



ACADEMIC HONESTY POLICY

The International Baccalaureate's 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. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

International Baccalaureate Programme Standards and Practices

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

- B1.5 The school develops and implements policies and procedures that support the programme(s).*

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

- C3.2 Teaching and learning engages students as inquirers and thinkers.*
- C3.4 Teaching and learning promotes the understanding and practice of academic honesty.*
- C3.5 Teaching and learning supports students to become actively responsible for their own learning.*

MISSION STATEMENT

DPSGI aims to create global citizens by establishing systems to enable life long learning, self development and improved performance for continuous excellence. We also believe in making learning a joyful experience in a stimulating and intellectually challenging environment and ensure students develop intercultural respect and understanding.

Introduction

This document is designed as a statement of philosophy and beliefs, and as a source of information for our community on Academic Honesty throughout the International Baccalaureate Primary Years Programme continuum.

We believe that academic honesty is fundamental to accurately communicating and facilitating a student's acquisition of knowledge, understanding of concepts, and mastery of skills to the students themselves, parents, and teachers of our school community.

Academic honesty is "a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment[1]". Academic honesty results in respect for one another's intellectual property and the completion of "authentic" pieces of work which are "based on [the individual's own] original ideas with the ideas and work of others fully acknowledged.[2]"

At Delhi Public School Ghaziabad International, academic honesty is the result of students having integrity and ownership of their own work. We consistently encourage and model embracing the International Baccalaureate Learner Profile Attributes and Primary Years Programme Attitudes.

We encourage our students to express themselves confidently and authentically. Those who demonstrate academic honesty are principled.

Academic honesty is particularly important in the area of assessment. Teachers encourage honest, creative, critical PYP learning by creating inquiry based assessment tasks, where creativity is encouraged and where the use of information helps to solve a problem. Depth of knowledge is encouraged by using critical thinking skills for real world problem solving.

Teachers design assessment criteria that value and reward the learning process, rather than simply the result. We teach ways to acknowledge others, and reflect on the learning process. We encourage students to develop and focus on intrinsic motivation for achieving learning goals.

It is our hope as a community of learners and educators that we are able to successfully convey the importance of academic honesty to our students, and help them realize the goal of learning for its own sake.

We will give proper references for content picked up from books/internet. We will avoid plagiarism and teach our students the importance of integrity and honesty.

Our ultimate aim aligns with the PYP Learner Profile: to produce students who show integrity, respect the work of others, and demonstrate personal responsibility in achieving their individual learning goals.