At Telopea Park School ‘Academic honesty’ is a school priority. Academic honesty demonstrates an adherence to the school’s values of ‘respect, cooperation, fairness, honesty’ and the attributes of the ‘Learner Profile’. The school’s philosophy and values are clear and are aligned with the International Baccalaureate (IB).

The school acknowledges that the academic honesty is embedded in the ‘Programme standards and practices’ (2014) Standard C 3 (4): Teaching and learning promotes the understanding and practice of academic honesty. Standard B 4: The school develops and implements policies and procedures that support the programme. The school has developed and implements an academic honesty policy that is consistent with IB expectations.

Telopea park school’s ‘Academic honesty’ policy and guidelines ensures that the school’s procedures are transparent, fair and consistent. The policy and guidelines describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. The policy is dynamic and ensures that students are taught good practice in all aspects of their work. Developing, implementing and reviewing the school’s academic honesty policy occurs annually by the school Executive team. The Executive teachers discuss the policy within their faculties. Telopea Park School ‘Academic honesty’ policy and guidelines are published on the school website in ‘Assessment and reporting guidelines’ p10, 2014’ and in an abbreviated form in the Student diary (p. 14).

Every subject explicitly discusses the need to acknowledge the sources/references used when students complete a task. All subjects require the student to acknowledge the work submitted as their own work and any work accessed/used for the task needs to be acknowledged. Students are instructed on the writing up of a bibliography. Students are given explicit instruction by the Teacher Librarian in the first year of high school and in subsequent years. Example bibliographies are provided to the students. The school has subscribed to ‘Turnitin’ to reinforce the important of academic honesty. As all work submitted is expected to acknowledge the sources/references, students have an opportunity several times a year to acknowledging their sources.

When a teacher raises concerns for a possible breach of the academic honesty policy the incident is reported to the Executive teacher of that subject. The student is asked to explain the incident. A decision is made in consultation with the Executive teacher, the class teacher and the MYP Coordinator. The student is counselled. The student may be awarded a zero (0) for the work submitted or delivered if academic misconduct is proven. Parents are informed. A record of an incidence is kept by the Executive teacher to ensure that the same student is not repeating the incident in other classes. The Principal is also informed.

Telopea Park School acknowledges that understanding the academic honesty is an essential aspect of teaching and learning in IB Middle Years Programme (MYP). Through inquiry, action and reflection teachers and students continue to develop their skills in teaching and learning. The ‘Approaches to learning’ (ATL) of self-management, social, communication, thinking, and research, allows students to ‘learn how to learn’. Through ‘Approaches to teaching’ teachers deliver inquiry-based tasks that are conceptually driven and globally contextualized. Teachers work collaboratively to differentiated and moderate student tasks.

Telopea Park School acknowledges that academic honesty has become increasingly important for technologically savvy students. Researching, locating and presenting information and 24/7 access to social media gives student unprecedented freedom. With this freedom comes the responsibility to be a ‘principled’ learner who strives to ‘act with integrity and honesty’ as they develop the skills for lifelong learning.

(This preamble is taken and adopted from the IB MYP website and the documents on Academic honesty 2014).
**Academic honesty and Academic misconduct**

All students are informed about the meaning of academic honesty, especially with respect to authenticity and intellectual property. Students are informed 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 fully acknowledged in the bibliography.

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 component.

**Academic misconduct includes:**
- **plagiarism**—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- **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 (falsifying data, misconduct during an examination, creating spurious reflections)
- Fabricating data for an assignment
- Paraphrasing another person’s work without acknowledging the source
- Any other behaviour that gains an unfair advantage for a student

**Academic honesty includes:**
- Acknowledging all ideas and work of other persons, regardless of the source
- Electronic media must be treated in the same way as books and journals
- The sources 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

Plagiarism will be viewed by the school as a serious academic offence. Any malpractice of any sort, including plagiarism, may result in a mark of zero (0) for that task.

Teachers discuss the importance of avoiding plagiarism. A shorter version of the school’s Academic Honesty policy is in the Student Diary. The School Library and Library website provides a bibliographic guide with exemplars on appropriate acknowledgement of text and other sources.

Teachers try to ascertain that, to the best of their knowledge, students’ work submitted for assessment is the authentic work of each student. This includes all work for internal assessment and/or moderation. Teachers support the school’s ‘Academic honesty’ procedures to promote good practice and provide students with advice whenever necessary.

Teachers guide students by structuring assignments to avoid generalised ‘reports’ involving little more than information gathering. Teachers give specific guidelines, task 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 when reading students’ work. Teachers look out for a style that seems too mature, too error free and perhaps more characteristic of an experienced academic than a secondary school student. Class teachers identify work that may not be the authentic work of the student. A teacher may question a student on the content of the essay/task to determine whether the work submitted is that of the student.

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.

Source: IB Academic Policy 2004 and Academic honesty in the IB, Jude Carroll 2012