

Telopea Park School
Lycée franco-australien de Canberra
Academic Integrity Policy and Guidelines
An International Baccalaureate (IB) Middle Years Programme (MYP) School
(Updated May 2020)

School priority

'Academic Integrity' is a priority at Telopea Park School. Academic integrity demonstrates an adherence to the school's values of **respect, cooperation, fairness, Integrity** and the attributes of the IB's **Learner Profile**. Our students are **principled and reflective**. The school's philosophy and values are clear and are aligned with the IB Mission statement.

IB Programme standards and practices

The school acknowledges that the academic integrity expectations are embedded in the 'Programme standards and practices' (2014) Standard C 3 (4): *Teaching and learning promotes the understanding and practice of academic integrity*. Standard B 4: *The school develops and implements policies and procedures that support the programme. The school has developed and implements the Academic Integrity Policy that is consistent with IB expectations*.

What is academic integrity? Academic integrity includes:

- Acknowledging all ideas and work of other persons, regardless of the source
- Electronic media is treated in the same way as hard copy books and journals
- The source of all photographs, maps, illustrations, computer programs, data graphs, audio-visual and similar material must be acknowledged if they are not the student's own work
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided

Academic Integrity policy and guidelines

Telopea Park School's 'Academic Integrity' Policy and Guidelines ensure that the school's procedures are transparent, fair and consistent. The policy and guidelines describe the rights and responsibilities of all members of the school community so that everyone understands what constitutes academic integrity and misconduct, and what actions will occur if there are transgressions. The policy is dynamic and ensures that students are taught about academic integrity in all aspects of their work. Developing, implementing and reviewing the school's academic integrity policy occurs annually by the School Executive Team. The Executive teachers discuss the policy and guidelines with teachers in their faculties. Telopea Park School Academic Integrity Policy and guidelines are published on the school website and in an abbreviated form in the Student Handbook.

Approaches to Learning

Through **approaches to learning** (ATL) in IB programmes, students develop skills that have relevance across the curriculum and help them "learn how to learn".

| ATL skill categories | ATL skill cluster |
|----------------------|--|
| Communication | Communication skills |
| Social | Collaboration skills |
| Self-management | Affective, Organisation and Reflection Skills |
| Research | Information Literacy and Media Literacy Skills |
| Thinking | Creative Thinking, Critical Thinking and Transfer Skills |

Approaches to Teaching are equally important in developing learning abilities. These are:

| | |
|-----------------------|--------------------------|
| • Inquiry-based | • Collaborative |
| • Conceptually driven | • Differentiated |
| • Contextualized | • Informed by assessment |

Teacher responsibility

Academic Integrity is an essential aspect of teaching and learning in IB programmes where **action is based on inquiry and reflection**. Teachers explicitly discuss and teach the academic integrity requirements and inform students that they must acknowledge the sources/references that the student has accessed and used to complete a task/assignment. All subjects require the student to acknowledge the work they submit as their own work and any work accessed/used for the task/assignment is acknowledged. (see Appendix 1.)

Teachers guide students by structuring tasks/assignments to avoid a general response involving little more than information gathering. Teachers give specific guidelines, task-specific clarification and encourage students to develop their own ideas through problem solving, comparison, precise hypothesis, analysis and reflection.

Teachers are vigilant for obvious changes in a student's style of writing. Teachers may recognise a change in the voice in writing from the voice of the student in class. Teachers consider if the style seems too mature, too error-free and perhaps more characteristic of an experienced adult than a secondary school student. Teachers may identify work that is not the authentic work of the student. A teacher may question a student on the content of the task/assignment to determine whether the work submitted is the student's work.

'Focusing on processes for managing academic integrity incidents, IB teachers must support their school and programme coordinators and are also responsible for:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion'.

IB Academic Integrity 2019 p.14

Teacher Librarian

The Teacher Librarian explicitly instructs students on how to write a bibliography. Guidelines are provided to Year 7-8 students on using the '**Harvard method**' for intext referencing and writing up a bibliography. Year 9-10 students are given further guidelines in specific subjects for the '**Oxford method**' of footnoting and how to write up a bibliography. Example bibliographies are provided to the students. The school utilises plagiarism-detection software to reinforce the importance of academic integrity.

Student responsibility

The student is responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully, and correctly, acknowledged.

For most assessments, students are expected to work independently and with appropriate support from teachers and other adults. There are occasions when collaboration with other students is an important part of the learning process. However, the final submission of a piece of work must be the student's individual work and not the work of the group or another person.

Academic integrity in the digital environment has become increasingly important. When students are researching, locating and presenting information and have 24/7 access to social media they are given unprecedented freedom to information. For students this freedom also comes with the responsibility to be a **'principled and reflective'** learners who strive to 'act with integrity and Integrity' as they develop the skills for lifelong learning.

All students are informed and explicitly instructed on the meaning of academic integrity, especially with respect to authenticity and intellectual property. Students learn that an authentic piece of work is one that is based on the student's individual and original ideas. The ideas and work of others must be acknowledged in the bibliography.

'Focusing on processes for managing academic integrity incidents, IB students must support their school, programme coordinators and teachers and are expected to:

- have a full understanding of the school's and the IB's policies
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to sources accessed and referenced in all work submitted for assessment in written and oral materials and/or artistic products
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms.'

IB Academic Integrity 2019 p. 16

What is academic misconduct?

Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

Academic misconduct includes:

- **Plagiarism**—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment e.g. paraphrasing another person's work without acknowledging the source
- **Collusion**—supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another
- **Duplication of work**—the presentation of the same work for different assessment components; any other behaviour that gives an unfair advantage to a student or that affects the results of another student
- **Cheating** - cheating includes, but is not limited to:
 1. Exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not
 2. Using a computer or other means to translate an assignment from one language into another language and submitting it as an original work
 3. Misconduct during an examination e.g. giving or receiving answers during tests or quizzes
 4. Accessing a test or quiz for the purpose of determining the questions in advance e.g. taking screen shots of test papers and sending onto others
 5. Fabricating data for an assignment and or falsifying data
 6. Any other behaviour that gains an unfair advantage for a student e.g. uploading a corrupt file that then allows the student more time to complete the task/assignment

Guidelines for teachers regarding academic misconduct

After a teacher has spoken with a student about possible academic misconduct, the teacher then raises their concerns with the executive teacher of that subject. The student meets with the teacher and the executive teacher and is asked to explain the incident. The student is counselled on the school's expectations regarding academic integrity. A decision regarding the outcome of misconduct is made in consultation with the executive teacher, the class teacher and the MYP Coordinator.

Outcomes of academic misconduct

- The student may be awarded a zero (0) for the work submitted
- The teacher may give feedback on the work identified as the student's work
- The parents/carers are informed of the misconduct and the outcome
- A record of an incidence is kept by the school

Only executive teachers have access to the academic misconduct data. If an executive teacher notes that the same student has been identified in another subject for academic misconduct the executive teacher will consult with the other executive teacher. The student and their parents/carers will be invited to attend a meeting to discuss the incidences with the MYP Coordinator and the Principal.

Appendix 1. Extract from: Academic Integrity in the IB educational context, (updated) 2016, p. 3

“Understanding academic Integrity is part of learning and teaching. It has become increasingly important as access to information through technological innovation has increased, and ideas about learning and how knowledge is constructed have changed.”

| Previously – Knowledge was | Now – Knowledge is |
|--|--|
| <ul style="list-style-type: none"> • canonical and beyond critical evaluation of all except ordained experts • authoritarian • disciplinary | <ul style="list-style-type: none"> • not absolute • constructed • democratic • interdisciplinary |
| Educated = knowledge of canons | Educated = ability to inquire/research |
| Knowledge easily transmitted with lectures, readings and required rote learning | Inquiry/research cycle driven by questioning |
| Accurate reproduction and correct answers tested | Evidence of understanding from research evaluated against criteria |
| Knowledge acquisition equated with IQ/ intelligence to some extent | IQ questioned Inquiry and asking questions valued |
| Metaphors for learning included “blank slate”, banking, filling up | Metaphors to construct, weave |
| Learning/education completed | Lifelong learning |
| Behaviours required from students were passive and controlled by external authority | Students expected to be active, constructive, independent, but collaborative, learners |
| Part of a bigger modernism paradigm with beliefs in scientism, Newtonian physics, linear thought, clockwork universe, cause and effect... | Postmodern paradigm Deconstruction of grand narratives Critical literacy important |

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Academic Misconduct

Date: ___/___/___

Dear Parent / Carer: Mr/Ms.....

This letter to inform you that your childYear (.....) has breached the

'Academic Integrity' policy and guidelines at Telopea Park School.

The 'Academic Integrity' policy and guidelines is available on the school website.

The result of breaching the 'Academic Integrity' policy and guidelines is as follows:'

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If you wish to discuss this further, please contact the classroom teacher.

Class teacher

Executive Teacher