

Cook PYP Academic Honesty Policy

Our Philosophy

Academic honesty is seen as “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment”, enabling students to create work based on their “individual and original ideas with the ideas and work of others fully acknowledged” [IBO Academic Honesty 2007, P2.]

The content of this policy is based on our own practices in an Elementary school and the IB document: Academic honesty, Diploma Programme, updated July, 2011.

Roles and responsibilities: Academic honesty is the responsibility of the school, the administrator, teachers, parents, and students

- discussing appropriate help regularly with parents;
- ensuring parents and students understand what the learner profile value of academic honesty means;
- making clear what will happen if submitted work is not the student’s own

As Elementary school educators, our role consists primarily of raising students’ awareness of what is academic honesty is and the importance of related concepts (by teaching them about the ethical issues related to academic honesty).

Teachers encourage honest, creative, critical PYP work by:

- 1- creating inquiry-based assessment tasks where creativity is encouraged and where the use of information helps to solve a problem;
- 2- designing assessment criteria that value and reward the work required, rather than only the result;
- 3- teaching ways to acknowledge others: PYP students can learn to cite other’s words or describe what help was useful and why;
- 4- teaching reflection on the learning process: reflective writing about source values students’ hard work rather than stressing formal citation or demonizing copying;
- 5- Grade 6 students receive a workshop on academic honesty before embarking on their Exhibition projects;
- 6- Students from all grade levels are made aware of academic honesty by staff when they do research in the library or in their classroom.

(Academy honesty in the IB, Jude Carroll, IB position paper, October, 2012)

As part of the process of educating students about the importance of academic honesty the following definitions will be used:

Definition of cheating

- 1- The intentional giving or receiving of an unfair or dishonest advantage over other students, or the attempt thereof; any such advantage that is not authorized by a teacher and/or other staff member.
- 2- This may be done by any means whatsoever including but not limited to fraud, threat or force, theft, unacceptable talking, signs, gestures, copying from another students, unauthorized use of any materials, books, software programs, computer/ equipment or other information.

Definition of plagiarism

- 1- Presenting as one's own words and work (including images, photos, art, etc.), ideas, or the opinions of someone else without proper acknowledgement.
- 2- Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without permission.

Parent Responsibility

Encourage academic honesty and support their child by modelling personal integrity.

Administrator Responsibility

- 1- Support and encourage students, teachers, and parents by modelling academic honesty, personal and professional integrity;
- 2- Support and promote the implementation of our Digital Citizenship Policy;
- 3- Recognize the importance of reviewing this Academic Honesty policy and its links to other policies such as the Digital Citizenship policy and the Assessment policy.

Consequences

Although we expect our students to choose, act and reflect in an ethical manner, students must also understand that there are consequences for unethical behavior.

Any cases of cheating and plagiarism will be treated seriously and will be appropriately sanctioned. Although each case will be evaluated on individual basis according to relevant circumstances, it should be noted that if a student cheats or plagiarizes he or she may receive

circumstances, it should be noted that if a student cheats or plagiarizes he or she may receive zero for the assignment; making up the assignment is at the discretion of the teacher.

Digital Citizenship

It is important to mention that our policy regarding technology is related directly to Academic Honesty in a number of fundamental ways. For example, as a school, we have embraced the notion of good Digital Citizenship, through Common Sense Media lessons, which teaches students how to behave responsibly in a digital world. A key part of teaching and learning how to be a good Digital Citizen is to understand issues such as copyright, rights of authorship, as well as learning proper citation of sources of information obtained from searching the internet. Although the scope of this policy is not as broad as what may be required at the secondary level, it is important to introduce these ideas to students in elementary with concrete examples. One such example is helping students to learn how to properly acknowledge sources of information (from digital as well as print sources) when preparing and presenting their exhibition projects.

References

Academic honesty, Diploma programme, July, 2011

Academic honesty in the IB, Jude Carroll, IB position paper, October, 2012

IB Learner Profile Booklet, updated January, 2009

Academic Honesty Policy, Children's World, May, 2014