



# Academic Integrity policy at GVS

## Mission Statement

*'At Green Valley School we provide a challenging and inspiring education. We encourage students to develop their positive talents and qualities and aim for both academic and human excellence. We believe that Education in Human Values is the very foundation of learning. By becoming global citizens, students can contribute to transforming the world, through intercultural understanding and reinforced positive human attributes. We aim to empower our students to be successful by leading them to become lifelong, inquiring, principled and caring critical thinkers.'*

Green Valley School reflects and honours the Mission Statement of the IB, which states:

*'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 organisation works with schools, governments and international organisations 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.'*

## Statement of Purpose

The Green Valley School Academic Honesty Policy is designed to provide clarity and understanding for students and faculty on the appropriate use of the intellectual property of others.

Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment (IB 2007). GVS aligns itself with the IB philosophy, values and beliefs and recognises that it can be influenced by factors that include taught skills, role modeling, peer pressure, parental expectations and culture. Academic honesty can be demonstrated through the dynamic relationship between personal, social and technical skills.

GVS has adopted the IB Learner Profile and as such it provides the foundation of our Academic Honesty Policy. The aim of the school, and our IB programmes, is to 'develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world' (Academic Honesty in the IB Educational Context; 2014).



IB students strive to be:

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, group and communities. They take responsibility for their own actions and the consequences that accompany them.

*IB Learner profile*

GVS places a high value on academic integrity and has established procedures to communicate expectations of academic honesty and prevention of plagiarism, cheating and collusion.

*'Honest authorship is a primary value at Green Valley School. Dishonestly claiming authorship is plagiarism, a form of cheating and a form of either lying or stealing or both.'*

**Definitions:**

Academic Honesty:

Further defined as the respect for the intellectual property of others and submission of only authentic pieces of work with the ideas of others fully acknowledged

Plagiarism:

Intentionally or unwittingly taking ideas, words or work of another person without proper, clear and explicit acknowledgement (IB 2014).

Collusion:

Allowing one's work to be copied or submitted for assessment by another (IB 2014)

Duplication of work:

Presenting the same work for different assessment of tasks (IB 2014).

Copyright:

A protection of original works of authorship (a book, an article, a photo, a song and so on). Students should assume that all printed work, hard copy or electronic text is copyrighted.

Intellectual Property:



Includes different forms of property rights, such as patents, registered designs, trademarks, moral rights and copyright. Forms of intellectual and creative expression must be respected and are protected by law.

### **Roles, skills and responsibilities**

In cases where a student does not show academic honesty, the actions of that student may constitute misconduct. Although misconduct takes many forms, plagiarism is certainly one of the most prevalent forms.

Using the words and ideas of another person to support one's arguments is a fundamental part of any academic endeavor. How to integrate these with one's own is an important skill that must be learned.

- An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a student for assessment must wholly and authentically use that student's own language and expression.
- Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.
- When using the words of another person it must become common practice for a student to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own.
- Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone.
- Students must at least be aware that forms of intellectual and creative expression (ie; works of literature, art or music) must be respected and are normally protected by national and international law.

*(IB Academic Honesty 2007)*

Academic honesty is the responsibility of administrators, teachers, parents and students. Specific skill areas of academic honesty include developing:

#### **Personal skills:**

through discussions on integrity, confidence in one's own work, willingness to work independently, self-evaluation skills, and determination to achieve individual potential



**Social skills:**

through discussions on how to work collaboratively, how to contribute to a group or team, how to acknowledge work by other group or team members, and peer evaluation skills

**Technical skills:**

through recognition of when others' ideas, physical skills and or techniques should be acknowledged; which sources of information should be acknowledged; understanding plagiarism; how to construct a bibliography; how to reference correctly

*(MYP: From Principles into Practice; 2014 )*

**Administrator Responsibility**

- Administrators are expected to support and encourage students, teachers and parents by modeling academic honesty and personal and professional integrity.
- Administrators are expected to take appropriate measures in addressing instances of academic dishonesty.

**Teacher Responsibilities**

- Teachers are expected to support and encourage students, staff and parents by modeling academic honesty and personal and professional integrity.
- Teachers are expected to recognise and support that teaching and learning promotes the understanding and practice of academic honesty.
- Teachers are expected to teach students how to use and cite all forms of resources (text, images, videos) appropriately and to scaffold information literacy skills.
- Teachers are responsible for ensuring that proper citation skills are embedded and taught prior to any assessments.
- Teachers are expected to teach students how to use all forms of resources appropriately.
- Teachers are expected to communicate with the student, parents and administration when plagiarism is found.



- Teachers are expected to communicate the school's policy on plagiarism and/or academic dishonesty to students and parents, including possible consequences and use action as a teaching/learning opportunity.
- Teachers are responsible for checking whether plagiarism has occurred using online citation checkers.
- Teachers are responsible for reporting concerns regarding cheating or plagiarism to the appropriate managers.
- Teachers are responsible for ensuring that formal exams, assessments and tests are invigilated properly under exam conditions.

### **Student Responsibilities**

- Students are expected to be academically honest by submitting their own work so that the levels of achievement they attain reflect their own academic effort.
- Students are expected to recognize that teaching and learning promote the understanding and practice of academic honesty.
- Students are responsible for ensuring that all assignments are properly cited and sources are identified using a recognized citation method (APA).
- Students are expected to accept responsibility for their own learning and to contribute to the learning experience of others.
- Students are responsible for behaving in a principled manner for all assignments.

### **Parent Responsibilities**

- Parents are expected to encourage academic honesty and support their child by modeling personal integrity.
- Parents are expected to foster a love for learning and the importance of gaining knowledge.
- Parents are expected to encourage their child to plan ahead when studying for a summative activity or writing a paper.



## **Academic misconduct and dishonesty**

### **Unacceptable Behaviour:**

**Plagiarism** - Representing someone else's ideas, words, statements or other as one's own without proper acknowledgement or citation:

- Plagiarising; copying word for word or lifting phrases.
- Paraphrasing, using another person's written words or ideas.
- Borrowing facts, statistics, graphs, illustrations without proper reference, unless it is common knowledge.

**Cheating** – Cheating is committing fraud and or deception on a record, report, paper, computer assignment, examination, or any other course requirement:

- Taking unauthorised material into an examination room.
- Knowingly allowing another student to plagiarise one's work; collusion.
- Using additional sources when not properly credited and identified (in-text citation and bibliography are not correct).
- Assuming the accuracy of the information on a web site without verifying accuracy of that information.
- Disruptive behavior during examination.
- Stealing examination materials.
- Handing in the same assignment for different assessment tasks (duplicating work).
- Altering graded work after it has been returned, and then submitting the work for it to be graded again.
- Obtaining work or information from someone else and submitting it under one's own name.
- Using unauthorised notes on an assessment or an examination.
- Communicating answers with another person during an exam.
- Taking an exam for another person or having someone take an exam for you.
- Aiding dishonesty by providing material or information to another person with knowledge that this information may be used improperly.

### **Falsification of Data, records and official documents**

- Fabricating data in any sense.
- Altering documents affecting academic records.
- Forging a signature of authorisation or falsifying information on an official academic document, grade report, letter or recommendation, letter of permission, petition or any document.



## **Unacceptable Collaboration**

- A student works with another or others on a project and then submits the work, which is represented explicitly or implicitly as the student's own individual work.
- Using answers, solutions, or ideas that are the result of collaboration without citing the collaboration.
- Students engage in unacceptable collaboration when they have expressly been instructed to do their own work and have not been given prior approval by the instructor to collaborate.

## **Unauthorised Or Malicious Interference**

Unauthorised or malicious interference or tampering with faculty, administrative, or staff computers is considered an academic and behavioral offense.

## **Classroom Disturbances**

Classroom disturbances can also serve to create an unfair academic advantage for oneself or disadvantage for another member of the academic community.

Examples include:

- Interference with the course of instruction or an exam to the detriment of other students.
- Disruption of classes or other academic activities in an attempt to stifle academic freedom of speech.
- Failure to comply with the instructions or directives.

## **Consequences of Academic Dishonesty at Green Valley School**

### **Consequences of Plagiarism:**

Whenever a teacher reasonably believes, based upon significant evidence that a student has...

- plagiarised part or all of an assignment or infringed upon copyright protection
- mistakenly assisted another student to plagiarise part or all of an assignment
- knowingly assisted another student to plagiarise part or all of an assignment.



The teacher shall follow the below procedure

- indicate in writing to the student(s) and the student's parents, with a brief statement of the circumstances, that the teacher has a reasonable belief that the student has engaged in a violation
- refuse to give the student a grade for the assignment or on any duplication of assignments on which the student assisted another to plagiarise
- require the student to rework the assignment entirely, using his/her own ideas and style
- refer the student to the proper school managers, including the IB coordinator (IB DP) for any additional counseling or discipline consistent with any other policy of Green Valley School.

## Referencing

Referencing or citing sources is an important part of academic writing. It allows the acknowledgement of ideas or words of others and helps avoid plagiarism (University of Western Australia). Referencing also demonstrates that students have read relevant background literature and can provide authority for statements made in assignments (University of Western Australia).

At GVS students will use the APA (American Psychological Association) citation style to source any assignments involving research.

## Bibliography

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## **Revision of the Policy**

The policy was first developed in November 2019 by the DP Coordinator as a draft, followed by the collaborative work of a committee and finalised with the contributions and amendments made by the teaching staff during PD days and over a significant period of time via google comments, between December 2019 and January 2020. The policy was approved by the school Leadership Team on February 2020.