

Academic Honesty Policy



Seven Peaks School

International Baccalaureate Middle Years Programme

Primary and Middle Years Programme

Authorized School

MISSION AND PURPOSE

The Academic Honesty Policy is in alignment with the mission of Seven Peaks School (SPS). The mission of Seven Peaks School is to inspire a lifelong love of learning in our students. To enable our children to thrive in a complex world. To challenge them within a safe and nurturing community.

Our students are prepared to be globally-minded leaders. Through character-building lesson planning, daily activities and modeling, we've created a culture of respect, responsibility, loyalty, honesty, courage and humility. Our goal is to help students discover and develop their own talents and interests and use these to better the world and while learning what it means to live in integrity.

ACADEMIC HONESTY PHILOSOPHY

SPS provides a safe environment that encourages students to be creative, imaginative, and learn from a variety of teaching styles while building the skills and principled attitudes to appropriately acknowledge sources and references. The character education program (comprising ATL, Learner Profile, and SEL study) helps students to learn the value and ethics behind accurately citing and referencing, and the importance of academic honesty. It is a responsibility for all stakeholders in students' education to understand the importance and definition of academic honesty and the consequent actions if there is malpractice.

The ultimate goal of the academic honesty policy at SPS is to teach students to research, analyze, understand, and create documentation to support their ideas.

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. In some MYP subject groups (as well as MYP projects), students are introduced to the importance of the process journal as a tool that promotes academic honesty. Both the personal project and the community project require students and supervisors to note their meeting dates and the main points discussed, and to declare the academic honesty of their work. 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. (Academic honesty in the IB educational context, 2014)

DEFINITIONS

SPS defines academic honesty as producing original work, which includes giving credit to sources, and transparency in the process used to understand and transfer knowledge to produce original work.

The IB defines academic misconduct as 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*
- *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).*

For most MYP assessments, students are expected to work independently but with appropriate support from teachers and other adults, although there are many occasions when collaboration with other students is an important part of the learning process. (MYP Principles Into Practice, 2014)

EXAMPLES

Plagiarism

Copying or paraphrasing others' work without proper acknowledgement or citation. Rules for proper citation of others' work is outlined in the following style of formatting: MLA.

Note: “The IB does not prescribe which style of referencing or citation method should be used by students. However, the minimum information required in the MYP for identifying sources includes the name of the author, date of publication, title of source, and page numbers as applicable.”

(MYP Principles Into Practice, 2014, p.38)

Collusion

Allowing one’s work to be copied or submitted for assessment by another.

Collaboration

Working with others on a common goal or aim should not result in collusion.

Note: At SPS students are encouraged to collaborate often. This does not mean that if group work is submitted for multiple students that it is considered collusion. Students should work to reflect all contributions by its members, whenever possible.

Duplication of work

Submitting the same assignment or work for more than one IB course.

Note: In interdisciplinary work teachers work to create task-specific clarification to make it clear what assignment is supposed to be submitted for what course and assessment.

ROLES AND RESPONSIBILITIES IN SUPPORTING ACADEMIC HONESTY

SCHOOL:

- The entire SPS community is committed to the central importance of character/SEL education, of which academic honesty is an essential component.
- The school policy on academic honesty is provided in the handbook.
- Students are taught inquiry and research skills along with proper citation methods.
- Individual teachers review the academic honesty policy with their students at the beginning of their classes along with their expectations.
- School personnel report and record academic dishonesty (teacher, administration).

STUDENTS:

- Know and understand the academic honesty policy and the expectations and consequences that are associated with it throughout his/her/their time at SPS
- Ensure that all the work submitted for assessment is authentic, with the work or ideas of others correctly acknowledged
- Ask their teacher for clarification of the expectations if they are unclear
- When asked, sign an academic honesty declaration for course-work submitted
- Create a culture of accountability through participation in discussions and practices around academic honesty

PARENTS:

- Encourage their child to support a culture of academic honesty and the character education program
- Review the school's website to become familiar with the academic honesty expectations of SPS

CONSEQUENCES OF ACADEMIC DISHONESTY

If there is an academic infringement or an academic dishonesty that is identified by the teacher, the student will be addressed by the teacher to determine the severity and appropriate consequences. Teachers will consult with administration. Should a violation of academic honesty

occur or become a recurring infraction, the resulting consequences are reflected in the school handbook (section 6.2).

ACADEMIC INFRINGEMENTS

DEFINITION

There can be instances where work submitted by a candidate (student) for assessment contravenes the standard academic practice of clearly acknowledging all ideas and words of other persons without the candidate having made a deliberate attempt to gain an unfair advantage, for example where a candidate has not used some means of indicating a quotation, but has cited the source of the text in the bibliography or in a footnote (International Baccalaureate Organization, 2007, p.7)

REFERENCES

“Academic Honesty in the IB Educational Context.” *Academic-Honesty-Ib-En.pdf*, International Baccalaureate Organization (UK) Ltd, Aug. 2014,
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