

# **Silver Oaks International Schools**

*Hyderabad, Bangalore Visakhapatnam*

## **Academic Integrity Policy – AY 2021-22**



[www.silveroaks.co.in](http://www.silveroaks.co.in)

### **Review Committee**

**Director education - Ms. Seetha Murty**

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**PYPC and team at SilverOaks**

**Timeline - 2 weeks**

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Dear Stakeholders,

At SilverOaks Schools, our school policies are deep rooted in the vision, mission, the philosophy of our school and IB philosophy, standards & practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies.

Our policies have been developed through discussions with teachers and students to determine both content and layout. Following are the policies as mandated by the IB.

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

In each of our policy documents, you will find the philosophy driving the policy, a student's rights and community responsibilities, a description of how each policy upholds the IB learner profile. Our academic integrity policy is Integrated with all our other policies.

*'Integrity is doing the right thing even when no one is watching ' by C.S. Lewis*

### School's vision

At SilverOaks, we begin teaching with an end in mind. We aspire to groom lifelong learners who will,

*Live for a purpose,  
Learn to apply,  
Lead with determination and  
Leave a timeless legacy.*

### Purpose of Academic Integrity Policy

Academic integrity is the responsibility of the whole school community. The purpose of the written academic honesty policy ensures that our school's procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions . Academic integrity is essential if we are to be able to accurately and successfully teach, assess, and communicate a student's acquisition of knowledge, understanding of concepts, and mastery of skills.

## **What is Academic Honesty?**

The school's academic honesty policy is a "guiding" document that describes how academic honesty is promoted and observed by the whole school community. It includes the entire school community when developing the policy to achieve a better understanding of its aim. It is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection. Understanding academic honesty is part of this learning and teaching. It has become increasingly important as access to information through technological innovation has increased, and ideas about learning and how knowledge is constructed have changed. IB learners' work needs to exemplify the values of honesty and integrity, while remaining committed to the inquiry-action-reflection cycle.

Academic honesty leads learners to assume responsibility and ownership of the work produced by them and also acknowledge any external source that they might have used. We value originality of thought and creation and aim to raise our students to be truly principled thinkers and reflective communicators in all our practices.

## **School's Mission Statement**

To integrate into 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 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.

## Academic Honesty: School's Philosophy of Education and Practice

***Character first, Competence next.*** With this inside out approach, SilverOaks works on character building through value generation in students. SilverOaks 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 others ideas and develop multiple perspectives.

### Implementing Academic Integrity Policy in PYP

The Learner Profiles are the basis for the development of academic honesty and through development of ATL skills students assume personal responsibility for learning and further develop tools necessary to maintain it . Group learning, activities and inquiry-based learning act as catalysts in making students acknowledge peer ideas and multiple resources to understand academic honesty.

Academic Honesty in IB PYP					
Approaches to learning and teaching	Self-management, Social, Communication, Thinking and Research skills				
Primary year Programme Activities	Culminating project/ Exhibition Unit	Group work	Presentations	Creative work	Independent work

**These practices will be communicated to all members of the school community and modelled at a level appropriate for the age of the student by explaining how**

- Students take responsibility for their own work.
- Students recognize the difference between individual work and group work and give credit to other people working in the group.
- Students do not copy other people's work.
- Norms to be followed when external sources are used.
- Students use information technology, media and library resources responsibly
- Informed about Malpractices which amount to dishonesty

## Interpreting the attributes of a Learner Profile in the context of Academic Honesty

Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty”, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. Learners take responsibility for their actions and their consequences.

- **Principled:** Learners strive to be principled in following timelines, submissions, citing & acknowledging sources and resources, being authentic and original and owning responsibility towards learning and assessments.
- **Open minded:** Learners to be open minded in accepting multiple perspectives, collaboratively work with others and open to new ideas while working/ playing in group and team.
- **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 and be able 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 extend and share their knowledge in the world. To this effect, school is responsible to instill the values of learning and promoting learning.
- **Inquirers:** Learners to be independent and lifelong inquirers , be ready to always learn from different people, places and give due credits to sources.
- **Caring:** Learners to be compassionate, empathize and respect others and make a positive difference in their lives and lives of others around them.
- **Balanced:** Learners to understand the importance of balancing intellectual, physical

and emotional well being and recognize the interdependence with other people and with the world in which we live and work.

- **Reflective:** Learners to Identify their own strengths, weaknesses and what they can do at different stages of learning and consider your ideas and experience thoughtfully.

## **Academic dishonesty -- PYP**

**Academic dishonesty may be defined as passing off other people's work or ideas as one's own, this requires constant correction and advice from the teacher. There is no academic consequence until 5<sup>th</sup> grade and then in 6<sup>th</sup> Grade where students will sign a contract at the beginning of the year for their PYP final exhibition.**

## **Consequences of academic misconduct in final year of PYP (grade 6)**

- **Incidents of misconduct to be first discussed with the students by the teacher and PYPC**
- **Students have the opportunity to correct the error.**
- **A reflective session, if needed before reporting to administration and parents.**
- **Age appropriate consequences will be administered keeping in mind the sensitivity of the emotional and psychological factors.**

## **Remedial Action**

- **Any action taken as a consequence to dishonesty should be carefully monitored and the student should be guided to follow the right practices.**
- **A time centric and assisted work should be the way forward till the student gains confidence in producing original work**

## **Conclusion**

**School community collaborates together to provide a supportive and joyful environment for learning. Teachers role to support the students in many ways such as**

- **Design meaningful tasks for students that can be completed either independently or with the appropriate amount of scaffolding.**
- **During inquiry projects, activities and assessments, teachers discuss the ethical uses of information and emphasize the importance of personal responsibility, authentic work.**

- Discuss with students their performance in formative / strand tests and give them narrative feedback and feedforward to improve.
- Communicate with parents regularly and clearly articulating the issues relating to their ward and indicate expected corrective steps to be taken.
- Role model; giving others (people, places, books, websites etc.) credit for their work and cite the sources of information every day in their teaching.
- Inform and emphasise on the importance of personal responsibility and academic honesty to students that extends beyond primary year classrooms as progress across the educational continuum.

## **References**

- *The IB programme continuum of international education Academic honesty in the IB educational context*
- *Programme standards and practices*

## **Next Review**

- **April' 2022**

