



Vasa International School of Stockholm

Academic Integrity Policy

Our vision

Vasa International School of Stockholm is a small, friendly, multicultural IB World school that strives to foster a challenging, internationally- minded and inclusive environment for its students.

Our vision is to acknowledge every student's potential and build upon their strengths and interests in learning. We aim to be caring and inspiring teachers, ambitious and principled students, and informed and engaged parents.

Our mission

Our mission is to stimulate student voice, choice and curiosity through inquiry and encourage respectful relationships between all members of the school. As a community, we constantly seek to empower all students to express themselves individually and collaboratively, preparing them for the challenges of the future and encouraging them to become lifelong learners and active global citizens.

Our philosophy

As an IB World school, we are committed to the IB vision for the creation of a collaborative, diverse community united by a mission to make the world a better place through meaningful education.

At Vasa International School of Stockholm, we promote and develop the learning of different languages and the understanding of different cultures. Our students, their families and our staff are internationally-minded and as a community, we embrace and promote all of those different identities and cultures.

By aiming to instill the IB values into the hearts of all community members we encourage our students, teachers and parents to embrace the Learner Profile attributes and become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced and reflective.

As a school, we promote collaboration, encourage learners to have an active role in their learning and we inspire each other to ask questions and learn through mindful inquiry.

We also value reflection as a means to deepen our understanding and to improve teaching and learning.

As an IB school, we recognize the importance of taking action as a means of connecting our learning to real-life situations and as a means to improve ourselves and the world around us.

Our philosophy on 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 behavior in the production of legitimate, authentic and honest scholarly work (from the Academic Integrity guide, 2019).

At Vasa International, students are expected to produce work and complete assessments based upon their own ideas and exhibit honesty in using sources. It is important that students transfer information into knowledge by using their own thoughts, reflections and words. By approaching assignments with integrity and using resources properly, learners will successfully develop new knowledge and expand upon knowledge already acquired. It is our aim and our responsibility as a school to instill Academic Integrity to our students, so that they also in life become reliable, fair and responsible citizens.

Rights and Responsibilities

The right to trust that all members of the school community act in a responsible, fair and ethical way.

- ❖ **The school** should promote awareness towards academic integrity through class information sessions by the librarian at an age appropriate level.
- ❖ **The school** should inform students and guardians about actions being taken by the school related to academic integrity.
- ❖ **The school** should embrace and promote the use of the *IB Learner Profile* in all aspects of school life and by all members of the school community.
- ❖ **The teachers** should model academic integrity, as well as clearly communicate the expectations of a task, including expectations related to academic integrity.
- ❖ **The teachers** should document academic malpractice as soon as it occurs and follow the agreed routines for relevant consequences.
- ❖ **The teachers** should only offer assistance during tests or exams if a student has the right to extra time and extra resources during tests or exams.
- ❖ **The students** should respect the signed academic integrity agreements (for PYP6 and MYP students).
- ❖ **The guardians** should be aware of the academic integrity policy of the school and support the school in following all the related routines.

Academic Integrity and the Learner Profile

Being *principled* is at the core of Academic Integrity. As stated in the IB learner profile, to be *principled* involves acting with “integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere”.

IB students who embody Academic Integrity will have the following traits of the learner profile:

- ★ Inquirers – acquiring the skills necessary to conduct inquiry and research.
- ★ Knowledgeable – exploring concepts, ideas and issues surrounding Academic Integrity.
- ★ Principled – acting with integrity and honesty and taking responsibility for their own actions.
- ★ Open-minded – accustomed to seeking and evaluating a range of points of view.
- ★ Courageous – brave and articulate in defending their beliefs.
- ★ Communicators – clear in explaining which parts of their assignments are from other sources.

Students and academic honesty

Malpractice includes, as defined by the IBO, methods for the student to gain unfair advantages:

Plagiarism: When a student uses words, ideas or information from a source and uses it as if it were their own. Other’s ideas need to be cited properly with clear acknowledgement. Even if this is not done intentionally it still counts as plagiarism.

Collusion: When a student helps other students to be academically dishonest by, for example, allowing one’s work to be copied or submitted for assessment by another.

Duplication of work: When a student uses the same work for assessment in different subjects.

Copying: When a student copies another student, with or without their knowledge and hands it in as their own.

Cheating on tests or exams: When a student uses unauthorized material such as mobile phones, books and notes during a test or exam or when a student communicates with another student during a test or exam.

Falsifying: When a student changes data or facts to make it “fit” in their own work.

Plagiarism or negligence?

The most common type of malpractice is plagiarism. In many cases of plagiarism, it is not the student’s intention to put forward ideas, thoughts and reflections as their own but simply negligence when it comes to referring to different types of sources. When this

happens it's better for the teacher to point out to the student what t did wrong and give the student a chance to redo the piece of work.

Vasa International writing guide and MLA-template

The guide includes methods for citing and referencing, source criticism, advice on using copyright-free sources and other useful information. Students use the MLA's (Modern language association) template when they hand in work.

Consequences

The first time a student is found guilty of malpractice:

- The concerned teacher and student have a talk about the students work and why the teacher has rated it as a violation of the academic honesty policy.
- The concerned teacher informs the coordinator who together with the teacher judges the severity of the student's actions. Together with the student the coordinator and the concerned teacher come to an agreement on which of the next two steps the student is affected by:
 1. If the student is unaware of the fact that her or his actions are a violation of the academic honesty policy the student is asked to re-write her or his paper and in that paper employ appropriate critical apparatus. (See section about **Plagiarism or negligence?**)
 2. If the student admits malpractice then the case will be discussed by the teacher and management to discern if the student will receive zero for the assignment. The concerned teacher will also write a letter that explains how the student has broken the rules of the academic honesty policy and how the school has dealt with the situation to the student's parents or guardian.

In the event of a student being found guilty of malpractice a second time:

- The student will be warned of the seriousness of their actions which could result in receiving a zero for the assignment.
- The concerned teacher informs the coordinator who together with the teacher judges the severity of the student's actions. Together with the student the coordinator and the concerned teacher come to an agreement on which of the next two steps the student is affected by:
 1. If the student's use of malpractice is found not to be severe the concerned teacher will write an email that explains how the student has broken the rules of the academic honesty policy and how the school has dealt with the situation to the student's parents or guardian.
 2. If the student's use of malpractice is found very severe the student's parents or guardian will be called to a meeting where they will be informed about how the student has broken the rules of the academic honesty policy and what decision has been made in regards to their grade assessment.

Appendix

Table 1

IB Standards and Practices for Academic Integrity
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Standard: Culture through policy implementation (0301)

Practices

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 the 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)