Norgate Xwemélch'stn Community Elementary
Academic Honesty Policy
Primary Years Programme – Candidate School

Policy Date: November 2022

Essential Agreements:

At Norgate Xwemélch'stn Community Elementary School we value honesty, integrity, and helping students develop as thinkers. Therefore, we:
- Encourage students to show honesty and integrity with their learning during collaborations and when working with sources of information
- View the teaching of academic honesty as means of teaching students to think for themselves, to critically evaluate where information comes from, and use a variety of sources of information
- Focus on the spirit of academic honesty rather than being overly focused on specific details, allowing teachers to implement this policy according to their students' developmental level.

Philosophy:

Norgate Xwemélch'stn Community Elementary School strives to develop curious and thoughtful community members who act with integrity in the pursuit of new knowledge, skills and understandings. To this end, we support students in learning to be academically responsible and honest. We value the knowledge and teachings of the local Indigenous community and recognize that one of the First Peoples Principles of Learning is that "Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations." (First Peoples Principles of Learning – FNESC)

At Norgate Xwemélch'stn, 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)

By explicitly discussing academic honesty with our students we:
- demonstrate that students should think for themselves about others' ideas
- encourage being honest and giving credit, reducing instances of cheating/plagiarism
- encourage effective collaboration where everyone learns/constructs understandings
- bring issues of valid sources to the forefront by encouraging both formal and informal citing of sources

Student's Roles and Responsibilities:

The academically honest student DOES:
- Acknowledge help provided by another person where appropriate
- Act with integrity by submitting authentic work that shows personal thinking and ideas
- Respect others' intellectual property by:
  - Distinguishing between own and others' ideas
  - Paraphrasing appropriately (including in-line citation in Grades 6, 7)

- o   Using direct quotations in a way appropriate to the grade level
- o   Documenting all source material in a way appropriate to the grade level
- o   Abiding by copyright law

The academically honest student DOES NOT
- Plagiarize by directly copying material from a published source, or from another student
- Give another student their work to copy
- Do work for another student (outside of a valid collaboration)
- 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 (supports, adaptations, and differentiation made by the teacher are not 'unfair')

Examples of malpractice:
- Plagiarism: presenting words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as your own
- Copying: taking another student's work, with or without their knowledge, and submitting it as your own
- Cheating: communicating with another student, or using unauthorized material, 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.
  - o   This is in contrast to collaboration, whereby students have permission to work cooperatively and share information.
- Any other behaviour that gains an unfair advantage such as:
  - o   Getting excessive outside assistance (parent/guardian/family member, tutor, etc. doing the work for student as opposed to teaching them how to do it)

School's Roles and Responsibilities:
Classroom teachers and the teacher-librarian will help students develop literacy, research, and thinking skills including:
- Formulating and Planning: Selecting, accessing and organizing information
- Gathering and Recording: Gathering information from a variety of reliable sources
- Synthesizing and Interpreting: Analyzing, synthesizing, and communicating information
- Evaluating and Communicating: Evaluating and reflecting on the inquiry process
- Critical Literacy: Reflecting on learning by considering both the quantity and quality of sources
- Collaborating effectively
- Learning purposes, requirements and formats for acknowledging source material
- Teach how to cite formally and informally at an age-appropriate level

The school's administrative team will document all serious incidents of misconduct, communicate with other staff as necessary and support students as needed.

Students' Roles and Responsibilities
Students will develop original work, ask questions when they need help with developing original work, and give credit to information sources by citing sources.
- Citing sources should happen at all grade levels in both written and oral work, in a way that is developmentally appropriate.

- This can range from comments like "This book says..." to full in-line citations with a bibliography in the Grade 7 writing.

Families' Roles and Responsibilities:
Families can support their child with academic honesty by fostering an approach to school that focuses on growth and development rather than 'results'. Families can stress the importance of giving credit for others' thinking and work by providing suggestions for age-appropriate ways to cite sources. Families are also encouraged to support the development of their child understanding of the school's descriptors of students' achievement as described in the NXCE Assessment Policy.

Procedures and Practices:
Procedures for addressing academic misconduct:
- Teacher determines severity based on:
  - age of child
  - degree of misconduct
  - whether student has demonstrated academic dishonesty before

Consequences for academic misconduct
- Teacher determines severity and appropriate intervention
- Depending on severity and intervention needs, Administrative Team, Counsellor, and/or IB Coordinator become involved
- Parent/Guardian will be contacted if deemed appropriate

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

Applicable IBO Standards:
Programme Standards and Practices – IBO (2018; updated 2020)
Section 03: Culture – Standard: Culture 3 - 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.

Policy Review Procedures and Dates:
The policy will be reviewed annually during a 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 sharing activities and approaches, reflection, and goal setting by the staff. The policy will be made available to all members of the Norgate Xwemélch'stn school community.