

7 September 2022 (New Guiding Statements)

Academic Integrity Policy

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Table Of Contents

AISPP Guiding Statements	1
Academic Integrity	1
Style Guide	2
Academic Misconduct	2
Developing Academic Integrity in Students	5
Mapping and Tracking Information Literacy Skills	6
Responses to Misconduct	6
Links to other AISPP Policies	9
Key terms	9
Appendices	9
References	10

IB Standards and Practices

Culture

The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

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

The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

The school clearly describes in its academic integrity 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. (0301-03-0200)

The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five

fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

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)

Lifelong learners

Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

AISPP Guiding Statements

AISPP Vision

Inspiring the joyful pursuit of learning and intercultural understanding.

AISPP Mission

Igniting a passion for a life of learning together.

AISPP values

- Sharing our passions to make things better together.
- Our differences make us stronger.
- Find Sok Sabay (wellness) inside and out.
- Our learning is limitless.

Academic Integrity

This policy supports AISPP educators to award reliable, fair and recognised outcomes to our students through valid assessments. This policy has been created to ensure a common understanding of the IB's academic integrity principle. Results cannot be fair if some students have had an unreasonable advantage over others (*Academic Integrity*, 2019, p.1).

The IB states that "Academic integrity is a guiding principle in education and 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 behaviour in the production of legitimate, authentic and honest scholarly work" (*Academic Integrity*, 2019, p.3).

"Students need to understand how knowledge is constructed and to develop their own thinking while showing an honest behaviour by giving credit where credit is due. Technical skills of referencing are important and students should have the opportunity to master these techniques during their learning journey. But understanding the principle of academic integrity in any educational endeavour comes first" (*Academic Integrity*, 2019, p.46). To that end, AISPP has a [scope and sequence](#) of academic integrity teaching and learning expectations .

Teaching students to think about the authors of the sources they cite as human beings who deserve acknowledgement for the work they have created facilitates a deeper understanding of why referencing is an important element of academic work (Colella-Sandercock & Alahmadi, 2015; Leonard et al., 2015.; Eaton et al., 2017, p. 28-36).

Academic integrity is an integral part of the learning process of inquiry in all subject areas. The Research category of the Approaches to Learning is explicitly taught as both information literacy and digital literacy skills to PYP, MYP, DP and CP students.

The IB Learner Profile

Two of the attributes of the IB Learner Profile demonstrated by academic integrity include being *principled* and *reflective*. Principled IB learners 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 (International Baccalaureate Organization, 2013). Reflective IB learners 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 (International Baccalaureate Organization, 2013).

International Mindedness

International students come from different cultures and academic backgrounds and this Academic Integrity Policy seeks to be sensitive to these differences.

Positive Behaviour

Academic integrity at AISPP is implemented as a proactive positive behaviour policy based on Virtue Ethics Theory (Hursthouse & Pettigrove, 2018). We also accept that “academic misconduct is a symptom, not the problem” (Milovanovitch, 2018, pp. 17-19).

AISPP staff and students strive for excellence in collaboration and research by acknowledging all sources and contributors and AISPP staff and students are caring in the way they respect and acknowledge sources and contributors.

Style Guide

AISPP uses standard Australian English with the [Macquarie Dictionary](#) as our standard reference and requires citations and reference lists to be formatted according to the most recent edition of the [APA Style Guide](#) published by the American Psychological Association before the start of each school year. School documents, teaching materials and displays should model academic integrity and acknowledge sources as appropriate.

Students are supported and instructed to use standard Australian English and the APA citing and referencing system and, in keeping with the International Baccalaureate Organisation’s (IBO) requirements, are required to properly include citations and reference lists in their work.

If there is a conflict between the APA Style Guide and Standard Australian English, students will use Standard Australian English.

Academic Misconduct

At AISPP we understand that there can be many reasons for students failing to live up to our expectations of academic integrity and that sometimes these are deliberate and other times inadvertent. Whether deliberate or inadvertent, failures of academic integrity are opportunities for teaching and learning.

In Academic Integrity (2019, International Baccalaureate, p.3), the IB defines academic misconduct as “deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment”. Behaviour that may disadvantage another student is also regarded as academic misconduct. It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper-based and on-screen (*Academic Integrity*, 2019, p.23).

At AISPP we understand that for our students to achieve excellence, they must be equipped with tools and strategies to

help them avoid inadvertent misconduct before they must submit work for external assessment, i.e. when they complete the MYP Personal Project or begin the CP or DP. We understand that to avoid deliberate misconduct the school has a responsibility to model and teach academic integrity and equip students with the tools and strategies they need. We expect students at all levels to acknowledge the contributions of others and the sources used in preparing their work.

Plagiarism

The IB defines plagiarism “as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment” (International Baccalaureate Organization, 2016, p.12). This includes the use of translated materials. It is the most common form of student academic misconduct identified by or reported to the IB. (Academic Integrity, 2019, p.46)

At AISPP we recognise plagiarism can be:

- copying passages or images including tables and graphs from any source into an essay, report or presentation without properly quoting and citing the source
- paraphrasing the argument or information from any source without properly citing the source
- selectively changing, re-ordering, or omitting the words including tables and graphs from any source without properly citing the source
- copying a translation from an online or other translating or transliterating service without properly citing the source
- turning in an assignment which has been previously submitted for a grade, whether the assignment was done by the student in question, a previous student, or a student from a different school
- following the exact steps of an existing scientific experiment without properly citing the source on the IB Extended Essay or other science assessment in which the student is expected to do their own work
- copying or using an existing piece of art in any medium without properly citing the material, e.g. copying a painting in art class, or using a graphic design or photograph in an essay, project or digital media presentation without including proper citation.

Plagiarism is not:

- sampling or collage in the arts, when fragments of existing material are reused, repurposed or reimagined to create new works of art that create “new narratives and [refresh] the cultural archive” (The Board of Trustees of the Tate Gallery, n.d.). However, an artist’s statement, essay or critique of the new work should acknowledge the sources used in such works.

Cheating on exams, tests and quizzes

The IB says that it is misconduct when “a student seeks and receives assistance from others such as teachers, peer students and parents, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance that, in the first place, not everyone has at their disposal,” and when a student uses material from an online “help” website, or when a student duplicates work. (Academic Integrity, 2019, p.23)

In tests, quizzes, or IB assessments, students may not:

- bring in and use unauthorised notes, formulas, electronic devices, etc.
- look at or copy the work of another student
- talk or make unreasonable noises
- assist another person in any way with their work, e.g. allowing your work to be copied, giving signals, or answering questions for another person
- discuss a test, quiz, or IB assessment with a student who has not already taken the said test, quiz, or IB assessment
- obtain a copy of a test, quiz, or IB assessment in any form before the said test, quiz, or IB assessment is given by

the teacher

Collusion

Collusion occurs when a student supports dishonesty by someone else, e.g. by allowing one's work to be copied (International Baccalaureate Organization, 2016, p.12)

- allowing and/or encouraging another individual to copy one's work and claim it as their own
- submitting work completed or created by another student, parent, tutor or other person and claiming it as one's own

The following examples of collaborative work do not constitute collusion and as such do not violate the AISPP Academic Integrity Policy:

- working with other students on teacher assigned group work in which all students' names will be attached to the final submission
- working in a study group to revise content and/or rehearse skills
- providing peer assessment and/or general feedback so long as this does not include corrections or suggested specific improvements or changes to the work
- allowing another individual to proofread or look at your work to offer peer assessment is acceptable, as long as any corrections or later work is done by the student whose name is on the submitted assignment
- using an electronic spelling, grammar and/or style checker when this is clearly and overtly approved by the teacher for the specific task.

Causes of Misconduct

AISPP recognises the research that shows there are many reasons for student academic misconduct and sees academic integrity as something to be learned. Instances of misconduct, therefore, are usually teaching and learning opportunities.

What constitutes academic misconduct may be understood differently depending on the teaching and learning practices students have been exposed to before coming to AISPP., which may include rewarding students for demonstrating precise memorisation of materials read and copying may be seen as a mark of respect. At AISPP students are helped to understand such cultural differences and the impact they have on expectations of this and other academic institutions (Pennycook, 1996, p.220).

Students may suffer from pressure from family and/or pressure to achieve high grades. At AISPP students are not ranked within classes or year levels and all assessments are made with reference to criteria (Selemani et al., 2018). The IB describes this as a "need to succeed; the imperative notion that high grades are expected for all tasks" (*Academic Integrity*, 2019, p.46) highlighting the role teachers can play in placing unnecessary pressure on students.

Students may lack the requisite knowledge to complete an assignment with integrity and AISPP provides the school libraries and databases along with direct instruction in how to use these resources to support students in gaining knowledge (Selemani et al., 2018).

Students may lack the necessary writing skills and AISPP provides differentiated English instruction as detailed in the school's Language Policy (Selemani et al., 2018).

Students may lack confidence in their knowledge or skills and "feel unprepared or incapable to meet the task requirements" (*Academic Integrity*, 2019, p.46)

Students may engage in misconduct for convenience (Selemani et al., 2018) or "poor time management; ... [and] procrastinate in completing a task and choose to copy the work of others to produce something on time" (*Academic Integrity*, 2019, p.46). AISPP gives direct instruction in self-management through the articulated Approaches to Learning

program.

Students may engage in academic misconduct out of laziness and AISPP uses the Positive Education Enhanced Curriculum to help develop determination and guide students to become well-rounded (Selemani et al., 2018).

Academic misconduct may come about as a result of a failure on the part of the coordinators and teachers to manage the calendar of assessments, creating moments of overload on students. Teachers follow the AISPP Assessment Policy and use a central assessment calendar to minimise this problem.

Academic misconduct may also come about from poorly designed or irrelevant tasks (*Academic Integrity*, 2019, p.46) and AISPP teachers are supported to develop constructivist learning and use authentic assessment for both formative and summative assessment tasks.

Academic misconduct may come about from a “perceived lack of interest by their teachers” (*Academic Integrity*, 2019, p.46) and AISPP teachers give meaningful feedback to students in a timely manner.

Academic misconduct may reflect a lack of “fear of consequences; students may not care about being caught or may be willing to take the risk just to “beat the system” (*Academic Integrity*, 2019, p.46). AISPP works with students to help them develop internal motivation to help students avoid this pitfall.

Developing Academic Integrity in Students

At AISPP we endeavour to provide students with the tools necessary to become critical thinkers and ethical users of information.

Students have the responsibility as learners to understand the value of giving credit to others, to collaborate ethically, and to include citations in their work to the best of their ability. Students have the right to be given the chance to speak with their teachers and correct mistakes made along the way.

Teachers have the responsibility to teach academic integrity proactively at all levels, which includes collaborating with the teacher-librarian during key points in the unit planning process. Teachers guide students toward ethically creating and crediting work in context for their subject areas. Teachers have the responsibility to check work suspected of plagiarism via Google Classroom’s “check originality” report. Teachers have the responsibility to discuss mistakes made by students before determining if a breach of integrity has been made.

Coordinators and Administrators have the responsibility to support teachers in administering logical consequences to correct repeated mistakes made by students as necessary per this policy.

Parents have the responsibility to read and discuss the academic integrity policy with their children, sign the Academic Integrity Contract, and support the school in helping students learn how to use information ethically.

Mapping and Tracking Information Literacy Skills

Students at AISPP will be taught and practise information literacy skills (ILS) throughout their school career.

An assessment of a prospective student’s knowledge and understanding of ILS is conducted as part of the enrolment process to inform what, if any, remedial support is needed for the student to function at the level expected according to the AISPP [academic integrity scope and sequence](#) (Appendix A). The teacher-librarian maintains the [AISPP Library and Information Literacy Skills curriculum continuum](#).

An overview of expectations is included as [Appendix B: ILS Overview](#), which will be superseded by the Approaches to

Learning Scope and Sequence when that is written.

Responses to Misconduct

In all instances, work submitted that is the product of academic misconduct will have to be redone and resubmitted. It may or may not then be assessed, depending on the nature of the misconduct and the student's personal history of academic integrity as detailed below. See also the AISPP Assessment Policy.

First Instance

- If a teacher suspects misconduct, the teacher and the student will have an objective conversation about the perceived breach of academic integrity to determine if it was intentional or unintentional.
- Whether intentional or unintentional, the teacher will enter a behavioural note in ManageBac for the incident and inform the Programme Coordinator.
- Whether the mistake was intentional or unintentional, the student will be provided with the necessary support and will revise their work before it will be assessed and feedback given.
- If the misconduct was unintentional, the teacher and student will together determine the support and/or teaching required and the actions the student will take to avoid this type of misconduct in future.
- If the misconduct was intentional, the subject teacher will ask the student what caused the intentional misconduct and include that in the behavioural note on ManageBac. The student's homeroom teacher will determine if further action is needed. This might be because:
 - there has been previous academic misconduct in other subjects
 - the underlying cause suggests the Child Protection and/or Student Support Team should be involved
 - there is a learning need the misconduct has revealed that the student services coordinator and/or other subject teachers need to be aware of.

Second Instance

- If a teacher suspects a second instance of misconduct, the student will be referred to the coordinator.
- The coordinator and student will have an objective conversation about the perceived breach of academic integrity to determine if the perceived breach of academic integrity was unintentional and allow the teacher to determine the support required for the student.
- Whether intentional or unintentional, the coordinator will enter a behavioural note in ManageBac and inform the student's parents.
- If the misconduct was unintentional, the coordinator and student will together determine the support required and the actions the student will take to avoid this type of misconduct in future.
- If the misconduct is determined to be intentional, the teacher will ignore all parts of the assignment affected by the misconduct and assess only the remainder of the work and record this as the student's achievement for the task. The student will complete the task with integrity and resubmit it for feedback only.

Third Instance

- If a teacher suspects a third instance of misconduct, the teacher will record this in a behavioural note on ManageBac and refer the student to the section principal who will then meet with the student.
- The principal will determine whether the misconduct was intentional or unintentional.
- The Principal will meet with the student and may include the parents to explain what has happened and the seriousness of academic misconduct. Together they will develop a plan of action to ensure the student avoids misconduct in the future. This agreement will include the consequences for this student of further misconduct that may include supervised study periods, in-school suspension, out of school suspension and in extreme cases expulsion from the school.

Further instances

Further instances of misconduct will be addressed by the Secondary Principal following the agreement made between the student, parents and the school after the third instance.

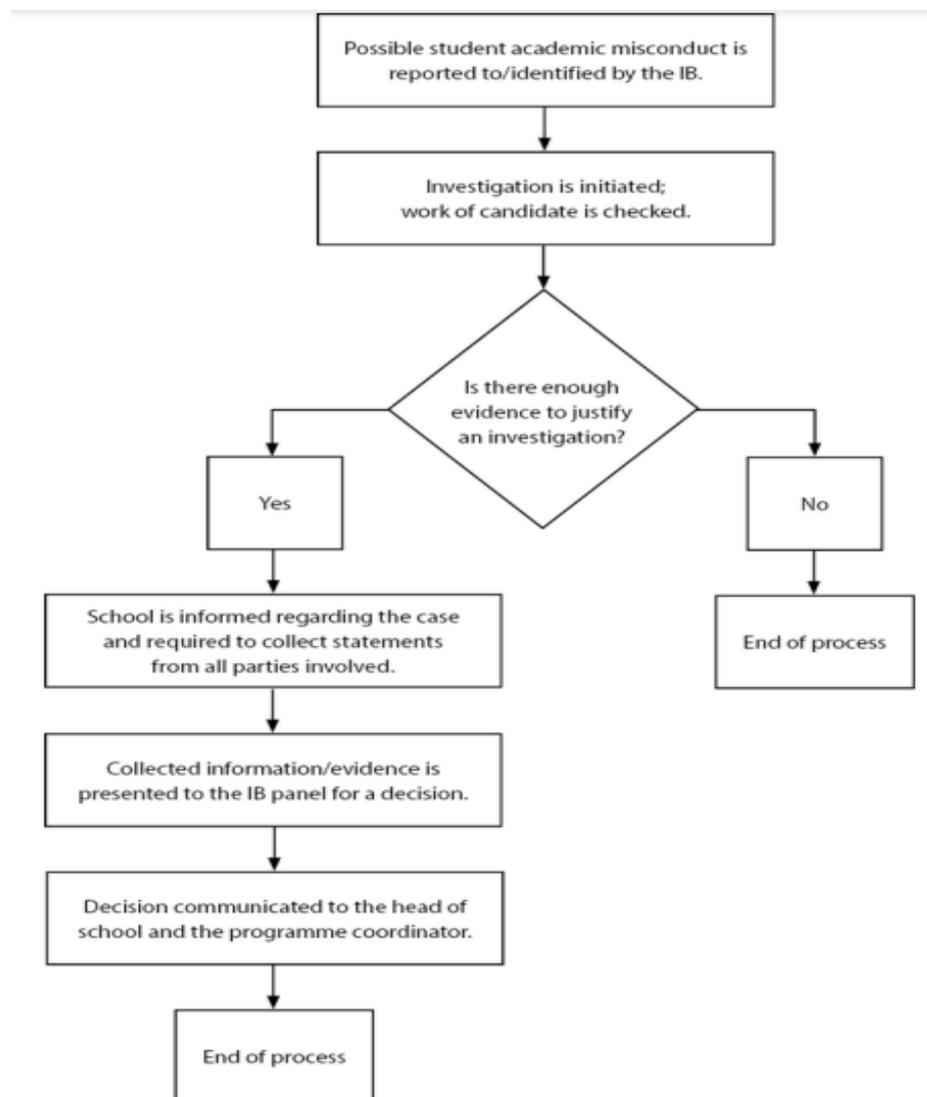
Consequences for Externally Assessed Work

AISPP students submit externally assessed coursework and sit examinations set by the IBO, and the school and students must abide by the rules stipulated in the IBO's publication "Academic Integrity".

If misconduct is identified in coursework before submitting it to the IBO, the school will follow AISPP internal academic integrity procedures. AISPP will not allow the student to submit that work to the IBO.

If the misconduct is discovered after work has been submitted to the IBO, the programme coordinator will inform the IBO as soon as possible and the IBO will follow the investigation flowchart diagrammed below (*Academic Integrity*, 2019, p.24).

Diagram 1: IBO Investigation Flowchart



(*Academic Integrity*, 2019, p.31)

Primary Years Programme (PYP)

Teachers in the PYP will follow the Academic Integrity Policy when marking student work. In Year 5, students will be formally introduced to this policy as part of the process for the PYP Exhibition. Students and their mentors will keep records of meetings and sign the Academic Integrity Form.

Middle Years Programme (MYP)

AISPP students do not sit the MYP on-screen examinations. If that changes, the school will follow the academic integrity practises detailed by the IBO (*Academic Integrity*, 2019, p.23).

When students complete their Personal Project for external assessment, the student and their supervisor will keep records of meetings and sign the academic integrity form. If misconduct occurs, the supervisor will follow the AISPP policy and the plagiarised work or work that results from collusion will not be submitted to the IBO. If misconduct is discovered after the work is submitted, the MYP Coordinator will notify the IBO as soon as possible. (*Academic Integrity*, 2019, p.24)

Diploma (DP) and Career-related Programmes (CP)

"If a student is found to be in breach of [examination] regulations, the school must contact the IB within 24 hours of the examination to report the incident. Students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students. The student's examination script should be submitted for assessment as usual" (*Academic Integrity*, 2019, p.24).

If the IB establishes that there is evidence to suspect a student of academic misconduct, the school will conduct an investigation, provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case and follow the procedures detailed in the IB Academic Integrity documentation (*Academic Integrity*, 2019, pp.24-25).

Links to other AISPP Policies

The following policies affect and/or are affected by this policy:

- Assessment Policy
- Child Protection Policy
- Inclusion Policy

Key terms

Academic Integrity - Academic integrity is a guiding principle in education and 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 behaviour in the production of legitimate, authentic and honest scholarly work.

Balance of probabilities approach - "Balance of probability" means that the decision-maker(s) with appropriate subject matter expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a consequence for an alleged case of student academic misconduct or school maladministration where evidence beyond a reasonable doubt is not available.

Conflict of interest - This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by his or her involvement in another role or relationship. The individual does not need to exploit his or her position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or perception of impaired judgement or undue influence can also be a conflict of interest.

School maladministration - The IB defines school maladministration as, "An action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination." (*Academic Integrity*, 2019, p. 20)

Unprecedented or extraordinary incidents – Student academic misconduct or school maladministration incidents that are outside the IB’s usual procedures and/or experience.

Appendices

Appendix A

Academic Integrity Scope and Sequence

[Academic integrity scope and sequence.](#)

Appendix B

Information Literacy Skills Overview

Information Literacy Skills will be detailed in the *Approaches to Learning Scope and Sequence: Research Skills Section* when that is produced.

PYP

In PYP Years 2 – 4, students are instructed in what a source is and why we credit the contributions of others, such as authors and classmates. They are equipped with language skills to include credit within the texts they produce, which may include written, spoken and visual texts.

In Year 5, students learn how to use the tools to create the required reference list format while carrying out research for their PYP Exhibition.

MYP

In MYP, the Approaches to Learning Scope and Sequence indicates in which units information literacy is being taught and the teacher-librarian and the subject teachers will follow a process before those units begin to establish coteaching requirements;

- the subject teacher identifies which part of the coming unit requires ILS input from the teacher-librarian
- the teacher books an ILS input session from the teacher-librarian using the booking spreadsheet (yet to be created)
- the teacher and teacher-librarian jointly plan and deliver the ILS input sessions as required
- students put ILS into practice during classwork and formative and summative assessment tasks
- students reflect on their ILS and how well they are implementing them as part of their unit reflections
- the teacher monitors student progress in developing their ILS and makes necessary adjustments, such as more whole class or targeted instruction
- as students progress through the MYP Programme, they learn and apply ILS to a gradually increasing degree of complexity and depth
- new students who enter MYP at any year level should receive additional support to ‘catch up’ on ILS. This is informed by the ILS scope and sequence and is monitored by the MYP Coordinator.

DP

In DP, the subject teachers collaborate with the teacher-librarian and

- continue to teach, review, and extend Information Literacy Skills needed for their subject

- work with the DP Coordinator and the teacher-librarian to address specific ILS needs

CP

In CP, the subject teachers collaborate with the teacher-librarian and

- continue to teach, review, and extend Information Literacy Skills needed for their subject
- work with the CP Coordinator and the teacher-librarian to address specific ILS needs
- ensure students are equipped to meet the academic integrity expectations of universities or other institutions they are studying with

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