Academic Honesty Policy 2021-22

where learners strive to "act with integrity and honesty" as we question, inquire and act.

 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'.

At Canary The School we strive to train the whole school community to be honest and principled in all what they do, be it games/ sports/ co-curricular activities, or most important the academics. Whole school community is expected to respect and follow the school's **academic honesty policy**.

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 when it comes to maintaining the highest ethics when it comes to Academic Honesty. Academic honesty is part of being "principled", a learner profile attribute

At Canary The School, Under academic honesty, we consider:

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
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 (such as the Assessment Policy or Digital Policy) 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 teachers on the Canary Academic Honesty Policy .

● Collaborate with the Librarians, the Media Integration Specialists and the Technology Coordinator to promote the teaching and practice of academic honesty in classrooms.

● 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.

● 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 a 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 attitudes of confidence, independence, integrity, and respect, particularly as they relate to student development personal academic honesty

● Provide age-appropriate modelling 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 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, the Librarians, the Media Integration Specialists and the Technology Coordinator 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 students endeavor to:

● Exemplify the student profile 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 material in order to learn new information	Present parent or other persons' work as his or her own (the importance of this is explained to parents)
Summarize key understandings from audio-visual material	Copy whole sentences from a book or print material onto his or her own paper
Begin to put information together from several sources into independent ideas and understandings	Copy class work from another student
Understand copying as cheating	Communicate new knowledge in his/her own words

With teacher guidance, begin to use keywords to take notes from written or visual materials	Pass off another student's work as his or her own when working in groups
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	

Students will learn:

● To read factual text for information

 ● To distinguish fact from opinion

● To identify contents, index, and headings in books

● To create guiding questions for form, function, causation and change

● Dictionary skills

● Scanning for information in simple texts

 ● With teacher guidance, how to find keywords in text

● Simple summary skills, both orally and in written form

● How to acknowledge both what one knows and what one does not yet know with confidence, while maintaining a sense of self-worth

● Simple ways to acknowledge information derived from others

● How to work to gather information, share and assimilate ideas and present learning in a group

● What constitutes copying.

In Canary (Grade3 to Grade10), the academically honest student:

DOES	DOES NOT
Acknowledge help from parents, older students and friends, and group members	Present parent or other persons' work as her/his own (the importance of this is explained to parents)
Read from several sources, including print sources, in order to gather information	Present other persons' work as his or her own (the seriousness of plagiarism is explained)

Take notes in his/her own words, using keywords and paraphrasing skills	Copy class work from another student without permission (as in during group or pair work)
Begin to use first person sources and interviews in information	Pass off another student's work as his or her own when working in groups
Summarize understandings from audiovisual material in his or her own words	Copy phrases or sentences from any source as his or her own
Write reports and summaries of information in his/her own words with a developing style of academic language	Copy another student's homework or allow another student to copy his/her homework without permission
Acknowledge sources in a bibliography	Copy from notes or others on tests
Copy from notes or others on tests	Present material that is not true, or fictitious, as fact
Is able to assimilate knowledge from several sources into independent ideas and understandings	
Understand plagiarism as cheating	
Understand that downloading or copying from electronic sources without permission is cheating Work collaboratively in groups and contributes by sharing information and presenting understandings	

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 Canary Academic Honesty Policy

● 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

Procedures for the Reporting, Recording and Monitoring of Academic Misconduct:

Any student reported for any type of academic misconduct to the Principal along with the PYP Coordinator and Senior school Coordinator 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.

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:

● 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 and any accrediting or governmental authorities.

● 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.

References :

● "Academic Honesty." Online Curriculum Centre. International Baccalaureate Organization. 1 July 2011. Web. 10th October 2014.

● PYP From Principles to Practice International Baccalaureate Organization.

● Academic Honesty in the IB educational context (2020)

Date of next review : May 2022