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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>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.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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IB, 2016 IB Publications: <http://www.ibo.org/programmes/profile/>

1) Vision

Being an influential educational institution that empowers passionate future leaders who positively impact the world.

2) Mission

We strive for excellence in education through providing personalized learning that incorporates innovative instructional strategies, and actively engages the school's community in learners' experiences that are applied within diverse environments while taking pride in our own culture and preserving it.

3) Values: IRESPECT

Values: IRESPECT

The acronym IRESPECT was developed to outline the eight values that will guide our actions and dealings while preserving our unique culture at Mashrek International School:

Integrity: We are honest, truthful and transparent. We practice our beliefs.

Resilience: We are adaptable, flexible and quickly overcome challenges.

Equity: We are fair and impartial to all.

Selflessness: We are unselfish and concerned about others' needs.

Passion: We are enthusiastic and eager about everything we do.

Excellence: We are outstanding in what we do. Quality is at the essence of our being.

Compassion: We treat all with the utmost gentleness, kindness and empathy.

Team Spirit: We cooperate, coordinate and interrelate.

Overview

“**Academic Honesty** is an essential principle of the IB’s academic programmes that enhances the organization’s credibility and position as a leader in international education”¹. Based on this and in relation to our school’s vision mission and values, Mashrek International School strives to empower passionate leaders who positively impact the world with their integrity and strong sense of equity.

Mashrek International School seeks to create and maintain a culture of academic honesty that persists to equip students with the possible means of production of authentic work and the respect for intellectual property of other’s work and ideas, whether written or spoken. For this purpose, school will take measures to authenticate all candidates work before submission, by means of plagiarism detection including the use of software programs designed for this purpose.

While taking into consideration students’ different needs, a caring and positive approach will be adopted to address issues resulting from ignorance with the policy and when approaching the parents for assistance, a more serious approach and actions will address intentional and repetitive misconduct or malpractice especially in MYP and beyond.

The Academic Honesty attributes is underpinned in the following IB learner profile attributes that students are encouraged to demonstrate:-

- A strong sense of fairness and justice which displays that we are **principled**. Therefore, we take responsibility for our actions and their consequences.
- Honesty in giving credit for someone else’s ideas and work whether when working within a group or when conducting research by acknowledging these resources showing that we are **knowledgeable** individuals with a great sense of integrity.
- Knowing how to learn and take necessary steps to nurture our curiosity as inquirers who learn independently and with others.

¹ International Baccalaureate Organization, Diploma Programme Academic Honesty (Cardiff, 2016)2-3.

What are practices of academic misconduct or malpractice?

- **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism
- **Collusion:** is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another
- **Misconduct:** during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.
- **Communication about the content of an examination:** 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.
- **Duplication of work:** the presentation of the same work for different assessment components and/or programme requirements².

Examples:

1. Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.
2. Falsifying data: inventing fictitious data for an assignment.
3. Exam cheating: communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage
4. Paraphrasing without acknowledgement: using the author's ideas by rewording or rearranging the author's original words without acknowledgment or referencing.
5. Failing to comply with the instructions of the invigilator or other members of the school staff responsible for the conduct of examination.
6. Use of essay writing services (ghost written and purchased essay) offering assistance in writing essays or any other assessment material

Authentication Procedure (IBMYP/IBDP)

Authentication of student work occurs throughout the course of students' work on an assessment component such as the essays and before submission to examination, to ensure that a student's work is authentic to the best of the teacher's knowledge in the following manner:

- For assessment electronically uploaded by the candidate, the authentication process is completed on screen by both the candidate and teacher.
- For assessment electronically uploaded by school (on behalf of the candidate), the authentication process is completed on screen by the teacher, provided that the school have previously secured the candidate's authentication.

² International Baccalaureate Organization, Diploma Programme Academic Honesty (Cardiff, , 2016)5

Roles and Responsibilities

The School

1. Establishes an academic honesty policy that promotes a culture of rigorous academic practices
2. Forms a committee that is responsible for investigating any academic misconduct or malpractice and takes specific measures for action to address such cases.
3. Communicates the school academic honesty policy to all school community; through school website, brochures, staff and parents' meetings and “code of honor” contracts signed by all involved parties.
4. Familiarize parents and students with the consequences of breaching the academic honesty code of honor.
5. Review the school academic honesty policy every two years by forming a committee to include librarians, teachers, students and parents.
6. Purchase and renew a yearly license to create accounts for all teachers on www.turnitin.com

The Librarian

1. Reviews the school academic honesty policy along with the responsible committee
2. Conducts workshops on information literacy for students and teachers
3. Ensures that all teachers and students are aware of effective citing and referencing in accordance with the MLA referencing convention.

The Teacher

1. Checks and authenticates all students’ work before submission to the IB for assessment or moderation.
2. Uses appropriate means to determine whether the candidates work meets the IB standards regarding academic honesty with clear and explicit acknowledgement of others’ work For that purpose, the teacher uses appropriate means to ensure that the work is, to their best of knowledge, the candidate’s authentic work including the use of their Turnit accounts, conferences with the students to align the end task with the progress of the candidate
3. Teaches and assesses the methods of effective citing and referencing in all students’ work, tasks and formative assessment according to MLA convention, and evaluating the sources and how they are used
4. Reports any suspected case of academic misconduct to the Programme Coordinator who will in turn report it to the “Academic Honesty Committee” at school.

The Student

1. Ensures that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged, cited and referenced.
2. Complies with all internal school deadlines; to allow time for revising work that is of doubtful authorship before the submission of the final version.
3. Read, understand and use effectively the IB document “Effective Citing and referencing”
4. Being aware of and complies with the school’s regulations relating to Academic Honesty policy.

Promoting Academic Honesty in the PYP Years

1. Discussing the importance of academic honesty before initiating culminating project tasks with students and parents.
2. Students learn that they have responsibility to document resources as part of their ATL practices. Support is provided for students by the ATL leader before embarking on grade 4 exhibition
3. Create inquiry-based assessment tasks where creativity is encouraged
4. Encourage reflection on the learning process
5. The librarian engages students in discussions across grade levels about how authors create work
6. Students in grade1-4 learn about the academic honesty mainly through integration of IB learner profile in their selected themes.

When being involved in any learning experiences, **PYP student** are encouraged to demonstrate themselves as principled learners through the following practices:

- Learn how to conduct simple research through a variety of sources in order to gather the needed information
- Record data collected in his/ her own words using paraphrasing skills
- Communicate knowledge in his/her own words
- Summarize key understanding from audio visual material
- Learn Simple interview techniques
- Work collaboratively within a group and share information while referring to the sources.
- Learn simple methods of referencing.

During the Preparation for Grade 4 PYP Exhibition

Students will:

- Seek help from his/her mentor
- Create lines of inquiry as groups
- Use various sources and ensure proper referencing to these sources of information including primary and secondary sources.
- Work collaboratively within his/her group to share knowledge
- Acknowledging the work of their colleagues and assuming responsibility of their work
- Present findings in creative formats.

By the end of grade 4 students will be able to cite the following sources:

Book with One Author:	Author's last name, First name. <i>Italicize Title</i> . Publication Location: Publishing Company, Year. Print.
Book with Two Or Three Authors	First author's last name, First name, Second author's First name and Last name, and Third author's First name and Last name. <i>Italicize Title</i> . Publication Location: Publishing Company, Year. Print.
Article from a magazine	Author's last name, First name. "Title of Article." <i>Italicize Title of Magazine</i> Day Month Year of publication: page numbers. Format.
Article from website:	Last name, first name. "website article." website. publisher, date published. web. date accessed.
Interview:	Last Name of Interviewee, First Name. Type of Interview (Personal Interview, Phone Interview, Skype Interview, etc.). Date
Photograph found on a website:	Last, First. Photograph Title. Year Created. Photograph. Museum/Institution, Location. Website Title. Web. Date Month Year Accessed.

Academic Honesty in MYP/DP

Role of MYP/DP Coordinators

The IBDP/MYP Coordinators will:

1. Discuss with parents the importance of academic honesty and the consequences of any academic misconduct, during an orientation session held at the beginning of the scholastic year.
2. Ensure communication of "General Regulations for Students and their Legal Guardian" and "Academic Honesty policy" to parent and students, via email and ensure that it is also available on the school website and the communication platform.
3. Ensure that all students :
 - I. Understand what constitutes academic honesty, an authentic piece of work and intellectual property.
 - II. Receive guidance on how to conduct research and how to acknowledge sources (*using the Effective citing and referencing document*)
 - III. Understand what constitutes academic misconduct
 - IV. Know the consequences of breaching academic honesty
4. Ensure that all teachers :
 - I. Read and understand the content of the IB academic honesty publications found on MY IB and the school academic honesty policy
 - II. Have access to Turnitin accounts, in order to check the authenticity of the student's work and submit an originality report to the program coordinator when detecting cases plagiarism
 - III. Handle all cases of academic misconduct with confidentiality
 - IV. distribute authentication template on students and have them sign the forms as a

declaration of their compliance with academic honesty procedure

5. Ensure that all teachers parents or legal guardians as well as students have access to the “General Regulations “document and the school’s Academic Honesty policy.

Procedure

1. Any suspected academic misconduct case (plagiarism, collusion and duplication of work) teacher refers to the Academic Honesty policy. If a breach or misconduct was confirmed the incident must be reported to the **IBDP/IBMYP Programme Coordinators only**, who in turn will report to the Academic Honesty Committee. Individuals involved in such cases must be in complete discretion as to avoid the spread of rumors.

Any rumors concerning the case within the school community will be considered to be a violation to the school's regulations and will be dealt with accordingly.

The coordinator will give the student a chance to clarify his case in the presence of the subject teacher before contacting the parents, who will be requested to meet with the coordinator to discuss the incident. The procedure might result in giving the student a warning and a chance to review or repeat the work.

2. Students who are found in violation of the Mashrek International School Academic Honesty Policy, will be subject to academic and/or administrative disciplinary actions in the following progression:
 - **First violation**: a zero level is awarded for the piece of work submitted; assignment, lab report, project, essay and any form of assessment. A grade level could be awarded once the piece of work is repeated and resubmitted, according to the committee’s decisions
 - **Second violation**: the coordinator informs the IB that the work submitted is not authentic and subject to IB investigation and necessary procedure.

Review Committee:

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Academic Honesty guide citation:

Academic Honesty in the IB educational context, International Baccalaureate, Cardiff, Wales, United Kingdom, 2014.