



VOSIQ INTERNATIONAL SCHOOL

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ACADEMIC HONESTY POLICY

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IB 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.

School Mission

Vosiq International School and Kindergarten aims to ensure effective and high-quality education for children through inquiry, taking into account their individual characteristics, inclinations and abilities and to develop life-long learners who seek to improve the world through application of knowledge, and reflection.

School philosophy

Vosiq International School was founded on the belief that children are the future and all should have equal access and opportunity to a quality education. Our school aims to develop responsible members of society by instilling an aspiration for long-life learning in our learners. The school values the importance of multiculturalism and respect for ideas and opinions that differ from our own as well as having a balanced view and perception about other people. At the end of the spectrum, the idea is to develop global citizens who are internationally minded.

Academic excellence is a priority for the school, however we believe that for learning to be complete, students should embrace social values through the learner attributes. Meaningful learning that yields the best results is attainable when the learning environment is positive, friendly and safe. The learning process should build critical thinking skills and our educators treat our students with patience and fairness to achieve this. Building stronger relationships with students provides us an opportunity to have a deeper understanding of their individual strengths and areas of interest. Our students demonstrate leadership qualities and can work productively in a team and make meaningful contribution to the world they share.

We believe that learners are responsible for their learning, behavior and choices by creating conditions for developing autonomy in learners. It is the school's responsibility to guide learners to make informed decisions, be confident and develop socially accepted behavior with greater parent involvement and encouragement. Parental support is an important pillar in the learning process.

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.

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| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |



- 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.
- 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.
- 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.
- 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.

Source: <https://www.ibo.org/benefits/learner-profile/>

Statement of Purpose

Vosiq International School and Kindergarten priorities academic honesty across the entire learning community as a prerequisite to providing quality education and earning trust as an academic institution. We understand that learners should be principled and responsible as enshrined in the IB Mission Statement and learner profile thus everyone involved in the learning process should uphold honesty and integrity as a binding value that should never be compromised. Vosiq is committed to producing a school community that takes responsibility for its actions, hence all stakeholders become obliged to a culture of demonstrating the highest level of integrity and this is an optimal condition for students to develop the key competencies necessary for their academic life and future professional careers in a multicultural environment.

We view our administrators and teachers who spend most of their time with learners at school as the focal point of inculcating academic honesty and integrity by setting school and classroom standards that promote principled, self-disciplined, and reliable learners as well as producing authentic results from learners' school work. Clear and age-specific expectations for our students are carefully formulated so as to promote an ethical

code of conduct from as early as 3-5 years, the bulk of which constitutes our kindergarten. As the students move to each progressive grade, conformity to the values of integrity is expected to strengthen.

Vosiq International School and Kindergarten students are expected to demonstrate the highest possible levels of academic honesty and refrain from any practice deemed academically unacceptable. The entire learning community is informed in clear terms about the specific behaviors that are prohibited at our school as being dishonest. The following behaviors are unacceptable and go against everything that makes us who we are as a school;

WHAT CONSTITUTES ACADEMIC DISHONESTY?

Plagiarism

Plagiarism means to adopt the work and ideas of someone else and present it as your own. Students should be given credit for producing their own work and creative ideas, the moment they use or take someone's work that warrants misconduct. Plagiarism can take the form of the following;

- To submit someone else's work as your own.
- To copy words and ideas from someone without giving credit.
- To change words but copy the sentence structure of a source without giving credit (plagiarism.org).

Collusion

We believe that learners have to collaborate on ideas during learning so as to maximize the learning process and promote open-mindedness. However, students should also do individual tasks in addition to group work and collaborative activities. To this end, students commit collusion when they;

- Work together on a task that is meant to be done individually.
- Form groups with the intent of sharing their answers or using any multimedia texting platform to share answers during an assessment task.

Cheating

If a student takes or gives away information to a colleague, that will be used to assess academic progress this is regarded as cheating. Students should avoid forms of cheating such as;



- Copying a test or assignment
- Using subject test material during a test without the teacher's consent.
- Using an electronic device that can store data in a test.
- Having a test or an assignment done by someone.

Forging academic records

Documenting and recording students' work is part of our way of communicating evidence of learning to the learning community. Written work and assignments are marked and commented on by the teachers. Detailed report cards on the academic progress of the learners are written by the teachers. Unauthorized creation, alteration, or reporting of information in an academic activity on report cards is strictly regarded as forgery and is unacceptable.

STUDENT RESPONSIBILITIES

Students at Vosiq International School are expected to work collaboratively, sharing ideas and experiences in a friendly learning environment. Students should value and respect the opinions of others to promote the best learning outcomes and open-mindedness. The teacher gives support and assistance to all learners without favouritism. When given individual work in the class for assessment in the form of a test, or written exercise, students should work independently. Anything that deviates from this is regarded as academic malpractice, which warrants immediate action.

Students are expected to:

- Be aware of the school's academic honesty policy and what constitutes good and bad practices.
- Report other students who have committed academic misconduct to the teacher in time.
- Hand in their authentic work for assessment to the teacher as per the scheduled deadline.
- Acknowledge collaborated ideas used to produce their work and avoid plagiarism and collusion.
- Use citations and referencing correctly for all sources of material used to produce their work.



- Strictly follow the given instructions before, during, and after any testing exercise.
- Ask for assistance and clarity from teachers and not students during a test.

TEACHER RESPONSIBILITIES

Teachers play an important role in enforcing and inculcating the school's academic honesty policy. The teachers are expected to inform and educate students about the policy, especially in their classes; moreover, they are the ones who spend more time with the learners. Teachers act without favour and should be unbiased toward all students.

Teachers are expected to:

- Fully understand the academic honesty policy and advocate for its implementation.
- Provide clear instruction to students regarding academic practices consistent with the academic honesty policy.
- Notify any changes, reviews, or updates of the academic honesty policy to students in time.
- Display information about ethically acceptable practices and misconduct in places that all students can access.
- Identify academic misconducts committed by students using effective tools to check and certify the authenticity of students' work.
- Make a thorough investigation of any suspected dishonesty before concluding an act of misconduct.
- Report any malpractice committed by a student to the immediate supervisor or members of the pedagogical leadership timely.
- Give a rating or mark based on students' work without favouritism.
- Moderate coursework based on well-formulated and documented criteria for all students fairly.

SCHOOL RESPONSIBILITIES

It is the school's responsibility to provide time and resources for the school community's awareness of what constitutes academic integrity as an individual student, group of students, teacher, department, parent, and



the school at large. The school comes up with acceptable correctional actions appropriate to the type of misconduct and the grade level of the offender. The school provides professional development programs to the teachers on the expected code of conduct concerning the academic honesty policy.

The school is expected to:

- Establish and document an academic honesty policy with the teachers and administration.
- Communicate the academic honesty policy to all stakeholders using channels accessible to all.
- Create a propitious learning environment that promotes honesty and integrity.
- Report any case of misconduct noted during a national or international examination to the relevant authorities.
- Establish and implement correctional measures for academic malpractices appropriate to the situation and grade level of the offender.

PARENT/GUARDIAN RESPONSIBILITIES

Vosiq International School parents are a key component of the school community, they shape their children to be honest and responsible at home and in the community, to this end supporting the school's academic honesty policy is just an extension of what they already practice.

Parents are expected to:

- Read and understand the school's academic honesty policy and promote its enforcement.
- Encourage learners to adhere to the policy while working at home.
- Avoid doing tasks for children at home.
- Avoid defending children who have violated the code of academic honesty conduct.

INVESTIGATING MISCONDUCT AND DISCIPLINARY ACTION

Once a student has been suspected of any form of misconduct, it is obligatory for the teacher to report the issue to the members of the pedagogical leadership immediately. The administration will then contact the student and the teacher to see the evidence associated with their case and to interview the student.

The student is given an opportunity to respond to the accusation. This arrangement also provides an opportunity to educate the student regarding appropriate academic behavior.

Depending on the severity of the case, normally first offenders are given a stern verbal or written warning. Parents/guardians of the student are also notified of the incident so that they can provide support to avoid a recurrence of the misconduct.

In the event of a verified case of cheating at an end-of-term internal exam for the second time, the student may be suspended from school for one day and will be given an alternative test separately. If a learner has been confirmed to have plagiarized/cheated/colluded in any given task, he/she will be asked to redo the task and marks may be deducted according to the teacher's discretion. In a confirmed case of forgery for the third time, the learner may be excluded from school for a period agreed upon by the coordinator, administration, and parents of the learner while he/she receives counseling sessions.

CONNECTIONS TO OTHER POLICIES

Honesty and Assessment

To ensure that assessments are reliable, credible, and secure. Teachers avoid instances of cheating by setting up an accountable assessment process that involves individual monitoring during tests and exams and use effective tools to check and certify the authenticity of students' work. We ensure that teachers report any malpractice committed by a student to the immediate supervisor or members of the pedagogical leadership timely. When assessing students, teachers are committed to rating or marking students' work without favoritism as an honesty and integrity obligation.

Honesty and Language

Facilitating the development of ethical behavior and linguistic competence is a priority for us. The impact of a positive culture against dishonesty and a culture of inclusive communication fosters an atmosphere of success. The language policy and honesty policy are consistently communicated across the learning community and implemented and this sensitizes students to the culture of academic honesty and responsible communication throughout their academic years at the school.

We ensure that classroom expectations on language use are communicated, including the prohibition of using offensive language, repetition or encouraging cheating and failing to acknowledge sources, among other



things. We aim to promote honest communication, and we encourage students to communicate genuinely and be transparent in their language. Additionally, rewarded students for using words or phrases that accurately represent what they are thinking about, creating an authentic aura within the classroom.