



International School of Estonia MYP Academic Honesty Policy



updated May 2018

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ISE Mission - who we are and what we do

- Develop inquirers, communicators, risk-takers and leaders
- Provide an environment of creativity, innovation and care
- Foster intercultural understanding and respect
- Empower students to implement positive change in the face of future challenges

Our Core Values - the qualities that must be in place and actively followed in order for ISE to accomplish its Mission

In all that we do, we value -

- care and compassion - We believe that we have an obligation to listen thoughtfully to others, to consider their points of view and to treat them with kindness and empathy.
- the pursuit of high quality - We set high but realistic standards for everything at ISE. We regularly assess how we are progressing towards those standards and constantly seek to improve. We encourage asking, “How can we do that better the next time?”
- inquiry-based learning - “Why?” is our favorite question. We see ourselves as life-long learners, and developing a joy of learning is essential to what we do.
- taking action - We are committed to making a difference. Therefore we work hard to connect learning to service. We look beyond ourselves and seek to make genuine, positive changes in the world around us.

Our Vision - ISE is internationally recognized as a school that develops and empowers future innovators and leaders

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IB Learner Profile

The core of International Baccalaureate programs is the **IB Learner Profile** and the International School of Estonia celebrates the promotion of these student attributes:

- Inquirer - Acquires skills for purposeful, constructive research
- Thinker - Applies thinking skills critically and creatively to solve complex problems
- Communicator - Receives and expresses ideas in more than one language including the language of mathematical symbols
- Risk-taker - Approaches unfamiliar situations with confidence
- Principled - Displays integrity, honesty and a sense of fairness and justice
- Caring - Develops a sense of personal commitment to action and service
- Open-minded - Respects the views, values and traditions of other individuals and cultures and is accustomed to seeking and considering a range of points of view
- Balanced - Understands physical, mental and personal well-being
- Reflective - Analyzes own strengths and weaknesses

ISE, in support of the **IB Learner Profile** and our IB curriculum, also champions the aims and goals of the **International Baccalaureate Mission**:

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.

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Statement of Philosophy

At the International School of Estonia, we promote strong values and ethical behavior, not only because this is in line with the expectations of the IB Middle Years Programme, but more importantly, because being trustworthy and responsible learners is fundamental to who we are and who we aspire to be. We recognize the critical role the school plays in both the academic and ethical development of each student. Additionally, assuming responsibility for building and maintaining a culture of academic integrity, trustworthiness and behaving in a principled manner extends to the wider school community of students, staff and parents.

We believe it is essential that all teachers, regardless of subject, provide correct and consistent guidance on how to effectively work collaboratively, how to properly cite sources using MLA format, and to support a transparent learning environment so that students complete their tasks with integrity from the start. As such, all teachers are supporting the development of student research and information literacy skills. Additionally, it is during these years that students' characters are formed, and equipped with the skills to work independently, ISE students are encouraged to be lifelong learners.

Assignments incorporate critical thinking skills to challenge students to research independently, synthesize their ideas, or work together to create. Accurate assessment of a student's understanding through completed assignments allows teachers to support students with sound instructional strategies and suggestions for revising. Inaccurate representations of a student's progress obstruct this process.

Academic honesty in the IB is a principle informed by the attributes of the **IB Learner Profile**. In teaching, learning and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. As stated in the **IB Learner Profile**, all members of the IB community must strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere". MYP students must demonstrate academic honesty and avoid any form of academic misconduct.

ISE MYP Academic Honesty Policy focuses on prevention and promoting good practice. It is our goal for the entire school community to view the principles of the Academic Honesty Policy positively.

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Definitions and Examples of Academic Dishonesty, Expectations

The **IB Learner Profile** states that students are principled, meaning “acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere” (MYP: From Principles into Practice 38). As such, students should complete their work with integrity. Enforcing academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

Academic misconduct is defined as behaviour that results in, or may result in, the student or another student gaining an unfair advantage in one or more assessment components (MYP: From Principles into Practice 95). Malpractice includes plagiarism, collusion and duplication of work (as defined below).

Intellectual property refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce (What is intellectual property). Forms of intellectual and creative expression for example, works of literature, art or music must be respected and are normally protected by law.

It may be impossible to produce a statement that encompasses all forms of malpractice. Therefore, any breach of academic integrity will result in a referral to the MYP Principal Coordinator with academic consequences.

Table 1. Definitions and explanations of academic dishonesty

Plagiarism

Violation	IB Definition	Examples
Plagiarism	The representation of the ideas or work of another person as the student's own.	<p>Presenting as your own (with or without the author's permission) information collected, organized, or written by someone else.</p> <p>In the arts, plagiarism can include taking someone's ideas or concepts and portraying them as your own.</p> <p>Plagiarism can be both intentional and unintentional, but both are treated the same way.</p> <p>Some examples:</p> <ul style="list-style-type: none"> * Copying an article from a website and not giving credit--but not understanding you had to give credit--is still plagiarism. Always ask your teacher if you should give the original author credit if you are unsure. * Copying and pasting information from a website into your work, and then failing to give the website credit. * Reading an article or other text, taking ideas from it, and then claiming them as your own ideas.
<p>To Avoid Plagiarism:</p>		
<p>If you ever use someone else's words or ideas, give them credit. In the same sentence where you copied their ideas or words, you must mention the author or location where you found the information. Using outside sources makes a better argument and gives your work greater credibility.</p>		

Collusion

Violation	IB Definition	Examples
Collusion	Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.	<ul style="list-style-type: none"> * You let another student copy from your homework. * The teacher gives a lab to be completed individually and you work with other students but submit the work with only your name on it. * If the teacher gives work to be completed individually, you should not work with other students or give friends your work. This is known as unacceptable collusion. * In an exam, test or quiz, you share your answers with other students taking the same exam, test or quiz. * You are allowed to take an exam, test or quiz earlier than your peers and you share the material with them.
<p>To Avoid Collusion:</p>		
<p>Always do your own work. If you are unsure, ask your teacher before you ask a classmate.</p> <p>During an exam or other assessment, avoid talking or looking at classmates. Raise your hand to make a request to the teacher.</p>		

Duplication

Violation	IB Definition	Examples
Duplication	The presentation of the same work for different assessment components.	* You completed a Design Evaluation in MYP 4 and you copied parts of it to complete your Personal project Design related report in MYP 5.
To Avoid Duplication:		
Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask your teacher when you are unsure if you can borrow an idea from a previous piece of work.		

Cheating

Violation	IB Definition	Examples
Cheating	Behaviour that gives an unfair advantage e.g. saying you have turned in an assignment when you did not, using cheat sheets, electronic devices, fabricating information trying to earn more time or credit on an assignment, project, or exam.	<p>* Misrepresenting yourself on a summative task such as saying you have turned in an assignment when you did not.</p> <p>* Using restricted material during assessment task/eAssessment, such as cheat sheets, or electronic devices.</p> <ul style="list-style-type: none"> ● Leaving the room during an assessment task/eAssessment and using restricted materials prior to returning. ● Fabricating information to try to earn more time or credit on an assignment, project, or exam.
<p>To Avoid Cheating:</p>		
<p>Leave all electronic devices in your locker when taking an assessment/eAssessment. Avoid talking to or looking at classmates during an assessment. Be a principled human being and tell the truth.</p>		

Watch [Academic Honesty / IBO Competition Winner](#), animation by Melissa Lam U Jun

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Ensuring Academic Integrity

Academic honesty is the responsibility of the entire school community, teachers and students, and is developed across the curriculum as part of the school's Approaches to Learning development. ATL skills have relevance across the curriculum and help students "learn how to learn". To support learning and encourage students to complete work with integrity, ISE has adopted a number of strategies.

- Students will learn and practice academic honesty as part of their ATL skill development across subject groups and Personal project.
- Students will receive an age-appropriate copy of the policy.
- We use MLA (Modern Language Association) Style across all subjects and grade levels.
- Whenever we use someone else's ideas or words, it is important we give credit to the source (whether internet, book, etc.) using MLA style.
- Examples using MLA Style can be found online. ISE follows the approach of the [Purdue Owl](#). The website provides resources demonstrating how to use in-text citations to reference sources as well as how to make a works cited page.
- Students will learn how to use MLA to properly reference sources using this method which includes both in-text citations as well as a works cited page.
- Teachers will consistently teach how to cite using MLA.
- We encourage students to talk with their teachers and the librarian when they do not know when or how to reference a source.
- Teachers will clearly inform students whether work is to be completed individually or collaboratively in groups (known as legitimate collaboration).
- Students will use process journals in some MYP subject groups as well as the MYP personal project as a tool for promoting academic honesty.
- If a test is given during class, the teacher will remind all students that possession of a restricted electronic device and materials violates the school's academic honesty policy. The teacher will provide a place in the classroom for these devices but does not claim responsibility for the devices.
- ISE uses "Turnitin" as a tool for electronically collecting all written work completed outside the classroom and checking work against many online sources. Turnitin is a

similarity checking tool; it does not detect plagiarism. Therefore, teachers may use Turnitin to ensure students submit their own work with sources referenced where required.

- ELL students where possible, may learn through their mother tongue and choose to work from multilingual sources. We also provide support for ELL students in regard of differences in cultural understanding of academic honesty.

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Roles and responsibilities

Implementing this academic honesty policy is the collaborative work of all the members of the school community, even though each one has a specific role and responsibility.

MYP Principal - Coordinator

- Create the academic honesty policy with teachers, reviewed by students and parent representatives promoting good practice and fostering a school environment that motivates the school community to act honestly.
- Promote and encourage teachers to educate students regarding the policy.
- Enforce the consequences when a student violates the policy.

Teachers

- Implement the school's academic honesty policy through relevant ATL skills development in all subject group classes.
- Be role models in honesty for students.
- Provide guidance regarding studying, writing an academic document, inquiring and citing sources so that students gain a clear idea of the purpose of correct citation and referencing in a variety of disciplines.
- Promote a classroom environment that encourages academic honesty and critical thinking.
- Enforce the consequences when a student violates the policy.

Librarian

- Support teachers and students in identifying good practice regarding academic honesty.
- Help students obtain reliable information from various sources.

Students

- Learn and practice academic honesty as part of their ATL skill development and be aware that the coordinator, librarian and teachers are available to offer further advice and guidance.
- Support the spirit of the academic honesty both in attitude and action when completing all assignments.
- Understand that no assignment is excluded from this policy.
- Receive and sign a student version of this policy to show comprehension and compliance with school's Academic Honesty Policy.

Families

- Support the ethical values of honesty and integrity.
- Share school's enforcement of the academic honesty policy, especially with regard to work done outside of school.
- Help and encourage students with schoolwork, but never do it for them.

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Procedure for Violation

The International School of Estonia, as an institution of learning, holds as one of its highest ideals that of honesty in academic affairs. With this in mind, it is incumbent upon both faculty and students to protect and maintain a high degree of academic honesty in our school.

Upon each instance of a suspected violation of the school's standards of Academic Honesty, the following procedure will be followed:

1. The teacher who assigned the work will carry-out an investigation. In the process, the teacher will:
 - Consult the MYP Principal Coordinator to determine a plan.
 - Consult with the student involved.
 - Consult with any other individuals who may be involved.
2. Ensure the rights of the student and those involved are not violated.
3. If the teacher determines the student is responsible for the misconduct, he/she will file an official [Incident report](#) (Drive>Everything>School Forms). **The form is sent to MYP Principal Coordinator, Student Support Coordinator and Dean of Students.**
4. To ensure the violation is not repeated, the student will meet with the teacher to learn what steps should be taken in the future to avoid this type of academic misconduct. The teacher should provide a summary of this meeting to the MYP Principal Coordinator who will attach it to the original incident report.
5. The student will meet with the MYP Principal Coordinator to reply to the findings of the investigation. A summary of this meeting will be attached to the original incident report.

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Actions

1st Offence

In addition to the procedure outlined, the following will take place:

1. The teacher will notify parents of the incident.
2. The student will receive a ZERO for the assignment.
3. The student will redo the assignment receiving a reduced grade (**at least by one band**)

2nd Offence

In addition to the procedure outlined, the following will take place:

1. The MYP Principal Coordinator will notify parents of the incident.
2. The MYP Principal Coordinator will meet with the student and the teacher to discuss the incident.
3. The student will receive a ZERO for the assignment.
4. The student may be excluded from participation in clubs, sports or activities representing the school during the semester of the infraction.

3rd Offence

In addition to the procedure outlined, the following will take place:

1. A conference including parents, teacher, student, MYP Principal Coordinator will take place to discuss the academic misconduct and how to avoid it in the future.
2. The MYP Principal Coordinator will make a written record which will remain on the student's permanent file for a duration of two years.
3. The student will be ineligible for participation in clubs, sports or school activities for the remainder of the school year.

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Misconduct in the eAssessments

International School of Estonia does not currently participate in eAssessments.

Upon registering the candidates for the eAssessments the school will follow the procedures regarding academic misconduct as set forth in the following IB publications:

- *The responsibilities of IB World Schools in ensuring the integrity of IB assessments, 2017.*
- *General regulations: Middle Years Programme, 2014* Article 20: Candidates suspected of academic misconduct and Article 21: Investigating cases of suspected academic misconduct.
- *The conduct of IB Middle Years Programme on-screen examinations, May and November 2016* pg. 8-9

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Policy Alignment

ISE MYP academic honesty philosophy and policy align with our school values and other policies as outlined below. In all of these policies and procedures, the student is central.

[IB Learner profile](#)

The IB Learner Profile states that students are principled, meaning “acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere” (MYP: From Principles into Practice 38). As such, students should complete their work with integrity.

[ISE mission statement](#)

Our mission statement aims to “develop inquirers, communicators, risk-takers and leaders”. Part of being an inquirer, risk-taker and leader is understanding and demonstrating integrity and honesty in all assignment and as an individual.

[ISE MYP assessment policy](#)

ISE MYP academic honesty policy aligns with our assessment policy. Academic honesty section in the ISE MYP assessment policy states “... students are expected to be principled and as such, they will complete all assessments and other work with academic integrity. Any violation to this will be dealt according to ISE MYP Academic Honesty Policy.” Formative assessment tasks can be used to teach, learn and practice academic honesty, as formative work helps a student meet the established criteria for the summative task.

[ISE MYP language policy](#)

ISE MYP language policy supports (ELL) students, where possible, in learning through their mother tongue; this flexibility decreases the pressure students might otherwise feel to copy and paste information from English language sources when conducting research. Instead, students can choose (where possible and appropriate) to work from multilingual sources. We also provide support for our English language learners in this regard as there may be differences in cultural understanding of academic honesty that need to be bridged. Teachers will consistently teach how to cite using MLA.

[ISE SEN-Inclusion policy](#)

All students regardless their learner status are expected to be principled and as such, they will complete all assessments and other work with academic integrity.

Policy review

This policy will be reviewed at the beginning of each school year by all MYP teachers. Review cycle is three years, including teacher, student and parent representatives guided by the MYP Principal Coordinator.

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Appendices

Appendix 1: ISE MYP ATL Core skills: vertical planning; Category: Research

Cluster	All subjects/ library/ICT/SEN	Expectations by year 1	Expectations by year 3	Expectations by year 5
Information/ media literacy: Finding, interpreting and presenting (including referencing) information	Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)	Evaluate and use an appropriate source with guidance	Develop, evaluate and use an appropriate set of sources with some guidance	Select, evaluate and use a variety of appropriate sources independently
	Create references and citations, use footnotes/endnot es and construct a bibliography according to recognized conventions (MLA)	Use the agreed referencing style with guidance	Use the agreed referencing style with some guidance	Use the agreed referencing style independently.

Appendix 2: ISE MYP-DP Referencing Scope and Sequence

[Follow this link to ISE MYP-DP Referencing Scope and Sequence](#)

Appendix 3: ISE MYP Academic Honesty Policy: Student version

[Follow this link to the student version.](#)

Appendix 4:

[Follow this link to Incident report](#)

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International School of Estonia
 March 2015

Updated May 2018

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