



SPRINGDALE
INTERNATIONAL SCHOOL

Academic Integrity Policy
2022-2023

PURPOSE AND GENERAL PRINCIPLES

The purpose of this policy is to create and ensure a common understanding of the IB's academic integrity principle. This document outlines the responsibilities and expectations of different stakeholders across the school community.

This policy is developed by a committee that includes members from the senior leadership team and from the faculty. It is shared on the school website for the students, parents and staff. This policy is subject to review annually and we plan to include students and parents' representatives in the review committee.

Academic integrity policy steering committee members:

Ms Iveta Dadze	Homeroom Teacher
Ms Ayat Rashid	Homeroom Teacher
Mr Ariful	Specialist Teacher
Ms Taslima Khatoon	IB PYP Coordinator

Policy developed at 2022-2023

To be reviewed at 2024-2025

SDIS Vision

To build a gifted future generation who will cherish our values and become custodians of a just, viable future.

SDIS Mission Statement

Springdale International School engages, enlightens and empowers a learning community where students are nurtured to see themselves as people of substance and character so they can contribute to a changing global society.

SDIS Values:

1. Gratitude
2. Manners
3. Excellence
4. Self Sufficiency
5. Innovation
6. Resilience

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.

IB Learner Profile:

The aim of all the 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
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Springdale International School (SDIS) is guided by the IB academic integrity principles which are considered “a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic, and honest scholarly work.” (Academic integrity policy 2019: 3)

Academic integrity must be embraced and modeled by the whole community, including students, teachers, administrators, and parents. The IB learner profile attributes of being PRINCIPLED and REFLECTIVE emphasize the commitment to act trustworthy and ethical when producing academic work.

Violations of academic integrity and their definitions

Violation	Definition
Plagiarism	Copying external sources.
Peer plagiarism	Copying work from another student. Student lending or facilitating their work
Collusion	Coursework only and when working collaboratively.
Submitting work commissioned, edited by, or obtained from a third party	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support.
Duplication of work	Presentation of the same work for different assessment components or subjects.
Falsification of data	Presentation of work based on false or fabricated data.

(Academic integrity policy 2019: 32-33)

Teacher responsibilities

Teachers should have adequate knowledge, proper resources as well as access to valid information regarding IB, while getting all the required support from the school authority. Only when teachers are aware and learnt enough will they be able to reflect their learning towards the students.

Along with teachers, students also need their fair share of time to learn and process the skills required for portraying an ethical piece of work. For example, if they are working on a research project, they need to be aware of how to conduct the research ethically, accumulate the information properly and reference it. Through a supportive environment that goes both ways, teachers will be able to ensure that the students are handling their work responsibly and completing their academics in a way that meets the IB requirements.

There are procedures needed for establishing academic integrity, and IB teachers are highly responsible for supporting their school and programme coordinators in certain ways:

- Ensuring that students understand their academic goals, school's expectations from them, as well as the results of possible misconduct from them.
- Planning work in a way that gives students the flexibility to allocate their own time slots to fulfill them according to IB expectations
- Guiding students with proper feedback as well as ensuring that they label all their work appropriately
- Planning cross reference group work so they can double check the authenticity before final submission
- Responding to any possible misconduct and adhering by IB's investigations

(Academic integrity policy 2019: 14)

Student responsibilities

Springdale International School students and all the learning community strive to achieve all the learner profile attributes. In the context of academic integrity, one of the most important attributes is to be "principled" and all students participating in IB programmes are expected to act honestly, responsibly and ethically.

Students are expected to be able to distinguish between what is right and what is wrong.

Students are responsible for making sure that all work submitted for assessment is authentically their own. The work or ideas of others or other resources must be fully acknowledged in all submitted work.

Students are not just recipients of content, but are also expected to create content and complete assessments that are authentic and genuine, and a true reflection of their personal level of achievement.

(Academic integrity policy 2019: 15-16)

(ACADEMIC INTEGRITY POLICY Karlskrona Internationella Grundskola: 7)

Citation format

- In-text citations + a list of references at the end of the paper
- Endnotes or footnotes +/- a bibliography at the end of the paper

Scholars writing in the sciences and social sciences typically use in-text citations, while humanities scholars utilize endnotes/footnotes.

While the two basic approaches to citations are simple, there are many different citation styles.

The way that citations appear (format) depends on the citation style, which is a set of established rules and conventions for documenting sources.

Citation styles can be defined by an association, such as the Modern Language Association (MLA), publisher, such as the University of Chicago Press, or a journal, such as *The New England Journal of Medicine*.

Brown University Library. "Citation: Citation Styles (APA, MLA, Chicago, Etc..)." *LibGuides*, 2022, libguides.brown.edu/citations/styles.

Work cited/bibliography

Citation includes: name of the author, publisher, date, journal title, company, website etc

MLA:

Other format includes APA, Harvard, Chicago

There are citation formats for websites, books, journal, newsletter etc

Academic integrity: Student Teacher Expectations

Early years (Nursery, Pre-Kindergarten, Kindergarten)

A student who embodies academic integrity is expected to:

- Verbally naming the authors of books
- Naming themselves as authors of their own work
- Label their own work

Teachers are responsible for providing instruction and guidance on:

- Model the behaviour by naming the authors or creators of materials used during instruction
- Name the authors and illustrators of books and read aloud
- Explicitly teach and assist the students in labeling their own work

Grade 1-3

A student who embodies academic integrity is expected to:

- Name and identify authors and illustrators of books
- Identify and name websites and other resources used
- Create their original work
- Cite the sources for any images used for presentations of projects
- Paraphrase texts and cite the original sources (e.g. the website used)

Teachers are responsible for providing instruction and guidance on:

- Naming sources used during instruction
- Name authors and illustrators of read alouds and any other types of texts
- Cite the sources for any images used
- Model and specifically teach paraphrasing from age appropriate resources
- Model and specifically teach note taking (e.g. bullet points)
- Give credit to other contributors (e.g. Seesaw activities)

Grade 4-5

A student who embodies academic integrity is expected to:

- Name and identify authors of books
- Cite the sources for any images used
- Specify between primary and secondary sources
- Paraphrase information gathered from various resources and cite the sources used

Teachers are responsible for providing instruction and guidance on:

- Naming sources used
- Teach students how to use online citation tools (EasyBib.com)
- Model and specifically teach paraphrasing from age appropriate resources
- Specific instruction on how to identify primary and secondary sources
- Providing students with a list of trustworthy and safe resources and search engines
- Choosing appropriate websites for research purposes and which websites to avoid and why (e.g. not to use Wikipedia)

Sources used

Academic Integrity Policy. October. International Baccalaureate Organization, 2019. PDF.

ACADEMIC INTEGRITY POLICY Karlskrona Internationella Grundskola

Academic Integrity Policy. October. International Baccalaureate Organization, 2019. PDF.

Brown University Library. "Citation: Citation Styles (APA, MLA, Chicago, Etc..)." *LibGuides*, 2022, libguides.brown.edu/citations/styles.

https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en