



MySchool

PYP Academic Integrity Policy

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1. MySchool Vision & Mission


Vision:

We go beyond the classic approaches of Education. We offer the most innovative and the latest International Curriculums. We are deep-rooted in our values. We develop critical thinkers and responsible citizens in a peaceful world.

Mission:

MySchool aims to develop a learner who believes in the hopes of the homeland, meets the aspirations of progress and bears in mind the international changes. A learner who is deep-rooted in the Omani values and heritage, familiar with all the methods enabling to be an inquirer and a long life learner.

2. The IBO Mission Statement:

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 organization works with schools, governments and international organizations 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. (IBO)

3. Purpose of the Academic Integrity Policy:

This policy is a working document developed by MySchool community, based on the IBO published documents on Academic integrity (see references).

It outlines our school's integrity philosophy and defines the tools designed to put it into practice.

This policy aligns with the IB standards and practices

- Culture 3 (IBO Programme Standards and Practices 2019)
- Culture 6 (IBO Programme Standards and Practices 2019)

Our policy is a statement of the agreement as all MySchool community members are subject to its requirements.

4. The development and revision policy of the Academic integrity policy

This policy has been developed in collaboration between MySchool PLT, the librarian, the ICT specialists and teaching staff and then approved by MySchool Head of school.

The document will be reviewed in a cycle of two years and whenever is needed.

5. Communication of the Academic Integrity policy to the school community

The policy is published and available to the school community on the school website, and the Managebac platform.

6. The 5 fundamentals of integrity

Referring to the IBO Mission statement, Academic Integrity is integral to the development of responsible and caring citizens. Accordingly, it is our mission as an IB World School to support our community of learners by allowing them to understand the academic integrity, put it into practice and value it for being an important aspect of their academic and non-academic life.

To promote academic integrity as a culture among the school community members, the following 5 values should be taken into account in all practices, decisions and actions.

Honesty

We understand the meaning and importance of honesty.

We employ attributes of IB learner profile while practicing approaches to learning, group work and other activities.

We encourage students to take responsibility for their work.

We encourage age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing.

We encourage responsible use of information technology and media resources.



Fairness

We encourage transparent communication between the school community members.

We have clear expectations and assessment standards.

We value others' contributions and academic rights.

We try to provide equal opportunities to all our students.

We need to provide an accurate reflection of students' achievements.

Trust and Credibility

We believe in ourselves and each other.

We share a mutual trust in terms of fairness and honesty.

We support each other to create a collaborative environment whereby all relationships are based on open communication and transparency.

We believe that we are all treated fairly and that we are all equally subject to the school policies and standards.

Respect

We value each other's ideas, thoughts and opinions.

We are respected for who we are.

We know that our voices are heard and seriously considered.

We are encouraged to have an active role in our own learning journey.

Responsibility



We support each other to sustain academic integrity as a shared responsibility.

We(all stakeholders) promise to meet expectations and practice the requirements to adopt, develop and sustain academic integrity in our community.

7. Rights and responsibilities

The school leadership team

1. Ensure that academic integrity is a community ethical culture.
2. Arrange academic integrity sessions addressing the teaching and non-teaching staff, students and parents.
3. Communicate the values of academic integrity to parents.
4. Ensure that integrity is part of the induction program for new teachers.
5. Provide guidance and support to teachers when facing a violation of the academic integrity policy.
6. Consider a designated team or person responsible for academic integrity

The programs coordinators

1. Act as role models for honest, fair and responsible members of the community.
2. Ensure that integrity is embedded in the teaching and learning process and is an integral part of the curriculum.
3. Organize meetings with teachers, parents and students to explain the academic integrity policy.
4. Ensure that all the school community members have easy access to the policy.
5. Take the right decision and act fairly in case of integrity misconduct.
6. Ensure that the policy is applied fairly and that all members are subject to it.



Teachers and non- teaching staff

1. Consider themselves as “ main agents of academic integrity in the classroom”. (IBO Academic integrity)
2. Act as role models of honesty and fairness.
3. Be responsible for “creating a supportive environment” for their students and ensure that they are well prepared for their future education and ability to meet the assessment standards.
4. Teachers must design engaging and relevant tasks.
5. Teachers must clearly communicate the assessment standards to students.

Students

At MySchool, all students strive to be:

Inquirers, They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable, They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and A balanced range of disciplines.

Thinkers, They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned ethical decisions.

Communicators, They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively



and willingly in collaboration with others.

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

Open-minded, They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring, They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Risk-takers, They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced, They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective, They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



(IBO, ib learner Profile)

However, among the 10 attributes, we highlight four as more related to integrity. The attributes are inquirers, thinkers, principled and reflective.

With the support of their teachers, program coordinator and parents, students

1. Develop an understanding of the integrity policy.
2. Act according to the ethics of integrity ethics and policy requirements.
3. Acknowledge other people's credits and contributions.
4. Be independent and honest learners while completing tasks and assignments.
5. Citing and referencing of used sources in their different forms (written, oral and artistic)
6. Report any misconduct and violation of integrity ethics and values.

Parents/legal guardians


1. Understand the school academic integrity policy and the ib integrity documents.
2. support their children to understand the academic integrity policy and the consequences of its violation.

8. The Academic integrity in the Primary Years Program

The IB learner and the Approaches To Learning are fundamental tools for students to learn and develop their understanding of the academic integrity value through. Indeed, academic honesty ethics should be embedded throughout the students' learning journey.

Supported by their teachers and parents, students understand that

- they are responsible for their own work, that collaboration and group work activities involve the acknowledgement of each member's ideas, thoughts and contributions which must be respected and valued,

- 
- integrity involves individual classwork tasks and homework that must be done independently showing the student's strengths and weaknesses without the fear of making mistakes,
 - integrity encourages students to be self-reliant and self-confident while expressing their own thoughts and opinions,
 - Using the internet and other sources of information can occur without violating the authors' rights by learning techniques of citing and referencing and by avoiding "copy-pasting" and plagiarism.

Teachers play an important role to foster the integrity culture among the PYP students by

- Designing engaging, authentic and open-ended learning experiences that involve students to think critically and creatively to show their own thoughts.
- Explain and provide examples of academic integrity
- Provide guidance to students throughout their learning experiences
- The use of google classroom app and online forums to implement academic integrity.

The PYP exhibition

During their work on the exhibition, students are expected to be academically honest.

Teachers and students develop an essential agreement regarding academic integrity in terms of the responsibility of their learning and as being principled in using written, oral and artistic resources.

In this course, the IB provided examples of integrity scenarios in the PYP:

Academic honesty—Primary Years Programme

Primary Years Programme		
Approaches to learning	Self-management, social, communication, thinking and research skills	
Activity	Culminating project	Group work
Make sure different examples are offered—for example, data fraud	<p>As year 3 students prepare to present a culminating project to parents, the teacher takes a moment to discuss the importance of academic honesty. Special efforts are made to make sure that cultural and language differences do not impede understandings.</p> <p>The teacher engages in a discussion that allows for the sharing of cross-cultural perspectives of academic honesty. The teacher provides an example of a student who copies another's work or allows someone else to complete a project for them as a way of not maintaining academic honesty. The teacher provides examples of academic honesty and encourages a conversation that allows parents to share ideas that can be used at home.</p>	<p>Kindergarten students are working together in small groups. The teacher notices that one student is not participating. The teacher has a one-to-one conversation with the student and encourages participation by asking questions and reminding the student of the importance of presenting his/her own ideas.</p> <p>A few moments later, the teacher gently reminds the class of the essential agreements for group work and that every student should have a chance to offer new or different ideas that reflect the creativity and collaboration of the team. The students are also reminded of the importance of practising social, communication and thinking skills.</p>

Source: Academic honesty in the IB educational context (IBO page 10)

Primary Years Programme		
Self-management, social, communication, thinking and research skills		
Presentation	Creative work	Independent work
<p>A year 5 student is working on the exhibition. During the research process, a variety of sources, including books, blogs, internet videos and print articles were accessed.</p> <p>The student has used items from web searches as part of his visual presentation. Since the information is easily available, he is confused about whether or not all sources need to be documented.</p> <p>The student reviews the school guidelines for academic honesty. He also asks his classmates for guidance. The classroom teacher, media specialist and parents also model and provide regular reminders to all students about the importance and meaning of academic honesty.</p>	<p>While working on a project related to the transdisciplinary theme “How we express ourselves”, a year 2 student creates a video that features different forms of art. He decides to use pictures, music and images that were found on the internet.</p> <p>While reviewing the rubric for the project, the student realizes that he has forgotten to cite the different musical and video sources that have been used. He talks with the classroom teacher who provides examples of an agreed way to reference the items.</p>	<p>To further develop skills related to academic honesty, the school’s library/media specialist has chosen the key concept of responsibility and the PYP attitude of respect as a central theme. The library/media specialist leads discussions across grade/year levels about how authors create work, and the importance of respecting intellectual property.</p> <p>Students learn that they have the responsibility to cite sources beginning in year 1. The library/media specialist explains that the sources are a “road map” for the students, and that it is important to acknowledge the author out of respect. Therefore, students are taught how to create a bibliography or a page of works cited.</p>

Source: Academic honesty in the IB educational context (IBO page 11)

In the Primary Years, violation of academic integrity policy and ethics is considered as a learning opportunity whereby students reflect on the incident and teachers give constructive feedback and guidance to avoid future violations.



9. What is 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.

10. Definitions and Examples

Plagiarism

Is the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement

Examples:

- copying and pasting a context from a source without citing the source.
- Reading or taking ideas from a source and claiming as it is your ideas.

How to avoid plagiarism:

- When using someone else's words or ideas, give them credit by adding the author name and reference where you found the information


Collusion

Is supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.

Examples:

- Allowing a student to copy your work
- During quiz, test or examination you share your answers with another student.

How to avoid collusion:

- 
- Making sure to do your work, if you need help ask your teacher before your classmate.
 - During conducting a quiz or test or examination, avoid talking to classmates or looking into someone's answer papers.

Duplication of Work

the presentation of the same work for different assessment components

Examples:

- Re-use the previous English essay homework for another subject or for the personal project.

How to avoid duplication of work:

- Always start a new document for a new homework or required assignment, however, you can still transfer your own knowledge between the subject group.

Cheating

Any 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).

Examples:

- Using restricted resources during any type of assessment such as a cheat sheet or electronic device.

How to avoid cheating:

- Keep material to the subjects and electronic devices away or packed in your own bag.



11. Examples of what and how to cite?

In the following section the IB provides examples on how to cite:

1. Printing sources
2. Non-printed electronics sources
3. Online video clips
4. Social media

12. Preventing Academic Misconduct

To avoid academic misconduct, we encourage good practice by teaching students the skills necessary to be academically honest. This will be accomplished through Approaches to Learning. Students will be taught to cite their work and acknowledge sources as they complete projects that require research. Students will be supervised when working collaboratively and equally. Students will be allocated a copy of this policy and handed an “[Honour code](#)” to sign to assure that the student has understood the Academic Honesty Policy.

13. Consequence

When academic misconduct occurs, incidents will be dealt by the teacher and the student. When appropriate, the incident will be reported to the MYP coordinator, parents, and other administrators. Age--appropriate consequences will be administered within the school’s discipline policy, based on frequency and recurrence of the violation.

14. Communication Strategies

This Academic Honesty Policy will be posted on the school website, on the ManageBac platform. It will be discussed with the MYP community (students and parents) during the

parent-meeting conference and referred to often throughout the school year when the opportunity arises.

15. Honour Code Agreement

Student Name _____

Parent Name _____

As a parent, in cooperation with my child's teachers, I agree to help my child understand the importance of "Academic Honesty". This implies teaching and assisting my child in the creation of his/her own work and appropriately cite the sources.

Parent Signature: _____

Date: _____

As a student:

- I have read and understood the Academic Honesty
- I will do my work on my own
- I will ask for help when I need support

Student Signature: _____

Date: _____

Year Level:

Academic Year:



16. References

- Program Standards and Practices (IBO 2014)
- Program Standards and Practices (IBO 2019)
- Academic integrity (IBO 2019)
- Academic honesty in the IB educational context (IBO published in 2014, updated in 2016)
- PYP: From principles into practice (the learner) (IBO 2018)
- Effective citing and referencing Published August (2014)

