Academic Integrity

Guidelines for Members of the Primary and Middle Years Programme

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1. Philosophy and Purpose for the policy

Fagerhaug International School strives to foster a culture of academic integrity. It is the aim of the school to nurture personal integrity and to promote an understanding of academic integrity as good practice in learning and assessment.

The IB talks about academic integrity as a set of rules and values that needs to be learned, making knowledge, understanding and thinking transparent. Students today are flooded with a variety of information from different sources, and they need guidance to know how to use the information with academic integrity. At Fagerhaug International School we want to teach our students how to respect intellectual property and authenticity. Students' actions will be based on inquiry and reflection.

Our mission at Fagerhaug International School is to strive for academic excellence with personal integrity to develop internationally minded students. We challenge ourselves, our students and our community to become caring and knowledgeable lifelong learners who inquire and take action to create a better world.

2. Approaches to learning and teaching

The approaches to learning and teaching skills are essential in the understanding of academic integrity at Fagerhaug International School. In developing and enforcing the policy of Academic integrity we encourage our students to be:

- Inquirers - who actively seek and acquire the skills necessary to conduct inquiry and research.
- Knowledgeable - who explore concepts, ideas and issues through a range of sources.
- Principled - who act with a strong sense of fairness and integrity taking responsibility for their own actions.
- Open-minded - who appreciate their own cultures and personal histories while seeking and evaluating a range of points of view that may be different from their own.
- Risk-takers - who are brave and articulate in defending their point of view.
- Communicators - who are clear in understanding and explaining which parts of their assignments are from other sources in a variety of modes of communication.

In developing and enforcing this policy Approaches to Learning are directly linked. We encourage our students to develop the following:

- *Self-Management - adhere to codes of behaviour and make informed choices*
- *Social - respect other people's original ideas and work*
- *Communication - develop effective listening, speaking, reading and writing skills*
- *Thinking - acquire knowledge and apply it in the correct context*
- *Research - formulate questions, collect data, present research and report sources.*

3. Responsibilities relating to academic integrity

Student Responsibility (scaled by year level)	- Practise the attributes of the IB Learner Profile - Read and understand the Academic integrity Policy - Be honest in presenting all school work - Always cite when borrowing ideas or words from others - Express ideas in your own words - Support classmates without allowing copying - Be able to express individual learning when working in groups - AI writing should be used as a research tool, not as student work
School Responsibility	- To structure the curriculum in a manner that allows students to develop the habits of academic integrity over time - Ensure that students adhere to the basic principles of academic integrity (as appropriate for their grade level) - Ensure that all members of the school community understand the value of academic integrity - Ensure that incidents of academic disintegrity are dealt with in a manner appropriate to the assessment practices of the IB - Promote a consistent approach to citation by the use of referencing tools (APA7) - Make parents aware of new developments in technology and writing tools, such as AI writing
Teacher Responsibility	- Show academic integrity in their own work - Support students in developing the skills and attitudes required for completing assignments in an academically honest manner

	● Teach how to use referencing tools ● Teacher should use plagiarism and AI checks when assessing student work
Librarian's Responsibility	● Promote academic integrity within the school by organising workshops and developing a curriculum for the whole school. ● Act as a liaison for both teachers and students to provide ethical guidance regarding citations and common formats promoted by the school (APA7) ● Teach acceptable use of AI technology for student work
Parent Responsibility	● Read and understand the Academic Integrity Policy. ● Distinguish between reasonable support in your child's work and doing the work for them. ● Give feedback by asking questions, not giving answers to your kids. ● Be a positive role model and model practices.

4. Academic integrity in the Primary Years Programme

- Taking credit for a certain task or work reflects that you are **knowledgeable**. People will know they can refer to you to find out more information about your topic.
- Using your own words when presenting your work shows that you are **reflective** about what you have researched and analysed.
- Sharing credit for a particular task by citing sources and creating a bibliography reflects that you are **principled**. People will see you are an honest and respectful person.
- Contributing equally while working in a group, then you are showing respect for others' opinions and this reflects your cooperation. People will agree that you are a good **communicator** and can work well with others.
- Supporting/modelling your **thinking** in your own words.

5. Academic integrity in the Middle Years Programme

- The student is presenting his/her understanding of the inquiry supporting/modelling individual thinking
- Taking full credit for their own work and giving full credit (citations) to others who have helped or influenced them
- When using others' work it is incorporated by citation or creating a bibliography
- Collaborating with other students only as specified by the teachers. The student can demonstrate who took on which role based on process journals/notes, reflections or by writing or stating the name of the contributor in the text or presentation
- Submitting assessments/ tasks on time, following an action plan
- Following teachers' requirements for each assessment/task, using appropriate resources, referencing and tools
- Create references and citations, construct a bibliography according to recognized conventions (APA7)
- Academic integrity is developed alongside the ATL skills

6. Key terms to understand Academic integrity

Academic misconduct: The IB organisation defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

Academic integrity: Behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people, and behaving appropriately when taking tests.

Academic Integrity Committee: Chaired by the MYP Coordinator and includes relevant subject teachers to assess potential academic dishonesty cases.

AI: Artificial intelligence (such as ChatGPT)

Collusion: Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own.

Duplication of work: Duplication of work is defined as the presentation of the same work for different assessments.

Malpractice: The IB Organisation defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Misconduct: Taking unauthorised material into an examination (whether the student uses it or not), behaviour that disrupts the examination or may distract other students and communicating with another student during the examination.

Plagiarism: The representation of another person's thoughts or work, as the student's own in order to gain an unfair advantage. This includes using another person's work without citation or sourcing.

7. Procedures - reporting, recording and monitoring

Academic Disintegrity at the Primary Level	In the PYP, academic disintegrity is treated as a learning opportunity. ● Verbatim copying or lack of citation are considered first draft material, and students are taught the skills needed to rework the material in their own words and cite quotations. ● Self-evaluation and teacher explanations of rubrics provide methods for reflection on a student's ability to do academically honest work, and goals will be set by the student or together with the teacher to improve skills and attitudes leading to academic integrity. ● Malpractice is considered generally to be the result of a lack of language and/or research skills, and is addressed accordingly. ● In the event that a student with proficient language skills willfully and deliberately continues malpractice, a meeting may be called between the teacher, parents and the student, and ultimately between the principal and parents. Notes of continued malpractice may be recorded by the class teacher.
Academic disintegrity in MYP 7-8	In the lower years, students are still developing the approaches to learning skills required for approaching assignments with academic integrity. 1. The teacher must first decide if evidence of malpractice is due to a lack of academic integrity skills or a deliberate act of academic disintegrity. 2. If the malpractice was a deliberate act of academic disintegrity the student will be given a formal warning and the opportunity to rectify the situation. 3. The work will be awarded a lower level for the relevant assessment criterion if parts of it are plagiarised. If the whole work is plagiarised the student will achieve the level 0 for the assessment criterion assessed. 4. The issue will be referred to the MYP coordinator for further action and an academic integrity letter will be sent home to parents. 5. The behaviour will be documented by the subject teacher for tracking.
Academic disintegrity in MYP 9/10	1. If a student hands in work where plagiarism is apparent, due to a lack of referencing skills, the student will be given the opportunity to rectify the situation within a given period of time. a. The work will be awarded a lower level for the relevant assessment criterion.

		b. The assessment level awarded needs to be given according to how much of the text is not their authentic work.
		c. If the Academic Integrity Committee finds that a student has most likely committed academic dishonesty on an assignment (such as by using AI or other programs). The student will initially receive a "0" for the assignment. However, they will be given a final chance to complete the work again. This resubmission must be handwritten in-person, under the teacher's supervision, to ensure the work is entirely their own and maintains academic integrity.
		2. If a student hands in work where malpractice in the form of deliberate plagiarism or collusion is evident, the task will receive a 0 in the relevant assessment criterion.
		   a. In addition, the issue will be referred to the MYP coordinator and an academic integrity letter will be sent home to parents.
		3. In subsequent instances of academic disintegrity, the work is once again awarded a level 0 for the relevant assessment criterion.
		   a. In addition, parents will be asked to attend a meeting with the subject teacher and the MYP coordinator or principal.
		   b. The purpose of the meeting is to determine whether there was a clear attempt to deceive on the part of the student and possible consequences could include suspension.

8. Scope and sequence for learning the use of citations, references, quotations and paraphrasing

PYP1-3	● All subject teachers model and teach summarising, rewording and rephrasing. ● Use a phrase in line with, "We can't copy the author's words, but we can learn from their ideas and knowledge."
PYP4	● Students are introduced to referencing information used from websites and books by indicating the book title or web page on a separate source page. ● All subject teachers model and teach summarising, rewording and rephrasing ● Explore the parts of a book and the elements (such as glossary, index, illustrator, editor, author, publishing information, etc) - With Librarian
PYP 5-6	● Students are introduced to referencing images and information used from websites and books by indicating the book title or web page, on source page at the end of their work ● All subject teachers model and teach summarising, rewording and rephrasing ● Practice summarising, rewording and rephrasing in class ● Expectation that work is written in the student's own words and that any borrowed information or images are referenced ● Introduce APA style - librarian
MYP 7-9	● All subject teachers teach, expect, and support APA formatting for summative tasks. ● Create their own bibliography, at the end of their work, written in alphabetical order. ● Explicitly explain, model and teach quotations and paraphrasing. ● Introduce in-text citations in 7th and 8th, use in-text citations by the end of 9th grade
MYP10	● All subject teachers expect and support APA formatting for summative tasks. ● Create their own bibliography, at the end of their work, written in alphabetical order. ● Explicitly explain, model and teach quotations and paraphrasing. ● Start using in-text citation for their summative tasks

9. Fagerhaug guidelines for citing sources

Here is a guideline for students and parents with examples for how we want our students to cite their sources. This is the document teachers will use to help their students report their sources.

[Reporting Sources](#)