



## MYP Academic Honesty Policy

### Purpose:

At NIS, we believe a ***principled*** learner should always act in accordance with the principles of ***academic honesty*** and conduct research that is ***academically honest***.

### Philosophy

We believe:

- Education is a shared responsibility of the home and school.
- Students should be provided with a rich academic environment based upon the ideals of classical education with a global perspective.
- A safe and secure environment is conducive to effective learning.
- Education must encompass the development of the *whole* individual--academic, personal, social, and emotional.
- Students are individuals whose learning is influenced by age, prior knowledge

background, experiences, personality, and physiology.

- The educational process should recognize and accommodate different abilities & learning styles.
- Education is most effective when the learner is actively engaged in the learning process.
- Education should provide real world experiences.
- Teachers must receive continuous training with respect to the latest educational methodologies.
- The students' school experience should foster self-esteem and self-confidence.
- The school experience should promote positive interpersonal relationships.
- The establishment of high (yet realistic) expectations promotes academic excellence.
- Education should encourage responsible citizenship and global awareness.
- Education should instill in students a desire for lifelong learning.<sup>1</sup>

<sup>1</sup> [www.nis.com.ph](http://www.nis.com.ph)

## Mission

*Noblesse International School endeavors to maintain a positive learning environment that enables all students to become successful learners, confident individuals, and respectful, responsible world citizens who contribute effectively to a competitive global society.*

## Academic Misconduct

The IB defines academic misconduct as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.<sup>2</sup>

Academic misconduct includes:

- plagiarism—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- collusion—supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another
- duplication of work—the presentation of the same work for different assessment components
- any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

Other forms of academic misconduct<sup>3</sup>

Academic misconduct most commonly involves collusion or plagiarism. However, there are other ways in which a candidate may be in breach of regulations. These may include:

- fabricating data for an assignment
- duplicating work to meet the requirements of more than one assessment component
- taking unauthorized material into an examination room
- disrupting an examination, for example, by distracting another candidate or creating a disturbance
- exchanging, supporting or attempting to support the passing on of information that is, or could be, related to the examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonation of another candidate
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

<sup>2</sup>Principles into Practice: 2014, p 94

<sup>3</sup>Handbook of Procedures for the Middle Years Programme: Assessment 2017, p12

Examples of *Academic Misconduct* can include, but are not limited to:

- Looking at another student's exam and writing the answer down--this is a very serious form of academic dishonesty
- Copying and pasting information from the internet or elsewhere, and turning it in as your own work. This is known as **plagiarism**, and is a very serious form of academic dishonesty
- Having a tutor, parent or caregiver complete an assignment for you--this is also **plagiarism**
- Citing a non-trustworthy and inappropriate source for your research, such as Wikipedia, Shmoop or Sparknotes, or a blog. This is **accidental plagiarism**.

- ❑ Forgetting to cite your work using an approved referencing system such as MLA--even if accidental, this is still academic dishonesty
- ❑ Working with another student to complete an assignment that was supposed to be completed individually--this is known as **collusion**, and is also a very serious form of academic dishonesty
- ❑ Paraphrasing someone else's work without citing it--even if accidental, this is still **plagiarism**
- ❑ Submitting to IBO or NIS staff someone else's work

## CONSEQUENCES OF ACADEMIC MISCONDUCT

### First Infraction

A student's first infraction should be considered a learning experience and a 'teachable moment.' The student should be counselled by teachers, coordinators, parents, caregivers and tutors on what constitutes academic misconduct and what does not. Notwithstanding, the following consequences still apply

- Automatic zero for the work
- No chance to make up the grade
- Head of school and parents notified
- Student receives counselling and support
- Student warned that next infraction will result in suspension

### Second Infraction

The second offense should be considered a serious infraction. The following consequences apply:

- Automatic zero for the work
- No chance to make up the grade
- Automatic 3-day suspension
- The student must complete all work over the 3-day period, however, they will receive zeroes for this. The student must complete all set work and receive more counselling on academic honesty before returning to school.

### Third Infraction

- Automatic and indefinite suspension
- Recommendation for expulsion from the school
- In the case of an external governing body such as the IB or AP overseeing that assessment item, that body will be notified and the student will be further subject to their consequences.

## HOW TO AVOID ACADEMIC MISCONDUCT

### THE ROLE OF THE IB WORLD ORGANISATION

According to the *IB General Regulations*:<sup>4</sup>

The role of the International Baccalaureate is to:

- provide the regulations and instructions that govern the conduct of each examination session
- offer guidance to schools on what constitutes academic misconduct and how it can be prevented
- investigate cases of alleged academic misconduct in liaison with the school concerned
- review all available statements and evidence collected during an investigation and decide whether to dismiss or uphold the allegation
- notify the head of school of the decision of the final award committee
- if requested, reconsider a decision made by the final award committee on submission of new factual evidence, and if requested, implement the appeals procedure on decisions made by the final award committee

### THE ROLE OF STUDENTS

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned.

According to the *IBO Academic Honesty* document,

*“The IB expects candidates to exercise academic honesty in all of their work, which includes acknowledging any sources used within an assignment.”*<sup>5</sup>

#### **Student's responsibilities:**

Students must:

- Read and understand the contents of this document
  - Understand what Academic Honesty is and what isn't
  - Understand what constitutes Academic Dishonesty and what doesn't
  - Provide, when asked, examples of Academic Dishonesty
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- Ensure that all work turned in is their own
  - Ensure that all work is turned in within set and/or negotiated deadlines
  - Ensure they have correctly acknowledged any external sources they have used
  - Ensure they have cited resources used

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<sup>4</sup>IB General Regulations: Diploma Programme, pp. 1-16

<sup>5</sup>“Are you completing your IB assignments honestly?”

### THE ROLE OF THE MYP AND MS/HS COORDINATOR

The MYP AND MS/HS Coordinators are responsible for ensuring that this policy is communicated to teachers and students regularly, and that it is being adhered to. Additionally, the DPC will:

- Ensure that this policy is communicated and understood by all teachers and students by asking direct written and verbal questions

- Ensure that this policy complies with the policies of the IBO and other external governing bodies
- Update and amend this policy where required
- Set up a calendar through Google Documents for the submission of all assessment items
- Ensure to the best of his/her ability that all assessment items adhere to the principles of academic honesty
- Establish an examinations schedule and provide competent and trained invigilators

### **THE ROLE OF THE PERSONAL PROJECT COORDINATOR**

The Personal Project Coordinator is responsible for delivering lessons on Academic Honesty, research skills and citing effectively to students in Grades 10-12. Additionally, the PP Coordinator will:

- Provide training and resources to staff (where required) on the application of this document and the principles of academically honest research
- Oversee the Personal Project in the IB programme and ensure that principles of Academic Honesty are complied with
- Ensure to the best of his/her ability that all PPs submitted are the students' own work
- Provide guidance to teachers and other stakeholders on the principles of Academic Honesty

### **THE ROLE OF THE HEAD OF SCHOOL**

The Head of School will:

- Ensure that the MYP Coordinator, MS/HS Coordinator, Personal Project Coordinator, all staff and students are aware of their obligations regarding this document
- Ensure that this document is communicated effectively to the school community in online and hard formats

### **THE ROLE OF TEACHERS**

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According to the IB handbook of procedures,

*"It is the responsibility of MYP teachers to ensure that all candidates understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must support candidates in preparing their work for assessment and ensure that all work complies with the requirements in the relevant partially completed unit planner. Teachers are well placed to judge whether a candidate's work is authentic. Ongoing support and guidance will help with the early detection of plagiarism and dissuade candidates from deliberately copying another person's work without acknowledgement (as their work is regularly subject to scrutiny)."*<sup>7</sup>

At NIS teachers are expected to:

- Understand what constitutes academically honest research
- Have read and understood this document and the key terms--teachers should talk regularly to students about plagiarism and academic dishonesty, and how to properly produce a research paper or prepare an oral presentation
- Provide students with actual classroom instruction on citing from proper sources when researching
- Check work that is received visually and through the use of available online tools such as Turnitin

## **THE ROLE OF PARENTS, CAREGIVERS AND TUTORS**

At NIS, we strive to foster a strong sense of community based upon the foundation of strong relationships between all stakeholders including parents, caregivers, tutors, students and teachers. We believe that parents, caregivers and tutors can play a very important role in supporting and helping students achieve their full potential and to act with honesty by:

- Reading and understanding this document
- Talking to their children regularly about what constitutes academically honest research, and what does not
- Ensuring that work completed in their presence is the student's own
- Not completing students' work on their behalf
- Ensuring that work is not copied and pasted from the internet or elsewhere
- Ensuring that all external sources are cited correctly
- Cooperating with the school in the case of any investigation into alleged academic dishonesty

↑ Handbook of Procedures in the MYP Assessment 2017, p14-15

### **Communication of Policy to Staff, Students and other Stakeholders**

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This policy is given to teachers and students before the first day of every school year. It is mentioned regularly in meetings and assemblies throughout the year, and training on its implementation is ongoing. The Head of School is responsible for distributing this document to parents, tutors and caregivers.

### **Academic Honesty & Assessment Policy Steering Committee**

Vladimir Sousek- School Director

Felix McGarry- Middle and High School Coordinator

Katrina Musni- MYP Coordinator

## Bibliography:

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*IB General Regulations: Diploma Programme*. International Baccalaureate Organisation April 2014. Extracted from <http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf>

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