

### **Our Guiding Statements**

#### **Our Vision:**

Providing world-class education

#### **Our Mission:**

To empower students with a holistic, rigorous and international education for success in an ever- changing world

#### **Our Philosophy:**

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

#### **Core Values:**

Achievement | Collaboration | Integrity | Innovation | Respect | Responsibility |

#### **Our Motto:**

Towards Excellence

#### **RWA Acronym:**

Rise Wonder Achieve

## **Introduction and Rationale**

“International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions and we need to help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected. This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.

*” Academic Honesty in an IB Educational Context, 2014, P.1*

At RWA, we believe in the importance of honesty in our schoolwork and in ourselves. Our motto, philosophy and mission statement demonstrates that we are committed to ‘Excellence in Education. We believe that only through the practice of academic honesty students can fulfil their individual potential. By promoting academic honesty, we are striving to create a community based on respect and encourage creativity and personal responsibility to enable us to become active citizens in building a world without frontiers.

The policy aims to support students and teachers in practicing and promoting academic honesty by demonstrating adherence to the school’s PYP Attitudes with an emphasis on the values of ‘respect, cooperation, fairness, honesty’ and the attributes of the PYP ‘Learner Profiles’. By promoting the qualities of an IB learner, RWA primary school seeks to foster academic honesty and integrity by encouraging students to be:

- **Inquirers**- acquire the skills necessary to conduct research and inquiry
- **Knowledgeable**- explore ideas, concepts, perspectives and issues
- **Thinkers**: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Principled**- act with integrity and honesty and take responsibility for their own actions
- **Open-minded**- are accustomed to seeking and evaluating a range of points of view
- **Risk-takers**- we approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Caring**: We show empathy, compassion and respect.

By choosing to adhere to these attributes, students are choosing not to take part in academic misconduct. Choosing not to take part in academic misconduct means students value learning and are working in accordance with the learner profile – they are conducting themselves as principled, caring, risk-taking and thinking individuals in all areas of their academic work.

## **Aims of the RWA Primary school Academic Honesty policy**

- To guide students in acknowledging, through citations and referencing, the intellectual property of others
- To develop understanding that we must not take credit for the work which is done by others
- To demonstrate our understanding of the learner profile attributes of being inquirers, knowledgeable, principled, open-minded and risk takers
- To create a learning environment that will preserve our core values of achievement, integrity, care, communication, commitment and responsibility
- To ensure that students do not gain an unfair advantage by being academically dishonest.

## **Implementation Roles and Responsibilities**

### **Professional Responsibility**

It is the professional responsibility of all staff members to be fully aware of the content of this document and all documents referred to in this policy, so as to communicate the information accurately to the school community. If more information is needed, it is the staff member's responsibility to contact the coordinator for clarification. It will be assumed this document and documents to which this document refers, are adhered to.

### **Language Tools and Referencing**

Specific guidelines for language tools and referencing (Harvard format) are provided in the Language Policy and Approaches to Learning, Scope and Sequence and the Library guide to copyright policy and academic honesty. Please refer to these documents for more information

### **The School**

The school's responsibilities in respect to academic honesty include the following:

- Ensure that students adhere to the basic principles of academic honesty.
- Ensure that parents and learners understand what 'the learner profile value of academic honesty' means.
- Provide clear expectations and consequences on what will happen if the submitted assessments or tasks are not the learner's own work.

- Ensure that incidents of dishonesty are dealt with in accordance to the procedures and consequences along with the assessment practices of the IB.

**The PYP Coordinator's** responsibilities in respect to academic honesty include the following:

- Provide professional development for all PYP teachers on the RWA Academic Honesty Policy as it relates to the PYP
- Collaborate with the Librarians, the Media Integration Specialists and the Technology Coordinator to promote the teaching and practice of academic honesty in PYP classrooms and units of study
- Provide all PYP students and parents with the general regulations: Primary Years Programme Handout.

### **The teachers**

The teacher's responsibilities in respect to academic honesty include the following:

- Emphasise the concept of academic honesty within all of the teaching, learning and assessment practices.
- Teach students how to cite references, create bibliographies, paraphrase, take notes and write content from their own perspective rather than copy and paste content from sources such as websites and other materials. **(Grade 2-5)**
- Provide specific guidelines, task clarification and encourage students to develop their own ideas through problem solving, analysis and reflection.
- Design assessment criteria that value and reward the work required, rather than only the result.
- Define misconduct then teach, 'what it is?' and 'what does it look like?'
- Unpack the terminology such as plagiarism, collusion and duplication. **(Grade 2-5)**
- Act as good role models and show academic honesty in their own work.
- Support students in developing the skills and attitudes required for completing tasks in an academically honest manner.
- Deal with incidents of academic dishonesty in an appropriate manner. Foster and encourage attitudes of confidence, independence, integrity, and respect, particularly as they relate to student development personal academic honesty
- Ensure parents are engaged in the process and provided with regular and frequent examples of the academic honesty policy.

### **The students**

The student's responsibilities in respect to academic honesty include the following:

- Exemplify the IB learner profile and the PYP attitudes that relate to academic honesty in their classroom and homework practices, in group work, and in other activities. Ensuring that all work submitted is authentically **their own**.
- Ensure that they understand when they need to work independently or collaboratively.
- Fully and correctly acknowledge the work and ideas of others.
- Cite/reference the work of others that has been used to complete any form of assessment or task. **(Grade 3-5)**
- If academic dishonesty is suspected, it is their responsibility to prove that all pieces of work are their own, and have not been plagiarised.
- Respect copyrighted text and images and not use without seeking the correct permission.
- Know what defines misconduct including plagiarism, collusion and duplication. **(Grades 3-5)**
- A list of references or a bibliography is included to indicate the source and/or the author. **(Grades 3-5)**
- Demonstrate independence and responsibility for their own learning.
- Use information technology and library resources responsibly.
- Understand copying is a form of cheating.
- Authenticate their work for the PYP Exhibition.

### **The parents**

The parents' responsibilities in respect to academic honesty include the following:

- Develop an understanding of academic honesty.
- Establish a good level of communication with RWA so that they understand the requirements of the IB programmes and what is expected of students
- Speak to their children about the importance of academic honesty.
- Help their children develop approaches to learning that can assist them with behaving in an academically honest manner in both their school and personal lives
- Help their children develop the traits of the IB Learner Profile, particularly being principled
- Encourage their children to plan their work carefully and provide support with the scheduling of work, particularly if there are many assignments to be completed simultaneously
- enable their children to do their own work and encourage them to ask a teacher for advice if they are having difficulty with their work
- Ensure the work that is submitted is their children's own work.
- Assist their children with accessing resources for personal inquiries including people, places, media and information.

### **Academic Honesty by Grades Raffles World Academy**

#### **All RWA students endeavor to:**

- Be principled in all areas of their academic and personal lives
- Take personal responsibility for their own academic honesty and for recognition of what behaviors constitute academic misconduct (at age-appropriate levels)
- See academic honesty as a larger set of values and skills that promote lifelong learning and being principled as a lifelong goal/process
- Engage in inquiry and ethically use information to construct new learning based on what they know and learn from other sources
- Develop their approaches to learning (self- management skills, social skills, communication skills, thinking skills and research skills) in all of their courses and units of study
- Engage with other students, teachers, the Librarians, the Digital Integration Specialists and the ICT teachers to promote academic honesty
- Adhere to agreements related to the responsible use of information technology and media resources
- Follow guidelines given for individual and group work
- Follow age-appropriate expectations and practices regarding references, citations, quotations and paraphrasing.

In addition,

#### **RWA PYP students endeavor to:**

- Exemplify the IB learner profile and the PYP attitudes that relate to academic honesty in their classroom and homework practices, in group work, and in other activities
- Understand and follow Elementary School academic honesty guidelines for individual and group work
- Authenticate their work for the PYP Exhibition.

#### **In Kindergarten, Grades 1 and 2 academically honest students should:**

- Learn to acknowledge the help of others orally and be able to tell the teacher where they found material.
- Look at and read books and print material in order to learn new information
- Summarize key understandings from audio-visual material
- Communicate new knowledge in his/her own words
- Begin to put information together from several sources into independent ideas and understandings
- Understand copying as cheating
- With teacher guidance, begin to use keywords to take notes from written or visual materials

- Begin to use team work together in groups to share information gathering and presentation with contribution from all group members.

#### **Students will learn:**

- To read factual text for information
- To distinguish fact from opinion
- To identify contents, index, and headings in books
- To create guiding questions for form, function, causation and change
- Dictionary skills
- Scanning for information in simple texts
- With teacher guidance, how to find keywords in text
- Simple summary skills, both orally and in written form
- How to acknowledge both what one knows and what one does not yet know with confidence, while maintaining a sense of self-worth
- Simple ways to acknowledge information derived from others
- How to work to gather information, share and assimilate ideas and present learning in a group
- What constitutes copying.

#### **In Grades 3 academically honest students should:**

- Hand in their own work in their own words.
- Acknowledge the help of others or source of an idea, orally or in writing depending on task.
- Acknowledge help from parents, older students, friends, and his/her group members
- Not copy or allow others to copy their work
- Read from several sources, including print sources, in order to gather information
- Take notes in his/her own words, using key words and into paraphrasing skills
- Begin to use first person sources and interviews in information gathering
- Summarize understandings from audiovisual material in his or own her own words
- Write reports and summaries of information in his/her own words, with a developing style of academic language
- Acknowledge sources in a bibliography

#### **In Grades 4 & 5 academically honest students should:**

- Hand in work which uses their own words and ideas and not copy or allow others to copy their work.
- Follow all rules and instructions in tests and examinations.
- Use quotation marks for someone else's exact words and the name of the author.
- Acknowledge which sources were used for research by referencing the books and websites used in a list at the end of the project or assessment. The list of references should contain sufficient information to enable the reader to trace the source using an age and grade level appropriate instruction for the Harvard referencing system.
- Reference images at the point of use e.g on the same PowerPoint slide as the image.
- Acknowledge any other help or information they received which helped with an assessment
- Is able to assimilate knowledge from several sources into independent ideas and understandings
- Understand plagiarism as cheating
- Understand that downloading or copying from electronic sources without permission is cheating
- Work collaboratively in groups and contributes by sharing information and presenting understandings

#### **Grades 3-5 Students learn:**

- How to organize research independently from sources
- To work from guiding questions to organize inquiry and frame research
- Research skills for print, audiovisual, and electronic sources

- To evaluate sources for fact or opinion
- To skim and scan for information
- Dictionary and thesaurus skills
- To use book, print, and electronic contents and indexes
- Basic note-taking skills
- Summary skills both orally and in written form
- To write drafts from notes and edit and revise drafts in one's own words
- To determine and what one does not yet know and make goals to improve in knowledge or understanding
- Simple bibliography format
- Use of quotations
- Simple interview techniques
- Effective group work, sharing, and presentation
- What constitutes plagiarism
- The relationships between knowledge, responsibility, action, and personal integrity

### **Definition of Academic Misconduct**

Academic misconduct is a behaviour that results in, or may result in, the student gaining an unfair advantage in one or more assessment component.

### **Academic misconduct includes:**

- **Plagiarism-** The representation of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- **Collusion-** Supporting academic misconduct by another student, such as allowing one's work to be copied or submitted for assessment by another student
- **Duplication of work-** This includes the presentation or submission of the same work for any assessment component; any behaviour that gives an unfair advantage to a student or that affects the results of another student.

### **Procedures & Consequences for Academic Misconduct**

If there are any issues, the school will provide the students support in a positive manner and parents will be notified. Along with this, teachers need to take into account the learning needs of the students. It may be the students are struggling to understand the content and students who seem to be committing on-going dishonest behaviours could be having academic difficulties. It will be necessary to refer to the academic concerns procedure to provide the students with the support they need. Teachers will be expected to reteach the Academic honesty policy.

In the event that a student with proficient language skills willfully and deliberately continues malpractice, the following can occur:

- The student may be asked to redo the work, but he/she may not receive full credit for the work
- The student may have a meeting called between the teacher, parents and student, and ultimately between the principal and parents
- In extreme cases the student may be placed on an academic contract or receive in-school suspension.

### **Review of the RWA PYP Academic Honesty Policy**

The RWA PYP Academic Honesty Policy will be reviewed annually. The review will be led by the IBPYP Coordinator and will be informed by current research surrounding the practices of academic honesty and up-to-date IB publications about academic honesty. Teacher, parent and student feedback on the Policy may also be considered in the review. The final version of the policy will be approved by the SMT.

### **Communication of this Policy**

The PYP Coordinators will be responsible for providing copies of this policy to the school community through staff meetings, parent meetings, school newsletter and website.

### **Acknowledgements**

Documents referred to in the process of developing this policy:

1. IBO. (2009). Making the PYP happen: A curriculum framework for international primary education. Cardiff: International Baccalaureate Organisation.
2. IBO. (2014). Academic Honesty in the IB educational Context. Cardiff: International Baccalaureate Organisation

*Please read the Library Guide to Academic Honesty for further information.*

- *Revised June 2024*