



ACADEMIC HONESTY POLICY

for The Kildonan School

I. PURPOSE

Academic honesty promotes personal integrity and good practice in teaching, learning and assessment. We expect students and teachers alike to practice academic honesty. *“All students need to learn skills such as citing and referencing, and be given opportunities to make mistakes and learn from them so that they are well prepared for further studies” (IB FPIP 2014).*

Several IB learner profile attributes encourage academic honesty, including:

- **principled** – We act with integrity and honesty, and take responsibility for our actions.
- **communicators** – We express ourselves confidently and creatively, and collaborate effectively.
- **knowledgeable** – We explore knowledge across a range of disciplines.
- **inquirers** – We develop skills for inquiry and research, and know how to learn independently and with others.

II. DEFINITIONS

“We live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent” (IBO 2014).

Academic dishonesty 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 (Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behavior that does not result in allowing one’s work to be copied or submitted for assessment by another. Collusion occurs when a student uses fellow learners as an unattributed source.)
- **duplication of work**—the presentation of the same work for different assessment components
- any other behavior that gives an unfair advantage to a student or that affects the results of another student (**for example, falsifying data, misconduct during an examination, creating spurious reflections, etc.**)

III. ROLE OF THE SCHOOL

It is the responsibility of the school to ensure that students understand academic honesty, receive guidance on how to practice academic honesty, and know the consequences of malpractice. In cases of suspected malpractice, the school will be fair and consistent. The school will also promote family awareness of academic honesty.

IV. ROLE OF THE TEACHERS

1) Prevention (*All teachers are responsible for consistently*):

- helping students understand what academic honesty is and why it is important
- helping students learn definitions of cheating, plagiarism, collusion, and misconduct
- designing a developmental continuum of academic skills that support a deep understanding of academic honesty
- showing students how to abide by the rules of academic honesty
- giving students opportunities to practice and learn how to use other people's work in support of their own
- modeling good practices of academic honesty
- promoting ethical research skills
- encouraging students to develop their own voice and ideas
- collaborating with the media specialists on developing responsible use of IT, library resources, and citing works properly

2) Detection and Reporting (*All teachers are responsible for consistently*):

- confirming that, to the best of her or his knowledge, all work accepted is the authentic work of each student (Teachers are encouraged to use online services that detect plagiarism.)

V. ROLE OF THE STUDENTS

The Kildonan School expects their students to abide by the ethical and legal principles of academic honesty. We believe that gaining an unfair advantage academically is contrary to what sharing ideas and learning is about. We believe that all students should contribute to upholding an environment of academic honesty. Building procedures will be followed to promote academic honesty and respond to incidents of academic misconduct.

1) To show and encourage academic honesty, students are responsible for:

- being honest in presenting all of their work
- acknowledging help from parents, other students, and friends
- knowing what constitutes cheating, plagiarism, collusion, and misconduct
- knowing how to abide by the rules of academic honesty
- saying "no" to students who want to copy their work
- understanding that their teachers value their ideas and want them to present ideas using their own language and voice
- understanding the teachers' guidelines for group and individual work
- understanding and using technology and media center resources properly
- acknowledging resources in appropriately cited bibliographies
- seeking guidance from teachers when unsure how to follow rules of academic honesty

VI. ROLE OF STUDENTS' FAMILIES

It is important that our students' parents and guardians are familiar with our academic honesty guidelines as well as the consequences for academic dishonesty.

VII. COMMUNICATION OF POLICY

This policy is available to students, parents, and staff on our school's website. The policy will be communicated to students through their subject-area classes and will be referenced by their teachers when appropriate.

VIII. CONSEQUENCES OF MALPRACTICE

Kildonan takes an intervention-oriented approach to academic malpractice rather than a punitive approach. When a student commits plagiarism or another form of academic misconduct, teachers intervene by pointing out the error, teaching the student how to complete the task correctly, and requiring the student to complete the task again. This corrective loop is repeated as often as necessary until the student understands how to comply with academic honesty expectations. Students are also given instruction in academic honesty that matches their developmental level. Younger children are taught academic honesty skills that conform with their grade level, such as learning how to paraphrase a source, while older students are introduced to more complex aspects of academic honesty, such as citation and quotation practices. At any point along the developmental continuum, students are provided with instruction and opportunities to re-do assignments, rather than be subjected to arbitrary punishments. (see *Student-Teacher Accountability Policy*).

IX. DOCUMENT REVIEW

This academic honesty policy will be reviewed by members of the school's instructional teams and/or interested staff by August 1st annually.

Bibliography

Primary Years Program, Middle Years Program, Diploma Program, Career-related Program. *Academic Honesty in the IB Educational Context*. August, 2014

Academic Honesty Policy. North View Middle School & Park Center High School, 2015.

MYP: From Principles into Practice. May 2014