



Amity International School Amsterdam

Academic Integrity Policy 2020-2021

Date	Action	Action performed by
APR-2020	Policy Created	Academic Integrity Policy Working Group
SEP-2020	Review Policy	Head of School with Parents and Students
NOV-2020	Review updates feedback IB	Head of School
MAY-2021	Final Review	Academic Integrity Committee

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1. School Guiding Statements

OUR MISSION

It is our mission to provide an engaging and challenging learning environment where students are empowered to succeed academically, socially and emotionally.

Our students learn within a real-world, inquiry-based curriculum which fosters their individuality, creativity and unique interests. We encourage our students to be innovative and reflective thinkers who demonstrate resilience and determination. We promote ethical, responsible action for positive change and provide opportunities for teamwork and leadership. We nourish the development of open-minded, caring individuals who are active and respectful members of the global and local community.

OUR VISION

Empowering each individual to thrive and make a positive difference.

2. Academic Integrity - definition

'Academic integrity is a guiding principle in education and the 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.' International Baccalaureate Organization (2019, p.3)

3. Rationale

The purpose of the Academic Integrity policy is to enable all stakeholders within our community to become aware of, and understand how, academic integrity complements learning within our school programmes.

The creation of such a policy and its implementation within the day-to-day activities of our education underpin our joint commitment to undertake research and celebrate knowledge honestly and respectfully.

This document is intended for students, staff and parents to gain a better understanding of academic integrity. It has been created with close reference to documentation created by the International Baccalaureate.

3.1. Academic Integrity connections to the IB Learner Profile

<p>Inquirers</p> <p>At Amity Amsterdam, we want to nurture our students' curiosity, providing opportunities for them to develop skills for inquiry and research. Students must know how to learn independently and with others, and to learn with enthusiasm to sustain their love of learning throughout life.</p>	<p>Thinkers</p> <p>We want Amity Amsterdam's students to use critical and creative thinking skills to analyse and take responsible actions on complex problems. All students should exercise initiative in making reasoned, ethical decisions.</p>
<p>Principled</p> <p>We expect all students at Amity Amsterdam 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. We expect students to take responsibility for their actions and their consequences.</p>	<p>Communicators</p> <p>We want Amity Amsterdam's students to express ourselves confidently and creatively in more than one language and in many ways. Students learn to collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>

4. Primary Years Programme

In the PYP, we teach the concept of academic integrity through the lens of the IB Learner Profile, focusing on helping students become principled and knowledgeable inquirers. We help students recognise and understand the value of original work, as well as the importance of using and communicating information responsibly. We directly teach students the skills to be academically honest through the Approaches to Learning (ATL), specifically the Research and Communication Skills. Students are supported in understanding their individual responsibility to be principled learners throughout their experience in the PYP. This approach results in students who are well prepared for sharing and taking action on their personal inquiry during the PYP Exhibition.

4. Middle Years and Diploma Programme (MYP/DP)

In the MYP and DP, academic integrity is made relevant to all subject areas. It is modelled by teaching staff so that students are equipped with the abilities to understand and produce information in an ethical manner. Sound judgement and technical abilities are developed incrementally alongside ATL skills in order to prepare students for the Diploma Programme.

In their application of Academic Integrity, students are to follow the attributes of the IB Learner Profile, refer to specific guidance on the school's webpage and the appendix below regarding referencing. Minor infractions are considered as opportunities to learn and should act as a catalyst for the teachers to adjust their teaching to students' learning needs.

Staff ensure that academic integrity is embedded within the delivery of the MYP and DP programme, as well as within dedicated library lessons. Teachers and student leadership work alongside the Academic Integrity Team in collaboration to encourage and promote appropriate application of the policy.

5. Responsibilities of key stakeholders

5.1 School responsibility

Amity International School ensures that the concept of academic integrity spans across the entire school and is embedded throughout the written, taught and assessed curriculum. Through creating a safe and respectful environment, the school encourages dialogue about academic integrity across all areas of school life. As such, it is expected that all members of the school community assume responsibility for academic integrity.

The school commits to the following:

- Informing all members of the school community about Academic Integrity.
- Providing access to related policy documents for all members of the school community.
- Allotting sufficient time for professional development to support Academic Integrity on an annual basis.
- Ensuring parents/guardians are suitably informed and supported so that they can guide their children in an appropriate manner with regards to Academic Integrity.
- Maintaining and supporting a dedicated team responsible for the implementation of academic integrity.

5.2 Teacher responsibility

Teachers have an integral responsibility to ensure that Academic Integrity is understood and embedded within the curriculum.

Teachers must ensure instruction and a high level of understanding for students and parents alike for the purpose and process of Academic Integrity. Once student understanding is assessed, a Parent and Student Contract will be sent home, which will be signed by both the Parent(s) and the Student acknowledging their understanding of the expectations surrounding Academic Integrity. It is the teacher's responsibility to ensure that both students have a complete understanding of the following (as laid out by the IB programmes):

- ensure that students have a full understanding of the expectations and guidelines of all subjects.
- ensure that students understand what constitutes academic misconduct and its possible consequences.
- plan a manageable workload so students can allocate time effectively to produce work according to the IB's expectations.

- give supportive and timely feedback and ensure students are provided with the appropriate opportunities for editing and revisions, consistent with guidelines in IB documentation.
- ensure that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB. Students should sign subject-specific consent forms to confirm the authenticity of the work submitted for external assessment.
- •avoid student collusion by cross-referencing work across multiple groups of students when preparing to submit final pieces of work for assessment.
- respond to student academic misconduct and support the school and IB's investigations.
- respond to school maladministration and support the school and IB's investigations.

5.3 Student responsibility

By signing the contract below students demonstrate their understanding of their responsibilities. They will follow, at their age-appropriate level, the directives of their teachers and in all academic and social spheres act with integrity in regard to the source of work and/or thoughts made by another person. They will do this by following the responsibilities laid out by the IB:

- have a full understanding of their schools and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work. While we encourage student collaboration, we also expect students to think for themselves and take responsibility for their learning.
- show a responsible use of the internet and associated social media platforms, as indicated in the school's Acceptable User Policy.

5.4 Academic Integrity Team responsibility

The Academic Integrity Team comprises of the Primary and Senior School Librarians, the PYP and MYP Coordinators, a Secondary Teacher, with wider members of the school community, including parents and students, joining the working group for the purpose of on-going policy review. The Academic Integrity Team:

- Act as a point of contact for enquiries relating to Academic Integrity within the school
- Ensure regular evaluation of practices
- Communicate principles of Academic Integrity to parents and legal guardians
- Monitor and lead activities related to Academic Integrity
- Liaise with the IB in the event of serious breaches of conduct

5.5. Parent/guardian responsibility

Parents/guardians should understand and commit to supporting their children regarding academic integrity. A sound understanding of the principles of Academic Integrity underpin students' ability to participate fully in the IB programme.

It is recognized that Parents/Guardians need not be fully cognisant of the day-to-day educational activities within school but should encourage their children to foster their own independence and autonomy as learners. However, parents can support students by:

- Assisting their children with managing workload and balancing this with extra curricula or other familial responsibilities
- Encouraging and promoting respect for the work of others
- Giving guidance, but not creating the work that is submitted
- Understand cheating or malpractice with relation to academic integrity

6. Malpractice protocols

The 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 (2019, p.23)

Our approach is intended to support learning and growth rather than focus on punitive measures. Nevertheless, there are consequences attached to intentional breaches of our agreements and this is outlined below.

In the Primary School severe incidents of academic misconduct are used as an opportunity for discussion and reflection on being a principled learner.

In the Senior School, while acts of academic dishonesty may provide opportunities to discuss and reflect on the significance of school values and principled learning, severe incidents of academic misconduct will be addressed with reference to formal procedures.

It is recognised that failure to understand what constitutes academic integrity is part of the learning process. Creating and maintaining a safe environment is likely to result in a better understanding of academic integrity amongst students.

The following are examples of student infringements that would be considered as academic misconduct:

- Plagiarism: copying external sources, or representing the ideas or work of another person as the candidate's own.
- Peer plagiarism: copying work from another student.
- Collusion: supporting the malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
- Copying the work of another student: therefore misrepresenting that the student has mastered a task or skill through deception.
- Exam cheating, for example, by referring to prohibited materials such as notes.
- Duplication of work, for example, for different assessment components.
- Fabricating data, for example, by inventing information.
- Impersonating another student.
- Altering official school documents or assessed work.

The school seeks to internally replicate the IB Penalty matrices that detail infringement for external written and oral coursework and examinations as detailed by International Baccalaureate (2019) *Academic Integrity*, Appendix 2. Therefore, where an act of academic misconduct is identified, an investigation will be initiated by the teacher in the first instance. Where there is enough evidence found to justify an investigation, the MYP Coordinator and/or the Head of School will be informed regarding the case, and statements will be collected from all parties

involved. Once evidence has been collected the panel will examine the evidence and determine a proportionate response.

Depending upon the type of infringement, the MYP Coordinator and/or Head of School may determine one of the following penalties:

Level 1	Level 2	Level 3	Level 4
Warning letter to the student, with copy to parents	Zero marks for task, criterion or component	No grade for subject(s) concerned	No grade for "parallel" subjects

6.1 School Maladministration

In the event of school maladministration, the Academic Integrity Team shall liaise directly with the IB and follow any guidance that may be subsequently provided.

7. Whole School Scope and sequence

	Early Years	Primary Years 1-3	Primary Years 4 and 5	Middle Years 1 - 3	Middle Years 4- 5
Guidance	Who is the author, what is the title?	Who is the author, what is the title, what is the material?	Who is the author, what is the title, what is the material? Where did the information come from?	Who is the author, what is the title, what is the material? Where did the information come from?	Who is the author, what is the title, what is the material? Where did the information come from?
Citation			Knowledge of different systems. Use of MLA or Harvard as a standard	Awareness of reference options. Some inconsistencies acceptable.	Accurate, correct, consistent use of Harvard citation.
Suggested tools			Introduction to Destiny Discover citations/Easybib	Introduction to Zotero/ noodeltools/ Easybib/ EBSCO	Knowledge of and consistent use of Zotero/ Noodeltools/ Easybib/ EBSCO
IB Learner Profile	Principled Thinkers Communicators, Inquirers	Principled Thinkers Communicators, Inquirers	Principled Thinkers Communicators, Inquirers	Principled Thinkers Communicators Inquirers	Principled Thinkers Communicators Inquirers
ATL skills		Research Self Management Communication Thinking	Research Self Management Communication Thinking	Research Self Management Communication Thinking	Research Self Management Communication Thinking
Role of Teacher/ Supervisor/ Librarian			Introduction to concept of academic integrity. Instruction in creating simple bibliographies.	Introduction and instruction to reference options and expectations in different contexts. Accountability in the process of citing and student understanding of the need to cite.	Continue to instruct new and relevant methods of citation and ensure that students cite appropriately and accordingly.

Above is a concise guide for academic integrity and can be used as a quick reference guide for the development of learners with academic integrity across the whole school.

Further guidance with specifics related to the Harvard referencing system and wider support for developing academic integrity are included within the Library Scope and Sequence and are addressed during dedicated library lessons through the MYP.

8. Evaluation cycle

The Academic Integrity team will review and amend the policy annually in September. The team will meet each term.

9. Sources

International Baccalaureate Organization. (2014) Effective citing and referencing. Cardiff: International Baccalaureate Organization.

International Baccalaureate Organization. (2019) Academic Integrity. Geneva: International Baccalaureate Organization.

Appendix 1

HARVARD REFERENCING PROTOCOLS

Notes:

1. Only include works in References list that are cited in your text;
2. For two authors, name both (e.g. Smith & Jones)
3. Use ampersands in multiple references (e.g. Smith, A, Brown, B & Jones, C) but in the text put first author name followed by et al (e.g. Smith et al)
4. Do not use bold, underlining in references;
5. Provide translations for non-English titles in references.

· Journal article

Smith, J.R. (2020) 'Choosing your style for references'. *Journal of Guidelines*, 4(1), 24-9.

· Book

Smith, J.R. (2010) *Reference style guidelines*. London: SAGE.

Smith, J.R. & Brown, A.P. (2012) *References for all: choosing an appropriate style*. London: SAGE.

· Chapter in book

Smith, J.R. (2014) 'The importance of style'. In Brown, R (ed) *Guidelines for referencing*. Pp. 55-8. London: SAGE.

· Editor of a book

Smith, J.R. (ed) (2015) *The essentials of practice*. London, SAGE.

· Thesis/Dissertation (unpublished)

Smith, J.R. (2017) 'Reference style guidelines'. Unpublished doctoral thesis. University College London.

· Research/ governmental/ NGO report

Smith, J.R., Brown, A.P., Jones, J. & Campbell, A. (2018) 'Making a difference: referencing in successful schools' (Research Report RR29). London: DFE

· Paper presented at a symposium/ conference etc.

Smith, J.R. (2019) 'A citation for every reference'. Paper presented at the annual meeting of the Reference Guidelines Association, Edinburgh, 29 January 2019.

· On-line

Smith, J.R. (2008) 'Choosing a suitable layout for your quotations: guidance on referencing'. On-line <http://www.sagepub.com> [accessed 29 January 2019].

Consent form

I hereby confirm I have read, understood and agree to this policy, and understand the consequences issued.

Student name _____

Signature _____

Date _____

Parent/Guardian name _____

Signature _____

Date _____