FAGERHAUG INTERNATIONAL SCHOOL

Academic Honesty Policy

Guidelines for Members of the Primary- and Middle Years Programme

Policy implementation: November 2020, PYP and MYP committee

To be reviewed: November 2021

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1. Philosophy and Purpose for the policy

Fagerhaug International School strives to foster a culture of academic honesty. It is the aim of the school to nurture personal integrity and to promote an understanding of academic honesty as good practice in learning and assessment.

The IB talks about academic honesty as a set of rules and values that needs to be learned, making knowledge, understanding and thinking transparent. Students today are flooded with a variety of information from different sources, and they need guidance to know how to use the information with academic honesty. At Fagerhaug International School we want to teach our students how to respect intellectual property and authenticity. Students' action will be based on inquiry and reflection.

Our mission at Fagerhaug International School is to strive for academic excellence with personal integrity to develop internationally minded students. We challenge ourselves, our students and our community to become caring and knowledgeable lifelong learners who inquire and take action to create a better world.

2. Approaches to learning and teaching

The approaches to learning and teaching skills are essential in the understanding of academic honesty at Fagerhaug International School. In developing and enforcing the policy of Academic Honesty we encourage our students to be:

● Inquirers - who actively seek and acquire the skills necessary to conduct inquiry and research.
● Knowledgeable - who explore concepts, ideas and issues through a range of sources.
● Principled - who act with a strong sense of fairness and honesty taking responsibility for their own actions.
● Open-minded - who appreciate their own cultures and personal histories while seeking and evaluating a range of points of view that may be different from their own.
● Risk-takers - who are brave and articulate in defending their point of view.
● Communicators - who are clear in understanding and explaining which parts of their assignments are from other sources in a variety of modes of communication.

In developing and enforcing this policy Approaches to Learning are directly linked. We encourage our students to develop the following:

● *Self-Management - adhere to codes of behaviour and make informed choices*
● *Social - respect other people's original ideas and work*
● *Communication - develop effective listening, speaking, reading and writing skills*
● *Thinking - acquire knowledge and apply it in the correct context*
● *Research - formulate questions, collect data, present research and report sources.*

3. Responsibilities relating to academic honesty

Student Responsibility (scaled by year level)	- Practice the attributes of the IB Learner Profile - Read and understand the Academic Honesty Policy - Be honest in presenting all school work - Always cite when borrowing ideas or words from others - Express ideas in your own words - Support classmates without allowing copying - Be able to express individual learning when working in groups
School Responsibility	- To structure the curriculum in a manner that allows students to develop the habits of academic honesty over time - Ensure that students adhere to the basic principles of academic honesty (as appropriate for their grade level) - Ensure that all members of the school community understand the value of academic honesty - Ensure that incidents of academic dishonesty are dealt with in a manner appropriate to the assessment practices of the IB - Promote a consistent approach to citation by the use of referencing tools (APA)
Teacher Responsibility	- Show academic honesty in their own work - Support students in developing the skills and attitudes required for completing assignments in an academically honest manner - Teach how to use referencing tools
Librarian's Responsibility	Promote academic honesty within the school by organizing workshops and developing a curriculum for the whole school.

	● Act as a liaison for both teachers and students to provide ethical guidance regarding citations and common formats promoted by the school (APA)
Parent Responsibility	● Read and understand the Academic Honesty Policy. ● Distinguish between reasonable support in your child's work and doing the work for them. ● Give feedback by asking questions, not giving answers to your kids. ● Be a positive role model and model practices.

4. Academic honesty in the Primary Years Programme

- Taking credit for a certain task or work reflects that you are **knowledgeable**. People will know they can refer to you to find out more information about your topic.
- Using your own words when presenting your work.
- Sharing credit for a particular task reflects that you are **principled**. People will see you are an honest and respectful person.
- Giving credit for work that isn't yours reflects that you have **integrity**. You can distinguish the difference between what is fair and what is not, because you are an honorable person.
- Contributing equally while working in a group, then you are showing respect for others' opinions and this reflects your cooperation. People will agree that you are a **good listener** and can **work well with others**.
- Working individually when the task requires so, shows your independence and confidence. You present original ideas and perform your best.
- Supporting/modelling your **thinking** in your own words.
- Citing sources and creating a bibliography.

5. Academic honesty in the Middle Years Programme

- The student is presenting his/her understanding of the inquiry supporting/modelling individual thinking
- Taking full credit for their own work and giving full credit to others who have helped or influenced, or for whose work that was incorporated, by citation or creating a list of work cited pages.
- Collaborating with other students only as specified by the teachers. The student can demonstrate who took on which role based on process journals/notes, reflections or by writing or stating the name of the contributor in the text or presentation.
- Submitting assessments/ tasks on time, following an action plan.
- Following teachers' requirements for each assessment/task, using appropriate resources, referencing and tools
- Create references and citations, construct a bibliography according to recognized conventions (APA)
- Academic honesty is being developed in reference to the ATL skills.

6. Key terms to understand Academic Honesty

Academic misconduct: 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 in one or more components of assessment.

Academic honesty: 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 taking tests.

Collusion: Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own.

Duplication of work: Duplication of work is defined as the presentation of the same work for different assessments.

Malpractice: The IB Organization defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Misconduct: Taking unauthorized material into an examination (whether the student uses it or not), behaviour that disrupts the examination or may distract other students and communicating with another student during the examination.

Plagiarism: The representation of another person's thoughts or work, as the student's own in order to gain an unfair advantage. This includes using another person's work without citation or sourcing.

7. Procedures - reporting, recording and monitoring

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 the skills needed to rework the material in their own words and cite quotations. Self-evaluation and teacher explanations of rubrics provide methods for reflection on a student's ability to do academically honest work, and goals will be set by the student or together with the teacher to improve skills and attitudes leading to academic honesty. Malpractice is considered generally to be the result of a lack of language and or research skills, and is addressed accordingly. In the event that a student with proficient language skills willfully and deliberately continues malpractice, a meeting may be called between the teacher, parents and the student, and ultimately between the principal and parents. Notes of continued malpractice may be recorded by the class teacher.
Academic dishonesty in MYP 7-8	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 due to a lack of academic honesty skills or a deliberate act of academic dishonesty. In both cases, the behaviour will be documented by the subject teacher for tracking. With guidance, the student will be given the opportunity to rectify the situation. If the malpractice was a deliberate act of academic dishonesty the student will be given a formal warning and the opportunity to rectify the situation. The work will be awarded a lower level for the relevant assessment criterion if parts of it is plagiarized. If the whole work is plagiarized the student will achieve the level 0 for the assessment criterion assessed. 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 MYP 9/10	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. The work will be awarded a lower level for the relevant assessment criterion. The assessment level awarded needs to be given according to how much of the text is copy and paste. 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. 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 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 could include suspension.

8. Scope and sequence for learning the use of citations, references, quotations and paraphrasing

PYP1	● *All subject teachers model and teach summarising, rewording and rephrasing. Use a phrase in line with, "We can't copy the author's words, but we can learn from their ideas and knowledge."*
PYP2	● *All subject teachers model and teach summarising, rewording and rephrasing. Use a phrase in line with, "We can't copy the author's words, but we can learn from their ideas and knowledge."*
PYP3	● *Students are introduced to referencing information used from websites and books by indicating the book title or web page* ● *All subject teachers model and teach summarising, rewording and rephrasing*
PYP4	● *Students are introduced to referencing images and information used from websites and books by indicating the book title or web page, directly below their work.* ● *All subject teachers model and teach summarising, rewording and rephrasing* ● *Practice summarizing, rewording and rephrasing in class* ● *Expectation that work is written in the student's own words and that any borrowed information or images are referenced*
PYP5	● *Students are introduced to APA referencing when writing a Work Cited page (printed or media material sources)* ● *Practice summarizing, rewording and rephrasing* ● *Expectations that work is written in the student's own words. All Quotations, or translations are cited appropriately.* ● *Expectations that researched information and images are referenced according to APA.*
PYP6	● *Students are introduced to APA referencing when writing a Work Cited page (printed or media material sources)* ● *Practice summarizing, rewording and rephrasing* ● *Expectations that work is written in the student's own words. All Quotations, or translations are cited appropriately.* ● *Expectations that researched information and images are referenced according to APA.*

MYP7	● *All subject teachers expect and support APA formatting for summative tasks.* ● *Explicitly explain, model and teach quotations and paraphrasing.*
MYP8	● *All subject teachers expect and support APA formatting for summative tasks.* ● *Explicitly explain, model and teach quotations and paraphrasing.*
MYP9	● *All subject teachers expect and support APA formatting for summative tasks.* ● *Explicitly explain, model and teach quotations and paraphrasing.*
MYP10	● *The Personal Project coordinator and supervisors remind the students of the importance of citing all sources and keeping a process journal for the project.* ● *All subject teachers expect and support APA formatting for summative tasks.* ● *Explicitly explain, model and teach quotations and paraphrasing.*