

Varvakeio Model Lyceum

School Mission Statement

The mission of VARVAKEIO MODEL LYCEUM (upper-secondary school) is to foster the comprehensive, harmonious, and balanced development of our students' intellectual and psychosomatic skills so that, regardless of gender and national origin, they all have the opportunity to evolve into well-rounded personalities and live a creative and meaningful life.

Specifically, it helps students:

- a) To become free, responsible, democratic citizens, to defend the national independence, and territorial integrity of the country, as well as democracy. To be inspired by love for humanity, life, and nature, guided by faith in our country, and the principles of Christian Orthodox tradition. Their religious freedom is inviolable.
- b) To cultivate and develop their mind and body, inclinations, interests, and skills. To acquire, through their school education, a social identity and consciousness, understanding and recognising the social value and equality of both intellectual and manual labour. To be informed and trained in the proper, beneficial and sustainable use of the modern world's resources, as well as the values of our folk tradition.
- c) To develop creative and critical thinking as well as a sense of collective effort and cooperation, so that they take initiatives and, with their responsible participation and integrity, contribute decisively to the progress of our country and society as a whole.
- d) To understand the importance of art, science, and technology, to respect human values, and to preserve and promote our country's cultural identity.
- e) To nurture a spirit of friendship and collaboration with all peoples worldwide, aspiring towards a just, peaceful, and better world.

International Baccalaureate Organization (IBO) 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

Philosophy

In accordance with the regulations regarding the Greek educational system (Law 4692/2020), Model Schools (P.S.) are established and operate with the purpose of contributing to optimal educational planning and the pilot implementation of the educational policy, to cultivate and diffuse the best educational methods, practices, and tools throughout the entire educational system.

Aims of Model Schools

Model Schools are public secondary education institutions in Greece that promote and implement educational excellence. Their main goals include:

- Encouraging innovation and student self-improvement
 - Supporting talented and high-potential students
 - Testing new curricula, teaching methods, and materials
 - Participating in educational and psychological research with universities
 - Creating excellence, creativity, and innovation clubs open to students from other public schools
 - Providing university student and teacher internships in demanding academic environments
 - Collaborating on doctoral research related to education
 - Training teachers and sharing best practices with neighboring schools
 - Organizing seminars and promoting school partnerships
 - Working with local and international universities and research bodies
 - Piloting quality evaluation programs for teaching and infrastructure
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IB Diploma Academic Integrity Policy

1. Philosophy and IB Alignment

Purpose of the Academic Integrity Policy

Varvakeio Model Lyceum adopts the definitions and categories contained in the IB's *Academic Integrity Policy (IBO 2019, last update 2025)*.

The 3 main reasons for teaching and supporting Academic Integrity are a) to maintain **fairness** for those who comply with the rules, b) to maintain **trust** and **credibility** between the school and the awarding body of the qualification, and c) to develop **respect** for others by effective citing and referencing the work and ideas of others.

Our school aims to nurture **principled students** who act with integrity and honesty, possessing a strong sense of fairness and justice. Academic integrity reflects this key attribute of the IB learner profile. Students are expected to take responsibility for their actions and the consequences that come with them, upholding the values of honesty, trust, fairness, respect, and accountability in all academic work.

Defining Academic Misconduct

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 behaviour in the production of legitimate, authentic and honest scholarly work. It is therefore, important to define different types of academic misconduct.

A. Definitions and different categories

School maladministration

School maladministration is an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Student academic misconduct

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience are characterised as **unprecedented or extraordinary incidents**.

B. Examples of academic misconduct

School maladministration

Examples of school maladministration include but are not limited to any of the following:

- a subject teacher providing excessive assistance to their student during the course of producing their coursework
- additional time being granted to students during examinations without authorization from the examination board
- insufficient number of invigilators during examinations

- poorly trained invigilators (failing to reset the students' GDCs before and after each examination, failing to check the materials that students carry to their examination desks, any non-compliance with the examination rules established by the examination board)
- allowing teachers who teach the subject that is being examined, to enter the examination room and assist their students
- improper storage of examination material

Student academic misconduct

Examples of student academic misconduct include but are not limited to any of the following:

Coursework

- a student receives assistance beyond what is recommended in the subject guidelines
- a student obtains support through resources available on the internet
- student duplicating the work of another student

Examinations

- possession of banned items (notes, mobile phones, IT equipment)
- disruptive behaviour
- writing of obscene, offensive, irrelevant comments instead of answers to questions
- assisting other students to commit academic misconduct
- use of social media to share examination material or coursework

2. Teaching Academic Honesty/Integrity

Varvakeio Model Lyceum aligns itself with the expectations and responsibilities of stakeholders as outlined in the IB's *Academic Integrity Policy* (October 2019, last update February 2025).

A. Responsibilities

School Administration

Information must be communicated by the school administration about:

- what is considered good academic practice and ethical behaviour
- definitions of the different types of academic misconduct and school maladministration
- the exact protocols that the school and/or the IB will apply if such an incident is identified

- the consequences that the school and/or the IB will apply if such an incident is confirmed

IBDP Coordinator

In addition to the above, the programme coordinator is responsible for:

- the consistent and fair application of school and IB policies
- the compliance with the secure storage of confidential IB material and the IB conduct of examinations
- the clear communication of the school's academic integrity policy and all the IB-related regulations to all teachers, students, and parents and legal guardians
- reporting and supervising suspected incidents of academic misconduct and school maladministration to the school administration and/or the IB

Teachers

The role of teachers is crucial, especially during IBDP1 in order to evaluate the views of students regarding academic integrity. The reasons why students engage in acts of academic misconduct, which may include ignorance or lack of understanding of the expectations, not understanding the IB rules, poor time management etc, need to be considered.

Teachers support their school and programme coordinator and are responsible for:

- ensuring students fully understand subject expectations and guidelines
- clarifying what constitutes academic misconduct and its consequences
- planning a manageable workload to help students meet school and IB standards
- providing feedback without excessive editing, per subject guide rules
- labelling and saving student work correctly to prevent submission errors
- cross-referencing final work across student groups to prevent collusion
- keeping electronic copies of student work for three years for plagiarism checks
- addressing academic misconduct and school maladministration and supporting related investigations

Students

Students are expected to:

- have read and fully understand the school's and the IB's Academic Integrity policy
- complete assignments, tests, and examinations honestly and independently
- properly credit all sources used in their work, including written, oral, and artistic material
- refrain from receiving unauthorized assistance in completing their work (e.g., from friends, relatives, other students, private tutors, essay writing or editing services, pre-written essay banks, or file-sharing websites)
- refrain from providing unauthorized assistance to peers in completing their work

- use the internet and social media platforms responsibly, including not discussing IB examinations or questions for 24 hours after each exam concludes
- report any acts of academic misconduct by students to their teachers and/or programme coordinators
- report any acts of school maladministration to their teachers and/or programme coordinators

Parents and Legal Guardians

Parents and legal guardians are expected to:

- understand school policies and subject guidelines related to their child's coursework and exams
 - model and promote academic integrity through discussion and behaviour
 - be aware of procedures that ensure their child's work is authentic
 - understand what constitutes academic misconduct and school maladministration, including the consequences
 - report suspected misconduct or maladministration to the school or IB
 - avoid providing or seeking unauthorized help in their child's work
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B. Avoiding Plagiarism

Teachers can support students by promoting academic integrity through clear explanations of plagiarism and its consequences, encouraging proper referencing with both incentives and instruction, scheduling draft reviews, demonstrating correct citation practices, and using plagiarism detection tools.

Students can avoid plagiarism by managing their time effectively, keeping organized notes, seeking help when unsure, and properly citing all sources—whether quoted, paraphrased, or adapted—using the agreed referencing style throughout their work.

Varvakeio Model Lyceum follows the IB's Academic Integrity Policy **regarding Artificial Intelligence (AI)** use. Any AI-generated content (text, images, graphs) included in student work must be clearly identified and properly referenced; failure to do so is considered academic misconduct. Students are expected to use AI tools ethically—only to support the development and refinement of work, not to produce it. For examples of AI use in student coursework and ways to respond to them, see the IB document *Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework* (published in 2024).

C. Conventions for citing/referencing

Further details about the IB's expectations with regard to referencing can be found in the publication *Effective citing and referencing* (published in April 2022) and details from this publication can be used when teaching Academic Honesty.

D. Guidelines

Legitimate Collaboration

Legitimate collaboration is a valuable part of the IB learning experience, encouraging students to exchange ideas and engage in cooperative tasks while maintaining individual responsibility for their work. Within the IB framework, it is acceptable for students to discuss concepts, brainstorm, and share resources during group projects or study sessions. However, all submitted work must ultimately reflect each student's independent understanding and effort. Teachers may support students by clarifying expectations, offering feedback within the limits defined in subject guides, and modelling ethical collaboration practices. Proper acknowledgment of contributions and sources is also a core element of legitimate collaboration.

Unacceptable Collusion

Unacceptable collusion occurs when students work together in a manner that compromises the authenticity of individual assessment tasks. This includes submitting identical or near-identical work, receiving undue assistance beyond permitted limits, or deliberately sharing content meant to be completed independently. The IB defines such acts as academic misconduct, regardless of intent, as they distort fair assessment and undermine trust in the qualification. Collusion may also involve third parties—such as tutors, parents, or online services—completing or excessively editing student work. To uphold academic integrity, all support must fall within IB guidelines, and any collaboration must be transparent and appropriately referenced.

Preventing and Monitoring Academic Misconduct

1. The school actively supports students in developing academic integrity in their coursework through:

- Academic integrity workshops at the start of each school year
- Step-by-step guidance on citation and referencing within subject classes stressing the importance of using a consistent citation style throughout their work (e.g. APA, MLA, or Chicago)
- Examples of citations (using MLA):
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|-----------------|--|
| Journal article | Sarosiek, Jerzy, et al. "Effect of acetylsalicylic acid on gastric mucin viscosity, permeability to hydrogen ion, and susceptibility to pepsin." Biochemical |
|-----------------|--|

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|------------------------|---|
| | Pharmacology, vol. 35, no. 23, Dec. 1986, pp. 4291–4295, https://doi.org/10.1016/0006-2952(86)90708-2 . |
| In-text citation | (Sarosiek et al., 1986) |
| Website | "Smallpox Vaccines." World Health Organization, www.who.int/news-room/feature-stories/detail/smallpox-vaccines . Accessed 27 Aug. 2025. |
| Books | Orwell, G. (2021) <i>Nineteen Eighty-Four</i> . London, England: William Collins, an imprint of HarperCollins Publishers. |
| In-text citation | (Orwell, <i>Nineteen Eighty-Four</i> 2021) |
| Graph/Image/Photograph | Author(s). "Title of Image/Graph." <i>Title of Website in Italics</i> , Website Publisher (if different than title), Date of Publication/Posting, URL |

- Access to citation tools such as Zotero, EasyBib, or school-provided referencing guides
- Scheduled draft submission checkpoints to prevent last-minute pressure and misconduct
- Access to sample work that illustrates proper attribution and collaboration.

2. The school monitors the implementation of the Academic Integrity Policy through:

- Ongoing teacher observations and reporting of suspected misconduct
- Periodic audits using plagiarism detection software
- Review of student reflections on academic honesty in portfolios and internal assessments
- Annual staff meetings to evaluate and revise academic integrity practices

3. Teachers authenticate student work by:

- Monitoring the progression of work through drafts and conferences
- Comparing final submissions with earlier versions
- Using plagiarism detection software where appropriate
- Assessing consistency in writing style and quality

4. Students must:

- submit their work electronically via platforms that retain version histories.
- In some cases, oral questioning may be used to confirm authorship.

5. The Conduct of Examinations is communicated and explained to the students early in their school year and a special session is planned just before their final IB examinations to remind and enforce the rules as described in the most current *Assessment Procedures (IBO)* and *Conduct of Examinations* and prevent academic misconduct during exams.

6. The Conduct of Examinations is communicated and explained to educators and staff members as described in the most current *Assessment Procedures (IBO)* and

Conduct of Examinations in order to prevent school maladministration and academic misconduct throughout the academic year and during exams.

3. Protocol in the Event of Academic Misconduct

School maladministration

In the event of suspected academic misconduct, the protocol set out by the IB's Academic integrity policy is followed and is outlined below:

1. Case of possible maladministration is reported to the IB by examiner, programme coordinator, teachers, whistle-blower and school visitors or are identified by the IB (through samples of work, review of responses to examination papers, or after an inspection).
2. The IB carries out further investigation to establish if further action is required.
3. The IB coordinator and/or head of the school is notified to request an investigation into the incident (the origin of the allegation will not be disclosed).
4. The person responsible for the investigation must submit a full report to the IB using the appropriate form (Appendix 4: Statement templates for investigation) within 10 working days of the receipt of the notification.
5. Individuals involved must be notified immediately in writing of the allegations and possible outcomes.
6. Individuals involved must be provided with the opportunity to respond in writing using the templates provided by the IB (Appendix 4: Statement templates for investigation) and through an interview in the presence of witnesses.
7. IB reviews all information and informs the head of school and the IB Coordinator of the outcome and (if the assessment procedure has been found to be compromised) the sanctions as described in the 'Penalty matrices'.

Student misconduct

There are various categories of student academic misconduct which may be relevant to a student's coursework or the written examinations (internal tests or final examinations).

- **Coursework** - seeking and receiving assistance beyond what is recommended, obtaining work from online resources, duplicating the work of another student etc
- **Final IB examinations** - possession of unauthorised items, disruptive behaviour, assisting other students in committing academic misconduct, use of social media to share examination material and help others commit academic misconduct etc.

In the event of suspected academic misconduct, the protocol set out by the IB's Academic integrity policy is followed and is outlined below:

1. Possible student academic misconduct is identified.

2. The student is allowed to complete the examination (unless exhibiting disruptive behaviour).
3. School contacts the IB within 24 hours of the examination to report the incident.
4. An investigation is initiated and the work of the candidate is checked.
5. If there is not enough evidence to justify an investigation, the process ends.
6. If there is enough evidence to justify an investigation, the school is informed of the investigation and is requested to collect statements from all parties involved.
7. Collected information/evidence is presented to the IB for a decision
8. IB reviews all information and informs the head of school and the IB Coordinator of the outcome and (if the academic misconduct is verified) the sanctions as described in the 'Penalty matrices'.

Academic misconduct Offences and Penalties

All incidents are documented and reviewed by the IBDP Coordinator and school leadership.

The following consequences may apply if academic misconduct is confirmed:

- **First minor offense:** verbal warning, counselling, resubmission opportunity
- **Second offense or major misconduct:** grade penalty, zero for the task, formal notification to parents
- **Serious/intentional misconduct (e.g., during exams):** disqualification from assessment, reporting to the IB

If a student is suspected of academic misconduct:

- They will be formally notified and allowed to respond
- They may submit a written statement and attend a meeting with a teacher and the IBDP coordinator present
- Parents or guardians will be informed
- The student may appeal the decision by the school's appeals procedures

Students are informed that the IB routinely conducts random checks for plagiarism using detection tools. All final work must be original, with sources correctly cited. The IB reserves the right to investigate and apply penalties based on its findings, independent of the school's internal process.

E. Academic Integrity and ATLs:

Academic integrity at Varvakeio Model Lyceum is not only a set of rules and procedures, but also an integral component of teaching and learning. It is explicitly linked to the development of students' Approaches to Learning (ATL), particularly in the areas of thinking, research, communication, and self-management skills.

Students are guided to:

- develop independent thinking and original interpretation of ideas
- evaluate sources critically and use evidence appropriately
- communicate their understanding clearly while acknowledging the work of others
- manage their time effectively in order to avoid situations that may lead to academic misconduct
- Teachers support this process by embedding academic integrity within everyday classroom practices, including structured inquiry tasks, guided drafting, formative feedback, and reflection. In this way, academic integrity is understood as a developmental process that supports students in becoming principled and responsible learners.

F. Clarification of Acceptable and Unacceptable Use of Artificial Intelligence

To further support ethical use of Artificial Intelligence (AI), the following clarifications apply:

Acceptable use includes:

- brainstorming ideas or generating questions
- clarifying concepts or terminology
- supporting planning and organisation of work

Unacceptable use includes:

- generating complete responses that are submitted as the student's own work
- rewriting or editing work in a way that replaces the student's own voice
- producing analysis, interpretations, or solutions without student understanding

Subject-specific expectations apply:

- In language subjects, AI may support idea generation but not produce essays or analyses
- In mathematics and sciences, AI may assist with checking understanding but not provide full solutions to assessment tasks
- In individuals and societies, AI may support research but not replace independent evaluation and argumentation
- All use of AI must be transparent, acknowledged, and consistent with IB guidelines.

G. Academic Integrity in Subject-Specific Contexts

Academic integrity is reinforced through subject-specific practices across the Diploma Programme:

- Studies in Language and Literature (Group 1): Students develop academic integrity through the learner portfolio, close reading, and the production of the HL Essay and Individual Oral, where proper attribution and independent interpretation are essential.
- Individuals and Societies (Group 3): Academic integrity is developed through the use of real-world sources, data analysis, and internal assessment commentaries, with emphasis on correct citation and evaluation of sources.

- Sciences (Group 4): Integrity is reinforced through experimental work and the Internal Assessment, where students must demonstrate independent data collection, analysis, and evaluation.
- Mathematics (Group 5): Students demonstrate academic integrity through the Mathematical Exploration, ensuring that all modelling, reasoning, and conclusions reflect their own understanding.
- These practices ensure that academic integrity is consistently applied and understood within the context of each discipline. make student reasoning explicit
- encourage justification of ideas and interpretations
- promote intellectual independence and ownership of work
- By making thinking visible, students are supported in understanding the difference between original thought and reproduced ideas, as well as between supported arguments and unsupported claims.

This approach strengthens academic integrity by helping students recognise that authentic work is not only a requirement, but also a fundamental aspect of meaningful learning.

H. Student Reflection on Academic Integrity

Students are encouraged to reflect on their academic practices as part of their learning process. Reflection may be incorporated into:

- learner portfolios
- internal assessment processes
- classroom activities

Students may be asked to consider questions such as:

- How have I ensured that my work is authentic?
- How have I used and acknowledged sources appropriately?
- What challenges did I face in maintaining academic integrity?

This reflective process supports the development of metacognitive awareness and reinforces the values of honesty, responsibility, and accountability.

Links to the *Programme standards and practices (IBO 2018, updated 2024)*

Standard: Culture through policy implementation (0301)

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)

Standard: Students as lifelong learners (0402)

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)

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

5. Process for Review

The policy is reviewed annually, or when significant changes are made to the IB's Academic Integrity or Greek Ministry of Education guidelines. Each revision cycle includes:

- Feedback from teachers, students, and parents
- A review of academic misconduct data and incident trends
- Updates to reflect evolving technologies and new IB guidance (e.g., AI) and Greek Ministry of Education guidelines.

This document was presented and discussed with the academic staff at a meeting in March 2026 and the final revised version is communicated **to all stakeholders** and posted on the school's website in April 2026: <https://varvakeio-lykeio.gr/> .

This policy was put together by Vasileia Koutsangelou IB DP Coordinator.

The revision process will begin again in March 2027.

Psychicon, 01/04/2026

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Programme Standards and Practices, April 2020

Diploma Programme Assessment procedures, 2025

Conduct of Examinations, 2025