



X.L.X 学术诚信政策

**X.L.X ACADEMIC INTEGRITY
POLICY**



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IB 国际文凭组织使命宣言

IB 国际文凭教育的目标是培养勤学好问、知识渊博、富有爱心的年轻人，他们通过对多元文化的理解和尊重，为开创更美好、更和平的世界贡献力量。为了实现这个目标，IB 国际文凭组织与众多的学校、政府以及其他国际组织进行合作，开发出一系列具有挑战性的国际教育项目和严格的评估体系。这些项目鼓励世界各地的学生成长为既积极进取又富有同情心的终身学习者，他们理解尽管人与人之间存在差异，但他人的意见也可能是正确的。

X.L.X 愿景

培养心有中华、行有世界，能够参与全球对话并推动可持续发展的未来领袖。

X.L.X 使命

厚植中国心、开阔世界眼、乐学善思、勇于表达、乐于合作。

X.L.X 办学理念

上海闵行区学乐星幼儿园秉持全人教育理念，尊重儿童个体差异与多元文化背景，致力于培养幼儿对多元文化与信仰的理解与尊重，激发其探索精神与终身学习的热情，为其奠定立足中国、面向世界的素质基础。

X.L.X 口号

融汇中西，心向世界；乐学成长，星耀未来。





标准与实践（2022 年）

在开发与审查所有政策时应遵循以下国际文凭组织标准。

文化（03）

- 3. 学校应实施与传达学术诚信政策并进行定期审查，营造良好的学术道德文化环境；
- 3.1 学校应实施与审查学术诚信政策，明确学校政策理念，遵守国际文凭组织的指导原则；（0301-03-0100）
- 3.2 学校应在学术诚信政策中明确说明学校社区所有成员的权利与职责、行为规范与不端行为、以及针对违规行为应当采取的措施。（0301-03-0200）
- 3.3 学校明确了教授各种与学术诚信相关的实践活动的责任，并体现了公平、尊重和责任。（0301-03-0300）

学习（04）

- 4.1 学生与教师应遵守国际文凭组织的学术诚信指导原则。

宗旨声明

本政策旨在确保上海闵行区学乐星幼儿园全体师生秉持**诚实守信的态度**，铭记学校使命宣言，努力成为负责任的全球公民。学校管理层在评估实践中践行**公平公正原则**，助力建构**共同信任**。学校社区应遵循最高道德标准，共同营造**相互尊重且有责任心**的良好环境。

为践行学校使命，遵守国际文凭组织要求，学校教职工已就学术诚信政策达成一致，以促进和培养学术诚信文化，确立其核心原则。所有学生、家长及教职工均需理解并遵守本政策。上海闵行区学乐星幼儿园在教学与开展所有课程的过程中，教导并鼓励遵循学术诚信政策，并在新生指导会和会议上向学生及家长阐释本政策内容。

在制定相关要求与规范时，学校以培养学生自我管理学习能力及以下两大 IB 学习者素养为宗旨：

坚持原则：学生正直诚实，有强烈的公平和正义感，尊重个体、团体与社区尊严，勇担自身行为及后果之责。





善于反思：学生能审视自身学习与经验，认识并理解自身长处与局限，为自身学习与个人发展提供动力。

学术诚信的定义

学术诚信是教育工作的指导原则，指以负责任的方式行事以获取他人信任。它是学术确保决策与行为合乎道德，合法、真实、诚信完成学业的重要基础。（国际文凭组织《学术诚信》，2019 年）

上海闵行区学乐星幼儿园要求全体师生和学习社区在日常学习与工作中遵守学术诚信政策，承诺践行诚信、信任、公平、尊重和责任五大基本原则。

政策宗旨

本学术诚信政策旨在贯彻国际文凭组织（IB）的教育理念，在上海闵行区学乐星幼儿园营造诚实、尊重、负责的学习氛围，培养幼儿从小树立诚信意识，使他们在未来的学习和生活中能够坚守学术道德，成长为具有国际情怀和良好品格的探究者。同时，本政策也是为了规范园内教学、活动等学术相关行为，保障幼儿园 IB 课程的高质量实施。

政策适用范围

本政策适用于上海闵行区学乐星幼儿园全体幼儿、教职工、家长及参与园内 IB 相关活动的所有人员。无论是在日常教学活动、探究项目、主题活动，还是家园互动中涉及的学术相关内容，均需遵循本政策。

认识学术不端行为

国际文凭组织将学术不端定义为致使或可能致使该学生或任何其他学生在一项或多项评估中获得不公平优势的“行为”。

学校对学术不端行为零容忍。学生、教师、管理层及家长均有责任确保遵守学术诚信政策。学校将全力全面调查违反学术诚信政策的行为。任何有意或无意违反本政策的行为皆属学术不端，将按照本政策的规定全面调查和处理。





学术不端的表现形式

幼儿违规行为

抄袭、模仿他人作品或成果，将他人的作品据为己有。

在小组合作活动中，不履行自己的职责，却将小组成果全部归为自己的功劳。

故意破坏或篡改同伴的学习材料、作品，影响他人正常学习。

在教师询问学习情况时，故意隐瞒事实或提供虚假信息。

教职工违规行为

抄袭其他教师或机构的课程设计、教学方案、学术论文等。

在幼儿评价过程中，存在主观偏袒、虚假评价等不公正行为。

在教研活动或学术交流中，剽窃他人学术观点、研究成果，或提供虚假的教学经验和数据。

家长违规行为

代替幼儿完成家园互动任务或学习作品，以幼儿名义提交虚假成果。

向教师提出不合理要求，干扰正常的教学评价和学术秩序。

对幼儿违反学术诚信的行为视而不见，不配合幼儿园进行教育和引导。

学术不端行为调查

园所应对所有披露可能违反学术诚信政策的举报予以调查。园长、主管以及 IB 项目协调员均有责任维护本政策。教师及其他管理人员应支持并协助调查违反学术诚信政策的行为。

若负责调查的管理人员发现有违背或违反学术诚信的行为，违反者需承担相关后果。初次因疏忽大意违规者仅予以警告、但屡次严重违反者需承担更严重后果，包括评估不及格、限期停学或开除。国际文凭组织与上海闵行区学乐星幼儿园对学术不端行为零容忍，这是学校制定学术诚信政策的基础。学校教职工应记录任何学术不端行为并向园长报告。

违规处理流程

幼儿违规处理

当教师发现幼儿存在违反学术诚信的行为时，应及时与幼儿沟通，了解事情经过，耐





心引导幼儿认识错误，鼓励幼儿主动承认并改正。

对于初次违规的幼儿，教师应以教育为主，通过个别谈话、故事引导、角色扮演等方式，帮助幼儿理解诚信的重要性，让幼儿在活动中进行弥补，如重新完成作品、向同伴道歉等。

若幼儿多次出现违反学术诚信的行为，教师应及时与家长沟通，共同制定教育方案，加强对幼儿的诚信教育。同时，幼儿园将对幼儿的行为进行记录，并在后续的教育过程中持续关注和引导。

教职工违规处理

一旦发现教职工存在违反学术诚信的行为，幼儿园将成立专门的调查小组，对事件进行详细调查，收集相关证据。

根据调查结果，对违规教职工进行严肃处理，包括但不限于批评教育、取消评优评先资格、扣除绩效奖金、调整工作岗位等。情节严重的，将依据相关法律法规和幼儿园规章制度予以辞退，并追究其相应责任。

违规教职工的处理结果将在园内进行通报，以起到警示作用，同时要求全体教职工引以为戒，共同维护学术诚信环境。

家长违规处理

当发现家长存在违反学术诚信的行为时，教师应及时与家长进行沟通，指出其不当行为对幼儿教育的不良影响，要求家长立即改正。

对于拒不改正或多次违规的家长，幼儿园将限制其参与园内部分活动的资格。同时，幼儿园将持续与家长沟通，引导家长树立正确的教育观念，积极配合幼儿园的学术诚信教育工作。

角色与职责

幼儿的职责

上海闵行区学乐星幼儿园致力于在早期教育阶段融入学术诚信意识的萌芽，幼儿应在教师引导下通过以下方式初步感知诚信的基本含义：

- 在教师指导下感知“诚实”“自己的作品”等基本概念，了解说真话、做真事的重要性。
- 在课堂活动和任务中，尝试独立完成自己的作品，并在教师帮助下学会指出参考他人





想法时的感谢方式。

- 在完成小任务或表达想法时，力求真实表达自身创作，不直接使用他人成品。
- 初步了解使用书籍或数字资源时应当尊重原作者，并在教师引导下表达来源。
- 感知并体验“诚信”在小组活动与合作中的意义。

教师的职责

教师应通过以下方式落实学术诚信政策的初步引导：

- 熟悉学校学术诚信政策，并以身作则示范真实表达与诚实行为。
- 在活动中设计有利于幼儿独立思考和真实表达的任务，避免机械复制。
- 通过情景扮演、故事讲述等方式，帮助幼儿理解“诚实完成自己的任务”等基本要求。
- 引导幼儿在参考他人作品或想法时表达感谢，初步建立“说出来源”的意识。
- 营造鼓励真实、尊重原创的课堂氛围，并在日常环节中持续强调诚信价值。

幼儿园的职责

上海闵行区学乐星幼儿园致力于通过以下方式推动学术诚信政策的实施：

- 明确制定适合幼儿认知阶段的学术行为规范，并向教师及家长进行传达。
- 建立清晰的流程，以妥善处理幼儿阶段可能出现的学术行为问题。
- 为教师提供学术诚信政策相关的培训，提升其引导幼儿真实表达的能力。
- 提供丰富、开放式的活动资源，支持幼儿在探索中体验原创与真实表达。
- 与家长合作，共同重视幼儿学术诚信意识的早期培养。

IB 项目协调员的职责

上海闵行区学乐星幼儿园的 PYP 协调员在学术诚信政策方面的职责包括：

- 与教师协作，将学术诚信意识恰当融入 PYP 探究活动及课程实施中。
- 确保教师在活动中引导幼儿初步了解“参考来源”及“原创”等概念。
- 组织教师开展学术诚信政策相关的学习与交流，提升政策执行一致性。
- 为教师提供适合幼儿年龄段的学术诚信教学资源与策略支持。

管理层的职责

上海闵行区学乐星幼儿园的管理层有重要职责通过以下方式维护学术诚信：

- 确保学术诚信政策得到充分重视，并纳入幼儿园教育与管理实践。
- 支持教师开展学术诚信相关的引导活动，提供必要的资源与培训。
- 倡导形成真实、信任、相互尊重的园所文化。





- 建立家园沟通机制，与家长共同促进幼儿学术诚信意识的建立。

家长的职责

家长应通过以下方式配合幼儿园共同支持学术诚信政策的落实：

- 了解并认同幼儿园学术诚信政策的基本理念与要求。
- 鼓励孩子在任务和表达中做到真实，强调过程而非结果。
- 在家中也注重诚实行为的示范，引导孩子尊重他人作品与想法。
- 积极配合教师，关注孩子学术行为习惯的养成。
- 保持与幼儿园的沟通，共同引导幼儿建立良好的学术行为基础。。

免责声明

X.L.X 学术诚信政策的实施与 X.L.X 招生政策、X.L.X 评估政策、X.L.X 全纳政策和 X.L.X 语言政策保持一致，并符合当地、国家及 IB 国际文凭组织的规定。

审查

学校各政策系根据修订后的 IB 项目标准与实践制定而成。本政策在学校审查期间得以完善，并将社区反馈纳入其中。

起草：2024 年 9 月

更新：2025 年 6 月

下一次审查：2026 年 6 月

本文件每年进行一次审查与修订。

负责起草本政策的初始委员会：总园长、PYP 项目协调员、班主任。

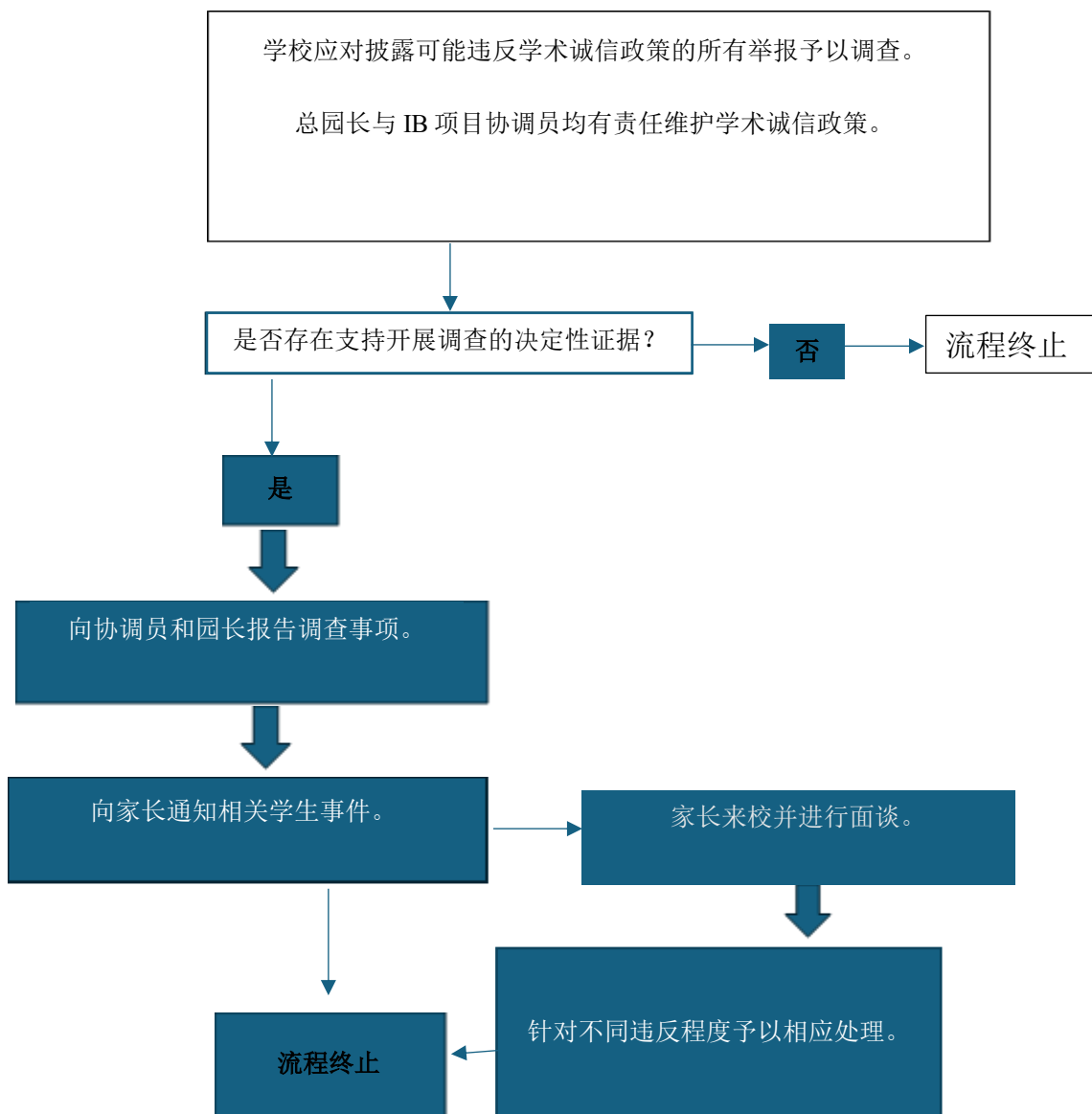
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附录 1.1 PYP 项目调查流程图





The International Baccalaureate Mission

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.

X.L.X Vision

X.L.X aspires to nurture inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

X.L.X Mission

X.L.X is committed to providing a holistic, bilingual education supporting cultural diversity, beliefs, and values and as such develop the whole child for them to become successful global citizens and lifelong learners for a better future.

X.L.X Motto

Shanghai Minhang District X.L.X Kindergarten is dedicated to holistic education that honors diversity in cultures and beliefs. We foster children's curiosity, empathy, and intellectual growth, nurturing them to become compassionate global citizens and lifelong learners with strong roots in Chinese identity.

X.L.X Slogan

Bridging Cultures, Embracing the World; Joyful Learning, Shining Future.



Standards and Practices (2022)

The following IB standards were kept in mind while developing and reviewing all policies.

Culture (03)

- The school implements, communicates and regularly reviews an academic integrity; policy that creates cultures of ethical academic practice.
- 3.1 The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines.
- 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.
- 3.3 The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects fairness, respect, and responsibility. (0301-03-0300)

Learning (04)

- 4.1 Students and teachers comply with IB academic integrity guidelines.

Statement of Purpose

The purpose of this policy is to ensure that the kindergarten community at X.L.X understands the role of becoming responsible global citizens as expected in the X.L.X mission statement through honesty. The kindergarten administration builds trust through fair assessment practices. The kindergarten community follows the highest standards of ethical conduct to create an environment of respect and responsibility.

In keeping with the mission of X.L.X and requirements of the International Baccalaureate, an Academic Integrity Policy has been agreed by the teaching faculty to promote, nurture, and establish academic integrity as a core principle. All children, parent community, teachers and employees will need to understand and adhere to this policy. X.L.X will inculcate and support academic integrity in teaching and learning as well as in administering all its programmes. Extracts of the policy are explained to students and parents during orientation and meetings in the kindergarten.

We are guided in our expectations and practices by self-management approach to learning of students and two of the IB Learner Profile attributes which describe children as:



Principled: They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of individuals, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Reflective: They give thoughtful consideration to their own learning and experiences. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Defining Academic Integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic, and honest scholarly work. (IB, Academic Integrity, 2019)

Academic Integrity at X.L.X is a routine expectation of all members of the institution. All members are expected to demonstrate their commitment to the five fundamental values of honesty, trust, fairness, respect, and responsibility.

Policy Aims

This Academic Integrity Policy aims to implement the educational philosophy of the International Baccalaureate (IB) Organization, create a learning atmosphere of honesty, respect, and responsibility at X.L.X Kindergarten. It is designed to cultivate children's integrity awareness from an early age, enabling them to uphold academic ethics in their future studies and lives and grow into inquirers with an international mindset and good character. At the same time, this policy also serves to standardize academic-related behaviors such as teaching and activities within the kindergarten, ensuring the high-quality implementation of the kindergarten's IB curriculum.

Applicability of Policy

This policy applies to all children, teaching and administrative staff, parents, and all individuals participating in IB-related activities within Shanghai Minhang Xueleixing Kindergarten. All academic-related content involved in daily teaching activities, inquiry projects, themed activities, as well as home-school interactions must comply with this policy.





Understanding Malpractice

The IB defines malpractice as ‘behavior’ that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

The kindergarten has zero tolerance towards academic misconduct of any kind. The responsibility for ensuring academic integrity rests with the students, teachers, administrators, and parents. The school will make every effort to fully investigate instances of transgression of the academic integrity policy. Infringement of the policy, whether intentional or unintentional, is malpractice which will be fully investigated and dealt with according to policy.

Children’s Malpractice

- Copying or imitating others' works or achievements and claiming them as one's own.
- Failing to fulfill one's responsibilities during group cooperative activities while taking all the credit for the group's achievements.
- Deliberately damaging or tampering with peers' learning materials or works, affecting others' normal learning.
- Intentionally concealing facts or providing false information when questioned by teachers about their learning situation. Offering gifts or any kind of bribery to teachers or any school member to gain unfair advantage over other children.
- Assistance provided from parents or guardians or any other external agency that grants an undue advantage to the beneficiary over other children.

Teaching and Staff Malpractice

- Plagiarizing the curriculum designs, teaching plans, academic papers, etc., of other teachers or institutions.
- Engaging in unfair behaviors such as subjective favoritism and false evaluations during the process of evaluating children.
- Plagiarizing others' academic viewpoints and research results, or providing false teaching experiences and data during teaching and research activities or academic exchanges.



Parents' Malpractice

- Completing home-school interaction tasks or learning works on behalf of children and submitting false achievements in the children's names.
- Making unreasonable demands on teachers, interfering with the normal teaching evaluation and academic order.
- Turning a blind eye to children's academic malpractice and failing to cooperate with the kindergarten in education and guidance.

Investigating Academic Misconduct

The school will investigate each report of a possible violation of the academic integrity policy. The Head of School, Principals and IB Coordinators are responsible for upholding the policy. The teachers and other administrators will support and aid them in the investigation of the violation.

When the investigating administrator identifies an offense or transgression, consequences will follow. Inadvertent first offences may only result in a warning, detention, and/or a note put into the file of the student, but more serious and repeated offences will lead to more severe consequences, from failing grades to suspension from school for a limited period or permanent expulsion for repeated offences. The IB's and the kindergarten's zero tolerance for malpractice is the foundation of the kindergarten's policy of academic integrity. Each instance of malpractice will be recorded and reported by staff to the Head of School/Principal.

Malpractice Handling Procedures

Handling of Children's Malpractice

When teachers discover that children have engaged in behaviors that violate academic integrity, they should promptly communicate with the children, understand the circumstances of the incident, patiently guide the children to recognize their mistakes, and encourage them to take the initiative to admit and correct them.

For children who violate academic integrity for the first time, teachers should prioritize education. Through means such as individual conversations, story - based guidance, and role - playing, teachers should help children understand the importance of integrity, and let children make amends during activities, such as re - completing the work or apologizing to their peers.





If children repeatedly engage in behaviors that violate academic integrity, teachers should promptly communicate with parents, jointly formulate an educational plan, and strengthen the children's integrity education. At the same time, the kindergarten will record the children's behaviors and continuously pay attention to and guide them in subsequent educational processes.

Handling of Teaching and Staff Malpractice

Once it is discovered that teaching and staff have engaged in behaviors that violate academic integrity, the kindergarten will establish a special investigation team to conduct a detailed investigation of the incident and collect relevant evidence.

Based on the investigation results, serious measures will be taken against the teaching and staff who violate the regulations, including but not limited to criticism and education, cancellation of the qualification for merit evaluation, deduction of performance bonuses, job transfer, etc. In serious cases, they will be dismissed in accordance with relevant laws, regulations, and kindergarten rules and regulations, and corresponding responsibilities will be investigated.

The handling results of teaching and staff who violate academic integrity will be announced within the kindergarten to serve as a warning. All teaching and staff are required to learn from these cases and jointly maintain an environment of academic integrity.

Handling of Parents' Malpractice

When it is discovered that parents have engaged in behaviors that violate academic integrity, teachers should promptly communicate with the parents, point out the adverse effects of their improper behaviors on children's education, and require the parents to correct them immediately.

For parents who refuse to correct or repeatedly violate the regulations, the kindergarten will restrict their eligibility to participate in some activities within the kindergarten. At the same time, the kindergarten will continue to communicate with parents, guide them to establish correct educational concepts, and actively cooperate with the kindergarten's academic integrity education work.

Roles and Responsibilities

Children' Responsibilities

X.L.X Kindergarten is committed to fostering the initial awareness of academic integrity in early childhood education. Under the guidance of teachers, children should begin to understand the basic meaning of integrity in the following ways:

- - With the guidance of teachers, children should develop an understanding of basic concepts





such as "honesty" and "one's own work", and recognize the importance of telling the truth and acting sincerely.

- - During classroom activities and tasks, children should attempt to complete their works independently. With the help of teachers, they should learn to express gratitude when referring to others' ideas.
- - When completing small tasks or expressing ideas, children should strive to present their original creations truthfully and refrain from directly using others' finished works.
- - Children should initially understand the need to respect original authors when using books or digital resources and, under the guidance of teachers, learn to indicate the sources.
- - Children should perceive and experience the significance of "integrity" in group activities and cooperation.

Teachers' Responsibilities

Teachers should implement the initial guidance of the academic integrity policy in the following ways:

- - Familiarize themselves with the school's academic integrity policy and set an example by demonstrating genuine expression and honest behavior.
- - Design tasks in activities that are conducive to children's independent thinking and authentic expression, and avoid mechanical copying.
- - Through means such as role - playing and storytelling, help children understand basic requirements such as "completing their tasks honestly".
- - Guide children to express gratitude when referring to others' works or ideas, and initially establish the awareness of "indicating the source".
- - Create a classroom atmosphere that encourages authenticity and respects originality, and continuously emphasize the value of integrity in daily routines.

Kindergarten's Responsibilities

X.L.X Kindergarten is committed to promoting the implementation of the academic integrity policy in the following ways:

- - Clearly formulate academic behavior norms suitable for children's cognitive stage and communicate them to teachers and parents.
- - Establish clear procedures to properly handle possible academic behavior issues at the early childhood stage.
- - Provide teachers with training related to the academic integrity policy to enhance their ability to guide children to express themselves authentically.





- - Offer abundant and open-ended activity resources to support children in experiencing original creation and authentic expression during exploration.
- - Collaborate with parents to jointly emphasize the early cultivation of children's awareness of academic integrity.

IB Programme Coordinators Responsibilities

The responsibilities of the PYP Coordinator at X.L.X Kindergarten regarding the academic integrity policy include:

- - Collaborating with teachers to appropriately integrate awareness of academic integrity into the implementation of PYP inquiry activities and the curriculum.
- - Ensuring that teachers guide children to gain a preliminary understanding of concepts such as "sources of reference" and "originality" during activities.
- - Organizing learning and exchanges related to the academic integrity policy for teachers to enhance the consistency of policy implementation.
- - Providing teachers with teaching resources and strategic support on academic integrity that are suitable for the early childhood age group.

Administrators Responsibilities

The administrators of X.L.X Kindergarten has important responsibilities to maintain academic integrity in the following ways:

- - Ensure that the academic integrity policy is given full attention and integrated into the kindergarten's educational and management practices.
- - Support teachers in carrying out guidance activities related to academic integrity, and provide necessary resources and training.
- - Advocate the formation of a campus culture of authenticity, trust, and mutual respect.
- - Establish a home-school communication mechanism to jointly promote the cultivation of children's awareness of academic integrity with parents.

Parent Responsibilities

Parents should cooperate with the kindergarten to support the implementation of the academic integrity policy in the following ways:

- - Understand and endorse the basic concepts and requirements of the kindergarten's academic integrity policy.
- - Encourage children to be authentic in their tasks and expressions, emphasizing the process rather than just the outcome.





- - Set an example of honest behavior at home and guide children to respect the works and ideas of others.
- - Actively collaborate with teachers and pay attention to the cultivation of children's academic behavior habits.
- - Maintain communication with the kindergarten to jointly guide children in establishing a solid foundation of good academic behavior.

Disclaimer

The X.L.X Academic Integrity Policy is implemented in alignment with X.L.X Admission Policy, X.L.X Assessment Policy, X.L.X Inclusion Policy and X.L.X Language Policy and in accordance with local, national and IB regulations.

Review

The school policies have evolved and are based on the revised IB standards and practices. This policy is updated as part of the school's review cycle and feedback from the community has been incorporated where relevant.

Drafted: September 2024

Updated: June 2025

Next Review: June 2026

This document will be reviewed and revised every year.

Initial Committee that drafted this policy: Head of School/Principal, PYP Coordinator, and kindergarten main teachers..

References

- Academic Integrity - International Baccalaureate® (ibo.org)
- International Baccalaureate Organization. "Academic integrity policy." Geneva, International Baccalaureate Organization, 2023.
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Appendix 1.1 PYP Investigation Flow Chart

