



Academic Integrity Policy

Mission Statement

Pestalozzi Education Centre aims to develop children into well-balanced and responsible adults through holistic approach of “Head, Heart and Hands”. We prepare our students to become the architects of their own future, make a significant impact to the world through our international curriculums.

Our Ethos

Educating the Head

With a high academic achievement, Pestalozzi is always positioned in the top 10 private schools for ECZ examinations. With specialized and developed laboratories, an equipped library and computer lab, Pestalozzi Education Center promotes excellence through the introduction of the International Baccalaureate (IB) and the Cambridge IGCSE.

Educating the Heart

We are training the future citizens of the world who grow their passion by being caring and creating a safe and sustainable environment. Through our diversity, we develop great relationships and understanding of cultures and perspectives in the world.

Educating the Hands

We offer diverse options for sports, clubs and other extracurricular activities that teach life skills and promote students’ engagement. Our students are constantly engaging with meaningful matters that affect both their community and the world.

Our Values

Integrity

We are trustworthy. We are reliable, authentic, and loyal. We do what we say we will do. We have the courage to do the right thing and always act in the best interests of the children.

Results Focused

We focus on achieving measurable results to ensure the mission is successful.

Family/Team

We work as a team and a family, achieving more collectively than individually.

Unity from Diversity

We respect and value people from all backgrounds and believe differences should be celebrated as we focus on our shared mission and how much we have in common.

Creativity

We are open to new ideas and take considered risks to develop sustainable solutions.

Accountability

We are careful stewards of our resources, being sure they are used responsibly and efficiently, and hold ourselves accountable to our supporters and partners, especially the children.

Compassion

We empathize with, help and care for those around us.

Philosophy

At Pestalozzi Education Centre, we share a sense of what it takes for adolescents to become responsible adults, develop integrity, and contribute to building strong and democratic communities.

In addition we recognise that students need to become adults who take responsibility for lifelong learning and citizenship. Our assessment policies cultivate that sense of responsibility by providing appropriate and challenging expectations and ensuring that students rise to these challenges.

These policies are firmly rooted in our values, especially our shared sense of diligence, honesty, and fairness. Students should learn to do their own work, follow timelines, and give credit when they borrow the ideas of others, and should be held accountable for these behaviours.

In this context, we promote the principles of the Learner Profile regarding being **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."

Promoting Academic Honesty

Academic Honesty is a set of values and skills where learners strive to act with integrity and honesty as they question, inquire, and act.

It involves appropriately attributing ideas, sources, means of analysis and intellectual property to those from whom they come and by whom they were created, invented or developed. Academic honesty is a routine expectation of all members of the school along with a complete commitment to personal integrity. All members of the Pestalozzi community will avoid any means of taking undue advantage that violate the ethical academic standards of the school. Academic integrity is, thus, established as standard practice at the school.

Recognising and respecting other peoples' contributions demonstrates the writer's or the presenter's understanding of how ideas have developed. But, to do so effectively requires the teaching and regular practice of appropriate standards and skills.

Some of the key components of practicing academic honesty are:

- Looking for support and evidence for an argument or presentation in facts and in the work of others, but always properly acknowledging them. Such acknowledgement could be verbal in a presentation or through appropriate citations, referencing and bibliography.
- Learning effective and accurate paraphrasing to summarise and re-present the ideas of others.
- Being able to question the ideas of others whilst also giving due consideration to the concepts they represent.
- Using relevant facts and quotations to support one's composition by learning to select such items appropriately and without distortion.
- When using surveys and questionnaires, ensuring that participants are aware of the uses to which the data may be applied and respecting the confidentiality and privacy of individual respondents unless they have given unequivocal permission for disclosure.
- Taking pictures and videos of human subjects only with their clear consent.
- Praising others for their contributions, especially in group work.
- Identifying inaccuracies in factual information given by others and drawing attention to flaws in arguments used by others.
- Avoiding fallacies in arguments and the falsification of facts.
- See Appendix 1 for DP

At Pestalozzi Education Centre, all teachers will be helped to appreciate how they can promote academic honesty in their classrooms. In support of this, the school will support these practices:

- frequently reminding the school community - including parents - about the need for academic integrity and honesty

- organising Personal, Social, Health & Careers Education sessions to focus on academic integrity, effective note-taking, etc.
- assisting students in finding reliable sources to cite or to quote from
- ensuring that students have lessons on how to paraphrase and when to quote from a source
- running training sessions on citation conventions – using MLA as our style
- using Turnitin¹ or Urkund² as anti-plagiarising checking sites
- demonstrating academic honesty with our worksheets, photocopies etc (e.g. acknowledging sources)
- ensuring that all examinations and tests are conducted formally and in line with international conventions
- expecting all teachers to give fair and accurate feedback to students on their achievements
- and, for extended pieces of work:
 - helping students to develop the habit of recording where ideas come from during their planning and research
 - reviewing students' work during its production to monitor its development
 - conducting interviews with students about the work to check that it is the student's own
 - expecting that acknowledgments reflect the support given
 - using assessments to value the process (e.g. marks for planning, evaluation of sources, reflection on the task, etc.) as well as the product

Academic Dishonesty

Pestalozzi Education Centre will not tolerate the following practices:

Term	Definition (ref. Diploma Programme, Academic Honesty)
Plagiarism	Plagiarism means the direct copying of materials (words, ideas, pictures, information, etc.) from any source (a friend's work, an article off the Internet, encyclopaedia, work of art, etc.) and submitting it as your own.
Collusion	Collusion refers to an individual supporting malpractice by another student in allowing their work to be copied or submitted for assessment.
Duplication of Work	Duplication of work represents submitting the same work for different assessment components.
Misconduct during exams	Misconduct can be defined as a student possessing unauthorised material; disclosing information to another student; or receiving information from another student. It can also be defined as the teacher/coordinator not abiding by proper examination regulations.
Falsifying Data	Falsifying data can be defined as creating or altering data that have not been collected in an appropriate way. Students may falsify data when submitting assignments that incorporate research and teachers may falsify data when marking assignments.
Malpractice	Malpractice is behaviour that results in, or may result in, candidates gaining an unfair advantage in one or more assessment components; it includes collusion, duplication of work, plagiarism, and cheating.
Cheating	Cheating covers any behaviour that gains an unfair advantage for a candidate or that affect the results of another candidate. Examples include: taking unauthorised materials into an examination; misconduct during an examination; falsifying a CAS record; exchanging information about the content of an examination paper within 24 hours after a written examination.

¹ www.turnitin.com – more expensive than Urkund, but probably better at checking essays in English

² www.orkund.com but also www.orkund.com/fr is less expensive than Turnitin. Presumably, the French site is better at checking essays written in French.

Investigating academic dishonesty

Pestalozzi Education Centre will investigate each report of a possible violation of the academic honesty policy. The investigation will be fair, consistent and age-appropriate.

The Head of School and Academic Coordinators (including the DPC) have responsibility for upholding the policy. Teachers and other administrators will support and aid them in the investigation of the alleged violation.

If a teacher has reason to believe that academic dishonesty has occurred, the following steps will be taken:

- The teacher will investigate the suspected malpractice
- The teacher will communicate the outcome of his/her investigation to the appropriate programme coordinator
- If the teacher and coordinator are in agreement that malpractice has occurred, the student's case will be reviewed and disciplinary consequences determined by a committee led by the programme coordinator
- Consequences for academic malpractice range from a warning (commonly in the case of inadvertent first offences), through the student earning a zero on the work involved to immediate dismissal from the programme, depending on the severity of the infraction
- The programme coordinator will communicate, in writing, disciplinary consequences to the student and his/her parents/guardians. This letter will be placed in the student's file in the coordinator's office but will not become part of the student's permanent academic record
- If the student enters the IB Diploma Programme with a record of malpractice from the other programmes, that record constitutes the student's first incident of academic malpractice
- If a student is allowed to remain in the IB DP following a first incident of academic malpractice, a second incident of any type will result in the student's dismissal from Pestalozzi Education Centre.
- At any time in the disciplinary process, the student has a right to an appeal and representation support either by another student, teacher or parent to the Head of School
- Records of all incidences must be kept in the programme coordinator's office.

In addition to the consequences above, if a confirmed malpractice incident involves any work to be submitted for an IB Diploma assessment (including Extended Essay, internal assessments, Theory of Knowledge essay, external assessments, and IB exams), the work will not be submitted to the IB which will result in no diploma being awarded. If malpractice is suspected, but the coordinator is not able to confirm it, the coordinator is required to report the incident to the IB. A final award committee at the IB will investigate the incident. See Appendix 2.

Professional development related to academic honesty

Pestalozzi Education Centre is committed to promoting teachers' awareness of the standards that underpin effective academic honesty. Training will include sessions on:

- What is academic dishonesty?
- Promoting academic honesty in the classroom
- Monitoring and supporting students during extended pieces of work
- Examination security and effective procedures

Responsibilities and Review

The Librarian includes academic honesty as part of the ongoing teaching of research skills, reinforced by class teachers, and coordinated by the Coordinators.

All teachers are responsible for promoting academic honesty (see section on 'Promoting Academic Honesty') and for reporting suspicion of breaches of the standards referred to in this policy (see section on 'Investigating Academic Dishonesty').

The Pedagogical leadership team is responsible for ensuring that appropriate training related to academic honesty is in place (see section on 'Promoting Academic Honesty').

The Pedagogical leadership team is also responsible for investigating potential breaches of the standards referred to in this policy (see section on 'Investigating Academic Dishonesty').

Programme coordinators (including the DPC) are responsible for notifying external bodies (such as the IB) in case of misconduct linked to assessable work related to that body.

The Head of school, in concert with the Pedagogical leadership team is responsible for the overall implementation of this policy.

The Head of school is also responsible for review of the policy two years after the policy was drafted or last amended.

Reviewed on: June , 2020

Next proposed Review: June 2022

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Appendix 1

Academic Integrity in IBDP

In the IB Diploma, students are expected to demonstrate a sophisticated understanding of what it is to be principled. At this level, students are required to undertake a considerable amount of independent work, which teachers are required to assess as part of the final grading process. This calls for a relationship of trust: teachers need to be confident that the work they are assessing is the student's own, and has been produced according to the expectations of the teacher and the course guidelines. The school also has a relationship of trust with the IB organization: the IB trusts that grades submitted for internally assessed work reflect the independent work of the student.

The constituencies involved in maintaining academic integrity are: the IBO, school administration, teachers, student and the examiner. The school will provide clear guidance for students on correct citation of work, including works of art, computer programs, photographs, illustrations, maps, etc. The roles of each constituency are outlined in the IB Academic Integrity publication. Presented with workshops on the methods of citing work, ongoing teacher support and the requirement of academic integrity in the IB Diploma, students will be required to sign this policy to acknowledge that they are fully aware of the requirement and the importance of Academic Integrity.

All IBDP students understand the importance of acknowledging other's work or ideas because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes. DP students demonstrate academic integrity in more formal ways than expected of younger learners and explicitly learn specific conventions accepted in a community of learners.

For DP students, academic integrity is strengthened when they learn academic writing, research and citation skills, seek clarification when unsure if they are using the work of others, use guidance on referencing techniques and manage their time well (Carroll). Students are required to act in a responsible and ethical manner, to develop a sense of responsibility for their learning, accept ownership and take pride in their own work. As with any school work, any assessments completed that contribute to a student's overall grade must be entirely the work of the student and any advice and guidance given must be primarily from the subject teacher. Students must avoid any form of malpractice (Khartoum International Community School).

The academically honest student:

Does

- Document source material in a formal and appropriate manner
- Use direct quotations appropriately
- Understand the concept of plagiarism
- Understand the consequences of cheating and collusion regarding both school based work and external examinations and assessments
- Acknowledge explicitly and appropriately, help provided by another person
- Follow all exam rules

Does Not

- Copy the internal assessment work of other students
- Give another student his/her work to copy
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Do homework for another student
- Present material written by another student as his/her own
- Purchase and submit pieces written by someone else
- Write essays for other students
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules.

Appendix 2

Internal Assessments sent to the IB

- Work submitted to the IB for assessment, moderation or verification is as follows:
- Internal Assessments in all subjects
- External Assessments including examinations
- Extended Essays
- Theory of Knowledge Essays and Presentation Documentation
- CAS documentation

It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate. This includes all work for internal assessment where teachers' marks are entered on the IB information system (IBIS): the secure web based service for coordinators. When a school has implemented all prevention measures, teachers are expected to detect any plagiarism. Teachers are also expected to support the school's policy on good academic practice and provide candidates with advice whenever necessary.

The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to comply with all internal school deadlines: this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version. Candidates should be aware that the IB randomly checks candidates work for plagiarism using a web-based plagiarism prevention system.

Candidates have to sign to verify that every piece of Internal Assessment sent to the IB is authentically their work. If the coversheet has been signed by the candidate, the work may not be retracted and it is unacceptable for a candidate to claim that the incorrect version of the work was submitted. SIS is obligated to notify and turn the matter over to the IB for investigation.

If indisputable, tangible evidence of academic dishonesty cannot be found the school should give the benefit of any doubt to the candidate and the teacher should sign the coversheet authenticating the work. However, a teacher may still elect not to sign the coversheet *a teacher is not required to sign a coversheet authenticating work of the candidate*. In such cases, the coversheet goes to the Diploma Coordinator who would have to sign off on it.