

Kavod MYP Academic Honest Policy

Kavod Middle School Academic Honesty Policy

The principle of academic honesty is the cornerstone of a school community. In all our actions at school we encourage students toward a life governed by the values of honesty and personal integrity. The policies and procedures in this document are informed both by the school's mission and the attributes of the International Baccalaureate (IB) learner profile.

In teaching, learning and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. The IB Standards and Practices state that teaching and learning promotes the understanding of academic honesty. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

The IB learner profile encourages all members of the IB community to be “principled”, acting with “integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.” In all their studies at school, students must demonstrate academic honesty and avoid any form of academic misconduct. (Academic Honesty: Guidance for Schools). At school we expect teachers to support the development of the disposition and skills of academic honesty through modelling academically honest practices.

As such the Kavod Middle School academic honesty policy:

1. Defines the key terminology related to academic honesty as used at school
2. Sets the framework within which academic honesty is developed and maintained through our expanding Middle School
 - a) Developing student understanding of the principles of Academic Honesty and competency in age-appropriate skills related to academically honest conduct
 - b) Responding appropriately to cases of academic misconduct
 - c) Communicating the approach to academic honesty to parents, students and other stakeholders

The Kavod Academic Honesty policy supports the specific requirements of the MYP program as exemplified in the program-specific policies recorded in the appendix

Academic Honesty: Key Definitions

Academic Honesty is a learner disposition which is founded in a ‘principled’ approach to scholarship in which

- (i) Intellectual property is recognized, valued and acknowledged appropriately by learners.
- (ii) Learners embrace a concept of equity and fairness in their learning and so avoid acting in such a way as to gain an unfair advantage in any aspect of assessment to the detriment of self or others

Academic Misconduct: Any as behavior that is contrary to the ideals of Academic Honesty is termed ‘Academic Misconduct’ which is defined by the IB as being “behavior that results in / or may result in a student gaining an unfair advantage in one or more assessment components. (IB General Regulations).

Examples of academic misconduct include, but are not limited to:

Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person



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without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Misconduct (general) or 'Cheating': Distinct from plagiarism, general misconduct includes acts which might otherwise be known as 'cheating'. These are any actions which give the student an unfair advantage with the exception of plagiarism. Examples include: taking unauthorized material or equipment into an examination or test (whether the student uses it or not), behavior that disrupts the examination/test or may distract other students, communicating with another student during the examination/test, etc.

Collusion: Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Duplication of work: Duplication of work is defined as the presentation of the same work for different assessment components and/or program requirements

Common knowledge: Common knowledge is knowledge known by everyone or nearly everyone, generally in reference to the community to which you are writing or presenting. Common knowledge does not need to be cited. When in doubt, it is always better to cite sources.

Fair Use: The school definition of Fair Use is based on the following guidelines;

1. The purpose and character of the use
2. The amount and substantiality of the portion used in relation to the copyrighted work as a whole- Borrowing small bits of material from an original work is more likely to be considered fair use than borrowing large portions. However, even a small taking may weigh against fair use in some situations if it constitutes the "heart" of the work.

Restorative Approaches: A Restorative Approach is the school's preferred method of responding to all forms of student misconduct. Through this approach, breaches of behavioral expectations are treated as a learning opportunity and students are asked to resolve the problem by accepting ownership of the consequences of their actions before planning and taking the appropriate steps in order to rectify the situation. Therefore, while age-appropriate fixed consequences may form a part of program-specific practices, a restorative approach permeates the cultivation of academic honesty at school.

Design Principles in Action

A. Developing the Disposition & Skills of Academic Honesty

Disposition definition: habitually predisposed to act or behave in a specific way, a habit.

Within the MYP there will be age appropriate procedures in place for the cultivation of academic honesty.

These will involve teachers and teacher teams in supporting the development of student understanding, to an age appropriate level, of:

1. the IB learner profile attributes, and in particular the attribute of being 'Principled' and its related concepts of 'fairness' and 'equity'.
2. the meaning of key terms related to academic misconduct: plagiarism, general misconduct (cheating), collusion and duplication of work and how these are contrary to the ideals of academic honesty
3. the concept of 'intellectual property' and how this concept works in synergy with the ideals of collaboration and communication
4. Research skills which equip students to work collaboratively, identify intellectual property in the work of others and attribute this correctly when presenting their own ideas.
5. Learning to learn skills which reduce an inclination to academic dishonesty because they develop intrinsic

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motivation for learning and cultivate student pride in the process of learning. (E.g. self-assessment, reflection, intellectual risk-taking, etc.)

8. Life skills which enable students to find academically honest solutions to difficulties and pressures they face (e.g. time management skills, prioritization of tasks, negotiating deadlines with teachers, explaining assessment results to parents, etc.)

Teachers will support the development of the disposition and skills of academic honesty through age and subject appropriate strategies as follows:

1. Modelling of academically honest practices,
2. Engaging students in a classroom culture which lends itself to the development of academic honesty
3. Guidance on the distinction between legitimate collaboration and unacceptable collusion.

4. Examples of conventions for citing and acknowledging original authorship
MLA referencing system

5. Engaging students in a rich curriculum which is inquiry based, co-constructed and founded in a real-world context and therefore difficult to engage with in a manner which is academically dishonest

B. Responding in the Case of Academic Honesty

Within the MYP there will be clear procedures in place to respond to cases of academic misconduct. These procedures should be:

1. developmentally appropriate, balanced and reasonable
2. informed by the principles of restorative approaches, in that the prime purpose should be to support learning
3. aligned to any external requirements mandated by external organizations such as the IB
4. aligned to best practices in assessment in ensuring that assessment data remains valid

C. Communicating with parents, students and other stakeholders

In the MYP, the policy and practices pertaining to academic honesty should be shared openly with parents and students.

D. For Academic Dishonesty that has occurred multiple times the site administrator can consider consequences in accordance with Kavod's Uniform Discipline Policy.