



LE FEVRE HIGH SCHOOL

Academic Honesty Policy

Document control

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**Government
of South Australia**

Department for Education
and Child Development

ACADEMIC HONESTY POLICY



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RATIONALE:

The Le Fevre High School purpose is *'To provide a quality, holistic education in a contemporary and caring environment in which students are challenged to develop their knowledge, skills and values, empowering them to be successful, active citizens in the local and global society'* (LFHS SIP 2017- 2019).

To this end students will develop personal integrity through good practice in learning and assessment that develops and promotes a culture of academic honesty. This policy provides a coherent expectation for all staff and students.

PRINCIPLES:

We uphold principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. To achieve this, we teach our students to be principled, to promote learning through inquiry that includes responsible use of information and communication of originality of work.

IB learners strive to be “principled” (IB learner profile – revised version August 2013):

- To act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.
- To take responsibility for actions and consequences.

The three main factors which influence academic honesty can be found embedded in the *Approaches to Learning* and the *Learner Profile*.

They are:

- Personal – teacher and student integrity; encouragement of honesty; skills of independence
- Social – collaborative skills development through team skills and the need for students to be aware that contributing is a two way process
- Technical – awareness of the need to acknowledge the work and contributions of others; use of a common referencing standard; use of bibliography

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GUIDELINES:

The following guidelines provide advice about the roles of the MYP Coordinator, teachers and students in academic honesty for the MYP.

MYP Coordinator role:

- Align the school's academic honesty policy with IB expectations and undertake a periodic review.
- Communicate to teachers and students so they are aware of the policy and requirements concerning academic honesty.
- Work with Learning Area Coordinators and Teacher-Librarians to support teachers to:
 - develop student academic honesty through good practice in teaching, learning and assessment
 - build a supportive learning environment that allow students to receive information but also offers guidance in developing academic writing and study skills
 - ensure that teaching strategies put emphasis on authentic tasks.

Teacher role:

- Work with Learning Area Coordinators and Teacher-Librarians to support students to develop academic honesty through good practice in teaching, learning and assessment.
- Set authentic tasks as appropriate for ability and differentiation which lead to a responsible use of the work of others.
- Provide opportunities in teaching and learning programmes for students to learn and practise appropriate ways of conducting research, writing academically, acknowledging sources by referencing, as well as providing opportunities to develop student awareness of the three 'main factors' in academic honesty.
- Provide an adequate level of supervision such that any work submitted can be confidently held to be students' own work.
- Utilise appropriate assessment processes that maintain due dates and provide students with explicit requirements.
- Provide clear instructions to students about the types of collaboration that are allowable.
- Assist students' work by focusing on informing rather than making changes to drafts.
- Collaborate with colleagues to standardise the practice of teaching and monitoring academic honesty.

Student role:

- Work authentically to develop ownership and to present their own work.
- Submit work on time according to due dates.
- Use references and bibliographies to acknowledge sources, ideas, or information. Harvard style is the recommended style of referencing.
- Work in groups with integrity and have a willingness to contribute on an equal basis.
- Apply themselves to the task and use the elements of the Learner Profile and Approaches to Learning.
- Expect the requirements and skills relating to academic honesty to increase for students as they progress through the MYP.
- Accept consequences of academic honesty malpractice and work to improve the skills required.

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MALPRACTICE:

In the event of malpractice, the school will follow the following process:

Malpractice is when work has been submitted that includes inappropriate levels of assistance or is plagiarised, duplicated or colluded and therefore becomes unacceptable through:

- Being copied without acknowledgement, from another source or another person's work
- Quoting large sections of information from a source directly with or without acknowledgement and where the student has either not undertaken any text alteration or a minimal amount.

Detection methods:

- Use of 'Turnitin' software
- Teacher observation – such as lack of formative work, recognition of writing style
- Collaboration/consultation with other teachers or students

Actions if detected:

- In the first instance – opportunity to re-do or re-submit work if detected before the due date
- If the work has been resubmitted, but still contains plagiarism, only the work that is not plagiarised will be acknowledged. This could affect the MYP level of achievement.
- School behaviour management process – for wilful indifference.

Recommended Referencing & Citing Style

- Le Fevre High School prefers the Harvard style. Further support and access to resources to support the use of Harvard referencing can be accessed through the Teacher-Librarians.