



Academic Integrity Policy

Michelangelo International Elementary School

(M I E S)

November, 2021

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Michelangelo International Elementary School

Purpose

The purpose of this document is for teachers to understand Academic Integrity at Michelangelo International Elementary School. Part of the school's academic development is learning to take responsibility of one's own learning and to recognize the ways in which others have supported their development. This policy is proposed as a source of information for the school community.

Michelangelo International Elementary School Mission Statement

Michelangelo School endeavours to successfully integrate students into present and future day life by providing the tools required to play a constructive role in society while developing positive values. The focus is not simply on the acquisition of knowledge, but on fostering in young people the desire to create a better and more peaceful world through respect and understanding of the many cultures of this world. The school provides students with the essentials of lifelong learning by creating environments that arouse intellectual curiosity.

International Baccalaureate 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.



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 to 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.

IB Definition of Academic Integrity

The IBO (2019) defines Academic Integrity as, “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”.

What does Academic Integrity Mean to the Grade 6 Students at Michelangelo International Elementary School?

The students in Grade 6 have been developing the attributes of the learner profile since Pre-Kindergarten. In the Exhibition phase, they are required to use their knowledge and skills to present their projects. One of the requirements is for students to use different sources in their research. This is what they have to say about Academic Integrity:

“Academic Integrity means that you don’t copy anyone’s work”.

“Academic Integrity means that you don’t copy or take any information from a web site that is not yours. You must acknowledge the person who wrote it by writing a bibliography at the end of your work”.

“Academic Integrity means that you show what you are capable of”.

Our Philosophy

We believe that part of a student’s academic development is to learn to take responsibility for his or her own learning and actions, as well as, to recognize the ways in which others have supported the development of their ideas, opinions and work. It is also a way for students to recognize and respect the work of others.

It is through academic integrity that our students will develop the IB learner profile, acquire knowledge, understand concepts and develop essential skills for the 21st century.

Academic Integrity throughout the cycles at Michelangelo International Elementary School:

It is understood that knowledge acquired is a continuum throughout the cycles.

Cycle	Expectations	Descriptors
K4 – K and Cycle 1	Introduction to copyrights	<ul style="list-style-type: none"> - When reading a book, teachers name its author and illustrator. - Teachers mention the source of a video they show in class. (YouTube, Discovery) - Teachers encourage individual authenticity when it comes to ideas, opinions, work or drawings. - Teachers give recognition to students’ work. - Teachers teach students the difference between helping a friend and doing the work for them. Strategies are taught and modelled. - Teachers suggest to students to type, “for kids” at the end of their inquiry.
Cycle 2	Question sources of information Cite sources of information Paraphrasing Research	<ul style="list-style-type: none"> - Students are taught to look and question the credibility of their sources (.com, .gov.ca, .org, blogs). - Students copy and paste web site addresses for information or pictures taken from the web. - Students use quotation marks when using other people’s words. - Teachers do not allow students to copy and paste information from the web. Students are encouraged to write it in their own words which confirms the understanding of the information they research. - Teachers suggest to students to type, “for kids” at the end of their inquiry. - Teachers encourage students to find websites that are grade appropriate. - Teachers occasionally provide reliable sources. - Teachers teach students how to recognize the difference between fact and fiction (in videos, books and discussions).
Cycle 3	Cite sources of information Question sources of information Paraphrasing Research	<ul style="list-style-type: none"> - Teachers show students how to use the Advance Search button in Google. - Teachers suggest to students to type, “for kids” at the end of their inquiry. - Students learn to take a text and put it in their own words. - Students are required to find 3 different sources for the same topic of research in order to be deemed reliable information. - Teachers teach paraphrasing through modelling. - Students are shown how to use non copyrighted images. - Students are shown how to use non copyrighted musical excerpts. - Students are taught how to write a bibliography. - Teachers occasionally provide reliable sources. - Students use quotation marks when using other people’s words.

Roles and Responsibilities:

Academic Integrity is the responsibility of the entire school community.

Programme coordinators:

Programme coordinators are responsible to make sure that all teaching and learning experiences are carried out in accordance with the IB rules, policies and guidelines. Their responsibility is to maintain supervision of all activities related to teaching and learning. The coordinators are to make sure teachers have the resources required and to report any academic misconduct that occurs in the school. Their responsibility is also to make the entire Michelangelo International Elementary School community aware of this document, to maintain a yearly review of this document and to provide copies to the entire school community.

Teachers:

Teachers are responsible for modelling academic responsibility in their own work. Their role is to support and provide learning opportunities for students to develop the attributes of the learner profile and skills for the future. Teachers should expect students to provide pieces of work that are authentic and produced autonomously. Their responsibility is to offer a physical environment, set-up, tools, resources and visuals that allow students to understand good academic practice.

Students:

Students are responsible to create and complete assignments that are authentic and genuine to the best of their abilities. They should try to move away from asking for assistance from a friend, relative or a private tutor to complete work for their teacher. Students should be encouraged to ask for assistance when necessary. Students are to share credit for the work that is completed when working in a group setting.

Parents and legal guardians:

Parents are responsible to encourage their child to follow the Academic Integrity policy, to explain what academic misconduct is and to explain its consequences. Parents should encourage their child to complete work according to the expectations provided by the teacher. They are there to help guide their child when completing the required work.

Administrators:

Administrators are there to support coordinators, teachers, students and parents by modelling Academic Integrity. They are there to make sure that the policy is reviewed on a yearly basis.

Academic Misconduct

Students at Michelangelo International Elementary School are educated about the importance of Academic Integrity. As with everything else in a student’s life at our school, having an academic misconduct is a learning experience and students who do not comply with the rules, will be dealt with accordingly.

The following steps will be taken to mark the importance of Academic Integrity:

Plagiarism:

(It is important to note that every situation will be analysed and dealt with depending on the developmental stage of the child, the situation, and the number of times that academic integrity has not been respected.)

Consequences

- *(First misconduct)* Parents will be informed by telephone of their child’s misconduct.
- The student will then be asked to redo the assigned work and discuss with their teacher(s) the importance of Academic Integrity and what it looks like in different situations. The teachers will re-explain how to paraphrase or use quotation marks accordingly. Part marks will be taken off the assignment.
- *(Second misconduct)* Parents will be asked to come to school to meet with the administration, teacher(s) and student.
- The student will be asked to redo the work that was assigned and will be informed about the maximum grade given towards the work.
- The student will also be asked to write a reflection explaining the importance of “Academic Integrity”.
- *(Third misconduct)* There will be an in-school suspension where the student in question will be asked to research the meaning of “Academic Integrity”. The student will be given a “0” on the initial assignment.

Cheating

(It is important to note that every situation will be analysed and dealt with depending on the developmental stage of the child, the situation and the number of times that the academic integrity has not been respected. Reminders of expected behaviors regarding academic integrity will also be given prior to every evaluation.)

Consequences

- (First misconduct) The student will receive a “0” on their assignment or assessment paper and will reflect on why this behavior does not respect academic integrity in order to encourage personal growth.
- Parents will be informed by telephone of their child’s misconduct.
- (Second misconduct) The student will receive a “0” on their assignment or assessment paper and will reflect on why this behavior does not respect academic integrity in order to encourage personal growth.
- Parents will be asked to come to school to meet with the administration, teacher(s) and student.
- *(Third misconduct)* There will be an in-school suspension where the student in question will be asked to research the meaning of “Academic Integrity”. The student will be given a “0” on the initial assignment or assessment.

References:

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