

Academic Integrity Policy

English Primary

Revised on Sept 2017, Sept 2019, Dec 2020, January 2023



GESM Mission, Vision and Values

We are a learning community that provides our students with an excellent education in German and English, following the highest internationally accepted standards. As part of Eurocampus in the Philippines, we offer exceptional opportunities for intercultural learning and understanding in the spirit of European educational traditions.

Our caring and nurturing environment allows students to develop their unique personalities and become independent and responsible individuals.

We prepare our students to successfully study, live and work in German speaking and other countries across the globe. As professional practitioners, we reflect, learn, and grow together.

Our values are: Integrity Respect Compassion Independence Responsibility

The IBO's Mission Statement

"The International Baccalaureate Organization 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 IBO 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 philosophy of the PYP is to make the students into "inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, well-balanced, and reflective."

GESM English Primary Philosophy of Academic Honesty

German European School Manila follows the philosophy of developing students into responsible and caring global citizens following the school's values such as integrity, respect, independence, compassion and responsibility which are also aligned with the IB's Learner Profile Attributes. We believe that being able to practice Academic Integrity is essential to preparing our students to be responsible global citizens who value integrity, honesty and taking responsibility for their own actions.

The Learner Profile attributes manifest themselves in many contexts relating to academic integrity. For example, an **IB student who understands the importance of being knowledgeable and open-minded** will do so in a way that respects and acknowledges other knowledge-makers. An IB student who understands the importance of being **an inquirer and thinker** will employ questioning strategies and thinking skills to develop his/her own thoughts and those of others. An IB student who understands being a **balanced, reflective learner** means s/he will construct and document learning from others to support their work. **He or she will communicate those thoughts effectively.** The student may take intellectual risks, but will do so in a context that is safe and fair. An IB student who understands the importance of **being principled and showing integrity** will **reference and acknowledge the thoughts and contributions of others.** Students will submit work that is their own and not a plagiarized copy of someone else's work or thoughts. This applies equally to pictures, music, video and any other form of presentation. All testing situations will be conducted in a principled manner. These examples show the ways in which students ar

Academic Integrity in the PYP applies to all elements of Teaching and Learning and is guided by these Five fundamental principles: honesty, trust, fairness, respect, and responsibility. It is anchored upon the IB Learner Profile Attributes and these are manifested in various ways:

- Principled & Reflective - Students show honesty and integrity by acknowledging sources of their information as a sign of respect to the rightful owner of information.
- Knowledgeable & Open-Minded - Students explore issues and ideas and at the same time appreciates their own and others' opinions.
- Inquirer & Thinker - Students develop skills for inquiry & research but at the same time understands how to take responsible actions.
- Balanced & Caring - Students choose the right information to support their work and show
- respect and care by citing the source of information.
- Communicators & Risk Takers - Students take risk to explore new ideas and strategies and can communicate thoughts gathered through research effectively.

Students in GESM English Primary Section are expected to follow and be living examples of the Learner Profile and associated attitudes. No more so than when they are producing and presenting their work to be shared with other members of the school community. In the age of Google search and open access to information it is easy for Primary students to assimilate facts and opinions and quickly assume them to be their own.

The active promotion of awareness of academic integrity should begin as soon as students are able to understand the concept, generally this would be from Grade 1 onwards using age-appropriate examples of its use and practice in the classroom. As early as Grade 1, students in GESM English Primary are taught to acknowledge the source of information in their ICT class. By the time the PYP Exhibition is reached, Grade 5 in GESM, academic honesty will have been both modeled and explicitly taught to students.

This Academic Honesty Policy is designed to define the roles and responsibilities of all stakeholders, clarify expectations, understand the strategies and know the repercussions of misconduct associated with the completion and submission of authentic work. This policy provides staff, students, parents, and school management with a common understanding as to how to prevent academic misconduct and encourage principled behavior in the learning environment of our schools.

GESM's Academic Integrity Policy English Primary will be published on the school website under the English Primary page. It will be discussed with PYP students and parents and referred to often throughout the school year when opportunity arises.

School and Teacher Responsibilities

Teachers have the responsibility to explain what academic honesty means in simple and specific terms (IBO, 2014). "Clear criteria, examples and guidance should be provided throughout the teaching process and for all work, including homework that students are being asked to produce. Parents should be engaged in the process and be provided with regular and frequent examples of the academic honesty policy and strategies for ensuring student engagement and responsibility." (IBO, 2014. p.15)

GESM will employ the attributes of the IB learner profile when providing examples and models of academic honesty for students that support approaches to learning, classroom and homework practices, group work and other activities. It is the school and teachers' responsibility to:

- explain what academic honesty means in real and simple terms;
- help students and parents see academic honesty as a set of values and skills that promote lifelong learning;
- address approaches to learning (self-management skills, social skills, communication skills, thinking skills and research skills) across the curriculum;
- engage in collaborative planning with other teachers, including specialist teachers, to agree on expectations and teaching strategies for promoting academic honesty;
- support and act on the school's academic practice policy and to provide students with advice whenever necessary;
- set age-appropriate expectations and practices regarding references, citations, quotations and paraphrasing ;
- model academically honest practices in the creation of their own teaching materials (e.g., correctly citing images, text etc. used in presentations, example papers, etc.)

It is our role as responsible teachers to point out to them that when presenting this acquired knowledge that the original source must be identified and recognized through giving credit to the person or institution that provided it. By so doing students are displaying a true understanding of the nature of being "Principled" and "Thinkers" and the attitude of "Integrity".

Parents Responsibilities

- to read and understand the school policy on academic honesty;
- to be a role model for their children in the issues addressing academic honesty;
- to support the academic honesty philosophy of the school.

Students Responsibilities

- to be principled in all areas of their academic and personal lives showing principled behavior when involved in any learning experience;
- to take personal responsibility at age-appropriate levels for their own academic honesty and for recognition of behaviour that constitutes academic misconduct;

GERMAN EUROPEAN SCHOOL MANILA - a part of European International School (EIS Inc.)

75 Swaziland Street, Better Living Subdivision, Parañaque City 1711, Philippines
Tel Nr.: +63 2 8776 1000 | Fax Nr.: +63 2 824 1517 | www.gesm.org | Email: secretariat@gesm.org

- to communicate knowledge in his/her own words, summarize key understanding from different sources of information;
- to work collaboratively and respectfully within a group and share information with honesty;
- to follow age-appropriate expectations and practices regarding references, citations, quotations and paraphrasing;
- to develop their approaches to learning (self-management skills, social skills, communication skills, thinking skills and research skills) in all of their units of inquiry;
- to work with other students and teachers to promote academic honesty;
- to exemplify the IB learner profile and the PYP attitudes that relate to academic honesty in their classroom and homework practices, in group work, and in other activities;
- to authenticate their work for the PYP Exhibition.

How do we write the bibliography in GESM English Primary?

Citing sources of information is a form of respect and appreciation to the owner of information. Students in English Primary will follow this convention where we cite the “Date. Author/Webpage. Title. Website.”

DEFINITION of MISCONDUCT:

To understand academic honesty practice, it is important to clarify behavior that can lead to an unfair advantage in academic work, hereby referred to as “academic misconduct.”

1. Duplication of Work: the presentation of the same work for different assessment components. (Example: copy-pasting direct from a source).
2. Misconduct during assessments (for example, taking unauthorized material into an assessment period, behaviour that disrupts the assessment process or distracts other students, or communicating with another students during assessment).
3. Collusion: this is defined as supporting academic misconduct by another student.

Examples of Collusion:

- Helping someone else cheat both deliberately and through support.
- Allowing your work to be copied and/or submitted by another student.
- Divide and conquer approach where you are not the author of the entire assignment given by the instructor (if not part of assignment).
- Representing significantly unequal work as an equal collaboration.
- Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future.
- Sharing information about assessment content and questions with other students.

4. Unfair Practice: Any other behaviour that gives an unfair advantage to a student or that affects the results of another student.

Examples of unfair practice:

- Falsifying records
- Falsifying data
- Sharing passwords, using unauthorized material
- Disclosing information about assessments
- Altering grades
- Phony citation
- Impersonating another person
- Misconduct during testing times.

5. Plagiarism: the presentation by a student of an assignment which has in fact been copied in whole or in part from another student's work, or from any other source (e.g., published books, periodicals, or the web) without due acknowledgement in the text. GESM Upper Primary students are expected to use this format when citing sources: "Date. Author/Webpage. Title. Website." Integrating images and ideas from research on the Internet must be cited. A reference to where an image was found or who spoke the special words used in a presentation is also a start for younger students. Later, the use of indentation or the use of quotation marks and in text references may be introduced, followed by using a bibliography and a works cited list.

REPERCUSSIONS

When academic misconduct occurs, incidents will be addressed by the teacher concerned with the student. An academic investigating committee consisting of 2 Homeroom teachers (including the class teacher where the student belongs) and 2 Specialist teachers in the English Primary section will investigate the case where a student is suspected of academic misconduct. When appropriate, the Head of the Department will become involved, and the incident will be reported to the parents. An incident report will be cited in the report. Age-appropriate consequences will be administered following the consequence enlisted in this policy.

Consequences of academic dishonesty

In Primary years, it is important to reinforce positive behaviour in helping the students understand and take ownership of their actions. Consequences are meant to help the children reflect on the effects of the actions they have taken. Parents are important partners in the process to ensure that cognitive dissonance does not occur where a child's beliefs and values are to be corrected. The following are the consequences for deliberate misconduct in International Primary applicable only Grade 3 to 5.

- First incident:** students have the opportunity to correct the error; the teacher will lead a reflection session with the student.
- Second incident:** PYP coordinator will be informed and is to lead a reflection session; parents will be informed and invited for a meeting; the student signs a formal letter of commitment. Parents and students will be informed that a third incident would mean having this misconduct reported in the child's school Mid-Year or Year End report.

- **Third incident:** PYP coordinator and Head of School will be informed and are to lead a reflection session; The academic misconduct will be reflected on the child's school Mid-Year or Year End report.

PYP EXHIBITION:

In the final year of the PYP, our Grade 5 students will do an extended, in-depth, collaborative or individual project known as the PYP exhibition. Students will be working collaboratively to conduct an in-depth inquiry into their choice of real-life issues or problems. They collectively inquire, gather evidence and synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community. The exhibition will provide teachers with a powerful and authentic process for assessing student understanding. The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. This will also be an opportunity for the whole school community to celebrate the transition of our Grade 5 students to the next phase of their learning journey - Middle School.

All Grade 5 students undertaking the PYP Exhibition will be asked to sign the Individual Declaration of Academic Honesty after a thorough discussion with the PYP Coordinator and Grade 5 Homeroom teacher.

The image of the academically honest student:

Academically honest PYP students (age 6-12 years):

- Acknowledge help from parents, older students and friends, and group members (instead of presenting parents' or other persons' work as his or her own).
- Read from several sources, including print sources, in order to gather information.
- Take notes in his/her own words, using keywords and paraphrasing skills.
- Begin to use first person sources and interviews in information gathering.
- Summarize understanding from audio-visual material in his or her own words.
- Write reports and summaries of information in his/her own words, with a developing style of academic language.
- Are able to assimilate knowledge from several sources into independent ideas and understandings.
- Understand plagiarism as cheating.
- Doesn't pass off another student's work as his or her own when working in groups.
- Does not copy another student's homework or allow another student to copy his/her homework without permission.
- Does not copy from notes or others in tests.
- Understand that downloading or copying from electronic sources without permission is.
- Work collaboratively in groups and contribute by sharing information and presenting understandings.
- Acknowledge sources in a bibliography.

Revised September 2017
September 2019
December 2020
Under revision 2022-2023