



Academic Integrity Policy

Our Mission

Parents, school staff, administration and community at Carlyle School aim to turn dreams into achievements and prepare Carlyle students for life. We encourage respect, critical thinking, life-long learning, acceptance and pride within a safe and nurturing environment. We are committed to developing the learner's personal, social and academic capacities by providing a child-centered, inquiry-based curriculum that links classroom experiences to global issues. We promote the educational partnership involving parents, school staff, administration and communities.

At Carlyle our vision is to create a school community where:

All students learn and grow in a safe and nurturing environment.

All learners have the opportunity to develop their personal, academic and social experience using an inquiry-based, international curriculum.

All learners are provided with a child-centered curriculum that links classroom experiences to global issues.

Parents, school staff, administration and community endeavour to instill a sense of pride, respect, open-mindedness and life-long learning in all students.

Our Philosophy

At Carlyle School, students are held accountable for their learning and behaviour, through student agency. Students are given a voice, choice and are encouraged to take ownership of their learning and behaviour. Through inquiry-based learning, emphasis is placed on students' questions, ideas and observations.

Our school adheres to the standards and practices outlined in the enhanced PYP to ensure that the Academic Integrity Policy is being implemented and respected. Honesty, trust, fairness, respect and responsibility are embedded in teaching, learning and assessment within our school community. Therefore, the Academic Integrity Policy is essential in the way we teach, assess and communicate with each learner.

The 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.

Students will display academic integrity by reflecting on the 10 learner profile attributes:

- ❑ **Inquirers:** Learners display curiosity and enjoy actively learning while taking ownership of their work.
- ❑ **Knowledgeable:** Within their exploration of concepts, learners will understand how to cite sources correctly and are prepared for academic work.
- ❑ **Thinkers:** In order to recognize complex situations, learners will be encouraged to exercise their thinking skills and take action on making ethical decisions.
- ❑ **Communicators:** In order to be effective communicators, we must listen to one another and express ourselves with honesty and integrity.
- ❑ **Principled:** Learners will actively take responsibility and show integrity in the learning process. Learners will acknowledge the work of others with respect.
- ❑ **Open-Minded:** Learners will collaborate and be open-minded to opinions and ideas that differ from their own.
- ❑ **Caring:** Learners will show how they care about different ideas with acknowledgment and respect.
- ❑ **Risk-Takers:** Learners will be risk-takers by using their own words to express themselves creatively and academically.
- ❑ **Balanced:** Learners understand the importance of balance in order to achieve a well-being for themselves and others that surround them.
- ❑ **Reflective:** Learners will continue to be reflective when completing individual or group work.

Reflecting on the Standards and Practices

Academic Integrity is embedded in the International Baccalaureate Programme Standards and Practices.

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

- Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)
- Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)
- Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)
- Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
- Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Standard: Students as lifelong learners (0402)

Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

- Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)
- Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)
- Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)
- Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

Definition of Academic Integrity

Academic Integrity is “a guiding principle in education and a 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.” - [Academic Integrity](#) IB Publications, October 2019

By following and adhering to all the learner profile attributes, students have chosen to actively demonstrate academic integrity. With the support of teachers, support staff, parents and community members, students value learning and are in accordance with the learner profile attributes. The school structure highlights the importance of fairness, credibility and respect.

Roles and Responsibilities

Academic Integrity is the responsibility of the administrator, teachers, support staff, parents and students.

School Responsibilities

- Academic Integrity Policy will be made available to the school community (i.e. school website)
- Carlyle Staff will support the implementation of the Academic Integrity Policy as well as model and monitor the practices within it
- Academic Integrity is taught and supported throughout the various cycles
- Reviewing the Academic Integrity Policy on a yearly basis

Parent Responsibilities

- Encourage their child to demonstrate the practices embedded in the Academic Integrity Policy
- Support their child to become independent and take ownership over their learning
- Help their child access the proper resources for inquiries

Student Responsibilities

- Demonstrating the IB learner profile attributes
- Applying the approaches to learning skills in their inquiries
- Using the correct methods of citation to credit ideas and products of others
- Acknowledge the input given by other group members, mentors and/or parents

The following are a few examples of how Academic Integrity is addressed per cycle at Carlyle Elementary:

GRADE	EXPECTATIONS
Pre-School & Cycle 1	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will begin by drawing attention to authors and illustrators when reading a book to the class <input type="checkbox"/> Learners will be taught to never share personal information on the internet or give out personal information (username/passwords) <input type="checkbox"/> Respect work done by their classmates (what's mine is mine) <input type="checkbox"/> Teachers will draw attention to specific artists (Art appreciation)
Cycle 2	<ul style="list-style-type: none"> <input type="checkbox"/> Learners will begin citing the author and illustrator <input type="checkbox"/> Documents shared on Google Drive must be shared with the teacher first <input type="checkbox"/> Virtual learning: Learners are told not to alter any documents online and respect all documents created by the teachers <input type="checkbox"/> Learners are strongly encouraged to take ownership of their work and to not copy any answers from their classmates
Cycle 3	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers and learners will investigate reliable sources <input type="checkbox"/> Learners are responsible in producing authentic and honest work (both individual & group) <input type="checkbox"/> Learners will correctly attribute and accredit sources that involve acknowledging the work and ideas of others <input type="checkbox"/> Teachers will help learners become digital citizens when using technology and any online sources (e.g: social media). <input type="checkbox"/> Exhibition: Learners engage in an in-depth collaborative transdisciplinary inquiry process that involves identifying, investigating, and offering solutions to real-life issues or problems. In the research phase, learners partake in ethical decision-making as they are not only expected to extract vital information from a given source, but also synthesize their findings in order to produce original and genuine academic work. Throughout the entire

	process, learners are taught about the importance of plagiarism, paraphrasing and citing sources.
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Consequences in the event of transgressions:

In the event of academic misconduct, the circumstances will be based on each individual case. If a learner cheats, plagiarizes or fails to cite a source, one or more of the following measures may be taken:

- Student may be asked to redo the work and/or write a reflection about the incident
- Staff involved may have a meeting about the academic misconduct
- Assessment may reflect the work submitted based on the academic misconduct
- Marks may be compromised due to the transgression committed
- Parents/Guardians may be contacted about the transgression

References

[*Academic Integrity*](#) IB Publications, October 2019

[*International School Utrecht Academic Integrity Policy*](#), June 2016

[*Southlands Elementary School Academic Integrity Policy*](#), December 2018