

# Academic Honesty Policy



This policy was developed and is adopted by consensus of the staff at Preshil - The Margaret Lyttle Memorial School.

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## **Preshil Vision Statement:**

*At our core remains an unshakeable commitment to encouraging all children to progress at their own pace towards their own goals and to be respected as individuals in their own right. It is a commitment to our children to be nurtured and challenged in an atmosphere that inspires creativity and independent thinking in all areas of life and does not, overtly or subtly, use competition or punishment to motivate through the fear of failure.*

*As global citizens we encourage an awareness of world issues and encourage effort to make a positive difference. We believe that education should prepare students to be thoughtful, peace-loving and active citizens of the world. Preshil will remain a school that puts kindness, compassion and social relationships at the centre of its operations.*

## **The Preshil Learning Philosophy:**

*“Preshil is not a place where children do what they like, but rather a place where children like what they do.”*

Margaret E Lyttle, Principal 1944-1994

The world needs creative thinkers – people willing to challenge convention, do things differently. Particularly now, as we face a rapidly changing global landscape, it’s imperative our children grow up with a curiosity about the world and have an appetite for independent learning and self-development.

The themes of compassion and social justice have characterised Preshil since its conception. Our teaching philosophy follows the original principles established by the school’s founder, Margaret J R Lyttle, in the 1930s. It is an approach to alternative learning and education that recognises each child as an individual, with their own unique talents and traits that we value and nurture. At Preshil, children play an active role in their education. They are expected to take responsibility for their actions, to behave in a principled way and ultimately create their own future. Choice with responsibility is a powerful combination – one that fosters self-discipline, maturity, resilience, confidence, initiative, creativity and courage in every child.

By providing a school experience that celebrates the individual, our children learn about themselves and uncover their own potential with our full support. As each child tries new things and their interests evolve, Preshil helps them establish their personal goals and pursue them with passion.

## **Introduction:**

Preshil is committed to providing a strong foundation for student learning through a whole-school inclusive approach. It is important that this is achieved in a culture of collaboration and mutual respect, support and problem solving. As stated in the IB Learner Profile, all members of the IB community must strive to act with honesty, integrity and in a principled fashion. They are expected to treat other people and their rights and ideas with respect and to be guided by a strong sense of fairness and justice. Preshil students must demonstrate academic honesty and avoid any form of academic misconduct.

## **Rationale:**

Taking the above into consideration, we begin from the point of view of trust, integrity and respect. We encourage all students to take pride in creating and sharing their ideas. There is great satisfaction to be found in authentic ownership. Just as we expect others to acknowledge ideas that we have developed, we must also respect the intellectual property of others (intellectual property refers to creations of the mind such as inventions, literary and artistic works, designs and symbols, names and images used in commerce) and give credit and recognise the people with whom we share ideas. In this regard, we have an expectation that any work fully acknowledges the work of others and is not copied from friends, the Internet or books. Students are expected to submit their own work and cite sources where appropriate. We believe that a lack of academic integrity undermines the philosophy of Preshil's educational programme. In life and academic fields of endeavour, it is important to be able to rely on the integrity of the work of others. When students engage in academic misconduct they miss the "learning opportunity" and ultimately let themselves and others down.

## **Guidelines for implementing the Policy:**

*"Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. The IB recognizes that academic honesty is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills".*

(International Baccalaureate Organisation [IBO], 2011, p.2)

At Preshil we believe that learning is not a passive process where students have knowledge poured into them as if they were empty vessels. Instead we believe that learning should be an active process involving research and acquisition, analysis, critical thinking and evaluation.

IB students are required to be able to think critically and creatively and to present their thinking in a visible way across the curriculum.

To behave with academic honesty means that students be principled and honest learners. They are expected to make their learning visible and explicit, to show how they have constructed their ideas and to demonstrate the views that they have followed or rejected. They also need to show their understanding of how knowledge is constructed and their own role in furthering knowledge construction or building. An essential part of this is an understanding of the technical aspects of academic citing and references.

# Responsibilities - Students

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Academic honesty is about “making knowledge, understanding and thinking visible”. The International Baccalaureate Organisation argue “students should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas and demonstrate the views they have followed or rejected. An essential aspect of this is an understanding of the technical aspects of academic honesty - of citing and referencing (IBO, 2011, pp.1-2).

Academic misconduct is defined by the IB as “behaviour that results in or may result in, the student gaining an unfair advantage (or behaviour that disadvantages other students) in one or more components’ (IBO, 2011, pp.1-2).

## Categories of Academic Misconduct:

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<b>Plagiarism:</b>	Taking work, words, ideas, pictures, information or anything that has been produced by someone else without explicitly acknowledging the source of the materials in citations and a bibliography and presenting it for assessment as your own work.
<b>Collusion:</b>	Helping another student to be academically dishonest.
<b>Copying:</b>	Taking work of another student, with or without his or her knowledge and submitting it as one’s own work.
<b>Cheating:</b>	Communicating, verbally or using body language with another student in an exam, bringing and using unauthorised material into an examination room.
<b>Falsifying data:</b>	Creating or altering data, which has not been collected in a fair scientific investigation.
<b>Duplication of work:</b>	Submitting the same work for different assessments.

## What is the difference between Collusion and Collaboration?

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From Principles to Practice defines Collaboration as working together on a common aim, with shared information; this is open and cooperative behaviour that does not result in allowing one’s work to be copied or submitted by another (IBO, 2014, p.74). Where students use each other’s ideas and work as unattributed sources, this is collusion, not collaboration.

## Academically Honest Students:

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- ✔ Understand what is meant by the terms: academic honesty, intellectual property, plagiarism.
- ✔ Ensure that all work submitted for assessment is their own work.
- ✔ Understand the consequences of engaging in academic misconduct, regarding both school-based work and external examinations and assessments.
- ✔ Ensure all source material including audio-visual material, text, graphs are explicitly acknowledged using referencing and a bibliography.
- ✔ Use direct quotations in an appropriate manner.
- ✔ Explicitly acknowledge help provided by another person.
- ✔ Abide by exam rules.

## Academically Honest Students DO NOT:

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- ✔ Copy another student's internal assessment work, allow another student to copy his/her work and/or submit it for assessment, present the same work for different assessment components and/or requirements, use notes during a test unless allowed by the teacher or permitted by the examination rules.
- ✔ Disrupt an examination or distract other students.
- ✔ Impersonate another student.
- ✔ Write essays for other students.
- ✔ Do homework for other students.
- ✔ Steal examination papers.
- ✔ Present material written by another student as his/her own.
- ✔ Purchase and submit pieces written by someone else.
- ✔ Disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination.
- ✔ Fabricate data for assessment.
- ✔ Take unauthorised material into an exam room; support or attempt to support the passing of information that is or could be in relation to an examination: fail to comply with the instructions of an invigilator or other members of staff responsible for the conduct of an exam.

# Citations:

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At Preshil we will be using the **American Psychological Association (APA) author-date citation style**.

## Why Cite?

- ✎ To show respect for the work of others.
- ✎ To give the reader the opportunity to follow up references.
- ✎ To help the reader to distinguish between the work of the creator and the work of others.
- ✎ To give the reader the opportunity to check the validity of the creator's interpretation.
- ✎ To receive proper credit for the research process.
- ✎ To establish credibility and authority of own knowledge and ideas.

## What to Cite?

Creators are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. Written or electronic source materials may include:

- ✎ Visual
- ✎ Audio
- ✎ Graphic
- ✎ Lectures
- ✎ Interviews
- ✎ Broadcasts
- ✎ Maps

## When to Cite?

Citation is expected in the body of the creator's work where an external source has been used. The reader must be able to clearly distinguish between the words/work of the creator and the words/work of others. Including the reference **ONLY** in the bibliography is not enough.

# Responsibilities - Teachers

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All teachers at Preshil are responsible for emphasising and reinforcing attitudes and behaviours leading to academic authenticity of work. This means they need to explain what plagiarism is and the importance of respecting intellectual property. They need to be able to discuss the difference between paraphrasing and copying large chunks of work and the fact that direct quotations must be acknowledged as well as key ideas, photos, graphs, illustrations and any other sources which were not written by the student. They need to be able to explain the difference between collaboration and collusion. Explicit teaching of Approaches to Learning Skills such as self management, research and communication skills will guide teaching and learning to support academic honesty.

The American Psychological Association (APA) author-date citation style will be used throughout year levels at Preshil and the process required in both citing and referencing need to be explained to students by their subject teachers.

In the DP academic honesty will be further supported and reinforced through:

- ✎ Individual teachers emphasising what is expected in their particular subject and what good practice entails.
- ✎ The EE Coordinator's classes, in which students will receive detailed guidance on academic writing and referencing systems.
- ✎ The Librarian, who will provide support and detailed guidance on academic writing and referencing systems as well as modelling academically honest behaviour.
- ✎ The EE Handbook; the Library Weebly and Libguide; APA referencing Guide.
- ✎ The use of the plagiarism detection software programme Turnitin.

# Responsibilities - Parents

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- ✎ Parents and Guardians need to be aware of what the school Academic Honesty Policy is and the process that will be undergone if academic misconduct is discovered. They will be required to sign a statement showing they understand these things.
- ✎ Parents and Guardians can also play a positive role in helping their teenagers understand what plagiarism is and how important it is to ensure that students are using their own words and indicating when they are using someone else's ideas or quotations, through correct citation and referencing.

To ensure all members of the Preshil community are aware of the Preshil Academic Honesty Policy, all students, parents and guardians are required to sign the Declaration of Academic Honesty. The Academic Honesty policy will also be found on our Compass site, the Library Weebly and Libguide, and will be distributed to each family in the *Middle Years' Parent Handbook* and *Diploma Programme Handbook*.

## **Steps for dealing with suspected cases of academic dishonesty:**

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We understand that most acts of academic dishonesty are not intentional. We believe that such incidents are teachable moments. The following steps will be taken if the Academic Honesty Policy has been breached.

### **MYP:**

**First Incident:** If such an incident occurs the class teacher will meet with the student to talk with them about the reasons for the misconduct. Perhaps they need more support in learning how, when and where to cite. In this case they will explain why the student's behaviour is academically dishonest and work out how to solve the problem, for example resubmit work, come to a better understanding of academic honesty. This will also be raised in a staff meeting to see if the student is having a problem across the board.

**Second Incident:** The teacher will inform the MYP coordinator and it will be noted on their student chronicle on Compass. Parents will be contacted and the teacher will hold a meeting with both the parents and the student to discuss the incident and come up with a solution. The consequence may be resubmission of the assignment or it will remain ungraded.

**Third Incident:** The third incident must be entered on to the student chronicle on Compass and raised at the regular staff meeting. This offence requires consultation with the MYP coordinator and/or the Head of Campus as well as the teacher. Work that is plagiarised may not meet the assessment criteria so it may remain ungraded and could affect the overall grade level achievement.

### **DP:**

1. On identifying a suspected case of Academic misconduct the subject teacher will be required to make a verbal report to the coordinator in which they describe the nature of the incident and support the claim with evidence demonstrating the allegation.
2. The coordinator will speak with the student to establish their perspective on the matter. If it is decided that grounds for academic misconduct are unsupported the student will have the opportunity to revise their work for re-submission.
3. If it is decided that academic misconduct has occurred, an internal investigation will be undertaken and the subject teacher, coordinator and student will be required to write a formal statement in accordance with the requirements of the IB. The student's parents will be contacted and the coordinator will discuss the allegations with both the parents and student. The student and parents will be asked to re-sign the school's Academic Honesty Policy and this, together with the written statements, will be kept on file. If time permits students will be able to re-submit work, however they will not have the benefit of having this work reviewed by the teacher. Students should note that a failure to submit work may result in the

withholding of the final award.

4. If a student submits work to the IB, that breaches the conditions for academic honesty, the alleged conduct may be investigated by the IB and may result in the withholding of the final award.
5. If a student engages in academic misconduct in relation to the exams, or a student is discovered to have engaged in academic misconduct after work for assessment has been submitted to the IB, the coordinator will be obliged to inform the Assessments Division of the IB that academic misconduct has occurred. If there is clear evidence to justify a suspicion of wrongdoing, the IB will investigate. The coordinator, subject teacher and student will be required to submit statements in relation to the matter. On the basis of the evidence provided, the Final Awards Committee will decide whether to dismiss or uphold the allegations. If upheld, an allegation of academic misconduct may result in the withholding of the final award.

## Available Resources

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For clarification on any aspect of academic honesty, consult with the MYP or DP Coordinator.

The following Style Guides (from American Psychological Association (APA) and Universities provide an excellent source to help with referencing materials:

- ✎ <https://library.concordia.ca/help/howto/apa.php>
- ✎ <http://guides.lib.monash.edu/citing-referencing/apa>
- ✎ <https://www.usq.edu.au/library/referencing/apa-referencing-guide>

The following site is a good resource to create bibliography formatting for APA.

- ✎ <http://www.easybib.com>

## Preshil Process and Procedures

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- ✎ This Academic Honesty Policy has been developed collaboratively with staff at Preshil in accordance with IB regulations.
- ✎ All students will receive a copy of the Academic Honesty Policy upon enrolment and an explanation of the policy at the beginning of each year will take place during Language and Literature classes.
- ✎ Students and parents will sign the Academic Honesty Policy and it will be kept on file.
- ✎ Preshil staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy.
- ✎ All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.
- ✎ The Academic Honesty Policy will be communicated on the Preshil Website, on Compass on the School Documentation page and at information sessions.

*This policy will be reviewed and updated in 2019 by the staff at Preshil, The Margaret Lyttle Memorial School.*

## Reference List:

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International Baccalaureate Organisation. (2011). *Academic Honesty Diploma Programme*. Geneva, Switzerland.

International Baccalaureate Organisation. (2014). *MYP: From Principles into Practice*. Geneva, Switzerland.

International Baccalaureate Organisation. (2017). *IB Diploma Programme Handbook of Procedures*. Geneva, Switzerland.