



PaRK IS Policies

ACADEMIC HONESTY

PaRK INTERNATIONAL
SCHOOL

PaRK IS | Academic Honesty Policy

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1. Our Vision and Mission

At PaRK International School (PaRK IS) we teach children the skills and give them the tools to become bilingual, curious, autonomous and agile learners while achieving their personal best in a fast moving World. The mission of PaRK IS is to educate and inspire students and provide them the skills to be happy and succeed in their individual chosen path.

We work to:

- Educate our children in an international environment, achieving fluency in reading, writing, comprehension and speaking in both Portuguese and English
- Cultivate an environment in which children/students are happy and acquire a passion for learning; where each student is monitored individually and has the opportunity to create his/her own educational path
- Facilitate a high quality programme appropriate to the age and developmental stage of each child, offering a rigorous but dynamic teaching approach
- Implement innovative and up-to-date academic, artistic, sports and technology programmes
- Safely utilise the latest technology in order to encourage its integration as an educational tool
- Encourage curiosity, creativity, collaboration, critical thinking and problem solving;
- Adapt to a changing world to prepare students to confront challenges and seize opportunities
- Promote "learning to learn" and the art of thinking needed for continuous learning throughout life
- Promote excellence and the capacity of each student to give their best
- Teach students to learn how to properly communicate in various ways
- Build a safe and welcoming environment for students and families
- Cultivate pride in the collective experience of the PaRK IS community
- Promote a good sporting attitude, knowing how to win and lose with dignity and respect while also taken care of health.
- Create persons of integrity, who respect the diversity of others while also having an active role in society
- Encourage autonomy and responsibility in all aspects of the student's life
- Promote collaboration and interactivity between families, peers and between the educational community
- Promote fellowship programmes to involve children in worldwide social problems and have an active role in trying to make ours a better world
- Have partner companies that best serve today's youth

2. Academic Honesty at PaRK IS

Understanding and Promoting Academic Honesty

The principle of academic honesty is the foundation of a school community. According to the IB Handbook of Procedures for the Diploma Programme, it is "a set of values that promote personal integrity and good practice in teaching, learning and assessment". The policies and procedures on this document are based on PaRK IS' mission and vision together with the IB student learner profile. Together, they outline what is expected of a PaRK IS student in terms of best practices as well as the consequences of eventual academic misconduct.

Academic Misconduct

The IB General Regulations defines misconduct as "behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components."

Examples of academic misconduct include, but are not limited to:

- Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- Collusion is defined as supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by another.
- Misconduct during an IB examination includes: taking unauthorized material into an examination, behaviour that disrupts the examination or may distract other students and communicating with another student during the examination.
- Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.
- Fabrication of data: this is defined as manufacturing data, for example for an experiment, for mathematical exploration/project or falsification of CAS records.

Preventing Academic Misconduct

Students must take responsibility for their learning. They are expected to do their own work and ensure that the work or ideas of others are fully and correctly acknowledged to demonstrate honestly what they have learned.

All IB and IGCSE students are taught and instructed to check the authenticity of all work submitted to teachers for assessment.

In grades 7 to 9, students obtain originality reports through Google Classrooms which identify plagiarism, unintentional or otherwise, as well as any content that has not been cited. This process also enables teachers and students to clearly identify the source material used.

Grade 10 students are expected to use Turn-it-in and present originality reports alongside all IGCSE coursework (as well as a completed Authenticity form).

All IB Internal Assessments will be subjected to a check through www.turnitin.com. Students are required to submit an originality report together with all first drafts. The same applies to ToK and Extended Essay. Before submitting their work to IBO, students must also sign a declaration of authenticity form.

All teachers, especially the librarian, play an important role in helping students become familiar with the research process and teach them the fundamentals of academic honesty. Good practice on academic honesty requires

setting clear expectations for assignments and provides guidance to students before the IB Diploma. Teachers have to be role models of academic honesty and integrity.

In order to provide students with helpful instructions for avoiding charges of plagiarism, a booklet containing our guidelines on academic integrity (and citation methods) is presented and distributed to every student during the first week of classes.

Parents play a very important role in supporting and helping their children achieve their full potential and act with honesty. They should be familiar with the IB rules and regulations, support teachers reinforcing the importance of academic honesty and cooperate if their child is found to be guilty of malpractice.

Guidance : How to avoid malpractice

PaRK has a collective whole school policy prescribing the agreed format for bibliographies, references, and citations and this must be followed by all students. Whilst the aim is academic honesty it is recognised that this is a skill as well as an attitude and therefore needs to be taught and developed over time. Below are listed the expectations of students in Grade 7 to 9. By Grade 10 it is expected that students will be entirely familiar with the principles of academic honesty.

	Expectations of Students	Teaching Guidelines
Grade 7 & Grade 8	<ul style="list-style-type: none"> ● Citation of sources in the form of a statement: I got this information from ● Citing in the form of: book title, or homepage title of website, or interviewee's name 	<ul style="list-style-type: none"> ● Give sources where the students can go for information ● Ask librarian to have those sources available ● Allow students to look for their own sources, but vet them first.
Grade 9	<ul style="list-style-type: none"> ● Inclusion of title, author, publisher and copyright date or title and address of website, or names of interviewer, interviewee and date of interview in referencing their work. ● Students will understand the difference between paraphrasing and quoting a source, and be able to use both techniques. 	<ul style="list-style-type: none"> ● Give sources where the students can go for information, but encourage students to find their own sources ● Alert librarian to topics that students will be looking for information about ● Teach the difference between paraphrasing a source and quoting it.

Key skills to be taught

- Authorship: Students need to understand that referencing conventions apply to all academic pieces of work. They also need to be encouraged to develop their own voice and, as they develop their own ideas, construct their own knowledge making use of the body of existing knowledge available to them.

- **Referencing:** Students need to be able to paraphrase, use footnotes and compile a list of referenced sources of work that have been cited and used in the production of a piece of work. At PaRK, we will be using APA referencing at IB level.
- **Time-Management:** Students who are organised have time to prepare for assessment tasks and are less inclined to misplace sources, give incorrect references or make dishonest attempts to complete assessment tasks.
- **Study Skills:** In addition to managing time students need to be effective note-takers and to refine the reading and thinking skills necessary to complete an assessment in a disciplined and independent way.
- **Communication:** Students need to maintain an open and honest dialogue with their teachers about the assessment and inform them and / or their tutor if the task itself is presenting difficulties or is overwhelming. Students also need to be able to share concerns as to whether their actions may well be unintentionally dishonest.

Investigation of Intentional Malpractice

Where a student is suspected to have behaved with academic dishonesty then this alleged malpractice will need to be investigated and resolved within the school. Incidents involving work to be externally assessed will be subject to extra scrutiny and more severe sanctions, but plagiarism in all its forms is a serious offence and something that PaRK wishes to actively identify and prevent.

1. The teacher will notify the Deputy Head (Academic) and IBCO/HOY of suspected malpractice and will present documentation and / or supporting evidence. The teacher will not necessarily make an open allegation to the student but any suspicion of malpractice will be kept confidential to the process.
2. The Deputy Head and IBCO/HOY will determine whether malpractice has taken place based on the information gathered through the investigation, including interviewing the student and allowing the student to provide an explanation.
3. If malpractice is confirmed, the student and parents will be notified in writing and informed of the consequences. Provisions for an appeal will also be explained.
4. An appeal must be submitted within seven school days of the date of the letter. The Head of School will consider the appeal. The Head of School's decision will be final and will be communicated to the student and parents in writing.
5. Copies of all records of investigation, correspondence and malpractice will be kept on the student's file.

Internal Sanctions

Internal sanctions will be imposed by the school for incidences of academic misconduct relating to homework, classwork, and internal exams which do not involve internally and externally assessed final pieces of official IB or GCSE examination work, and will include:

- **1st Offence:** The student is required to re-do the work and reminded of the school's academic honesty policy. The redone assessment is capped at the grade achieved in the original piece - students cannot get advantage from redoing the assessment. Parents are notified by the teacher and the misconduct is noted in school records.
- **2nd Offence:** The student is given a zero for the work, parents are notified by the Deputy Head Academic, and the student receives disciplinary consequences (as per the Behaviour Policy). This second misconduct offense is noted in school records as a disciplinary offense ("falta disciplinar").

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- **3rd Offence:** If a student is found guilty of a third breach of academic honesty, they will undergo the procedures for a second offence and could be at risk of forgoing their termly grade for the relevant course, or may be recommended for withdrawal as a full diploma candidate (IB only).

If the suspected act of academic misconduct occurred in the internal drafts of the extended essay, internal assessment, TOK essay or other component, it is likely that the internal sanctions above will apply. However, in eventual situations of misconduct regarding the IB Diploma, CIE and Edexcel components happening in the externally evaluated material or exam, the school will communicate it to the examination board and follow the corresponding guidelines in compliance with their regulations. According to Article 21 of the IB General Regulations, these include:

1. No grade being awarded for the subject
2. disqualification from future participation in examinations
3. Withdrawal of an awarded IB diploma

References and Resources:

- Academic honesty in the IB educational context. International Baccalaureate Organization, 2016
- General Regulations: Diploma Programme, International Baccalaureate Organization, 2014
- CIE: Identifying and Preventing Plagiarism: Guidance for Teachers - <https://www.cambridgeinternational.org/Images/515263-acceptable-and-unacceptable-approaches-to-referencing.pdf>

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