

Willows Preparatory School



**IB MYP/Diploma Programme Academic Honesty
Policy**

Willows Preparatory School



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International Baccalaureate MYP World School
Diploma Programme Candidate School

Academic Honesty Policy, Edited September, 2020

WPS Mission and Purpose Statement

Willows Preparatory School, in cooperation with families and the greater community, aims to foster an international perspective, innovation, and integrity in all students. Our dynamic, inquiry-based learning environment inspires and empowers our diverse student body in order for all learners to become compassionate, global citizens.

IB Standards:

Standard B1.5d:	The school develops and implements policies and procedures that support the programme – The school has developed and implements and academic honesty policy that is consistent with IB expectations.
Standard C2.10	The written curriculum integrates the policies developed by the school to support the programme
Standard C3.4:	Teaching and learning promotes the understanding and practice of academic honesty
Standard C3.12:	Teaching and learning develops student attitudes and skills that allow meaningful students action in response to students own needs and the needs of others.
Standard C3.16:	Teaching and learning develops the IB learner profile attributes.
Standard C4.4:	The school provides students with feedback to inform and improve their learning.
Standard C4.8:	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Academic Honesty Policy:

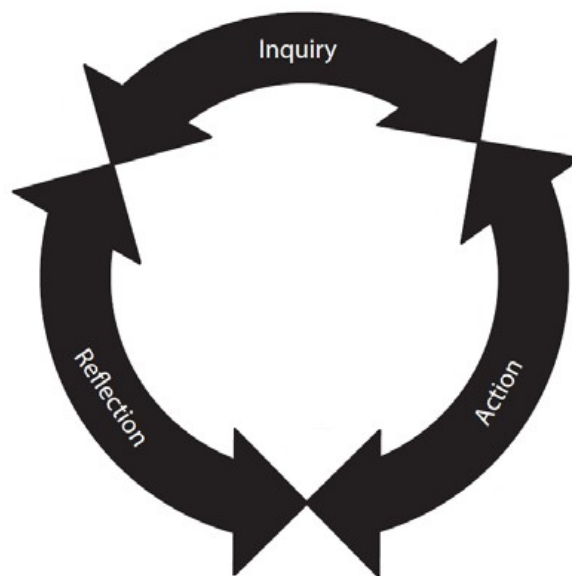
Students are expected to demonstrate all traits of the IB Learner Profile, which encourage and support the development of the whole student both in school and beyond the classroom environment. The trait of principled in particular is extremely relevant to creating authentic student work and promoting personal integrity in the learning process.

Students are encouraged to be:

- Inquiring – have the skills necessary to conduct inquiry and research.
- Knowledgeable and Thinking – explore concepts, ideas and issues in a critical way.

- Open-Minded – who are accustomed to seeking and evaluating information from a range of sources and different points of view.
- Communicators – who explain ideas clearly and coherently and acknowledge the ideas and research of others in an academically rigorous fashion.
- **Principled** - who act with personal integrity and honesty and take responsibility for their own actions.

Academic honesty is **an essential aspect of teaching and learning** across all IB Programmes and at Willows Preparatory School where action is based on inquiry and reflection. Understanding academic honesty is part of this learning and teaching.



What is Academic Honesty?

Academic honesty is awareness and acknowledgement of personal responsibility for producing one's own original work, and recognition for the work of others. This includes maintaining trust and honor in the academic learning environment, and is understood to be influenced by external factors such as peer pressure, culture, parental expectations, and role modeling.

Teachers model and guide students on how to accurately credit sources in a variety of mediums, such as research projects, brochures, posters, presentations, essays, etc. Students are encouraged to practice independent decision making and learning and are responsible for seeking assistance from teachers if they are uncertain of the process of citing sources accurately.

In order to support and enforce the Academic Honesty Policy at Willows Preparatory School, it is necessary to clarify behavior that does not meet expectations of responsible academic practices. The following is by no means an exhaustive list of examples of academic dishonesty but provides a better understanding of the expectations of behavior at Willows Preparatory School.

Definitions of Academic Dishonesty:

Academic honesty	<ul style="list-style-type: none"> • Must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. • Is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. • Whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment.
Intellectual property	<ul style="list-style-type: none"> • There are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. • Forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. • Intellectual property is not limited to text; if an idea emerged as a result of discussion with, or listening to, a fellow student, a teacher or any other person: “The basis of this idea was originally expressed by a fellow student during a Individuals and Societies class.”
Authenticity	<ul style="list-style-type: none"> • An authentic piece of work is one that is based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. • All assignments for assessment, regardless of their format, must wholly and authentically use that student’s own language, expression and ideas. • Where the ideas or work of another person are represented within a student’s work, whether in the form of direct quotation or paraphrase, the source or sources of those ideas or the work must be fully and appropriately acknowledged. • For IBDP: This requirement includes a candidate’s responses to examination papers. All quotations in a candidate’s assessments must be properly cited.
Collaboration	<ul style="list-style-type: none"> • 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’. Note the difference between <i>collaboration</i> and <i>collusion</i>.
Malpractice	<ul style="list-style-type: none"> • Behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components. Malpractice includes:

- plagiarism: defined as the representation of the ideas or work of another person as the candidate's own. Many students are fluent in two or more languages and are therefore able to conduct their research in more than one language, perhaps with the aid of the internet. Such candidates must be aware that copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its source still constitutes plagiarism.
- collusion: defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another
- duplication of work: defined as the presentation of the same work for different assessment components and/or diploma requirements. For an IBDP example: if a candidate submits the same or a very similar piece of work for two different assignments this would be viewed as *malpractice*. However, it is perfectly acceptable for a candidate to study one aspect of a topic for one assignment and another aspect of the same topic for another.
- Fabrication of data: if a student manufactures data for a table, survey or other such requirement, this will be interpreted as an attempt to gain an unfair advantage in an assessment component.
- any other behavior that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying records, collaborating with others when you have been instructed to work independently).

The following examples of malpractice do not constitute an exhaustive list and refer only to the written examinations:

- taking unauthorized material into an examination room (such as cell phone, written notes).
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination

	<ul style="list-style-type: none"> • failing to comply with the instructions of member of the school’s staff responsible for the conduct of the examination • impersonating another candidate • stealing examination papers • using an unauthorized calculator during an examination, • disclosing or discussing the content of an examination paper with a person outside the classroom immediate school community after the examination.
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Note to Teachers & Parents:

- These definitions alone do not provide students with sufficient information or guidance on what constitutes academic dishonesty and how it can be avoided. Using the words and ideas of another person to support one’s arguments is a fundamental part of any academic undertaking, and how to integrate these words and ideas with one’s own are important skills that must be taught.
- Students must receive guidance on when and how to include acknowledgments in their work.
- Similarly, the practice of paraphrasing is a skill that must be taught so that students do not simply copy a passage, substitute a few words with their own and then regard this as their own authentic work.
- When using the words of another person it must become habitual practice for a student to use quotation marks, indentation, or some other accepted means of indicating that the wording is not their own.
- The source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone.
- Additional software – [Turnitin](#) – will be utilized to support and enforce academic honesty and provide learning opportunities for students.

Administration Responsibilities:

The head of school or IB Coordinator must ensure that all students:

- understand what constitutes academic honesty, an authentic piece of work and intellectual property
- receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources
- understand what constitutes malpractice (particularly plagiarism, collusion and misconduct during an examination)
- know the consequences of being found guilty of malpractice.

It is also the responsibility of the head of school to establish a school policy that promotes good academic practice and a school culture that actively encourages academic honesty. It is assumed that part of this responsibility will be delegated to the coordinator and teachers.

Teacher Responsibilities:

Teachers are expected to observe the procedures in this policy.

Teachers are also expected to do their utmost to educate students about academic honesty, to teach students the skills required for academic honesty, and to detect dishonesty through vigilance and knowledge of each of their students' habits and skills.

Good Practice for ALL Educators:

- Act as role models for the students.
- Be fully aware of conventions, and actively use them when providing students with reference material.
- Provide students with a convention (e.g. APA, MLA) and examples for acknowledging a wide variety of sources (including photographs, artwork and data in addition to journals, books and websites).
- Explicitly teach citation and referencing skills, including for example, the difference between legitimate and illegitimate paraphrasing.
- Provide a formative assessment structure for assignments where possible that includes planning and the evaluation of sources, and reflects the need for students' work to be authentic.
- At all times advise students to acknowledge as honestly and accurately as possible the ideas and work of others.
- Proactively warn candidates about the consequences of being careless when recording sources, or displaying a disregard for the origin of material within their work. There is no excuse for plagiarism.

Student Responsibilities:

Each student is ultimately responsible for ensuring that all work submitted, whether it be a general piece of homework or assignment which is either internally or externally assessed, is an authentic piece of work.

Best Practices for Willows Preparatory School Students:

- Read the Willows Preparatory School Academic Honesty Policy carefully
- Ask for help or clarification if you have any questions or concerns
- Be clear on what is acceptable collaboration and what is not
- Do your own work and cite your sources properly
- Protect your work
- Plan ahead and manage your time wisely

Parent Responsibilities:

We encourage a partnership between the school and parents. Parents should also be alert to any issues of malpractice performed by their child. It is in the best interests of the child if the parent reinforces the importance of academic honesty. All parents are expected to have read the relevant sections of the Academic Honesty Policy.

The Supporting Use of Turnitin at Willows Preparatory School

Turnitin Software is designed to both detect and prevent plagiarism at all levels of academia and teach students about the foundations of academic integrity. Students will be required to submit the final draft of most summative assessments through Turnitin, especially before it is assessed by external assessors (i.e. IB). This service can be used by all subject teachers and during the writing process, as well. It has been documented that IB and other institutions use Turnitin, so students should be mindful these institutions may have their own database of student work in order to compare submissions to each other. Willows Preparatory School reserves the right to not submit work to the IB on behalf of a student based on Turnitin outcomes.

Consequences

Should there be a suspected case of academic dishonesty (examples of which are provided above) the class teacher will first discuss this with the appropriate administrators and the IB coordinator.

Appropriate consequences will be administered within the discipline protocol of WPS, and will be based on frequency and recurrence of incidents. The following is a not sequence of escalating consequences, these approaches are aimed at improving continuity and understanding with respect to the serious nature of academic honesty. These consequences are administered at the discretion of the teacher and administrative team, they could include but are not limited to:

- Students will be asked to discuss their work with the teachers and administrative team in order to ascertain their thought process and decision making with regards to an individual assignment.
- Students will be reminded of the policies and requirements for academic honesty and then given an opportunity to reflect on their recent work and resubmit should they feel it necessary. In these cases, full credit is often available for resubmitted work.
- Individual students may be *required* to resubmit an original assignment for reduced credit or, upon a repeated offence, receive “zero” credit for an assignment where academic honesty was not acknowledged.
- In some extreme cases “zero” credit will be given for any given assignment without the opportunity to reflect or resubmit the assignment.
- Concerning DP assessments, if a candidate is found to have plagiarized all or part of any assignment then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved – which means no Diploma can be awarded.
- If a candidate falsifies a CAS record no Diploma can be awarded
- If the case of academic misconduct is very serious, the candidate may not be allowed to re-register for examinations in any future session
- An IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established

References:

All stakeholders are encouraged to review the follow documents that contributed to the completion of this policy:

- 1) *Academic honesty in the IB educational context*; IBO:
<https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>
- 2) *Academic Integrity*; IBO:
<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>
- 3) *Tips for preventing academic misconduct*; The University of Washington:
<https://www.washington.edu/cssc/facultystaff/tips-for-preventing-cheating/>