

## **Mission**

The Stonehill International School mission is to provide international education for children of the multicultural community in order to prepare them for life in the 21st century.

## **Vision**

Our vision is, to be a regional centre for educational excellence and International Baccalaureate best practice.

## **Purpose**

The purpose of this policy is to promote good practice by providing Stonehill students with the necessary tools to prevent academic dishonesty and malpractice. It also serves the purpose of clearly informing students of the consequences of academic dishonesty at Stonehill. The policy includes the following information:

- Stonehill definition of academic honesty
- Stonehill definition of malpractice, including plagiarism and collusion
- Distinction between legitimate collaboration and unacceptable collusion
- Citing sources and acknowledging original authorship
- Assignments/homework done away from class and any course work sent to any examination board
- Action that will be taken by Stonehill if a candidate is suspected of malpractice and found guilty

This policy has been written in accordance with the IB's documentation on Academic Honesty.

## **Principles of Academic Honesty**

At Stonehill we place a high value on honesty and this extends to work submitted for assessment. This includes being principled - acting with integrity and honesty, a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. It means everyone taking responsibility for their own actions and the consequences that accompany them. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter.

### What is Academic Honesty?

Academic honesty is a set of values and skills that promote personal honesty with regard to academic work. It is influenced and shaped by peer pressure, culture, parental

expectations, role modelling and taught skills. Academic *dishonesty* is defined as any deliberate attempt to gain an unfair academic advantage.

### What is Malpractice?

Malpractice is defined as behaviour that results in, or may result in, any student gaining an unfair advantage on any formative or summative piece of work, a test, or any Internally Assessed work that is to be sent to the IB.

Malpractice includes the following:

- a. *Plagiarism*: this is defined as the representation of the ideas or work of another person as the student's own. Plagiarism is intellectual theft.
- b. *Collusion*: this is defined as supporting malpractice by another student, as in allowing any part of one's work to be copied or submitted by another student for assessment by a teacher. This is different from collaboration, which is when two or more students are working on a teacher assigned group assignment/project or when one student is helping another to understand what has to be done and /or how to go about doing an assignment (but not doing it for them).
  - *Legitimate collaboration example*: Three students work together on a group assignment for Humanities. Each student has a specific role and fulfils it while still giving input to the entire project. All of the students claim ownership of the project.
  - *Unacceptable collusion example*: Three students work together on an experiment in Science. Two of the students hand in lab reports with the same organizational layout/outline with very similar or identical results tables, conclusions and evaluations.
- c. *Any other behaviour* that gains an unfair advantage for a student or that affects the results of another student; for example, using an examination Mark Scheme when doing an assignment outside of school, taking unauthorized material into a classroom, or misconduct during a test.
- d. *Failing to follow the rules of authentic authorship*. Any direct quotation from any source, including the use of any image, must be acknowledged by the use of quotation marks (for written text) and/or providing a website or other bibliographical information following the procedure detailed by current school policy.

### Examples of Malpractice

The following are examples of malpractice, although this list is not exhaustive:

#### Academic Dishonesty and/or Collusion

- Copying another student's work
- Intentionally impairing, in class, the concentration of other students and/or the instructor
- Cheating during an examination by copying, communicating or misrepresenting work
- Purchasing an assignment and submitting it as your own work
- Stealing or attempting to steal an examination or answer key from the instructor

- Receiving assistance from an unauthorised person on an assignment
- Fabrication of data (e.g. in a Science experiment)

#### Violation of Intellectual Property

- Breaching the copyright on literary works (novels, poems, plays, music, paintings, images etc)

#### Plagiarism

- Copying something directly from a source and submitting it as your own; for example, copying and pasting a few words or page directly from the internet
- Paraphrasing or rewording in excess or without proper citation
- Submitting someone else's work as your own, whether partial or complete
- Failure to reference, or include in footnotes, material from another source that is not considered common general knowledge

#### Duplication of Work

- Submitting the same (or very similar) piece of work for different courses; e.g. in Diploma, submitting a piece of work as a History Internal Assessment and an Extended Essay in History; or, submitting the same laboratory report for Biology and Chemistry

#### Authentic Authorship

- Using a quote from a literary text but without using quotation marks and/or referencing the text and page number(s)

#### Note about help from parents or tutors

Parents and tutors may help students to understand the work they have to do but may not do any of their work for them in any subject.

### **Practice of Academic Honesty**

To ensure that all students meet the requirements of academic honesty at Stonehill, a number of procedures and learning opportunities are in place. Programme-specific opportunities are given in appendices 1 (PYP), 2 (MYP) and 3 (DP), while the more general are given below. This list is not exhaustive but is meant to reflect the seriousness with which we take academic honesty and the consequential importance placed on educating our students in this important academic area. At all times, teachers are required to tutor students in how to be academically honest in the context of their particular subject.

#### Primary:

- At the start of the academic year, the PYP Coordinator and Librarian explain academic honesty to P7 and P8; these classes then include academic honesty in their class essential agreements.
- The Librarian includes academic honesty as part of the ongoing teaching of research skills, reinforced by class teachers, and coordinated by the PYP Coordinator.

## Secondary:

- All students receive an academic honesty contract which they must sign on first admission to the school and subsequently at the beginning of each academic year.
- A workshop takes place at the start of each year where students learn about academic honesty and how to avoid academically dishonest situations.
- The Librarian includes academic honesty as part of the ongoing teaching of research skills, reinforced by subject teachers.

## Consequences of Academic Dishonesty

There are consequences in place to deal with incidents of academic dishonesty. These are outlined below.

## Primary:

Possible consequences include:

- Conference between the student and the teacher
- Resubmission of the piece of work
- Conference between the student, parents and teacher

## Secondary:

### First offence

- The work that is deemed to be academically dishonest will initially receive zero as a grade
- The student will have the opportunity to re-submit the work following guidance from the teacher
- The first offence is viewed as a “teachable moment” and the student will meet with the teacher concerned and the MYP/DP Coordinator to ensure that they understand what they did wrong, including a revisiting of the Academic Honesty contract
- A standard letter will be sent to the student’s parents from the Secondary Principal outlining the incident and how it has been dealt with and offering the chance to the parents to come to school to discuss the incident

### Second offence

- The work that is deemed to be academically dishonest will receive zero as a grade with no opportunity to re-submit
- Parents will be asked to attend a meeting with a panel made up of the concerned teacher and the MYP/DP Coordinator
- A number of sanctions may be employed, including having the student put on report, having the student attend detention with the MYP/DP Coordinator and internal suspension, as appropriate

### Third offence

- The student will be suspended from school with immediate effect
- The work that is deemed to be academically dishonest will receive zero as a grade with no opportunity to re-submit

- The student and parents will have to meet with the teacher concerned, the MYP/DP Coordinator and the Secondary Principal to negotiate the student's re-admittance to school
- Once back in school, the student will be deemed to have lost Academic Good Standing until such time as a review allows for this to be re-instated

#### Fourth offence

- Any subsequent instances of academic dishonesty may result in the expulsion of the student from school

#### Notes:

- It should be explicitly brought to the attention of M5-D2 students that submission of work that will be externally assessed or moderated, or internally assessed work that contributes to an IB qualification (MYP Certificates, IB Diploma), that is deemed to be plagiarised or shows academic dishonesty will jeopardise their chances of receiving the external qualification. All matters of this type must be brought to the attention of the IB. In these circumstances, any subsequent sanctions may be out of the control of the school.
- In extreme cases where an individual or a group of students engage or collaborate in dishonest actions that endanger the relationship with the IB or the reputation of the school in the wider community, the Secondary Principal will either convene a panel of teachers and administrators to review the infraction and recommend disciplinary action to the Head of School or refer the matter directly to the Head of School. The Head of School will take the decision on the action to be taken, up to and including expulsion.
- In cases of expulsion, the parents and student will have the right to appeal to the Governing Council whose decision will be final.

## Appendix 1

### PYP

At Stonehill we believe that it is important to ensure that teaching and learning promotes the understanding and practice of academic honesty. We aim to develop principled learners who act with integrity and honesty, with a strong sense of fairness, justice and respect. As inquirers, we believe that learners should acquire the skills necessary to conduct inquiry and research and show independence in learning (Caroll).

The Learner Profile and the attitudes are the basis for the development of academic integrity in our students where:

- Students take responsibility for their own work.
- Students work individually unless otherwise instructed.
- Students recognize the difference between individual work and group work.
- Students give credit to other people working in the group.
- Students do not copy other people's work.
- Students reference sources according to agreed bibliographic formats for each grade.
- Students use information technology and library resources responsibly (Atlanta International School).

Academic honesty begins from the early years and is an on-going process throughout the primary school. It is linked to research and inquiry in all areas with teachers developing the student's skills of reading, interpreting and then explaining what has been read in their own words. The P7 and P8 students should be aware of the term Plagiarism and understand that this is not only against the school's academic honesty policy but it contravenes the Learner Profile. This is communicated to all parents.

### P1 to P4

Through discussion with their teachers the idea of acknowledging where our ideas and information come from is introduced. The idea of not copying work from others or asking parents or older students to do homework for them is also presented.

### P5 to P6

The academically honest student:

#### DOES

- Acknowledge help from parents, older students and friends
- Know what constitutes cheating and abides by the rules set for an assessment piece
- Know how to write a simple bibliography

#### DOES NOT

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied

- Do homework for another student
- Give another student his/her own work to copy

In a cohesive and comprehensive way, students will receive instruction in:

- Use of the library and Internet. With a focus in Information literacy and IT
- What constitutes cheating and collusion.

### P7 and P8

The academically honest student:

#### DOES

- Acknowledge help from parents, older students and friends
- Acknowledge information taken from books and the Internet
- Know what constitutes cheating and abides by the rules
- Where requested by a teacher for a major assignment acknowledges reference materials in a simple bibliography
- Have an awareness of the term plagiarism

#### DOES NOT

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student
- Give another student his/her own work to copy.

In a cohesive and comprehensive way, students will receive instruction in:

- Use of the library and Internet. This will be delivered by all teachers but in particular the Homeroom teacher, IT teacher and Information Literacy Teacher.
- What constitutes cheating and collusion.
- Basic note taking skills.
- Simple paraphrasing and adaptation of source material.
- Simple ways to acknowledge information derived from electronic sources.
- Writing a simple bibliography for major assignments

## Appendix 2

### MYP

Academic honesty is central to engaging in independent, creative thought and self-expression and is a key component of Approaches to Learning and the IB Learner Profile. Stonehill endeavours to create a culture of honesty and integrity in our community, both academically and in how we develop as individuals (Rockridge Secondary School).

The MYP strives to create principled, balanced learners per the IB Learner Profile through a focus on intercultural awareness, communication, and holistic learning. Because of these areas of focus in the MYP, students will often be working in collaboration with their peers and using sources from a variety of resources (Atlanta International School).

Students are expected to develop a sense of responsibility for their learning, accept ownership and take pride in their own work. As with any school work, any assessments completed that contribute to a student's overall grade must be entirely the work of the student and any advice and guidance given must be primarily from the subject teacher (Khartoum International Community School).

### M1 to M3

The academically honest student:

#### DOES

- Acknowledge help from parents, other students and friends
- Acknowledge the source of direct quotations
- Acknowledge information taken from books and electronic or online resources
- Acknowledge reference materials in a reference list/bibliography
- Know what constitutes cheating and abides by the rules
- Follow all exam rules

#### DOES NOT

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student
- Give another student his/her own work to copy

In a cohesive and comprehensive way, students will receive instruction in:

- Use of the library and Internet
- Basic note taking skills
- Simple paraphrasing and adaptation of source material
- Ways to acknowledge informally in writing and speech
- Relevant use of direct quotations and citations
- Simple ways to acknowledge information derived from electronic sources.
- Writing a reference list/bibliography
- What constitutes cheating and collusion



## M4 & M5

The academically honest student:

### DOES

- Keep and maintain accurate, personal course notes
- Understand and abides by the school's rules concerning cheating
- Acknowledge, in a specific manner, help from another person
- Ask beforehand what kind of external help is permissible
- Acknowledge, in a specific manner, information taken from books, magazines and electronic or online resources
- Acknowledge reference materials in a reference list/bibliography
- Follow all exam rules

### DOES NOT

- Copy work of another student
- Give another student his/her work to copy
- Do the homework of another student
- Submit work done by another student, a parent, a friend or a private tutor
- Use notes during a test unless allowed to by the teacher or the examination rules

In a cohesive and comprehensive way, students will receive instruction in:

- Techniques for acknowledging direct quotation with an in-text citation
- Skills of paraphrasing
- Techniques for acknowledging paraphrasing and the use of in-text citations
- Considering bias in reference materials
- Evaluation of sources, text and internet sites
- Techniques for using translated material
- Formal skills for acknowledging source material
- Submission of summative assignments to turnitin.com

## Appendix 3

### DP

In the IB Diploma, students are expected to demonstrate a sophisticated understanding of what it is to be principled. At this level, students are required to undertake a considerable amount of independent work, which teachers are required to assess as part of the final grading process. This calls for a relationship of trust: teachers need to be confident that the work they are assessing is the student's own, and has been produced according to the expectations of the teacher and the course guidelines. The school also has a relationship of trust with the IB organization: the IB trusts that grades submitted for internally assessed work reflect the independent work of the student.

The constituencies involved in maintaining academic honesty are: the IBO, school administration, teachers, student and the examiner. The school will provide clear guidance for students on correct citation of work, including works of art, computer programs, photographs, illustrations, maps, etc. The roles of each constituency are outlined in the IB Academic Honesty publication. Presented with workshops on the methods of citing work, ongoing teacher support and the requirement of academic honesty in the IB Diploma, students will be required to sign this policy to acknowledge that they are fully aware of the requirement and the importance of Academic Honesty.

All IBDP students understand the importance of acknowledging other's work or ideas because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes. DP students demonstrate academic honesty in more formal ways than expected of younger learners and explicitly learn specific conventions accepted in a community of learners.

For DP students, academic honesty is strengthened when they learn academic writing, research and citation skills, seek clarification when unsure if they are using the work of others, use guidance on referencing techniques and manage their time well (Carroll).

Students are required to act in a responsible and ethical manner, to develop a sense of responsibility for their learning, accept ownership and take pride in their own work. As with any school work, any assessments completed that contribute to a student's overall grade must be entirely the work of the student and any advice and guidance given must be primarily from the subject teacher. Students must avoid any form of malpractice (Khartoum International Community School).

The academically honest student:

#### DOES

- Document source material in a formal and appropriate manner
- Use direct quotations appropriately
- Understand the concept of plagiarism
- Understand the consequences of cheating and collusion regarding both school-based work and external examinations and assessments
- Acknowledge explicitly and appropriately, help provided by another person
- Follow all exam rules

## DOES NOT

- Copy the internal assessment work of other students
- Give another student his/her work to copy
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Do homework for another student
- Present material written by another student as his/her own
- Purchase and submit pieces written by someone else
- Write essays for other students
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules

In a cohesive and comprehensive way, students will receive instruction in:

- The rules for acknowledging source material based on standard practice (regarding such areas as footnotes and bibliographies)
- Research writing techniques
- Data gathering techniques
- The planning, preparation and execution of research writing assignments
- Considering bias in reference material
- Submission of coursework to [turnitin.com](https://www.turnitin.com)

## Appendix 4

### Internal Assessments sent to the IB

Work submitted to the IB for assessment, moderation or verification is as follows:

- Internal Assessments in all subjects
- External Assessments including examinations
- Visual Arts Final Exhibitions
- Extended Essays
- Theory of Knowledge Essays and Presentation Documentation
- CAS documentation

It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate. This includes all work for internal assessment where teachers' marks are entered on the IB information system (IBIS): the secure web-based service for coordinators. When a school has implemented all prevention measures, teachers are expected to detect any plagiarism. Teachers are also expected to support the school's policy on good academic practice and provide candidates with advice whenever necessary.

The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to comply with all internal school deadlines: this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version. Candidates should be aware that the IB randomly checks candidates' work for plagiarism using a web-based plagiarism prevention system.

Candidates have to sign to verify that every piece of Internal Assessment sent to the IB is authentically their work. If the coversheet has been signed by the candidate, the work may not be retracted and it is unacceptable for a candidate to claim that the incorrect version of the work was submitted. SIS is obligated to notify and turn the matter over to the IB for investigation.

If indisputable, tangible evidence of academic dishonesty cannot be found the school should give the benefit of any doubt to the candidate and the teacher should sign the coversheet authenticating the work. However, a teacher may still elect not to sign the coversheet - *a teacher is not required to sign a coversheet authenticating work of the candidate*. In such cases, the coversheet goes to the Diploma Coordinator who would have to sign off on it.

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