



II. gimnazija Maribor



International Baccalaureate

Academic Integrity Policy: II. gimnazija Maribor

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I. 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.

II. IB Learner Profile



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:

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.

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.



III. II. gimnazija Maribor Mission Statement

The mission of II. gimnazija Maribor is to develop quality knowledge, skills, critical thinking, creativity, self-initiative, and independence in students through lessons and extracurricular activities. We promote holistic personal development, advocate for sustainable social progress, and emphasise the importance of community, collaboration, solidarity, and intercultural understanding.

IV. Academic Integrity at II. gimnazija Maribor

A. School's philosophy on academic integrity and the purpose of this document

Academic integrity is a guiding principle in education and a choice to act responsibly so that others can trust us as individuals. It is the foundation for ethical decision-making and behaviour in producing legitimate, authentic, and honest scholarly work. At II. gimnazija Maribor, in accordance with the IB mission statement, the school's mission, and the IB learner profile, we strive to nurture students who like to inquire into the nature of things, who think beneath the surface, who ponder relentlessly over their development, and who have a strong moral compass and are principled.

We deeply value academic honesty. It is not just a principle but a cornerstone of our students' success. Upholding academic honesty cultivates **personal integrity, respects the intellectual efforts of others, and underpins authentic learning and skill acquisition**. It guarantees fairness and trust, shapes character, augments future achievements, and nurtures ethical growth. By championing this virtue, students lay a strong foundation for their personal and professional lives.

To support these ideals, II. gimnazija Maribor articulates clear responsibilities for teaching a variety of practices related to academic integrity. This includes fostering an understanding of academic honesty, building skills in ethical research and citation, and guiding students to embrace behaviours that reflect our commitment to fairness and integrity. Our approach centres on five fundamental values: **honesty, trust, fairness, respect, and responsibility**.

Honesty

Being truthful and transparent in one's work, producing original content, accurately reporting findings, and properly acknowledging sources.

Trust

Building a community where students and teachers rely on each other to be truthful, fair, and respectful, fostering open collaboration and mutual respect.

Fairness

Ensuring equal opportunities and consistent, equitable standards in learning, assessment, and discipline.

Respect

Valuing the contributions, rights, and intellectual property of others while treating all members of the academic community with dignity.

Responsibility

Taking ownership of one's actions, understanding their impact, adhering to ethical standards, and being accountable for one's behaviour.

These values guide every aspect of teaching, learning, and assessment, creating an environment where ethical conduct thrives.

In order to promote personal integrity and good practice during teaching, learning, and assessment, we have established this academic integrity policy. Our students are required to respect this policy and its principles of:

- always striving to create original pieces of work according to IB regulations and internal deadlines;
- always acknowledging others' ideas (books, newspapers, movies, electronic information, use of AI, advice received from teachers, parents, family, or friends) by using some acceptable means of indicating that the wording is not their own;
- always complying with the code of conduct of examinations.

B. Guidance for students

1. GENERAL GUIDANCE

Academic integrity is the foundation of all learning at our school and within the IB Diploma Programme. Students are expected to:

- Complete all homework, tests, coursework, and final exams independently and honestly, without cheating or unauthorized collaboration.
- Correctly cite all sources (books, articles, websites, AI tools, interviews, etc.) using the referencing style required by the school.
- Acknowledge the use of AI (e.g., ChatGPT or similar tools). Any text, image, or idea taken from AI must be referenced, including the prompt and the date of generation.
- Demonstrate authentic understanding: even if you used a tool to help you research, you must be able to explain the content in your own words and thinking.
- Avoid all forms of misconduct, such as plagiarism, collusion, duplication of work, falsification of data, or impersonation.
- The IB learner profile values such as principled, reflective, and inquirers should guide you in your academic work.

2. RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE (AI)

Artificial intelligence can be a valuable learning tool, but it must be used responsibly. According to IB guidance and UNESCO principles:

- AI should support your learning process, not replace your thinking.
- Acceptable uses include: summarising concepts to explore further, checking grammar, or generating possible search terms.
- Unacceptable uses include: asking AI to write essays, create research questions, or produce reflections on your behalf.
- Always be transparent: clearly state how you used AI in your work.
- Remember that AI is not always accurate or reliable; you must critically evaluate its output.
- Technology should be a complement, not a substitute for your engagement, creativity, and interaction with teachers and peers.

3. CODING AND USE OF ONLINE CODE

Programming is a unique area where sharing and reusing code is common. However, clear rules are necessary:

- Understanding is essential: you may use publicly available code snippets (e.g., from online repositories) only if you adapt them and fully understand how they work.
- Style and explanation: your code should reflect your own programming style (naming conventions, structure) and must include meaningful comments explaining the purpose and logic of each function/class.
- No blind copy-pasting: submitting code you do not understand is considered academic misconduct. Teachers may ask you to explain your code in an interview or oral defense.
- Value lies in ideas, not just syntax: in programming, algorithms, logic, and problem-solving approaches matter most. Your work should demonstrate your thinking process, not just working code.
- Transparency: if you use external code, clearly reference its origin (URL, author, or platform).

C. Infringements, Malpractice, Consequences, Procedures to avoid misconduct

1. SCHOOL WORK-RELATED INFRINGEMENT AND MALPRACTICE

<i>Examples of students' malpractice</i>	<i>Consequence and Procedures</i>
Submission of homework that is not the student's own work (rewritten by a peer, written by AI, taken from external sources without acknowledgement).	The teacher warns the student. The student is given an opportunity to redo their homework. Should the student repeat the malpractice, the teacher reserves the right to withhold feedback on subsequent homework assignments.
Possession of unauthorised material during tests.	The student receives a negative grade for the test and a warning. The teacher retains the discretion to deny the student a chance to redo the test. Furthermore, the student loses the benefit of a test retake in order to improve one given grade at the end of the semester.
Exhibiting misconduct or disruptive behaviour during tests.	
Exchanging information with other students during tests.	
<i>Examples of teachers' malpractice</i>	<i>Consequence and Procedures</i>
Neglecting to provide adequate guidance to students, failing to deliver clear and comprehensible instructions, or inadequately supervising and monitoring assessments.	The IB coordinator, in collaboration with the head of school, will convene a meeting with the teacher to offer constructive feedback and comprehensive training on effective classroom practices

If malpractice repeats after an official warning, the student may not be permitted to continue in the International Baccalaureate Diploma Programme and will be required to repeat the third year in another programme. The decision is made by a committee composed of the headmaster, the IB DP coordinator, the school psychologist, and two teachers, and is communicated in writing to the student and their parents.

2. COURSEWORK-RELATED INFRINGEMENT AND MALPRACTICE

<i>Examples of students' malpractice</i>	<i>Consequence and Procedures</i>
<p>Plagiarism is defined as the act of using someone else's words, ideas, or work without proper attribution or acknowledgement, presenting them as one's original work. It involves copying or closely paraphrasing someone else's content, whether it's from written sources (such as books, articles, or websites, AI-generated text) or oral sources (such as lectures or speeches), without giving credit to the original author or source.</p>	<p>If a teacher questions the authenticity of a student's work, they will request a written explanation from the student and seek clarification about the quality of the work. Ideally, in the presence of a witness, the teacher will interview the student for further details regarding the assignment. If the student cannot validate or defend their work, the teacher will notify both the IB DP coordinator and the head of school. Subsequent actions will then follow a specific procedure.</p>
<p>Collusion is defined as unauthorized collaboration or cooperation between students on assignments, exams, or other academic tasks where individual work is expected. It involves students working together to produce work that is meant to be completed individually. Collusion can take various forms, including sharing answers, jointly producing work, or submitting the same or substantially similar assignments as different individuals.</p>	<p>1st OFFENSE: Step 1: A meeting takes place (the subject teacher, the student, and, if possible, the parents and the IB DP coordinator are present). Step 2: Considering all the circumstances, the gravity of the misconduct and the time left until the upload deadline, the decision is made by the subject teacher and the IB coordinator whether that component should be awarded an "F" on the IB internal assessment mark entry system or marked as non-submission in the case of an externally assessed component or the student will be given another opportunity to complete their coursework work according to the IB requirements. The decision is written down and signed by all stakeholders.</p>
<p>Duplication of work is defined as presenting the same work for different assessment components and/or diploma requirements.</p>	
<p>Contract cheating refers to the act of outsourcing or paying someone else to complete academic work on behalf of a student, which is then submitted as the student's own work.</p>	
<p>AI is used to write the complete work or significant parts of the work without acknowledgement.</p>	
<p>Falsifying data refers to manipulating, altering, fabricating, or presenting false or misleading information or results in research, scientific studies, experiments, surveys, or any other form of data collection and analysis. It involves intentionally distorting or</p>	<p>2nd OFFENSE If a student is for a second time unable to substantiate their work after a thorough review of all relevant circumstances, they will NOT be given another opportunity to resubmit. The work will be graded as an "F" in the IB</p>

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<p>misrepresenting data to fit a desired outcome or to deceive others.</p>	<p>internal assessment system or recorded as 'non-submission' if it's an externally assessed component. As a result, the student will not be able to complete their diploma in the current session. The decision is written down and signed by all stakeholders. Additionally, the student will be issued a formal reprimand.</p> <p>If the IBO recognises the infringement after the student's work is submitted to IBIS, the IBO informs the head of the school and the IB coordinator. The situation is dealt with in such cases according to the IBO document Academic Integrity Policy, 2023.</p>
<p>Falsifying documents (for example, CAS records) refers to the act of intentionally altering, fabricating, forging, or manipulating the content or information within a document with the intent to deceive or mislead others.</p>	
<p>Not meeting the interim, subject or upload deadlines.</p>	<p>The situation is handled according to the school document Rules for assessment and internal deadlines.</p>
<p><i>Examples of Teachers' malpractice or school's maladministration</i></p>	<p><i>Consequence and Procedures according to the IBO document Academic Integrity Policy, 2023</i></p>
<p>Providing undue assistance to candidates, such as over-editing or templating or manipulating finished pieces of work for improvement.</p>	<ul style="list-style-type: none"> • Record the incident on IB systems to be part of follow-up actions, such as unannounced examination visits and evaluation visits. • Formal warning letter and action plan to address the incident. • Audit or monitor the internal assessment completion process. • Quality assurance checks in the entire cohort's work for the component(s) concerned. • Bring forward the evaluation visit. • Recommend relevant IB training. • Include school in session monitoring for two consecutive sessions.
<p>Allowing the submission of work produced by third parties such as teachers, tutors, parents/legal guardians, peers or AI-generated work.</p>	
<p>Awarding mark—zero (0)—for non-authentic or plagiarised work.</p>	
<p>Authenticating work when there are doubts regarding its authenticity.</p>	
<p>Having a high proportion of plagiarism cases.</p>	
<p>The IB identified uploading submission errors, such as duplicate files, during the assessment process.</p>	

How will the teachers identify possible plagiarism?

- The work submitted is very different from previous drafts.
- The language standard (grammar, vocabulary, spelling) suddenly improves dramatically.
- The gender of pronouns is inconsistent.

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- Reference is made to material (for example, charts, graphs, tables) not included in the candidate’s work.
- The candidate is unable to summarize the outcome of the research.
- Inappropriate or inconsistent “voice” (e.g., changing from singular to plural).
- A strange paper layout (page numbers, headings, and spacing do not correctly transfer in a rushed cut-and-paste job).
- Outdated bibliographic citations.
- There are signs of an electronic origin, including changes in font or formatting, different spellings, and “grey” letters in the text (an indication that the page was downloaded from a website).
- References to untrustworthy websites or dubious publications.
- Text with superscript reference (e.g., 2) that bears no relation to the citation list.
- Turnitin shows a high percentage of similarity with sources that are not cited correctly or are not on the references list.

3. WRITTEN EXAMINATION-RELATED INFRINGEMENT AND MALPRACTICE

<i>Examples of students’ malpractice</i>	<i>Consequence and Procedures according to the IBO document Academic integrity policy, 2023</i>
Conduct during the examinations	The coordinator informs the IBO about the misconduct. The situation is dealt with according to the IBO document <i>Academic integrity policy, 2025</i> .
Examples of infringements in this category are possessing unauthorized material, exhibiting misconduct or disruptive behaviour, exchanging information with other students during the examination, removing secure materials, impersonating an IB candidate, and failing to report an incident.	
Conduct that threatens the integrity of the examinations	
Examples of infringements in this category are: getting access to IB examination papers before schedule, sharing the content of an IB examination paper within 24 hours after the examination, failing to report an incident	
Interfering with an academic misconduct investigation	
Examples of infringements in this category are not cooperating with the investigator, providing misleading information, and influencing witnesses.	

<i>Examples of teachers' and coordinator's malpractice and maladministration</i>	<i>Consequence and Procedures according to the IBO document Academic Integrity Policy, 2023</i>
<p>Conduct during the examinations</p> <p>Examples in this category are: allowing candidates to use or refer to prohibited materials such as the use of notes and sharing of prompts during IB assessments; failing to provide appropriate invigilation for an examination; giving unauthorised additional time to candidates; unauthorised rescheduling of an examination; failing to appropriately check the material, such as calculators and dictionaries, that candidates are allowed to bring into the examination; allowing candidates to share materials or communicate during the examination; not complying with authorised inclusive assessment arrangements; failing to ask candidates to surrender unauthorised materials before the start of the examination; assisting candidates with the completion or the understanding of questions during the examination; failing to maintain examination security; leaving candidates unsupervised during an examination or unaccompanied during bathroom breaks; amending responses to completed examination scripts prior to dispatch; not sending the completed examination scripts to the scanning centre or not sending completed multiple-choice question-answer sheets to the IB Global Centre within three days without an acceptable reason.</p>	<ul style="list-style-type: none"> • Record the incident on IB systems to be part of follow-up actions, such as unannounced examination visits and evaluation visits. • Request immediate corrective action. • Formal warning letter and action plan to address the incident. • Immediate inspection visit. • Mandate relevant IB training. • Include school in session monitoring for three consecutive sessions.
<p>Undermining the integrity of assessments</p> <p>Examples in this category are: misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give</p>	<ul style="list-style-type: none"> • Record the incident on IB systems to be part of follow-up actions, such as unannounced examination visits and evaluation visits. • Immediate inspection visit.

<p>candidates an unfair advantage; failing to implement an action plan required by the relevant IB authority; failing to report incidents of student misconduct or school or teacher maladministration; failing to support an investigation into student misconduct or school or teacher maladministration; failing to report an examination security breach or alleged breach.</p>	<ul style="list-style-type: none"> • Controlled dispatch of IB exam papers. • Deployment of independent invigilators. • Relocation of candidates to another venue. • Annulment of grades for the candidates concerned or the entire cohort. • Authorization withdrawal. • Include school in session monitoring for five consecutive sessions.
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D. Roles and responsibilities

1. THE ROLE OF STUDENTS

Students must take responsibility for their learning. They are expected to do their work and honestly demonstrate what they have learned.

Student's responsibilities

- **Original Work:** Students must ensure that all work submitted for assessment is their own original creation. They should not present the work of others as their own, including ideas, text, images, or any other form of intellectual property.
- **Proper Citation:** Students are responsible for providing accurate and appropriate citations for all sources used in their work. This includes acknowledging the ideas, words, and information obtained from external sources, such as books, articles, websites, AI or interviews, through proper referencing using recognised citation styles.
- **Collaboration:** Students should respect the boundaries of collaboration as defined by their teachers or subject guidelines.
- **Academic Honesty:** Students must maintain the highest standards of academic honesty. This includes refraining from cheating, plagiarising, or engaging in academic misconduct. They should not seek or provide unauthorised assistance, use unauthorised resources, or engage in any actions that compromise the integrity of their own work or the work of others.
- **Ethical Research:** Students are responsible for conducting research ethically, following established protocols, respecting the rights and privacy of participants, and obtaining proper permissions when necessary.
- **Examination Rules:** During examinations, students must strictly adhere to the rules and regulations set forth by the IB DP. They should not engage in any prohibited activities, such as communicating with other students, using unauthorised materials, or engaging in any form of cheating.
- **Academic Integrity Policy:** Students should familiarise themselves with the *II. gimnazija Maribor Academic Integrity Policy* and the *IBO Academic Integrity Policy 2023* and understand the consequences of academic misconduct. They should actively promote a

culture of academic integrity and report any suspected violations to their teachers or relevant authorities.

- Before submitting their work to IBO, students must sign a **Declaration of authenticity form**.

2. THE ROLE OF THE IB DP COORDINATOR

The IB DP coordinator is crucial in upholding and promoting academic integrity within II. gimnazija Maribor.

Coordinators 's responsibilities

- **Policy Implementation:** The coordinator's responsible for ensuring the effective implementation of the Academic Integrity Policy within II. gimnazija Maribor. This includes disseminating the policy to students, teachers, and parents and ensuring that all stakeholders know their rights and responsibilities regarding academic integrity.
- **Awareness and Education:** The coordinator should organise and facilitate workshops, training sessions, or informational sessions to raise awareness about academic integrity among students and staff. This can include educating them about plagiarism, proper citation practices, ethical research, and the consequences of academic misconduct.
- **Policy Review and Updates:** It is important to regularly review and update the Academic Integrity Policy to ensure its effectiveness and alignment with current best practices. This may involve seeking input from teachers, students, and other relevant stakeholders and making appropriate revisions based on feedback and changes in academic integrity standards.
- **Support and Guidance:** Students and teachers may seek your guidance or assistance regarding academic integrity issues. The coordinator should be available to address their concerns, provide clarification on policy matters, and offer support when allegations of academic misconduct arise. This includes guiding teachers on how to address instances of academic dishonesty and ensuring a fair and consistent approach in dealing with such cases.
- **Prevention Measures:** The coordinator should implement preventive measures to foster a culture of academic integrity within the school. This can involve promoting good academic practices, encouraging proper citation and referencing, providing resources for effective research, and emphasising the value of original thinking and independent work.
- **Collaboration with Teachers and Staff:** The coordinator must collaborate with teachers and other staff members to develop strategies for promoting academic integrity in the classroom and during assessments. This may include sharing best practices, providing resources, and offering guidance on designing assignments and assessments that discourage academic misconduct.
- **Reporting and Record-Keeping:** The coordinator must maintain accurate records of academic integrity cases and their resolutions. Ensure that appropriate documentation is kept, including incident reports, investigations, disciplinary actions, and follow-up measures. This can help track patterns, identify areas for improvement, and demonstrate a commitment to maintaining academic integrity within the school.

3. THE ROLE OF TEACHERS

Teachers in the IB DP at II. gimnazija Maribor play an important role in upholding and promoting academic integrity.

Teachers's responsibilities

- **Educating Students:** Teachers should educate students about the importance of academic integrity and the expectations outlined in the school's and *IBO's Academic Integrity Policy, 2023*. This includes discussing topics such as plagiarism, proper citation practices, ethical research, and the consequences of academic misconduct.
- **Clear Guidelines:** Provide students with clear guidelines and expectations regarding academic integrity at the beginning of each course or assignment. Clearly explain what constitutes academic misconduct, the consequences of such behaviour, and the importance of individual effort and original work.
- **Assignment Design:** Design assignments and assessments that discourage academic misconduct and promote independent thinking and original work. Provide opportunities for students to express their own ideas, develop critical thinking skills, and engage in research that respects ethical guidelines.
- **Monitoring and Detection:** Actively monitor and detect instances of academic misconduct. This includes being vigilant during assessments and assignments and looking for signs of plagiarism, unauthorised collaboration, or other forms of dishonesty. Teachers should see the students develop their work over some time and use Turnitin to check all final versions of student's coursework.
- **Documenting:** Keeping draft versions of students' work and comparing them, and keeping electronic copies of final submitted coursework for three years.
- **Promoting Academic Integrity:** Foster a culture of academic integrity in the classroom by being role models, emphasising the value of originality and independent thinking, and encouraging open discussions on academic honesty. Reinforce the importance of integrity in academic pursuits and its relevance beyond the classroom.
- **Reporting and Intervention:** Report suspected cases of academic misconduct to the IB DP coordinator and the head of the school. Follow the established procedures for reporting, investigating, and resolving such cases while ensuring fairness and maintaining confidentiality.
- **Support:** Support students on proper research techniques, citation practices, and time management skills. Provide assistance and clarification to students to ensure they understand how to avoid unintentional academic misconduct.
- **Professional Development:** Engage in ongoing professional development related to academic integrity.

4. THE ROLE OF THE LIBRARIAN

The librarian in the IB DP at II. gimnazija Maribor is vital in supporting academic integrity and promoting ethical research practices.

Librarian's responsibilities

- **Information Literacy Instruction:** Provide information literacy instruction to students, helping them develop the skills necessary for effective and ethical research. Teach them how to locate, evaluate, and properly cite sources, emphasising the importance of academic integrity in the research process.
- **Resource Selection and Access:** Curate a resource collection that aligns with academic integrity principles. Ensure that the library provides access to reputable and reliable sources, both in print and digital formats, to support students' research needs.
- **Citation and Referencing Support:** Assist students in understanding and applying proper citation and referencing practices. Offer guidance on citation styles, and provide resources that help students accurately cite their sources.
- **Plagiarism Prevention Tools:** Familiarize teachers and students with plagiarism prevention tools and software that can assist in detecting and avoiding unintentional plagiarism.
- **Information Ethics Education:** Educate students on information ethics, including topics such as copyright, intellectual property rights, fair use, and responsible use of digital resources. Help them understand the legal and ethical implications of using information in their research.
- **Professional Development:** Engage in professional development opportunities related to information literacy, research skills, and academic integrity. Stay updated on best practices and emerging trends in library services to better support students and teachers.
- **Accessible and Inclusive Resources:** Ensure that the library resources cater to the diverse needs of students, considering various learning styles, abilities, and cultural backgrounds. Offer guidance on finding inclusive and diverse sources of information to enrich students' research and perspectives.
- **Academic Integrity Advocacy:** Act as an advocate for academic integrity within the school community. Raise awareness of the importance of ethical research and the consequences of academic misconduct. Collaborate with other stakeholders, such as teachers, administrators, and the IB DP coordinator, to develop policies and initiatives that foster academic integrity.

5. THE ROLE OF THE HEAD OF SCHOOL

As the Head of School in the IB DP at II. gimnazija Maribor plays a crucial role in upholding and fostering a culture of academic integrity within the school.

Head's responsibilities

- **Policy Implementation:** Ensure the effective implementation of the IB DP Academic Integrity Policy throughout the school. This includes familiarising yourself with the policy, disseminating it to all stakeholders, and ensuring that it is understood and followed by students, teachers, and staff.
- **Leadership and Modelling:** Demonstrate a strong commitment to academic integrity by modelling ethical behaviour and holding yourself to the highest standards of integrity. Emphasise the importance of honesty, ethical conduct, and the pursuit of knowledge in all aspects of school life.

- **Policy Promotion and Awareness:** Promote awareness and understanding of the IB DP Academic Integrity Policy among students, teachers, parents, and the wider school community.
- **Resource Allocation:** Allocate human and material resources to support the implementation of the academic integrity policy. This may include providing professional development opportunities for teachers, ensuring access to appropriate research materials, and investing in technology or tools that promote academic honesty.
- **Prevention and Detection:** Establish measures to prevent and detect academic misconduct within the school. This can involve implementing academic integrity training, using plagiarism detection software, or developing systems to monitor assessments and assignments for signs of dishonesty.
- **Support and Guidance:** Provide guidance and support to teachers, students, and parents on matters related to academic integrity. This may involve addressing concerns or questions, offering clarification on policy matters, and assisting in handling academic misconduct cases.
- **Collaboration with IB DP Coordinator and Teachers:** Collaborate closely with the IB DP coordinator and teachers to ensure a consistent and unified approach to promoting academic integrity. Support the IB DP coordinator in implementing and monitoring academic integrity practices across the programme.
- **Policy Review and Improvement:** Regularly review and assess the effectiveness of the IB DP Academic Integrity Policy. Seek input from stakeholders, evaluate the impact of current practices, and make necessary revisions or improvements to the policy to align with best practices and emerging trends in academic integrity.
- **Consequences and Discipline:** Establish clear procedures and consequences for cases of academic misconduct. Ensure that appropriate disciplinary actions are taken when academic integrity violations occur while ensuring fairness, transparency, and consistency in the disciplinary process.
- **Ethical School Culture:** Foster a school culture that values and promotes academic integrity. Emphasise the importance of integrity, honesty, and ethical conduct in all school activities, and encourage a climate where academic success is achieved through genuine effort, critical thinking, and original work.

E. The rights of students

When a student enrolls for the Diploma Programme, the school must provide each candidate and the school's *Academic Integrity Policy*. The school must also make available copies of the *IBO Academic Integrity Policy (2025)*.

In case the IBO detects academic misconduct, the student has the following rights

- If a candidate is under investigation for possible malpractice, the coordinator must inform the candidate. Whether or not to inform the candidate's parents or legal guardians of the allegation and involve them in the investigation is left to the school's discretion, bearing in mind any relevant circumstances such as whether the candidate has reached the age of legal majority.
- The candidate and his or her legal guardians have a right to see evidence, statements, reports and correspondence about the case. Any decision to withhold such information rests entirely

with the head of school or coordinator. Evidence may be withheld to protect the identity of an informant.

- It is the policy of the IBO that any candidate being investigated for malpractice is given the opportunity to be heard and to submit a written defence. The school has no right to prevent this process or to edit or unduly influence the candidate's statement.

F. Implementation and review of the policy

Review Team Composition: The policy is reviewed and updated annually by a designated team comprising the Head of School, the IB Coordinator, and the librarian in agreement with subject teachers from various subject groups.

Discussion and Agreement: IB DP teachers convene in August for their first meeting to discuss and reach a consensus on the policy updates.

Introduction to Students: The updated policy is presented to IB Year 1 students during a class lesson at the beginning of the school year.

Workshops and Training:

- A workshop emphasising the importance of academic integrity is held during the annual Freshmen Week.
- The ethical aspects of academic honesty are explored in Theory of Knowledge (TOK) classes.
- On Extended Essay (EE) days, the librarian leads a workshop on effective citation and referencing.

Subject-Specific Discussions: All teachers address the nuances and specifics of academic integrity relevant to their subjects in their respective classes.

Communication to Parents: Both this policy and the IBO's *Academic Integrity Policy (2024)* are presented to parents during the parent-teacher meetings.

Guidance for Teaching Staff: All staff members receive guidance, updates, and new information on academic integrity from the IB DP coordinator.

V. References

1. IBO. 2014. The IB programme continuum of international education: Effective citing and referencing. Geneva: IBO.
2. IBO. 2015. From principles into practice. Geneva. IBO.
3. IBO. 2020. Programme standards and practices. Geneva. IBO.
4. IBO. 2020. Academic integrity for Internal Assessment. Geneva. IBO
5. IBO. 2025. Academic integrity policy. Geneva. IBO.
6. OpenAI. (2024). ChatGPT (4o) [Large language model]. <https://chatgpt.com>

VI. Student's statement

I, _____, (name, surname) am aware of the IBO academic integrity documents and agree with II. gimnazija Maribor's Academic integrity policy. I have read both documents and will act accordingly.

Date: _____

Student's Signature: _____

Parents's Signature: _____