Academic Integrity

Mahindra International school- Internal Procedure
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Rationale

In line with our vision of an "agile, innovative, and empowered **community of learners** who contribute positively within and beyond the school", at MIS, we treat the IB Learner Profile as one of our essential Guiding Statements. We expect every member of our community - students, faculty, staff, and parents to acquire and develop these critical attributes. Our policies are written with those values in mind to ensure that all our processes are learning opportunities that lead to growth. Strong of 30 + nationalities, we are by nature a diverse institution. Our mission to Celebrate Diversity requires a commitment to international-mindedness and a moral obligation to write inclusive school policies that take into consideration cultural differences.

At Mahindra International School, we foster a community of empowered, innovative and agile learners placing emphasis on individual responsibility and creativity. For this reason, the value of personal integrity is of great importance to our school. We believe that academic integrity must be an essential and integral facet of learning at all levels. Academic integrity requires that learners produce authentic pieces of work, where sources that have informed and inspired their ideas are clearly acknowledged. Acknowledging the contributions of others in academic work strengthens the author's ideas and helps the audience to identify sources. It allows the community to contribute positively within and beyond the school through the production of original and referenced academic material, adding to the global conversation. While technical competence is undeniably important, prioritizing conceptual and ethical understanding should take precedence. MIS lays emphasis on making knowledge, understanding and thinking transparent including mastering the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools. Following the guidelines of academic integrity 'builds trust in us as individuals and is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work' (International Baccalaureate Organization).

The practice of academic honesty incorporates the following IB Learner Profile attributes:

- 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.

- 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.

- 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.

The IB Approaches to Learning (ATL), serve to embed the habits of academic integrity. These ATLs include:

- Information literacy: Finding, interpreting, judging and creating information with acknowledgement
- Self-management skills: Organize ideas and information, making ethical decisions
- Communication skills: Use appropriate forms of writing that include referencing

<div align="right">(International Baccalaureate Organization)</div>

Responsibilities

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.	**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.	**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.

Student responsibilities

As **principled** learners, students act with honesty and integrity with a strong sense of fairness and justice. They produce authentic pieces of work where sources that have informed and inspired their ideas are clearly acknowledged. They follow the guidelines outlined in this policy and in IB document, Academic Integrity (2019), producing g*enuine, true reflections of their personal level of achievement*

As **thinkers**, students should be content creators and not simply content imitators. They produce original and referenced material that contributes to the global conversation in knowledge and ideas. They understand and evaluate sources critically to assess their validity, credibility and underlying biases.

As **inquirers**, students use their research skills to ensure that their work meets the requirements of academic integrity. They are mindful of how good research needs to be supported by clear referencing and the acknowledgment of any sources used.

Specifically, students are expected to...

- Become informed about the Academic Integrity expectations through advisory and homeroom lessons. Clarify any questions or concerns by asking teachers
- Understand and follow the rules for all assessments, including tests, projects and presentations
- Understand how to reference (cite) their sources and make every effort to do so correctly.
- Use the appropriate referencing style - MLA
- Use online digital and print resources ethically, legally and responsibly
- Any AI-generated text paraphrased or not must be credited in the body of the text and appropriately referenced in the bibliography. *Refer to 'MIS AI Guidelines and acceptable use Policy 2023' for more specific details about the use of AI*
- Understand expectations when working in teams or partners on collaborative tasks
- Acknowledge any help received while completing an assignment (from a parent, tutor, peer coach, etc) to their teacher and reference this appropriately
- Authenticate formal IB External and Internal assessment tasks by signing a confirmation that all work is their own

Faculty responsibilities

As **principled** learners, faculty model safe, legal and ethical practices through applying meticulous searching skills and curating current, relevant, and purposeful sources. They report academic integrity infractions to the secondary office and guide students in learning from their mistakes. They credit sources responsibly by respecting the intellectual rights and property and exercising the responsibilities that come along when creating, reusing or remixing content.

Faculty design appropriate learning engagements that encourage and sustain the development of critical **thinking** skills. They address academic dishonesty, promote integrity and provide meaningful and personalized feedback to support students and appreciate their strengths. They understand and analyse sources critically to assess validity, credibility and underlying bias.

Faculty embrace a culture of curiosity for themselves and their learners, keep abreast of best teaching and learning practices through continuous professional growth. They develop self-awareness and self-reflection to monitor themselves and continuously **inquire**.

Specifically, faculty are expected to:

- Assist in establishing a school culture that actively encourages academic integrity
- Ensure that learners are aware of what constitutes academic integrity and misconduct
- Ensure learners are aware of the IB Ethical Guidelines for experiments and ethical work
- Ensure that learners are aware of the referencing styles used at the school

- Explicitly teach learners how to use the school's referencing tools where appropriate; and how to properly reference the words and ideas of others within their own works
- Model good practice in all their presentations and resources, by referencing sources and recognising contribution
- Use online and print resources ethically, legally and responsibly
- Explicitly teach students about academic integrity, and how to ethically use AI
- Students should be informed of the following IB rules when using AI tools;
  - If students use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
  - The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.
  - The same applies to any other material that the student has obtained from other categories of AI tools—for example, images
- Ensure that learners know and understand the expectations for academic integrity for all types of assessments including but not limited to tests, projects, written work and presentations
- Proactively monitor students' work habits to guide academically honest practices
- Continuously evaluate learners' work and take appropriate action when academic misconduct has occurred
- Report infractions immediately
- Refer to the '*MIS AI Guidelines and acceptable use Policy 2023*'

Parent Responsibilities

Parents support **principled** actions, empowering their children to be successful by producing work that reflects their own thinking and effort. They ensure their children understand that all work presented and submitted must be the child's own. Parents work with teachers in establishing realistic expectations for their children to reach their potential, within the bounds of academic integrity, providing support to their children in planning a manageable workload so they can allocate time effectively (International Baccalaureate Organization).

Parents model, for their children, academic integrity and **thinking** strategies by making ethical and reasoned decisions. In their roles beyond the school, parents are well positioned to represent the role of the broader community in the positive contributions to the production of original and referenced material, creating knowledge in the global conversation.

Parents guide their children to plan ahead to meet assignment deadlines, allowing for a broadly informed **inquiry** process. When in doubt they communicate with teachers and the school to understand expectations for academic integrity.

Specifically, parents are expected to:

- Assist in establishing a school culture that actively encourages academic integrity.
- Read and discuss the Academic Integrity sections of the student-parent handbook with their child(ren).
- Discuss *MIS AI Guidelines and acceptable use Policy 2023*
- Have an awareness of academic integrity and malpractice and its ethical underpinnings so that they can support their child(ren).

School Responsibilities

The school, guided by the academic leadership team, is responsible to ensure the integrity of the assessment and learning process. This is underpinned by a systematic approach to the implementation and review of this policy as well as annual teacher training related to the skills needed to instruct effectively for Academic Integrity.

The school also recognizes the academic integrity of the faculty in the work that they produce while employed. Expectations around authorship for adults are outlined in the Intellectual Property Policy.

The school must make staffing and programmatic decisions to ensure that no maladministration takes place. Categories of maladministration include areas such as

- Incorrect course placements, especially in languages
- Providing too much support to students on formal assessments
- Providing too much time or extensions on formal assessments
- Failing to train invigilators and those responsible for the conduct of examinations
- Failing to comply with security requirements or facilities requirements
- Conflict of interest issues

Academic Integrity in the Secondary

The current Modern Language Association (MLA) style guide is introduced to all MIS students. Students will be taught to generate references using a referencing tool within their word processor eg Microsoft word documents. Students will be provided guidance as to when it is appropriate to reference.

During the academic year, explicitly teaching of appropriate academic integrity and use of the MLA style takes place.

Every subject teacher is responsible for reinforcing and assessing the consistent use of MLA referencing, on an ongoing basis.

Teachers are expected to monitor the authentication and confirm that work is the student's own It is encouraged that the teacher sees the student develop the work over a period of time

- The student can explain their work sufficiently—to give confidence that it has been created by them.
- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce

Faculty is reminded at the beginning of each year, during the orientation programme, of the academic honesty policy.

Secondary consequences

In alignment with IB regulations, MIS reserves the right not to submit any work to the IB for external examination or Internal Assessment that has not been authenticated to the satisfaction as per MIS Academic Integrity policy.

Once a final assessment has been submitted, by a student, no modifications or additional submissions are permitted for any reason including plagiarism.

The IB Academic Integrity guide, clearly indicates that students must be

'…*responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work. This is the only way students can receive a grade that is fair and reflects their effort'….Students that engage in practices contrary to the IB's academic integrity principle are not only missing the opportunity to understand and accept their own strengths and weaknesses, but are also disadvantaging those students who complete assessment honestly and fairly'* (International Baccalaureate Organization)*.*

Students are informed of the consequences of academic integrity infractions and they are aware that the school uses Turnitin (and other detection software) for this purpose. It is expected that all written work and presentations require referencing if any sources were used. As appropriate, work with aspects of research and referencing will be evaluated using the subject-specific criteria related to this skill. When appropriate, the teacher may choose to conduct an interview to authenticate the student's work.

There is a clear three-step process for Academic Integrity infractions, with the option of accelerating depending on the nature of the infraction.

1. First incident – The Principal will issue written warning which will be sent home and placed on file.
2. Second incident – The Principal will issue a mandatory suspension (typically 1-day) and a written incident report will be filed. A parent meeting with the Principal is required before the student re-joins class
3. Third incident- The Principal and Director conduct a review of enrolment status. A multiple day suspension may be implemented.
4. Please note that the school is expected to report any suspension and/or academic misconduct to universities. There is a form that all DP students sign with the college counsellor that they are aware of these consequences.

Appeal

A student accused of academic malpractice will have the right to appeal in writing including any evidence to support the appeal, to the relevant Programme Coordinator and Principal. All appeals will be acknowledged and the appeal will be reviewed by the Programme Coordinator, Principal and Director. The results of the review will be communicated in writing to the student and family and a record placed in the student's file.

Academic Integrity in the Primary

Early years: Students are taught to be principled in the early years through stories. Books about honesty and integrity are shared. Through various activities the idea of not copying someone else's *work* is introduced and linked to real life situations.

P1 and P2: Students are introduced to the concept of plagiarism, which is defined as *copying*. Learning experiences are designed to teach paraphrasing skills.

P3: The importance of a source list at the end of research and presentations is discussed. Students are taught the different sources of information that could be used for their research. Items in the simplified source list should include the author and the title of the source.

P4: Students are taught how to reference books, magazines, newspaper articles, images, music and websites using an online referencing generator. Students are expected to be referencing all their work by the end of the year.

P5: Students take responsibility for their own academic integrity. Referencing is mandatory for The Exhibition as well as in all other areas.

Works Cited

International Baccalaureate Organization. *Academic Integrity*. Cardiff: International Baccalaureate Organization, 2019. Electronic. 20 March 2022.

—. *MYP: From Principles into Practice*. Cardiff: International Baccalaureate Organization, 2014. Electronic. 20 March 2022.

- *Academic Integrity Policy - AI Section Appendix 6*. 2023,

www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-inte

grity-policy-en.pdf.

- *MIS AI Guidelines and Acceptable Use Policy 2023*

Appendices

Definitions

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

> a. plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
>
> b. collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
>
> c. duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
>
> d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
>
> e. unethical behaviour such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research
>
> f. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Definitions From the General Regulations: Diploma Programme, 2016:

Incident Report formats – copy to letterhead, safe in PDF format and file in hard-copy in student file. The principal issues this letter and edits the content specific to the incident.

Incident Report/Academic Honesty   Student Name/Grade

Dear <u>Parent's Name</u>:

Further to our conversation of earlier today, please be advised that _____ violated the school's *Academic Integrity Policy* on (<u>date/class/situation</u>). _____ (has/has not) acknowledged that (<u>specifics of infraction</u>).

_____ has no record of academic dishonesty in the past (<u>or mention previous occasions</u>). As such, (<u>details of consequences</u>). Should a (<u>second</u>) transgression of the *Academic Honesty Policy* occur, the consequences for Tia will be much more serious and will include a mandatory suspension from school. (<u>If this is the second, there will be a Notice of Suspension</u>)

(<u>Further specific details, if needed</u>)

It is my sincere hope that ___ has learned from this mistake and is ready to move forward with (<u>his/her</u>) learning positively and honestly.

Thank you for your understanding and cooperation in this matter.

Sincerely,

[Principal Name]
Secondary Principal

Cc: College Counsellor, Director, file

Incident Report/Academic Honesty   Student/Grade

Notice of Suspension

Dear _____:

Further to our meeting yesterday, please be advised that _____violated the school's *Academic Integrity Policy* by submitting (details of action) , in violation of both the school policy and IB regulations.

As this is _____'s second infraction of the *Academic Honesty Policy*, (he/she) will be formally suspended from school for (length in days) from (dates). During his suspension, _____ may not participate in any lessons or other school-related activities. He/she may access *ManageBac* and/or communicate with his teachers through e-mail to catch up on missed assignments, but he/she should not participate in any *Teams* calls. A copy of this *Notice of Suspension* will be placed in _____'s permanent record.

Should a third transgression of the *Academic Honesty Policy* occur, _____would be subject to even more serious consequences, including a longer-term suspension. _____'s status as a student and the school would then also be reviewed.

It is my sincere hope that _____ has taken our previous conversations to heart, that he/she will learn from his mistakes and that he/she will not repeat them. We will do our best to support _____ going forward as discussed.

Thank you for your understanding and cooperation.

Sincerely,

[Principal Name]
Secondary Principal
Cc: College Counsellor, Director, file