



Kingsville Primary School Academic Honesty Policy

PURPOSE

Respecting the rights and property of others is essential to becoming a principled, life-long learner who recognises others' contributions to their own learning. Addressing concepts related to academic honesty, especially ownership/authorship, intellectual property and authenticity, is an essential component of an education that addresses lifelong learning, personal responsibility, and the development of attitudes and actions.

OBJECTIVE

Kingsville Primary School is committed to helping students undertake academically honest practices in both their personal and academic lives. There are many benefits for a person who undertakes academic honesty. The staff at Kingsville aim to address the benefits of a variety of academically honest actions, including properly conducting research, giving proper credit to information borrowed from sources, and respecting the integrity of all forms of assessment.

This is done by providing students with the knowledge and practical skills necessary to apply the concepts of academic honesty to their work.

All Kingsville teachers endeavour to:

- explain what academic honesty means in specific terms and provide clear criteria for measuring academic honesty, including giving examples
- emphasize ethical use of information as students engage in the inquiry process to construct new learning based on what they know and learn from other sources
- develop students' personal responsibility for academic honesty and the ability to recognize what behaviours constitute academic honesty
- helps students and parents see academic honesty as a larger set of values and skills that promote lifelong learning
- address approaches to learning (self management skills, social skills, communication skills, thinking skills and research skills) across the curriculum
- engage in collaborative planning with other teachers, including specialist teachers, to agree on expectations and teaching strategies for promoting academic honesty
- ensure that students adhere to agreements related to the responsible use of information technology and media resources
- set age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing
- emphasize that the process of learning is as important as the final product/outcome generated
- give clear guidelines for individual and group work
- regularly engage with students during learning activities to provide opportunities for student/teacher interactions that are collaborative as well as evaluative.

Student Responsibility for Academic Honesty

Kingsville Primary students are expected to produce work that is authentic and a genuine reflection of their understandings, attitudes, skills and overall learning. To this end, students uphold the highest standards of academic honesty.

All Kingsville students endeavour 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 behaviours constitute academic misconduct (at age-appropriate levels)
- see academic honesty and being principled as a larger set of values and skills that promote lifelong learning
- 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 units of inquiry
- engage with other students and 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,

Kingsville students endeavour 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
- authenticate their work for the PYP Exhibition.

An academically honest student does:

- acknowledge help from parents, older students, friends, and his/her group members
- 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 primary (first person) sources and interviews in information gathering
- summarize understandings from audio-visual 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
- 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

An academically honest student does not:

- present parent or other persons' work as own
- present other persons' work as his or her own (the seriousness of plagiarism is explained)
- copy phrases or sentences from any source as his or her own work
- copy classwork from another student without permission (as in during group or pair work)
- pass off another student's work as his or her own when working in groups
- copy another student's homework or allow another student to copy his/her homework without permission
- copy from notes or others on tests
- present material that is not true, or fictitious, as fact

Students learn:

- To organize research independently from sources
- To work from guiding questions to organize inquiry and frame research
- Research skills for print, audio-visual, and electronic sources
- To evaluate sources for fact or opinion
- To skim and scan for information
- To use 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
- Simple bibliography format
- Use of quotations
- Simple interview techniques
- Effective group work, sharing, and presentation
- To distinguish what constitutes plagiarism
- The relationships between knowledge, responsibility, action, and personal integrity

REVIEW CYCLE AND EVALUATION

This policy was last updated in May 2018 and is scheduled for review in February 2021.

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2022
Approved by	Principal
Next scheduled review date	June 2025