

Academic Honesty Policy

Grow.

Act with integrity in relation to your own work and the work of others

Discover.

Seek inspiration from other's work, while being honest in presenting your own

Dream.

Celebrate the use of your own language and voice throughout your work

At Discovery College we are committed to academic honesty and will continually strive to ensure that students, their families and staff understand what responsibilities this commitment embraces. The purpose of this policy is to outline what academic honesty means and the College's procedural responses to instances of academic dishonesty.

The spirit of this policy is wholly aligned with the College's commitment to restorative practices. As such, teachers should use their discretion when implementing this policy and reserve its use for significant infringements. Minor instances should be regarded as 'teachable moments' and teachers should feel free to exercise their professional judgment in dealing with minor and/or unintentional instances of academic honesty infringements.

This policy is in two sections. Section 1 relates to a whole school context, involving all students and staff. Section 2 is Secondary Sector specific and acknowledges the developmental journey and complexity of academic honesty.

Section 1 – Whole school context

1.1. What we believe

At Discovery College we believe that honesty is a virtue and that all members of the College community have an obligation to treat the work and ideas of others with integrity. Towards this end the College commits itself to educating its community on what academic honesty is, how to be academically honest and how to take responsibility for the representation of their own and others' ideas.

We believe our students should be:

- **Inquirers** - who develop the skills necessary to conduct inquiry and research, seek inspiration from the ideas of other people and understand that it is acceptable to use the ideas of others if they are acknowledged
- **Knowledgeable** - by being aware of the rights and responsibilities of receiving and providing credit for creative work
- **Principled** - by acting with integrity and honesty when presenting work as their own and taking responsibility for their own actions, understanding the benefits of properly conducted research and respecting the creative efforts of others. By following all appropriate test/exam regulations
- **Open-minded** - by seeking and evaluating a range of points of view
- **Courageous** - by being brave and articulate in defending their beliefs, knowing and understanding why they must say 'no' to others who want to copy their work or want them to complete work for them
- **Communicators** – by being creators themselves who are able to be clear in explaining which parts of their assignments are from other sources

We believe our teachers should be:

- **Principled** - by modeling good practice in academic honesty
- **Knowledgeable** - by knowing what academic honesty means
- **Communicators** - by providing clear guidelines for all learning tasks that involve expectations relating to academic honesty and promoting the benefits of properly conducted research and respect for the creative efforts of others and making clear what the expectations are regarding academic honesty (such as bibliographies and when age appropriate, in-text references)

- **Inquirers** – by designing learning tasks that require critical thinking skills and original responses that are not able to be completed by simply copying information
- **Thinkers** – by scaffolding larger tasks, with opportunities to submit interim work or with milestone checks, to help students to maintain their own ‘voice’ in completing assessment tasks with ongoing feedback

Section 2 – Secondary Sector specific

The section below is to be read and implemented in conjunction with the Secondary Assessment Policy.

2.1. Definitions of terminology used to describe academic honesty

Academic honesty is behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people, and behaving appropriately when sitting exams (IBO, 2006, 2009 and 2015). Academic honesty can be broken down into the following aspects:

- **Plagiarism** is the representation of others’ thoughts or work, as the student’s own in order to gain an unfair advantage. This includes using others’ work without citation or sourcing (IBO, 2003 & 2009).
- **Collusion** is allowing one’s work to be copied or submitted for assessment by another (IBO, 2009, p.3). There are times when students will collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact it may be based on the same or similar data and/or research as another student (IBO, 2009, p.4).
- An **unfair advantage** may be gained through actions including:
 - Falsifying a record, data etc.
 - Utilizing social media to share information related to marked coursework (exams, papers, etc.)
 - Use of mobile phones to text outsiders, or the inappropriate use of a camera facility
 - Using unauthorised notes in a test
 - Using a mobile device to download information while in a controlled assessment environment
 - Having a parent or tutor do assignments/assessments
 - Commissioning another person to do the work
 - Using an electronic language translator to ‘launder’ language
 - Duplication in any form
- **Intellectual property** includes patents, registered designs, trademarks, moral rights and copyright. The law protects many forms of intellectual and creative expression (IBO, 2003, p.2).

The *MYP: From Principles into Practice* guide provides the following distinction between collusion and genuine collaboration: “Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in allowing one’s work to be copied or submitted for assessment by another. Collusion occurs when a student uses fellow learners as an unattributed source.” (IBO, 2014, p.77)

2.2. Resources for citing and acknowledging original authorship

All students and teachers have access to anti-plagiarism and bibliography creation tools, and should use them as a matter of course for assessments that will be submitted to the IB for marking or moderation.

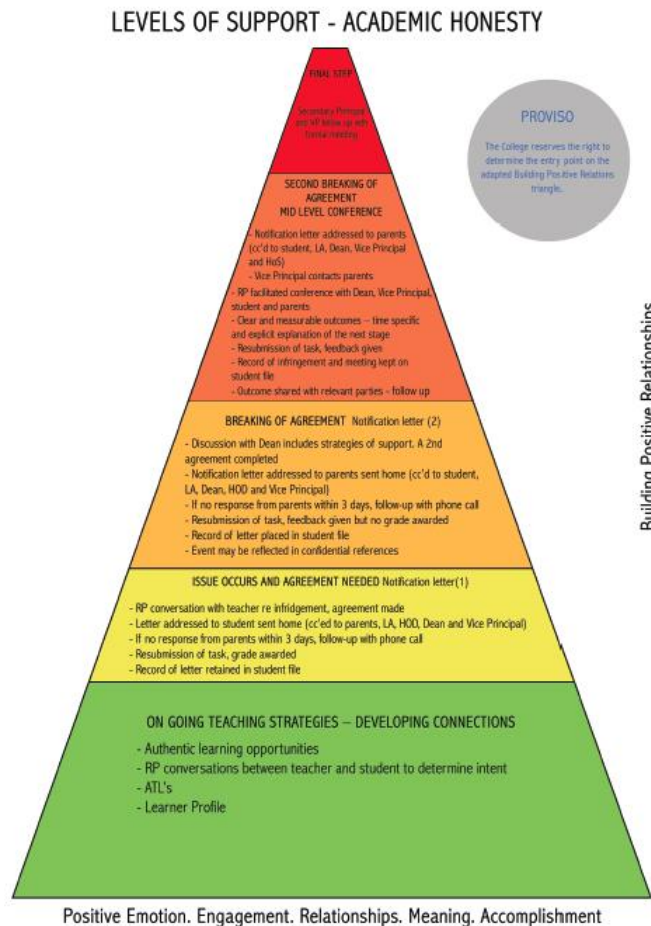
All students and teachers also have access to the teacher librarian and the library for further guidance on academic honesty. The library’s Ding! pages have a comprehensive suite of academic honesty resources. These resources include guides and examples of APA citations, including the creation of bibliographies and in-text referencing.



2.3. Processes and procedures

In dealing with any issues regarding the breaking of the Academic Honesty Policy, in line with the College's commitment to Restorative Practices, the intention will always be to bring about a behavioural change in the student. The College reserves the right to determine the entry point on the adapted Building Positive Relationships triangle.

The following diagram describes the procedures to be followed:



7. References

Carroll, J. (2012). *Academic honesty in the IB* (Position paper). Retrieved August 14, 2015, from https://www.aischool.org/uploaded/Curriculum/Documents/Academic_Integrity/academic_honesty_paper.pdf

International Baccalaureate Organization. (2006). *Ethical practice in the diploma programme* (Publication). Geneva: International Baccalaureate Organization.

International Baccalaureate Organization. (2009). *Academic honesty* (Publication). Retrieved August 17, 2015, from https://www.aiswest.com/uploaded/Files/Academic_Honesty.pdf

International Baccalaureate Organization. (2012). *The IB learner profile in review: Resources for reflection* (Publication). Retrieved August 17, 2015, from <http://klearning.ict.kis.ac.th/kblog/community/wp-content/blogs.dir/37/files/sites/37/2013/09/The-IB-Learner-Profile-in-review-2012.pdf>

International Baccalaureate Organization. (2013). *IB learner profile* (Publication). Retrieved August 14, 2015, from <http://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

International Baccalaureate Organization. (2014). *Academic honesty in the IB educational context* (Publication). Retrieved August 17, 2015, from <http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

International Baccalaureate Organization. (2014). *Handbook of procedures for the middle years programme: Moderation and monitoring of assessment (2015)*. Retrieved August 17, 2015, from https://ibpublishing.ibo.org/live-exist/rest/app/pub.xql?doc=m_g_mypxx_coh_1408_1_e&part=1&chapter=1

International Baccalaureate Organization. (2014). *MYP: From principles into practice* (Publication). Retrieved August 17, 2015, from <http://www.fcusd.org/cms/lib03/CA01001934/Centricity/Domain/2663/From%20Principles%20into%20Practice.pdf>

International Baccalaureate Organization. (2014). *Programme standards and practices* (Publication). Retrieved August 14, 2015, from <http://www.ibo.org/globalassets/publications/become-an-ib-school/programmestandardsandpractices.pdf>



Appendix one – Secondary student infringement letters

Issue occurs and agreement needed

Date

Dear, (addressed to student)

Having spoken with you, it is evident that you chose to hand in an assessment that description of infringement which is against the College’s Academic Honesty Policy.

Academic honesty in all schoolwork is expected of all students at Discovery College and not meeting this expectation is taken seriously by both the College and the International Baccalaureate. The consequences for this can be as serious as you not completing the course and, in the Diploma or Career-related Programme, failing the entire programme.

To rectify this situation, you should resubmit the assessment by day of the week, date, month. You must ensure that this assignment is completed to the expectations described in the College’s Academic Honesty Policy. If you are unsure please ask for assistance.

You have made an agreement with me to the explain action agreed and/or strategies for the future. Your Dean will keep a copy of this letter and the agreement. We wish you to learn from your mistakes. We expect that you will take complete responsibility for your actions and show that you have learned from this incident by demonstrating an honest approach to all future assignments.

Please email to acknowledge receipt of this letter. If you wish to discuss the matter further, please do not hesitate to contact me.

Sincerely

XXXXXXXXXX
Teacher

XXXXXXX
Head of (subject)

Copied to: Parents / Learning Advisor / Dean / Vice Principal



Breaking of agreement letter

Date

Dear Mr and Mrs.....,

This letter is to make you aware of a second incident of academic misconduct by regarding her/his assessment.

After the last incident, a letter was sent to *student name* by *staff members name*, and cc'd to you where *he/she*, made an agreement to meet the expectations of the Academic Honesty Policy in all subject areas. This agreement has now been broken.

Having spoken with *student name* it is evident that *he/she* has handed in an assessment that *description of infringement*.

All students at Discovery College are expected to follow the policy and both the College and the International Baccalaureate take not doing this seriously.

To rectify this situation *student name* should resubmit the assignment by *day of the week, date, month* and meet all aspects of the expectations of the College's Academic Honesty Policy.

We expect that *student name* will take complete responsibility for her/his actions and show that she/he has learned from this incident by demonstrating an honest approach to all future assignments.

A copy of this letter will be placed in their academic file. If there is no further incident during *Year 7, Year 8 and 9, Year 10 and 11(choose as appropriate)* the letter will have no impact on the future. If any other occurrence of academic misconduct takes place in a subject area, the College will take more serious action and will ask you to meet with us in person.

In the interest of supporting *student name* further, I have discussed strategies to avoid such academic misconduct in the future.

Please email to acknowledge receipt of this letter. If you wish to discuss the matter further, please do not hesitate to contact me.

Sincerely

XXXXXXXXXX
Y – Dean

xxxxxxxxxxxxx
Vice Principal

Copied to: Student / Teacher / Learning Advisor / Student Record



Second breaking of the agreement – mid-level conference

Date

Dear Mr and Mrs

This letter is to inform you of a third incident of academic misconduct by regarding her/his *assessment type*.

Having spoken with *student name* it is evident that *he/she* has chosen once again handed in an assessment that *description of infringement*.

Interventions have been put in place to assist *student name* to work within the academic honesty framework at Discovery College and this has not been successful three times. At this point we request that you come to the school with *student name*, for an interview with me and the Dean.

The circumstances are such that not meeting the expectations is going to have serious impact on their capacity to complete the course. Any further infringement may include withdrawal from the programme, suspension from school or being asked to leave the school.

We will expect this assignment to be resubmitted by *day of the week, date, month* and it fully meet the expectations of the College's Academic Honesty Policy.

I will be contacting you to arrange a time to meet to discuss this matter in person.

Sincerely

XXXXXXXXXX
Vice Principal

XXXXXXXXXX
Head of Secondary



Final step

Date

Dear Mr and Mrs,

This letter is to formally inform you of the fourth incident with regards to academic misconduct by

We are now at the point where we ask that you come to the school with your child once again to meet with the Head of Secondary and the Vice Principal. Interventions and agreements have been put in place to assist *student name* to work within the academic honesty framework at Discovery College and this has repeatedly been unsuccessful.

As indicated in previous correspondence, the circumstances are such that this failure to meet the expectations is very serious. Withdrawal from the programme, suspension from school or being asked to leave the school may be considered.

The Vice Principal will be contacting you to arrange a time to meet to discuss this matter in person.

Sincerely

XXXXXXXXXX
Head of Secondary

XXXXXXXXXX
Vice Principal