

Our Mission

M.D. Bennie Public School is a diverse and inclusive community that works together to develop a nurturing, compassionate and accepting environment for all.

Through rigorous and differentiated learning experiences, our students are inspired to develop a natural curiosity and a lifelong love of learning.

We prepare our globally minded students to be creators and innovators who share their voice and take action to make positive contributions to their ever-changing world.

Academic Honesty Policy

Who We Are

We are constructors of meaning who build our individual and collective knowledge through inquiry, research, communication, and the collaboration with others. As stated in our mission, our nurturing, compassionate and accepting learning environments allow our students to develop their natural curiosity and a lifelong love of learning. This culture of curiosity inspires our students to inquire about their passions and interests while recognizing and respecting knowledgeable others who have contributed to their understanding.

"From a young age, IB students are expected to be able to distinguish between what is right and what is wrong" (Academic Integrity, 2019, p.15). Thus, when focusing on the learner profile attribute of being 'principled' we highlight the connection to honest and integrous research practices. We know the importance of this attribute as "all students participating in IB programmes are expected to act honestly, responsibly and ethically" (2019, p. 15).

In addition, the key concept of 'responsibility' emphasizes our obligation to recognize the ideas that have shaped our new understandings. Furthermore, multiple 'Approaches to learning' underpin a constructivist approach and help guide our learning and teaching practices; specifically, thinking skills, research skills and communication skills.

By cultivating these conditions, we support our students to become globally minded, lifelong learners "who share their voice and take action to make positive contributions to their ever-changing world" (as written in our mission). Additionally, IB explains that "During the learning journey, students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens of the future" (Academic Integrity, 2019, p. 5).

The Rationale for this Policy

"Academic honesty is a fundamental and important value for IB programmes and it is central to a constructivist learning approach...at all levels, students must be creative, independent and principled learners and they must show they are working in this manner in explicit and in transparent ways" (Carroll, 2012, p. 6). "They should be able to make their thoughts and learning visible, show how they have constructed their ideas and demonstrate the views they have followed or rejected" (Academic Honesty in the Diploma Programme, p. 6).

Our local high school, which is an IB World School, explains in their Academic Honesty Policy, “A focus on academic honesty is particularly significant with the abundance of sources of information available to students in this age of technology” (Leamington District High School). Our students need help to use, understand and reflect upon all of this information while constructing new meanings and honouring the sources of information.

Carroll justifies that, “most cases of plagiarism are not deliberate and that learners frequently misunderstand what rules mean and how they should act to comply with them” (2012, p. 3). “If we fail to show that we are using someone else’s words, work or ideas by not indicating that they originated with someone else, then we mislead the reader. If we give the impression that these words or ideas are our own when they are not, this is not good scholarship and, deliberate or unintentional, may be deemed as academic misconduct” (Effective Citing and Referencing, 2014, p. 1). We need to help our students recognize that they are responsible for academic honesty and be able to recognize what behaviours constitute academic misconduct.

Definition of Key Terms: (terms from Academic honesty p. 8)

Plagiarism: IB defines it as the representation, intentionally or unintentionally, of ideas, words or work of another person without proper, clear and explicit acknowledgement. This includes the use of translated materials (Academic Integrity, 2019, p. 46). Images are also included (Assessment, Evaluation and Reporting K-12, 2020, pp. 9-10).

Cheating: our Board’s policy defines it as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation situation. (Assessment, Evaluation and Reporting K-12, 2020, appendix C). Examples include but are not limited to:

Copying: our Board’s policy defines it as submitting completed work that is a partial or direct copy of someone else’s work (Assessment, Evaluation and Reporting K-12, 2020, pp. 9-10)

Collaborating Inappropriately: our Board’s policy defines it as gathering and/or presenting information that is a result of inappropriate consultation or coercion (e.g., communicating answers during at test) (Assessment, Evaluation and Reporting K-12, 2020, pp. 9-10). Furthermore, using unpermitted notes (Academic Honesty in the IB Educational Context, 2014, p. 8).

It’s Everyone’s Responsibility

We acknowledge that it is everyone’s responsibility to support our learners in conducting themselves with academic integrity. It is a truism that “Students need to understand how knowledge is constructed and to develop their own thinking while showing an honest behavior by giving credit where credit is due” (Academic Integrity, 2019, p. 46). “All staff should emphasize the ethical uses of information as students engage in the inquiry process to construct new learning based on what they know and learn from other sources” (Academic Honesty in the IB Educational Context, 2014, p. 8).

Clear learning goals and success criteria will support students in developing these skills connected to academic integrity ((Academic Honesty in the IB Educational Context, 2014, p. 8). Teachers can also “encourage honest, creative, critical PYP work by” (Carroll, 2012, p. 4):

- Creating inquiry – based assessment tasks ... creativity is encouraged by tasks that use information to solve a problem
- Designing assessment criteria that value the work required, rather than only the result

- Teaching reflection on the learning process: reflective writing about sources as in “When I read about xxx, I thought...” values learners' hard work and provides a scaffold for formal citation and referencing
- Teaching ways to acknowledge others:
 - PYP learners can learn to use quotation marks to mark others' words or describe what help was useful and why
 - Additionally, by modelling and examining what, when, why and how to cite will support our learners in displaying academic honesty. For more information see the IB's Effective Citing and Referencing document (2014)

Our Commitments

Our commitments will support our school community in understanding and displaying academic honesty. Through collaborating with our colleagues across grade levels and subject areas and partnering with our students and their families, we will support all of our learners in enacting academic honesty. Our policy has gone through focus group reviews of teachers, parents and students. It has been shared with all staff and in turn, every teacher has shared relevant components with their students. It is part of our Staff Handbook and posted on our Edsby IB Learning Journey staff group. In grade 6, the policy will be shared in its entirety as students engage in exhibition. This policy is published on our website for all families to access.

Bennie Bulldog teachers are committed to:

- Creating a nurturing, compassionate and accepting learning environments to allow our students to develop their natural curiosity and a lifelong love of learning
- Modelling academic honesty in their work
- Promoting academic honesty as a positive outcome that fosters an environment that values integrity and recognizes the ideas and products of others (Leamington District Highschool's Academic Honesty Policy)
- Including aspects of academic honesty in the co-construction of anchor charts and units of inquiry connected to the:
 - attribute of 'principled'
 - key concept of 'responsibility'
 - approaches to learning: research skills, thinking skills and communication skills
- Providing learning engagements that are scaffolded to help students develop academic honesty
- Sharing learning goals, co-constructing success criteria and giving feedback based on academic honesty (Academic Honesty in the IB Educational Context, 2014)
 - Using assessment criteria that values the process (Carroll, 2012)
 - Providing time for students to reflect upon their sources
- Considering the academic integrity of students work and responding as per this policy when misconduct is suspected
- Referring to Appendix A for Divisional Learning and Teaching Guidelines
- Modelling how to find reliable sources of information; such as, using our Board's virtual resources and databases appropriate to grade level and utilizing our public library <https://www.publicboard.ca/Students/VirtualLibrary/elementaryvlc/Pages/default.aspx#/>
- Sharing this policy with students and families appropriate to the grade level

Bennie Bulldog students are committed to:

- Engaging in inquiry while contributing to a safe and supportive learning community

- Recognizing and respecting knowledgeable others who have contributed to their meaning making
- Demonstrating the learner profile attribute of being principled
- Demonstrating the key concept of responsibility
- Demonstrating the 'approaches to learning': research skills, thinking skills and communication skills
- Contributing their ideas to class discussions and group work to build individual and community knowledge
- Taking ownership of their work
- Finding reliable sources of information; such as, using our Board's virtual resources and databases appropriate to grade level and utilizing our public library <https://www.publicboard.ca/Students/VirtualLibrary/elementaryvlc/Pages/default.aspx#/>
- Honouring the ideas, work and images of others that have contributed to their understandings and work by discussing their work, adding quotations marks, listing resources and/or citing and referencing appropriately depending on grade level
- Showing understanding of parts of the policy that relate to them and their grade level

Bennie Bulldog families are committed to:

- Understanding this policy
- Engaging in inquiries at home by listening to the questions children raise and encouraging or helping them to discover what the answers may be through discussion, research, and wonder
- Discussing and modelling what being principled, honest and integrous means
- Discussing academic honesty with their child: plagiarism, copying, collaborating inappropriately
- Supporting their child in finding reliable sources of information; such as, using our Board's virtual resources and databases appropriate to grade level and utilizing our public library <https://www.publicboard.ca/Students/VirtualLibrary/elementaryvlc/Pages/default.aspx#/>
- Supporting their child in acknowledging the contributions of others in their work
- Connecting with the teacher to discuss, understand and support academic honesty
- Understanding what constitutes academic misconduct and the consequences of such behaviour

Procedures for Investigating and Reporting Misconduct and the Consequences

As referenced earlier in this policy, "most cases of plagiarism are not deliberate and that learners frequently misunderstand what rules mean and how they should act to comply with them" (Carroll, 2012, p. 3). Where misconduct is suspected, the teacher and administration will investigate as outlined in our Board's Assessment, Evaluation and Reporting Grades K-12 policy (2021, appendix C):

1. Investigate	<ul style="list-style-type: none"> • When a teacher discovers evidence of cheating/plagiarism, the teacher will discuss the matter with the student(s) involved; and • The teacher will determine if cheating/plagiarism has occurred; and • The teacher may consult with the principal/vice-principal to review the situation or whether there may be a consistent pattern of academic dishonesty.
2. Communication	If the teacher confirms cheating/plagiarisms has occurred:

	<ul style="list-style-type: none"> • The teacher will inform the principal/vice-principal of the allegation of cheating or the specific details regarding the plagiarized and the resulting consequences; • The teacher will inform the student of the consequences of this instance of cheating/plagiarism; and • The teacher will inform the parent(s)/guardian (when the student is under the age of 18) that cheating/plagiarism has occurred and the consequences of these actions
3. Minimum Consequences for Plagiarism	<ul style="list-style-type: none"> • The student may be provided with an opportunity at another time to demonstrate evidence of proper research skills based on the professional judgement of the teacher/principal; or • A mark of zero may be awarded for the assignment in question, as there has been no evidence that the student has demonstrated the skill required to demonstrate achievement of the course/curriculum expectations; • And depending on the nature of the offence and in discussions with the principal/vice-principal, the student's other teachers may be alerted; and • A repeated pattern of academic dishonesty may result in an escalating severity of consequences

Policy Review

This year our goal as a school community is to learn and refine our academic honesty practices to realize full implementation of this policy. As our learning community learns together our policy may need to be revised. It will be reviewed and adapted to reflect and extend who we are annually at the end of June with focus groups of our stakeholders.

References

Carroll, Jude (2012). *Academic Honesty in the IB*. Cardiff, Wales: IB Publishing

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Greater Essex County District School Board. (2020). *Assessment, Evaluation and Reporting, Grades K-12 Policy*.

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International Baccalaureate. (2019) *Academic Integrity*. Cardiff, Wales: IB Publishing

International Baccalaureate. (2014) *Academic Honesty in the IB Educational Context*. Cardiff, Wales: IB Publishing

International Baccalaureate. (?). *Academic Honesty in the Diploma Programme*. Cardiff, Wales: IB Publishing

International Baccalaureate. (2014) *Effective Citing and Referencing*. Cardiff, Wales: IB Publishing

Appendix A: Divisional Learning and Teaching Guidelines

Division	Guidelines
In Kindergarten	<ul style="list-style-type: none"> Encouraging all students to participate by asking questions and reminding them of the importance of presenting their own ideas. (<i>Academic Honesty in the IB educational context</i>, 2014, pp.10-11) Utilizing KWL charts and acknowledging where information came from
In Early Primary	<ul style="list-style-type: none"> Continue with the above

<p>(Grade 1 and early Grade 2)</p>	<ul style="list-style-type: none"> • Acknowledging the author or creator to honour their original work (written work, artistic creations, or images) and contribution to new knowledge attainment
<p>In Late Primary (Late Grade 2 and Grade 3)</p>	<ul style="list-style-type: none"> • Continue with the above • Discussing the importance of academic honesty (Academic Honesty in the IB educational context, 2014, pp.10-11) • Utilizing jot notes when researching using a variety of tools and graphic organizers • Discussing what needs to be cited and why <ul style="list-style-type: none"> ○ Recording the book title, author and publication date of research used from print and electronic materials (Academic Honesty in the IB educational context, 2014, pp.10-11) ○ Documenting page numbers for direct quotes from fiction and non-fiction texts • Referring to our Board's 'Just Research' electronic resource – Rookie researcher https://www.publicboard.ca/Students/VirtualLibrary/Just%20Research/Pages/default.aspx#/=
<p>In Junior (Grade 4 to 6)</p>	<ul style="list-style-type: none"> • Continue with the above • Reviewing this academic policy (Academic Honesty in the IB educational context, 2014, pp.10-11) • Discussing primary and secondary sources of information (Academic Honesty in the IB educational context, 2014, pp.10-11) • Sharing types of misconduct and give examples (Academic Honesty in the IB educational context, 2014, pp.10-11) • Referring to the documentation checklist from IB's Effective Citing and Referencing document: See appendix B https://resources.ibo.org/data/g_0_malpr_sup_1408_2b_e.pdf • Referring to our Board's 'Just Research' electronic resource – Rookie and Apprentice researcher https://www.publicboard.ca/Students/VirtualLibrary/Just%20Research/Pages/default.aspx#/=

Appendix B: *Effective Citing and Referencing*, 2014, p. 14

Documentation checklist

Documentation checklist	
When you have used an author's exact words, have you put "quotation marks" around the quotation and named (cited) the original writer? (If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)	
When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?	
When you use someone else's words or work, is it clear where such use starts—and where it finishes?	
Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?	
Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site?	
Internet material: Have you included the URL or the DOI?	
For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end? Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text? Do(es) the first word(s) of the reference link directly to the citation as used?	
Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?	