

# Academic Integrity Policy

## *IB-MYP*

**DE**  
**JOHANWITT**

MAKEN WE SAMEN  
STAAT MIDDEN IN DE WERELD  
BIEDT UITSTEKEND ONDERWIJS



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## Introduction

Johan de Witt Scholengroep is an inner-city secondary school with locations in the centre of The Hague. The international city of peace and justice. The super diversity of the inhabitants of The Hague is reflected in the students of Johan de Witt. Our students have over 87 different nationalities. They all have different cultural backgrounds, come from different (socio-economic) environments and all have their own individual preferences. We believe our students deserve the best possible education. With the *Middle Years Programme* (MYP) of the *International Baccalaureate* (IB) we offer our students an international form of education.

At the Johan de Witt Scholengroep we offer three years of the MYP (MYP year 2-4) in a so called 'verlengde brugperiode'. This means that students with different school recommendation for secondary education (schooladvies) are in the same class for three years. Our aim is to help guide every student to the highest achievable and best fitting secondary education after three years in the MYP.

## Mission Johan de Witt Scholengroep

Johan de Witt Scholengroep offers excellent education, so that every student can continue their way in society well equipped and with confidence.

Our education:

- Is of high quality.
- Is provided in a context-rich environment in which we learn and work together, with attention and respect for each other.
- Embraces and values differences.
- Matches everyone's needs, interests, achievements, and ambitions.
- Stimulates social involvement and actively contributes to (local) society.

## IB Mission Statement

The international baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

This policy is a derivative of our 'Examination regulations' and 'PTO/PTA regulations' of Johan de Witt Scholengroep which can be found on the school website ([www.johandewittscholengroep.nl](http://www.johandewittscholengroep.nl)).

## Purpose of this Policy

At the Johan de Witt Scholengroep we believe that academic integrity is an essential aspect of teaching and learning. We want our students to learn how to act in a responsible and ethical manner and take responsibility for their actions. With this policy we strive to describe the rights and responsibilities of the members of our school community so that everyone understands what academic integrity entails.

## Academic Integrity in the MYP

### Academic Integrity and the Learner Profile

IB learners strive to be principled:

*'We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.'*

- IB learner Profile, 2013

### IB Definitions of Academic Misconduct

The IB upholds principles of academic integrity, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

#### Academic misconduct

The IB (2014) defines Academic misconduct as a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.

#### Examples of academic misconduct

Examples of academic misconduct are:

Violation	IB definition
Plagiarism	<p>The representation of ideas or work of other person as the students own.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>- Any representation of others' work as your own</li><li>- Non-original work that is cited and appropriately referenced in submissions.</li><li>- Copying information from books or websites</li><li>- Misuse of quotation marks, paraphrasing and intext citations which makes authorship unclear.</li></ul>

	<ul style="list-style-type: none"> <li>- Using online language translators unless explicitly allowed</li> <li>- Misuse of CHATGPT – see CHATGPT chapter</li> </ul>
<b>Collusion</b>	<p>Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Helping someone cheat both deliberately and through support</li> <li>- Allowing your work to be copied and/or submitted by another student.</li> <li>- Representing significantly unequal work as an equal collaboration.</li> </ul> <p>Note: collusion is to be contrasted with collaboration, which we define as multiple students actively engaged during the course as well as the creation of a product per the assignment guidelines.</p>
<b>Duplication</b>	<p>Submission of the same work, for different assessment components or curriculum components. All assignments should be created newly for the course or assessment unless discussed with the teacher in advance.</p>
<b>Cheating/unfair practice</b>	<p>Actions that gain a student an unfair academic advantage</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Falsifying records</li> <li>- Falsifying data</li> <li>- Sharing password</li> <li>- Using unauthorized materials</li> <li>- Disclosing information about assessments</li> <li>- Altering graded</li> <li>- Taking unauthorized material into examination room</li> <li>- Stealing examination materials</li> <li>- Disruptive behaviour during examination</li> <li>- Using or carrying a mobile phone, smart watch as well as having final examination assignments and/or solutions in the memory of the graphing calculator</li> </ul>

For further details, rules and regulations on i.e. handing in papers, reports and literature lists and taking of written or oral tests please refer to the [Johan de Witt exam-regulations](#).

### The Use of ChatGPT

Artificial intelligence (AI) technology is becoming part of our everyday lives, the same as spell checkers, translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. In line with the IB statement, the Johan de Witt Scholengroep will not ban the use of ChatGPT or any similar AI software. Instead, at

Johan de Witt Scholengroep we will help students learn how to use these tools ethically in line with our principles of academic integrity.

We will learn students to be aware of the fact that any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image, or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography.

How ChatGPT will and will not be used:

- Not to be generated for texts, without reference to the software (= plagiarism).
- Generated quotes, images, graphs need to be properly referenced.
- For proofreading your texts (check carefully).
- To shorten texts (check carefully).
- To provide feedback in any suggestions (according to given rubric).
- For summarizing and explaining difficult pieces from texts or concepts.
- To provide writing ideas.

## Guidelines for Citing Sources

### Definitions

- Quoting: If you literally copy something from someone, you must quote it with 'quotation marks'. You may quote a maximum of five lines of text verbatim in your report. If you want to quote more text literally, refer to the text you add in an appendix.
- Paraphrasing: Paraphrasing means summarizing briefly and concisely in your own words a short text or statement by someone else.
- Summarizing: Summarizing is describing a larger text in your own words, referring to the author(s) and the year of publication. Naturally, you must include that source in your bibliography.

### Citing Style

There are several ways to cite sources. At the Johan de Witt Scholengroep we prefer the use of APA style when citing sources. APA style is an international and commonly used convention for how you cite sources.

When using APA follow the author-date method of in-text citation. This means that the author's last name and the year of publication of the source should appear in the text, for example (Anthoni, 2014). In the bibliography/reference list at the end of the work a complete reference for each source should appear.

Students can use this website as a tool: <http://www.sciere.be/apa/>



## Consequences for Academic Misconduct

If a student is or has been guilty of cheating or any irregularity in respect of any part of the (final) examination, the examination committee may take action. Repeatedly failing to perform well in the examination in one or more (sub)subjects is also considered an irregularity.

### First Offence

The teacher and/or MYP-coordinator discuss the misconduct with the student and give the student a warning. Students will be given a chance to re-submit the assessment, do it later or will be given an alternative assessment. Parents will be contacted by the MYP-coordinator when academic misconduct occurs.

### Second Offence

Depending on the nature of the misconduct the measures that can be taken, which may also be taken in combination, by the examination committee are:

- Awarding the students work with a 0.
- The students may get a chance to redo (part of) the assessment or do an alternative assessment.

The examination committee communicates the decision to the candidate, if possible, orally and in any case in writing.

### Repeated Offence

The students work will be awarded a 0.

The examination committee communicates the decision to the candidate, if possible, orally and in any case in writing.

A meeting to discuss the academic misconduct will be held with the following parties: the student, the student's parents/ guardians and the teacher/MYP-coordinator. This is to ensure all parties are fully aware of the consequences.

### Measures & Appeal

Before taking a measure, the examination committee shall hear the candidate. The candidate may be assisted by an adult appointed by him/her.

If a candidate disagrees with the decision of the examination committee, he may in the first instance turn to the Head of School who, having heard the examination committee and the candidate, shall take a decision, whether or not after consulting third parties. A copy of the written notification shall simultaneously be sent to the

inspectorate and - if the candidate is a minor - to his/her parent(s), guardian(s) or carer(s) as well.

The candidate may - within three school days of receiving the written notification appeal against a measure to the Appeals Committee. The Appeals Committee shall investigate and decide within two weeks after receipt of the appeal, unless the Appeals Committee has extended this period by a maximum of two weeks, giving reasons. In its decision the Appeals Committee shall determine, if necessary, in what way the candidate shall still be given the opportunity to take the final examination in full or in part, without prejudice to the provisions in the last sentence of the second paragraph. The Appeals Committee communicates its decision in writing to the candidate and - if the candidate is a minor - also to his/her parent(s), guardian(s) or caretaker(s), to the examination committee and to the inspectorate.

For further details, rules and regulations please refer to the [examination-regulation](#).

## Sources

“Academic Honesty – Middle Years Programme.” *Academic Hoesty in the IB Educational Context*, International Baccalaureate Organization, 2014

*General regulations: Middle Years Programme*. International Baccalaureate Organization, 2014

“Understanding Academic Misconduct.” MYP: From Principles into Practice, International Baccalaureate Organization, Sept. 2017,

IB Learner Profile. International Baccalaureate Organization, 2013.

“Examenreglement tevens PTA-PTO regelement’, Johan de Witt Scholengroep, 2023.

# Appendices

## Appendix A.: Ten Tips for Acting with Integrity



# Ten tips for acting with integrity

**Always act with honesty** and in a responsible and ethical manner—being conscious of the influence that you have on those around you can set a great example to others.



**Familiarise** yourself with the school's rules and ensure that you understand what academic integrity means and consists of.

Don't try to gain an **unfair** advantage in coursework, mock examinations, or assessments by copying someone else's answers or using a mobile phone during an exam, for example.



Always reference and cite other people's work that you have used in your essays—be **proud** of explaining that you understood someone else's ideas and thought that they were good. **Seek help** if you are struggling or are not sure of expectations.

Stand up for what is **right**—alert a member of staff at your school if you suspect that someone has cheated.



Learn to **accept** your strengths and weaknesses and do the best that you can.

**Take responsibility** for your own actions and their consequences.



Know how to **safely collaborate** and share work when using social media and digital collaborative platforms.

**Be mindful** of maintaining academic integrity during group work/projects and keep track of what each group member is contributing.



Try to **overcome procrastination**. Managing your time wisely will reduce stress-induced, last-minute work which increases the likelihood of cheating.

