



The purpose of this document is to provide clear guidance and procedure related to the implementation of the Academic Integrity in the PYP

Academic Integrity Policy

Egyptian International School





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.



EIS MISSION STATEMENT

EIS aims to contribute to making the world a better place through education of a new generation an education that results in generations who are passionate about their Egyptian identity, their mother tongue (Arabic) and who have a good command of the English language.

EIS works towards exposing students to different cultures locally and internationally to foster the development of research and leadership skills.

EIS helps students develop their research and leadership skills, have strong sense of identity and also cares about young people who help to create a better and more peaceful world through intercultural understanding and respect.

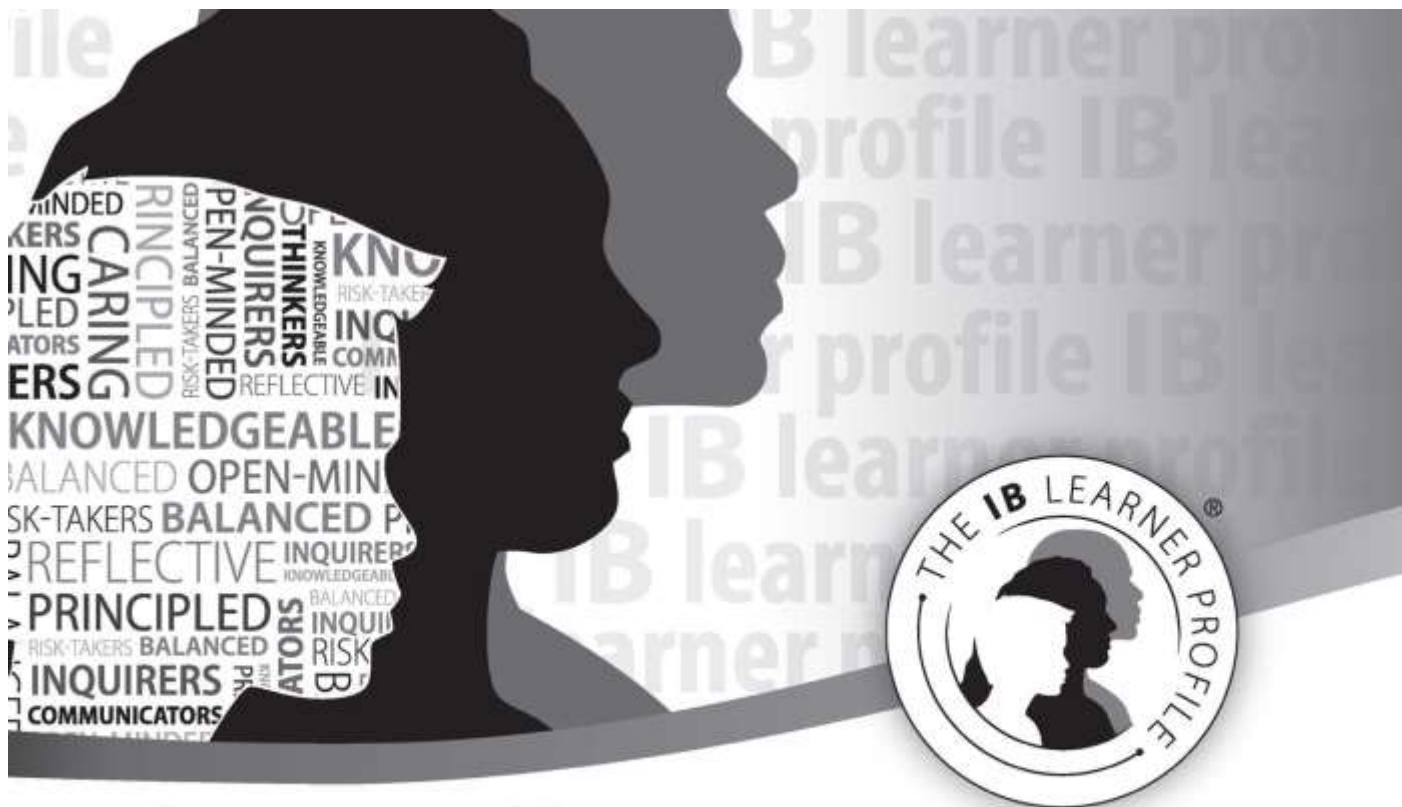
To fulfill this objective, the school provides its learners with high-quality international education in a local environment, which values respect for international as well as national cultures.

EIS aims to enhance good manners, to develop life-long learners and to guarantee the satisfaction of the different stakeholders.

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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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 analyse 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 forethought 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



PYP/EIS-Zayed ACADEMIC INTEGRITY POLICY

The concept of academic integrity:

It is the student's use of the efforts of others, quoting them, and integrating them in his research with reference to their original reference so that they are references that the student used properly without attributing them to himself.

How the policy enhancing the learner profile

The integrity policy services in developing the students learner profile of being caring, knowledgeable and principled.

- The students show big understanding of the concepts and exploring the knowledge

To have integrity and honesty with respect for people rights and this appear very clear in their responsibility of their actions and sequences.

Academic Honesty and Integrity Policy

The Academic Honesty and Integrity policy **purpose** is to give the school community a handy tool to understand and implement intellectual property rights. EIS embeds this value in its youngsters through including conducting training sessions on documenting sources where students learn how to use for acknowledging their sources. EIS students develop their knowledge and understanding about the importance of implementing intellectual property rights including:

- To avoid Plagiarism by giving credit to the original source of an idea, piece of information, etc.

- To support one's work with the authoritative work of another author.

- To demonstrate one's knowledge and familiarity with a topic that has been researched.

- To help readers of one's work to find the original source of information that has been used.

The objectives of the academic honesty and integrity policy also include defining and clarifying expectations related to the submitted work and the extent of its authenticity, which are:

- Everyone must document sources of ideas and information that is not public knowledge, even if they are repeated Paraphrased (rewritten in the researcher's style).

- The documents should include both published and unpublished items.

For example books, articles, and material taken from the Internet, TV programs, lectures by lecturers, private individuals, other students, friends and relatives

The sources are documented in two ways:

Documentation within the text: The details are documented and where they were quoted in the text to be presented.

References list: Provide full details of the sources used at the end of the requested text.

As a result, the school community will gain a better understanding of academic malpractice (defined below) and will practice its role and responsibilities for preventing all forms of malpractice. This goes hand in hand with the EIS aim to develop the students' learner profile attribute "principled" which is demonstrated through students' acting with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individuals, groups and communities. Consequently, students shall take responsibility for their own actions and bear the consequences that accompany them.

Academic Dishonesty Definitions

Malpractice

Malpractice is any behavior that results in, or may result in, a student or group of students gaining unfair advantages in academic work.

Plagiarism

Plagiarism is the representation of the ideas or work of another person as one's own.

Examples:

* Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else.

* Failure to use quotation marks to signal that one is using another person's precise words. Even brief phrases must be enclosed in quotation marks and properly cited.

* Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, photograph/image, or mathematical proof) that are derived from the work of others.

Collusion

Supporting the malpractice of another student or assisting another student's academic dishonesty.

Examples:

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- * Writing a paper or carrying out a project for another student.
- * Allowing another student to copy from one's examination, paper, homework assignment, etc.
- * Assisting another student on a take-home examination, paper, homework assignment, etc. unless such assistance is authorized by the instructor.
- * Sharing information regarding assessment contents and questions with other students.

Responsibilities and roles:

Student Responsibilities

- * Read the Academic Honesty and Integrity Policy
- * Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. (Optional: using free online plagiarism checkers) Comply with all internal school deadlines
- * Understand the definitions of what is considered academic dishonesty
- * Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed
- * Understand the proper way of citing or acknowledging original authorship of work and ideas
- * Report malpractice and help cultivate a culture of academic honesty at their school
- * Understand the consequences and abide by the academic dishonesty and malpractice.

Parent Responsibilities

- * Read the Academic Honesty and Integrity Policy
- * Encourage their juniors to practice academic integrity
- * Encourage their juniors to help cultivate a culture of academic honesty at their school

Teacher Responsibilities

- * Begin each semester by reviewing the Academic Honesty and Integrity Policy with each class including the most effective way to report malpractice
- * Confirm, to the best of his or her knowledge, that all work accepted or submitted for assessment is the authentic work of each candidate
- * Understand and implement all school policies
- * Demonstrate and model academic honesty in all presentations and projects
- * Provide guidance to students on study skills, academic writing, research, and acknowledging sources.
- * Purposefully monitor testing environments
- * Report and record academic dishonesty on a discipline referral

In the PYP classroom, teachers verify a “constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills” (*Programme standards and practices*, p. 6) through observation and conversations with learners. On the other hand, when PYP work is completed out of the classroom, others share responsibility for ensuring a piece of work is the student’s own.

The school encourages academic honesty in PYP programmes by: (Academic honesty in the IB Jude Carroll page 4)

- discussing appropriate help regularly with parents
- ensuring parents and learners understand what the learner profile value of academic honesty means
- making clear what will happen if submitted work is not the learner’s own.

Teachers encourage honest, creative, critical PYP work by:

- Creating inquiry-based assessment tasks: a request to “Write about Mars” can seem to be an invitation to copy from sites like Wikipedia, but creativity is encouraged by tasks that use information to solve a problem such as “Suppose you were organizing tourism to Mars, what would you need to find out and how would you market etc...”
- Designing assessment criteria that value and reward the work required, rather than only the result
- Teaching ways to acknowledge others: PYP learners can learn to use quotation marks to mark others’ words or describe what help was useful and why
- Teaching reflection on the learning process: reflective writing about sources as in “When I read about xxx, I thought....”
- Values learners’ hard work rather than stressing formal citation or demonizing copying.

The PYP learners’ work will be creative and honest if learners show how they have used others’ work.

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IB Coordinator/Administration Responsibilities

- * Ensure that all students, parents, and teachers understand what constitutes academic honesty by
- * Facilitate the Academic Honesty Committee meetings when needed
- * Provide teachers with materials and training necessary to guide students in maintaining academic honesty
- * Maintain parent contact and participate in the investigation of academic dishonesty and malpractice
- * Provide timely reminders and reviews of the IB Learner Profile attributes "Principled"

Communicating the policy

All EIS IB policies are posted on the EIS website available for downloading and in an easy Printing format.

For teachers, training sessions will be conducted along with handing them a printed version of the policy and sent by e-mail.

For students, training sessions will be conducted along with handing them a printed version of the policy

For parents a version of the policy will be sent by e-mail.

References Lists:

IBO Academic Honesty, IBO, 2016

Academic honesty in the IB educational context, Updated November 2016

The Academic integrity Policy committee:

School principal

PYP coordinator

Some teachers

Some students

The board of trustees It will be reviewed by Green Land Pré Vert International Schools Giza and Zayed

Policies connection

It's recommended to read the integrity policy with inclusion policy and assessment policy

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