深圳市福港艺林学校
Shenzhen Elite International Academy

IB CONTINUUM ACADEMIC INTEGRITY POLICY AND PROCEDURES

Note for Parents

Dear Parents,

At Shenzhen Elite International Academy, our school policies are rooted in the IB philosophies, standards and practices. We strive to reflect the varied aspects of the IB learner profile and the IB mission in every one of our policies.

Our policies have been developed through discussions with teachers, parents and students to determine both content and layout. These are the policies mandated by the IB:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

Our school is a diverse global community and this is a source of pride for our school. We intentionally include and appreciate students of all identities, social situations, learning abilities and language backgrounds. By enrolling your child at our school, you are agreeing to respect and promote the diversity of our student community. Our school policies are intended to embrace and encourage our diversity.

In each of our policy documents, you will find the philosophy driving the policy, your child's rights and community responsibilities, and a description of how each policy upholds the IB learner profile. Additionally, we have included in the appendices the procedures and processes associated with each policy.

We look forward to working at home and at school to ensure that our students receive a quality education that meets the high standards of the International Baccalaureate. Through our partnership, our students will know their right to this education and also appreciate that they have a responsibility to enable the rights of others.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

Xu Xiaolu	Miao Hongmei	Yan Yao
School Principal	Academic Principal	PYP Coordinator

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Our Guiding Principles

IB Mission

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.

Our Vision

At Shenzhen Elite International Academy we aim to engage students' interest in learning through a music-centric environment. Through the integration of music education and humanistic education we can inspire students, show them new interests, reveal their potential, and enrich their knowledge. We will broaden the horizons of our students and lay a solid foundation for them to explore in-depth in the richness of human knowledge.

Our school uses a comprehensive and balanced curriculum to cultivate lifelong learners who are knowledgeable, risk-takers, caring, and principled. Our students will be taught how to think critically and can help create a peaceful and beautiful world through cross-cultural understanding and respect. They will not only have a global awareness and an international perspective, but also become socially responsible in their own region and world affairs citizen. Our school is inclusive and respects all students. We will encourage positive attitudes and the international citizenship of learners, aim to support the emotional and social development of students, and to cultivate students with necessary skills.

Our Mission Statement

We strive to provide a holistic and balanced education that nurtures the academic, social, emotional, and physical growth of our students. Through our inclusive learning community, we aim to cultivate lifelong learners who are curious, compassionate, and capable of making a positive impact on the world. Our world class curriculum, and multicultural environment foster intercultural understanding, respect, and empathy. We are committed to developing students who are knowledgeable, critical thinkers, effective communicators, and responsible global citizens.

Academic Integrity Policy

Our Academic Integrity Philosophy

At Shenzhen Elite International Academy (SEIA), we believe that students and teachers should act with integrity and academic honesty at all times. We aim to instill in each student an approach to learning and communicating information that reflects the IB values of being principled, inquiring and knowledgeable risk-takers. Students should be provided with detailed guidance in developing the skills necessary to uphold academic honesty standards.

Rights and Responsibilities

Rights	**Responsibilities**
Students ● Are explicitly taught the approaches to learning skills needed to demonstrate academic integrity ● Access library resources that enables them to develop information and media literacy skills to support academic integrity in research ● Can challenge a charge of academic misconduct ● Can request a review of a decision regarding academic misconduct ● Receive a grade change in their favor when a misconduct case has concluded in their favor	***Teachers*** ● Explicitly teach the approaches to learning skills needed to help students develop academic integrity ● Model academic integrity ● Communicate the expectation of a task, including expectations related to academic integrity ● Provide formative feedback related to academic integrity ● Inform students and guardians about actions being taken by the school related to academic integrity ● Document academic misconduct ***Librarian*** ● Teaches in-text citation and paraphrasing skills PYP5 and middle school students ● Teaches how to create Works Cited pages and how to take notes to avoid plagiarism to PYP, and middle school students

	• Teaches how to cite various types of digital, print, and in-person sources • Provides resources to respect copyright and intellectual property, such as copyright friendly images and copyright friendly music

Academic Integrity and the Learner Profile

Principled We make sure that our work is always our own and reference others' work by quoting, citing, or paraphrasing appropriately. We respect copyright and intellectual property.

Risk-Takers We always complete our tasks ethically, with the understanding that we might not always be correct.

Knowledgeable We know and use good practices such as referencing for our written tasks, in order to enact academic integrity.

Inquirers We acquire the skills necessary to conduct inquiry and research. We co-create lines of inquiry with our teachers and our fellow students, and develop and follow lines of inquiry inspired by our research.

Connections to other IB Policies

Academic Integrity and Language

The SEIA Academic Honesty document includes clear definitions, practices and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development.

Though academic dishonesty is defined and explained in the Academic Honesty document, it may look different in language classes and in the use of English or other languages provided at SEIA.

At SEIA, the following practices are considered dishonest with regards to language learning:

- If a student claims ownership of another student's, group's or pair's work
- If a student uses any online translation tools or websites to translate a phrase or text, whether it be from their own text in their home language or from any other published source, unless it is approved by the teacher
- During reading comprehension assessments, if the student translates the original text to their own home language to demonstrate understanding and comprehension in English or the target language
- If the student receives support from another student, parent, teacher or tutor without the approval of the teacher
- During the writing assessments in the target languages offered at ISH, if the student writes the text in their own language and claims to express it as their own writing

Academic Integrity and Assessment

At SEIA, we strive to develop in students the skills needed to demonstrate integrity when completing assessments. Students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work.

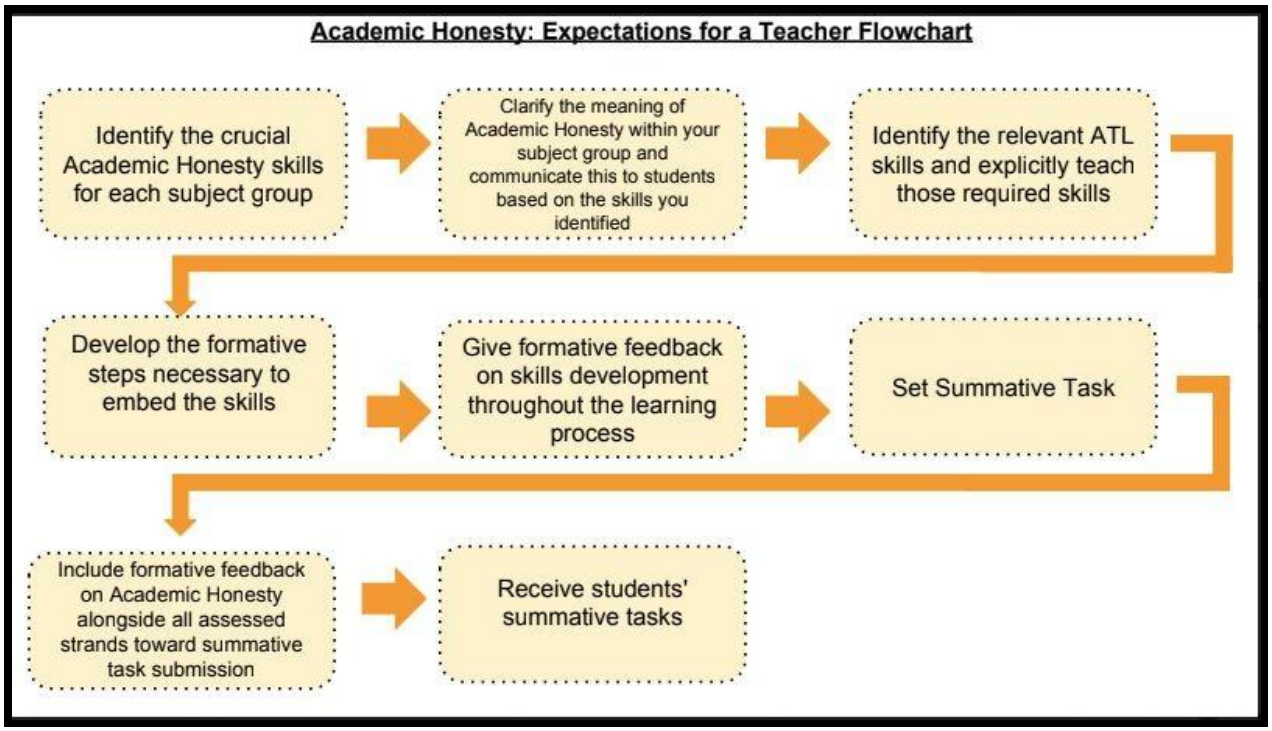
Academic Integrity and Inclusion

At Elite, we believe that students and teachers should act with integrity and academic honesty at all times. All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group and the school librarian organises seminars on related topics (plagiarism, copyrights, etc.).

Academic Integrity and Admissions

If students cannot come into school to take entrance exams, a representative from the previous school will invigilate on our behalf. Parents provide the contact details for the representative. In cases where we cannot have a school contact, parents provide contact to representatives in business and organizations who invigilate the test.

Teaching Academic Integrity



Support Material - Library Resources

- Librarian-taught seminars for ISH students on related topics:
    - In-text citations
    - Plagiarism and paraphrasing
    - Copyright and intellectual property
    - Resources for copyright-friendly images and for music for online projects
- Copyright-friendly images Librarian-curated digital collection
- Academic Integrity and plagiarism resources Librarian-curated digital collection
- Intellectual property Librarian-curated digital collection
- Copyright-friendly music for videos and projects Librarian-curated digital collection

Academic Integrity in PYP and Middle School

Approaches to Teaching and Learning		Self-management, social, communication, thinking and research skills			
	Culminating Project	Group work	Oral presentation	Creative work	Other
PYP	Exhibition	Collecting data via original interviews and surveys	Presenting exhibition research via webcast	Making artwork in response to literature	Co-creating lines of inquiry and central ideas
Middle School	Writing Portfolio / Science Fair	Librarian plagiarism workshop	School Lock-in	Creative Writing Portfolio	Projects with Library Teen Council

Academic Misconduct

Plagiarism

Plagiarizing occurs when you use someone else's words, ideas, or images as your own. Merriam-Webster defines plagiarism as "literary theft" because you are taking something without crediting the person who created it. Although we may understand the concept of plagiarism, it is important to distinguish its various forms:

- **Direct Plagiarism:** Direct Plagiarism is when someone copies an individual's writing word-for-word without quotation marks and a citation. This can also happen across languages, such as directly translating a part of an article from the home language to English.

- **Self-Plagiarism:** Self-Plagiarism occurs when someone reuses all or a part of their own work without permission from all the previously involved teachers. For example, this could occur if a student were to use the same paragraph in a written Internal Assessment (IA) and in his or her Extended Essay (EE).

- **Mosaic Plagiarism (Paraphrasing):** Probably the most common form of plagiarism, Mosaic plagiarism, also known as paraphrasing, occurs when someone copies phrases from a source without using quotation marks, or finds synonyms for the author's language while keeping to the same general structure and meaning of the original. Mosaic paraphrasing can also occur if someone blends together different sources into one sentence or paragraph without citing all of them.

- **Accidental Plagiarism:** Accidental plagiarism occurs when someone forgets, overlooks, or is unaware that he or she should cite their sources. To avoid accidental plagiarism, the writer should keep track of the sources used during research, seek help when unsure about citing, and remember to edit work with focus on correctly formattedcitations.

Collusion

Collusion occurs when someone agrees to let someone else copy work, or when someone actually does the work for someone else. Although it is the first person's original work, he or she is knowingly participating in academic misconduct and implicated in the act.

Duplication of Work

Similar to self-plagiarism, duplication of work occurs when someone uses the same piece of work to fulfill different aspects of the Diploma program. For example: Using a previously submitted literature essay for your Extended Essay.

Misconduct During Exams

Misconduct during exams occurs when someone knowingly gains an unfair advantage during the testing period. For example, misconduct includes taking unauthorized materials into the exam room, communicating with someone about the exam during the exam, or disrupting the exam. Misconduct also includes communicating about the contents of the exam with someone who has yet to take the exam or vice versa.

Academic Honesty Intervention

Students are introduced to the academic honesty policy during the DP retreat in the beginning of the program. Afterwards they are required to sign an academic honesty form. Throughout the year there are sessions where the librarian reinforces the importance of academic honesty. This is also reinforced by every teacher in every subject. Therefore, we do not consider any form of academic misconduct as unintentional.

If the work of the student has evidence of accidental plagiarism as indicated above, then:

1. A meeting between the student and teacher is arranged.
2. The student is given the opportunity to submit a new task. If not submitted, it earns a zero.
3. An incident report is written by the teacher and is shared with the advisory teacher and coordinator.

If a student has more than 3 incidents in a given year their case will be forwarded to the academic panel (consisting of relevant Homeroom teacher, teacher, Coordinator and principal) and can/will result in suspension from school.

If the work of the student has evidence of academic misconduct in form of direct plagiarism, self-plagiarism, mosaic plagiarism, collusion, duplication of work then:

1. A meeting between the student and teacher is arranged.
2. Students' work earns a zero.
3. An incident report is written by the teacher and is shared with the advisory teacher and coordinator

Their case will be forwarded to the academic panel (consisting of relevant homeroom teacher, teacher, Coordinator and principal) and can/will result in suspension from school.

Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published in February 2023 and applies from September 2023 - 2024. Policies will be reviewed and updated during the January curriculum day each year.

IB Standards and Practices for Academic Integrity

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)

Culture 6: The school implements, communicates and regularly reviews its IB- mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)