



Academic Honesty Policy

Zhuhai International School

Rationale

In accordance with the IBO philosophy and the Learner Profile attitudes and attributes, ZIS acknowledges the importance of fostering academic integrity and principled behavior that demonstrates respect for the ideas and work of others. By ensuring that the skills and knowledge needed are explicitly embedded into the programme of inquiry across the school, ZIS actively seeks to nurture these values. By clearly communicating the expectations and protocols in relation to Academic Honesty, to all stake holders/community members, ZIS further seeks to achieve both transparency and acknowledgement/endorsement by all involved.

Guidelines

(IB Academic Honesty in DP, 2014):

Academic honesty is defined as:

- The production of authentic work (i.e. based on one's own ideas).
- Respect for intellectual property.
- Giving full credit to all sources used.
- An understanding of the differences between collaboration and collusion.
- Proper conduct in relation to all assessments.

Academic dishonesty has different forms and various terms. The following list outlines these categories.

- *Plagiarism* is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- *Collusion* is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- *Misconduct* can include: taking unauthorized material into an examination (whether the student uses it or not), behaviour that disrupts the examination or may distract other students including communicating with another student during the examination.
- *Duplication* of work is defined as the presentation of the same work for different assessment components.

N.B. *Collaboration is not a form of academic dishonesty if all members share equitably in the group and all work conforms to the academic honesty policy.*

Expectations and Responsibilities

ZIS Teachers will:

- Systematically plan for, teach and assess academically honest practices in their classes
- Collaborate with the Teacher Librarians to ensure a consistent approach, across the school, towards the processes and procedures used to embed academic honesty into teaching and learning at ZIS
- Provide meaningful opportunities to acquire and demonstrate understanding of the skills and behaviors that enable academically honest practices in accordance with the *IB Learner Profile* and *Approaches to Learning*
- Design tasks that require students to acknowledge and cite a variety of sources in both print and digital formats, at age appropriate levels
- Aim to make the inquiry process as visible and accessible to students as possible.
- Provide scaffolding for students not yet able to behave in an academically honest manner, due to developing skills
- Monitor, report and respond to breaches of academic honesty in accordance with the policy at ZIS
- Model academically honest practices in their own use of the intellectual property of others including but not limited to print, music and images

ZIS Coordinators and Senior Management will:

- Develop a continuum of academically honest attitudes, skills and behaviors to be implemented across the school
- Create programme specific policies and procedures appropriate for the students in each of the IB programmes
- Clearly communicate the academic policies and procedures to the teaching staff and provide support for successfully integrating academic honesty into the teaching and learning at ZIS
- Clearly communicate the academic policies and procedures to the community and highlight the importance of Academic Honesty
- Plan for and oversee the integration of the academic honesty policy and continuum across the school
- Support and acknowledge the role of the Teacher Librarians as the specialists in this area, providing opportunities for professional development and leadership in maintaining this area of responsibility
- Consistently monitor and enforce the policies and procedures as set out in this document
- Overtly model academically honest practices in regards to all policy and procedural documents created and used at ZIS

ZIS Students will:

- Experience a variety of learning engagements where academic honesty is authentically integrated into the teaching and learning as outlined in the *Approaches to Learning* (MYP from Principles into practice, p.105)
- Demonstrate academically honest behavior in regards to their own work, in accordance with the age appropriate expectations of each programme

- Regularly reflect on their own attitudes and behaviors in regards to academically honest behavior and in accordance with the IB Learner Profile
- Acknowledge and accept the consequences of academically dishonest behavior in accordance with the protocols set out in this document

ZIS parents/guardians will:

- Ensure they understand Academic Honesty and ethical behavior and their relation to the IBO/ZIS requirements
- Support the school in explaining the importance of academically honest behavior to their child/ren and endorse the policies and protocols set out in this document
- Acknowledge and accept the consequences of academically dishonest behavior by their child/ren in accordance with the protocols set out in this document

Procedures and Protocol

Policy Location

This policy will be made available to students, parents and staff through student, teacher and parent handbooks and on Managebac.

Suspected Unethical Behaviour

In the case of suspected academic dishonesty teachers and or administrators will confirm the behavior has occurred and refer to the individual policies for PYP, MYP and DP as set out in the appendices of this document.

Infractions

Following confirmation of an infraction the PYP, MYP or DP coordinator will be notified, in a timely manner. Then the protocol will be followed as set out in the appendices of this document.

Policy Review

This policy will be formally reviewed every year. Revisions can be made at any time in response to changes in student or teacher population as well as in response to changes in technology and/or school philosophy or teaching and learning practices. All changes will be subject to approval by senior school management and communicated clearly in student, teacher and parent handbooks and on Managebac.

Acknowledgements

During the creation of this policy, policies from fellow international schools were used as resources. In some cases, their format or contents were adapted for inclusion in the ZIS policy document. In the interest of academic honesty, we would like to attribute to the following schools: Canadian International School, Singapore, American International School, Guangzhou, Western International School of Shanghai, Qingdao American International School, Qingdao, and the Australian International School, Singapore.

Works Cited

International Baccalaureate Organization, compiler. Approaches to teaching and learning in the International Baccalaureate (IB) Diploma Programme. 2014.

International Baccalaureate Organization, compiler. The IB programme continuum of international education Academic honesty in the IB educational context. Cardiff, Peterson House, 2014.

International Baccalaureate Organization, compiler. The IB programme continuum of international education effective citing and referencing. Cardiff, Peterson House, 2014.

APPENDICES

- A. ACADEMIC HONESTY CONTINUUM**
- B. INTERNAL ASSESMENTS; MYP AND DP**
- C. IB DP EXAM PROTOCOL**
- D. ACADEMIC HONESTY MYP ASSESMENT TASK SHEET (UPLOAD VERSION)**
- E. ACADEMIC HONESTY MYP ASSESMENT TASK SHEET (SIGNATURE VERSION)**
- F. ZIS LIBRARY CITATION GUIDE**