Others: creative work, essays
SITUATION	The MYP student are working on their personal project. They are unsure whether they should reference their sources and how to do this.	MYP students are preparing an oral presentation for history and are consulting several sources. They will be supporting their presentation with a PowerPoint with key concepts on the slides and images and are unsure whether they need to reference the sources consulted and the pictures used.	The MYP students are writing an essay. After they search for relevant material in places such as books, magazines, the internet, visual arts, films, etc, they are unsure how to reference them.
ACTION	Students will record their progress and the nature of their discussions with their supervisor on the MYP Personal project academic honesty form. They will meet with the supervisor five times throughout the process. After each session, students should make a summary of what was discussed and the teacher should sign and date those comments. In addition, students will confirm that it is their own and is the final version, they have acknowledged, in the body of their work, each use of the words, work or ideas of another person, whether in written oral or visual (hard copy and/or electronic materials). And the teachers should confirm that the material submitted is the authentic work of the student.	Subject teachers will remind students they have to reference all sources they have consulted by quoting on the slides and with a bibliography at the end	Students must make sure to clearly document where they found the materials (written, oral or electronic products) in their works cited list and as in-text references when applicable.



DP

ATL	Self management, social, communication, thinking, research skills			
	Project	Group work	Oral presentation	Creative work
	Economics Extended Essay	Group 4 project	TOK presentation	Music Internal Assessment
SITUATION	<p>A DP student is writing their Extended Essay and consults a variety of secondary sources to look for models and theory to support their interpretation of the primary data collected. The student is unsure how to deal with sources he is not citing directly.</p>	<p>DP students are working collaboratively across group 4 subjects to collect data for their group 4 project but one student is imposing his ideas and pushing the other students to follow his indications. Students are aware of the fact this is inappropriate, but the one student is strong academically and they feel following his advice will lead to producing excellent quality work.</p>	<p>A small group of DP students is working together on their TOK presentation. They are consulting an array of different sources but are unsure how to reference them in an oral presentation.</p>	<p>A DP student is preparing for option A of the music internal assessment and is drawing inspiration from established musicians in composing her piece. She is unsure whether she should reference her sources and how to do this.</p>
ACTION	<p>The supervisor reminds the student he should be referencing all sources consulted whether they are cited directly in the text or simply referred to indirectly. The supervisor will guide the student to using one of the formal referencing systems presented during the referencing workshop.</p>	<p>Group 4 teachers will speak with the domineering student in private to remind him of the importance of collaboration and respecting other people's ideas without imposing our own and then speak to the group to remind all that the outcomes of the group 4 project have to be individual and the main objective of the work is to work collaboratively together and identify links between the different sciences.</p>	<p>The TOK teacher advises the students to reference all sources consulted either orally during the presentation or in a bibliography slide at the end of the power point presentation.</p>	<p>The music teacher will advise the student to acknowledge the musicians she is drawing inspiration from by titling her piece: "after....".</p>



Academic Honesty Incidents

Grade and subject teachers as well as personal project and extended essay supervisors are the ones mainly responsible for providing students with specific and practical support and guidance to avoid incurring in academic honesty incidents. Should this happen regardless of the pre-emptive guidance provided, teacher and supervisors should adhere to the following procedure to ensure consistency and fairness in the application of the in-school regulations.

Monitoring, reporting and recording

Cases of breaches of the school's academic honesty policy should be treated on a case-by-case basis but always clearly addressed with the student and any other stakeholder involved. They should also be reported to the program coordinator and to the academic coordinator to ensure they serve as a basis for an informed revision of the policy.

Grade and subject teachers as well as personal project and extended essay supervisors should proactively monitor the respect of academic honesty at all times and provide appropriate guidance whenever students fail to implement it appropriately.

At MYP and DP level for official components the school will use plagiarism detection software to check students' work, but teachers and supervisors are expected to be vigilant during the draft phases to provide guidance at the earliest possible stages.

Recurring cases of cheating and collusion even during daily activities and tests should be recorded on Managebac and reported to the program coordinator.

Rights of the student

Should a student be suspected of breaching the academic honesty policy, the issue will be addressed firstly by the grade or subject teacher or project supervisor and then they will be reported to the program coordinator and the academic coordinator if the breach risks leading to heavy consequences.

The student will have the right to explain their point of view and a parent or relative will be invited to be present to the meeting.

Consequences

Consequences for breaches will vary depending on the severity of the situation, intent or non-intent, age and level of awareness of the student, history in terms of academic honesty and other factors.

The school's main objective will always be to guide the student to avoid committing further incidents in the future by reflecting on the gravity of the incident and exploring ways for avoiding it.



Breaches in academic honesty in exam components will be treated according to the IB regulations.

Policy review

The School Manager and Academic Coordinator is in charge of guiding the policy revision process and involve the program and section coordinators and the librarians. The policy will be revised on yearly basis and either confirmed as is or modified accordingly.