



# Academic Integrity

2022-2023

- Members: PLT (Principal, PYPC, PYPAC), Teachers
- Last reviewed: April, 2022
- How: In person and Virtual Meetings; Google Classrooms
- Resources: MoE regulations, IB documents, YIS Academic Integrity Policy; other schools' experience

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of the whole IB community

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## Vision

A chain of unique schools with an Islamic perspective providing various international educational programs with a holistic and comprehensive vision maintained through high quality standards in an interactive learning environment, whilst upholding morals, identity and respect for different cultures.

## Mission

At Yusr International Schools, we are committed to delivering a comprehensive international education program that enables our students to be life-long learners through improving their knowledge, critical thinking, ethics and communication skills. We have established a healthy school environment that fosters values and consolidates Islamic culture and principles. Hence, we strive to inspire identity in our students whilst developing respect and global understanding.

Our target is to produce a generation of distinguished leaders and constructive members of society who help to create a caring and peaceful world. We embrace the fact that all students learn in different ways; therefore, we can, Insha'Allah, provide our students with a variety of teaching and learning approaches that meet their individual needs and allow them to excel academically. Since learning is a lifelong process that requires the involvement of all stakeholders, our students and their parents are partners in education.

# YUSR AND IB MISSION ALIGNMENT



## Yusr Mission

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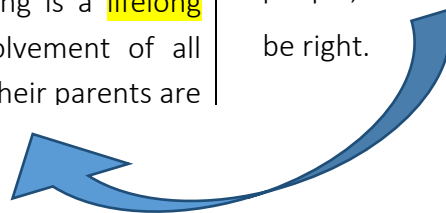
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## IB Mission

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.





## PYP Elements

### The IB Learner Profile

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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 balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	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.

## Transdisciplinary Themes

<b>Who We Are</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
<b>Where We Are in Place and Time</b>	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
<b>How We Express Ourselves</b>	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
<b>How the World Works</b>	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
<b>How We Organize Ourselves</b>	An inquiry into the inter connectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
<b>Sharing the Planet</b>	An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

## Concepts

Key Concepts	Question	Definition
<b>Form</b>	What is it like?	The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
<b>Function</b>	How does it work?	The understanding that everything has a purpose, a role or way of behaving that can be investigated.
<b>Causation</b>	Why is it like this?	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.
<b>Change</b>	How is it changing?	The understanding that change is the process of movement from one state to another. It is universal and inevitable.
<b>Connection</b>	How is it connected to other things?	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
<b>Perspective</b>	What are the points of view?	The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.
<b>Responsibility</b>	What is our responsibility?	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.



## Approaches to Learning

<b>Communication skills</b>	LISTENING, SPEAKING, READING, WRITING VIEWING, PRESENTING, NON-VERBAL COMMUNICATION.
<b>Research skills</b>	FORMULATING QUESTIONS, OBSERVING, PLANNING, COLLECTING DATA, RECORDING DATA, ORGANIZING DATA, INTERPRETING DATA, PRESENTING RESEARCH FINDINGS
<b>Social skills</b>	ACCEPTING RESPONSIBILITY, RESPECTING OTHERS, COOPERATING, RESOLVING CONFLICT, GROUP DECISION-MAKING, ADOPTING A VARIETY OF GROUP ROLES
<b>Self-management skills</b>	GROSS MOTOR SKILLS, FINE MOTOR SKILLS, SPATIAL AWARENESS, ORGANIZATION, TIME MANAGEMENT, SAFETY, HEALTHY LIFESTYLE, CODES OF BEHAVIOR, INFORMED CHOICES
<b>Thinking skills</b>	ACQUISITION OF KNOWLEDGE, COMPREHENSION, APPLICATION, ANALYSIS, SYNTHESIS, EVALUATION, DIALECTICAL THOUGHT, METACOGNITION

## Academic Integrity

Academic integrity is: making knowledge, understanding, and thinking transparent. Students should learn to clearly discuss what they are learning and be able to explicitly explain how they constructed their ideas and what views they have adopted or rejected (IBO, 2014).

In order to implement the IB philosophy, Yusr International Schools (YIS) encourage students to inquire and think critically and creatively. Students demonstrate principles of academic integrity as part and parcel of their involvement in the PYP in order to help them talk and write about their learning experience and understand how their ideas and views were built.

We view academic integrity as an important aspect of teaching and learning at YIS where action is based on inquiry and reflection.

By using the approaches to learning (ATL) of the IB, students explore and are immersed to different tasks and activities across the curriculum to help them “learn how to learn”. The ATL skills are as follows:

- Self-management
- Social
- Communication
- Thinking
- Research

Along these ATLs, we also give equal importance to the ATTs (approaches to teaching) in developing various students’ learning abilities. This includes.

Inquiry-based

- Conceptually driven
- Contextualised
- Collaborative
- Differentiated
- Informed by assessment

## Purpose of the YIS Academic Integrity Policy

Academic integrity instils integrity and assists in personal development to produce principled students. Students at YIS will be taught the following:

- Using the library and internet
- Using Learning Management Systems.
- Referencing different sources
- Taking note-facts
- Demonstrating the learner profile attributes of being principled, balanced and inquirers
- Understanding what plagiarism is
- Not taking others work as their own

## International Baccalaureate Programme Standards and Practices

### Standard 0301: Culture through policy implementation

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

- **0301-03-0100:** The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines.
- **0301-03-0200:** The school clearly describes in its academic policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions
- **0301-03-0300:** The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect, respect and responsibility
- **0301-03-0400:** The school ensures relevant support materials, resources and structures related to the academic integrity policy are implemented.
- **0301-03-0500:** The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent.

### Standard 0402: Students as lifelong learners 0402

Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

**Practice 0402-04: Students grow in their ability to make informed, reasoned, ethical judgements.**

- **0402-04-0100:** Students and teachers comply with IB academic integrity guidelines.
- **0402-04-0200:** Students and teachers acknowledge the intellectual property of others when producing work.
- **0402-04-0300:** The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing.
- **0402-04-0400:** Teachers discuss with students the significance and importance of producing authentic and original work.

## Academic misconduct includes:

**Plagiarism:** “The representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.”

Examples of Plagiarism:

- Any representation of others’ work as your own
- Non-original work that is not cited and appropriately referenced in submissions
- Copying information from a book or a website
- Misuse of quotation marks, paraphrasing, and in text citations which makes authorship unclear
- Failure to identify the source of elements of nonverbal work (ie. painting, dance, photo, proof, musical composition, etc) that you’ve derived your work from
- Using online language translators unless explicitly allowed

**Collusion:** “Supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another.”

Examples of Collusion:

- Helping someone else cheat both deliberately and through support.
- Allowing your work to be copied and/or submitted by another student.

- Divide and conquer approach where you are not the author of the entire assignment given by the instructor (if not part of assignment).
- Representing significantly unequal work as an equal collaboration.
- Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future.
- Sharing information about assessment content and questions with other students.

Collusion is to be contrasted with collaboration, which we define as “multiple students actively engaged during the course as well as in the creation of a product per the assignment guidelines.” It is important to note that teachers must be clear with assignment guidelines to specify what is collaboration versus collusion on any given task.

**Duplication of Work:** the presentation of the same work for different assessment components

**Unfair Practice:** Any other behaviour that gives an unfair advantage to a student or that affects the results of another student.

Examples of unfair practice:

- Falsifying records
- Falsifying data
- Sharing passwords, using unauthorized material
- Disclosing information about assessments
- Altering grades
- Phony citation
- Impersonating another person
- Misconduct during testing times

**Malpractice** can occur anywhere. This may include homework, projects, quizzes, tests, etc. It can also occur through non-verbal communication between students, and inappropriate use of technology (using unauthorized sites, inappropriate social media platforms, unauthorized equipment such as calculators, etc.).

# Responsibilities

## School Leadership Expectations

To ensure:

- that academic integrity is valued
- that our commitment to academic integrity is communicated to the whole school community
- that the scope and sequence is clearly articulated and tracked
- that new staff, students and families share our commitment to academic integrity
- that deliberate breaches of academic integrity are thoroughly investigated and viewed as an opportunity for growth.

## Staff Expectations

To ensure:

- that they understand and are committed to developing a culture of academic integrity
- that the principles of academic integrity are understood and valued by students and families
- that the scope and sequence is embedded within the learning opportunities and continually built upon
- that deliberate breaches of academic integrity are thoroughly investigated and viewed as an opportunity for growth.

## Students Expectations

To ensure:

- that they are committed to upholding high standards of academic integrity
- that all work is completed honestly and fairly to demonstrate their own knowledge and understanding
- that they understand whether it is appropriate to work independently or collaboratively
- that the work of others is respected and correctly acknowledged

## Parents/Caregivers Expectations

To ensure:

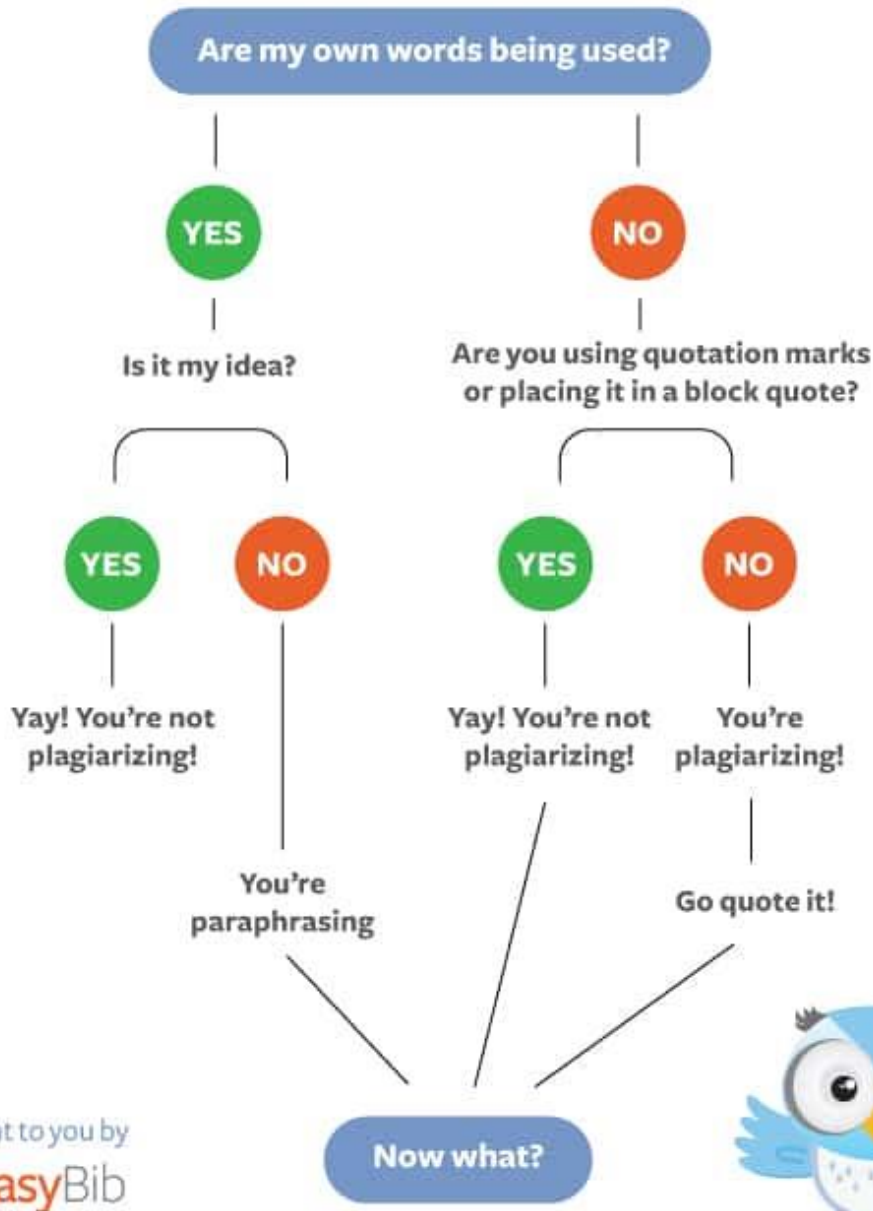
- that academic integrity is valued and understood
- that they are committed to upholding high standards of academic integrity

## Scope and Sequence for PYP plagiarism and collusion

Grade	Expectations
K	<ul style="list-style-type: none"> <li>• Students will begin to put author's ideas/phrases into their own words when appropriate and teacher directed.</li> <li>• I can share where I got my ideas</li> </ul>
1	<ul style="list-style-type: none"> <li>• Students will put literature and informational text into their own words.</li> <li>• I can show where I got information for my inquiry with assistance.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Students will put literature and informational text into their own words.</li> <li>• I can show where I got information for my inquiry</li> </ul>
3	<ul style="list-style-type: none"> <li>• Students will put literature and informational text into their own words</li> <li>• Students will begin to cite sources.</li> <li>• I can use my own words. I can cite one source with a fill in the blank form.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Students will put literature and informational text into their own words and cite sources for all individual and collaborative inquiries.</li> <li>• I can use my own words.</li> <li>• I can cite magazines)</li> </ul>
5	<ul style="list-style-type: none"> <li>• Students and parents will sign Academic Honesty Agreement for Exhibition.</li> <li>• I can use my own words.</li> <li>• I can cite multiple sources online (books, databases, magazines, and primary sources).</li> </ul>

This image from EasyBib may be a useful reference.

## A GENERAL GUIDE TO UNDERSTANDING WRITTEN PLAGIARISM



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**ADD A CITATION AND BIBLIOGRAPHY!**



# Consequences

There is no academic consequence until 4th grade and then in 5th Grade where students will sign a contract at the beginning of the year for their PYP final exhibition.

Consequences for deliberate plagiarism in 5th grade a.

## a. First incident

- Students have the opportunity to correct the error
- The teacher will lead a reflection session with the student
- IB coordinator will be informed
- Parents will be informed

## b. Second incident

- No opportunity to correct error
- IB coordinator to be informed and lead a reflection session
- Parents to be invited into school
- Student signs a formal letter of commitment about future conduct.

## c. Third incident

- Suspension from school for a time to be decided by the head of school

## Consequences for Collusion/Misconduct during assessments

### a. First incident

- A reflection of behavior to be completed, guided by the teacher
- Parents will be informed
- IB coordinator will be informed

### b. Second incident

- A reflection on behavior to be completed, guided by the IB Coordinator
- Parents will be invited into school
- Student will sign a letter of commitment about future conduct

### c. Third incident

- • Suspension from school for a time to be decided by the head of school

## Academic Integrity Contract (to be added to school handbook)

### Student Pledge

I vow to pursue my learning with integrity. I have read IST's Academic Integrity Policy and understand the importance of being principled with my academic and extracurricular pursuits. I understand that there could be serious consequences to any malpractice I may participate in.

- I will follow school rules on academic integrity on all tasks, including homework and assessments.
- I will not directly copy from another source (e.g. a classmate or website).
- I will follow MLA referencing conventions when using ideas or information from another source to help build my own arguments and stances on issues.

Student ID: (        )

Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

### Parents Pledge

I, \_\_\_\_\_, have read and understand YIS's Academic Integrity Policy. I understand the importance of principled academic and extracurricular pursuits. Moreover, I will do my part to help ensure my child follows the regulations of the Academic Integrity Policy and understand that there could be serious consequences to any malpractice my child may participate in.

Parent Signature \_\_\_\_\_