GÖKKUŞAĞI SCHOOLS

IB - PYP World School

ACADEMIC INTEGRITY POLICY

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1. **Gökkuşağı School's mission and vision**

Our Mission

Gökkuşağı Schools offer academically challenging and valuable national and international programs focused on the development of their students' intellectual, social, emotional, and individual abilities. As Gökkuşağı Schools, we aim to raise individuals who are honest, researching inquirers, knowledgeable and self-confident lifelong learners equipped with universal values and intercultural understanding in order to create a peaceful world with a student-centered and balanced education. We encourage students to be innovative, proactive, and multilingual individuals as responsible members of the global community and productive world citizens. We support individuals to stand up for their own values and educate them as individuals who respect the different values and perspectives of others.

Our Vision

Our goal for each student entrusted to Gökkuşağı Schools educators is to enable them to become individuals who are ready for life, equipped with the knowledge and skills to be equal to their peers in the world or to lead them.

2. **Definition of Academic Integrity**

Academic integrity is a guiding principle in education and a choice to act responsibly so others can trust us as individuals. It is the foundation for ethical decision-making and behaviour in producing 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, whether a primary school or a university.

It is an obligation which must be embraced and fostered by the entire school community. Hence, students continue their future life, whether in higher education or the workplace, strictly adhere to this principle. *(International Baccalaureate Organization, 2022, p. 3).*

3. **The purpose of the Integrity policy**

This policy is meant to be a source of principles and skills for applying academic integrity within the preceding years. We believe that a crucial part of our student's intellectual development is about establishing ownership, taking authentic actions, and accepting the results of their genuine decisions. Academic integrity is considered one of the most crucial components of our ethical culture in Gokkusagi schools. We encourage our entire school community to authentically express themselves, communicate, and develop the acquisition of knowledge and understanding of concepts.

4. **International Baccalaureate Programme Standards and Practices:**

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical educational practice. (0301-03)

- Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)
- Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions to be taken if there are transgressions. (0301-03-0200)
- Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)
- Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
- Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it.

Culture 6: The school implements, communicates and regularly reviews its IBmandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

- Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)
- Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)
- Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)
- Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)
- Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

5.   Our vision on Integrity

At Gokkusagi Schools, our vision on integrity aligns with the IB's five fundamentals: honesty, trust, fairness, respect, and responsibility. We believe that fostering a culture of academic integrity involves teaching and embodying these principles in all aspects of learning and interaction. We believe that academic integrity reflects IB Learner Profiles and Approaches to Learning. We assure that our students are provided with detailed guidance regarding developing the skills necessary to advocate academic integrity standards to become caring, principled, reflective, international-minded, and lifelong learners.

6. Role of School Community

6.1 Role of PYP Students at Gokkusagi Schools:
- Being aware of the concepts and contents of the Integrity policy.
- Being responsible for applying integrity policy in terms of any assignments.
- Reflecting on their ideas, concepts, and learning outcomes while interacting with peers or groups.
- Demonstrating the PYP Learner Profile attributes of caring, principled, reflective, and international-mindedness.
- Applying self-management, research, communication, thinking, and social skills.

- Producing original works and asking for the guidance of teachers and peers whenever it's needed.
- Reporting cases of dishonesty to school staff.

6.2 Role of PYP teachers, Staff, and Administrators in Gokkusagi schools

In alignment with IB practices, educators at Gökkuşağı Schools have the responsibility to teach and model various practices related to academic integrity. This includes integrating the five fundamentals—honesty, trust, fairness, respect, and responsibility—into daily interactions, assessments, and educational activities.

- Ensuring that all students, parents, and legal guardians understand the definition and application of Academic Integrity.
- Developing related skills and attitudes for a culture of Academic Integrity.
- Teaching appropriate and recognized methods for citation.
- Facilitating and observing the implementation of Academic Integrity while the students are engaged in inquiry, communicating, reflecting, or working on assessments.
- Presenting a model of Academic Integrity and academic misconduct for all students, parents, and legal guardians.
- Supporting, presenting, and discussing the Academic Integrity Policy and investigating all reports of academic dishonesty and consequences.
- Creating a safe and encouraging learning environment for all students.
- Ensuring all members of the school community, including parents, understand and respect the value of Academic Integrity
- Modelling and supporting the development of the Learner Profiles attributes.
- Reviewing and revising and self-assessing the Approaches to Learning regularly.
- Instilling the value of honesty in all academic endeavors.
- Building trust among students and between students and educators.
- Promoting fairness in assessments and academic interactions.
- Fostering respect for the intellectual property of others.
- Cultivating a sense of responsibility for one's own academic conduct.

6.3 Role of Librarians
- Librarians play an important role. The librarian should work in collaboration with pedagogical leadership team and all teachers to promote academic integrity to the whole school community.
- Read all the documents IB has published on academic integrity.
- Make sure students know how to reference when they make a research in library.
- Explain how to show reference more in details to grade 4 students for their exhibition.
- Make plans to improve students' information literacy skills.
- Educate students about plagiarism and its consequences.
- Teach them how to assess credibility and reliability of sources
- Can provide one-to-one or group support for those students who need help eith their research projects.

7. Academic Misconduct

IB defines 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. *(International Baccalaureate Organization, 2022, p. 3).*

7.1 Definitions and Examples of Academic Misconduct

Plagiarism: "The practice of taking someone else's work or ideas and passing them off as one's own either intentionally or unwittingly without proper, clear, and explicit acknowledgement."
Some Examples:
- Using the work of others as your own
- Making copies from different resources such as books, media, or presentation
- Presenting or producing non-original work that is not cited
- Failure to recognise and identify the used sources
- Using online language translators

Collusion: "Supporting academic dishonesty by another student, as in allowing one's work to be copied or submitted for assessment by another."
Some examples:
- Conveying any kinds of confidential information regarding an assessment
- Encouraging or supporting anyone to cheat
- Cooperating or letting others copy your work

Duplication of work: "the presentation of the same work for different assignments"

Unfair Practice: "Any practices or actions that lead to an unfair advantage to any school community members and might affect the results of other students, staff, or teachers."
Some Examples:
- Sharing confidential information and data such as passwords
- Using unauthorized materials and resources
- Sharing any types of information about an assessment
- Changing grades or any kinds of results
- Impersonating another person

7.2 Consequences of Academic Misconduct

Academic misconduct might frequently be considered a learning opportunity. Generally, academic misconduct occurs when students have not yet developed the necessary skills or have misunderstood what is right. When students copy some works of others or fail to cite, students will be shown how to produce their results and cite appropriately. If students with expected proficient skills consistently conduct misconduct, a meeting will be arranged between the instructors, parents, the student and probably the principal.

8. Professional Responsibility

All school community is professionally responsible for being aware of the content of the Academic Integrity policy, considering Academic Integrity while engaging in any activities at school, and consistently applying the components of Academic Integrity.

9. Policy Review

Gokkusagi School's PYP Coordinators, Librarians, the Pedagogical Leadership Team are responsible for updating, developing, revising, and maintaining this policy. PYP coordinators at our institution are supposed to inform and communicate with teachers, students, parents, and principals in case of any necessary changes to this document.

This policy is updated on August 23, 2023 and it will be updated during the August seminar time for teachers in 2024.

This policy is updated on November 22,2023 based on IB's feedback under preliminary documents review.

10. References

International Baccalaureate Organization Academic Integrity, (2022)

International Baccalaureate Organization Academic Honesty in the IB Educational Context, (2022)

International Baccalaureate Organization Programme standards and practices, (2022)

Southlands Elementary School Academic Integrity Policy, (2018)

https://www.vsb.bc.ca/schools/southlands/Teaching-and-Learning/Programs/IB-Primary-Years-Programme/Documents/Academic-Integrity-Policy.pdf