



HARARE INTERNATIONAL SCHOOL
ACADEMIC INTEGRITY PHILOSOPHY AND PROCEDURES

**A Boldly Diverse Learning Community that Inspires
curiosity, Embraces Challenge, Nurtures Personal Growth.**

www.harare-international-school.com





Last Updated May 2021

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All Philosophies and Procedures at Harare International School (HIS) are developed by members of the community. In all cases we are guided by our Mission Statement, the IB Mission Statement, and the relevant HIS Board Policies:

HIS Mission Statement

A Boldly Diverse Learning Community that
Inspires Curiosity,
Embraces Challenge,
Nurtures Personal Growth.

IB 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.



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Relevant HIS Board Policies

This Philosophy and Procedures document is written in accordance with the following Harare International School Board policies:

A. Learning

We offer a high quality international education for all students that inspires curiosity, embraces challenge and nurtures personal growth.

As part of this policy, HIS will:

1. Challenge students through an inclusive, balanced educational program to develop intellectually, physically, socially and emotionally to their fullest potential.
8. Develop a comprehensive approach in line with IB Philosophy and practices to assessing student learning, which is integral to the academic programme.

C. Community

We are a multicultural community whose strength is in its diversity, and whose identity is founded on the principles and values promoted in our mission statement. We will actively foster community within the School, with our host country, and the community of international schools.

As part of this policy, HIS will:

1. Expect that all community members, students, parents and employees, behave in a respectful manner that aligns with HIS principles of diversity, inclusion and non-discrimination, and positively contributes to the HIS community as outlined in the HIS Community Handbook and Codes of Conduct.
2. Encourage parents to be partners in their children's education.

F. Human Resources

HIS will recruit and retain high-quality international and local staff members who consistently support, promote and apply the mission of the School.

As part of this policy, HIS will:

9. Ensure all staff members adhere to a staff code of conduct, which lays out the School's expected professional standards of behaviour.

HIS Academic Integrity Philosophy



HIS Mission Statement

**A Boldly Diverse Learning Community
that Inspires Curiosity,
Embraces Challenge,
Nurtures Personal Growth.**

“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.”

(Academic integrity, © International Baccalaureate Organization 2019)

At HIS, it is the responsibility of all stakeholders to conduct themselves with academic integrity, a fundamental, shared value of serious academic institutions and societies throughout the world. According to the IBO, key educational reasons for doing so are to maintain fairness, to maintain trust and credibility, and to develop respect for others. *(Academic integrity, © International Baccalaureate Organization 2019)*

As we strive to inspire curiosity and embrace challenge, our curriculum framework is based on the International Baccalaureate Programmes which support the acquisition of knowledge and conceptual understanding through an inquiry-based approach, encouraging the development of research, problem-solving and critical thinking skills. Through this approach, students are exposed to a wide range of sources of information, where creativity and choice are encouraged in the demonstration of knowledge. These approaches to teaching further underpin

the importance of students being able to make responsible choices in acknowledging the sources of their information and producing work that is authentically their own.

“The aim of all IB programmes is to develop internationally minded



people who recognize their common humanity and shared guardianship of the planet. Central to this aim is international-mindedness.” (*What is an IB education?* © International Baccalaureate Organization 2019)

“We strive to develop students who will build a better world through intercultural understanding and respect, alongside a healthy appetite for learning and excellence.” (*Why IB is different | International Baccalaureate®*)

As we nurture personal growth at HIS, we believe that for students to be fully contributing members of society and internationally-minded, they must be socially and ethically responsible, and display a high level of integrity in all that they do. HIS achieves this by fostering personal attributes in students that are aligned with the IB Learner Profile. In this case, the Learner Profile attribute of being ‘principled’ is the most relevant. “We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.” (*IB learner profile*, © International Baccalaureate Organization 2017)

An increasingly competitive world, together with peer pressure and a proliferation of disreputable internet sites, has made the temptation for malpractice greater than ever. Ethical academic practice helps students benefit from learning the skills and knowledge required for future success and helps them avoid the serious consequences of academic dishonesty.

Students throughout the school are taught the importance of Academic Integrity as a value, and are instructed in the skills they need to maintain Academic Integrity at an age-appropriate level. This is done through attention to the IB Learner Profile and through the development of Approaches to Learning skills, within academic and broader contexts.

The HIS learning community has a culture of academic integrity, within and beyond the classroom, and the procedures which follow reflect the fundamentals of honesty, trust, fairness, respect and responsibility.

HIS Academic Integrity Procedures

Whole School:

Student Academic Misconduct



“The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.” (*Academic integrity*, © *International Baccalaureate Organization 2019*)

Academic misconduct includes:

- Plagiarism: the representation of another author's language, thoughts, ideas, or expressions as one's own original work. This includes submitting a document that has been translated, not written, by the student, as a piece of original work in a language class.
- Collusion: this is defined as supporting academic misconduct by another candidate, as in allowing one's work to be copied or submitted for assessment by another student.
- Duplication of work: this is defined as the presentation of the same work for different tasks, assessment components and/or diploma requirements.
- Any behavior that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

Community Responsibilities

This section has drawn on the following document: *Academic integrity*, © *International Baccalaureate Organization 2019*

Administration and/or Coordinator Responsibilities

- Educating the community about Academic Integrity Philosophy and Procedures, including the consequences of academic misconduct.
- Applying the Academic Integrity Philosophy and Procedures fairly and honestly.



- Promoting positive academic practices throughout the community.
- Ensuring compliance with IB policy on the secure storage of examination material and the conduct of IB examinations.
- Ensuring that teachers, students, and parents/guardians have read and understood and have on-demand access to the HIS academic integrity policy as well as any programme-relevant IB regulations
- Reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB.
- Supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

Faculty Responsibilities

Faculty will both model and teach academically honest behaviors. They will provide a safe, fair and supportive environment in which issues surrounding academic honesty can be discussed and addressed. Faculty will provide opportunities to explore the issues of intellectual property and authentic authorship. Faculty will communicate, in an age- appropriate manner, the HIS Academic Integrity Philosophy and Procedures with students.

- Planning a manageable workload so students can produce work to IB standards.
- Giving feedback to students in such a way that the work remains their own and is in line with the instructions described in the relevant subjects guides. For example, in the extended essay, a student is only allowed to receive written feedback once on the draft.
- Ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessments to the IB.
- Developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- To submit final pieces of work to tunitin.com to check for plagiarism and in order to prevent collusion.
- Responding to student academic misconduct and supporting the school's and IB's investigations.
- Responding to school maladministration and supporting the school's and IB's investigations.



Student Responsibilities

Students should be truthful about the sources that shape their work and ideas, understanding that fabrication is a form of dishonesty. Students are expected to produce authentic work, with the work or ideas of others fully and correctly acknowledged as outlined in our referencing guide.

- Read, revisit, and clarify understanding of school and IB procedures.
- Respond to acts of academic misconduct of others.
- Complete work to the best of ability.
- Abstain from giving non-permitted assistance to others or receiving non-permitted assistance from parents, siblings or tutors.

Parent/Guardian Responsibilities

Parents are encouraged to discuss, understand and support the school's Philosophy and Procedures on Academic Integrity.

We encourage parents to help their children to understand the *Academic Integrity Philosophy and Procedures* and to discuss the importance of how to be academically honest with them.

- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children.
- Support their children in planning a manageable workload so they can allocate time effectively.
- Understand what constitutes student academic misconduct and its consequences.
- Understand what constitutes school maladministration and its consequences.
- Report any potential cases of student misconduct or school maladministration to the school's administration and/or the IB.
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- Abstain from giving or obtaining assistance in the completion of work for their children which would constitute academic misconduct.



Programme Specific:

PYP

Expected Behaviors

In Elementary School, collaborative learning is essential classroom practice.

- Students should acknowledge the work of others and take responsibility for their individual contributions.
- Students are expected to take responsibility for producing authentic work both within and beyond the classroom. This highlights student agency.
- Students use information technology and Media & Literacy Center resources with integrity.
- Students are mindful of classroom and campus-wide essential agreements.

Learner Profile and ATLs are key to understanding and demonstrating Academic Integrity. Embedding the LP and ATLs into everyday lessons and formative and summative assessments (using the language of the LP and ATLs in the rubrics) helps guide students in making Academic Integrity part of the everyday practice of learning.

Student Support

- Teachers will explicitly teach students about the IB learner profile as well as the approaches to learning skills.
- Teachers will provide opportunities to develop and practice behaviors that demonstrate Academic Integrity. See teaching examples (Appendix 2)
- Teachers will model behaviors that demonstrate Academic Integrity.
- Teachers and students will develop appropriate classroom Essential Agreements. They will regularly and consistently be mindful of the expected behaviors within class, with other students and teachers, and in locations other than their classroom.



Referencing

See the Referencing Expectations (Appendix 1)

Unacceptable Practice

The IB identifies Academic Integrity as behaviors that honor academic honesty, intellectual property and authentic authorship.

Students are expected to understand that plagiarism, copying another's work, inadequate contribution to group work within the scope of student abilities are some of the behaviors that constitute unacceptable practice. The classroom teachers will investigate any concerns surrounding unacceptable practice; these investigations should be carried out in a fair and consistent way.

Teachers within each grade level will hold discussions and be in agreement regarding unacceptable practice and consequences.

If there are repeated issues with academic dishonesty, after in class support has been given, students may be referred to administration.

MYP/DP

Expected Behaviors

The IB identifies Academic Integrity as behaviors that honor academic honesty, intellectual property and authentic authorship.

Students are expected to understand that plagiarism, copying another's work and inadequate contribution to group work within the scope of student abilities are some of the behaviors that constitute unacceptable practice.

In the MYP and DP, collaborative learning is essential classroom practice:

- Students should acknowledge the work of others and take responsibility for their individual contribution.
- Students are expected to take responsibility for producing authentic work both within and beyond the classroom.
- Students will use information technology and Media Center resources with integrity.



Student support

- Teachers will explicitly teach students about the IB learner profile attributes and approaches to learning skills.
- Teachers will provide opportunities to develop and practice academically honest behaviors. See teaching examples (Appendix 2).
- Teachers will model academically honest behavior.

Referencing

See the Referencing Expectations (Appendix 1)

Procedures for Investigation and Consequences of Academic Misconduct

The student has the right to tell their side of the situation and for all incidents to be investigated and recorded in a fair and consistent way.

In cases of plagiarism, the IB does not consider the intent of the student when applying consequences. For example, forgetting to cite a source and intentionally claiming the work of another as one's own are viewed in the same light.

A first incident of plagiarism will be considered a level 1 incident and subsequent incidents will increase by a level each time. A first incident of collusion will be treated as a level 2 incident and subsequent incidents will increase by a level each time. These are not mutually exclusive and any incident of academic misconduct, regardless of the type, will result in an increase in level. The first case of academic misconduct during a class test would be treated as a level 2 incident. The first case of academic misconduct during an internal examination would be treated as a level 3 incident. The first case of trying to obtain or distribute examination papers or trying to profit financially from academic misconduct would be treated as a level 4 incident.

For all suspected cases of academic misconduct:

The teacher investigates and if it is deemed to be a case of academic misconduct, the teacher informs the principal who will check the student record to determine the level and the next steps and inform the teacher.



Level 1

- Teacher meets with the student to listen to their side, to explain why it is misconduct and how they could avoid it next time.
- The teacher will notify parents.
- The student must redo the piece of work for which they will get appropriate feedback but no grade. Recorded as not assessed.
- The Principal will add the incident to the internal student record

Level 2

- Teacher and Principal meet with the student to listen to their side, to explain why it is misconduct and how they could avoid it next time.
- The Principal will notify parents.
- The student will get no feedback and no grade and attend an after school detention to review the student academic integrity agreement.
- The Principal will add the incident to the internal student record

Level 3

- Teacher and Principal meet with the student to listen to their side, to explain why it is misconduct and how they could avoid it next time.
- The Principal and Teacher will meet with the parents.
- The student will get no feedback and no grade.
- The Principal will investigate further if needed and compile any evidence.
- The Principal will consult with the Director.
- The student will be suspended from school for 1-3 days depending on the circumstances and severity of the misconduct.
- The Principal will add the incident and the suspension to the student record.

Level 4

- Teacher and Principal meet with the student to listen to their side, to explain why it is misconduct and how they could avoid it next time.
- The student will get no feedback and no grade.
- The Principal will investigate further if needed and compile any evidence.
- The Principal and Director will meet to discuss the next steps and then inform the student and parents of the outcome.
- This would result in a long-term suspension or permanent exclusion from HIS.
- The principal will add the incident and long-term suspension and/or exclusion to the student record.



Consequences in the IB Diploma

If an IB Diploma or course candidate student is found to be in breach of the IB expectations for Academic Integrity as outlined in *Academic integrity*, © *International Baccalaureate Organization 2019*, the action that the IB may take ranges from failing a specific component to failure to obtain the IB Diploma and being prevented from registering for the IB Diploma in future years. The school is obliged to inform any institution that the student wishes to join in the future, about the academic misconduct.



Appendices:

Appendix 1 – Referencing Expectations

Early Childhood students are encouraged to:

- Name and claim their own authentic work

Kindergarten students are encouraged to:

- Begin to discuss the importance of completing independent work
- Begin to explain what help they have received and from whom

Grade 1 students are encouraged to:

- Verbally explain the sources of their information.
- Explain what help they have received and from whom
- Contribute their own ideas when working collaboratively

Grade 2 students are encouraged to:

- Discuss that books and websites are the work of others and so to show respect and to be principled we cite them
- Begin to identify key words in order to begin writing information using their own words
- Cite books using the title and author
- Cite websites, images and videos using the website title (e.g. The BBC)

Grade 3 students are expected to:

- Discuss primary and secondary sources of data
- Discuss the main idea of a text and summarizing main ideas using their own words and understanding.
- Cite books using title, author and date of publication
- Cite websites, images and videos using the website title, URL, and date of retrieval
- Cite interviews using the name of person interviewed and date

Grade 4 students are expected to:

- Discuss plagiarism and what it is
- Discuss the main idea of a text and summarizing main ideas using their own words and understanding.
- Begin using appropriate citation tools such as Noodletools or EasyBib to

implement MLA formatting

- Cite books using title, author and date of publication
- Cite websites, images and videos using the website title, report or page title, URL, and date of retrieval



- Cite interviews using the name of person interviewed, place, and date
- Cite guest speakers using the name of person, topic, place and date

Grade 5 students are expected to:

- Acknowledge the use of citation criteria in rubrics
- Independently identify and discuss the main idea of a text and summarizing main ideas using their own words and understanding.
- Discuss how to quote directly from texts
- Continue to discuss plagiarism and what it is
- Use appropriate citation tools such as Noodletools or EasyBib to implement MLA formatting
- Cite books using title, author and date of publication
- Cite websites, images and videos using the website title, report or page title, URL, and Date of retrieval
- Cite interviews using the name of person interviewed, place, and date
- Cite guest speakers using the name of person, topic, place and date
- Cite digital media and movies using the title of movie and source as appropriate

Grade 6-7 (by the end of Grade 7) students will:

- Continue to participate in discussions around plagiarism and its consequences
- Be introduced to the terminology of intellectual property and authentic authorship
- Summarize and paraphrase the ideas of others whilst giving credit for this in a format appropriate manner
- Use appropriate citation tools such as Noodletools or EasyBib to implement MLA formatting
- Be introduced to the terminology and discuss the difference between collusion and collaboration
- Acknowledge texts by writing in italics or using quotation marks as appropriate
- Use Works Cited page formatted in the MLA style to give credit to all sources of information, images and digital media/movies used in their work

- Use quotation marks or other format appropriate means when using the words or phrases of others
- Use in-text referencing when directly quoting from a source for the use of images and evidence from a novel

In addition to all the Grade 6-7 descriptors, Grade 8 students will:



- Use in-text referencing when directly quoting from a source; using clearly defined information such as statistics, dates etc.; beginning to recognize summarized and paraphrased ideas for all evidence used

Grade 9-10 students will:

- Use full in-text citations for all sources
- Use appropriate citation tools such as Noodletools or EasyBib to implement MLA formatting
- Use Works Cited page formatted in the MLA style to give credit to all sources

Grade 11-12 students will:

- Use full in-text citations for all sources
- Use appropriate citation tools such as Noodletools or EasyBib to implement MLA formatting
- Use Works Cited page formatted in the MLA style to give credit to all sources
- Abide by the IB expectations for academic integrity



Appendix 2 - Teaching Examples

These teaching examples are taken from *Academic honesty in the IB educational context*, © International Baccalaureate Organization 2014.

These will be used for new teacher orientation and refreshers for returning teachers.

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>



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>



Middle Years Programme		
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills	
Activity	Culminating project	Group work
MYP assessment task	Personal project	Community project
Scenario	<p>An MYP year 5 student is completing her personal project on sustainable transport. However, she changed her idea for the project very late in the learning process. As advised on the academic honesty form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction. The supervisor reminds the student about the importance of the process journal, and its purpose: to document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/or edited research notes; and to maintain a current bibliography. The teacher explains the relevance of the academic honesty form as a form of communication. As long as the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern.</p>	<p>An MYP year 3 student has been part of a three-person group working on a community project. The student has found it challenging working in a group. One member of his group has copied and pasted material from an unattributed source in material that she was supposed to have created herself.</p> <p>The teacher works with the group and especially with the student who copied and pasted the material and is not yet academically proficient in the school's teaching language. (In learning a new language, students are often able to recognize relevant content before they can generate their own.)</p> <p>The teacher provides the student with additional opportunities to practise paraphrasing skills, and may use peer-coaching strategies to empower students to work collaboratively when documenting sources.</p>



Middle Years Programme		
Self-management, social, communication, thinking and research skills		
Oral presentation	Creative work	Independent work
Language and literature presentation	Design	Sciences
<p>An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on <i>Astérix et Cléopâtre</i> and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed.</p> <p>The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).</p>	<p>An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea?</p> <p>The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.</p>	<p>As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis.</p> <p>Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.</p>



Diploma Programme		
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills	
Activity	Culminating project	Group work
DP assessment task	English A Extended essay	Psychology Internal assessment
Scenario	<p>A DP student is writing his English A extended essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites.</p> <p>The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to pass off others' ideas as his own.</p>	<p>A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressurized understands this is inappropriate but wants to be popular with the group.</p> <p>The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.</p>



Diploma Programme		
Self-management, social, communication, thinking and research skills		
Oral presentation	Creative work	Independent work
TOK presentation	Visual arts Studio work	ITGS Internal assessment
<p>A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice.</p> <p>The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.</p>	<p>A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered “copying”. She asks her visual arts teacher for advice.</p> <p>The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists’ ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, “After ...”, so that it is very clearly attributed.</p>	<p>A DP student is completing her ITGS internal assessment. The task requires her to conduct an interview with a client and to submit a written record of it. When she begins writing her analysis, she realizes that she forgot to ask some questions that would have been helpful. She is tempted to fabricate some responses to these questions, as she feels it would make her analysis and solution stronger, and help her achieve a better mark.</p> <p>As the deadline for submitting internal assessments approaches, the teacher initiates discussion with the class on the importance of reporting data accurately, and stresses that each student will be required to sign a coversheet confirming the authenticity of the work. The student realizes that fabricating her client’s responses could have far-reaching consequences as a case of academic misconduct.</p>



Appendix 3 - Student Contract - MYP/DP

As we Nurture Personal Growth at HIS, we believe that for students to be fully contributing members of society and internationally minded, they must be socially and ethically responsible, and display a high level of integrity in all that they do. HIS achieves this by fostering in students personal attributes aligned with the IB Learner Profile. In this case, the Learner Profile attribute of being 'principled' is the most relevant. "We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences." (*IB learner profile*, © *International Baccalaureate Organization 2017*)

An increasingly competitive world, together with peer pressure and an explosion of disreputable internet sites, has made the temptation for malpractice greater than ever. Ethical academic practice helps students benefit from learning the skills and knowledge required for future success and helps them avoid the serious consequences of academic dishonesty.

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen." (*Academic integrity*, © *International Baccalaureate Organization 2019*)

By signing this contract you recognize that students who breach the Academic Honesty contract are subject to disciplinary action by the school as outlined in the Academic Honesty Policy and Student Handbook. DP students may be disqualified from earning their IB Diplomas by the International Baccalaureate.

1. I will do my own work. I will not copy another person's work, in whole or in part, and turn it in as my own. The work that I submit will be my own and not that of another student, parent, computer program (including language translators), or any other unauthorized source.

2. I will not consult unauthorized material or information during summative assessments unless my teacher gives me permission (notes, calculator, electronic storage, etc.).

3. I will not plagiarize:

- a. I will not use the words or ideas of other authors in my papers without giving those authors credit.
- b. I will not take digital or print material or the material of another student and use it as my own.
- c. I will not copy text, graphics, musical scores, mathematics solutions, artistic layouts or presentations, or any idea in any form from another source without proper referencing and citation.
- d. I will not falsify or fabricate data or observations.



- e. I will properly cite any works of art, whether visual, audio, or otherwise, that I have used as inspiration for my own original work.
- 4. I will follow the direction of my teacher regarding whether it is acceptable to give, receive or ask for help on formative and summative assessments.
- 5. During an exam or test I will:
 - a. Keep quiet. I will not talk to any student, look at anyone else's paper, or allow anyone else to see my paper.
 - b. Not retrieve unauthorized information—whether on paper, in electronic form, or from another student.
 - c. Not communicate exam information or answers, in any form or to any person, during or following an exam.
- 6. I will not share my own work, materials, and/or information or that of others, in any form, with other students, teacher approved and directed group work withstanding.
- 7. I will not seek out or provide unwarranted access to materials or information to another student.
- 8. I will not turn in an original paper or project more than once for different classes or assignments.

I have participated in the introductory Academic Honesty Workshop for my grade level, read and understood the Academic Honesty Policy and this Academic Honesty Contract, and will abide by these rules.

Student name (Print) Date.....

Signature

I have read and understood this Academic Honesty contract and have discussed it with my son/daughter. I agree to encourage compliance with the rules stated above.

Parent name (Print) Date.....

Signature

Sources:

Academic integrity, © International Baccalaureate Organization 2019
IB learner profile, © International Baccalaureate Organization 2017
Academic honesty in the IB educational context, © International Baccalaureate Organization 2014
What is an IB education? © International Baccalaureate Organization



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Review & Update Information

The Principals and IBCs, in consultation with the Director, will revisit the HIS Academic Integrity Philosophy and Procedures on an annual basis to ensure that the document is consistent with IB philosophy, standards and practices, and rules and regulations.

This was a partial review to update the existing document to bring it into line with the new IB S&Ps. Faculty members had the opportunity to provide input and feedback on the document.

A more comprehensive review of the document, by an appointed committee, will be held in line with the HIS policy review cycle.

Date:

February 2021

Review Committee:

Richard Hawkins (Secondary Principal and MYP Coordinator), Lisa Patton (Librarian), Marcus Tanner (Technology Integrationist), Andrei Feldt, Andrei Tyoschin, Winnie Chokera (MYP/DP Faculty), Maxine Antipas, Cynthia Chifamuna, Stephanie Konson, Lucy Shenje, Hazvinei Mafukidze (PYP Faculty).