Academic Honesty

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs for international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Mission Statement of the School

To prepare committed, responsible young citizens by instilling advanced skills through inquiry and rigorous assessments who are culturally rooted with a global perspective, are in harmony with self, community, and nature; have the courage to take risks with integrity and academic honesty, apply what they have learned for a purpose and make appropriate decisions and choices bringing in positive change in themselves and the community.

Vision of the School

To create a happy school community that supports intellectual evolution and collaborative learning for students, where every Canarian imbibes 'how to learn' rather than 'what to learn'. Canary the school provides a transparent and clear Redressal policy to its stakeholders. With an aim to build a happy community and live by its mission and vision; we are committed to providing the best possible to our students and all our stakeholders.

What is the purpose of an Academic Honesty Policy?

This document is designed to firstly define Academic Honesty and then to clearly explain the roles and responsibilities of all stakeholders to maintain the highest ethics when it comes to Academic Honesty.

Academic honesty is part of being "principled", a learner profile attribute where learners strive to "act with integrity and honesty" as we question, inquire and act.

At Canary The School, under Academic Honesty, we consider:

Malpractice

Malpractice is defined as: Any behaviour that results in, or may result in, a student or group of students gaining unfair advantages in academic work. Malpractice includes but is not limited to plagiarism, collusion, duplication of work, cheating, and falsifying data/work.

Plagiarism

Plagiarism is defined as: The practice of taking someone else's work or ideas and passing them off as one's own. Examples may include:

● Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else.

● Failure to use quotation marks to signal that one is using another person's precise words.

● Failure to identify (cite) the source of quotations and paraphrases. Of course one must cite the source of quotations; one must also cite the source of ideas and information that are not common knowledge even when paraphrased (presented in one's own words). Sources include unpublished as well as published items—for example, books, articles, material on the internet, television programs, instructors' lectures, and people, including other students, friends, and relatives.

Collusion

Collusion is defined as supporting the malpractice by another student or assisting another student's academic dishonesty. Examples may include:

• Writing a paper or other project for another student.

• Allowing another student to copy from one's assessment, paper, homework assignment, or other project.

• Assisting another student on a take-home assessment, paper, homework assignment, or other project if one knows or suspects such assistance is not authorized by the instructor.

• Sharing information regarding assessment contents and questions with other students.

Cheating

Cheating is defined as: The use or attempted use of unauthorized assistance during an assessment, on a writing assignment, homework assignment, or other project. Examples may include:
• Copying answers from another student's assessment, paper and homework assignment, with or without that person's consent.
• Providing work to be copied (collusion).
• Communicating in any way with another student or a third party during an assessment without the permission of the instructor.
• Using unauthorized materials or devices (including notes, textbooks, universal translator, cell phone, calculator, or any other electronic device) during an assignment or assessment without the permission of the instructor.
 • Obtaining and/or reading a copy of an examination before its administration without the permission of the instructor.

Fabrication

Fabrication is defined as: The creation of false data or citations. Examples may include:
• Fabrication of data: Inventing or falsifying the data of a laboratory experiment, field project, or other project.
• Alteration of an assignment: Altering a graded examination, paper, homework assignment, or other project and re-submitting it to the instructor in order to claim an error in grading.

Duplication of work

Duplication is defined as: Using the same work for more than one course without clear permission from the instructor. Students are expected to produce original work for each course of study.

ROLES AND RESPONSIBILITIES:

Pedagogical Leadership team:

As the example of excellence of academic honesty, the Pedagogical leadership team is responsible for:

● Establishing an Academic Honesty Committee.

● The Academic Honesty Committee is responsible for drafting an Academic Honesty Policy.
● Making sure that the policy is completed and communicated clearly to the entire school community, especially to the students.

● Establishing the School's academic policies, for making sure the other school policies are in line with the Academic Honesty Policy.

● Promoting a good practice and culture of academic honesty within the school.

● Delegating responsibility to various members of the school staff and for establishing a school culture where all students are aware of both the importance of academic honesty and the consequences of academic dishonesty.

● Provide professional development for all the teachers on the Canary Academic Honesty Policy .

● Collaborate with the Librarians and the ICT Expert to promote the teaching and practice of academic honesty in classrooms and units of study .

● Provide all students and parents with the General Regulations .

Teachers:

● Teachers are expected to model academic honesty and act as role models for students by:

● Keeping themselves apprised about referencing styles and methods of promoting academic honesty. (Usage of MLA 8 Edition for Citation and Referencing)

● Supporting and enacting the School's Academic Honesty Policy.

●Being attentive towards malpractice, particularly towards plagiarism and "cut/ copy and paste" from the Internet or any published source.

● Guiding students and actively encouraging a culture of academic honesty.

● It is imperative that teachers frequently remind students about both the importance and the methods of academic honesty and that they are not simply taking reactive actions in case of misconduct.

● They will support and act on the School's policies on good academic practices and guide students accordingly whenever necessary.

● Teachers should be convinced that any work submitted to them is the students' own work, and when in doubt, the teacher should hold a discussion with the student(s) concerned as a first step.

● Foster and encourage confidence, independence, integrity, and respect, particularly as they relate to student development and personal academic honesty .

● Provide examples of attributes of the Learner Profile when giving examples of academic

honesty for students in classroom and homework practices, in group work and in other activities .

● Provide age-appropriate modeling of academic honesty practices

● Ensure parents are engaged in the process and provided with regular and frequent examples of the academic honesty policy.

Parents:

Parents (or legal guardians) play an important role in promoting academic honesty.

● Read the Academic Honesty Policy and discuss it with Canarians.

● Model academic honesty and serve as role models for Canarians.

● Constructively discuss academic honesty with teachers and administrators and contribute to the school discourse about academic honesty and how to promote it.

● Canary, as educators of academic honesty, the most important role of the administrators, teachers and parents is to teach Canarians about academic honesty.

● By promoting the culture of academic honesty at all levels of the school, the adults of the school community ensure that Canarians are aware of both the importance and the methods of academic honesty.

Students:
Student must

● Use the Internet correctly.

● Be aware of the consequences of malpractice.

● Know the ways to credit or reference a work and acknowledge it correctly.

● Appreciate academic honesty as an essential principle of education and imbibing its principles

● Comply with set standards of academic work.

● Be principled in all areas of their academic and personal lives

● Take personal responsibility for their own academic honesty and for recognition of what behaviors constitute academic misconduct (at age-appropriate levels)

● See academic honesty as a larger set of values and skills that promote lifelong learning and being principled as a lifelong goal/process

● Engage in inquiry and ethically use information to construct new learning based on what they know and learn from other sources

● Develop their approaches to learning (self management skills, social skills, communication skills, thinking skills and research skills) in all of their courses and units of study

● Engage with other students, teachers, parents, the Librarians, and the ICT expert to promote academic honesty

● Adhere to agreements related to the responsible use of information technology and media resources

● Follow guidelines given for individual and group work

● Follow age-appropriate expectations and practices regarding references, citations, quotations and paraphrasing. In addition, Canary PYP students endeavor to:

● Exemplify the IB learner profile and Approaches to Learning that relate to academic honesty in their classroom and homework practices, in group work, and in other activities

The academically honest student:

DOES	DOES NOT
Look at and read books and print	Present parent or other persons' work material in order to learn new as his or her own (the importance of information this is explained to parents)
Summarize key understandings from	Copy whole sentences from a book or audio-visual material print material onto his or her own paper
Begin to put information together	Copy class work from another student from several sources into independent ideas and

	understandings
Begin to use team work together in groups to share information gathering and presentation with contribution from all group members. Acknowledge help from parents, older students and friends	Pass off another student's work as his or her own when working in groups

Students learn:

● How to organize research independently from sources

● To work from guiding questions to organize inquiry and frame research

● Research skills for print, audiovisual, and electronic sources

● To evaluate sources for fact or opinion
● To skim and scan for information

● Dictionary and thesaurus skills

● To use book, print, and electronic contents and indexes

● Basic note-taking skills

● Summary skills both orally and in written form

● To write drafts from notes and edit and revise drafts in one's own words

● To determine and what one does not yet know and make goals to improve in knowledge or understanding Simple bibliography format

● Use of quotations

● Simple interview techniques

● Effective group work, sharing, and presentation

● What constitutes plagiarism

● The relationships between knowledge, responsibility, action, and personal integrity

PYP EXHIBITION

As evidence of the culmination of the PYP, exhibition work should reflect all of the criteria for academic honesty presented in the primary years, and especially in grade 5 PYP . In addition, exhibition work should show that students are able to independently work in an academically honest manner.

During the exhibition, an academically honest student:

DOES	DOES NOT
Acknowledge help from his/her mentor	Present use mentor sources as his/her own without citation
Plan his/her own independent inquiry leading to research	Misrepresent or misquote first person sources
Create a central idea to guide his or her inquiry	Rely extensively on mentors, parents or other group members to gather information or create presentations.
Access sources from many different places, including organizations and individual first person resources	Present material that is not true, or fictitious as fact
Contact and initiate communication with first person sources.	
Interview first person sources Work collaboratively with his or her team to share and contribute information	
Present understandings in a variety of provoking audio/visual and creative Formats	
Assimilate understanding leading to an action plan.	

Any student reported for any type of academic misconduct to the Principal along with PYP Coordinator and Senior school Head will be involved in an investigation process to determine the student's intent. Canary recognizes that there are different levels of severity regarding academic misconduct. The investigation will take into consideration the age-appropriateness of the student and consequences will reflect the level of intent. The findings from the investigation will be noted as an academic memo into the student's personal file for future reference.

Usage of Artificial Intelligence:

- With the current advancements in technology, there is a need to equip, update and upgrade our students with the latest technology.
- Just like any other software, tools of technology, Artificial Technology use is permitted however teachers need to role model the act of integrity and academic honesty.
- Students can provide reference to the AI by:
- Providing reference to the AI tool in the body of their work and in the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.
- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text. The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

Consequences of Academic Misconduct

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 or re-taught the skills needed to rework the material in their own words and to 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 student and teacher to improve skills and attitudes leading to academic honesty.

Malpractice is generally considered 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, the following can occur:

The student may be asked to redo the work, but he/she may not receive full credit for the work

2. The student may have a meeting called between the teacher, parents and student, and ultimately between the principal and parents

3. In extreme cases the student may be placed on an academic contract or receive in-school/off-campus suspension.

Link Between Academic Honesty Policy and Assessment Policy:

Academic honesty policy is linked with assessment policy as it mentions different forms of academic misconduct related to internal and external assessment. Additionally, academic honesty policy mentions the consequences of academic misconduct in various forms of assessment.

REVIEWING THE CANARY ACADEMIC POLICY:

● The policy states its firm assurance to pursue the best academic practices, and teaches the values of respect and academic uprightness within the entire learning community and stakeholders.

● This policy is intended for current/potential parents and students, the administrative staff and teachers of Canary.

● The Purpose of this document is to ensure that academic honesty is positively reinforced.

● The Academic Honesty Policy is a "living document," i.e. it is evolving and informed by research, best practice, external requirements, and by discussions, within the school.

Date of review : June 23,2023

References :

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"Authentication Selector." *Ibo.org*, 2019, resources.ibo.org/pyp/works/pyp_11162-51465?lang=en.

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Date of next review : June 2024