Middle Years Programme Academic Honesty Procedure

Philosophy:

At HVGS we believe our students are principled and approach learning with responsibility and integrity. We encourage the intellectual, emotional and spiritual development of our whole community as life-long learners in the pursuit of excellence.

Steering Committee:

Through the process of developing and revising this procedure document the interests of the Senior School Years 7-10 were captured through the expertise of an MYP Academic Honesty Procedures Steering Committee. The group consisted of representatives from multiple areas of the school (the Senior School Wellbeing team, Library and Information Services, Heads of Faculty, Academic Services, Curriculum Executive and the MYP Co-ordinator). The group examined IB Standards B1 and C3, From Principles into Practice, the New South Wales Education Standards Authority documents and the needs of the HVGS teaching and learning community to produce this procedure document.

Middle Years Programme Academic Honesty Procedure:

The School's Academic Honesty Procedure is based on the Philosophy of the International Baccalaureate as expressed through the IB Learner Profile, **particularly the characteristic of being Principled** "*We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences*" (IB Learner Profile – revised version August 2013).

Implementing the HVGS Academic Honesty Procedure requires involvement from the whole school community, so that students view academic honesty positively as a natural part of their learning.

The IB Organisation defines:

Authenticity as referring to work that is based on the student's own ideas and which properly acknowledges others' authorship and ideas.

Academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages other students) in one or more assessment component.

This includes:

- Plagiarism – presenting others' ideas as their own
- Collusion – allowing individual work to be copied by another student or supporting another student in malpractice. This should be distinguished from collaboration that implies "working together on a common aim with shared information, which is open and cooperative behaviour that does not result in allowing one's work to be copied or submitted for assessment by another" (FPIP, 2017, p77)
- Duplication of work – when the same piece of work is submitted for different assessments
- Any other behaviour that gives unfair advantage to the students or that affects the results of another student.

The School

The School has a responsibility to communicate the Academic Procedure to the school community and ensure that there is an understanding of what is involved in academic honesty. The procedure will guide the information communicated to students and parents via the Year level curriculum guides. HVGS provides professional development and resources for staff regarding copyright and ethical use of information. Library and Information Services staff have developed citing and referencing resources to support teachers and students in the appropriate way of acknowledging the work of others in their own work. An annual subscription to The Online Reference Generator is provided for the school community on the School's Intranet. The School also maintains a subscription to Turnitin, as a measure to support teachers with identifying misconduct.

Teachers

Teachers at HVGS model ethical scholarship through their understanding of constructivism and inquiry learning. They have a responsibility to model academic honesty in their use of information when teaching. Teachers are required to uphold the school values of being principled, responsible and acting with integrity. They have a pivotal role in developing the students' skills required for academic honesty.

This can be achieved by:

- Communicating the academic honesty guidelines to students and the consequences for breaching these by being involved in academic misconduct
- Designing authentic tasks that do not lend themselves to academic misconduct
- Actively encouraging students to acknowledge sources of information by explicitly teaching research and organisational skills, including opportunities to practice and master these skills.
- Setting and communicating clear expectations for assessment tasks
- Actively supporting the development of students' writing skills, as students are often tempted to plagiarise when they are not confident in their writing ability
- Actively teaching students how to paraphrase, when undertaking research involving the work of others
- Modelling academic honesty by correctly referencing information they give to students
- Providing opportunities and allowing students to practice and make mistakes in order to learn

Students

A student at HVGS understands the importance of acknowledging the composer and correct referencing when constructing knowledge using the work of others. Students in Years 7-9 are supported in cases of malpractice by workshops explicitly focussed on referencing and ethical scholarship, conducted by Teacher Librarians and teachers. Students in Year 10 complete a series of modules designed by NESA titled *All My Own Work,* which aims to help students reinforce their understanding of the principles of good scholarship. This can be achieved by:

- Submitting their own work and when required to work collaboratively, participating fully in their groups
- Notetaking and paraphrasing correctly

- Respecting and acknowledging the intellectual property of others
- Consistently using the agreed referencing conventions; at HVGS this is APA (American Psychological Association). Examples of referencing sources using the APA format can be found in Appendix 1 attached to this document.

Further information, including age appropriate Frequently Asked Questions (FAQs), can be found in the Year level curriculum guide.

Parents/Caregivers

Parents/Caregivers have an important role in developing academic honesty in their children. They understand the importance of students constructing knowledge whilst ethically incorporating the ideas of others. This can be achieved through:

- Discussing with their child the requirements as set out in the HVGS curriculum guides
- Encouraging their child to seek help from teachers
- Supporting their child whilst at the same time ensuring that the child develops responsibility for undertaking for the work required
- Upholding the school values of being principled, responsible and acting with integrity.

Parents/Caregivers also have access to information regarding the ethical use of others' work, as outlined in this procedure, the guidelines for correct referencing and the online Reference Generator through the School's Parent Portal (Igloo).

Consequences of Malpractice

It is important to remember that learning and applying the principles of academic honesty is part of a student's holistic education. Therefore, breaches of this procedure should be treated on a case-by-case basis, considering the age of the student and severity of the breach. The consequence should be one of learning for the student, not one of punitive action.

To this end, any form of malpractice discovered by a teacher will be referred to the relevant Head of Faculty. The Head of Faculty, in conjunction with the Dean of Innovative Curriculum will examine the circumstances surrounding the malpractice, including any great disparity between formative and summative assessment achievements, and then determine subsequent consequences. The circumstances may then require the involvement of the student's Head of House and Head of Year

as support for the wellbeing of the student. In all cases, the parents of the student will be informed of the malpractice, the process being undertaken and the outcome including consequences.

Each year level curriculum guide outlines the expectations of the students in that age group, including the consequences associated with academic honesty malpractice. Students in Year 10 have a specific mark penalty associated with malpractice in assessments and plagiarism. Given that these penalties will influence the student's ROSA grade, a formal letter from the Dean of Innovative Curriculum will be sent to the student's parents.

All instances of malpractice will be recorded on Iwise so that Heads of House and the Head of Year can monitor trends for individual students and year groups.

This procedure is a 'living procedure' which will be reviewed annually (unless circumstances change which require an earlier review) and altered to suit the changing needs of our student community.

Related documents:

- The HVGS Assessment Policy
- The HVGS MYP Assessment Procedure Document
- HVGS Year-level Curriculum Guides
- HVGS Citing and Referencing Guidelines
- Appendix 1 – Acknowledging the work of others

Review process:	Date:
Prepared:	November 2017
Reviewed:	June 2018
Reviewed:	

Appendix 1

Acknowledging the work of others:

A Bibliography.

Bibliographies include all the sources that you have consulted when undertaking your research. Reference lists include all of the sources you refer to in your work. They are listed in alphabetical order, by surname of author (first author if more than one), at the end of your document. The school requires this format be APA (American Psychological Association), also known as the Author/Date style and is the one used in the On-line Reference Generator found on the student dashboard.

Some examples are:

Book:

- Author or authors (Surname followed by initials)
- Year of publication (in brackets)
- Book title (in italics)
- Place of publication
- Publisher

Example: Civard-Racinais, A & Heraud, P. (2012). *Great white sharks*. New York: Firefly

If the book is an **eBook** replace the Place of publication and Publisher with Retrieved from (the URL of the site)

Example: Brown, J. (2014). *Anzac's long shadow: the cost of our national obsession*. Retrieved from http://books.google.com.au/books?isbn=1922231355

Journal Article:

- Author or authors (Surname followed by initials)
- Year of publication of the article (in brackets)
- Article title
- Journal title (in italics)
- Volume of journal (in italics)
- Issue of journal (**no** italics)
- Page range of article

Example (if a **printed** copy):
Bell, J. (2015). A fresh look at Mars. *Astronomy, 43*(8), 28-33.

Example (if retrieved from a **digital database**):

Bell, J. (2015). A fresh look at Mars. *Astronomy*, *43*(8), 28-33. Retrieved from Australia/New Zealand Reference Centre.

Example (if there is **no author**):

They the people. (2016, September 14). *Economist*, (432) Retrieved from http://www.economist.com/news/unitedstates/21685469-western-roots-and-meaning.

Image without a creator (online)

- Title of the image
- Type of image (in square brackets)
- Year of publication (in round brackets)
- Date retrieved
- URL of site from which it is retrieved

Example: Smoke and fire in the Indochina Peninsula [Photograph]. (2016). Retrieved March 28, 2016, from http://earthobservatory.nasa.gov/IOTD/

In-text citing and a Reference list

If you are summarising the work of others or quoting them directly in your document, you will need to acknowledge them in the body of your document. This is known as **in-text citing** and can be achieved one of two ways.

1. As part of the flow of the sentence
   Example 1: According to Civard-Racinais and Heraud (2012, p. 156)…………
   Example 2: As can be seen from the image of South East Asia (Smoke and fire in the Indochina Peninsula, 2016)……….

2. Within brackets after the information or quote
   Example: (Civard-Racinai & Heraud, 2012, p. 156)

Note that if you quote directly for an author, you need to include the page number of the quote as part of the in-text citing.

These sources are then added as a complete list (called a Reference list) at the end of your document and follows the same formatting as a Bibliography.

<u>What is the difference between a Reference list and a Bibliography?</u>

A Reference list is a list of the all the sources that are cited within the text of the document whereas a Bibliography is a list of all the sources consulted when undertaking the research.