

since 1980



St. Nicholas

Academic Integrity

Policy and Procedures
@Pinheiros

Created May, 2012
Last update March, 2023

www.stnicholas.com.br

Dear community members,

Our school policies draw from the Unique Adventure and our beliefs outlined in the Principles of Learning. We aim to model the IB learner profile and mission. Our policies have been developed through discussions with the community. The St Nicholas School Pinheiros Academic Integrity Policy has been produced in conjunction with the school's Assessment Policy and with guidelines set out by the International Baccalaureate in their document *Academic Integrity*.

St Nicks is a diverse community. We embrace different identities, neuro diversities and language backgrounds.

In each of our policy documents, you will find the philosophy driving the policy and the community's rights and responsibilities. In the appendices are the procedures and processes associated with each policy.

We look forward to each learner, adult or young, enjoying a unique adventure.

Thank you, in advance, for reading this policy.

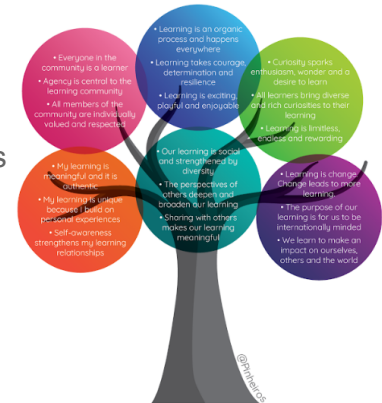
St. Nicholas Leadership Team

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Our Guiding principles

St Nick's mission

A unique adventure to ignite a passion for learning from our hearts to others for the world



Principles of Learning most relevant to Academic Integrity



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.

International mindedness¹

Cultural diversity is integral to St Nicholas and IB. We are shaped by local and global culture. We nurture and cherish our different cultures and backgrounds. All members of the community are responsible for understanding, valuing and respecting different perspectives, therefore fostering international-mindedness in our learning spaces, and promoting inclusion, tolerance and respect.

IB Learner Profile

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective

The attributes of the IB Learner Profile are both celebrated and strived for at St Nicholas School Pinheiros and we consider this to be one of the principle ways in which we are able to realise our mission, to ignite a passion for learning, from our hearts, to others, for the world. St Nicholas School Pinheiros endeavours to help learners to become *knowledgeable* and equipped with the skills required to perform and produce quality research whilst also being *principled* and motivated to act with integrity and honesty. Through an understanding of the principle of academic integrity, learners can choose to act responsibly and ethically, contributing to a culture based on trust and respect.

Aims of the Academic Integrity Policy

- To define academic integrity and to provide information about the measures taken to ensure that learners have the skills to be able to conduct research and acknowledge sources effectively.
- To acknowledge the importance of academic integrity in the information age and to detail the school's approaches to preventing it and to addressing a matter should it arise.
- To formally recognise that as an IB World School we work within the IB's framework for understanding the concept of academic integrity. All learners need to be aware of what the school and IB expectations on academic integrity and the consequences associated with lack of academic integrity.

¹<https://www.whitbyschool.org/passionforlearning/cultural-diversity-international-mindedness-integral-in-ib-schools>

Defining Academic integrity

The IB defines Academic Integrity as “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.”²

This definition goes beyond the production of work by learners and points out to a community culture that is developed, promoted and maintained throughout the school.

“The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education, that can start early during the PYP, be reinforced during the MYP and cemented later through the DP and CP. Expectations should be clearly communicated and modelled at an age appropriate level so that all IB students understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.”³

In the PYP, all Grade 5 learners should reference their sources using the MLA system. In the DP, all learners are encouraged to use MLA, but are free to choose other reference systems, especially if their work is written in a language different from English, such as Portuguese, Spanish, Japanese or Korean.

For all DP coursework, the process of writing/creating a piece of work for assessment needs to be followed by the teacher from the very beginning until the final deadline. The school will not be able to authenticate work completed and handed in close to the internal deadlines.

DP candidates must upload their work in *Managebac* and have access to the similarity report produced by Turnitin. It is the candidate’s responsibility to check the similarity report and ensure that all quotes and citations in the work are properly referenced. Subject

² International Baccalaureate. *Academic Integrity*. 2019, p. 3.

³ *Ibidem*

teachers and the IB DP coordinator are available to support candidates in reading and understanding the similarity support and referencing sources.

School Responsibility

Although the obvious aspect of academic integrity relates to learners and their work, the school has also great responsibility to act with integrity as an institution to avoid school maladministration, which is “an action by an IB World School or an individual formally associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments.”⁴

Schools commit maladministration when:

- providing templates or frameworks for learners to complete their work;
- providing multiple edits to the learner’s work;
- providing excess assistance to learners when producing coursework;
- not complying with the conduct of IB Diploma examinations.⁵

The value which the school invests in the concepts of integrity and honesty as part of the Learner Profile is the cornerstone of our Academic Integrity policy. However, the ability to produce authentic work relies on particular study skills and an awareness of the issues of intellectual property, plagiarism, collusion and other forms of malpractice such as ghost and machine writing. Appropriate forms of citation and study skills (including effective ‘paraphrasing’) are taught explicitly to learners of the Diploma Programme and the subject of malpractice is treated with a view to identifying examples of what should be avoided.

The diverse perspectives and academic traditions that the pedagogical staff bring to St Nicholas School Pinheiros mean that we are prepared to support learners to use different methods of citation. However, we do recommend that they use MLA and acknowledge the use of web-based resources such as *Easybib.com* to help learners to reference the ideas and works of others in an organised and academically recognised way.

Learners in the Diploma Programme have access to plagiarism checking software (turnitin.com) and must submit their work to *Turnitin* and check the similarity report before

⁴ International Baccalaureate. *Academic Integrity*. 2019, p. 20.

⁵ *Ibidem*

submitting it for marking. This applies to all assessed pieces of work, whether or not they are assessed *by* or *for* the IB Diploma. The motivation for this is pedagogical; learners are empowered to check that their work is properly referenced and that any paraphrased ideas have their own voice. Furthermore, they obtain the benefit of receiving feedback before the work is handed in with respect to its authenticity. The result of this is that learners are able to feel more confident that they are producing quality work and less anxious about the threat of sanctions made by the school or the IB.

Academic Misconduct

St Nicholas School Pinheiros recognises that academic misconduct is a matter to be addressed and that learners can stray from the path of academic integrity despite knowing that it is wrong to do so. Research by Stephens⁶ suggests that there are a number of motivational factors which can explain a learner's decision to commit academic misconduct. Extrinsically motivated learners who are under pressure to achieve highly, learners with a low level of engagement in what they are studying or learners who do not feel that they are able to achieve what is expected of them are more likely to plagiarise than other learners. Following the school's mission statement, however, we aim to embrace a shared passion for learning with our learners where the learning outcomes are more than just a means to an end. The pastoral care offered by tutors serves to help learners in being able to achieve a balance of the demands of IB programmes without becoming unduly stressed.

We consider the following types of academic misconducts, aligned with the IB:

- plagiarism (copying external sources)
- peer plagiarism (copying work from another learner)
- collusion (supporting misconduct by another learner facilitating one's work)
- ghost writing (Submitting work commissioned, edited by, or obtained from a third party)
- use of inappropriate, offensive, or obscene material
- duplication of work (presentation of the same work for different assessment components or subjects)
- falsification of data (presentation of work based on false or fabricated data)
- possessing unauthorised material in the examination room

⁶ Wangaard, D.B. and Stephens, J.M. (2011). *Creating a Culture of Academic Integrity: A Toolkit for Secondary Schools*. Minneapolis: Search Institute.

- exhibiting misconduct or disruptive behaviour during an examination

All instances of academic misconduct will be dealt with according to this policy together with the relevant IB documents related to academic integrity and specific programme rules and regulations.

When a teacher suspects of academic misconduct before submission or upload to the IB and before the IB submission deadline will be resolved as follows:

- teacher and Head of Faculty meet with learner(s) to collect information that will dismiss or confirm the suspicion
- if suspicion is confirmed teacher informs Head of Faculty, IB coordinator and Head of section
- the work of the candidate will not be accepted for assessment
- if time allows, candidate should resubmit the work according to academic integrity expectations

In the case of academic misconduct taking place during the exams, the school will follow the procedures presented in the *Conduct of examinations booklet* published by the IB for that particular year and the *Academic Integrity* document, that states⁷:

- the school must contact the IB within 24 hours of the examination to report the incident
- students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students
- the student's examination script should be submitted for assessment as usual

After the work is submitted to the IB for assessment and the IB suspects of malpractice, the school will be notified by the IB and will follow all the steps of the investigation and provide the IB with all the information and documents required.

⁷ International Baccalaureate. *Academic Integrity*. 2019, p. 24.

Links to other policies

[Assessment Policy](#)

Cycle of review

This policy will be subjected to a regular and official review which will take place every two years, as per the school's policy review cycle. The next scheduled review will take place in March 2025, and will include all relevant stakeholders including:

- Senior leadership team, including all programme coordinators
- Lead learners
- Student representative
- Parent representative

Bibliography

International Baccalaureate (2019). *Academic Integrity*. Cardiff.

Wangaard, D.B. and Stephens, J.M. (2011). *Creating a Culture of Academic Integrity: A Toolkit for Secondary Schools*. Minneapolis: Search Institute.