Nanchang International School
南昌国际学校

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Academic Integrity Policy 2025

NCIS – Primary Years Programme (PYP)

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1. Philosophy and Rationale

At ***NCIS***, we believe that **academic integrity is foundational** to nurturing internationally minded learners. It supports the development of principled, reflective, and responsible individuals who value original thinking and act ethically in all learning contexts.

This policy promotes a shared understanding of **honesty, trust, fairness, and respect** in all aspects of teaching and learning. Rooted in the **IB Learner Profile**, especially the attributes of **principled**, **caring**, **open-minded**, and **reflective**, it aims to guide the entire school community in fostering a culture of academic honesty appropriate to the developmental stage of Primary Years students.

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2. Purpose of the Policy

This policy aims to:

- Define academic integrity in the context of the PYP.
- Guide the development of student skills related to responsible research and citation.
- Establish shared expectations for students, teachers, and families.
- Ensure consistency in teaching, modeling, and responding to academic dishonesty.
- Align with IB standards and practices (Standard 3.3 and related practices).

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3. Definitions of Key Terms

Term	Definition (PYP-Appropriate)
Academic Integrity	Being honest, fair, and responsible in your learning and giving credit for others' ideas.
Plagiarism	Copying someone else's work or ideas and saying they are your own.
Collusion	Helping someone else to be dishonest or allowing them to copy your work.

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Term	Definition (PYP-Appropriate)
Duplication of Work	Using the same work more than once without permission.
Misconduct	Any act that gives an unfair advantage or breaks the rules of honesty in learning.

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4. Roles and Responsibilities

Students:

- Complete and present their own work.
- Acknowledge help and sources in an age-appropriate way.
- Ask questions when unsure about how to cite or complete tasks independently.
- Reflect on their actions and strive to act with honesty and fairness.

Teachers:

- Model academic integrity through transparent practices.
- Explicitly teach how to research, paraphrase, and credit sources.
- Design authentic tasks that reduce opportunities for dishonesty.
- Provide ongoing guidance, scaffolding, and feedback.
- Use formative and summative assessments to monitor understanding of integrity.

Parents:

- Encourage children to take ownership of their learning.
- Support the school's expectations for honest behavior and independent effort.
- Collaborate with teachers to build positive habits related to integrity.

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5. Teaching Academic Integrity in the PYP

Academic integrity is **explicitly taught and embedded** across the curriculum. Students are gradually introduced to key skills and concepts such as:

- Paraphrasing in their own words.
- Giving verbal or simple written credit to sources ("I found this in a book called…").
- Collaborating fairly in group work.
- Respecting others' ideas and learning differences.

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Teachers integrate these concepts through **Units of Inquiry**, **Language**, **ICT**, and **Library** lessons. Expectations are **developmentally appropriate** and increase in complexity as students progress through the programme.

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6. Promoting a Culture of Integrity

We create a culture of academic integrity by:

- Celebrating original ideas and student voice.
- Using self- and peer-assessment to encourage accountability.
- Integrating reflection into all learning engagements.
- Displaying student-friendly versions of the policy.
- Involving students in class discussions and agreements about academic honesty.

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7. Responding to Academic Misconduct

At the PYP level, we take a **restorative and educational approach**. When misconduct is suspected:

1. Teachers guide a private, supportive conversation with the student.
2. Students are encouraged to reflect and discuss what went wrong and why it matters.
3. The task may be redone with support and guidance.
4. Parents may be informed, depending on the severity or repetition.
5. Incidents may be documented to track learning over time.

The goal is always to **teach**, not punish.

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8. Links to Policies and IB Standards

This policy is aligned with:

- **IB Programme Standards and Practices**.
- The school's **Assessment Policy**, **Language Policy**, and **Teaching and Learning Policy**.
- The IB's Academic Integrity Policy.

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9. Review Process

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This policy will be reviewed **annually** in collaboration with teaching teams, leadership, and with feedback from students and families. It is a living document that evolves with our practices, needs, and the maturity of our learners.

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Last reviewed: October 10th,2025

2025 学术诚信政策
南昌国际学校——小学项目（PYP）

一、

理念与宗旨

南昌国际学校坚信，学术诚信是培养国际型学习者的基石。它支持着有原则、善反思、负责任的个体成长，这些个体珍视原创思维，并在所有学习情境中坚守道德操守。

本政策旨在推动教学双方对诚实、信任、公平与尊重形成共识。政策植根于 IB 培养目标，尤其注重“有原则”、“关爱”、“胸襟开阔”与“善反思”等特质，致力于引导全校社群营造契合小学阶段学生发展特点的学术诚信文化。

二、 政策目标

本政策旨在：

- 明确小学项目（PYP）背景下的学术诚信内涵
- 指导学生培养负责任的研究与引用技能
- 建立学生、教师及家庭的共同期望
- 确保在学术不端行为的教导、示范与处理上保持一致
- 符合国际文凭标准与实施要求（标准 3.3 及相关实践）

三、核心术语定义

术语	定义（适用于小学项目）
学术诚信	在学习中保持诚实、公正和负责任，并对他人的思想成果给予认可。

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术语	定义（适用于小学项目）
抄袭	复制他人的作品或想法并声称是自己的。
共谋	帮助他人实施不诚实行为，或允许他人抄袭自己的作业。
作业重复提交	未经允许多次提交同一份作业。
学术不端行为	任何获取不公平优势或违反学术诚实规则的行为。

4. 角色与职责

学生：

• 完成并展示自己的作业。

• 以符合年龄特点的方式对获得的帮助及来源致谢。

• 在不确定如何引用或独立完成任务时主动提问。

• 反思自身行为，努力做到诚实公正。

教师：

• 通过透明化的实践示范学术诚信。

• 明确教授研究方法、转述技巧及来源标注方式。

• 设计真实型任务，减少不诚实行为的发生机会。

• 提供持续指导、阶段性辅助与及时反馈。

• 运用形成性及总结性评估监测学生对诚信的理解。

家长：

• 鼓励孩子主动承担学习责任。

• 支持学校对诚实行为与独立努力的期望。

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• 与教师协作，培养孩子与诚信相关的良好习惯。

5. PYP 阶段学术诚信的教学

学术诚信作为明确的教学内容，被全面融入课程体系。学生将循序渐进地掌握以下关键技能与概念：

• 用自己的语言进行转述

• 以口头或简单书面形式标注来源（例如："我在一本名为...的书中了解到"）

• 在小组作业中保持公平协作

• 尊重他人的观点与学习差异

教师通过探究单元、语言、信息通信技术及图书馆课程整合这些概念。教学要求符合学生年龄发展特点，并随着课程进阶逐步提升复杂度。

6. 推动诚信文化建设

我们通过以下方式营造学术诚信文化：

• 倡导原创思维并珍视学生的独立见解

• 运用自评与互评机制培养责任意识

• 将反思环节融入所有学习活动

• 公示学生易懂的规范条例版本

• 引导学生参与学术诚信相关的课堂讨论与公约制定

7. 学术不当行为的处理机制

在 PYP 阶段，我们采取修复式教育方法。当发现学术不端行为时：

（1） 教师会以支持性态度与学生进行私下沟通

（2）引导学生反思并讨论问题根源及其重要性

（3） 在指导支持下允许重新完成学习任务

（4）根据行为严重程度或重复情况通知家长

（5）记录事件经过以持续追踪学习成效

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我们的宗旨始终是教育引导而非惩戒处理。

8. 相关政策文件与国际文凭标准

本学术诚信政策与以下文件及标准保持一致：

- 国际文凭项目的标准与实施要求
- 本校《评估政策》《语言政策》及《教学政策》
- 国际文凭组织《学术诚信政策》

9. 政策审议流程

本政策将每年定期审议，协同教学团队、管理层并吸纳学生及家庭的反馈意见。这是一份持续完善的动态文件，将随着教学实践、需求变化以及学生认知能力的发展而不断演进。

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