

GERMAN EMBASSY SCHOOL TEHRAN

INTERNATIONAL SECTION

ACADEMIC HONESTY

Last modified: June 2022





Aim of our Academic Honesty Policy

Academic honesty is a set of values and skills that acknowledge others' intellectual property and promote personal integrity and good practice in teaching, learning and assessment.

The aim of this document is to encourage good academic practice within the PYP/MYP Program, to ensure that students fully appreciate the important role they play in producing work that is academically honest. Our aim at the German Embassy School-International Section is to ensure that honesty, integrity, and responsibility are characteristics which our students embody throughout their academic life. With guidance our staff and students can display mutual respect and fairness when assessing and completing assessments.

Roles and Responsibilities

Academic honesty is the responsibility of the school, the administrator, teachers, parents, and students.

Role of administration:

- informing parents about our academic policy
- review the academic policy every three years
- take appropriate action for students who do not abide by the policy
- lead by example through modelling personal integrity in school

Role of PYP teachers (Homeroom and Specialist):

- Raise students' awareness of what academic honesty is
- Create inquiry-based assessments which encourage opportunities to cite work
- Teach ways for students to learn to cite other's words
- Provide reflective writing opportunities to describe what was useful and why
- Give clear criteria for different age groups on how to cite work
- Lead by example through modelling personal integrity in classroom

KG1-KG2- Students should be encouraged to verbally show that it is positive to share ideas with each other and try to steer away from the concept of "copying each other" as a negative statement.

KG3 – Students should be able to show fairness by acknowledging support they have received from friends and by holding up a book they have read that is linked to their summative assessment.

Class 1- Students should be able to cite at least one source they have read in each summative assessment.

Class 2- Students should be able to cite at least two sources they have read in each summative assessment.

Class 3- Students should be able to cite at least three sources they have read in each summative assessment (one being an online source or article).



Class 4- Students should be able to cite at least four sources they have read in each summative assessment (one being an online source or article).

Class 5- Students should receive a workshop about academic honesty at the start of the year. In addition, they should sign an academic honesty declaration before embarking upon their Exhibition projects. Students should be able to cite at least 5 sources they have inquired into for their summative assessments (Two being an online source).

Role of Teachers of Class 6-8:

- Raise awareness of different types of academic dishonesty
- Give clear criteria on how to cite their work appropriately
- Support students to develop their research and self- management skills
- Provide guidance with Personal Project /Community Project
- Lead by example through modelling personal integrity in classroom

CLASS 6-8 -Students are expected to cite more than 5 sources for their end of unit assessments. It is expected that students follow the **MLA Citation Format**.

Role of Students

- Students are expected to be **principled** and responsible when submitting any work in school
- Students are expected to **communicate** their ideas with others, with integrity and honesty
- Students are expected to be **reflective** about their own learning experience
- Students are expected to be **thinkers** and make ethical decisions
- Students are expected to be **inquirers** to learn the necessary skills to research properly

Role of Parents

- Encourage academic honesty
- Support their child by modelling personal integrity and responsibility

Consequences

Each case should be evaluated on an individual basis. The consequence will be appropriate to the age level and relevant circumstances. However, the student may receive no credit for the assignment handed in. The opportunity for making up the assignment should be at the discretion of teachers and Pedagogical Leadership Team.

References

[academic-honesty-ib-en.pdf \(ibo.org\)](https://www.ibo.org/academic-honesty-ib-en.pdf)