

Vision

Our Vision for ISGR/IHGR is to be a leading international educator with a community of passionate life-long learners, inspiring, global citizens to embrace diversity and explore the world.

Mission

ISGR/IHGR is an international school with students aged from 5 to 19, which fosters a culture of learning with respect and open mindedness.

Based on IB world and Swedish national standards, we tailor our curriculum to provide students with the tools to be life-long learners in a stimulating and nurturing environment. We value authentic learning experiences with a global perspective. We learn together for the future.

Academic Integrity Policy

The Academic Integrity Policy is designed to foster a culture of integrity, fairness, and personal responsibility within our high school community. It aims to promote genuine learning, uphold ethical standards, and ensure that all students have an equal opportunity to succeed based on their own efforts and abilities. All students, guardians, educators, and staff members are expected to adhere to the principles outlined in this policy.

The clear enforcement of an Academic Integrity policy enhances the philosophy of each of the educational programmes offered at the International High School. In order to prepare our students for further education at a university level, it is imperative that students have a clear understanding of ownership of information regardless of whether the information is found in books, the internet or a group collaboration in the classroom. All educators of the programmes offered at our school, the Social Science, Natural Science and International Baccalaureate, strive to educate the learners that all sharing of knowledge, skills and ideas must be based on relevant sources and accurate citation.

At International High School we strive to achieve and implement the attributes clearly stated in the IB Learner Profile into all of our programmes.

How is the Learner Profile Related to Honesty?¹

Inquirers: By encouraging students to become inquirers, we encourage them to investigate and delve deeper into certain areas to enable them to obtain a greater knowledge of things. Knowledge may be gained on an individual basis when a student is working alone, but there is also a possibility to collaborate with others and investigate in a group. Students always need to keep in mind that when inquiring into subjects, information and knowledge already presented by others need to be credited to them. Credit should always be given to those who originally found the answers. One cannot simply take the information presented by others and claim it as their own.

Knowledgeable: To be knowledgeable, we must develop and use conceptual understanding, simultaneously exploring the world around us to gain an understanding across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: Students are constantly encouraged to develop critical and creative thinking skills to analyse and take responsible action on complex problems. Students develop the skill of exercising initiative in making reasoned, ethical decisions, such as citing all works produced by others.

Communicators: Being a communicator often involves expressing ourselves in more than one language. A communicator needs to keep in mind that language should not be seen as a barrier but as a new means to develop collaborative skills and the possibility to listen and learn from the perspectives of other individuals and groups.

Principled: Integrity, honesty, fairness and respect, are attributes all students should strive for. By taking responsibility for actions and their consequences, we encourage students to become responsible learners and give credit to all sources.

Open-Minded: Students are encouraged to not only appreciate their own cultures and personal histories but also to appreciate the values and traditions of others. We encourage open minded learners who listen and learn from the opinions and views of others.

Caring: The world can become a better place if we encourage our students to show empathy, respect and compassion to others.

Risk-Takers: We encourage our students to approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and

¹ The IB Learner Profile, www.ibo.org, accessed 15 September 2023

innovative strategies. Our students are resourceful and resilient in the face of challenges and change.

Balanced: We encourage our students the importance of balancing different aspects of our lives - intellectual, physical and emotional- to achieve well being for ourselves and others.

Reflective: We encourage our students to consider the world and their own opinions, ideas and experiences. By encouraging the students to understand their strengths, we can encourage them to take ownership of the work they present and the importance of giving others credit for any work written by others.

Definition of Academic Integrity

Academic integrity encompasses a commitment to truth, intellectual integrity, and ethical behaviour in all aspects of the educational process. It includes but is not limited to the following presented in alphabetical order:

- **Cheating:** Unauthorised use of materials, information, or assistance during assessments or assignments, including copying from others or using unauthorised aids.
- **Collusion:** Working with others to produce work that is supposed to be individual unless explicitly allowed by the instructor.
- **Fabrication:** Creating false information, data, or sources, as well as falsifying records or assignments.
- **Multiple Submissions:** Submitting the same work for credit in multiple courses without the explicit consent of all instructors involved.
- **Plagiarism:** Presenting someone else's ideas, words, or work (including from the internet) as one's own without proper attribution to the author.

Good practice of academic integrity includes:

- **Legitimate collaboration:** You collaborate when carrying out experiments or conducting research for a group project. The presentation/lab report reflecting the collaborative group effort must be the individual work of the student.
- **Intellectual property:** every individual owns the right to his/her/their ideas. You are free to use them, but you have to acknowledge whose ideas you use.

- **Acknowledging original authorship:** it is important to cite sources appropriately using footnotes and references in a suitable way. Subject teachers and the library will give support on this matter.

Responsibilities

Both the student and the teacher have the responsibility to authenticate assessed work. In the IB Diploma Programme, a cover sheet has to be signed for all externally assessed material by the student and the teacher except for the final exams in May.

The **student** is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. It is the responsibility of each **teacher** to confirm that, to the best of his/her or their knowledge, all students' work accepted or submitted for assessment is the authentic work of each candidate.

Students themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills. The same principle applies to collusion.

The International School uses *Ouriginal by turnitin* which automatically scans texts against the Internet, archives and databases and reports any similarities, offering source identification to operate analysis. The document is scanned for its validity ensuring academic integrity of the student's work. Students are required to submit all digital documents to the teacher via Google Classroom.

Students must:

- Complete assignments, projects, and assessments independently unless the teacher explicitly allows collaboration.
- Properly attribute all sources of information and ideas used in their work.
- Must adhere to the specific rules and guidelines provided by the teacher for each assignment or assessment.
- Not engage in any form of dishonesty, including plagiarism, cheating, and fabrication.

Teachers should:

- Clearly communicate their expectations regarding academic honesty for each assignment, project, or assessment.
- Set clear expectations for all assignments, and guidance should be given to students on how to correctly cite any sources they may have consulted.
- Take appropriate measures to prevent and detect instances of academic misconduct.

- Hold class discussions explaining the benefits of submitting assignments that are correctly referenced.
- Devote class time to teaching and practising cite sourcing skills – making them “second nature”.
- Educate students about the importance of academic integrity and the consequences of dishonest behaviour.
- Strive to lead by example - ensuring that all shared materials, including handouts, presentations, etc., are correctly referenced.
- Design assignments so that they do not lend themselves to academic misconduct. One suggestion may be to include stages where the students need to document all research during the process, such as an annotated bibliography.

The head of school should:²

- Establish an academic honesty policy and ensure it is accessible to all concerned.
- Provide teachers with effective training opportunities relating to Academic Integrity.
- Ensure teachers and students adhere to the school’s Academic Integrity Policy.
- Ensure that all legal guardians have access to the Academic Integrity Policy and that they are aware of the purpose of the document and the serious consequences of misconduct.

Parents and legal guardians should:³

- Encourage their child's ethical behaviour and understanding of academic integrity to support the development.
- Make Immediate contact with the school if the parents/guardians suspect their child is facing academic challenges that may lead to dishonest conduct.
- Be made aware of the principles of academic integrity.

Consequences of Academic Misconduct

Plagiarism (and other forms of academic misconduct) must not be viewed as a trivial offence with only minor consequences. It must be viewed as a serious academic transgression with a community attitude that shows no tolerance and imposes severe penalties when it is discovered.

² Academic Integrity Policy www.ibo.org Accessed 15 September 2023 (slightly modified)

³ ibid

If academic misconduct is detected or suspected the teacher should report to the Programme Coordinator immediately. Together with the Programme Coordinator and the Subject Teacher, a sanction will be decided. A meeting will be held where evidence is presented.

Consequence ladder:

1. The teacher suspects the student of academic malpractice. The student has the chance to respond to the accusations.
2. If the evidence of malpractice is undebatable, the teacher informs the mentor and principal of the situation, together with the relevant documentation. The student and the teacher are contacted to attend a formal meeting with the principal. A verbal warning may be issued if relevant. Students may receive a grade penalty on the assignment or assessment.⁴
3. A repeated offence will lead to parents being called to a new meeting with the principal. A written warning will be issued.
4. Further offences will result in a referral to the Gothenburg Education department⁵ for disciplinary action. Students may receive a failing grade for the assignment, assessment, or course. Refusal to cooperate may result in suspension.

For IB programme - In cases where Academic Misconduct occurs in work which is submitted to be assessed as part of the final grade. (See Appendix 1)

- **First occasion:** A written warning will be sent home to be signed by the candidate and his/her guardians. The work will not be assessed, marked or considered as an assessment component. No feedback will be given.
- **Second occasion:** The candidate will not be registered in the subject concerned and will thus have a failing grade in that subject and consequently not achieve a full Diploma.

Appeals

IB students who believe they have been unfairly accused of violating the policy have the right to appeal the decision.

⁴ The possibility of retaking a test may be refused by the teacher.

⁵ In Swedish Utbildningsförvaltningen

Education and Prevention

The International High School will provide ongoing education on Academic Integrity, including workshops, discussions, and resources to help students understand the importance of integrity in their academic work.

Assessment Policy Implementation, Evaluation and Review

All new staff are made aware of the **International High School Academic Integrity Policy** and receive a copy before they begin their work at the school. Students and guardians are made aware of the document and can access it via Vklass and on the The International High School website.

The International High School acknowledges that the **International High School Academic Integrity Policy** is a working document and should therefore be updated on a yearly basis or when necessary. The review process will include teaching staff and school administration.

Last Updated October 2023.