

ACADEMIC HONESTY POLICY

1 INTRODUCTION

École Jeannine Manuel UK (“the School”) is consubstantially a French school and a bilingual (French | English) international school. As a French school, it follows the French Ministry of Education’s national curriculum for “*Sections internationales*.” As an international school, it is a UNESCO “associated” school, accredited by the Council of British International Schools (COBIS).

The School’s mission statement is:

To promote international understanding through the bilingual education of a multicultural community of students, and to foster pedagogical innovation by exploring best practices in an ever-changing global environment.

2 PHILOSOPHY

Academic honesty and personal integrity are core components of self-worth, wellbeing and academic achievement. Academic honesty is essential to shaping the growth mindset that encourages intellectual risk-taking and views mistakes as opportunities for pupils to learn and grow as principled, open-minded, knowledgeable inquirers, and lifelong learners.

The School is committed to promote personal integrity and academic honesty in all aspects of the curriculum and co-curricular activities. Teaching and learning must help pupils to become actively responsible for their own learning, recognise the intellectual contributions of others, and understand and embrace academic honesty as essential to the School’s social compact which is founded on trust and respect.

The School recognises that academic honesty can be challenged by perceived parental, teacher or cultural expectations, by peer pressure, competition and, increasingly as pupils approach sixth form, by the self-imposed pressure to achieve one’s higher education placement ambitions.

Each pupil, parent, teacher and staff member has a responsibility to promote a School culture that fosters sound practices in the field of academic honesty. Being home to pupils representing over 40 nations and all major cultural traditions, the School recognizes that stakeholders bring different cultural perspectives to the nurturing of personal integrity and academic honesty.

The aim of this policy is for all stakeholders to share a transparent, fair and consistent framework for academically honest behaviour.

3 TEACHING ACADEMIC HONESTY

The School encourages an enquiry-based approach throughout the curriculum with the aim to cultivate independent learning. In the classroom, teachers provide opportunities for pupils to effectively reference other people’s work in support of their own in written and oral assignments.

Specifically, teachers will work with students to investigate and evaluate the reliability and usefulness of sources. The librarian contributes to the development and revision of this policy

and plays a central role in teaching academic honesty. He/she visits homerooms to present examples of effective citing and referencing using the **MLA-8 system**, hosts classes in the library to allow pupils and teachers to become familiar with the learning space, maintains a website with instructions and resources to help pupils master the tools of academic honesty.

The School strives to teach academic honesty in order to foster lifelong, independent and academically honest learning. For example, the maths curriculum favours research questions over closed problems, the history curriculum revolves around document-based questions, the science programme follows a hands-on inquiry-based model, the English courses encourage students to develop personal responses. Apart from self-quizzing, students will rarely work on closed-ended or multiple-choice questions.

As of September 2017, the School moved from grade-based to skills-based assessment for all students through Year 10, in part to foster an approach encouraging students to aim for mastery rather than performance. High school pupils have office hours (“aide personnalisée”) in their timetables, which afford them opportunities to exchange with their teachers about expectations, check in at intermediary steps in a piece of work, get regular feedback and respond to this feedback. As a general rule, grade descriptors and criteria are discussed with students when assignments are given so that expectations are clear. Written assignments are returned with annotations to allow students to reflect on strengths and areas for improvement. Teachers strive to break up larger assignments into smaller deadlines in order to monitor student progress, to allow students to ask questions about expectations and to give them time for reflection.

The School has introduced *Turnitin*, not so much as a detector of academic dishonesty, but rather as a tool to teach and self-teach academic honesty and integrity, to pre-empt plagiarism and to show how to recognize and properly use the work of others.

4 RESPONSIBILITIES¹

4.1 School Responsibilities

- To review and, if necessary, amend this policy, and to explain it clearly to all members of the school community;
- To encourage and celebrate good practices;
- To facilitate on-going reflection about personal integrity and academic honesty;
- To lead by modelling best practices in the classroom and across the school;
- To help pupils understand the need to ensure explicit transparency of sources and ideas;
- To teach pupils how to acknowledge the ideas of others and reference their work;
- To teach students how to evaluate sources;
- To promote a culture of trust within the framework of this policy;
- To express confidence in the value of each pupil’s work;
- To foster a growth mindset so that pupils become confident intellectual risk-takers and view mistakes as opportunities to learn and to grow;
- To administer fair and consistent consequences for breaches in academic honesty.

4.2 Pupil Responsibilities

- To be familiar with this policy;
- To engage in on-going reflection about personal integrity and academic honesty;
- To use the tools provided by the school to work in an academically honest manner;
- Not to engage in academically dishonest behaviour which includes but is not limited to:

¹ See Section 6 for IBDP-specific responsibilities

- Failure to acknowledge the works and ideas of others,
- Collusion, or submitting work done as a group as one's own,
- Submitting work that was produced by someone else,
- Allowing other students to copy work,
- Bringing unauthorized material to exams or failing to follow exam instructions.

4.3 Parent Responsibilities

- To be familiar with this policy;
- To engage in on-going reflection about personal integrity and academic honesty;
- To help pupils understand that parents value academic honesty and expect their child to embrace the social compact expressed in this policy;
- To support and encourage their child in academic good practices, including requiring students to do their own work;
- To support the School's administration of consequences if this policy is breached.

5 CONSEQUENCES²

The School prepares pupils for further education and for their lives outside and after school. To do so, nurturing personal integrity and academic honesty are crucial factors in developing self-worth; hence, academic honesty is taken very seriously.

The School emphasizes information and prevention at every step of the pupil's education. In order to prevent academic dishonesty (collusion, plagiarism, duplication of work or gaining an unfair advantage), the School facilitates regular contact and discussions between pupils and the library encourages contracts to be drawn up and signed by both pupils and parents, gives regular presentations to pupils on how to cite sources and avoid plagiarism, and regularly defines academic dishonesty.

As a School, we aim to create an ethos of trust in which academic dishonesty is known to be an unacceptable breach of trust and where pupils are confident that reported instances of academic dishonesty will be investigated swiftly, transparently, sensitively and effectively.

The School Rules specify the range of measures that the School may enforce in the event of academic dishonesty. Depending on the age of the pupil, past transgressions and the nature of the infraction, potential consequences include re-submitting work, detention, official warning or suspension. Sanctions are determined in a manner consistent with the prevailing School Rules by the relevant senior leadership team member who speaks with the pupil, consults with teachers and other staff members as required, and communicates with parents.

6 IBDP-SPECIFIC PROVISIONS

This policy has been informed by the *General Regulations Diploma Programme concerning consequences and processes*; “Academic honesty” in *The Diploma Programme: From principles into practice, (2015) Academic honesty in the Diploma Programme* and by *Academic honesty in the IB educational context* and the linked School policies: Assessment Policy, Behaviour Policy, School Rules, and Code of Conduct for IT.

For the purpose of clarity and cross-reference with IB documentation, certain IB-specific provisions are included hereunder with a view that, “Teaching and learning in the DP must

² See Section 6 for IBDP-specific consequences

develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically.” (IBO 16)

6.1 Guidelines

For clarity and to ensure common understanding, the terms ‘academic honesty’ and ‘academic malpractice’ are defined here.

The practice of **academic honesty** constitutes:

- The creation and submission of authentic work based on one’s own ideas and knowledge;
- Demonstrating respect for the intellectual property of the original creator for their ideas, words or works;
- The acknowledgement of all sources with the correct in-text citation and reference, using the **MLA 8 system**;
- Demonstrating awareness of the distinction between **collaboration** – whereby all members share equitably in the project and all work conforms to the school’s academic honesty policy, and **collusion** – whereby a student supports another in their academic misconduct;
- The observance of proper conduct during assessments and examinations.

Academic malpractice constitutes one or more of these offences:

- **Plagiarism** — the use of the ideas, words or work of the original creator (including translated resources), whether intentionally or unwittingly, without proper, clear and explicit acknowledgment;
- **Collusion** — the support of academic misconduct by another student, for example by allowing them to copy or submit one’s own work;
- **Misconduct** — the taking of unauthorized material into an examination (whether or not it is used) or undertaking disruptive or distracting behaviour that impacts other students during an examination;
- **Duplication** — the submission of the same or similar work for different assessment components.

6.2 School Responsibilities

In addition to those listed in section 4.1, School responsibilities towards DP students include:

- Informing students and their families about deadlines and expectations;
- Ensuring that teachers provide a firm and reasonable timeframe for completing work;
- Facilitating open and transparent discussions between students, teachers and the DP Coordinator to understand expectations and meet deadlines;
- Supporting teachers in verifying that students’ work complies with the IB’s expectations concerning academic honesty;
- Bringing concerns about academic honesty to the attention of the DP Coordinator;
- Highlighting the importance of respecting deadlines, including for drafts, for all internally and externally assessed work counting directly towards IB examinations, including:
 - o Languages A and B written assignment, individual oral, formal oral commentary,
 - o History investigation,
 - o Geography fieldwork,
 - o Economics portfolio,

- Science individual investigation,
- Math project or exploration,
- Visual Arts process portfolio, comparative study and studio work,
- All core work: TOK essay and presentations, Extended Essay, CAS report;
- Highlighting the importance of submitting work of academic honesty, including for drafts, for all internally and externally assessed work counting directly towards official IB examinations;
- At the DP Coordinator's discretion, providing support and accommodations for students who cannot submit work in the given timeframe for valid reasons;
- Ensuring that students are in fair conditions and that no student is gaining an unfair advantage by submitting late work without a valid reason;
- Ensuring that students are in fair conditions and that no student is gaining an unfair advantage by submitting academically dishonest work;
- Contacting the IBO, if when and as required.

6.3 Student Responsibilities

In addition to those listed in section 4.2, student responsibilities include:

- Respecting all internal School deadlines;
- Engaging in open and transparent discussions with teachers and the DP Coordinator to understand expectations and meet deadlines;
- Ensuring work is submitted on time in the event of an absence;
- Consulting IB official subject guides, toolkits and other material, the DP Coordinator's website pages, *Pronote* or teacher websites to ensure that expectations are clear;
- Not missing deadlines, including for drafts, for any of the following without a valid reason:
 - Languages A and B written assignment, individual oral, formal oral commentary,
 - History investigation,
 - Geography fieldwork, Economics portfolio,
 - Global Politics engagement activity,
 - Science individual investigation,
 - Math project or exploration,
 - Visual Arts process portfolio, comparative study and studio work,
 - All core work: TOK essay and presentations, Extended Essay, CAS report,
 - Official language oral exams (individual oral, formal oral commentary) without a valid reason and valid documentation;
- Understanding that missing deadlines allows the student to gain an unfair advantage;
- Submitting work of academic honesty, including for drafts, for all internally and externally assessed work counting directly towards official IB examinations;
- Understanding that submitting academically dishonest work for these assignments constitutes a particularly serious breach of academic honesty.

6.4 Parent Responsibilities

In addition to those listed in section 4.3, parent responsibilities include:

Helping their children understand that missing deadlines allows students to gain an unfair advantage;

Understanding and helping their children understand that missing deadlines, including for drafts, for any of the following constitutes a breach of academic honesty that will be sanctioned:

- Languages A and B written assignment, individual oral, formal oral commentary,
- History investigation,
- Geography fieldwork,
- Economics portfolio,
- Science individual investigation,
- Math project or exploration,
- Visual Arts process portfolio, comparative study and studio work,
- All core work: TOK essay and presentations, Extended Essay, CAS report,
- Official language oral exams (individual oral, formal oral commentary) without a valid reason and valid documentation.

6.5 Consequences

The consequences listed in section 5 also apply to DP students.

DP students are supported, encouraged and given the tools to produce work that is submitted on time and is academically honest. The School will administer fair and consistent consequences when these principles are not upheld.

As a School, we aim to create an ethos of trust in which academic dishonesty is known to be an unacceptable breach of trust and where students are confident that reported instances of academic dishonesty will be investigated swiftly, transparently, sensitively and effectively.

The School Rules specify the range of measures that the School may enforce in the event of academic dishonesty. Depending on the nature of the infraction, consequences include those indicated in section 5 as well as IB Organization notification if, when and as required.

Sanctions are determined in a manner consistent with the prevailing School Rules by the DP Coordinator who consults with teachers and other staff members as required and communicates with parents.

7 POLICY REVIEW

This policy was revised with input from the newly recruited School Librarian in February 2019; it has been reviewed by the DP Coordinator and the Chairman of the Board of Governors in March 2019 and will be reviewed annually by the Board of Governors and the Head of School after consultation with the School's senior leadership team, teachers, parents and pupils.

8 WORKS CITED

IBO. *Academic Honesty in the IB Educational Context*, updated. International Baccalaureate Organization, 2016.
