



SILVEROAKS INTERNATIONAL SCHOOL BANGALORE ACADEMIC HONESTY POLICY



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International Baccalaureate Organization 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.

Silver Oaks International School Mission Statement

To integrate in teaching and learning, the goals for conservation and social justice to develop civic virtues and emotional skills that can empower our acorns to be icons of personal and social change who will play leading roles in the transition to a sustainable future.



IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: 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.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with fore thought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives —intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Academic Honesty: Philosophy and Practice

Character first, Competence next. With this inside out approach, Silver Oaks works on character building through value generation in students.

Silver Oaks implements IB programmes as they develop reflective learners who understand that other people with their differences can also be right. In a culture of collaboration, students are encouraged to be open minded to other's ideas and develop multiple perspectives.

While group learning and inquiry-based learning act as catalysts in making students acknowledge peer ideas and multiple resources, Silver Oaks considers it important to train them into developing:

- Academic honesty as the profile of learners
- Malpractices which amount to dishonesty
- Consequences of dishonesty
- Norms to be followed when external sources are used
- Tools which help in using bibliography and plagiarism tests

Academic honesty as the profile of learners

In an inquiry-based learning Programme, where a student is continuously constructing knowledge and developing skills, it is expected that students will present original work, thoughts and ideas.

In case of ideas or work taken from any other source, students are expected to give credit/acknowledge/quote the source only to show integrity, which can make her/him a better person.

It is not out of fear of being caught or punished for copying or plagiarizing but for evolving as a principled learner, and a knowledgeable researcher for which academic honesty is important.

Interpreting the attributes of a learner profile in the context of academic honesty

Principled: Learners to be principled in terms of following timelines, submissions, citing& acknowledging sources and resources, being authentic and original and owning responsibility towards learning and assessments.

Open minded: In group work and inquiry, learners to be open minded in accepting multiple perspectives, collaboratively work with others and open to new ideas.

Thinker: Learners to develop a culture of thinking critically, creatively, analytically and logically to understand ideas and explore new ideas instead of depending or borrowing on or from sources.

Courageous: Learners are to be encouraged to explore, innovate, create and act in different learning contexts. Learners are to be encouraged to give critical and insightful evaluation of sources.

Communicator: Learners to be empowered to express ideas and thoughts clearly, confidently and creatively while acknowledging sources or giving due credit to the support taken.

Knowledgeable: Learners to be groomed to be knowledgeable with a purpose and responsibility to further the knowledge pool existing in the world. To this effect, school is responsible to instill the values of learning and promoting learning.

Definition

Academic dishonesty / malpractice is behavior that results in or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.
(IB Publication-DP Academic Honesty)

- **Malpractice:** any unfair behavior that results in or may result in a student or group of students gaining unfair advantages in academic work.
- **Plagiarism:** representing ideas or work of another person as one's own; failure to cite source of ideas and information.
- **Collusion:** supporting, aiding or assisting another student in academic dishonesty.

Legitimate collaboration: When students work in groups to interact for constructive educational purposes for specific school purposes. The role of each student is defined in the collaboration and monitored by the teachers.

Unacceptable collusion: When students work in groups but produce identical or substantially similar outcome, which depicts copying other students work.

- **Duplication of work:** presenting the same work more than once for grading without clear permission.
- **Falsifying record:** alteration of grades or remarks in examination papers, homework assignment or resubmitting it with new inputs to the instructor to claim an error in grading
- **Cheating:** the use or attempted use of unauthorized assistance during examination, on a writing assignment, homework assignment or other projects.
- **Fabrication/fudging:** creation of false data or citations

Investigating a breach to the regulations

The following circumstances are those that most commonly give rise to an investigation.

- A coordinator informs the IB Assessment Centre that academic misconduct may have taken place during an examination.
- An examiner suspects plagiarism or collusion and provides evidence to justify his or her suspicion.
- A random check of assessment material at the IB Assessment Centre using a web based plagiarism prevention service reveals that the work of a candidate may not be entirely authentic

If the IB Assessment Centre initiates an investigation into academic misconduct, the coordinator will be informed by email that a candidate (or candidates) is being investigated for a possible breach of regulations. It is a requirement of the IB that the coordinator will immediately inform the head of school that a candidate (or candidates) is suspected of academic misconduct.

In all cases the coordinator will be asked to provide statements after he or she has conducted his or her own investigation. These statements must be word processed and submitted on templates provided by the IB Assessment Centre.

In the case of suspected plagiarism or collusion the coordinator will be asked for:

- his or her own statement
- a statement from the candidate's teacher for the subject concerned (or supervisor in the case of an extended essay)
- a statement from the candidate.

The statement from the candidate's teacher (or supervisor) must:

- explain what subject-specific guidance on academic honesty is given to IB candidates
- provide details about the nature and extent of supervision given to the candidate(s) on the work under investigation
- explain what procedures are adopted to verify that, to the best of his or her knowledge, a candidate's work submitted for assessment is authentic
- provide any relevant information, based on teaching/supervisory experience of the candidate(s), with specific reference to the allegation(s) made against the candidate(s).

The statement from the coordinator must:

- briefly explain what guidance on academic honesty is given to all IB Diploma Programme candidates
- provide any relevant information, specifically making reference to the allegation(s) made against the candidate(s).

The candidate(s) will be asked to provide any relevant information, with specific reference to the allegation(s) against him or her.

Consequences of dishonesty: Incidents of academic misconduct and the actions to be taken:

What remedial actions may be taken?

- Make the student sit alone and reflect on his/her improper actions and write 'preventive measures' he or she could have taken to avoid this malpractice.
- Assign the student to sessions with counselor for introspection and remediation.
- Admonish or reprimand the student orally or in writing and inform the parents.
- Make the student redo the work.
- Make the student stay back at home for a day or two or a week and reflect and redo the work. Parents should be included in the discussion on these actions.
- Inform the examination board and abide by the decision.
- Where the misconduct is unacceptable, student will be dismissed from the school.

Confidentiality

- Considering the extensive practices of school to educate and inform the students and parents on the importance of academic honesty, concerned teachers should have confidential discussions with the Coordinator or Principal before including the student.
- It is essential to analyze and critically understand the situation to avoid misinterpretation or bias.
- While protecting the self-esteem of the students, it is also important to keep these discussions private and confidential.
- Depending on the situation, teacher can have a private conversation with the student to

ascertain if it is intentional or unintentional action and also try to understand if the student has any inadequacies, which led him or her to indulge in malpractices.

- Depending on the situation, teacher(s) can counsel the student or seek help from the counselor or inform the Coordinator or approach the Principal for further action.
- Where need be, parents should be informed or called to the school to assume responsibility for remedial action.

Rights of the Students

Ombudsman/ Conflict resolution: To ensure fair and rule out bias the student should be allowed to reach out to an impartial committee formed with representations from administrative, academic and parents' body, if he or she felt unduly pressurized or humiliated.

Tools and norms to be followed when citing sources, using bibliography and plagiarism test

MLA

Silver Oaks promotes the usage of MLA, for norms of citation, bibliography and information on grammar and mechanics. The school will be using http://turnitin.com/en_us/ for the process of MLA citing.

Some Examples of conventions for citing and acknowledging original authorship are:

1. Acknowledge help if taken from various resources, which includes parents, friends and teachers.
2. Acknowledge all printed and electronic sources used.
3. During research use structured MLA citation in bibliography and direct quotations.
4. Citation of any images used in printed or digital presentations will be done by all students.

Norms:

- As a principle, all ideas or work sourced from other people, books, articles, write ups, journals, data, photographs, maps, media reports, open sources on Internet, multimedia, etc., must be acknowledged.
- The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of work, and/or in a bibliography at the end, each and every piece of material used in the production of work.
- When quoting directly, usage of appropriate punctuations is essential.
- All works of creative arts, visual or theatre arts, music or dance, if inspired or sourced from original work of others, it is essential to acknowledge.
- If paraphrasing any passage, work or material, it should be acknowledged.

Academic honesty! What does it mean in?

- If journals or Internet sources are used in inquiry and content from them is used in presentations, students present their understanding and not copy the text verbatim.
- Every resource used including websites, books, magazines, newspapers, people and photographs should be mentioned in the bibliography.
- A listed Bibliography should be at the end of the report in alphabetical order. **Students should use MLA format, especially during the PYP Exhibition, Personal Project in MYP, TOK & EE in DP.**

Diploma Programme:

Teaching and learning in the DP must develop the positive behaviors that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically.

All IB students understand the importance of acknowledging others and we as school conduct explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).

– (Academic honesty in the IB educational context)

The Role of the Librarian

The Librarian is a very useful resource for all IB students and teachers.

- School librarians teach and employ good academic practice for documenting sources used.
- Their knowledge of resources available and their search skills can be used to validate sources cited, and they are often able to trace the origins of suspect passages.
- They may conduct sessions for students to give guidance on appropriate citation systems.
- Librarians may even help students identify authentic sources of information during research work.
- He /She is an expert in the area of academic honesty and can provide ethical guidance alongside information on the most appropriate citation system to use in each assignment, particularly the Extended Essay in the IBDP, Personal Project in the MYP and in the PYP Exhibition.
- The Librarian at Silver Oaks each academic year takes sessions on academic policy of the school. This includes:
 1. How to comply to set standards of academic work.
 2. The regular do's and don'ts for the students.
 3. How to acknowledge, cite and reference tasks.

School & Teachers as Role Models

Silver Oaks believes in setting the school as an example for building academic honesty.

From using original software to citing or acknowledging all sources, which help in the development of the school, Silver Oaks motivates students to thrive in honesty and build integrity.

To this effect, leadership team, teachers, administrative staff, try to set examples of academic honesty by following all the above norms and principles.

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