

ACADEMIC INTEGRITY POLICY



SUMMERHILL INTERNATIONAL SCHOOL

Academic Integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. Academic integrity goes beyond a definition and a well-structured school policy; it should also be part of an “ethical culture” of any educational institution, be that a primary school or a university. It is an obligation which must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle.

Fostering an academic integrity culture, and a personal positive attitude towards it, requires the design of a school strategy that combines policies and good academic practice, while understanding the fundamental dimension it has in the authentic construction of meaning and learning in all IB programmes. The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education, that can start early during the PYP, be reinforced during the MYP and cemented later through the DP and CP. Expectations should be clearly communicated and modelled at an age appropriate level so that all IB students understand:

- *their responsibility for producing authentic and genuine individual and group work*
- *how to correctly attribute sources, acknowledging the work and ideas of others*
- *the responsible use of information technology and social media*
- *how to observe and adhere to ethical and honest practice during examinations.*

*Educators supporting IB students in their learning should understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices.*³

IBO Programmes: Academic Integrity (2019)

Introduction

We believe all members of our school community at Summerhill International School are accountable for upholding ethical and moral behaviours in the school. It is the responsibility of stakeholders to learn about and understand the nature of intellectual honesty and academic integrity so that we can assist students in **developing personal responsibility for learning**. Establishing a culture of academic integrity supports the school's mission to empower children to become confident, global, compassionate and respectful young people.

The purpose of this document is to guide our actions related to the development of academic integrity at our school. Our main aim is to help young people and the rest of our learning community to become intrinsically responsible for making the right decisions when it comes to matters of integrity.

As with other IB schools¹, we also believe in the importance of our Academic Integrity Policy promoting the development of the attributes of the IB² learner profile. We promote a commitment in our students to take responsibility for their own actions so they become knowledgeable and open-minded inquirers who are able to communicate and act in a

¹YIS (2015) Academic Honesty Guidelines, Dwight International School: Academic Honesty Policy, NIST Academic Honesty Policy

https://www.yis.ac.jp/uploaded/Library_New_Titles/Academic_Honesty_Guidelines_YIS.pdf

²IBO (2007) Diploma programme: [Academic Integrity](#). International Baccalaureate Organisation, Cardiff. Retrieved March 11th

http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0707_1_e.pdf

principled manner as demonstrated through integrity and honesty. This is developed through careful attention to approaches to teaching and learning so that academic integrity is developed explicitly through the normal teaching in the school.

Acknowledgements

Our Academic Integrity Policy has been developed in accordance with the International Baccalaureate Programmes, and we acknowledge the contribution of policy of Aoba-Japan International School.

Academic Honesty and Integrity: Definitions

Academic honesty means that all academic [artefacts] should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged in an appropriate way. Academic [assignments] completed in any other way are fraudulent³. Academic Integrity is something bigger and deeper. While academic honesty can be seen to be in response to certain situations and especially assessments, academic integrity is more about the responsibility of the individual due to their right to develop as a learner. If academic honesty is how one behaves, academic integrity is why one behaves in this way. Therefore it is the intention to develop a spirit of academic integrity among community members of Summerhill rather than merely develop a reactive policy to academic dishonesty.

Roles and Responsibilities

Leadership Team:

All members, of the school's Leadership Team have a responsibility to:

- model the values of academic integrity (honesty, trust, fairness, respect and responsibility).
- foster a culture of academic integrity amongst the members of the learning community
- support all classroom teachers in the development of their understanding of the importance of academic integrity.
- offer parent and teacher information sessions related to academic integrity.
- provide the resources to ensure the monitoring of academic integrity is adequate.

Class Teachers:

IB teachers have a responsibility to teach and monitor academic integrity by:

- modelling academic integrity in their own practices.
- teaching a variety of practices related to academic integrity that reflects the 5 fundamental values of honesty, trust, fairness, respect and responsibility.

³Illinois University (2015) Definition of Academic Integrity: retrieved March 11th 2015
<http://www.library.illinois.edu/learn/research/academicintegrity.html>

- Using the approaches to learning (self-management skills, social skills, communication skills, thinking skills and research skills) across the curriculum to further develop the tools necessary to maintain academic honesty.⁴
- Sharing strategies with parents to ensure student engagement and responsibility with their own learning.

Example strategies

- Making connections between the Learner Profile and the 5 fundamental values of academic integrity.
- Using visuals to help students understand practices related to academic integrity.
- Providing examples and models of academic honesty (e.g. in collaborative work, home activities)
- Embedding discussions about students' responsibility for their own work in all aspects of their learning.
- Developing essential agreements for individual and group work.
- Developing essential agreements related to responsible use of information technology and media sources.
- Teaching research skills to all learners in collaboration with the librarian.

Librarian:

One role of the Librarian is to regularly collaborate with all PYP teachers to develop the learners' research skills that are needed to understand and apply academic integrity. Other roles are to identify and relate the use of new resources for fostering a culture of academic integrity and for monitoring it and relating these to teachers.

Learners:

The path to developing academic integrity in all situations is part of a learner's path to becoming a good citizen. As part of the community, our young people must become aware of and develop their responsibility as learners with integrity. In an age-appropriate situation, our learners need to be taught about academic integrity and learn how to accept and live up to this responsibility. Our development as learners is a right and so comes with certain responsibilities that respect that right. All learners are expected not to engage in acts of malpractice in accordance with the guidelines outlined in this Academic Integrity Policy and associated IBO policy.

IB learners are expected to learn about the fundamental values of academic integrity within the context of their learning.

Parents/Legal guardians:

Parents/legal guardians play an important role to work hand in hand with the school to reinforce the importance of academic integrity. Parents, teachers and learners will have open

⁴ IBO (2014) Academic Honesty in the IB Educational Context. Retrieved October 2021
<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

conversations together to uphold the IB's principles on academic integrity and be fully committed to support the student learning and success in the IB programmes.

To manage the process of academic integrity, parents/legal guardians of IB learners are expected to:

- model and understand the fundamental values of academic integrity
- talk to their child about the importance of academic honesty and intellectual integrity.
- work in partnership with the school to ensure student engagement and responsibility for learning.
- understand what constitutes student academic misconduct and its consequences.
- avoid excessive assistance in the completion of work for their children.

Good Academic Integrity Practice:

The following section outlines what good academic integrity practice looks like at Summerhill. We aim to develop the values of academic integrity (honesty, trust, fairness, respect, responsibility) through a focus on the Learner Profiles and the Approaches To Learning (self-management, social, communication, thinking and research skills).

Learner Profiles that reflect academic integrity:

Principled: Being honest and fair. Treating others fairly and with respect.

Caring: Help others, care for self and others, and learn to feel empathy for others.

Thinker: Solve problems, learn from mistakes and be thoughtful towards others.

Open-Minded: Listen to others and try to understand others perspectives.

Communicator: Share ideas, and learn to express and communicate in different ways.

Reflective: Think back on areas for improvement and the choices one has made.

	Discussions	Collaborative work	Individual work	Oral presentation/ sharing	Researching projects	Home activities/ Homework
Principled	Following essential agreements (self-management) (fairness)			Demonstrate active listening and waiting for one's turn (communication, social) (fairness)	Following essential agreements related to the responsible use of information technology and media resources (research, thinking)	
Caring		Helping each other and displaying empathy towards others (social) (respect)				
Thinker		Being respectful to others assigning team roles and	Problem solving, being responsible for own work			Thinking for yourself to complete home activities

		responsibilities (social) (respect)	(thinking, research) (responsibility)			(thinking, self-management) (responsibility)
Open-Minded	understanding different perspectives (communication)(respect)	collaborating and being open-minded to others' points of view (communication) (fairness)				
Communicator		being genuine and fair in collaborating with others (social) (fairness/honesty)		Model good behaviour e.g. speaking clearly and loudly so others can hear (communication) (responsibility)	explain where the information was found (research) (honesty)	
Reflective		Reflecting on how well they are working together and how they can improve (self-management) (honesty)	Putting in their best work, follow through with the task at hand, thinking of ways to make it better (self-management, thinking) (responsibility)		Receive feedback willingly (self-management) (respect)	

Academic Misconduct:

Academic misconduct is when a learner does not follow the school's regulations as articulated in the school's academic integrity policy. At Summerhill, academic misconduct mainly consists of behaviours and practices that do not support the fundamental values of academic integrity.

Possible consequences of misconduct:

As a school we support the students' to reflect on their behaviour. This can be supported through meetings which may include teachers, parents, and the school principal.

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