



Academic Honesty Policy

2020-2021

Discovery School PYP Academic Honesty Policy

Discovery School Mission Statement

To provide each child the educational opportunity to discover, with perseverance and imagination, the joy of learning and the interconnectedness of our world.

What is our philosophy on academic honesty? (Form)

Academic honesty is embodied by the IB learner profile. At Discovery School, students strive to be:

- Inquirers: They develop the “skills for inquiry and research”
- Thinkers: They “exercise initiative in making reasoned, ethical decisions”
- Communicators: They express themselves “confidently and creatively”
- Principled: They “act with integrity and honesty”
- Caring: They “show empathy, compassion, and respect”
- Reflective: They thoughtfully consider their “own ideas and experience”
- Balanced: They recognize their “interdependence with other people”
- Knowledgeable: They explore “knowledge across a range of disciplines”
- Risk-taker: They “work independently and cooperatively to explore new ideas”
- Open-minded: They “seek and evaluate a range of points of view”

The approaches to learning are utilized to develop the students’ personal responsibility for learning. The following skills are used in all subject areas to support the students’ development of academic honesty:

- Self-management
- Social
- Communication
- Thinking, and
- Research

What is our understanding of academic honesty/integrity? (Perspective)

At Discovery School, we believe that an understanding of academic honesty begins with the teacher. With that in mind, the following ideas were collected to synthesize staff members understanding of this issue (Figure1). This is by no means an exhaustive list but it is useful in ensuring a common language. As the discussion around academic honesty will continue from year to year, so too will our understanding around this issue.

Figure 1:



(Created by Discovery School Staff, 2021)

How is academic honesty/integrity included in the learning and teaching at Discovery School? (Function)

Through carefully planned learning and teaching engagements, students develop their understanding of intellectual property, plagiarism, and authentic authorship. Teachers provide explanations, criteria, guidance, and examples for the work students will be asked to produce. As students continue through the PYP at Discovery School they will recognize that academic honesty is their responsibility and what constitutes academic misconduct. The culmination of this instruction is the PYP exhibition, which takes place in the final year of the program.

Considerations for learning and teaching around academic honesty include:

- Agreed upon expectations
- Age-appropriate practices related to referencing, citations, etc.
- Guidelines for individual and group work
- Cross-cultural understanding
- Students' responsibility

Table 1 helps to outline what this input may look like in various sections of Discovery School.

Table 1:

Age range / Subject area	Examples:
PS/PreK	<ul style="list-style-type: none"> ● Students are truthful in social interactions and problem-solving situations while putting forward effort in the classroom.
Kinder - Grade 1	<ul style="list-style-type: none"> ● Students do the right thing even when no one is looking (being principled) and trying their best at all times. ● Students show agency in what they wish to learn about before applying their research and communication skills honestly.
Grade 2 - 3	<ul style="list-style-type: none"> ● Students learn what it means to summarize stories/passages/quotes into their own words. Showing them what it looks like to plagiarize. ● Students keep their eyes on their own papers and they try their best on all tests and quizzes without seeking answers from friends. They ask for assistance on work they do not understand, but during an evaluative assignment like a test, help can only be from the teacher.
Grade 4 - 6	<ul style="list-style-type: none"> ● Students will take ownership of their own academic honesty and make agreements to what they consider to be honest work. They reflect whether they felt they played a fair and honest role in their group or if they took advantage of the other members. ● Students are required to research showing an understanding of plagiarism and the seriousness of it. They have lengthy discussions each year about using their own words.
Art	<ul style="list-style-type: none"> ● Not finishing someone else's work. Being open and honest about how the project was completed.
Spanish/Library	<ul style="list-style-type: none"> ● Students are expected to be good listeners, open-minded and consistent in their effort to try. They show their own work and progress mainly through oral response and engaged participation in class activities. Working cooperatively, sharing thoughts and even answers is part of that learning experience.

Music	<ul style="list-style-type: none">• Doing their own work and sharing the workload during group projects.
Health	<ul style="list-style-type: none">• Students engage in self-awareness of what they are learning about and being able to monitor and work to develop their skills and apply them to everyday life.

Academic Honesty Policy Review

As a staff, we will review our policy annually.
Date of Approval: February 23, 2021

References

(2014). IBO - *Academic honesty in the IB educational context*, www.ibo.org
(2018) IBO - Learning and teaching, www.ibo.org