Telopea Park School
Lycée franco-australien de Canberra
Academic Honesty Policy
An International Baccalaureate (IB) Middle Years Programme (MYP) School
(Reviewed May 2019)

School priority

'Academic honesty' is a priority at Telopea Park School. Academic honesty demonstrates an adherence to the school's values of *respect, cooperation, fairness, honesty* and the attributes of the IB's *Learner Profile. O*ur 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 honesty expectations are 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 the Academic Honesty Policy that is consistent with IB expectations*.

What is academic honesty? Academic honesty 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 honesty policy and guidelines

Telopea Park School's 'Academic Honesty' 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 honesty and misconduct, and what actions will occur if there are transgressions. The policy is dynamic and ensures that students are taught about academic honesty 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 and procedures with teachers in their faculties. Telopea Park School Academic Honesty Policy and procedures 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". The ATL skills are as follows.
- Self-management
- Social
- Communication
- Thinking
- Research

Approaches to teaching are equally important in developing learning abilities. These are as follows.
- Inquiry-based
- Conceptually driven
- Contextualized
- Collaborative
- Differentiated
- Informed by assessment

Teacher responsibility (see Appendix 2)

Academic honesty 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 honesty 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.

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 honesty.

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 honesty 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 honesty' as they develop the skills for lifelong learning.

All students are informed and explicitly instructed on the meaning of academic honesty, 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.

Students need to understand that as they become older, more mature and move through successive years they are expected to develop increasing personal responsibility for academic honesty.

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. Taking credit for group work when you have not contributed an equal or appropriate share toward the result and or creating spurious reflections
5. 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
6. Fabricating data for an assignment and or falsifying data
7. 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 honesty. 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 honesty in the IB educational context, (updated) 2016, p. 3

"Understanding academic honesty 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
• canonical and beyond critical evaluation of all except ordained experts • authoritarian • disciplinary	• 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

Appendix 2

11 tips for teachers to foster academic honesty March 27, 2018
https://blogs.ibo.org/blog/2018/03/27/11-tips-for-teachers-to-foster-academic-honesty/ (accessed 27 May 2019)

1.Nurture the ten attributes of the IB learner profile. They are the foundation for your teaching and learning and can help individuals and groups become responsible members of local, national and global communities. This includes the individual's responsibility towards academic honesty and integrity. The ten attributes are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.

2.Support students to become actively responsible for their own learning. Here's a Tes article about strategies to develop independent learners

3.Take time to talk about academic integrity—encourage students to develop personal integrity. We ran a competition for students to create a film or poster about academic integrity. Could you do this in your class?

4.Ensure that students receive guidance on how to produce genuine and authentic work. This *IB World* article by a teacher in Texas in 2015 asks: Authentic learning can create a generation of thinkers—but are teachers themselves authentic enough?

5.Don't assume your students know how to reference—particularly in the age of digital information. IB teachers can find documentation on effective citing and referencing within the programme resource centre.
6.Give students regular feedback and encourage them to respond to the feedback.

7.Involve students and staff in developing your academic integrity policy—embed integrity into the culture of your school.

8.Lead by example—act with honesty and in a responsible and ethical manner. IB educators can access this educator's IB position paper on academic honesty at the IB across the four IB programmes by logging into the programme resource centre. The paper outlines the challenges that learners face in demonstrating honesty and how teachers, schools and learners themselves can share responsibility for ensuring that all actions in support of academic honesty are integrated and consistent.

9.Encourage your students to accept their strengths and weaknesses and encourage them to do the best they can.

10.Promote fairness and be open to questions. Your school's librarian(s) can also help, find out more here.

11.Help parents understand your academic integrity policies. IB teachers can find this helpful leaflet on the programme resource centre to use when discussing academic integrity with parents.

In this digital age, where a world of information is just a click away, and where interaction with others across the world is so easy, we need to help young people understand the benefits of such opportunities but also the many risks associated with them. Through learning and teaching we can create the culture where academic integrity is understood and valued.

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