

WINS ACADEMY HONESTY POLICY

Introduction

WINS firmly believes academic honest 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 that we wish to nurture in our students regardless of the individual cultural understandings. 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 which has the specific aim of supporting our students in becoming *principled* individuals.

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

We base our internal Academic Honesty Policy on the IB 's "[Academic Honesty in the IB Educational Context](#)" document .

What is Academic Honesty

Academic honest regards the 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 or resubmitting one's own previously submitted work for two or more assessments.
- **Collusion:** A student using the work of a fellow student as their own, which can occur both during formal examinations for internal or external components as well as for homework or projects.
- **Plagiarism:** Using other people's work without duly citing the legitimate author.
- **Citing and Referencing:** This relates to the use of an appropriate referencing system to ensure correct quoting and citing.



- **Malpractice:** This refers to the disrespect of in-school and IB procedures and responsibilities by coordinators, teachers, and students.

Stakeholders' Responsibilities

Student Responsibility

It is expected of students at all grade levels to understand value personal work and take personal responsibility for their school tasks. 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 individuals consulted.

Collaborative work amongst students is encouraged, but the work each candidate hands in or presents has to be their own. Students must also provide work for each assessment and avoid resubmitting previously submitted work.

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

Teacher Responsibility

Teachers at WINS, in line with their roles 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, grade teachers for PYP, and exhibition mentors; the MYP coordinator, the community project coordinator, and the personal project coordinator for the MYP; and the DP coordinator, the extended essay coordinator, and the 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. In this, teachers will provide students with clear and explicit criteria for task completion.

Together, the teachers and the librarian(s) will be responsible for organizing activities and workshops to support students in the understanding of appropriate consultation and referencing for hard-copy resources, online resources, and first-person research.

It is the responsibility of all the teachers and the librarian(s) to ensure that students understand the importance of assessing and selecting resources they consult and use in terms of origin, purpose, content, value, limitations, credibility, accuracy, reliability,



relevance, and scope. This is achieved both during regular class activities and projects as well as with specific theme-based workshops.

All teachers and staff are expected to use appropriate referencing systems for any materials used. When teaching students, WINS teachers will use the APA referencing style, though WINS does not prescribe the use of a specific system to teachers for their personal work.

School Responsibility

The school, in the person of the School Manager and Academic Coordinator, is responsible for developing and updating the Academic Honesty Policy with the pedagogical leadership team, the librarian(s), the program coordinator, and relevant stakeholders.

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

The school will organize age-appropriate referencing workshops to guide students in the use of the APA referencing style. In addition to workshops for students, the school is expected to offer the teachers and the librarian(s) appropriate and 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 become familiar with the school's Academic Honesty Policy and ask teachers or school administrators for clarifications or advice in case of need.

Parents should be supportive of their child's work, value their productions, and encourage the production of personal and authentic works. This includes all assessments and homework.

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 Skills		Self-management, social, communication, thinking, research			
	Project	Group Work	Oral Presentation	Creative Work	Other
Situation	The class is working on individual projects using the internet to find sources. A lower primary student copies information from a website verbatim in their report.	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.	Students are taking turns presenting their projects to the class. One student shares information they learned without sharing the source of the information. It is unclear where the information is from – a video, a book, a website, etc.	A student copies a picture from a book for an art project. They do not cite the original artist or where they got the idea from.	A student submits homework that was edited or assisted by a parent or another person as their own original work.
Action	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	The teacher redirects the student to focus their 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	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.	The teacher would encourage students to create original work, and if the work is by another artist, to cite 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.	First, communication with parents from the beginning is important so that all parties understand that the student's own efforts are what is being 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



<p>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>self assessment of their participation in the group work, drafting expectations beforehand as a group.</p>			<p>emphasizes integrity, independence, and confidence in the classroom.</p>
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MYP ([from Academic Honesty in the IB Educational Context](#))

ATL Skills		Self-management, social, communication, thinking, research	
	Personal Project	Oral Presentation	Independent and Creative Work
Situation	<p>The students are working on their personal project. They are unsure whether they should reference their sources and how to do this.</p>	<p>The students are preparing an oral presentation for Individuals & Societies and are consulting several different sources. They will be supporting their presentation with a PowerPoint that has the key concepts on the slides and images. They are unsure whether they need to reference the sources consulted and the pictures used.</p>	<p>The students are writing an essay. After they search for relevant material in books, magazines, the internet, films, etc., they are unsure how to reference them.</p>
Action	<p>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. When the project is submitted, students will confirm that it is their own work and the final version. They will have acknowledged the words, work, or ideas of another person (written, oral, electronic, or visual) both in the body of their work and at the end as a bibliography. The teachers should confirm that the material submitted is the authentic work of the student.</p>	<p>Subject teachers will remind students that they have to reference all sources they consult. They will assist students in learning how to properly quote and cite on each slide and writing a bibliography for project. They will provide clear guidelines on how to reference and rubrics that include referencing and citation.</p>	<p>Students must make sure to clearly document where they found the materials (written, oral, electronic, or visual) in their bibliography and as in-text references when applicable.</p>



DP (from Academic Honesty in the IB Educational Context)

ATL Skills		Self-management, social, communication, thinking, research		
	Project	Group Work	Oral Presentation	Creative Work
	Extended Essay	Group 4 Project	TOK Presentation	Music Internal Assessment
Situation	A 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 the sources they are not citing directly.	Students are working collaboratively across Group 4 subjects to collect data for their Group 4 Project, but one student is imposing their ideas and pushing the other students to follow their indications. Students are aware of the fact that this is inappropriate, but the one student is strong academically. They feel that student's advice will lead to producing excellent quality work.	A small group of students is working together on their TOK Presentation. They are consulting a variety of sources but are unsure how to reference them in an oral presentation.	A student is preparing for Option A of the Music Internal Assessment and is drawing inspiration from established musicians in composing their piece. They are unsure whether they should reference the sources and how to do this.
Action	The supervisor reminds the student they should reference 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 workshops.	Group 4 teachers will speak with the domineering student in private to remind them of the importance of collaboration and respecting other people's ideas without imposing our own. Teachers will then speak to the group to remind all students that the outcomes of the Group 4 Project have to be individual and that the main objective of the work is to work collaboratively and identify links between the different sciences.	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 presentation.	The music teacher will advise students to acknowledge the musicians they are drawing inspiration from by titling their piece "After..."

Academic Honesty Incidents

Grade and subject teachers, community and personal project coordinators for the MYP, and DP core supervisors are the ones mainly responsible for providing students with specific and practical support and guidance to avoid academic honesty incidents. Should this happen regardless of the proactive guidance provided, teachers 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 be reported to the Program Coordinator and the



School Manager and Academic Coordinator to ensure they serve as a basis for an informed revision of the policy.

Grade and subject teachers, community and personal coordinators for the MYP, and DP core supervisors should proactively monitor the respect of academic honesty at all times and provide appropriate guidance whenever students fail to implement it appropriately.

For official components at the MYP and DP levels, the school will use plagiarism detection software to check students' written 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 first be addressed by the grade or subject teacher(s) or project supervisor(s). They will then be reported to the Program Coordinator and the School Manager and Academic Coordinator if the breach risks leading to more severe consequences.

The student will have the right to explain their point of view, and a parent or guardian will be invited to be present at 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 with regards to academic honesty, and other factors. Reflection upon the fallback is always the first step at WINS, as we strongly believe in supporting and guiding students in understanding their shortcomings to better learn from them.

If appropriate, students will be asked to redo the work and encouraged to ask for support and guidance as required.

Further consequences, such as cancelling tests and exam results, will be adopted for older students and in cases of malpractice incidents that occur in formal assessment circumstances.

Families will be informed in all cases.



Breaches in academic honesty in exam components will be treated according to the IB regulations. Please find attached the specific indications for the [MYP and DP programs](#).

Policy Review

The School Manager and Academic Coordinator and the pedagogical leadership team is in charge of the policy revision process.

The School Manager and Academic Coordinator, the pedagogical leadership team, the community and personal project coordinators, the DP core supervisors, and the librarian(s) will be drafting the policy on the basis of indications provided by IB documents. Teachers will be asked to provide feedback on the draft, and the policy will be updated accordingly if the input is consistent with IB guidelines and the school vision.

For the first couple of years, the policy will be revised on a yearly basis and either confirmed as is or modified accordingly. The School Manager and Academic Coordinator will be in charge of approving the new version and sharing it with the school community through the school website and on Managebac.

After that, the policy will be revised on a rotational basis at least every evaluation cycle.