Rudjer Bošković School
Academic Integrity Policy
Primary Years Programme (*PYP*)

The Policy was created in June 2019, revised in 2020

School mission statement

Rudjer Bošković School inspires learners to become honorable, principled, knowledgeable and caring individuals, capable and willing to make considerable contributions to their local and world-wide communities

Purpose

The purpose of this document is to embed the concept of academic honesty from the earliest stages of student participation in the IB programs, as well as its application when students independently create their authentic work. This policy defines the rights and responsibilities of all participants in the school community as regards the development of the ethos of academic integrity and the application of principles in their work. This document will explain the basic concepts and expectations of students by age, which relate to the use of sources of information in the research work, while respecting copyright and the correct citation of literature. Also, the roles and responsibilities of all participants in the implementation of the PYP program will be defined. The requirements thus defined will be available to the wider community.

In preparing this document, special attention has been paid to the following requirements of the International Baccalaureate (IB) program contained in the Standards and Practices of the Program (2018) (Program Standards and Practices, Published October 2018, Updated March 2019, April 2020) for the Primary, Middle and Diploma Programs:

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)

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

The concept of academic integrity in the PYP Programme

As teaching and learning in IB programs are based on the inquiry approach and reflection, students are very often in a situation to explore different sources of information. We believe that it is extremely important to develop the ethos of academic integrity from an early age and to develop students' awareness of intellectual property and the authenticity of other people's and their own work.

This concept is gradually introduced into the PYP program from the earliest age, to an appropriate level, through the development of attributes of student profile and attitudes, with expectations of what the student should or should not do in the individual and group research work, at school and at home, in order to become an academically honorable student and how the student is guided through that process by other participants. The ultimate goal is for the students to adopt the concept and apply the principles of academic integrity in their approach to work, as principled inquirers who take responsibility for their learning and work.

Key concepts in relation to the academic integrity policy

Definitions of the key concepts frequently used in relation to this policy are taken from Effective Citing and Referencing, IBO, 2014.

Citing the source of information – a sign in the text that a certain part of the text is not ours, we "borrowed" it (in the form of concrete statement, paraphrase or summary) from someone or some other source of information.

Referencing – referencing gives us a complete fact about a source that we cited the text from.

Bibliography – is found at the end of a work; it is a list, usually written in the alphabetical order of authors by their last name, whose work was used as a source of information in our work or whose work we took the citation from.

Quotation – quoting an author's original words, putting the quotation marks on the text.

Paraphrasing – when we use our own words to present others' thoughts and ideas; there should be a clear distinction between paraphrasing and expressing our personal thoughts and ideas.

Summary – a short survey of someone's work (for example, a short summary of a book, text, audio and visual materials in several sentences).

Responsibilities of all participants in the PYP programme

Responsibility of class teachers, specialist teachers and the librarian (in further text PYP teachers)

It is the responsibility of PYP teachers to help explain to all students the basic meanings and importance of concepts related to academic integrity, and in particular the concepts of **authenticity and intellectual property**.

Teachers are required to promote the Academic Integrity Policy within the school community. Teachers should also assist students in clarifying all issues related to academic integrity. Some examples are citing sources of information: books, magazines, links, videos, interviews, photos, etc.

Teachers should also:
− encourage students to present their work;
− use good examples of academic integrity;
− refer students to the APA citation style (enclosed);

− give advice when students have dilemmas and ambiguities;
− explain different forms of academic dishonesty to students.

Responsibility of parents

Parents are involved in this process through learning about this policy and providing examples and guidance on how to develop students' sense of personal responsibility for intellectual property.

Responsibility of students

The development of personal responsibility in students for their own learning permeates the entire curriculum by developing different **attitudes** (integrity - respect for their own and others' 'work, respect - taking into account their own and others' opinions, cooperation - taking active part and contributing to group work, independence - creating individual work, self-confidence - faith in one's own potentials and perseverance in completing works) as well as **attributes** (inquirers - involved in learning through inquiry during which they make their work, knowledgable - learning about topics from different sources and creating their work in such a manner so others can learn more about the topic, principled - taking responsibility for their own work and actions and consequences which derive from them).

As students grow older, requirements and responsibilities become more complex. It will be stated here what students of a certain age are expected to or should not apply during their research activities and the preparation of their papers, so it can be in line with the Academic Integrity Policy. It is expected that an older student has already adopted rules that apply to younger ages.

Also, the basic ways of citing and referencing literature that are expected from students are defined, as well as agreements on the responsible use of information technologies and media.

Grade 1 and Grade 2 students

Should:
− use, browse or read a book to find out new information.
− know to tell what they learned (from books, from parents, from the Internet, from texts, audio and video materials) in their own words.
− start working in groups and sharing the information they have learned and present their knowledge to others with the contribution of each group member.
− know to ask for help from parents, teachers and friends in order to learn.
− know to distinguish between work done by someone else and work done by themselves based on the study of other people's work.

Should not:
- present the work of their parents or anyone else's work as their own.
- rewrite tasks or copy solutions from their friends.

Grade 1 and Grade 2 students are not expected to explicitly list sources of information, reference, quote, paraphrase, summarize, or cite a bibliography at the end of the paper.

Grade 3 students

Should:
- know to state which book they read and who its author is.
- start to single out and use key words to write down the most important things they learned from written and video materials with the help of teachers.
- learn to summarize the main ideas from written or video materials they have studied.
- begin to connect knowledge from several sources and form their conclusions and ideas.
- know how to indicate the contribution of each member of the group and state who did what when working in a group.
- know to state who the author of certain digital sources of information is.
- understand that copying is cheating.

Should not:

- copy whole words or sentences from books or printed materials into their paper.
- take the credit for the work of another student with whom they worked in group as if it were theirs.
- use copied sentences in their work, presenting them as their own.

Grade 3 students are not expected to explicitly cite sources of information, reference, quote, paraphrase, summarize, or cite a bibliography at the end of the paper. They are expected to write if the image or text was downloaded from the Internet or from a book and to state which book. If they use a photo they took themselves, they are expected to list themselves as the author.

Grade 4 students

Should:
- study information from various sources, including printed materials, in order to gather information.
- take notes in their own words, using keywords and paraphrasing.
- start using original sources and interviews to gather information.
- can make a summary of what they learned from audio and video material in their own words.
- cooperate in a group and give their contribution to the group by sharing the information they have obtained and their understanding of what they have learned.
- start citing the sources of information they used in their work with the help of teachers.

Should not:

- take whole sentences or phrases from any source into their work, without citing/quoting.

- copy all or a part of their friend's work without his/her permission (in individual, work, pair or group work).
- take over or present the work of another student as their own when working in a group.
- copy homework or allow someone to copy their homework without permission.
- copy from others or from "cheat sheets/notes" on the test.

Grade 4 students are expected to explicitly state the source of information, with some students referencing with the help of the teacher. They are expected to make a clear distinction between quoting, paraphrasing and summarizing as well as stating what is quoted in the paper. No bibliography is expected at the end of the paper.

Grade 5 students

Should:

- write reports or summaries, using more complex language structures and formal vocabulary.
- list the sources of information in the bibliography at the end of the paper.
- understand what plagiarism is and that it is cheating.
- understand that downloading documents or copying documents from electronic sources without seeking permission is also fraudulent.

Should not:

- present other people's work as their own.
- present inaccurate or fabricated content as verified fact.
- hand in the completed work without the stated sources of information.

During the work on the Exhibition, Grade 5 students are expected to explicitly state the sources of information, reference, quote, paraphrase, summarize as well as cite the bibliography at the end of the work, with the help of the teacher.

When preparing work for the PYP Exhibition, which students have in the final year of this program, students and their mentors are expected to note which sources of information they used to obtain data for their research work and to correctly list the used literature. Special attention is paid to academic integrity and the way situations with elements of academic dishonesty were treated. It is certainly a preparation for the transition to the MYP program in which students face the definition of academic offenses during the preparation of all formative and summative tasks, as well as a personal project in the final MYP year.

All student work at the PYP Exhibition should be in accordance with the policy of academic integrity. Accordingly, students should:

- know to use different sources of information and respect other people's intellectual property.

- use different sources of information when creating their work: online, in writing, talking to people.
- follow instructions from their mentors and seek necessary support and guidance.
- cooperate in a group and give their contribution, expressing their opinions and views and respecting others.
- after studying all sources of information and exchanging knowledge, attitudes and opinions on the topic being studied, students should make a plan and divide the roles during the preparation of the paper.
- apply the adopted rules on the manner of quoting and citing sources of information when preparing their paper.
- present their findings, conclusions and actions taken, taking into account the different primary channels for receiving and processing information. During the presentation, students should use visual, auditory and tactile materials and tasks when interacting with the audience for the most successful communication.

If, after all the above and the measures taken, the following situations continue to occur, they will be treated as an offence:
- Presentation of incorrect or fictitious content.
- Presenting someone's ideas by misinterpreting the meaning or twisting someone's words.
- Presenting the mentor's work as your own.
- Presenting other people's ideas and thoughts as one's own, without referencing and citing sources of information.
- Presentation of group work without clearly stating the contribution of each member of the group in joint work.

Referencing and citing the bibliography

The teachers and students in "Rudjer Boskovic School" use the *American Psychological Association* style of citation, abbreviated: APA. Guidelines for APA style can be found in "*Publication Manual of the American Psychological Association, Sixth Edition*" (2010).

The following guidelines for successful citing and referencing of sources are taken from "*IB Academic Honesty Manager, IBO, Dr. Celina Garza's presentation on Academic Honesty – Principles to Practice"*, "*Effective Citing and Referencing, IBO, 2014"*, as well as *Bala G. (2017), Citiranje i navođenje izvora po APA standardu/Citing and referencing by APA format citation style (according to "Publication Manual of the American Psihological Association", 4ᵗʰ edition).*

Why cite?
- show respect for the work of others.
- give the reader the opportunity to follow up our references.
- help a reader to distinguish our work from the work of others.
- give the reader the opportunity to check the validity of our use of other people's work.
- show and receive proper credit for our research process.
- establish the credibility and authority of our knowledge and ideas.

When to cite?

Citation is expected within the author's work in the case when an external source is used. The reader must clearly distinguish between the words/work of the author and the words/work of other authors. Citing sources in the bibliography alone is not enough.

What and how to cite?

Authors are expected to list any source material or ideas that are not theirs and that have been used in any way as a quotation, paraphrase, or summary. Written or electronic materials can include: visual materials, audio and graphic recordings, lectures, interviews, shows, maps.

Guidelines for citation are as follows:
- quoting thoughts, statements, claims, results of other people because it is their intellectual property.
- quoting from the original source, and if not available, indicate where the citation was taken from (taken from:… or according to…).
- quote the taken thought, statement, result of another person by putting quotation marks or state the author and the statement without quotation marks.
- after the quote, write the author's surname and the year of the source in parentheses, separated by commas.
- if a work is cited for which there is no information about the author, write only from which work the information was taken.

General requirements when citing sources of information in a piece of work:

1. Sources are listed at the end of the paper in the chapter entitled: Bibliography.
2. Sources are listed in alphabetical order by the surname of the first author (or the title of the paper when the author is unknown).
3. All sources must be numbered with Arabic numerals.
4. If the paper has not yet been published, all data on the paper should be written, but instead of the year, it should be written "in press".
5. If the author of the paper is unknown, instead of the surname, the title of the paper and other known data should be written.
6. It is mandatory to list all authors, not just the first. We separate the authors with a comma, and put "and" between the penultimate and the last.
7. When citing a book, write *the title of the paper* in *italics*, and when citing articles, the *title and year of the journal* should be written in italics.
8. All data are written in the original language, and if a translation of the title is included, then add it in Serbian in square brackets [translation of the original title].

There follow the examples of the most frequent style guides of citations.
Citing a book:
- If it is about the work of one author:
Surname, name initial. (year). *Title*. Place: Publisher.
Example: Gledić, V. (2011). *Rudjer Bošković*. Belgrade: Jasen.

- If it is about a work of many authors:

Duletić-Laušević, S. and Janošević, D. (2008). *Botany*. Belgrade: Kreativni centar.

- If it is a translation of a title:

O'Neill, C. (1993). Relaxation [Relaksacija]. New York: Child's Play (International) Ltd.

- If we do not know the author:

Pronalasci, otkrića, istraživanja. (2005). Belgrade: Evro, Žabalj: Vukovljak.

Citing an article of a magazine/journal:

Surname, name initial. (year). Title. *Name of the journal/magazine, volume (*number*),* first page of the article – last page of the article

Example: Lu, К. (2004). Eco car. *National Geographic Junior* (60), 11-11.

Citing an article from a website:

Website title. (date). Place: Publisher. Posted day.month.year from website: http title

Example: *Electronic reference formats reccomended by the American Psychological Association.* (19.11.1999.). Washington, DC: American Psychological Association. Posted on 3 May 2000 from Website: http://www.apa.org/webref.html.

To cite other sources of information, it was agreed that the following information was sufficient:

To provide information from the interview:

Surname and first name of the person interviewed, the manner in which the interview was conducted (in person, by phone, via Skype, etc.) and date.

Listing a photo found on the website:

Surname and name of the author (if known). The name of the website from which the photo was taken and a link to the photo. Photo download date.

Citing a film:

Surname and name of the author (if known). Film title. Year of film production.

Students are invited to discuss all the dilemmas they have with the teachers, the librarian, the coordinator and the school principal.

Academic dishonesty:

In the PYP program, we teach students what academic honesty is, but also what happens if we do not respect the principles of authenticity and intellectual property. It is an introduction to the understanding of the concept and types of academic offenses within the MYP and DP programs.

In accordance with the age of students and their understanding of these concepts, academic dishonesty is seen as an inevitable part of the learning process, and thus as an opportunity to learn how to properly apply the concept of academic honesty in their own work. When a student's work shows copying of the material used in the research process or the absence of correct citation or referencing, that work is considered a working version or draft and through feedback the student is directed to correct the observed unfair actions so that the final version of the work is in line with the policy of academic integrity. This process

takes place through the development of attributes, skills and attitudes that are necessary for the adoption of the concept of academic honesty and its application.

This policy also introduces parents to the importance of developing these concepts and awareness of the importance of respecting authenticity and intellectual property in light of the development of the child's overall personality and the next levels of his/her education, when an even higher degree of personal responsibility is expected as well as the harsher treatment of offenses. At this level, parents are envolved if, despite guidance from teachers and self-assessment by students, academic dishonesty continues to recur without any changes. Parents are also envolved if expected and prescribed forms of desirable and undesirable behavior in accordance with the age of students do not occur. In that case, student work is treated as plagiarism and treated as an offence.

Policy revision process:

The Language Policy, The Assessment Policy, The Academic Integrity Policy, The SEN Policy and The Child Protection and Safety Policy of Rudjer Boskovic School students are revised every two years. The *PYP*, *MYP* and *DP* coordinators, in cooperation with appointed teachers and principals of primary school and high school comprise the committee for policy revision and they will:
- analyze current IB standards and practices as well as policy guidelines;
- revise current policies to assess compliance with IB standards, practices and guidelines;
- change the current policy, if necessary;
- share the revised policy with the teaching staff;
- consider questions/comments/suggestions of the teaching staff;
- prepare the final draft policy;
- submit the final draft policy to the management for approval;
- share the approved policy with the teaching staff, students, parents and the wider school community.

Bibliography
- *Academic honesty in IB educational context. (*2014*).* IBO.
- *Bala G.(2017.), Citiranje i navođenje izvora po APA standardu (according to "Publication Manual of the American Psihological Association", 4th edition).* (March 2017). Novi Sad: University of Novi Sad, Faculty of Phyisical Education. Posted on 4/3/2019 from website: http://vssp.edu.rs/wp-content/uploads/2017/03/APA-Standard-Bezbednost-IS.pdf
- *Effective citing and referencing, (*2014*).* IBO.
- *„IB Academic Honesty Manager, IBO, Dr. Celina Garza's presentation on Academic Honesty – Principles to Practice:*