



Qingdao Amerasia International School

ACADEMIC INTEGRITY POLICY

Last revised: August 2025

Our Mission:

QAIS strives to inspire a lifelong love of learning through a holistic, child-centered, inquiry-based approach and nurture courageous global citizen who help build a peaceful world.

Our Vision:

To help light the world by becoming the best possible versions of ourselves.

Our Core Values:

Academic Excellence, Creativity, International Mindedness, Well-Being, Diversity

HIGH-QUALITY TEACHING & LEARNING MANIFESTO

We believe high-quality teaching Inspires a lifelong love of learning by...

- Fostering curiosity, creativity, confidence, and joy, while engaging students in age-appropriate explorations of content and concepts.
- Challenging and stretching students appropriately in accordance with their cognitive and linguistic ability, allowing them to reach their full potential.

We believe high-quality teaching is holistic by...

- Showing consistent care and concern for students' academic growth by providing timely feedback and positive encouragement, inviting students for extra help, or providing additional learning support, so they can reach their learning goals and aspirations.
- Considering the personal growth and well-being of students by thoughtfully addressing their social, emotional, psychological, spiritual, learning needs and background when crafting, delivering, and assessing lessons and units.
- Thoughtfully including opportunities for students to develop their ATL skills (Thinking, Communication, Social, Self-Management, and Research skills).

We believe high-quality teaching is child-centered by...

- Meeting students' language and cognitive needs and differentiating/scaffolding appropriately to ensure mastery of course content, concepts, and skills.
- Writing student-friendly objectives that clearly state what students will know, understand, and be able to do by the end of each class.
- Creating summative assessments that are a natural extension of formative assessments and a fair measure of the content and concepts students studied and researched, and skills students acquired throughout the unit.

We believe high-quality teaching is inquiry-based by...

- Allowing students some degree of choice in exploring topics and questions of personal interest when approaching their assignments and summative tasks.
- Balancing teacher-led, student-led, partner and group activities, and investigations that allow students some open-ended opportunities to apply knowledge and demonstrate competencies.
- Thoughtfully incorporating student questions and reflections throughout the development of the unit.

We believe high-quality teaching creates courageous global citizens by...

- Ensuring that content and concepts focus on current events and/or issues of global concern, such as the United Nations Sustainable Development Goals (UN SDGs).
- Supporting students in creating inclusive classroom environments where a variety of cultural perspectives are appreciated, grace and courtesy is extended, and the unity of our diverse community is acknowledged and celebrated.
- Considering the "why" of our learning experiences and providing opportunities for students to develop courage, while opening their minds and hearts to possible service and action projects in our community or beyond that could make a positive difference in the lives of the human family.

Contents

HIGH-QUALITY TEACHING & LEARNING MANIFESTO	2
We believe high-quality teaching Inspires a lifelong love of learning by... ..	2
We believe high-quality teaching is holistic by... ..	2
We believe high-quality teaching is child-centered by... ..	2
We believe high-quality teaching is inquiry-based by... ..	2
We believe high-quality teaching creates courageous global citizens by... ..	2
Contents	3
1. Policy Philosophy	4
2. Definition of Academic Integrity	4
3. Rights and Responsibilities of the School Community	4
3.1 School.....	4
3.2 Teachers	5
3.3 Librarian	5
3.4 Students.....	5
4. Issues Related to Academic Integrity	6
4.1 Establishing Student Misconduct	7
4.2 Consequences for Academic Misconduct	7
5.1.2 The Risks	8
5.2 Guiding Principles	8
5.2.2 Interrogating AI Output	9
5.2.3 Understanding Influences	9
5.2.4 Building Independent Thought.....	9
5.3 Submission Requirements.....	9
6. Policy Review Process.....	9
7. Policy Review and Communication	10
8. Policy Cross-references	10
9. IB Programme Standards and Practices Addressed (2018 edition)	10

1. Policy Philosophy

At Qingdao Amerasia International School (QAIS), in line with our commitment to the IB learner profile to develop learners who are principled thinkers, we expect our community to always promote and act with academic integrity. Throughout the entire school, we encourage students to demonstrate principles of academic integrity and honesty as an essential part of their participation in all three IB curricula offered: the Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme (DP).

By ensuring that the ideas of others are appropriately acknowledged, we will author authentic work and express our ideas more clearly. Academic integrity has an important role to play in developing students' value systems and ethical thinking capabilities—approaching scholarship in an open, honest, and responsible way while respecting the work of others. Thus, as a school community, we promote academic integrity in a positive and practical way and emphasize the benefits of properly conducted academic research for the integrity of all forms of work. We encourage our students to be:

- *Inquirers – who acquire the skills necessary to conduct inquiry and research*
- *Knowledgeable – who explore concepts, ideas, issues, and perspectives*
- *Principled – who act with integrity and honesty and take responsibility for their actions*
- *Open-minded- who are accustomed to seeking and evaluating a range of points of view*
- *Courageous – who are articulate in defending their beliefs and values*

With particular reference to our Upper School learners, we aim to ensure that students have a meaningful understanding of the range of intellectual property (and forms of creative expression that are normally protected by law so that, additionally, the legal aspects related to plagiarism are understood). This is the basis of our academic integrity policy.

2. Definition of Academic Integrity

Academic integrity is based on a moral code of conduct that students understand that everyone's work is their own and should be completed in an honest, truthful way. Behaviors such as plagiarism and cheating are direct violations of academic honesty that undermine the learning process, thus the ethical use of experimental subjects, and the correct attribution of sources in our work is a fundamental part of academic integrity at QAIS. Essentially, "academic honesty is about making knowledge, understanding and thinking transparent" (*Academic Honesty in the MYP*).

3. Rights and Responsibilities of the School Community

We recognize that malpractice is not always equal in extent. It differs depending on the learner's intent, the extent of misconduct, as well as the dimension of the work being done, and/or the skill level of the learner. Special care and patience is taken with students coming from educational settings where educational expectations and culture are markedly different to our own.

Nonetheless, to ensure academic integrity is upheld while maintaining a safe environment for learners to grow, the following is encouraged:

3.1 School

The school pedagogical leadership team serve as support networks for students, parents, and teachers while also providing necessary logical consequences should academic dishonesty occur. To this end, the school will promote teaching skills rather than policing and use MLA9 style citations in all work.

3.2 Teachers

Teachers value authentic and creative work and take every opportunity to model academic integrity by acknowledging sources of information used for the purposes of teaching and learning and abide by any relevant copyright restrictions. Further, students will be taught how to use the library and internet, how to cite sources, the meaning of plagiarism, and how to avoid it by teachers. However, it is important that teachers give opportunities for research, inquiry, creativity, and problem-solving as part of normal teaching and learning while collectively and collaboratively create an environment that fosters academic integrity and an ethical mindset. Teachers will make use of vertical (subject area team) and horizontal (grade-level team) planning to ensure consistent guidance for students about the use of others' work.

Teachers will model what is considered good behavior, seen as being academically honest as well as illustrating dishonest behavior. Dishonest behavior will be detected through observation and by watching for the following behaviors: using words not typically found in a student's vocabulary, copying identical sentences, and unethical behavior during testing. Lastly, teachers ensure that assessments are valid, fair, and related directly to the appropriate assessment criteria from the IB. (See QAIS Assessment Policy). That being said, trust is an implicit tool in the relationship between teacher and student regarding academic integrity. By building a classroom community founded on trust, students have the ability to actively participate and generate ideas with one another.

3.3 Librarian

The librarian has a unique role in establishing a uniformed approach to academic integrity is conducted throughout all IB programmes in both the Elementary and Upper Schools. It is important that they collaborate effectively with members of the staff regularly on the resources that are available to learners and make these resources available. Should any training, or professional development be required updating staff on the importance of academic integrity, the role of the teacher-librarian is fundamental. Teachers are responsible for modeling and teaching our referencing system, MLA-9.

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modeling and taught skills.” (p. 76. *Middle Years Programme, MYP: From principles into practice, May 2014*).

3.4 Students

Students will develop an understanding of what authorship means and have the opportunity to recognize the value of materials that they themselves create. Students will be responsible for creating authentic and original work, in all instances, and that the ideas and/or work of others involved in the development and production of their work (even as part of a group task), are clearly acknowledged with appropriate attribution to the person or source, focusing on MLA9 style citations. Lastly, learners will conduct themselves appropriately during all assessments and in formal written or oral examinations; they follow all examination rules and procedures. This will include not copying from other students, not doing homework for other students as well as not giving another student their work to copy. It is also important that learners reference materials in a bibliography as part of their work. If a student is ever in doubt, they should ask the teacher or librarian for clarification. Finally, when submitting work, students should include the following statement, “*By submitting this assessment, I am affirming that I have not given or received any unauthorized help on this assignment, and that this work is my own.*”

Individual work: Students have a right to have their ideas heard, honored, and credited. In turn, students have a responsibility to recognize and credit the ideas of others. These ideas can come

from peers as well as from published sources.

Group work: Students are responsible for being active participants and honoring all members' ideas. Equally, students in groups have the right to have their ideas and work acknowledged and credited. Groups have a responsibility to foster cooperative work and shared ownership. Transparency will be a cornerstone belief, where people feel comfortable and confident sharing their work.

3.5 Wider Community

Parents and Guardians are also encouraged and expected to ensure that academic integrity is adhered to when learners work from home. Furthermore, to ensure a degree of independence, parents and guardians are asked to be mindful when supporting their children when completing homework. Families are informed of academic integrity by being provided with a copy of the policy at the beginning of the school year and by having access to the electronic copy on our school website. The policy will be available to ensure all members of our school community understand the academic integrity policy. The role and responsibility of parents is to understand the policy itself and what constitutes academic integrity as well as the consequences of any transgressions.

4. Issues Related to Academic Integrity

We aim to have students create authentic pieces of work based on the student's original ideas, and with the ideas and work of others fully acknowledged. Therefore, all assignments, regardless of their format, must genuinely use that student's language, expression, and ideas throughout. Where the views or work of another person are represented within a student's work, whether in the form of direct quotation or paraphrased, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

Integrating the words and ideas of others, to support ideas and arguments, is an important skill, as is identifying the source of ideas and information within work so that the sources do not reside in the bibliography alone. These skills need to be explicitly taught and are the responsibility of all teachers.

It must be made clear to students that there is a difference between collaboration and collusion and teachers/librarians must consider that most students are likely to need both conceptual and practical guidance to understand the differences. Collusion is purported as the work of an individual but includes the work of other individuals, none of which are attributed as sources, whereas legitimate collaboration is openly acknowledged group work. As such, this as well as appropriate attribution and common knowledge are allowed and are not considered as malpractice.

As already noted in section 3, we recognize that malpractice is not always equal in extent, however three examples of malpractice are outlined below:

a. Copying. This is defined as submitting the work of another person with or without their consent.

Example: During an assessment, a student may copy the answers of another student and then submit this as their own work

b. Plagiarism. This is defined as the failure to attribute sources - "the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment" (IB, 2019).

Examples:

- When students lift work from a source and attribute it as their own words, without appropriate referencing
- When images are downloaded and not referenced, and so indicating that they are their own

c. Collusion. This is defined as a secret agreement of cooperation to deceive or mislead others where the unattributed source is a fellow learner - “supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another” (IB, 2014b).

Examples:

- A teacher instructs students to work together in the science lab or on a research project, and produce individual reports, but one student writes the report, and the others copy it.
- A student is about to sit a test late and discusses the questions with a friend who has already taken the test.

Plagiarism, collusion, cheating, not referencing and/or any act of academic misconduct are considered disrespectful at QAIS. Any of these must first be seen as a symptom of the students lacking the skills and understanding to complete the task in their own words, following our academic integrity expectations. Evidence of any academic misconduct incidents provides the opportunity for teachers to establish student needs and target the particular skills that will set our students up for successful and transparent learning.

4.1 Establishing Student Misconduct

To ensure the integrity of QAIS as an academic institution, teachers are vigilant and suspicious of inexplicable changes in the style and quality of student work. As such, teachers are prepared to verbally question or conduct a viva-voce on written work (age appropriate), particularly for the MYP Personal Project and the DP Extended Essay or TOK assessments, thus determining the authenticity of submitted work. To help monitor student integrity, all submissions on ManageBac should have “TurnItIn” checked. TurnItIn must be used to ensure authenticity for any work submitted to the IB, for example, the DP Extended Essay. Indeed, staff teaching the relevant year groups, must be familiar with all examination rules and follow them scrupulously. (See Appendix B and the IB publication DP Assessment Procedures 2021). Ultimately, staff must be able to confirm, to the best of their knowledge, that student work accepted or submitted for assessment is their authentic work.

Prior to a viva-voce or equal student teacher conference to establish misconduct has taken place, QAIS seeks to develop a community approach to understanding the importance of academic integrity and the consequences of not adhering to it. Students are made aware of the consequences but are also given the opportunity to approach their teachers to ensure they are adhering to the school guidelines.

4.2 Consequences for Academic Misconduct

When a student is involved in an incident of academic misconduct, it will be viewed as a learning opportunity for the student to understand what was done incorrectly. If a teacher has evidence that an incident of academic misconduct has occurred, then the student may be subject to the following, depending on the nature and extent of the incident:

1-2 incidents

1. The student will be given a verbal warning and given assistance in developing the skills and strategies for principled action. The incident will be documented in the Spirit Tracker.

2. The assignment in question will be returned to the student, and the student will rewrite the assignment (using a different topic where appropriate) and, if deemed appropriate, under the direct supervision of a teacher in Extended Learning and/or at lunch time.
3. When re-submitted, the work will be graded as normal. Students therefore will learn the required material and demonstrate new understanding.
4. The teacher will complete a behavior strike on the Spirit Tracker and notify the coordinator and head of department of the situation.

Repeated incidents (2-3 times)

1. Steps 1-4 as stated above
2. The student and their parents/guardians must attend a meeting with the Coordinator and teacher
3. A contract dealing with Academic Integrity will be agreed upon

Repeated incidents (4+ times)

1. Steps 1-4 as stated above
2. The student and their parents/guardians must attend a meeting with the Principal and teacher
3. A contract dealing with Academic Integrity will be agreed upon

In certain cases of academic misconduct, examining bodies will be contacted in writing by the appropriate representatives of the school, as per the examining bodies' regulations. (e.g., College Board, IBO.)

5. RESPONSIBLE USE OF AI

5.1 Philosophical Stance

5.1.1 The Benefits

We recognize the ubiquitous presence of Artificial Intelligence (AI) as a valuable asset and tool in academic pursuits. AI can generate both textual content and innovative ideas, providing students with a unique resource for learning and exploration. It is crucial to understand that AI, while beneficial, requires responsible and critical engagement to uphold academic integrity; by encouraging responsible use of AI we are building these critical skills into the learning programme.

5.1.2 The Risks

The integration of AI in academic work, if approached without critical examination, poses a significant risk to the fundamental principles of democracy and contributes to a crisis of meaning-making. The metacrisis arises when students unquestioningly accept machine-generated ideas, undermining the essence of education. By adhering to these principles and submitting supporting AI documentation, we aim to foster responsible AI use, encourage critical thinking, and safeguard the integrity of academic pursuits within our institution.

5.2 Guiding Principles

5.2.1 Text and Ideas Generation

- Copying or lifting text directly from AI outputs constitutes plagiarism and is strictly prohibited. Even when using quotes, AI is not considered a credible source of evidence but rather a compilation of ideas.
- Copying or lifting ideas without proper attribution is also a form of plagiarism. Quoting AI

is not an acceptable substitute for acknowledging the origin of ideas.

5.2.2 Interrogating AI Output

- Students utilizing AI are expected to critically interrogate the text and ideas generated. This involves requesting references, sourcing and verifying ideas, and challenging them with personal insights.
- Engaging in debates with AI to explore alternative perspectives, leading to the discovery of new ideas and sources, is encouraged.

5.2.3 Understanding Influences

- Students should actively investigate potential biases, priorities, paradigms, cultural influences, and disciplinary perspectives that shape AI-generated ideas.
- Analyzing the reasons behind differences in ideas and discussing these with AI promotes a deeper understanding of the information provided.

5.2.4 Building Independent Thought

- Before settling on their own ideas, students must carefully consider all AI-generated content, explore evidence, and synthesize information in their own words.
- Automatic acceptance of AI-generated ideas is discouraged, as it poses a threat to critical thinking and undermines the foundational principles of academic learning.

5.3 Submission Requirements

All academic work involving AI must be submitted with the following:

- A hyperlink to the AI prompts used in the generation of content.
- This link should include the log of the threaded conversation that demonstrates the student's engagement with the AI chatbot.

6. Policy Review Process

QAIS aims to review our academic integrity policy at the end of each academic year to ensure that it is coherent with any changes in the student and community demographics, IB documentation, accreditation (e.g. CIS, Montessori) standards, and that policy and practice are aligned. These reviews will take place in collaborative planning meetings including the following stakeholders:

- Student representatives
- Parent representatives
- Teacher representatives
- IB Programme Coordinators
- School Principals
- Head of School

It is the responsibility of the Head of School to authorize the policy, and updated policies will be disseminated to the community through various mechanisms including the school website. The most recent review therefore started in April 2023 and is to be complete in October 2023.

7. Policy Review and Communication

The Academic Integrity Policy will be communicated to all stakeholders at the end of the review process through a number of means including the school website and emails. As noted above, the school community participated in collaborative planning sessions towards the end of each academic year, reviewing the policy and its appropriateness and effectiveness.

8. Policy Cross-references

- Language Policy
- Inclusion Policy
- Assessment Policy

9. IB Programme Standards and Practices Addressed (2018 edition)

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

- Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)
- Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)
- Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)
- Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
- Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

- Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)
- DP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)

References

Hernandez, D. (2015). Roberts Elementary School Academic Honesty Policy.

chromeextension://

efaidnbmnnnibpcajpcgiclfindmkaj/https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/23753/Roberts%20Academic%20Honesty%20Policy.pdf

Vanderhye, C. (2023). Belvedere Elementary School Academic Integrity Policy.

https://belvederees.fcps.edu/international-baccalaureate-primary-years-program/academic-honesty