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.

St Nicholas Alphaville Mission Statement

Through an inquiry based international education, St Nicholas School develops responsible, confident, and caring citizens of an ever changing world.

By setting high academic standards and celebrating cultural diversity, we nurture individual talents and embrace a shared passion for learning.

IB Standards and Practices

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice.
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.
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 that are to be taken if there are transgressions.
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.
Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented.
Culture 3.5: 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 school's procedures are transparent, fair and consistent.

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments.
Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines.
Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work.
Lifelong learners 4.3: The school provides support and guidance for students on

acknowledging the work of others, including guidance on citation and referencing.
Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work.

Philosophy

The academic integrity of St. Nicholas is aimed at ensuring that students embody the attributes of the learner profile, especially that of being principled. Part of the school's mission and vision is to develop students that are confident and responsible, which will be achieved through the implementation of this policy across the school community. Academic integrity sets the foundation for a successful future and gives the students the skills and attitude necessary to set and reach their goals. The goal of the policy is not to simply avoid misconduct, but to instill values and skills within the students that will allow them to develop autonomy and ethical self-determination in work and life.

Academic integrity

Academic integrity can be defined as the choice individuals make to make responsible and ethical decisions with regards to their academic work and conduct (Jones, 2011). St Nicholas School Alphaville recognises that academic integrity concerns and involves all members of the school community, and that principles of academic integrity are to be upheld within an overall culture of shared responsibility (Miller et al., 2011). Examples of ways in which academic integrity is and can be promoted throughout the school are based on McCabe and Pavela's (2004) Principles of Academic Integrity:

- Recognise academic integrity as one of the key values of the school
- Instil a passion for lifelong learning in every member of the school community
- Recognise the importance of the teacher as both a role model and mentor when it comes to helping students make ethical decisions in their learning
- Recognise the potentials and pitfalls of online research
- Put the learners and their sense of responsibility and ownership at the center of any discussion on academic integrity

The school also recognises that an important part of an IB learner's education is the construction of knowledge with the help of transdisciplinary skills, and that academic honesty plays an important role in the process. As a result, the school strives to embed the values of academic integrity and honest, responsible behaviour in all learning experiences, interactions, and experiences that the students may engage in throughout their schooling. This may include, but not be limited to, promoting the values of the learner profile, education on e-safety, service learning, trips, as well as unstructured activities such as free play and personal research.

Academic misconduct

Academic misconduct is commonly defined as different types of unethical behaviours or choices that students engage in or make in order to complete their work and/or gain advantage over other students (Hughes and McCabe, 2006). Examples of academic misconduct include, but are not limited to, the following:

- Plagiarism: Incidents of plagiarism can be said to occur when someone uses words or ideas that are not their own, without properly attributing them to the source whence it originated, under circumstances where the expectation is to use original ideas and/or suitable forms of referencing in an attempt to complete a project or otherwise gain from the use of the information (Carroll, 2012). Examples of plagiarism may include, but not be limited to:
    - Failing to cite the source of images, or other types of work
    - Passing off other people's work or ideas as one's own
    - Translating large segments of text from a different language and claiming ownership or failing to properly acknowledge the source material
    - Using insufficient or incorrect citation methods
- Fabrication: Fabrication is when information, data, or citations are partly or completely invented, modified, or falsified as part of an academic piece of work (Ercegovac & Richardson, 2004)
- Cheating: Cheating can be said to be any disingenuous ways in which rules, exam procedures or standards are circumvented in order to gain an unfair advantage over others. Examples of this can be, but are not limited to:
    - Behaving unethically in an exam or formal evaluation (giving to or receiving answers from other members present, bringing 'cheat sheets', accessing information through unauthorised devices, or otherwise accessing information in a dishonest way that goes against exam or assessment procedures)
    - Sitting a paper or an assessment in the name of another student
    - Submitting the same piece of work in other subjects or assessments
      (Jones, 2011)
- Collusion: Not disclosing knowledge of academic dishonesty: If a student or a member of staff is aware of any incidents of academic misconduct such as any of the ones listed above, but does not report the matter to the relevant member of staff or external institution, this can be considered an act of academic dishonesty in itself.

Roles and responsibilities

The responsibilities of the students:

In all their work and research, students should endeavour to:

- Embody the attributes of the learner profile in all their work, particularly that of being principled, and all assessments, both internal and external
- Consider the principles of academic integrity, and to strive to make ethical and responsible decisions

- Acknowledge the sources of all borrowed content in their work, including images and audio. PYP students should follow directions from their teacher with regards to appropriately citing their sources. Students in the MYP should use appropriate citation methods and standards (APA 6th edition) when submitting work and assignments, both internal and external
- Contribute to a shared spirit of honesty and fairness, and encourage others to do the same, including staff and other students
- Share their concerns if they suspect any foul play
- Accept responsibility for their actions, and any consequences that may ensue in the case of academic dishonesty

The responsibilities of staff (including classroom and specialist teachers, teaching assistants, pastoral team, librarians, and tutors):

- Model the attributes of the learner profile, particularly that of being principled, in all their work with students
- Embed the values of the school's Academic Integrity Policy in all their work with the students through the development of ATL skills both inside and outside of the classroom
- Agree on a clear set of expectations for students when it comes to research, inquiry, and referencing
- Lead by example when it comes to engaging in good practice and upholding the values of academic integrity
- Provide guidance and age-appropriate advice on how to carry out research (both online and offline) and appropriately cite sources
- Report any cases of academic dishonesty or misconduct to the programme coordinators, or external bodies if necessary
- Facilitate access to research and information, while encouraging independent work
- Contribute to a shared spirit of honesty and fairness

The responsibilities of parents:

- Familiarise themselves with the school's Academic Integrity Policy and discuss its content with their children to enhance their understanding
- Encourage their children to engage in responsible behaviour, and guide them in the process of making responsible decisions when necessary
- Encourage their children to work independently, and refrain from assisting them beyond what can be considered ethical or fair.
- Accept the decisions made by the school in cases of academic dishonesty in which their children may have played a part, and encourage their children to reflect on their actions should this happen
- Contribute to a shared spirit of honesty and fairness

The responsibilities of school leadership (including programme coordinators):

- Ensure that the values of academic integrity, and the importance of behaving in an ethical and responsible behaviour are embedded in the school's ethos and operating procedures

- Ensure that staff, students, and parents have understood the principles of the school's Academic Honesty Policy and encourage them to all work towards a shared culture of honesty and fairness
- Ensure that the Academic Honesty Policy is available for all relevant stakeholders to read
- Ensure that the policy is reviewed on a regular basis, and that the process is transparent and inclusive of all relevant stakeholders
- Implement and enforce consequences in cases of academic dishonesty in a principled and fair manner
- Ensure that the school's structure and staff are equipped to support research and access to information
- Report any cases of academic misconduct to the appropriate external bodies where and if necessary

Procedures and consequences (INCLUDE RIGHTS OF STUDENT)

When academic misconduct is suspected or under review, students will be notified. The misconduct will be investigated first by a panel of teachers and the program coordinator who will reach a preliminary decision on an appropriate consequence. The program coordinator will bring the decision to the head of school, who will approve or modify the decision reached by the panel. See the flowchart below for more information.
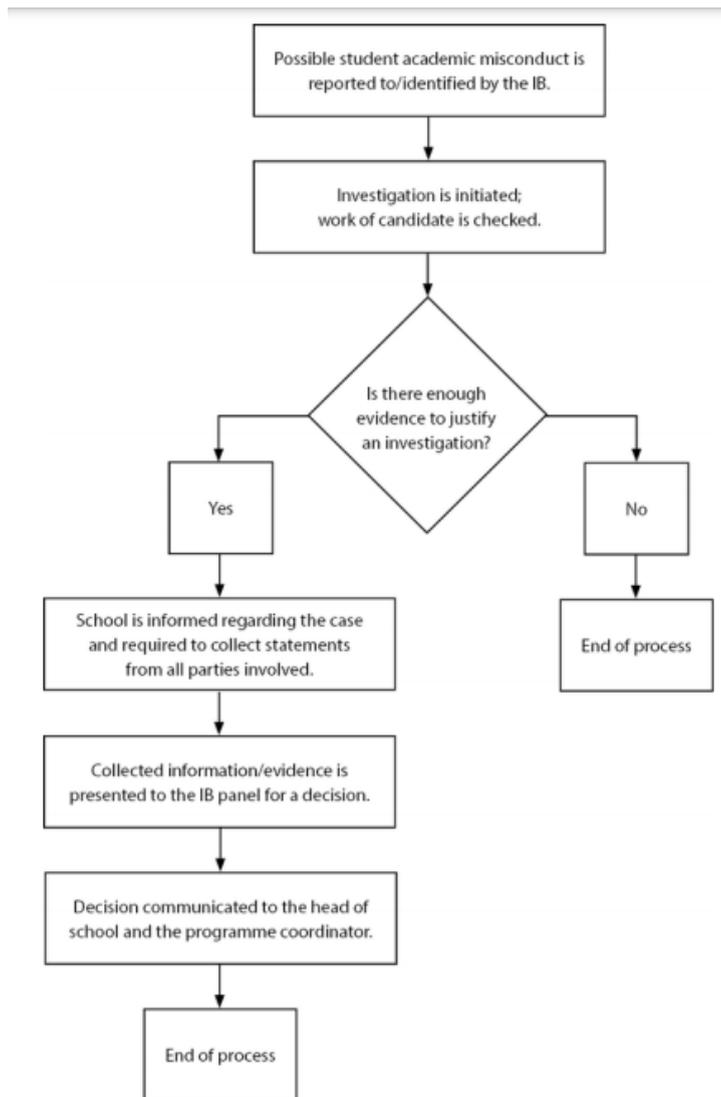
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Internal Assessments

Academic misconduct, as outlined above, will be given a consequence in accordance with the severity of the violation and whether this is a recurring offense. Examples of this include, but are not limited to:

1st offense	2nd offense
Written reflection signed by parents. Assessment component/assignment resubmitted with appropriate citations and referencing.	Zero marks for assessment component/assignment. Written reflection and meeting with parents.

Incidents of academic misconduct do not carry over into the following academic year, **except in Grades 9 and 10 (MYP 4 and 5),** where all incidents of academic misconduct will be addressed as 2nd offenses or reported to the IB as outlined here below.

As per the school's behaviour policy, incidents of academic misconduct will be evaluated on a case-by-case basis, all while upholding the principles of ethical, fair, and preventative treatment. Students have the right to appeal the decision following a 2nd offense, and the outcome will be decided, following further investigation, by the MYP coordinator and the Head of Section.

Appeals

External Assessments

Consequences for failing to uphold academic integrity on externally moderated assessments, such as Personal Projects and ePortfolios will be carried out in accordance with IBO policies and regulations, and the same applies to appeals on behalf of students. Misconduct will be reported on the first offense.

Frequently Asked Questions

What is the APA 7th edition?

The APA 6th Edition Style Guide is a set of rules put together by the American Psychological Association that provide guidance on how to appropriately and consistently provide references for sources of information or material (Effective citing and referencing, 2014). All MYP students in Grades 8 and up should ensure they are familiar with the APA reference format before engaging in any work that requires citation and referencing.

Are PYP students expected to use APA 6th edition reference methods when acknowledging sources in their work?

No. PYP students accept responsibility for their work, and must therefore attribute all borrowed content to the original source, but they should follow the advice of their teacher with regards to age-appropriate citation methods.

What if I do not know where the original content or information came from?

If there is no way of ascertaining the source of information, be it an image, audio, text, or other forms of data, then the student should seek to replace it with identifiable material that can be appropriately cited.

What if students or parents do not know how to cite sources or use appropriate references?

The school works together as a community to promote academic integrity, and students and parents are therefore encouraged to seek advice from teachers, coordinators, and librarians in cases of uncertainty. Further guidance on referencing can be found in the section of this document titled *Further reading.*

How does the school determine if an act of academic dishonesty has taken place?

If a suspected incident of academic dishonesty is brought to the attention of the programme coordinators, the school will operate on a presumption of innocence until a full investigation has been carried out. Further information on procedures in cases of academic dishonesty can be found in the above section titled *Procedures and consequences.*

Can decisions on consequences following cases of academic dishonesty be appealed or challenged?

Each case of suspected academic dishonesty that reaches the MYP coordinator will be reviewed on a case-by-case basis. Further information on this can be found in the above section, titled *Procedures and consequences*. If any suspicions are deemed serious enough to warrant the attention of the International Baccalaureate, the process will follow the general regulations for the Middle Years Programme (Handbook of Procedures for the Middle Years Programme: Assessment 2017, 2017).

Policy alignment

St Nicholas School Alphaville's Academic Honesty Policy is designed to align with the school's values and mission, as well as those of the International Baccalaureate. Other policies or guidelines that align with the school's Academic Honesty Policy are as follows:

- The IB Learner Profile
- The St Nicholas School Alphaville Assessment Policy
- The St Nicholas School Alphaville Behaviour Policy
- The St Nicholas School Alphaville Responsible Online Behaviour Policy
- The St Nicholas School Alphaville Language Policy

Policy of review

   The review of the policy is an ongoing process that will develop in scope as the school grows and move towards Diploma Programme Accreditation.
   From April 2019 onwards, the policy will undergo the following revision phases, and the review cycle will involve the Head of School, Head of Learning, and representatives from teachers, students, and parents, under the direction of the IB programme coordinators. The review cycle process will be updated on a regular basis, and additional review sessions scheduled should the need arise.

1st Review - General review

Initiator: MYP Coordinator	Individuals involved: MYP coordinator, Head of School, Head of Learning.
Date ratified: April 2019	To be reviewed: April 2020

2nd Review - General review with focus on PYP

Initiator: MYP Coordinator	Individuals involved: MYP coordinator, Head of School, Head of Learning, PYP coordinator, librarian, student, parent, and teacher representatives
Date ratified: April 2020	To be reviewed: April 2021

3rd Review - Review with focus on eventual provisions for MYP 4 and 5

Initiator: MYP coordinator	Individuals involved: MYP coordinator, Head of School, Head of Learning, PYP coordinator, librarian, student, parent, and teacher representatives
Date ratified: April 2021	To be reviewed: April 2022

4th Review - General review

Initiator: MYP coordinator	Individuals involved: MYP coordinator, Head of School, Head of Learning, PYP coordinator, librarian, student, parent, and teacher representatives
Date ratified: April 2022	To be reviewed: April 2023

5th Review - Review with focus on provisions for the Diploma Programme

Initiator: MYP coordinator	Individuals involved: MYP coordinator, Head of School, Head of Learning, PYP coordinator, librarian, student, parent, and teacher representatives
Date ratified: April 2023	To be reviewed: April 2024

Further reading

[What is APA style?](#)

[Academic Integrity in the IB](#)

[The International Baccalaureate Guide to Effective Citing and Referencing](#)

[Academic Honesty in the IB educational context](#)

[Purdue University Online Writing Lab and guide to APA referencing](#)

[11 tips for teachers to foster academic honesty](#)

[Why you need to talk to students about academic integrity](#)

Sources

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