



مدرسة المشرق الدولية Mashrek International School

Mashrek International School Academic Honesty Policy



www.gocolumbia.edu/students/Academic_Integrity.aspx

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IB learner profile

The aim of all 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.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>PRINCIPLED We 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.</p>	<p>REFLECTIVE We 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.</p>

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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“Academic Honesty is an essential principle of the IB’s academic programmes that enhances the organization’s credibility and position as a leader in international education. As stated in the IB learner profile, all members of the IB community strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities”.¹

Mashrek International School seeks always to maintain academic honesty culture among its students, teachers and administrations in addition to develop concepts of international mindedness. It is vital that students are responsible, risk takers and knowledgeable in skills needed for academic honesty. The school’s policy exists to promote academic honesty among students and to emphasize on their work authenticity.

The school is using the MLA convention for citing and acknowledging original authorship and the internet site “Turnitin” for detecting plagiarism. Academic Honesty is embedded in the Programme standards and practices (2014).

Standard B1: Leadership and Structure

The school’s leadership and administrative structures ensure the implementation of the IB programme(s).

B1.5 The school develops and implements policies and procedures that support the programme(s).

Standard C3: Teaching and Learning

Teaching and learning reflects IB philosophy.

- C3.2 Teaching and learning engages students as inquirers and thinkers.
- C3.4 Teaching and learning promotes the understanding and practice of academic honesty.
- C3.5 Teaching and learning supports students to become actively responsible for their own learning.

How Does Academic Honesty Relate the Learner Profile and PYP Attitudes?

Since the Learner Profile and the attitudes serve as the cornerstone for the development of academic integrity, students are encouraged to be:

- **Inquirers** while being engaged in inquiry based learning and conducting their research
- **Knowledgeable** as they explore concepts and issues
- **Thinkers** when making ethical decisions
- **Communicators** while working in a group and making equal contribution through sharing personal thinking
- Show **respect** for others’ opinion and **cooperation** through being a good listener
- **Risk-takers** when defending their opinion and beliefs
- Show **independence** and **confidence** in their work even when they work individually
- Have **integrity** when they give credit to the work that is not theirs.

¹*Academic Honesty Diploma Programme*

Academic Honesty in the PYP

Mashrek strives to develop lifelong learners who embody the IB learner Profile and attitudes. Academic Honesty in the Primary Years Programme (PYP) are taught to strengthen academic honesty in the MYP and DP, as well as ensuring the understanding of the importance of academic honesty and integrity. The learner profile is evident in the classroom as well as in the general language of the school.

Role of the Teacher / Ways to Promote Academic Honesty

In PYP academic honesty is to be both modeled and explicitly taught. Teachers will address academic honesty or dishonesty in authentic contexts and particularly in the area of assessment. It is the responsibility of teachers to:

- Act as role models
- Create inquiry based assessment tasks where creativity is encouraged
- Design assessment criteria that value and reward the learning process rather than only the outcome
- Teach ways to acknowledge others; for example using quotation marks to mark other's words
- Encourage reflection on the learning process
- Reinforce the importance of author/illustrator
- Support students in developing skills and attitudes required for completing their task in an academically honest manner.
- Grade 4 students attend an orientation session on academic honesty by ATL leader at our school before embarking the exhibition

Role of the Student / What We Believe Students Should Do

Students are expected to show principled behavior when being involved in any learning experience. It is the responsibility of the students to be able to:

- Read different sources in order to collect the needed information
- Record data collected in his/ her own words using paraphrasing skills
- Communicate knowledge in his/her own words
- Summarize key understanding from audio visual material
- Learn Simple interview techniques
- Work collaboratively and respectfully within a group and share information with honesty

The Exhibition

As an evidence of the culmination of the PYP, exhibition work should reflect all of the criteria for academic honesty presented in the primary years and especially in PYP grade 4. Moreover, exhibition work should show that students are able to independently work in an academically honest manner.

In order to emphasize on students being principled in their actions, show confidence, independence, integrity and respect which are really important attributes to develop the values of personal academic honesty, an orientation sessions on academic honesty is conducted by an ATL leader for grade 4 students.

During the exhibition, an academically honest student:

- Seek help from his/her mentor
- Create as a group lines of inquiry
- Use various sources and be academically honest when referring to these sources of information including individual first person sources
- Work collaboratively and respectfully within his/her group to share information
- Acknowledging the work of their colleagues and assuming responsibility of their work
- Present findings in creative formats to provoke others to action

By the end of grade 4 students will be able to site the following sources:

Book with One Author:	Author's last name, First name. <i>Italicize Title.</i> Publication Location: Publishing Company, Year. Print.
Book with Two Or Three Authors	First author's last name, First name, Second author's First name and Last name, and Third author's First name and Last name. <i>Italicize Title.</i> Publication Location: Publishing Company, Year. Print.
Article from a magazine	Author's last name, First name. "Title of Article." <i>Italicize Title of Magazine</i> Day Month Year of publication: page numbers. Format.
Article from website:	Last name, first name. "website article." website.publisher,date published.web.date accessed.
Interview:	Last Name of Interviewee, First Name. Type of Interview (Personal Interview, Phone Interview, Skype Interview, etc.). Date
Photograph found on a website:	Last, First. Photograph Title. Year Created. Photograph. Museum/Institution, Location. Website Title. Web. Date Month Year Accessed.

Role of the Parent / What We Believe Parents Should Do

- Read and understand the school policy on academic honesty
- Support the academic honesty philosophy of the school.

Academic Honesty in the MYP and DP

What is Academic Misconduct?¹

Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.

Categories of Academic Misconduct²

- **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** during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.
- **Communication about the content of an examination** 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.
- **Duplication of work** is defined as the presentation of the same work for different assessment components and/or Programme requirements.
- Examples :
 1. Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.
 2. Falsifying data: creating or altering data which have not been collected in an appropriate way.
 3. Exam cheating: communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage
 4. Paraphrasing without acknowledgement: using the author's ideas by rewording or rearranging the author's original words without acknowledgment or referencing.

¹*Academic Honesty Diploma Programme*

²*Academic Honesty Diploma Programme*

Roles and Responsibilities

The School

1. Establish a school policy that promotes good academic practice and a school culture that actively encourage academic honesty.
2. Form a committee that is responsible for investigating any academic misconduct and taking action.
3. Communicate the school academic honesty policy to all school community; through school website, brochures and meetings.
4. Highlight the roles and responsibilities of parents and provide them with advice and details on how to support their children in producing authentic work.

5. Review the school academic honesty policy every two years by forming a committee to include librarians, teachers, students and parents.
6. Purchase and renew a yearly license to create accounts for all teachers on www.turnitin.com

The IB Programme Coordinator

The Programme Coordinator must:

1. Discuss with parents the importance of academic honesty and the consequences of any academic misconduct
2. Ensure communication of “General Regulations for Students and their Legal Guardian” and “Academic Honesty policy” to parent and students, via email and ensure that it is also available on the school website and the communication platform.
3. Ensure that all students :
 - I. Understand what constitutes academic honesty, an authentic piece of work and intellectual property.
 - II. Receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources (*using the Effective citing and referencing document*)
 - III. Understand what constitutes academic misconduct
 - IV. Know the consequences of being found guilty of academic misconduct.
4. Ensure that all teachers :
 - I. Read and understood the content of the IB academic honesty publications found on the OCC/MY IB and the school academic honesty policy
 - II. Have access to Turnitin system, in order to check the authenticity of the student’s work and submit an originality report to the program coordinator in case of any plagiarism detected
 - III. Handle all cases of academic misconduct with confidentiality
 - IV. Are aware of the authentication template and collect signatures from students registered for examinations
5. Ensure that all teachers and students have received the “General Regulations “document for students and their legal guardians, and the Academic Honesty policy.

The Librarian

1. Must have an overview on the curriculum and its delivery.
2. Should be part of the team who compiles and reviews the school academic honesty
3. Conduct workshops on information literacy as an essential part of the staff professional development.
4. Ensures that all teachers and students are aware of effective citing and referencing.

The Teacher

1. Understand what constitutes academic honesty, an authentic piece of work and intellectual property.
2. Understand what constitutes academic misconduct.
3. Raise awareness through tasks given to students mainly written essays, research papers, lab reports, portfolios and projects...etc.
4. **Teach and assess** the methods of effective citing and referencing in all students’ work, tasks and formative assessment, and the quality of sources and how is it used .

5. Provide students with specific conventions for acknowledging sources. Provide age-appropriate examples on good and poor referencing, good and unacceptable practices
6. Support students in the preparation of their work for assessment to ensure the fulfillment of the programme requirements and to **judge whether** the student's work is **authentic**
7. Report any suspected academic misconduct case to the Programme Coordinator who will report it to the "Academic Honesty Committee" at the school.
8. Confirm that, to the best of his or her knowledge, all students' work accepted or submitted for assessment is the authentic work of each student.
9. Activate and use their Turnitin accounts to generate originality reports for students' work and submit it to the programme coordinator in case of any detected plagiarism
10. Support and act on the school's policy on good academic practice and provide students with advice whenever necessary.
11. Act as good role models for the students.
12. Handle all cases of academic misconduct with confidentiality
13. Sign the form /statement "Declaration of Compliance with the IB Regulations and Academic Honesty"

The Student

1. Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged, cited and referenced.
2. Comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is doubtful authorship before the submission of the final version.
3. Abide by the IB and school regulations, and the IB and school academic honesty policy
4. Read, understand and use effectively the IB document "Effective Citing and referencing"

Applicable Procedure

1. Any suspected academic misconduct case (plagiarism, collusion and duplication of work) must be reported to the **IB Programme Coordinator only**, who will report to the Academic Honesty Committee. Furthermore, if there is no evidence, the situation must be resolved within the school.

Any rumors concerning the case within the school community will be considered to be a violation to the school's regulations.

2. Students who are found to be in violation of the Mashrek International School Academic Honesty Policy, and when the case is to be resolved internally at the school, will be subject to academic and/or administrative disciplinary actions (according to the committee decision) that are listed below:
 - **First violation**: no level/grade is awarded for the piece of work submitted; assignment, lab report, project, essay and any form of assessment. Furthermore the piece of work must be repeated and submitted, a level/grade could be awarded based on the committee's decision, and Students also sign the Academic honesty agreement with the programme coordinator.
 - **Second violation**: the coordinator informs the IB that the work submitted is not authentic and then the IB will initiate an investigation.

References

1. www.online.ibo.org (OCC), Academic Honesty
2. IB, 2014. IB Publications: <http://www.ibo.org/programmes/profile/>