



WESLEY INTERNATIONAL ACADEMY  
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International Baccalaureate Mandarin Chinese

## ACADEMIC INTEGRITY POLICY

### What is academic integrity?

Academic integrity is more than the act of not cheating on a test or plagiarizing a source. It is about choosing to take principled action in the creation of knowledge. It is about making knowledge, understanding, and thinking transparent. Students need to understand that people construct knowledge together and must reflect on our roles in furthering knowledge and building understanding. An essential aspect of this is an understanding of academic integrity.

Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling, and taught skills.

IB programmes encourage students to inquire, take action, and critically reflect on what they learn and how it affects their attitudes and behavior. With an understanding of academic integrity, students should be able to:

- make their thoughts and their learning explicit;
- show how they have developed their ideas;
- demonstrate the views they have followed or rejected;
- celebrate the work of others;
- and respect the creative rights of others.



### Academic Honesty in the PYP & MYP

At Wesley International Academy (WIA), students strive to develop the attributes of the learner profile. Some key attributes related to academic honesty that we as a school community model and strive to develop include:

- Inquirer: Students develop skills needed to pursue their questions as they conduct inquiry and research.
- Open-minded: Students practice seeking and evaluating a range of points of view.
- Principled: Students act with integrity and honesty; they take responsibility for their own actions.

WIA strives to create principled, balanced learners per the IB Learner Profile through a focus on intercultural awareness, communication, and holistic learning. Students will often be working in collaboration with their peers and using sources from experts all over the world to respond to unit questions. Therefore, we expect students to meet the following expectations:

- Students are expected to work together, to recognize and encourage contributions of others in the group.
- Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and therefore they must provide their own work.
- Each group member takes responsibility for his or her roles/tasks and ensures that the other members of the group understand the task and their responsibilities.

- When a product is required from a group, the product should reflect each member's contribution.
- Each student's work should be explicitly acknowledged.
- Each student is capable of reflecting on his or her participation and the participation of the other members of the group.
- Students are able to reflect on the group's processing and communication.
- Students will always appropriately give credit to any outside research used to inform their product.

### **Academic Dishonesty in the PYP & MYP**

Examples of academic dishonesty include but are not limited to:

- Plagiarism: using the ideas or work of another person as your own, such as copying language from a book or website and not citing where it came from
- Collusion: helping someone else cheat, such as allowing your own work to be copied by another
- Misconduct: such as taking test materials from a classroom or using prohibited electronic devices

### **Consequences of Academic Dishonesty**

Although academic dishonesty is prohibited, it is understood that growing learners may not always make appropriate choices on their journey toward independence. However, keeping in mind the Approaches to Learning, as well as the policies put forth by Atlanta Public Schools, when a student engages in academic dishonesty, his/her grade is not negatively impacted by his/her behavior. The student is provided another opportunity to demonstrate what he/she can do on the assessment task in question. Separate, behavior-oriented consequences are administered, including student reflection, teacher conference, parent conference, administrative conference, detention, and/or reduction of privileges. The ultimate goal is to understand the student's motivation for his/her actions and address appropriately.

### **How does WIA encourage academic honesty?**

In addition to adhering to IB principles, WIA operates under the tenets of the Wesley Way:

- We act with integrity.
- We practice compassion.
- We reflect on our actions.
- We embrace the diversity of our global community.

To that end, all members of the WIA community work to promote a positive school culture where we focus on developing the attributes of the learner profile and where good practices of academic honesty will be introduced, modeled, and used by all.

### **How do teachers reinforce academic honesty?**

All teachers make it a priority to discuss and reinforce academic honesty by:

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- helping students understand what academic honesty is and why it is important.
- helping students learn definitions of cheating, plagiarism, collusion, and misconduct and how to avoid those practices.
- modeling good practices of academic honesty.
- promoting ethical research skills.
- encouraging students to develop their own voice and ideas.
- collaborating with the media specialists on developing responsible use of IT, library resources, and citing works properly.

### **How do students exhibit and encourage academic honesty?**

The principled, reflective IB learner should:

- be honest in presenting all work.
- acknowledge help from parents, other students, and friends.
- know what constitutes cheating and how to abide by the rules of academic honesty.
- say “no” to students who want to copy their work.
- understand that their teachers value their ideas and want them to present ideas using their own language and voice, given the appropriate audience.
- understand the teachers’ guidelines for group and individual work.
- understand and use technology and library resources properly.
- acknowledge resources by creating appropriately cited bibliographies.
- seek guidance from teachers when unsure how to follow rules of academic honesty.

### **The role of students’ families**

It is important that our students’ parents and guardians are familiar with our academic honesty guidelines, as well as the consequences for academic dishonesty as outlined in the student handbook, which may include parent contact and/or detention. In addition, parents and guardians can support students by encouraging them to exhibit the Wesley Way values of respect, integrity, and responsibility as they strive to become principled learners and citizens.

Policies, sources, and institutions accessed when creating this document:

IB brochure: Academic Honesty in the Middle Years Programme

Atlanta International School, Academic Honesty in the MYP

Atlanta Public Schools

*MYP: From principles into practice*

White Bear Lake Middle School, Academic Honesty