

Academic Honesty

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Rationale

White Rock Christian Academy's mission includes 'cultivating citizens of Godly character' which we believe includes honesty in all our actions, whether they are in the academic, co-curricular or service fields of our school. Furthermore, our school promotes an active responsibility amongst our students through the development of character qualities including honesty, integrity and justice. Therefore, encouraging students to be truthful in their academic work is integral to our school. Philippians 4:8 states '... whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.'

The responsibility for producing authentic work is shared amongst the community of learners. However, it must be clear that whenever an individual (or group) authors a work it must be produced with integrity, by exemplifying the best possible scholarship, including careful research and writing (correct grammar, punctuation, expression and spelling) and the appropriate acknowledgement of all sources in an age-appropriate way. Particular responsibility rests with the subject, or classroom teacher and teacher librarian to ensure the criteria for authentic work is understood and modelled. Yet, the student has the final and ultimate responsibility for practicing academic honesty (IB July 2011 8).

Students are encouraged to take pride and care in the production of all schoolwork, including writing and presentations. Furthermore, the IB learner profile identifies behaviour that supports the development of academic honesty in students. The document states: 'IB learners strive to be thinkers' who make 'ethical decisions' and to be 'principled' by taking 'responsibility for their own actions and the consequences that accompany them' (2009 5).

Policy Statements	Regulations
<p>1. Academic honesty and integrity are the responsibility of all teachers and students at the school.</p>	<p>1.1 The contents of this policy will be reviewed with all students at a developmentally-appropriate level.</p> <p>1.2 This policy is available to all students in Grades JK to 12 and all teachers.</p> <p>1.3 Key statements from this policy, regarding academic honesty and integrity, can be found in the School Parent/Student Handbook and will be reviewed with students at the</p>

	<p>beginning of each year by language teachers. Grade 6-12 students are required to acknowledge having read and understood the contents of the policy at the beginning of each year. This is facilitated by language teachers.</p>
<p>2. The IB (2011 2) states ‘academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills.’</p>	<p>2.1 Authentic work can be defined as any work, written, graphical, oral or other, a student produces for class or assessment that is wholly their original work, unless it includes the ideas or work of another, which are clearly acknowledged following the MLA format for citing sources (refer to page 2 of the IB’s publication ‘Academic honesty’ 2011).</p> <p>2.2 Intellectual property is defined by the Merriam-Webster dictionary as ‘property (as an idea, invention, or process) that derives from the work of the mind or intellect’ and includes the rights that go along with it. A student may produce an artwork, design, logo, piece of music or other property, which is deemed to be their own intellectual property.</p> <p>2.3 Rules for quoting or paraphrasing a source and then acknowledging them using a reference list (works cited list), following the MLA format, can be found in the School Parent/Student Handbook. For simplicity and consistency, only the MLA format will be used.</p>
<p>3. Teachers are expected to work collaboratively and consistently in maintaining and supporting a learning environment conducive for students to produce authentic work and to demonstrate academic honesty.</p>	<p>3.1 As part of the process of developing academic honesty in students the school teaches specific writing and research skills. This includes teaching students to acknowledge all of their sources, whether they are quotes, paraphrases or other forms of influence on a student’s work, and to cite works correctly.</p> <p>3.2 The languages and humanities teachers, along with the teacher librarian will develop age-appropriate means of developing students’ understanding, skills and behaviours in academic honesty. In addition, all teachers will assume the responsibility of teaching, where appropriate, the knowledge necessary to produce authentic work within their subject area.</p> <p>3.3 All teachers are expected to abide by the same standard of academic honesty as it applies to the students.</p> <p>3.4 Teaching how to use the Internet and computer applications appropriately, as resources for learning as well as for personal interest, begins in Kindergarten and continues until</p>

	<p>a student graduates from the school. This learning is not confined to computing/ICT classes.</p>
<p>4. Authenticating student work is a responsibility shared by the student and the teacher. Teaching strategies, computer applications, visual checks, advice, signed declarations, drafting, editing, testing and examination procedures and consequences for academic dishonesty support the production of authentic work and the detection of inauthentic work by students.</p>	<p>4.1 Students in Grades 6 to 12 will be asked to sign a declaration for all summative written assignments (essays, reports and presentations, but not tests/exams).</p> <p>4.2 Teachers have access to use originality checking software, also known as plagiarism detection software (such as Turnitin), when students (in Grades 6 to 12) submit written work for assessment electronically.</p> <p>4.3 Authentic student work is best demonstrated when done in the classroom.</p>
<p>5 Any student(s) from grades 6 -12 involved in a suspected case of plagiarism, collusion or cheating will be investigated by the relevant subject teacher and/or the academic principal.</p>	<p>5.1 Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate’s own. This would include work created by an artificial intelligence program (i.e., Chat GPT)</p> <p>5.2 Collusion: this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.</p> <p>5.3 Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS (Creativity, Action, Service) record.</p> <p>5.4 Following incidents of relatively minor plagiarism or cheating, identified by a teacher or reported by a student, the student(s) involved should receive clear feedback regarding the particular behaviour that has been deemed inappropriate and should demonstrate their understanding of how to avoid any future incidents of plagiarism or cheating. A record of all such incidents will be kept by the academic principal or designate.</p> <p>5.5 More serious incidents are governed by the school behaviour guidelines, as set out in the School Parent/Student Handbook. The procedures below will be followed. Step 1. Any student suspected of plagiarism, cheating or collusion must be spoken with by the relevant subject teacher (or invigilator, in the case of an exam) immediately after being suspected. The inappropriate behaviour is made clear to the student.</p>

Step 2. The suspected student is given an opportunity to explain why the incident occurred. This may take place with a parent, other relative or student-chosen advocate present.

Step 3. The reporting teacher will make notes regarding the incident, their observations and the explanation given by the students. Eyewitness statements should be included wherever possible.

Step 4. The student will be allowed to continue working, unless this is prohibited by relevant procedures governing the work (such as examination rules).

Step 5. The reporting teacher will inform the academic principal (or Exams Officer) as soon as possible after the incident occurred, or immediately, in the case of suspected examination malpractice.

Step 6. The academic principal or Exams Officer will report the incident to IB as specified in the relevant procedures set out by the IB organization.

Step 7. The head of school will be informed by the academic principal, in the case of serious suspected malpractice.

Step 8. The parents and student will be informed of the incident and the consequences that apply to the student.

Step 9. The academic principal will review the incident collaboratively and advise relevant teachers of any need to change practices or procedures if identified.

Step 10. The incident report will be filed in the student's academic records folder.

5.6 Consequences for students found guilty of academic dishonesty will be enforced in all cases unless extenuating circumstances may deem them unnecessary. Consequences will increase in severity for further incidents by the same student and for students in senior grade levels. The range of penalties may include:

- a. lunch detention
- b. principal detention
- c. being required to re-do the assessment
- d. reduced marks awarded for a task or part task
- e. a reduced grade for the relevant assessment objective or entire subject for the term
- f. incompleteness of a subject
- g. denial to sit an examination in the relevant subject
- h. exclusion from receiving academic awards
- i. failure to graduate from the school

	5.7	The school will implement restorative practices outlined in the school's discipline policy.
6	Age-appropriate reminders about academic honesty as well as the due date and other task details must be made clear to students before, or at least at the time of, commencing any work for assessment.	<p>6.1 All summative assessment tasks must be accompanied by a task sheet that states the description of the task, along with task-specific criteria, the due date, any grade weighting, the allocated marks per section and/or a scoring rubric, plus a reminder about academic integrity and/or a warning against malpractice. In the case of formative assessment tasks marks may also be allocated for the correct acknowledgement of sources. Every such task sheet is generated by the subject teacher and given to the students on the day that the task is commenced.</p> <p>6.2 In the case of work completed for the IB Diploma Programme (Grades 11 and 12) students will also sign a declaration stating that the work they are submitting is entirely their own, unless it includes the ideas or work of another, which are clearly acknowledged following the MLA format for citing sources.</p>
7	Examinations are run following strict procedures and rules that support the production of authentic work. These procedures and rules will be made clear to students and teachers well in advance of the relevant examination session.	7.1 The DP coordinator, in conjunction with the academic principal, is responsible for disseminating information about examination procedures and rules to staff and students at the appropriate time for each exam session.
8	The school will provide resources for teaching and training for school staff, including the librarian, in order to support students' production of authentic work.	8.1 Resources and training tailored to support students' production of authentic work will be planned annually by the school's academic principals. These include the provision of access to online scholarly databases and e-libraries.
9	The support of parents will be encouraged and developed through communication of principles relating to academic honesty and integrity and advice on how to encourage students' practice of academic honesty particularly when working at home.	<p>9.1 A copy of the IB 'General regulations: Diploma Programme' is provided to students in Grades 11 and 12 and teachers through the Parent/Student Handbook.</p> <p>9.2 The academic principal, or designate, will present information about academic honesty at the various parent and student academic information sessions held throughout the year.</p>

The school leadership team through consultation with the school staff developed this policy, and it was approved by the WRCA Board of Directors. It will be communicated to the school community and made available on the school website. The leadership team will review the policy and the WRCA Board of Directors will approve suggested revisions every two years.