

ACADEMIC HONESTY POLICY

WHOLE SCHOOL

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 consider thoughtfully 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.

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

In addition to the whole school policy, each school section (Primary and Secondary) 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 academic misconduct.
- 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, in line with the IB, 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 to understand what constitutes academic honesty.
- 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 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 interests of the student.

Appendix I: Academic Honesty - Middle Years Programme

Academic Honesty serves to promote personal integrity, 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 in examinations.

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, by 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 a situation in which they are unaware of how or when to acknowledge sources. Teachers are to ensure that students understand the meaning of academic honesty and receive support on how to present genuine work.

Examples of unacceptable behaviour include:

- Submitting an assessment, homework assignment, presentation, classwork or work that was created by someone else, as one's own work
- Copying a sentence from the internet without a citation of the source
- Using photographs, pictures, images, videos, diagrams or newspaper articles without clearly citing the source.
- Allowing another student to copy homework, assessments or presentations.
- Sharing information regarding the content of assessments or questions with other students or writing a presentation, homework or assessment for another student. It is acceptable for two papers to be written on the same topic, but the student's own writing must differ. Collaboration is encouraged in some subjects and in investigations and experiments, but there is a distinction between collaboration and collusion and guidance should be sought from teachers if a student is in doubt.

In all instances in which a piece of work is marked and teacher suspects plagiarism, the following procedures apply:

- Teacher alerts the subject Head of Department and School Principal.
- Meeting takes place between the student, HOD and the School Principal.
- If plagiarism is confirmed, then the student is required to do the piece of work again.
- Contact is then made between the School Principal and the parents.
- A clear warning is conveyed to parents that any repeat of a plagiarism offence leads to more serious consequences for the student concerned, as follows:
 - The second piece of plagiarised work is given a zero and this mark goes formally onto the school assessment record.
 - Where appropriate, a second offence also involves the school making contact with the external examination board.

Therefore, the school ensures that:

- MYP students demonstrate academic honesty practices as essential characteristics of principled learners.
- Teachers promote academic honesty throughout the school and communicate their expectations to students.
- Adapted referencing guidelines are displayed in classrooms and communicated to students as the recommended convention for citing sources.
- Students are taught, throughout the MYP, the importance of citing sources correctly using referencing guidelines. Subject-specific skills required for good academic practice are routinely reviewed in subject areas throughout the programme.
- Students receive subject-specific guidance on the skills of academic writing in an ongoing, structured manner.
- ATL skills are used within departments as a focus on teaching and learning.
- Students understand the consequences of being found guilty of malpractice.

Middle Years Programme			Middle Years Programme			
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills		Self-management, social, communication, thinking and research skills			
Activity	Culminating project	Group work	Oral presentation	Creative work	Independent work	
MYP assessment task	Personal project	Community project	Language and literature presentation	Design	Sciences	
Scenario	<p>An MYP year 5 student is completing her personal project on sustainable transport. However, she changed her idea for the project very late in the learning process. As advised on the academic honesty form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction. The supervisor reminds the student about the importance of the process journal, and its purpose: to document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/or edited research notes; and to maintain a current bibliography. The teacher explains the relevance of the academic honesty form as a form of communication. As long as the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern.</p>	<p>An MYP year 3 student has been part of a three-person group working on a community project. The student has found it challenging working in a group. One member of his group has copied and pasted material from an unattributed source in material that she was supposed to have created herself.</p> <p>The teacher works with the group and especially with the student who copied and pasted the material and is not yet academically proficient in the school's teaching language. (In learning a new language, students are often able to recognize relevant content before they can generate their own.)</p> <p>The teacher provides the student with additional opportunities to practise paraphrasing skills, and may use peer-coaching strategies to empower students to work collaboratively when documenting sources.</p>		<p>An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on <i>Astérix et Cléopâtre</i> and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed.</p> <p>The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).</p>	<p>An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea?</p> <p>The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.</p>	<p>As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis.</p> <p>Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.</p>

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

Adapted from the IB Academic Honesty guidelines

Link to Tips for Teachers to Foster Academic Honesty:

<https://blogs.ibo.org/blog/2018/03/27/11-tips-for-teachers-to-foster-academic-honesty/>

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.

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. Areas 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 employs 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
	<p>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 away 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.</p>	<p>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 or 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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>