



## 1. School Mission Statement

The mission of MODEL GENERAL LYCEUM OF HERAKLION (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



## **2. Admissions Policy**

### **Admissions Policy for Model Schools**

#### **Admission into a Model School (Lyceum - upper secondary school)**

The admission of students to our school, Model General Lyceum of Heraklion, is done through a specific procedure that includes written examinations. The type of examination, the exact procedure, the time, and all the logistics for the conduction of these examinations, to ensure the integrity of the process and its outcomes, are determined by a collaboration between the Ministry of Education, the Administrative Committee of Model and Experimental Schools, and the Institute of Educational Policy. The schools are dedicated to the principle of equal opportunity in education and, therefore, admit students regardless of gender, colour, race, religion, or nationality.

Any student may participate in the examinations for entry into the Model School of their choice. Examinations are held for entry into the 1<sup>st</sup> grade of Lower Secondary School (A' Gymnasium) and for any other grade (including IB DP) in which there are places available. The results are published in May.

#### **Admission into the IB DP**

Our students learn during their first year in Upper Secondary School (A' Lyceum) about the IB Diploma Programme offered at our school, including its structure, challenges, opportunities, and the available subjects. This information is shared through presentations, meetings with the IB DP Coordinator, discussions with involved educators, and career counsellors. Interested students express their interest for the programme at the end of April of the prior academic year, selecting their preferred subjects through a form, their final decision is submitted by the end of June and they can enrol in the IB DP in September of the following academic year. The school is dedicated to the principle of equal opportunity in education and, therefore, admits students regardless of gender, colour, race, religion, or nationality.

#### **Admissions Policy Revision**

The admissions policy is reviewed annually to determine if any changes or updates are deemed necessary so that it always reflects current practices. The IB DP Coordinator and members of the teaching staff are responsible for reviewing the policy and proceeding with



any necessary changes. The latest draft of the revised policy is shared with all faculty members for them to review. Any comments and suggestions are taken into consideration, and the final version is published on the school website. IB prospective students and parents, as well as other stakeholders, may view the policy anytime online on the school's IB DP website. Questions, comments, or concerns may be emailed to the IB DP Coordinator.

### **Bibliography/Relevant documents**

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### 3. Language Policy

#### Philosophy

The Language Policy of Greek schools regarding Greek as the official language of instruction as well as the teaching of foreign languages is described and determined by the Integrated Language Curriculum (Ενιαίο Πρόγραμμα Σπουδών – Ξένες Γλώσσες), the PEAP Programme (Πρόγραμμα Εκμάθησης της Αγγλικής σε Πρώιμη Ηλικία), and the Ministerial Decision 94214/Δ2/2021 (Government Gazette B 3791/2021).

The national policy for foreign language education in schools (Ενιαίο Πρόγραμμα Σπουδών – Ξένες Γλώσσες) responds to the emerging challenges posed by the EU policies and the European Commission's guidelines (2014-2020) for promoting multilingualism and plurilingualism among young people living and studying in Greece. It fully aligns with the European Commission's language policy, which states on its new platform for promoting multilingualism (<https://education.ec.europa.eu/focus-topics/improving-quality/multilingualism/about-multilingualism-policy>):

“Language competences are at the heart of building the European Education Area. They are indispensable for mobility, cooperation, and mutual understanding across borders.

The co-existence of many languages in Europe is a powerful symbol of the European Union's (EU) aspiration to be united in diversity, one of the cornerstones of the European project. Languages define personal identities but are also part of a shared inheritance.

The EU has promoted language learning across Europe for a long time. The arguments supporting ambitious education policies regarding language learning are plentiful

- for individuals, learning languages creates personal and professional opportunities
- for society, it fosters cultural awareness, mutual understanding and social cohesion
- for companies, workers with language and intercultural competences are a vital resource, helping businesses to succeed and grow in global markets.”<sup>1</sup>

Greek is the official language used throughout Model General Lyceum of Heraklion, except for the IB Diploma Programme, for which English is the official teaching language. In our school, there are 240 students, and approximately 5 are bilingual (Greek and one other European Language).

English as a 1<sup>st</sup> foreign language is introduced at kindergarten and continues throughout the school years until the end of Secondary school.

A 2<sup>nd</sup> foreign language (French and German) is also offered as part of the Greek curriculum.



The IB Diploma Programme (IBDP) is taught in English in all subjects except Language A which is Modern Greek.

All teachers of all subjects are considered language teachers, as teachers across all disciplines play a role in developing students' language skills.

This policy reflects the IB philosophy that language is at the core of learning, culture, and identity. Language serves both as a means of communication and a tool for personal growth, intercultural understanding, and international mindedness. The IB considers language learning essential to developing the attributes of the IB Learner Profile, particularly in terms of being communicators, open-minded, and reflective. All teachers are regarded as language teachers and share responsibility for supporting students' language development across all subjects by integrating language development strategies into their teaching, such as explicit instruction of academic vocabulary, scaffolding tasks for comprehension, and structured opportunities for speaking and writing.

### **Greek Language**

The Greek language is strongly supported throughout the typical educational system in all Greek schools from Kindergarten to Secondary school and the IB DP as Language A is Modern Greek.

### **Ancient Greek**

Ancient Greek is taught in all three grades of the Lower secondary school (Gymnasium) and 1<sup>st</sup> and 2<sup>nd</sup> grade of the Upper secondary school (Lyceum). Ancient Greek is compulsory in the 3<sup>rd</sup> Lyceum only for students in the Humanities stream. Based on the National Curriculum, the course is divided into two areas: a) Ancient Greek Language and b) Ancient Greek Translated Texts.

### **Foreign Languages**

The foreign language curriculum functions as a framework for teaching and learning language in socially meaningful contexts. Its primary goal is to cultivate learners' ability to understand and convey meaning as it emerges within specific sociocultural settings, using a range of spoken and written text types.

Students develop communicative competence, linguistic awareness, intercultural sensitivity, and mediation skills by gaining a deeper understanding of how the target language operates across various social contexts and communicative situations.



## **English (1<sup>st</sup> foreign Language)**

### **Kindergarten (ages 4 – 6)**

English as a foreign language is introduced in kindergarten and is delivered through a variety of creative activities such as group play, movement-based games, songs, and fairy tales. These engaging methods help students become familiar with spoken English and gradually build their confidence in using the language.

### **Primary School (Dimotiko, ages 6 – 12)**

In 1<sup>st</sup> and 2<sup>nd</sup> grade (ages 6–8), English is taught for 2 hours per week through playful, theme-based activities linked to other school subjects, supporting interdisciplinary learning. A variety of teaching methods are used to cater to different learning styles and intelligences, aiming to foster a positive attitude and motivation toward learning the language. During 3<sup>rd</sup> to 6<sup>th</sup> grade (ages 8 – 12), English is taught for 3 hours per week with a more defined educational goal regarding the skills and the level (as described by the Common European Framework of Reference for Languages CEFR) that students should achieve:

#### **Lower secondary school (Gymnasio, ages 12 – 15)**

In Lower Secondary School (Gymnasio), English language is taught for 2 hours per week with defined educational goals for the students to achieve (minimum/maximum):

#### **Upper secondary school (Lyceum, ages 15 – 18)**

English language is taught for 3 hours per week in 1<sup>st</sup> Lyceum and 2 hours per week in 2<sup>nd</sup> and 3<sup>rd</sup> Lyceum with defined educational goals (Πρόγραμμα Σπουδών για τις Ξένες Γλώσσες στο Γενικό Λύκειο, ΙΕΠ 2021) for the students to achieve:

	<b>Level</b>
3 <sup>rd</sup> Dimotiko	A1-
4 <sup>th</sup> Dimotiko	A1
5 <sup>th</sup> Dimotiko	A1+
6 <sup>th</sup> Dimotiko	A2
1 <sup>st</sup> Gymnasio	A2-/B1-
2 <sup>nd</sup> Gymnasio	B1-/B1+
3 <sup>rd</sup> Gymnasio	B1+/B2-
1 <sup>st</sup> Lyceum	B2
2 <sup>nd</sup> Lyceum	B2+
3 <sup>rd</sup> Lyceum	C1

## **French/German (2<sup>nd</sup> foreign Language)**

A 2<sup>nd</sup> foreign language (French, German) is introduced during late Elementary school (5<sup>th</sup> Dimotiko) and continues until 2<sup>nd</sup> Lyceum. The 2<sup>nd</sup> foreign language is taught for 2 hours per week except in 2<sup>nd</sup> Lyceum where it is taught 1 hour per week, and the expected level is shown in the following table:



Grade	Level achieved
5 <sup>th</sup> Dimotiko	A1-
6 <sup>th</sup> Dimotiko	A1-
1 <sup>st</sup> Gymnasio	A1-
2 <sup>nd</sup> Gymnasio	A1
3 <sup>rd</sup> Gymnasio	A1+
1 <sup>st</sup> Lyceum	A2
2 <sup>nd</sup> Lyceum	A2+

### **IB Diploma Programme (ages 16 – 18)**

All subjects in the IB Diploma Programme in Model General Lyceum of Heraklion, except for Language A (Modern Greek), are taught and assessed in English, as English is the official language of instruction.

Language plays a central role in the IB Diploma Programme, supporting the school's mission to develop active global citizens who respect and promote social and cultural diversity. The IB aims to prepare students for life in a globalized world, encouraging them to pursue both cultural and academic excellence while fostering a strong sense of social responsibility. These goals align closely with the broader values of Model General Lyceum of Heraklion and are especially emphasized within the IB Programme.

### **Teaching and Learning**

English is the language of instruction at Model General Lyceum's of Heraklion IB Diploma Programme for all subjects except Language A (Mod. Greek): Literature and/or Language A (Mod. Greek): Language and Literature, where Greek is the language of instruction.

All teachers of all subjects, except Language A (Modern Greek), conduct their lessons in English and encourage students to use only English during the lesson. All homework, texts and textbooks, presentations, projects, etc. related to IB subjects and activities are in English.

### **Communication**

The official language of communication for all official IBDP activities (announcements, assemblies, faculty meetings, presentations, student projects, etc.) is English. Greek may be used during meetings or other occasions for communication with parents who are not proficient in English.

### **English Language (Language Acquisition)**

The English B language curriculum follows IB directives as well as the aims and objectives connected to these. The programme aims to develop students into sensitive, receptive, and skilled users of English by exploring the language through literary, social, and cultural



contexts. It focuses on enhancing their abilities as readers, writers, speakers, listeners, and thinkers. Students are encouraged to see English as a flexible communication tool suited for various purposes and to recognize their unique personal styles. Ultimately, the programme promotes an active, evolving relationship with the language, empowering students as individuals and global community members.

### **Modern Greek (Studies in Language and Literature)**

The vast majority of students in the IB Diploma Programme of Model General Lyceum of Heraklion have Greek as their native language.

The Modern Greek language curriculum aligns with IB guidelines and the associated learning aims and objectives. The programme aims to support academic and career aspirations by fostering social, aesthetic, and cultural literacy alongside language and communication skills. Language and literature are examined with a focus on the relationships between texts, readers, and writers, as well as on the functions of texts across different times and places.

The school upholds the principles of language learning, which include valuing all languages equally, recognizing language as a key to personal identity, and encouraging lifelong language development. Multilingualism is promoted to enable students to utilize their full linguistic skills to enhance learning. In practice, this might involve using more than one language for scaffolding complex ideas, aiding understanding, and fostering deeper conceptual thinking, while gradually developing proficiency in the language of instruction.

Currently, there are no students enrolled in the IB DP whose primary language is not Greek. If such a case arises in the future, the school will do its best to support their mother-tongue.

### **Support of Mother Tongue**

Mother-tongue literacy is encouraged as it supports cognitive development and identity.

Mother-tongue support includes:

- Access to native-language literature and media in the library
- Guidance on access to literature and media in students' native languages
- Advise for opportunities for community-based cultural and language clubs

### **Support of Foreign Languages**

To support students whose English (the working language of IBDP) is not proficient, e-tutoring (Ψηφιακό Φροντιστήριο- Digital Frontistirio) is available.

Currently, only English is offered in the Language Acquisition group, but there is planning to introduce other languages (French and German) in the future as language B and language ab initio.



Resources (books/subscriptions to journals etc) are available in the library to support students when working in a language which is not their mother language (English).

### **Connections to other policies and IB Standards and Practices**

This policy is aligned with the IBO's "Guidelines for developing a school language policy", "IB language tenets", and "IB language tenets in Practice".

It is also aligned with the "Programme Standards and Practices, 2024":

#### **Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)**

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

#### **Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)**

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)

#### **Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)**

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

### **Review process**

The present policy has been revised by all teachers, led by the Heads of all sections of the School:

Polychronaki Maria, Head of School

In the IB DP:

Kroustalidou Styliani, IBDP Coordinator, Head of English and Language B



This document will be discussed in Language group meetings and it will be presented for discussion with the entire academic staff at a Meeting in March 2026.

The final version will be posted on the School's website: <https://lyk-peir-irakl.ira.sch.gr/> in March 2026.

**Heraklion, 14/03/2026**

## **Bibliography**

IBO publications:

*Guidelines for developing a school language policy, 2008*

*IB language tenets, 2024*

*IB language tenets in Practice, 2024*

*Prorgamme standards and practices, 2018, updated 2020*

Also:

“Η Ξενόγλωσση Εκπαίδευση Στην Ελλάδα: ΠΕΑΠ.” Η Ξενόγλωσση Εκπαίδευση Στην Ελλάδα | ΠΕΑΠ, [rcl.enl.uoa.gr/peap/](http://rcl.enl.uoa.gr/peap/). Accessed 22 July 2025.

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Ενιαίο Πρόγραμμα Σπουδών των Ξένων Γλωσσών (ΕΠΣ-ΞΓ),

ΙΕΠ (<https://ebooks.edu.gr/info/newps/Ξένες%20Γλώσσες/ΠΣ%20Ξένων%20Γλωσσών.pdf>)

Πρόγραμμα Σπουδών για τις Ξένες Γλώσσες στο Γενικό Λύκειο, ΙΕΠ 2021

Πρόγραμμα Σπουδών Νεοελληνικής Γλώσσας στις Α', Β' και Γ' τάξεις του Γυμνασίου, ΙΕΠ 2021



## 4. Access and Inclusion Policy

### Purpose of the Access and Inclusion Policy

The IB education is aligned with Universal Design for Learning<sup>1</sup> (UDL), a framework that aims to create flexible and accessible learning environments that support the diverse needs of all students, including those with disabilities and/or special educational needs, from varied cultural and linguistic backgrounds. Inclusive arrangements are a key part of implementing UDL, as they apply its principles through strategies like differentiated instruction and varied assessments. These arrangements ensure all learners can engage meaningfully with the curriculum, helping educators create equitable and inclusive classrooms and are in complete alignment with the principles of IB education.

The purpose of this policy is to ensure that students, parents, teachers and administrators are aware of and understand the *IB Access and Inclusion Policy (2022)* for the IB Diploma Programme.

Model General Lyceum of Heraklion is required to comply with the *Greek Law 3699/2008*, as amended by the *Greek Law 4823/2021* and the *Ministerial Decision Φ.251/22806/A5/2021*, for testing students with special educational needs. It also complies with the standards and practices of the International Baccalaureate Organization (IBO) for the IB Diploma Programme students as specified in the *Access and Inclusion Policy (IBO 2022)*, in the *Diploma Programme Assessment Procedures (IBO 2022)*, in the *Meeting Student Learning Diversity in the Classroom (IBO 2019)*, in the *Universal Design for Learning (IBO 2016)*, and in the *Learning diversity and inclusion in IB programmes (2019)*.

### Philosophy

Model General Lyceum of Heraklion recognizes that students come from a wide range of backgrounds and have diverse learning and assessment needs. Through our school programme, we seek to develop students who are inquirers, knowledgeable, caring, and active life-long learners who are compassionate and open-minded to the views of others. We believe that all students, regardless of having a diagnosed special educational need and/or disability, are entitled to an education that fits their individual needs. Through the International Baccalaureate Programme, our school strives to give every student the best possible chance to maximize his/her learning abilities. Accommodations and modifications will be provided to meet student needs in an individualized manner according to their official diagnosis, Greek law, and IB regulations.

### Definition

As per the *Access and Inclusion Policy (IBO 2022)*, “**barriers** are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning and teaching and assessment. While learners may experience any number of fleeting or



transient barriers (see Appendix 1) that may disturb their learning for a few days (such as an emotional barrier due to an altercation with peers, or a medical issue), access and inclusion needs to be considered when it is observed that a learner is facing a long-term challenge (such as barriers in the areas of reading, hearing or mental health). For medical issues, an illness or condition that lasts for more than 12 weeks is usually considered chronic and the school should consider access arrangements for learning, teaching and assessment where required. Access arrangements should remove or reduce barriers that impact the educational journey of a student.”

## **Responsibilities of the School**

Students who require inclusive assessment arrangements may have learning support requirements due to one or more of the following<sup>1</sup>:

- Autism spectrum/Asperger’s syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

According to Greek laws (*Law 3699/2008 and Ministerial Decision Φ.253/155439/B6/2009 - Government Gazette 2544/B/30-12-2009*), students with disabilities and/or special educational needs must be supported during all stages of their academic life and the Greek state is committed to ensuring that all citizens with disabilities and verified special educational needs are provided equal opportunities for full participation and contribution in society, independent living, financial self-sufficiency, and autonomy, with full protection of their rights to education and to social and professional integration.

Based on the above, our school is committed to supporting IB students through the following procedures:

1. Students with learning support requirements must produce official documentation of their condition (as per Law 3699/2008, Article 4).
2. The IB DP coordinator notifies and consults with all teachers concerned so that all requirements during teaching and learning are in place.
3. The school follows all the appropriate procedures with the IB so that approval for inclusive arrangements is given early enough for the student to learn to use them efficiently during classroom activities and examinations. Inclusive arrangements that

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<sup>1</sup> *Candidates with assessment access requirements (IBO 2009, updated 2014)*



require authorization from the IB Assessment centre are described in detail (*Access and Inclusion policy, 2022, 4. List of inclusive access arrangements*) and include (but are not limited to) the following which may be necessary during teaching, assessment and final examinations:

- a. modified papers
  - b. additional time
  - c. reader and/or scribe
  - d. use of assistive technology
  - e. separate or supervised rooms
4. The inclusive assessment arrangements that are requested should be a candidate's usual way of working; the coordinator must ensure that a candidate is, or becomes, familiar with those arrangements. The candidate must be familiar with any assistive equipment, including a computer and any software authorized for use in an examination. If support from a scribe, reader, prompter, practical assistant/aide or communicator is required, the candidate must practice with the person acting in this capacity in advance of the examination. If required, special training of the school staff will be provided.
  5. The inclusive arrangements approved are presented in a meeting to all parties involved (parents/legal guardians, student, teachers) and agreed upon. If needed, and always with the consent of parents/legal guardians and the student, the whole school community is notified about the implementation of specific arrangements for a student.
  6. The inclusive arrangements are evaluated, monitored, and modified, if necessary, based on each student's current individual needs.
  7. All staff members receive yearly training on the inclusion policy and their roles in applying inclusive practices. The policy is reviewed during faculty meetings, shared with families via the school website and newsletters, and incorporated into student orientation. This method encourages shared responsibility and understanding across the school community.

### **Alignment with Admissions Policy and Mission Statement**

Our inclusion policy is fully aligned with the school's admissions policy. We welcome all students who meet academic entry criteria and are committed to making reasonable accommodations to support their success. This philosophy reflects the school's mission to foster the full development of every learner and the IB's vision of inclusion.

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

**Standard: Environment - Student support (0202)**



- **Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)**

Student support 1.5: The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration. (0202-01-0500)

DP 1: The school complies with IB assessment requirements with regards to the security administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0531)

- **Student support 2: The school identifies and provides appropriate learning support. (0202-02)**

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

#### **Standard: Culture (0301)**

- **Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)**

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

#### **Standard: Learning - Approaches to teaching (0403)**

- **Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)**

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

#### **Standard: Learning - Approaches to assessment (0404)**



- **Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)**

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

## **Process for Review**

The school is committed to ensuring that inclusive practices adhere to this policy. If school practices differ from the stated policy or if the relevant IB policies and/or Ministry of Education policies are updated, this document will be revised to accurately reflect the current situation. Reviews will also include feedback from teachers' practices to stay relevant and consistent.

This policy was put together by Kroustalidou Styliani, IB DP Coordinator

This document will be presented and discussed with the academic staff at a meeting in March 2026 and the final revised version will be posted on the School's website <https://lyk-peir-irakl.ira.sch.gr/>

The revision process will begin again in March 2027.

## **Bibliography/Related documents**

"Law 4823/2021 (Coded) - ΦΕΚ Α 136/03.08.2021." (Κωδικοποιημένος) - ΦΕΚ Α 136/03.08.2021, [www.kodiko.gr/nomothesia/document/739038/nomos-4823-2021](http://www.kodiko.gr/nomothesia/document/739038/nomos-4823-2021). Accessed 24 July 2025.

"Ministerial decision Φ.251/22806/Α5/2021." ΦΕΚ Β 897/08.03.2021, [www.kodiko.gr/nomothesia/document/676340/yp.-apofasi-f.251-22806-a5-2021](http://www.kodiko.gr/nomothesia/document/676340/yp.-apofasi-f.251-22806-a5-2021). Accessed 24 July 2025.

*Access and Inclusion Policy (IBO 2022)*

*Diploma Programme Assessment Procedures (IBO 2022)*

*Learning diversity and inclusion in IB programmes (2019)*

*Meeting Student Learning Diversity in the Classroom (IBO 2019)*

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

*Universal Design for Learning (IBO 2016)*

### **Appendix 1** (Access and Inclusion Policy, IBO 2022)

Primary and secondary barriers and their associated sub-areas are as follows. This is not an exhaustive list and there may be barriers not included that IB World Schools will be able to communicate to the IB for requests for access arrangements.

<i>Primary or secondary barrier</i>	<i>Sub-area</i>
<i>Additional language (first or best language is not the language of instruction)</i>	<i>English/French/German/Japanese/Korean/Spanish (the IB response languages) as an additional language (first or best language is not the language of instruction)</i>
<i>Cultural variations</i>	<i>New or unfamiliar environmental contexts</i>
	<i>Socio-communication</i>
<i>Hearing</i>	<i>Mild or moderate hearing loss</i>
	<i>Severe or profound hearing loss</i>
<i>Intellectual exceptionalities</i>	<i>Cognitive delays</i>
	<i>Gifted and talented</i>
<i>Movement and coordination</i>	<i>Fine motor</i>
	<i>Neurological (cerebral palsy)</i>
	<i>Oral/verbal</i>
	<i>Physical/spatial</i>
<i>Medical</i>	<i>Asthma</i>
	<i>Cancer</i>
	<i>Crohn's disease/irritable bowel syndrome (IBS)</i>
	<i>Diabetes</i>
	<i>Epilepsy</i>
	<i>Muscular dystrophy</i>
	<i>Rheumatism</i>
<i>Mental health</i>	<i>Anxiety</i>
	<i>Depression</i>
	<i>Eating disorder</i>
	<i>Obsessive compulsive disorder</i>
	<i>Post-traumatic stress</i>
<i>Numeracy</i>	<i>Mathematical anxiety</i>
	<i>Numerical operations/Mathematical fluency</i>
<i>Processing</i>	<i>Attention and executive processing</i>
	<i>Auditory processing</i>
	<i>Information processing</i>
	<i>Language processing</i>
	<i>Long-term retrieval</i>
	<i>Scotopic sensitivity (Irlen syndrome)</i>



	Short-term memory
	Visual–motor
	Visual–spatial
	Working memory
Reading	Reading comprehension
	Reading fluency
	Seeing Blindness (total)
	Colour blindness
	Low or partial vision
	Nystagmus
Social–emotional	Emotional disturbances (depressive, stress, etc.)
	Gender identity related
	Neurodevelopmental (autism, Asperger’s, etc.)
	Sexuality related
	Withdrawal/isolation
Speech and language	Expressive language
	Receptive language
	Stammer/stutter
Writing	Handwriting/typing speed
	Spelling
	Written expression/fluency

2.4 The following table lists some examples of some primary barriers, their sub-areas and the associated secondary barriers.

	<b>Primary barrier</b>	<b>Sub-area of primary barrier</b>	<b>Secondary barrier</b>	<b>Sub-area of secondary barrier</b>
Student 1	Processing	Language processing	Social–emotional	Withdrawal/isolation
Student 2	Reading	Reading comprehension	Processing	Working memory
Student 3	Reading	Reading fluency	Reading	Reading comprehension
Student 4	Social–emotional	Gender identity related	Mental health	Anxiety
Student 5	Cultural variations	Socio-communication	Social-emotional	Emotional disturbances
Student 6	Speech and language	Expressive language	Writing	Writing fluency



## 5. Assessment Policy

### Philosophy

Assessment at Model General Lyceum of Heraklion is rooted in the belief that assessment supports student learning and promotes reflection, self-improvement, and academic integrity. Our approach emphasizes fairness, transparency, and alignment with both IB standards and national educational expectations. The core principles include timely feedback, balanced use of formative and summative tools, and the consistent application of IB-assessment criteria.

The Assessment Policy aims to record the school's principles and practices that relate to assessment. All members of the school community (heads, teachers, students, administration, parents/legal guardians) are informed of this policy and it should be read together with other relevant material and school documents. The school's Assessment Policy will be reviewed on a yearly basis and revised, if necessary.

### Principles of assessment

According to *Diploma Programme from principles to practice (IBO 2015)*:

"In IB programmes, assessment forms an integral aspect of teaching and learning. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic demonstrations of understanding that call for critical and creative thinking.

In IB programmes, assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students benefit from assessing their own work and the work of others. IB students demonstrate their learning through a variety of assessments and consolidations of learning, including the PYP exhibition, MYP community project and personal project, the CP reflective project and the extended essay in DP.



External assessments for DP students are internationally benchmarked, balancing valid measurement with reliable results.”

At Model General Lyceum of Heraklion, assessment is seen as an integral part of the teaching and learning process as it helps measure student achievement relative to predefined learning aims and objectives.

The IB Diploma is awarded upon external and internal marking of formal assessment tasks. In alignment with National Requirements for the Greek Apolytirion, students who are Greek nationals are concurrently enrolled in Modern Greek Language and Literature and History courses. Grades for History, of the Greek curriculum only, are reported according to the Greek Ministry of Education’s standards. The school’s assessment calendar and practices ensure that both IB and national curriculum obligations are met fairly and without overburdening students.

The school’s approach to assessment is grounded in a set of core principles that reflect its commitment to meaningful and effective learning. Assessment is designed to support and enhance student learning while also informing and guiding teaching practices. It includes both formative and summative components, ensuring a comprehensive view of student development. A variety of appropriate and inclusive strategies are employed to address diverse learning needs and styles. The school values and recognizes all student progress and achievements, fosters the development of self-assessment skills, and encourages a shared responsibility for learning between the school and home.

Teachers at Model Senior Lyceum of Heraklion design assessments to be diverse, relevant, and engaging for students. These assessments aim to evaluate a wide range of concepts, attitudes, knowledge, and skills, reflecting the demands of a globalized and complex world. They always take into account all students’ needs including students with special educational needs or disabilities and apply the necessary access arrangements (as described in the “the *Access and Inclusion Policy*”).



All teachers have access to *Diploma Programme assessment: Principles and practice*, their *Subject Guides* and have access to the Teacher support material through MyIB.

Assessment is criterion-referenced, aligned with the standards set by the International Baccalaureate Organization (IBO), and the criteria are clearly communicated to students before coursework begins.

The purpose of student assessment at Model General Lyceum includes:

- Developing a comprehensive understanding of each student and their interests
- Evaluating how the learning environment impacts student learning
- Extending and deepening student learning
- Tracking individual progress and achievement over time
- Assessing the effectiveness of teaching strategies
- Informing curriculum development and review
- Communicating relevant information to students, teachers, parents, receiving schools, and future employers

### **Assessment practices**

**Teachers** ensure that all IB students have access to and have understood the aims and learning objectives of their subject(s), including the relevant command terms and examination paper format. The assessment criteria are applied to formative or summative tasks, strategically throughout the year and IB-assessment criteria are applied transparently and consistently. Teachers are encouraged to use a variety of approaches (past papers with mark schemes, peer and self-assessment) along with formative assessment (questioning and discussion in class, homework, projects, and presentations). Summative assessments include chapter quizzes, end-of-unit tests, homework, essays, presentations, group projects, end-of-term exams, and mock exams as appropriate for each subject. These include but are not limited to: essays, structured problems, short-answer questions, data-based questions, and case studies with questions using peer and self-assessment where appropriate to develop student agency. Teachers keep accurate records of all the tasks and assessment grades of their students and student progress and use data to inform instruction. They report student



achievement using both IB scales and national requirements where applicable and provide constructive, timely feedback on student work. Assessment expectations must always be in accordance with the ethical guidelines and the principles outlined in the “*Academic Integrity Policy*”.

**Students** are expected to attend all their lessons and study on a daily basis (reading, taking notes, completing assignments, reviewing class work, revising previously taught material) and complete the tasks set out by their teachers. Summative assessments are set by teachers taking into account that not more than 1 is set on the same day and not more than 3 in the same week.

Oral and written **feedback** is regularly given to the students as this is an integral part of the learning process and allows students to understand their mistakes and improve their performance. At the end of each term a grade is awarded to each student which reflects the student’s achievements. The grade may be in the form of a percentage or in the form of the grading scale of the IB (1 to 7). The student’s progress is communicated with the parents/guardians through parent-teacher meetings at pre-arranged times/dates. Regarding the subject: **History**, of the Greek Curriculum, a grade out of 20 is assigned following the instructions of the Greek Ministry of Education and is then transcribed into the IB1-7 scale.

### **Assessment calendar and coordination**

The Diploma Programme Coordinator works with subject teachers to maintain an internal assessment calendar that records major assessment deadlines, internal assessments and mock examinations. This calendar is shared with students and teachers to help distribute workload appropriately and avoid the clustering of major assignments. Teachers coordinate assessment planning to ensure a balanced schedule that supports student wellbeing while maintaining academic rigor.

### **Ways of assessment**

Teachers assess by gathering evidence and information from the following sources:

- ongoing formative teaching assessment



- summative teaching assessment
- previous summative records
- parent consultations
- the student as a learner
- by analysing the above using professional knowledge and expertise

## Grading scale

Summative assignments, as well as term and examination grades are awarded using the IB 1-7 scale. The grade boundaries and grade descriptors are subject-specific and described clearly by the IBO (*Diploma Programme Grade Descriptors, IBO 2017, updated 2021*).

Theory of Knowledge and the Extended Essay receive a letter grade (A – E) which are specified in the “Theory of Knowledge Guide” and the “Assessment grade descriptors for the extended essay, May 2018”.

Student achievement is reported using both IB scales and national requirements where applicable.

## The Internal Assessment

Each subject has a component which is graded by the subject teacher and is externally moderated by an IB moderator. This component is different for each subject and includes oral work in language A, scientific investigation in the sciences, exploration in mathematics, artistic performance, portfolio, and essay in other subjects.

Teachers are responsible for explaining the requirements (emphasising the ethical use of AI and the importance of academic honesty) and the assessment criteria for the IA component of their subject and for teaching the necessary skills to complete it. The IA is completed in stages according to the school’s internal deadlines. It is the students’ responsibility to adhere to the academic honesty regulations and deadlines set out by their teachers in order to receive meaningful feedback on their work and have enough time to implement the proposed changes.



Teachers grade the final work using the IB criteria for their subject. When there is more than one teacher for a specific subject, they collaborate and standardise their marking process to ensure unification of the grading.

The final copy of the Internal Assessment is sent to the teacher by the set deadline and the teacher grades it, uploading the grades on the IB platform (December of IB2 at the latest) following the procedure set out by IB regulations.

### **Internal standardisation**

Teachers collaborate to ensure consistency in the application of IB assessment criteria. When more than one teacher teaches the same subject, samples of student work are discussed and compared in order to standardise marking practices. This process helps ensure fairness, reliability and alignment with IB assessment standards prior to external moderation.

### **Predicted Grades**

Predicted grades are required by many universities during the process of applications (during IB2). In this case teachers provide a predicted grade determined by the overall performance of their students in written assignments, tests, examinations as well as their consistency, self-motivation and compliance with the requirements of the programme.

### **Recording and reporting**

Throughout the two years (IB1 and IB2), teachers record each student's progress through marked homework, classroom tasks, quizzes, tests, end-of-term exams, IA drafts, classroom presence and any other way they see fit.

At the end of every term, students and parents receive a report card indicating the student's achievement in each subject. This report includes the term's written exam mark (0-100%), overall effort for the term, class participation, homework, and lab work, if applicable. At the end of the 1<sup>st</sup> term of IB2 (2 months prior to their official exams in May), students receive a summative grade, based on the IB (1-7) grading scale for each of their 6 subjects. They may also receive a grade (A to F) for their TOK and Extended Essay based on their



teacher/supervisor's prediction as well as a grade (out of 20) for History of the national curriculum.

The IB Diploma Programme requires consistent collaboration between the **school, students, and parents**. Structured meetings and clear communication channels help parents understand programme expectations, monitor progress, and support student wellbeing.

### **Schedule of meetings with parents and communication pathways**

The school recognizes the importance of maintaining open and regular communication with parents and legal guardians in order to support student learning, wellbeing and academic progress throughout the Diploma Programme.

#### **Scheduled meetings**

Several structured opportunities for communication between the school and parents are organised during the academic year:

##### **Beginning of IB1 (September)**

An information meeting is organised for parents and students in order to introduce the structure and expectations of the IB Diploma Programme. During this meeting, the programme requirements, assessment practices, academic integrity expectations and key deadlines are explained.

##### **Parent–Teacher meetings (each term)**

At least one scheduled parent–teacher meeting takes place each term. During these meetings parents have the opportunity to discuss their child's academic progress, engagement in learning and any areas requiring support with subject teachers and the DP Coordinator.

##### **Extended Essay and programme progress meetings (IB1–IB2)**

When necessary, additional meetings may be organised with the DP Coordinator, Extended



Essay supervisor or subject teachers to discuss student progress, particularly in relation to coursework, the Extended Essay, or other programme requirements.

### **Pre-examination meeting (IB2)**

During IB2, a meeting may be organised to inform parents about the preparation for final examinations, mock examinations, university applications and predicted grades.

### **Communication pathways**

In addition to scheduled meetings, the school maintains regular communication with parents through the following channels:

- **Email communication** with subject teachers and the DP Coordinator
- **Telephone communication** through the school administration when necessary
- **Written progress reports** issued at the end of each term
- **Individual appointments** arranged upon request by parents or teachers
- **Information shared through the school website or IB information sessions**

These communication channels ensure that parents remain informed about their child's academic development and are able to collaborate with the school in supporting student learning and wellbeing.

### **Mock exams**

Mock exams take place in January of IB2 as an essential preparatory step for their final examinations. During this time, classes for IB2 students are suspended and only exams are held. In these examinations, past papers are used to familiarise the students with the format and procedures of their final examinations and markschemes for these papers are used for grading.

### **Final examinations**

Students eligible for the IB Diploma and in good standing with the school are registered to sit the final IBDP examinations in May of their senior year (IB2). The following conditions and stipulations apply:



- IB Exams are conducted according to IB specifications; examination papers and student scripts are set and marked externally
- Results are made available to the school from July 5<sup>th</sup> and to students, through the IB platform, from July 6<sup>th</sup> onwards
- Students may register to retake subjects in November or May of the next year, within time limits specified by the school, in accordance with IB registration deadlines (depending on the school availability to run November exams)
- Students are advised before the start of the final examinations that they may request IB services such as “enquiry upon results” or issue of results to universities.

### **Links to Programme Standards and Practices**

**Environment:** Leadership 1 - The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

**Environment:** Student support 1 - The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

**Culture:** Culture through policy implementation 5 - The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

**Culture:** Culture through policy implementation 6 - The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

**Learning:** Approaches to assessment (all) - Students take opportunities to consolidate their learning through assessment. (0404)

### **Assessment Policy Revision**

The assessment policy is reviewed annually to determine if any changes or updates are deemed necessary. The IB DP Coordinator together with the TOK and EE coordinators, are responsible for reviewing the policy and proceeding with policy changes. The latest draft of the revised policy is shared with all faculty members for them to review. Any comments and suggestions are taken into consideration, and the final version is published upon consensus between all members involved. IB students and parents receive copies of the policy at the



beginning of the academic year. IB prospective students and parents, as well as other stakeholders, may view the policy anytime online on the school's IB DP website. Questions, comments, or concerns may be emailed to the IB DP Coordinator.

## **Bibliography/Relevant documents**

*IBO Publications:*

*Academic Integrity Policy, 2019, updated 2023*

*Access and Inclusion Policy, 2022*

*Assessment principles and practices—Quality assessments in a digital age, 2018*

*Diploma Programme assessment procedures [updated annually], PRC*

*Diploma Programme Grade Descriptors, 2017, updated 2021*

*Diploma Programme: From principles into practice, 2015*

*Guidelines for developing a school assessment policy in the Diploma Programme, 2010*

*Programme development guidance for Diploma Programme candidate schools, 2024*

*Programme standards and practices, 2018, updated 2024*

*Theory of Knowledge Guide, 2020*



## 6. Academic Integrity Policy

### Purpose of the Academic Integrity Policy

Model General Lyceum of Heraklion 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. Definitions of academic misconduct have been broadened to include inappropriate use of AI tools without acknowledgment. Students can use basic digital tools, such as spell-checkers and non-generative grammar checkers, to improve writing accuracy without changing meaning or adding content. Students must use these tools ethically to maintain clarity and originality.

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. The description of quality assurance checks on student work has been expanded to include detailed comparisons and pattern analysis to detect irregularities, emphasizing compliance with academic integrity standards. 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



## Teaching Academic Honesty/Integrity

Model General Lyceum of Heraklion 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

### **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.



Model General Lyceum of Heraklion 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):

Journal article	Sarosiek, Jerzy, et al. "Effect of acetylsalicylic acid on gastric mucin viscosity, permeability to hydrogen ion, and susceptibility to pepsin." <i>Biochemical Pharmacology</i> , vol. 35, no. 23, Dec. 1986, pp. 4291–4295, <a href="https://doi.org/10.1016/0006-2952(86)90708-2">https://doi.org/10.1016/0006-2952(86)90708-2</a> .
In-text citation	(Sarosiek et al., 1986)
Website	"Smallpox Vaccines." World Health Organization, <a href="http://www.who.int/news-room/feature-stories/detail/smallpox-vaccines">www.who.int/news-room/feature-stories/detail/smallpox-vaccines</a> . Accessed 27 Aug. 2025.
Books	Orwell, G. (2011) <i>Nineteen Eighty-Four</i> . London, England: William Collins, an imprint of HarperCollins Publishers.
In-text citation	(Orwell, <i>Nineteen Eighty-Four</i> 2011)
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.
- 7.

## **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.



## **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)

### **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/will be 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 <https://lyk-peir-irakl.ira.sch.gr/>.

This policy was put together by Kroustalidou Styliani, IB DP coordinator.

The revision process will begin again in March 2027.

### **Bibliography/Related documents**

“Νόμος 1566/1985 (Κωδικοποιημένος) - ΦΕΚ Α 167/30.09.1985.” (Κωδικοποιημένος) - ΦΕΚ Α 167/30.09.1985, <https://www.kodiko.gr/nomothesia/document/276374/nomos-1566-1985>. Accessed 17 June 2025.

IBO Publications:

*Academic Integrity Policy, 2022 (rev. published online March 2025)*

*Effective citing and referencing, April 2022*

*Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework, 2024*

*Programme Standards and Practices, April 2020*

*Diploma Programme Assessment procedures, 2025*

*Conduct of Examinations, 2025*