

St. Edmund IB World School Academic Integrity Policy

This policy is intended as a source of information for the school community on Academic Integrity. Part of a student's academic development is learning to take responsibility for their own learning, and to acknowledge the ways in which others have supported the development of their ideas, opinions, and work. Academic integrity is essential if we are to be able to accurately and successfully teach, assess, and communicate a student's acquisition of knowledge, understanding of concepts, and mastery of skills.

At St. Edmund IB World School, Academic Integrity is an important component of educational programming at all levels. We believe academic integrity is a reflection of the IB Learner Profile and that honesty, trust, fairness, respect and responsibility are important values for teaching, learning, and assessment within our school community. All members of the school community are expected to act in a principled manner. We strive to instill a positive attitude towards learning by encouraging students to develop the skills needed for an honest approach to academic work.

The expectations of all stakeholders (students, teachers, and administration) to maintain academic integrity. Students are expected to be responsible and knowledgeable in the skills needed for academic integrity. As well, stakeholders will be involved in a restorative practice plan should an incident of academic dishonesty arise and the incident will be documented in the student's school file.

Definition of Academic Integrity

Academic integrity is making knowledge, understanding, and thinking transparent. Students should learn to clearly discuss what they are learning and be able to explicitly explain how they constructed their ideas and what views they have adopted or rejected (IBO, 2020).

Academic integrity requires a set of values and skills that promote good practice in teaching, learning, and assessment. Academic integrity is essential for producing original, authentic work and for fully acknowledging the ideas and work of others. Academic integrity results when students have a sense of ownership over their own work, when they fully embrace the IB Learner Profile attributes and when they develop the Approaches to Learning skills. This must also align with the *Alberta Program of Studies* and reflect the *Alberta Education Teaching Quality Standards*.

Academic integrity promotes personal integrity and encourages all members of the school community to conduct academic work in a principled manner without receiving assistance from another person or using any source of information without appropriate acknowledgement. The school's academic integrity practices are intended to promote a positive attitude towards learning by encouraging students to build the skills required for an honest approach to academic work.

When a learner does research to find something out they acknowledge the source to value the work that they did as well as the work of the source author. This approach focuses on teaching students to learn, and is not focused on avoiding plagiarism, but involves learners in actively considering how others' ideas contribute to their own understanding (Carroll, 2012).

At St. Edmund, our definitions of malpractice are:

- **Plagiarism:** this is defined as the representation, intentionally, of the ideas or work of another person without proper, clear, explicit acknowledgement.
- **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components.
- **Artificial intelligence:** The use of Artificial Intelligence is not permitted in any way shape or form
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate.

Student Responsibilities

The student is, ultimately, responsible for ensuring all work submitted is authentic; with the work or ideas of others fully and correctly acknowledged. Students are expected to value the attitudes and skills of being a *principled communicator* in all learning and assessment. They are responsible to:

- understand what constitutes academic honesty, an authentic piece of work and intellectual property
- learn to *care* for and appreciate the ideas of others by providing reference pages
- be *knowledgeable* about what constitutes malpractice (particularly plagiarism)
- use the appropriate conventions for citing and acknowledging original authorship and internet sites
- *inquire* into the validity of an author's ideas and be *reflective* of their interpretation
- ensure their Exhibition/Community Project work reflects the criteria for academic integrity.

Staff Responsibilities

It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all student work is the authentic work of each student. Teachers are also expected to support and act in accordance with the school's policy on good academic practice and provide students with advice whenever necessary. In this respect, teachers must act as positive role models for the students.

The principal, and by extension, the school's teachers, must ensure they:

- promote and model academic honesty within the school culture and encourage the students to be critical *thinkers* and *open-minded* to various sources of information
- provide guidance on study skills, academic writing, how to conduct research, and how to cite sources
- remind students of policy and expectations
- educate students on appropriate conventions for citing and acknowledging original authorship and internet site
- model academic honesty
- use resources supported by the district to check for plagiarism
- ensure timely communication with students and parents
- inform the students of the consequences of being found guilty of malpractice
- report academic malpractice to parents
- follow through with a restorative action plan for the student

The teacher, with the support of the Principal and the Learning Team, shall employ assessment practices that:

- are aligned with provincial, Division Administrative Procedures, Division and school standards, practices and procedures;
- illustrate student performance in reference to the learner outcomes from the Alberta Programs of Study;
- actively involve students in the process of their learning; and
- are responsive to the needs of the learner and allow for each student to progress in their learning.
- Students will be given multiple opportunities to demonstrate their learning through various means of expression, within a reasonable time frame.
- A student's grade represents his/her relevant, consistent, and recent learning and achievement.

Students will be given an opportunity to re-submit their work to demonstrate their understanding and skill development of the outcomes assessed. A mark of “missing” and a comment on PowerTeacherPro will be entered until the completion and submission of the assessment.

A zero, as part of a student’s grade, will only be used in exceptional circumstances when, after additional support and multiple opportunities, evidence of learning is not available. Teachers shall communicate with their Principal and guardian if a zero is warranted and will log the event on the student file.

School Community Rights

Teacher and school members have the right to check student work for suspected

- plagiarism: this is defined as the representation of the ideas of another person as the student’s own.
- collusion: this is defined as supporting malpractice by another student, as in allowing
- duplication of work: this is defined as the presentation of the same work for different assessment components
- any other behaviour: that gains an unfair advantage for a student that affects the results of another student.

(MYP: From Principles into Practice, P. 94)

Parent Responsibilities

The parents are responsible for reviewing and supporting their child with adhering to the policy. The parents must:

- ensure work submitted by their child is his/her own work
- develop an understanding of academic integrity
- lead by example and demonstrate how to access resources for personal inquiries appropriately.

Consequences of Academic Misconduct

In alignment with the Division assessment procedures and research-based assessment practices:

Students will be given multiple opportunities to demonstrate their learning through multiple means of expression, within a reasonable time frame. A student’s grade represents his/her relevant, consistent and recent learning and achievement.

Therefore students who deliberately attempt to gain advantage in marks through dishonest practices such as cheating or plagiarism will be required to re-submit their work or/and demonstrate their knowledge that supports principled behaviour of academic integrity. This will be documented in *PowerTeacherPro* as “missing” until the assessment has been completed. A comment must accompany this assignment with details regarding the academic misconduct and opportunity to demonstrate understanding. A mark will be assigned that reflects the students knowledge and skill development of the outcome when available.

A zero, as part of a student’s grade, will only be used in exceptional circumstances when, after additional support and multiple opportunities, evidence of learning is not available. Teachers shall dialogue with their Principal if a zero is warranted.

Please refer to our Assessment Policy for definitions of Assessment Protocol.

References

Edmonton Catholic School Division. (2022). Administrative Procedure 360.

Carroll, Jude. (2012). Academic Honesty in the PYP: Position Paper. Cardiff: International Baccalaureate Organization.

Fishman, T. (June 2010). Lessons from the Law: Bringing the right kind of legalism to Plagiarism Policy. 4th

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IBO. (2019). Academic Honesty in the IB Educational Context. Cardiff: International Baccalaureate Organization.

IBO. (2019). Effective Citing and Referencing. Cardiff: International Baccalaureate Organization

