WHOLE SCHOOL ACADEMIC HONESTY POLICY

Rationale:

Academic honesty is expected of all members of the school community; students, faculty, administration and parents. We are guided in our expectations and practices by two of the Learner Profile attributes, which describe students as:

- Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Definitions:

Academic Honesty: The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Academic misconduct (previously malpractice): The IB organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage (or that disadvantages other students) in one or more components of assessment.

Plagiarism: this is defined as 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, including allowing one's work to be accessed or copied or submitted for assessment by another student.

Duplication of work: This is defined as the presentation of the same work, by the same student, for different assessment components.

The policy is necessary to provide a reference point for parents, students and teachers, provide transparency and accountability, and clarify procedures.

In addition to the whole school policy, each school section will have its own procedures for investigating and deciding on any necessary sanctions for issues of academic dishonesty and penalties that will be imposed should a student be found guilty of academic misconduct.

See Appendix 1 and 2.

The aim of this Academic Honesty policy is to:

- Promote good academic practice and a school culture that actively encourages academic honesty;
- Enable students to understand what constitutes academic honesty and dishonesty;
- Encourage students to look to their teachers, supervisors and coordinator for support when completing assessed work in order to prevent any possible form of malpractice;
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others;
- Explain to students that they have an important role in ensuring that their work is 'academically honest';
- Impart to students that plagiarism is a serious academic offence for which Ajman Academy shows no tolerance;
- Explain to students precisely what penalties will be imposed should they be found guilty of academic misconduct.

Students' Responsibilities are to:

- Ensure that all work submitted for assessment is authentically their work;
- Fully and correctly acknowledge the work and ideas of others;
- Review their own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material which require acknowledgement;
- Submit their work using software if applicable;
- Comply with all internal school deadlines;
- Prove, if academic dishonesty is suspected, that all pieces of work are their own, and have not been plagiarised.

Teachers' Responsibilities are to:
- Be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error free or not characteristic of the work of a school student.
- Read and check candidates' work for authenticity.
- Use software to check major assignments when appropriate.
- Report suspected cases of academic misconduct.

Other Responsibilities:
- Heads of Department will develop a departmental approach to academic honesty in compliance with the Academic Honesty Policy. This should provide consistent approaches to the implementation of the policy..
- The AEN department may have a role to help students with special educational needs understand what academic honesty is.
- School administrators should ensure each school section shares its age appropriate Academic Honesty Procedures and Practices document with all stakeholders.
- School administrators should have rigorous systems to check that teachers are implementing the Academic Honesty policy consistently.

Parents'/Guardians' Responsibilities are to:
- Take an active interest in the student's assignments;
- Be familiar with the school's Academic Honesty Policy;
- Encourage the practices for Academic Honesty;
- Assist their child in time management;
- Contact teachers with any questions or concerns;
- Support the implementation of the sanctions of academic misconduct in the best interest of the student.

Appendix 1:

Academic Honesty serves to promote personal integrity and engender respect for others and the integrity of their work. The IB defines malpractice as behaviour that results in, or may result in, the student gaining an unfair advantage. Malpractice ranges from plagiarism of language writing assessments, to fabricating data for labs, to copying works of art for visual arts, and to cheating on exams.

Plagiarism is when the student represents the ideas or work of another as their own. It is by far the most common type of malpractice. Collusion is when the student supports malpractice by another student, for example, allowing their work to be copied. In some cases, plagiarism is not always a deliberate attempt by a student to present ideas as their own but rather they are unaware of how or when to acknowledge sources.

When plagiarism is detected, the student receives an official warning letter with a copy in their school file and the work is awarded a zero and will also have to be repeated. In the case of collusion, in which a student supports another student, for example, allowing their work to be copied, they will also receive a warning letter.

Therefore, the school ensures that:
- MYP students demonstrate academic honesty practices as essential characteristics of principled learners;
- Teachers promote academic honesty throughout the school;
- Students are taught across the MYP the importance of citing sources correctly. Subject-specific skills required for good academic practice are routinely reviewed in subject areas throughout the programme;
- Adapted MLA referencing guidelines are published as the recommended convention for citing sources;
- Students receive guidance on the skills of academic writing in an ongoing, structured manner;
- Students understand the consequences of being found guilty of malpractice;
- Teachers will also randomly check student work when plagiarism is suspected. If it cannot be proven, student will be interviewed to determine if it is their work.

Academic Honesty Policy Committee
Chair - IBMYP
Co-chair IBMYP
Student
Student

Adapted from the IB Academic Honesty guidelines

Appendix 2:

Academic honesty - Primary Years Programme

This section presents strategies for developing academic honesty in the Primary Years Programme (PYP) as well as examples of academic honesty from a primary school perspective.

Strategies for the Primary Years Programme academic honesty
Schools should employ the attributes of the IB learner profile and the PYP attitudes when providing examples and models of academic honesty for students that support approaches to learning, classroom and homework practices, group work and other activities. These practices should be clearly communicated to all members of the school community and modelled at a level appropriate for the age of the student. Some areas that schools may wish to address include:
● students' responsibility for their own work
● guidelines for individual and group work
● age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing
● agreements related to the responsible use of information technology and media resources.

Schools should ensure that cultural and language differences do not affect understandings of students, parents or other members of the school community. Cross-cultural understandings of academic honesty are essential in tempering some of the pressures that can arise from academic competition, which emphasizes excellence in grades and test scores.

To assist students in developing personal responsibility for learning, the school should employ the use of the approaches to learning (self-management skills, social skills, communication skills, thinking skills and research skills) across the curriculum to further develop the tools necessary to maintain academic honesty.

All teachers should regularly engage with students during learning activities to provide opportunities for student/teacher interactions that are collaborative as well as evaluative.

All educators who support students in their learning should collaborate to develop the approaches to learning and to reinforce the concept of academic honesty through all teaching, learning and assessment practices.

Academic honesty requires an understanding of the difference between academic honesty, intellectual property, plagiarism and authentic authorship. Students should recognize that they are personally responsible for academic honesty and be able to recognize what behaviours constitute academic misconduct (for example, plagiarism, copying another's work, using unpermitted notes or collaboration, and so on). Teachers can encourage this engagement by establishing clear and engaging learning objectives and assessment practices while also providing time for individual evaluations of progress to avoid social comparisons or performance differences (Stephens and Wangaard 2011).

All staff should emphasize ethical uses of information as students engage in the inquiry process to construct new learning based on what they know and learn from other sources.

School policies should ensure that articulation of the policy occurs beyond the primary classroom and incorporates future expectations of the students as they progress across the educational continuum in order to allow them to understand and engage in the development of a lifelong process that emphasizes the importance of personal responsibility and academic honesty.

Classroom teachers should explain what academic honesty means in specific terms. Clear criteria, examples and guidance should be provided throughout the teaching process and for all work, including homework that students are being asked to produce. Parents should be engaged in the process and be provided with regular and frequent examples of the academic honesty policy and strategies for ensuring student engagement and responsibility.

Approaches to learning	Self-management, social, communication, thinking and research skills				
Activity	Culminating project	Group work	Presentation	Creative work	Independent work
Make sure different examples are offered—for example, data fraud	As year 3 students prepare to present a culminating project to parents, the teacher takes a moment to discuss the importance of academic honesty. Special efforts are made to make sure that cultural and language differences do not impede understandings. The teacher engages in a discussion that allows for the sharing of cross-cultural perspectives of academic honesty. The teacher provides an example of a student who copies another's work or allows someone else to complete a project for them as a way of not maintaining academic honesty. The teacher provides examples of academic honesty and encourages a conversation that allows parents to share ideas that can be used at home.	Kindergarten students are working together in small groups. The teacher notices that one student is not participating. The teacher has a one-to-one conversation with the student and encourages participation by asking questions and reminding the student of the importance of presenting his/her own ideas. A few moments later, the teacher gently reminds the class of the essential agreements for group work and that every student should have a chance to offer new or different ideas that reflect the creativity and collaboration of the team. The students are also reminded of the importance of practising social, communication and thinking skills.	A year 5 student is working on the exhibition. During the research process, a variety of sources, including books, blogs, internet videos and print articles were accessed. The student has used items from web searches as part of his visual presentation. Since the information is easily available, he is confused about whether or not all sources need to be documented. The student reviews the school guidelines for academic honesty. He also asks his classmates for guidance. The classroom teacher, media specialist and parents also model and provide regular reminders to all students about the importance and meaning of academic honesty.	While working on a project related to the transdisciplinary theme "How we express ourselves", a year 2 student creates a video that features different forms of art. He decides to use pictures, music and images that were found on the internet. While reviewing the rubric for the project, the student realizes that he has forgotten to cite the different musical and video sources that have been used. He talks with the classroom teacher who provides examples of an agreed way to reference the items.	To further develop skills related to academic honesty, the school's library/media specialist has chosen the key concept of responsibility and the PYP attitude of respect as a central theme. The library/media specialist leads discussions across grade/year levels about how authors create work, and the importance of respecting intellectual property. Students learn that they have the responsibility to cite sources beginning in year 1. The library/media specialist explains that the sources are a "road map" for the students, and that it is important to acknowledge the author out of respect. Therefore, students are taught how to create a bibliography or a page of works cited.