

Caulfield South Primary School

C.S.P.S.

Academic Integrity Policy

Rationale

Academic integrity is a set of principles and skills that develop and enhance a learner's personal honesty and integrity. Students are responsible for the use of their ideas and words of others. Academic integrity encourages all members of the school community to conduct academic work in a principled manner without displaying or showing any form of dishonesty, any unprincipled behaviour, such as seeking assistance from another person or using any source of information without appropriate acknowledgement.

As an International Baccalaureate (IB) World School, Caulfield South Primary School is committed to upholding principles of academic integrity and supporting the age-appropriate development of skills and understandings that underpin academic integrity and good practice. Academic integrity is a shared responsibility in our school, and students at all year levels are supported in the development of academically honest behaviour.

Purpose

This policy aims to support students and teachers in practicing and promoting academic integrity by demonstrating adherence to the school's PYP Approaches to Learning with an emphasis on the values of ***honesty, trust, fairness, respect*** and ***responsibility***, and the attributes of the PYP Learner Profile.

By promoting the qualities of an IB learner, Caulfield South Primary School seeks to foster academic honesty and integrity by encouraging students to be:

- Inquirers- acquire the skills necessary to conduct research and inquiry
- Knowledgeable- explore ideas, concepts, perspectives and issues
- Principled- act with integrity and honesty and take responsibility for their own actions
- Open-minded- are accustomed to seeking and evaluating a range of points of view
- Risk-takers- approach challenges and explore them independently

Implementation Roles and responsibilities

The School

CSPS responsibilities to academic integrity include the following:

- Collectively promote and model academic integrity.
- Ensure that students adhere to the basic principles of academic integrity.
- Providing clear expectations and consequences if the submitted assessments or tasks are not the learner's own.
- Ensure that incidents of dishonesty or transgression are dealt with in an appropriate manner.
- Support school community understanding of academic integrity by making the Academic Integrity policy publicly available and discussing our approach to academic integrity in school communications.
- Support teacher understanding of academic integrity by providing professional learning, ensuring all teachers have a shared understanding of academic integrity and providing meeting time for the discussion of issues related to academic integrity.
- Support student understanding of academic integrity by supporting the gradual development of awareness of issues, skills and concepts relating to academic integrity from Foundation to Year 6.

The Teachers

CSPS teacher responsibilities to academic integrity include the following:

- Model academic integrity at all times.
- Emphasise the concept of academic integrity within all of the teaching, learning and assessment practices.
- Teach the Approaches to Learning skills needed for students to best develop academic integrity. Examples of these include Research Skills (formulating questions, collecting data, interpreting data, presenting research findings), Self-Management Skills (Codes of Behaviour), Communication Skills (reading, writing, presenting), Thinking Skills (Acquisition of Knowledge, Comprehension, Analysis, Evaluation) and Social Skills (Respecting others, Accepting responsibility)
- Support students to understand and develop attributes from the International Baccalaureate Learner Profile that assist in promoting and understanding academic integrity, such as Principled, Inquirers, Knowledgeable Open-Minded and Reflective.
- Teach students the basic concepts of academic integrity, including identifying and locating sources, acknowledging sources, understanding sources and responsibly using sources.
- Teach students how to cite references, create bibliographies, paraphrase, take notes and write content from their own perspective rather than paste content from sources such as websites and other materials.
- Provide specific guidelines, task clarification and encourage students to develop their own ideas through problem solving, analysis and reflection.
- Design assessment criteria that highlight and value of the learning process, rather than the finished product/result.

- Defining misconduct through teaching; 'what it is?' and 'what does it look like?'
- Use terminology such as plagiarism, collusion and duplication.
- Model academic integrity and highlight examples of demonstrations- WAGOLL (What a good one looks like)
- Deal with incidents of academic dishonesty in an appropriate manner.

The Students

CSPS student responsibilities to academic integrity requires all students to work towards the ability to:

- Ensure that all work submitted is authentically their own.
- Ensure that they understand when they are required to complete learning independently or collaboratively.
- Fully and correctly acknowledge the work and ideas of others.
- Citing/referencing the work of others that has been used to complete any form of assessment or task.
- Provide evidence that work is their own, and has not been plagiarised.
- Respect copyrighted text and images and seek the correct permissions before use.
- Understand what defines misconduct including plagiarism, collusion and duplication.
- Identify the name, location and type of source when gathering information.
- Include a list of references or a bibliography to indicate the source and/or the author and evaluate the reliability and perspectives of sources.
- Demonstrate independence and responsibility for own learning.
- Use information technology and library resources responsibly (in accordance with Digital Learning Policy).
- Understand that copying is a form of cheating.

Parents and Guardians

CSPS parent and guardian responsibilities in respect to academic integrity include the following:

- Ensuring the work that is submitted is their child's own work.
- Develop an understanding of academic integrity and honesty.
- Assist their children with accessing resources for personal inquiries including people, places, media and information.
- Discuss with children the importance of academic integrity.

Definition of Academic Misconduct

Academic misconduct is a behaviour that results in, or may result in, the student gaining an unfair advantage in one or more assessment component.

Academic misconduct includes:

Plagiarism: The representation of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Collusion: Supporting academic misconduct by another student, such as allowing one's work to be copied or submitted for assessment by another student.

Duplication of work: This includes the presentation or submission of the same work for any assessment component; any behaviour that gives an unfair advantage to a student or that affects the results of another student.

Procedures & Consequences for Academic Misconduct

When academic misconduct occurs, it is the teacher's responsibility to discuss consequences with the student. Some of these consequences may include:

- Reteach the academic integrity policy.

- Work should be resubmitted and show no elements of plagiarism.

- Discussions with parents.

Evaluation

The evaluation of the effectiveness of Caulfield South Primary School's Academic Integrity Policy will be reviewed as part of a 3 year cycle.

Ratified by School Council: 25.5.22

Date of last review: May, 2022