



Harare International School

Academic Honesty Policy



Harare International School

Harare International School Vision Statement:

Where together we thrive and reach for excellence.

The Mission:

Harare International School, as an IB World School, enables the development of the skills, knowledge, values and attributes for life-long learning, community service and global citizenship.

The Philosophy:

Harare International School is committed to educating the whole child intellectually, physically and socio-emotionally. We foster freedom of expression, independent thinking, and a sense of personal responsibility in a student-centered learning environment.

Our curriculum framework is based on the International Baccalaureate Programs which support the acquisition of knowledge and conceptual understanding through an inquiry-based approach, encouraging the development of problem-solving and critical thinking skills. In addition, we emphasize the effective use of current technologies, the acquisition of multiple languages, creativity through the arts, and the pursuit of a physically active and healthy lifestyle. Our commitment to academic excellence is supported through a strong staff development program.

We believe that for students to be fully contributing members of society, they must be socially and ethically responsible. HIS achieves this by fostering in students personal attributes aligned with the IB Learner Profile. This includes maintaining a commitment to community service, celebrating our diversity, and developing an understanding of and respect for others and the environment. We are also committed to actively stewarding the environment through sustainable and eco-friendly practices.

Rationale

In keeping with the Mission Statement at HIS, we strive to develop a community that has positive personal values and qualities while maintaining a sense of responsibility to others through respect and cooperation. In addition, as reflected in our mission we believe our community should be effective, fully contributing members of society, they must possess social and moral responsibility, and demonstrate this through understanding and respect for others.

Academic honesty is a set of values and skills, which promote personal integrity, respect and good practice in teaching, learning and assessment. As a community, we are principled and show honesty in all areas of academics within and beyond the classroom.

Student Responsibilities

Students should be truthful about the sources that shape their work and ideas, always using facts and understanding that fabrication is a form of dishonesty. Students are expected to produce authentic work, with the work or ideas of others fully and correctly acknowledged as outlined in our referencing guide.

Faculty Responsibilities

Faculty will both model and teach academically honest behaviors. They will provide a safe, fair and supportive environment in which issues surrounding academic honesty can be discussed and addressed. Faculty will provide opportunities to explore the issues of intellectual property and authentic authorship.

Faculty will communicate, in an age appropriate manner, the HIS Academic Honesty Policy with students.

Parent Responsibilities

Parents are encouraged to discuss, understand and support the school's policy on academic honesty. We encourage parents to help their children to understand the Academic Honesty Policy and to discuss the importance of how to be academically honest with them.

Administration Responsibilities

The Administration of the school is responsible for:

- Educating the community about academic honesty and the HIS Academic Honesty Policy, including the consequences of academic misconduct.
- Applying the HIS Academic Honesty Policy fairly and honestly.
- Promoting positive academic practices throughout the community.

Academic Honesty in the Elementary School**Expected Behaviors**

In the Elementary School, collaborative learning is essential classroom practice. Students should acknowledge the work of others and take responsibility for their individual contributions.

Students are expected to take responsibility for producing authentic work both within and beyond the classroom.

Students use information technology and Media Center resources with integrity.

Student support

Teachers will explicitly teach students about the IB learner profile and attitudes as well as the approaches to learning skills.

Teachers will provide opportunities to develop and practice academically honest behaviors.

Teachers will model academically honest behaviors.

Referencing

See the Referencing Expectations (Appendix 1)

Unacceptable Practice

The classroom teacher will investigate any concerns surrounding unacceptable practice; these investigations should be carried out in a fair and consistent way. Teachers within each grade level will hold discussions and be in agreement regarding unacceptable practice and consequences. If there are repeated issues with academic honesty, after in class support has been given, students may be referred to administration.

Academic Honesty in the Middle School**Expected Behaviors**

In the Middle School, collaborative learning is essential classroom practice. Students should acknowledge the work of others and take responsibility for their individual contribution. Students are expected to take responsibility for producing authentic work both within and beyond the classroom. Students will use information technology and Media Center resources with integrity.

Student support

Teachers will explicitly teach students about the IB learner profile attributes and approaches to learning skills.

Teachers will provide opportunities to develop and practice academically honest behaviors.

Teachers will model academically honest behavior.

Referencing

See the Referencing Expectations (Appendix 1)

Unacceptable Practice Procedures**Student rights**

The student has the right for all incidents to be recorded in a fair and consistent way following the Academic Honesty Policy.

The Students' Rights and Responsibilities policy, per Board Policy Manual, should be adhered to.

Procedures for Investigation

Teachers need to have clear evidence of academic misconduct. Teachers will report any repeated incident to administration. Administration will oversee a fair investigation of the allegation.

Consequences of misconduct

The first incident will result in a classroom-based investigation. At the teacher's discretion, students may redo the piece of work. The teacher will notify parents and administration. A record of this will be reflected on the student's permanent record with the condition that if there is not a second offence during their tenure at HIS, the incident will be expunged from their record.

The second incident will be referred directly to MS/HS Principal. It will result in a short-term suspension of 1-3 days depending on the circumstances and severity of the misconduct.

A repeated incident will be referred to MS/HS Principal. It will result in a long-term suspension of 3-5 days based on the severity of the misconduct. This could result in the student being asked not to return to HIS.

Academic Honesty in the High School**Student support**

Teachers will explicitly teach students about the IB learner profile attributes and approaches to learning skills.

Teachers will provide opportunity to develop and practice academically honest behaviors.

Teachers will model academically honest behavior.

Expected Behaviors

In the High School, collaborative learning is essential classroom practice. Students should acknowledge the work of others and take responsibility for their individual contribution.

Students are expected to take responsibility for producing authentic work both within and beyond the classroom.

Students will use information technology and Media Center resources with integrity.

Referencing

See the Referencing Expectations (Appendix 1)

Unacceptable Practice**Student rights**

The student has the right for all incidents to be recorded in a fair and consistent way following the Academic Honesty Policy.

The policy document for student rights and responsibilities should be adhered to.

Student rights

The student has the right for all incidents to be recorded in a fair and consistent way following the Academic Honesty Policy.

The policy document for student rights and responsibilities should be adhered to.

Procedures for Investigation

Teachers need to have clear evidence of academic misconduct. Teachers will report any repeated incident to administration. Administration will oversee a fair investigation of the allegation.

Consequences of misconduct

The first incident will result in a classroom-based investigation. At the teacher's discretion, students may redo the piece of work. The teacher will notify parents and administration. A record of this will be reflected on the student's permanent record with the condition that if there is not a second offence during their tenure at HIS, the incident will be expunged from their record.

The second incident will be referred directly to MS/HS Principal. It will result in a short-term suspension of 1-3 days depending on the circumstances and severity of the misconduct.

A repeated incident will be referred to MS/HS Principal. It will result in a long-term suspension of 3-5 days based on the severity of the misconduct. This could result in the student being asked not to return to HIS.

Consequences in the IB Diploma

If an IB Diploma or course candidate student is found to be in breach of the IB expectations for academic honesty as outlined in the IB Academic Honesty document 2012, the action that the IB may take ranges from failing a specific component to failure to obtain the IB Diploma and being prevented from registering for the IB Diploma in future years. The school is obliged to inform any institution that the student wishes to join in the future, about the academic misconduct.

Examples of Academic Misconduct

Based on the IB definition of misconduct in the document, HIS defines misconduct as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in their academics. Examples of misconduct are unacceptable, even if unintentional.

Misconduct includes:

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own
- **Collusion:** this is defined as supporting academic misconduct by another candidate, as in allowing one's work to be copied or submitted for assessment by another student.
- **Duplication of work:** this is defined as the presentation of the same work for different tasks, assessment components and/or diploma requirements
- **Any behavior** that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record) (*IBO Academic Honesty 3*). A further example is handing in a document that has been translated, not written by the student, as a piece of original work in a language class.

Diploma Students are expected to abide by all rules set out by the IB in regards to Academic Honesty.

Standards and Practices

This document seeks to meet the IB Standards and Practices as follows:

Section B: Organization

Standard B1: Leadership and Structure

5. The school develops and implements policies and procedures that support the programme(s). Requirement for the MYP and the DP - The school has developed and implements an Academic Honesty Policy that is consistent with IB expectations. (*IBO Programme standards and practices 3*).

Standard C3: Teaching and Learning

Teaching and learning reflects IB philosophy.

4. Teaching and learning promotes the understanding and practice of academic honesty. (*IBO 2014 (IBO Programme*

standards and practices 5).

Through this document we aim to develop attributes of the IB learner profile, in particular the attribute of being principled.

Policy Review

The Principals and IBCs, in consultation with the Director, will revisit the HIS Academic Honesty Policy on an annual basis to ensure that the document is consistent with IB philosophy, standards and practices, and rules and regulations.

A more comprehensive review of the document, by an appointed Academic Honesty Committee, will be held in line with the HIS policy review cycle.

This policy review was undertaken by the Academic Honesty Committee in academic year 2014-2015. The members of the team were Kate Reeler, Sharna Tobin, Jennifer Norland, Nicola Holloway and Brad Adams. All faculty members had the opportunity to provide input and feedback on the document through a consultation process.

Works Cited

IBO. *Academic Honesty*. Cardiff: IBO, 2011. Print.

IBO. *Programme Standards and Practices*. Cardiff: IBO, 2014. Print.

Appendix 1 – Referencing Expectations

Early Childhood students will:

- Name and claim own work

Kindergarten students will:

- Begin to discuss the importance of completing independent work
- Begin to explain what help they have received and from whom, when working collaboratively

Grade 1 students will:

- Verbally explain the sources of their information.
- Explain what help they have received and from whom, when working collaboratively

Grade 2 students will:

- Discuss that books and websites are the work of others and so to show respect and to be principled we cite them
- Begin to identify key words in order to begin writing information using their own words
- Cite books using the title and author
- Cite websites using the website title (e.g. The BBC)

Grade 3 students will:

- Discuss primary and secondary sources of data
- Cite books using title, author and date of publication using a MLA simplified template
- Cite websites using the website title, URL, and Date of retrieval
- Cite interviews using the name of person interviewed and date

Grade 4 students will:

- Discuss plagiarism and what it is
- Discuss the main idea of a text and summarizing main ideas using their own words and understanding.
- Cite books using title, author and date of publication using a MLA simplified template
- Cite websites using the website title, report or page title, URL, and Date of retrieval in a simplified MLA format
- Cite interviews using the name of person interviewed, place, and date in a simplified MLA format
- Cite guest speakers using the name of person, topic, place and date in a simplified MLA format

Grade 5 students will:

- Begin to use citation criteria in rubrics
- Discuss how to quote directly from texts
- Continue to discuss plagiarism and what it is
- Cite books using title, author and date of publication using a MLA simplified template

- Cite websites using the website title, report or page title, URL, and Date of retrieval in a simplified MLA template
- Cite interviews using the name of person interviewed, place, and date in a simplified MLA template
- Cite guest speakers using the name of person, topic, place and date in a simplified MLA format
- Cite digital media and movies using the title of movie and source as appropriate

Grade 6 students will:

- Continue to hold discussions around plagiarism and its consequences
- Be introduced to the terminology of intellectual property and authentic authorship
- Summarize and paraphrase the ideas of others whilst giving credit for this in their Works Cited
- Acknowledge texts by writing in italics
- Use Works Cited page formatted in the MLA style to give credit to all sources of information, images and digital media/movies used in their work
- Use quotation marks when using the words or phrases of others
- Cite page numbers when using evidence from a novel

GRADE 7 students will:

- Continue to discuss plagiarism and its consequences
- Summarize and paraphrase the ideas of others whilst giving credit for this in their Works Cited
- Be introduced to the terminology and discuss the difference between collusion and collaboration
- Acknowledge texts by writing in italics
- Use Works Cited page formatted in the MLA style to give credit to all sources of information, images and digital media/movies used in their work
- Use in-text referencing when directly quoting from a source; for the use of images; and evidence from a novel

GRADE 8 students will:

- Continue discussions around plagiarism and its consequences
- Summarize and paraphrase the ideas of others whilst giving credit for this in their Works Cited
- Acknowledge texts by writing in italics
- Use Works Cited page formatted in the MLA style to give credit to all sources of information, images and digital media/movies used in their work
- Use in-text referencing to be used when directly quoting from a source; using clearly defined information such as statistics, dates etc.; beginning to recognize summarized and paraphrased ideas and for all evidence used when quoting from a novel

GRADE 9-10 students will:

- Use full in-text citations for all sources
- Use Works Cited page formatted in the MLA style to give credit to all sources

GRADE 11-12 students will:

- Use full in-text citations for all sources
- Use Works Cited page formatted in the MLA style to give credit to all sources
- Abide by the IB expectations for academic honesty