

Takapuna Normal Intermediate School

Academic Integrity Policy

Updated: September 2024

'The principle of academic honesty should be viewed positively by the entire school community and become a natural part of academic study, remaining with the IB student throughout his or her education and beyond.'

(Academic Honesty in the IB Educational Context, IB0, Aug 2014, Updated Nov 2016)

This policy provides learners, teachers and whānau with clear guidelines regarding Takapuna Normal School's stance on Academic Integrity. Academic Integrity is the responsibility of all members of our community, not just our learners. As an International Baccalaureate school, focused on developing internationally minded, global citizens, it is essential that we grow principled learners who take responsibility for their learning and the choices that they make.

This policy promotes academic honesty, integrity, and ethical behaviour in the Takapuna Normal Intermediate School community. It is essential to maintain a fair and respectful learning environment where learners can develop their skills and knowledge with integrity. This policy will cover our school philosophy, the rights and responsibilities of different groups within our community and the process for transgressions.

Our Philosophy on Academic Integrity:

At Takapuna Normal Intermediate School, Academic Integrity underpins our school culture. It is reflected in our values (ACE; Action, Connection and Excellence) and the TNIS Way. We recognise the importance of Academic Integrity in education in the 21st century and the societal implications when this is not upheld.

Academic integrity refers to learners' honest and responsible conduct in their academic work. It involves acknowledging and properly using sources, completing assignments independently, and avoiding cheating, plagiarism, and other forms of academic dishonesty.

Responsibilities and Rights of members of our Community:

Learners:

Responsibilities

1. To complete their own work and be able to discuss the process undertaken.
2. To discuss their understanding of the work presented/submitted.
3. To show a willingness to learn and develop; be open-minded about Academic Integrity and why it must be upheld.
4. Ako: Show respect to original work and ideas by acknowledging/citing sources using a basic referencing style where appropriate e.g. bibliography/reference list.
5. To use a variety of sources to gather knowledge and understanding.
6. To uphold the TNIS Digital Citizenship Agreement through responsible device use.
7. To read, understand and apply the terms Academic honesty, responsibility, accountability, plagiarism, paraphrasing, referencing and citing.
8. To use Generative Artificial Intelligence (AI) to enhance comprehension and deepen understanding.

Rights

1. To be taught what Academic Integrity is and its importance.
2. Same expectations for all learners at TNIS.
3. Clear expectations around Academic Integrity at TNIS.

Whānau

Responsibilities

1. To be aware of the school policy regarding Academic Integrity.
2. To discuss with tamariki the purpose of Academic Integrity.
3. To attend whānau meetings where appropriate.

Rights

1. Explicit communication from the school about Academic Integrity; what it is, what it looks like and how it can be supported at home.

4. To have clear boundaries around device usage for learning at home.
5. To model Academic Integrity at home.
6. To be open-minded towards the use of AI in academic settings.
7. To be involved in what learners are learning at school; provide support when completing research or inquiry learning.
8. To support and encourage the appropriate use of Generative AI at home.

2. Open and clear communication between school and home.

Staff:

Responsibilities

1. Manaakitanga: Know their learners, their capabilities and their understandings.
2. To discuss with learners their responsibilities and rights around Academic Integrity.
3. To consistently refer to the Academic Integrity policy throughout the year; encourage learners to take responsibility for their work.
4. To explicitly teach Academic Integrity and the necessary skills: research skills, note-taking, rewriting, paraphrasing, and referencing.
5. To model Academic Integrity e.g. cite sources throughout teaching and learning including photos or statistics.
6. To teach the ethical use of AI as another tool to support teaching and learning.
7. To inform parents/whānau of policies and expectations.
8. To monitor device usage in classrooms.
9. To seek guidance and support from Team Leader/SLT (where appropriate) when a potential transgression may be identified (using the steps below).
10. To explicitly teach students that Generative AI should be used to aid in understanding and comprehension, not as a substitute for independent research

Rights

1. A shared understanding of what Academic Integrity is, its importance and what it looks like at TNIS.
2. Share work with colleagues without it being shared beyond TNIS/with others, without explicit permission.
3. Access further professional development around the use of AI in Education.
4. Access to school-wide resources to support the unpacking of Academic Integrity in classrooms.
5. Support from Team Leader/SLT to manage potential transgressions.

Senior Leadership Team:

Responsibilities

1. To model Academic Integrity to staff, learners and our community.
2. To support staff in upholding Academic Integrity in their classrooms.
3. To support staff and/or learners in managing issues where Academic Integrity is questioned.
4. To co-construct policies and consequences with staff.
5. To check-in with staff about the efficacy of the policy.
6. To communicate with our community about our Academic Integrity policy.
7. To keep documentation up to date on School Docs.
8. To understand the rights and responsibilities of all members of the school community regarding Academic Integrity.
9. To ensure that a fair and consistent approach is followed in addressing and resolving integrity-related challenges.

Rights

1. Communicate a clear and shared understanding of what Academic Integrity means at TNIS.
2. Promote the importance of Academic Integrity in upholding the institution's academic standards and fostering a culture of honesty and ethical behaviour
3. Have the authority to ensure data privacy and protection when sharing academic materials among staff members.
4. Provide staff with opportunities and resources for accessing further professional development related to the use of AI in Education.

What happens when there are transgressions?

A transgression or misconduct is when learner responsibilities are not upheld (see above). As Intermediate educators, we believe upskilling and building an understanding of the importance of Academic Integrity is essential. At all stages, it is essential that a fair assessment of the situation is undertaken to ensure all voices are heard and the transgression is proven beyond a reasonable doubt.

At Takapuna Normal Intermediate, to prevent transgressions, we believe that primary prevention is critical:

1. Clear expectations and guidelines around Academic Integrity at TNIS
2. The constant referral to Academic Integrity policy and language throughout our teaching and learning programme

3. Explicit teaching and learning around Academic Integrity; a clear understanding of what Academic Integrity is
4. Upskilling learners and staff on how to display Academic Integrity

The following steps will be taken when potential transgressions are identified:

At all stages, the Takapuna Normal Intermediate 'Behavioural Plan' will be upheld.

Level	Staff responsible	Examples of misconduct behaviours	Steps including consequences and solutions
Level 1 – One-off transgression	Teacher	1. Learners submit work that is not original. This includes the use of AI tools and altering copyrighted images and presenting them as one's own. 2. Lacking proper credit for others' work. This includes not citing sources, where appropriate, using in-text citations or a bibliography/reference list. 3. Unauthorised collaboration. Collaboration is encouraged at TNIS, but it should be within the boundaries set by the teacher. Learners should not engage in unauthorised collaboration or share their work with others unless explicitly permitted. Additionally, collaborative work should be undertaken, emphasising workload sharing among all group members. 4. Assessment dishonesty. During assessment, learners must adhere to the rules and guidelines provided by the teacher in charge. Possible instances may include cheating, using unauthorised materials, and communicating with others.	Steps: 1. Uphold whanaungatanga. Ensure a clear and fair assessment is undertaken through connection and restorative practices. . 2. Restorative conversation with a focus on the teaching moment; discussion around the incident and its consequences, highlighting issues of personal responsibility and completing work. 3. Documented as a pastoral note on Edge Possible consequences: ● The opportunity to redo the task/assignment again ● Undertake lessons around Academic Integrity and its importance ● Loss of device for a set time period
Level 2 – Repeated instances of	Teacher and Team Leader with support	As above, but multiple transgressions.	Steps: 1. Uphold whanaungatanga. Ensure a clear and fair assessment is undertaken through connection and

academic dishonesty	from SLT (where appropriate)		restorative practices. - Restorative conversation with a focus on the teaching moment; discussion around the incident and its consequences, highlighting issues of personal responsibility and completing work. - Documented as a pastoral note on Edge 4. Parents informed Possible consequences: • The opportunity to redo the task/assignment again • Additional academic penalties • Undertake lessons around Academic Integrity and its importance • Meeting with team leader, senior leadership team member, parents/guardians • Loss of device for a longer, set time period
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Academic Integrity Individual Declaration:

In signing this declaration, I acknowledge that this work is my own. Where I have used others' ideas, images, data and knowledge, I have acknowledged where these have come from (through a bibliography/reference list).

I _____ declare that for this work that I am submitting:

- ☐ I used quotation marks and direct references to acknowledge cut-and-paste information
- ☐ I reworded the ideas of others and acknowledged these ideas in my bibliography
- ☐ I acknowledged sources of statistics and images in my bibliography
- ☐ I did not write ideas or suggestions that originated from others and claim these as my own
- ☐ I did not include words/images/ideas from other students' work without permission

Signed:

Date:

Source: Adapted from Bucklands Beach Intermediate School - Academic Integrity Policy