



Queen Mary Community Elementary IB School Academic Honesty Policy PYP Programme

Policy developed February 2016 - review dates listed below

Philosophy:

Queen Mary Community Elementary strives to create a respectful, safe, and caring environment where we are inspired to be knowledgeable, active learners with a global perspective. To this end, we support students in learning to be academically responsible and honest.

At Queen Mary, the IB Learner Profile is foundational to teaching and learning in all contexts. In our efforts to model and promote academic honesty, we encourage our students and staff members to be:

- **Principled** - by being truthful, acting with integrity, and taking responsibility for personal actions
- **Inquirers** - by developing skills to be able to engage in inquiry and conduct research
- **Knowledgeable** - by exploring concepts, ideas, and issues of local and global consequence
- **Thinkers** - by analyzing information for credibility and validity
- **Open-minded** - by seeking and evaluating a range of points of view
- **Risk takers** - by exploring new ideas with resourcefulness and resilience (IB Learner Profile, 2014)

Applicable IBO Standards:

Standard C3: Teaching and learning

Teaching and learning promotes the understanding and practice of academic honesty.

Teaching and learning supports students to become actively responsible for their own learning.

Teaching and learning fosters a stimulating learning environment based on understanding and respect.

Teaching and learning develops the IB learner profile attributes.

Students' Roles and Responsibilities:

The academically honest student:

DOES

- Respect others' intellectual property by:
 - Using direct quotations
 - Paraphrasing appropriately
 - Distinguishing between own and others' ideas
 - Documenting all source material
 - Abiding by copyright law
 - Acknowledging help provided by another person
- Act with integrity by submitting authentic work that shows personal thinking and ideas

DOES NOT

- Plagiarize by copying material from a published source, or from another student
- Give another student their work to copy
- Do work for another student
- Present others' artistic or creative work in any medium (images, music, film, etc.) as their own
- Engage in any behaviour that gains an unfair advantage over others



Examples of malpractice:

- Plagiarism: presenting words, ideas, pictures, information, or anything that has been produced by someone else and submitting or presenting it as their own
- Copying: taking another student's work, with or without their knowledge, and submitting it as their own
- Cheating: communicating with another student, or using unauthorized material or means, in order to gain an unfair advantage over others
- Falsifying data: creating or altering data, rather than collecting authentic data
- Collusion: allowing another student to copy one's work, or providing them with material to submit for assessment. This is in contrast to *collaboration*, whereby students have permission to work cooperatively and share information.
- Any other behaviour that gains an unfair advantage when creating and/or producing work that is to be assessed or evaluated:
 - Getting outside assistance (parents, tutor, etc. doing the work for you)
 - Obtaining an extension on false grounds

School's Roles and Responsibilities:

Beginning in early primary, classroom teachers and the teacher-librarian will explicitly model and teach age-appropriate information literacy and research skills including:

- Conceptual development
- Selecting, accessing, and organizing information
- Analyzing, synthesizing, and communicating information
- Evaluating and reflecting on the inquiry process
- Learning purposes, requirements, and formats for acknowledging source material

The school's administrative team (PYP Coordinator, Principal, and Vice Principal) will document all incidents of misconduct, communicate with other staff and parents/guardians as necessary, and support students as needed.

Students will create original work, ask questions when they need help with creating original work, and give credit to information sources by citing sources.

Parents' Roles and Responsibilities:

- Model/have discussions around "real life" examples, such as copyright, author's use of quotes in newspapers, noticing bibliographies or works cited in texts
- Review the policy at home
- Support students in developing the skills of summarizing/paraphrasing/retelling in their own words

Procedures and Practices:

Consequences for academic misconduct

- Misconduct → Teacher determines severity and appropriate intervention → Depending on severity and intervention needs, Administrative Team and/or IB Coordinator become involved → Parents/guardians will be contacted if deemed appropriate.
- Any student suspected of academic misconduct has the right to have a parent, peer, or teacher present in any discussion of the problem or incident

Links to other policies:

[Queen Mary Community Elementary ASSESSMENT POLICY](#)

[Queen Mary Community Elementary LANGUAGE POLICY](#)

SPED Policy (in development)



Essential Agreements

Staff Essential Agreements – Academic Honesty Policy

- Will be explicitly taught, age-appropriately, by all staff throughout the school.
- The academic honesty policy will be reviewed annually. The review will be collaborative and include all school staff, parent, and student representatives.
- Revisions will reflect the needs of the student population and the instructional beliefs that pertain directly to best practice in academic honesty.
- The policy will be made public through the school website. Hard copies will be made available upon request.
- The policy will be adhered to by all staff members at the school and will be reflected through their teaching practice.

References/Additional Resources/Links to Further Information:

Resources for sourcing materials can be found at:

BibMe: <http://www.bibme.org/>

EasyBib: <http://www.easybib.com/>

Citation Machine: <http://www.citationmachine.net/>

Policy Review Procedures and Dates:

The policy will be reviewed at the start of each school year during either one of the Wednesday IB meetings or the regular staff meeting. The purpose of the review will be to ensure the document is up to date, ensure all staff members are aware of the procedures at the school, and to provide an opportunity for reflection and goal setting by the staff.

Review Dates:

June 22nd, 2016

June 6th, 2018

September 26th, 2018