



BISS Gausel Academic Honesty Policy



**BRITISH
INTERNATIONAL
SCHOOLS**
OF STAVANGER

Academic Honesty Policy



'Creating role models for the future'



The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

BISS Mission Statement

At the British International Schools of Stavanger, we take our responsibility to prepare children for life in the 21st century seriously. The acquisition of fundamental values lies at the heart of everything we do, and all areas of the curriculum are a vehicle for underpinning these values

Aim

The British International Schools strives to cultivate a culture of academic integrity throughout it's learning community. Our school aims to nurture personal and academic integrity as good practice in learning and assessment.

Philosophy

At BISS academic honesty is a core value which is exemplified in the IB Learner Profile. By nurturing a culture of integrity and honesty throughout the school our students develop the skills that ensures they work in a principled manner by crediting source materials accurately and acknowledging ideas and materials that are not their own.

- Integrating the teaching of academic honesty, through the approaches to learning in all subject content.
- Raising awareness of the links between academic honesty and the IB learner profileModelling good practice by teachersLiaising with parents to promote awareness of academic honesty

The principles of academic honesty are clearly communicated both orally and in writing, through the planner to the student and parents. This policy is available for parents to read on the BISS website.

IB Learner Profile

The attributes of the IB Learner Profile are integral to our school and through these attributes we seek to encourage academic integrity. All our stakeholders are collectively responsible for fostering our expectations and for encouraging each other to be:

Inquirers: they acquire the skills necessary to conduct research and inquiry

Knowledgeable: they explore concepts, ideas and issues

Thinkers: they are able to approach tasks in a critical yet creative manner and are able to make ethical decisions

Communicators: they acquire the skills for effective collaboration

Principled: they act with integrity and honesty and take responsibility for their own actions

Open-minded: they make it a habit to seek and evaluate a range of views

Caring: they show empathy and respect towards others and their needs

Risk-takers: they approach challenges with forethought and explore them independently

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: they are able to assess the strengths and weaknesses of their learning

Role and responsibilities

Academic honesty is a core value at BISS Gausel that is actively encouraged by all stakeholders.

School has a responsibility to ensure

- the curriculum encourages students to develop the habits of academic integrity
- students are aware of the principles of academic integrity as appropriate for their age and understanding
- the value of academic integrity is understood by all stakeholders – all teaching staff, parents, students
- that any incidents of academic dishonesty are dealt with appropriately

Teaching Staff have a responsibility to

- model academic integrity in their own work and practices
- ensure opportunities to develop the skills and attitudes for academic integrity are included in units of work and day to day classroom practice
- foster the value of academic honesty through the learner profile attributes
- Deal with incidents of academic dishonesty in an appropriate manner
- Ensure students understand the terms relating to academic honesty, taking into consideration students who do not have English as a mother tongue.

In MYP Teaching staff also have a responsibility to

- Reinforce ATL skills
- Ensure some tasks require inquiry based learning, so students have the opportunity to provide a personal response
- Teach the meaning and use of the term ‘critical apparatus’ which is used in many subjects and includes: quotations, citations, references, footnotes, bibliographies, table of contents, outlines, appendices, tables, graphs, labels, headings, italicizing, underlining, superscripting, subscripting.
- Share good practice within departments and throughout subjects.
- Incorporate Library and Research skills into ATL and PSHE lessons.
- Introduce Turnit in and Easy bib by 2014
- Staff should be encouraged to use the OCC for advice on matters relating to academic honesty.

The School Librarian has a responsibility to

- model academic integrity in their own work and practices
- foster the value of academic honesty through the learner profile attributes
- act as a liaison for both teachers and students to provide ethical guidance regarding citations and common formats promoted by the school (MLA)
- ensure current publications regarding ethical use of information are available to teachers and students (IBO, MLA or otherwise).

Parents have a responsibility to

- Encourage students to ask their teachers for advice if they are struggling to understand their work
- Support their child to foster the value of academic integrity
- Establish a good level of communication with the school so that you understand what is expected of students.

PYP Students have a responsibility to

- Make work personal and write using their own “voice”.
- Acknowledge help and resources used.

MYP Students have a responsibility to

- Acknowledge sources of direct quotations by using the Harvard system
- Understand the meaning and importance of plagiarism
- Understand the meaning and consequences of cheating

- Understand that they should not copy work from other students
- Understand that they should not complete homework for another student, nor allow other students to copy their work
- If working together, acknowledge the contributions made by others in the group
- Be aware of key terms associated with academic honesty that are taught by the teaching staff in the MYP department
- Focus on academic honesty, through personal, social and technical skills and ensure that they have acknowledged the work of others.

PYP Guidelines:

The attitudes advocated by the PYP that support the development of integrity and honesty in an academic community are set out in Making the PYP happen: A curriculum framework for international primary education.

Of these attitudes, confidence, independence, integrity, and respect are the qualities most important for developing values of personal academic integrity, and should be actively encouraged by all teaching staff in the Primary Department. In addition, the learner profile emphasizes being principled in our actions, which is also of primary importance to developing the practice of academic honesty.

PY1-3

The academically honest student:

| Does | Does Not |
|---|---|
| Acknowledge help from parents, older students and friends | Present parent or other persons’ work as his or her own. (The importance of this is explained to parents) |
| Look at and read books and print material in order to learn new information | Copy whole sentences from a book or print material onto his or her own paper. |
| Summarize key understandings from audio-visual material. | Copy classwork from another student. |
| Communicate new knowledge in his/her own words. | Pass off another student’s work as his or her own when working in groups. |
| Begin to assimilate knowledge from several sources into independent ideas and understandings. | |
| Understand copying as cheating. | |
| With teacher guidance, begin to use key words to take notes from written or visual materials. | |

PYP4 - 6

The academically honest student:

| Does | Does Not |
|---|--|
| Acknowledge help from parents, older students and friends, and group members | Present other persons’ work as their own. (The seriousness of plagiarism is explained)) |
| Read from several sources, including print sources, in order to gather information. | Copy phrases or sentences from any source into his or her own work. |
| Take notes in his/her own words, using key words and paraphrasing skills. | Copy classwork from another student without permission (as in during group or pair work). |
| Begin to use first person sources and interviews in information gathering. | Pass off another student’s work as his or her own when working in groups. |
| Summarize understandings from audio-visual material in his or her own words. | Copy another student’s homework or allow another student to copy their homework without permission |
| Write reports and summaries of information in his/ her own words, with a developing style of academic language. | Present material that is not true, or fictitious, as fact. |
| Acknowledge sources in a bibliography. | Copy from notes or others on tests |

| | |
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| continued ... | |
| Is able to assimilate knowledge from several sources into independent ideas and understandings. | |
| Understand plagiarism as cheating. | |
| Understand that downloading or copying from electronic sources without permission is cheating. | |
| Work collaboratively in groups and contributes by sharing information and presenting understandings. | |

The PYP6 Exhibition

As evidence of the culmination of the PYP, exhibition work should reflect all of the criteria for academic honesty presented in the primary years, and especially in PY4-6. In addition, exhibition work should show that students are able to independently work in an academically honest manner. During the exhibition, an academically honest student:

| Does | Does Not |
|---|---|
| Acknowledge help from his/her mentor | Present or use mentor sources as his/her own without citation |
| Plan their own independent inquiry leading to research | Misrepresent or misquote first person sources |
| Create a central idea to guide their inquiry | Rely extensively on mentors, parents or other group members to gather info or create presentations. |
| Access sources from many different places, | Present material that is not true, or fictitious as fact. |
| Contact first person sources. | |
| Interview first person sources | |
| Work collaboratively with his or her team to share and contribute information | |
| Present understandings in a variety of provoking audio/visual and creative formats | |
| Assimilate understanding leading to an action plan. | |

Referencing and citation

Throughout the primary years, students will be introduced to

- the need for referencing and citation that follows simple formats.
- the inclusion of references in the form of developing bibliographic information from PYP 1 to 6
- use of quotations for language directly from sources
- simple citation methods to acknowledge quotations and intellectual ideas.
- requirements for referencing appropriate to each age and year level included in Rubrics for research

Academic Dishonesty at the Primary Level

In the PYP, academic dishonesty is treated as a learning opportunity. Instances of verbatim copying or lack of citation are considered first draft material, and students are taught or retaught the skills needed to rework the material in their own words and cite quotations. Malpractice is considered generally to be the result of a lack of language and or research skills and is addressed accordingly.

MYP Guidelines:

"In the MYP, approaches to learning skills are particularly relevant to academic honesty given the clear links to students' developing competencies in self-management, research and communication. [...] MYP teachers are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study. As students gain experience in the MYP, they can develop the understanding and behaviours necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects." (IBO, 2014)

MYP1-3

The academically honest student:

| Does | Does Not |
|---|---|
| Acknowledge help from parents, older students and friends | Use notes during a test unless allowed by a teacher |
| Acknowledge information taken from books, the Internet or persons | Copy from another student during a test |
| Acknowledge the source of direct quotations | Copy from the homework of another student |
| Acknowledges reference materials in a bibliography | Give another student his/her own work to copy |
| Knows what constitutes cheating and abides by the rules | Hand in work as his/her own that has been copied |
| Follow all test/exam rules | Do homework for another student |

MYP4-5

The academically honest student:

| Does | Does Not |
|---|---|
| Keep and maintain accurate, personal course notes | Copy work of another student |
| Understand and abides by the school's expectations concerning academic honesty | Give another student his/her work to copy |
| Acknowledge, in an appropriate referencing format, help from another person | Do the homework of another student |
| Ask beforehand what kind of external help is permissible | Submit work done by another student, a parent or a friend |
| Acknowledge, in an appropriate referencing format, information taken from a wide variety of sources | Use notes during a test unless allowed to by the teacher or the examination rules |
| Follow all test/exam rules | |

MYP5 expectations for certification

Those students who qualify for their MYP Certificate are expected to apply all of the skills for academic honesty that they have acquired throughout the MYP. E-portfolio subjects and online examinations require students to adhere to the regulations set out by the IBO.

At MY5, students are expected to:

- Use in-text parenthetical referencing for any source material used (text or images)
- Understand plagiarism and intellectual property as well as the consequences of academic dishonesty,
- Use academic honesty forms where appropriate to formally declare the work completed is authentic,
- Follow rules for examination sessions as published by the IBO.

Referencing in the MYP

The expectation for use of proper citation begins at the beginning of middle school; this expectation is scaffolded depending upon the age and time in the school. Students are expected to use correct and appropriate referencing in all subject areas, according to MLA format. As well as including accurate lists of works cited at the end of documents, students must acknowledge sources within the body of their texts. They must also acknowledge the sourcing of images and any other intellectual property used in their own work. Bibliographies and annotated bibliographies should only be used when requested on a task, which also outlines the student's background reading. See appendix J3 for terminology related to referencing.

Any student work that is not referenced properly for the age-group will be handed back and the student will be asked to resubmit; someone else's work cannot be evaluated towards a student's grade. It will not be assessed until the revision has been done, although the date of submission will be counted as the first date on which the work was handed in. Minor errors in MLA format, even at higher levels can be pointed out as feedback and a way to further learn/improve the quality of their work. Students will be reminded to use checklists to ensure they have cited all aspects of work submitted (see appendix J4).

Academic dishonesty in MY1-3

In the lower years, students are still developing the approaches to learning skills required for approaching assignments with academic honesty. The teacher must first decide if evidence of malpractice is (1) due to a lack of academic honesty skills or (2) a deliberate act of academic dishonesty. In both cases, a record will be placed in the student's file for tracking.

- With guidance, the student will be given the opportunity to rectify the situation. the student will be given a formal warning and the opportunity to rectify
- the situation will be given. In subsequent instances, the work will be awarded a level 0 for the relevant assessment criterion. The issue will be referred to the MYP coordinator for further action and an academic honesty letter will be sent home to parents.

Academic dishonesty in MY4-MY5

If a student hands in work where plagiarism is apparent, due to a lack of referencing skills, the student will be given the opportunity to rectify the situation within a given period of time.

If a student hands in work where malpractice in the form of deliberate plagiarism or collusion is evident, the task will receive a 0 in the relevant assessment criterion, though the teacher may give some feedback to the student. In addition, the issue will be referred to the MYP coordinator and an academic honesty letter will be sent home to parents.

In subsequent instances of academic dishonesty, the work is once again awarded a level 0 for the relevant assessment criterion. In addition, parents will be asked to attend a meeting with the subject teacher, MYP coordinator and relevant principal. The purpose of the meeting is to determine whether there was a clear attempt to deceive on the part of the student and possible consequences that could include suspension or, in the case of persistent and deliberate malpractice, a student may be withdrawn from the relevant exam session (MY5).

Malpractice under test conditions and externally moderated course work

If a student is suspected of cheating during a test, they will initially be given a warning. Any subsequent attempt of cheating will be considered a deliberate act of academic dishonesty and will be dealt with accordingly (see guidelines above).

In the case of MYP certificate students' e-portfolio, if a teacher suspects that a student has engaged in a dishonest way towards the completion of their work, they will bring it to the attention of the MYP coordinator. The coordinator will meet with the student to discuss the matter and parents will be contacted. If work is submitted to the IB and is flagged as academically dishonest, the MYP coordinator will be contacted, a formal investigation will occur and the student could be prevented from obtaining their certificate.

Glossary

Academic honesty is a set of skills and values that encourages members of the school community to carry out tasks without cheating, plagiarising, lying, stealing, giving or receiving unacknowledged assistance from another person, or using sources of information without appropriate acknowledgement.

Academic dishonesty means that a person uses ideas, skills, techniques or information from another person or source without appropriately acknowledging them. There are different forms of academic dishonesty, which are defined further under malpractice.

Authenticity is the term used with older students when they confirm in writing that a piece of work is authentic and was carried out in a manner that reflects the attitudes of academic honesty. **"An authentic piece of work"** is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a [student's] work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged." (IBO, 2009)

Collaboration "defines the habit of 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" as defined in the Regulations" of the IB Diploma Programme. (IBO, 2009)

Inspiration in creative work: "Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable tradition. The observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. There is an expectation that [students] may be influenced by the work of other artists and writers, whose works may inspire the [students'] own creativity. Thus there are circumstances where the creative use of the work or ideas of another person is acceptable, but the original source must always be acknowledged." (IBO, 2009)

Intellectual property describes an individual's or organisation's ownership of inventions, literary or artistic works, symbols, names, images and designs used in commerce. The "concept of intellectual property is potentially a difficult one for [students] to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. [Students] must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law." By developing the skills and values of academic honesty and taking measures to prevent academic dishonesty, the school seeks to discourage illegal activities, for example illegal music downloads or peer-to-peer file sharing. (IBO, 2009)

Malpractice is the term used for academic dishonesty and describes any behaviour that gives a person an unfair advantage over another in the context of academic work. There are different forms of malpractice:

- **Plagiarism:** the representation of the ideas or work of another person as one's own,
- **Collusion:** supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by someone else,
- **Fabrication of data:** manufacturing data for a table, survey or any other such requirement, Any other behaviour that gains a student an unfair advantage or that affects the achievement of another student.

References

SIS (2012) Academic Honesty Policy. Skagerak International School.

IB (2012) Academic Honesty in the IB. International Baccalaureate

Merriam Webster Dictionary (2013) <http://www.merriam-webster.com/dictionary/copyright>

IB (2008) MYP: From Principles into Practice Pub. International Baccalaureate.

Links to other policies:

This Academic Integrity policy is linked to:

IT Acceptable Use Policy

Bullying policy

Policy reviewed March 2020

This policy is a working document and has been produced by HODs (PYP, MYP DP programmes) and administration. The policy is reviewed bi-annually.



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