Academic Integrity Policy

Grow.
Act with integrity in relation to your own work and the work of others
Discover.
Seek inspiration from the work of others, while being honest in presenting your own
Dream.
Celebrate the use of your own language and voice throughout your work

Contents

1. Whole School
1.1 What we believe
1.2 Rights and responsibilities
1.3 Examples of breaches
2. Processes and procedures
3. Conclusion

1.0 - Whole School

At Discovery College we are committed to academic integrity. The International Baccalaureate defines academic integrity as *"a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work"* (IBO, 2019).

At Discovery College we will ensure that students, their families and staff understand what responsibilities this commitment embraces. The purpose of this policy is to outline what academic integrity means and the College's procedural responses to instances where the expectations of academic integrity are not met.

Beginning in primary, students will develop a strong foundational understanding of the concept of academic integrity. These skills will continue to be developed throughout secondary school. Teachers may refer to Appendix One for the Primary Academic Integrity Scope and Sequence and the IB ATL Research Skills. The Academic Honesty Scope and Sequence in Appendix Two sets out clearly the expectations of students from Year 7 - Year 13.

1.1 What we believe

We believe our students should be:

- **Inquirers**- who develop the skills necessary to conduct inquiry and research, seek inspiration from the ideas of other people and understand that it is acceptable to use the ideas of others if they are acknowledged
- **Knowledgeable**- by being aware of responsibilities and respecting the rights when receiving and providing credit for creative work and by using information ethically and responsibly

- **Principled**- by acting with integrity and honesty when presenting work as their own and taking responsibility for their own actions, understanding the benefits of properly conducted research and respecting the creative efforts of others by attributing sources and avoiding plagiarism and by following all appropriate test and exam rules and regulations
- **Open-minded**- by seeking and evaluating a range of points of view
- **Courageous**- by being brave and articulate in defending their beliefs, knowing and understanding why they must say 'no' to others who want to copy their work or want them to complete work for them
- **Communicators** – by being creators themselves who are able to be clear in explaining which parts of their work are from other sources

(Adapted from IB Learner Profile, IBO, 2013)

We believe our teachers should be:

- **Principled** - by modeling good practice in academic integrity. This includes acknowledging the work of others through appropriate citations and references in presentations and lesson materials
- **Knowledgeable**- by knowing what academic integrity means
- **Communicators** - by providing clear guidelines for all learning tasks that involve expectations relating to academic integrity and promoting the benefits of properly conducted research. By showing respect for the creative efforts of others and making clear what the expectations are regarding academic integrity. Significant breaches of the policy should be documented by the relevant teacher
- **Inquirers** – by designing learning tasks that require critical thinking skills and original responses that are not able to be completed by simply copying information
- **Thinkers**– by scaffolding larger tasks, with opportunities to submit interim work or with milestone checks, to help students to maintain their own 'voice' in completing assessment tasks with ongoing feedback

(Adapted from IB Learner Profile, IBO, 2013)

We believe our parents/guardians should:

- understand the importance of academic integrity and be aware of the Academic Integrity policy
- encourage their child to create their own authentic and individual work
- understand the expectations of academic integrity provided through the curriculum

1.2 Rights and Responsibilities

From Year 1 - 13, students are encouraged to be both consumers and creators of a variety of forms of information media. As a creator, students have the right to be recognised for their ideas and creations.

Primary and secondary students share the same responsibilities as follows:

- Students participating in IB programmes are expected to act honestly, responsibly and ethically

- Students are encouraged to create their own authentic and genuine individual and group work
- Students will give credit to the ideas and work of others
- Students will not give or receive non-permitted assistance in the completion or editing of work
- Students will complete all work, examinations, tests and quizzes in an honest manner and to the best of their abilities
- Students will use the internet, information technology and social media responsibly
- Students will report any acts of student academic misconduct to their teachers (IBO, 2019, p.16).

1.3 Examples of breaches of academic integrity may include:

- **Plagiarism -** the "representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgement" (General Regulations: Diploma Programme as cited in IBO, 2019). Plagiarism can include:

  - Word for word copying
  - Poor paraphrasing
  - Using the work of another without citing or referencing
  - Giving false information about the source of a work
  - Re-use of work submitted in past examination sessions
  - Copying pieces of art (including paintings, images, drawings, photographs and music)
  - Copying computer programming codes
  - Memorising text and reproducing it in written or oral examinations

- **Collusion -** "Collusion occurs when a student uses fellow learners as an unattributed source." (IBO, 2014, p.77) In collaborative projects, students must "exhibit a balanced behaviour recognizing the collaboration of other team members and granting fair recognition to their own participation" (IBO, 2019, p.15)

- Gaining an **unfair advantage** through actions including:

  - Having a parent or tutor edit or complete assignments and/or assessments
  - Receiving any non-permitted assistance in completing or editing work
  - Commissioning another person to do the work
  - Duplication in any form
  - Use of mobile phones to text outsiders, or the inappropriate use of a camera facility
  - Using unauthorised notes in a test or examination
  - Falsifying a record, data etc.
  - Utilising social media to share information related to marked coursework (examinations, papers, etc.)
  - Using a mobile device to download information while in a controlled assessment environment

- **Misuse of Intellectual property** including patents, registered designs, trademarks, moral rights and copyright

- **Misuse of information technology and social media** - following the obligations of the Digital Technologies Responsible Use Agreement

- **Student academic misconduct** - "deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct" (IBO, 2019, p.3).

2.0 - Processes and Procedures

The spirit of this policy is wholly aligned with the College's commitment to restorative practices. As such, the intention will always be for the student to reflect on their action and to make more principled choices in the future. Teachers should use their discretion when implementing this policy and reserve its use for significant infringements. Minor instances should be regarded as 'teachable moments' and teachers should feel free to exercise their professional judgement in dealing with minor and/or unintentional instances of academic integrity infringements.

In dealing with any repeat or significant breaches of the Academic Integrity Policy, the procedures are set out below.

Primary teachers will follow this procedure:

- discuss the matter with the student to check for understanding and ask the child to complete a reflection
- repeated breaches to be discussed with the phase level leader
- the phase level leader will determine the entry point on the Building Positive Relationships model.

Secondary teachers will follow this procedure:

- note the breach in writing on the student's record
- refer the matter to the relevant Dean
- the Dean will notify the student's learning advisor
- the Dean will discuss the matter with the MYP, CP or DP Coordinator as appropriate
- the Dean and the coordinator will determine the entry point on the Building Positive Relationships model.

For secondary students, reference will also be had to the Secondary Assessment Policy. See Appendix Four for the letter which may be issued to secondary students in relation to breaches of academic integrity.

3.0 - Conclusion

Through the provisions of this policy, Discovery College aims to fulfil its commitment to all members of the school community to ensure a shared approach to and understanding of academic integrity that aligns to the IB philosophy and supports the fulfilment of the College's mission to Grow, Discover and Dream.

References

International Baccalaureate Organization. (2013). *IB learner profile* (Publication). Retrieved August 14, 2015, from
http://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf

International Baccalaureate Organization. (2014). *MYP: From principles into practice* (Publication). Retrieved August 17, 2015, from
http://www.fcusd.org/cms/lib03/CA01001934/Centricity/Domain/2663/From%20Principles%20into%20Practice.pdf

International Baccalaureate Organization, (2019). *Academic Integrity* (Publication). Retrieved February 23, 2021 from
https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf

Appendix One - Primary Academic Integrity Scope and Sequence

	Y1	Y2	Y3	Y4	Y5	Y6	Resources
Language & Concepts **Academic integrity:** acting with the values of honesty, trust, fairness, respect and responsibility. (IBO, 2020) Students will reflect on their responsibilities and rights as creators in the spaces where they consume, create, and share information.	Begin to use the language and values of academic integrity. • Honesty • Respect • Principled • Ownership	Begin to use the language and values of academic integrity. • Giving credit • Honesty • Respect • Principled • Ownership	Further develop an understanding of language and values of academic integrity. • Giving credit • Honesty • Respect • Principled • Ownership • Rights • Responsibility	Understand the language and values of academic integrity. • Giving credit • Honesty • Respect • Principled • Ownership • Rights • Responsibility	Understand the language and values of academic integrity. • Copyright • Plagiarism • Attribute • Intellectual property • License	Understand the language & symbols and values of academic integrity. • Copyright • Plagiarism • Ethics • Attribute • Intellectual property • License • Fair Use • Public domain • Explore the meaning of symbols © ® ™	**Definition of terms** **attribute:** giving credit to the person who created something, such such as listing the author's name and date, or a citation **copyright:** legal protection that a creators have over the things they create **intellectual property:** the ownership of something you create, giving you a right to how others use it **license:** a clear way to define the type of copyright creative work has so others know how they can use it **plagiarism:** using someone's creative work without providing attribution (Common Sense Education, 2020) **fair use:** the ability to use copyrighted work without permission, but only in certain ways and in specific situations **public domain:** creative work that's not copyrighted and free to use without permission. **ethics:** moral values that define how you act (Common Sense Education, 2020) **summarise:** a brief outline of the main points **paraphrase:** reword and rework other people's words
Ownership Students will reflect on their responsibilities and rights as creators	Begin to understand why putting the name and date on all own work helps others give credit	Understands why putting the name and date on all own work helps others give credit	Understands why putting the name and date on all own work helps others give credit	Understands why putting the name and date on all own work helps others give credit	Understands why putting the name and date on all own work helps others give credit	Understands why putting the name and date on all own work helps others give credit Explore licencing symbols and begin to apply them on own work eg. use a Creative Commons Licence on a poster	
Plagiarism Students demonstrate an understanding of and respect for the rights and	Learn to retell what they have read in their own words.	Learn how to summarise what they have read	Practise how to summarise when note taking	Summarise when note taking Paraphrase information	Summarise when note taking Paraphrase information	Summarise when note taking Paraphrase information	**Resources** DC Academic Integrity Poster (Primary) Videos BrainPop What is Plagiarism?

	Y1	Y2	Y3	Y4	Y5	Y6	Resources
obligations of using and sharing intellectual property. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.		eg. Use bullet points when note-taking	Begin to understand the importance of paraphrasing.			Explore the consequences of plagiarism through real life scenarios and case studies eg. celebrities stealing song lyrics, choreography and smartphone designs	Common Sense Education Creativity,Copyright & Fair Use (Y5-6) The Name Game (Y5-6) Books Many books on honesty, trust, fairness, respect and responsibility are available in the Library. Games Got Ethics? Cards (Librarian Connection) Exemplar lessons Common Sense Education Let's Give Credit A Creator's Rights and Responsibilities The Four Factors of Fair Use
Group Work Students will respect the rights of other creators when working in groups	Hear the teacher modelling sharing who has contributed to discussions Begin to understand when the thoughts are their own or taken from examples in the classroom or others	Start to verbalise who has contributed which ideas in group work	Acknowledge when ideas have come from peers	Acknowledge when ideas have come from peers	Acknowledge when ideas have come from peers	Acknowledge when ideas have come from peers	
Giving Credit Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. • **Citation conventions** **Copyright free sources of media**	Record titles of books in Reading sessions and UOI sessions	Understand why giving credit is a sign of respect for people's work Record source of information by showing whether it is a book, web link, person eg use stickers to identify type of source Begin to record the title of the source when carrying out research	Cite sources by writing the title of the book, video or website	Begin to use simplified citation to create bibliographies: · For book based sources- title and author · For websites- copy URL · For images- copy URL when not copyright free or labelled for reuse · For interviews- name of the interviewee, date and place of interview · For videos - copy URL, title of clip and author	Continue to use simplified citation to create bibliographies: · For book based sources- title and author · For websites- copy URL, authors name and date accessed · For images- copy URL when not copyright free or labelled for reuse · For videos - copy URL, title of clip and author	Begin to learn how to embed a quotation into a written piece of work: Introductory sentence, quote in inverted commas, followed by the author's last name and the page number in brackets. The book is then listed in the bibliography use a citation tool Find and use images/music which are copyright free or labelled for reuse eg. Google Advanced search,Google explore feature in Slides, Creative	**ISTE Standards** **Creative Communicator** *Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.* 6b: Original and Remixed Works Students create original works or responsibly repurpose or remix digital resources into new creations. **ISTE Standards** **Digital Citizen** *Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.* 2c: Intellectual Property

Appendix Two - Secondary Academic Honesty Scope and Sequence

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13
Reference list expectations	Create a basic reference list in alphabetical order in APA style. Include author / corporate author, title, publisher and year published. Add URL link and date retrieved if online resource.	Create a basic reference list in alphabetical order in APA style. Include author / corporate author, title, publisher and year published. Add URL link and date retrieved if online resource. Correct capitalisation used. Attempt to choose correct format for type of source.	Create a reference list in alphabetical order in APA style. Include author / corporate author, title, publisher and year published. Add URL link and date retrieved if online resource. Correct capitalisation used. Correct format chosen for type of source.	Create a reference list in alphabetical order in APA style. Include author / corporate author, title, publisher and year published. Add URL link and date retrieved if online resource. Correct capitalisation used. Correct format chosen for type of source.	Create a reference list in alphabetical order in APA style. Include author / corporate author, title, publisher and year published. Add URL link and date retrieved if online resource. Format DOIs as URLS. Correct capitalisation used. Correct format chosen for type of source.	Create a reference list in alphabetical order in APA style. Include author / corporate author, title, publisher and year published. Add URL link and date retrieved if online resource. Format DOIs as URLs. Correct capitalisation used. Correct format chosen for type of source.
NoodleTools level	Starter	Junior	Advanced	Advanced	Advanced	Advanced
In-text citation	Attempt to cite in-text images.	Cite in-text images. Attempts at in-text citations of quotations, paraphrased and summarised words.	Correctly cite in-text images. Correct in-text citations of quotations, paraphrased and summarised words.	Correctly cite in-text images. Correct in-text citations of quotations, paraphrased and summarised words.	Correctly cite in-text images. Correct in-text citations of quotations, paraphrased and summarised words.	Correctly cite in-text images. Correct in-text citations of quotations, paraphrased and summarised words.

|						
Copyright & Fair Use	Respect use of other people's work through giving credit with a reference.	Respect use of other people's work through giving credit with a reference and in-text citation for images.	Respect use of other people's work through giving credit with a reference and in-text citation for images and the ideas of other people.	Respect use of other people's work through giving credit with a reference and in-text citation for images and the ideas of other people.	Respect use of other people's work through giving credit with a reference and in-text citation for images and the ideas of other people.	Respect use of other people's work through giving credit with a reference and in-text citation for images and the ideas of other people.
Information Literacy ATL Skills	Construct reference list according to recognised conventions. Paraphrase accurately and concisely.	Create references and citations and construct a reference list according to recognised conventions. Paraphrase accurately and concisely.	Create references and citations and construct a reference list according to recognised conventions. Paraphrase accurately and concisely.	Create references and citations and construct a reference list according to recognised conventions. Paraphrase accurately and concisely.	Create references and citations and construct a reference list according to recognised conventions. Paraphrase accurately and concisely.	Create references and citations and construct a reference list according to recognised conventions. Paraphrase accurately and concisely.
The Across Programmes Standards and Practices	Teaching and Learning promotes the understanding and practice of academic honesty.	Teaching and Learning promotes the understanding and practice of academic honesty.	Teaching and Learning promotes the understanding and practice of academic honesty.	Teaching and Learning promotes the understanding and practice of academic honesty.	Teaching and Learning promotes the understanding and practice of academic honesty.	Teaching and Learning promotes the understanding and practice of academic honesty.
Learner Profile	Principled	Principled	Principled	Principled	Principled	Principled

Adapted by Maura Corcoran, 2019 , Revised by Maura Corcoran, 2020
Based on collaborative work of ESF Secondary Librarians' Curriculum Group 2019
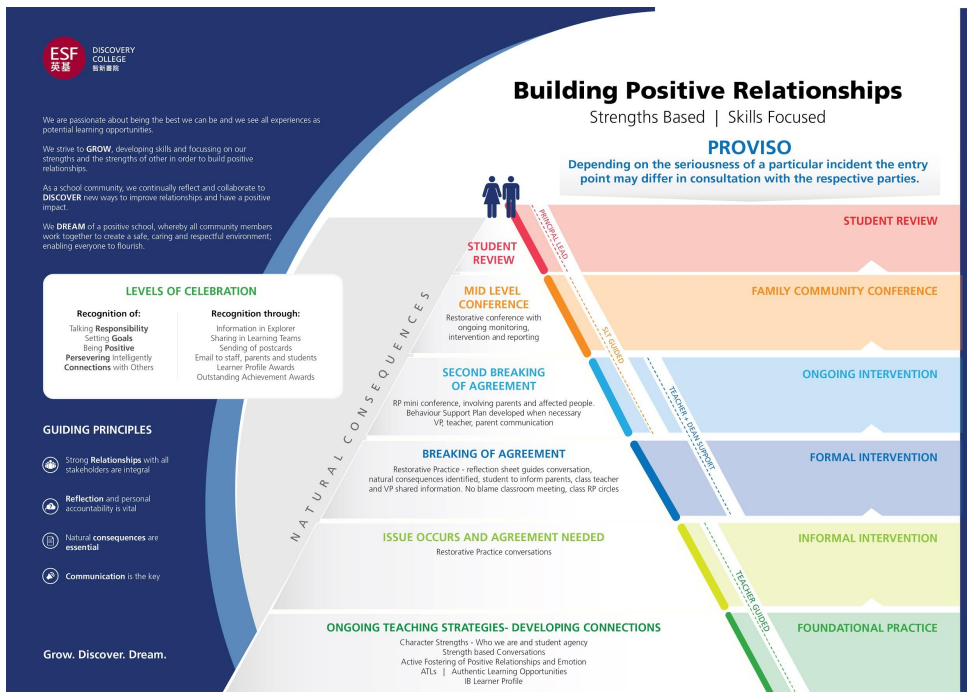
Appendix Three - Building Positive Relationships Models

Primary
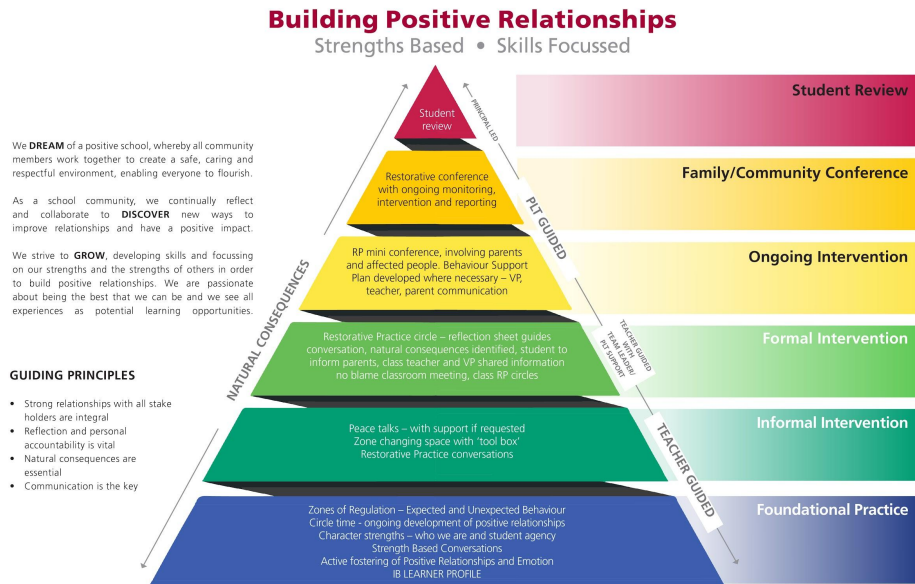
Secondary

Appendix Four – Secondary student infringement letter

<u>Academic Integrity - MYP only</u>

Dear Parent/Guardian,

I need to inform you that ***Student Name*** has been found to have plagiarized work that was submitted for **Subject**: ***Name of Task***, which was due on ***Date***.

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. DC and IB take academic integrity seriously. Acts of student academic misconduct misrepresent student's achievements, but also disadvantage students and schools that are completing the assessment process with integrity. These practices undermine the credibility and trust that educational institutions or employers should have on IB grades.

The child needs to understand how knowledge is constructed and to develop their own thinking while showing an honest behaviour by giving credit where credit is due.

Moving ahead, this task must be submitted by ***New Deadline***. If the task is not submitted, or is plagiarized, the next step will be to issue a formal Letter of Academic Concern, a copy of which will go in the
student file and the MYP coordinator notified.

In the IB, it is essential that all assessment tasks are submitted on time and reflect the work of the student. Students who fail to do this can very quickly find themselves in significant difficulty. I would therefore appreciate you discussing with your child the importance of adhering to our Academic Honesty policy.

Please feel free to contact me if you would like to discuss this matter further.

Best regards,
Teacher Name. cc in HoD and Dean