



DANILA KUMAR
INTERNATIONAL SCHOOL
GOGALOVA ULICA 15
1000 LJUBLJANA
SLOVENIA

DANILA KUMAR INTERNATIONAL SCHOOL

ACADEMIC HONESTY POLICY

All members of Danila Kumar International School community should exhibit the attributes of the Learner Profile which are linked with the academic honesty principles: to be principled, balanced, reflective, thinker, and to inquire, research, communicate in an honest way and within socially established procedures.

This policy is a part of our efforts to maintain the integrity of our academic processes, school rules and procedures, to scaffold positive attitudes towards learning and the environment, as well as create a positive safe and stimulating school climate.

Academic honesty should be a concern of the entire school, and all members of our school community must be committed to it: students, teachers, librarians, counsellors, administrators and parents. The school clearly describes the rights and responsibilities which constitute good practice and misconduct, and the actions that are to be taken if there are transgressions. The school's procedures are transparent, fair and consistent.

All school employees must be actively involved and vigilant in the management of their classes, assignments and assessment processes.

The students of Danila Kumar International School are expected to conduct themselves in a manner that brings respect and honour to themselves, their parents and the school. We encourage students to inquire, take action and critically reflect on what they learn and how it affects their attitudes and behaviour.

Purpose of Policy

- to guide students, teachers and parents in the practice and promotion of academic honesty
- to ensure DKIS has clear procedures for dealing with cases of academic misconduct across the programmes

Implementing Academic Honesty in DKIS

The school implements academic honesty in DKIS through:

- The learning process – inquiry based teaching and learning, and holistic assessment.
- Discussing appropriate help for students regularly with parents.

- Ensuring parents and students understand what the learner profile value of academic honesty means.

The school articulates responsibilities for teaching a variety of practices related to academic integrity. Teachers encourage honesty, trust, fairness, respect, responsibility, creative and critical work by:

- Raising awareness about key terms to help students understand the role of academic honesty: cheating, citing and referencing, collaboration, collusion, equal opportunity, misconduct, ownership, plagiarism, principled action.
- Stressing the scholarly role of the approaches to learning skills of information literacy, problem-solving and self-management.
- Making sure that assessment tasks, especially, but not only in the community and/or service project, require inquiry and creativity.
- Based assessment tasks that are worded in such a way as to promote inquiry rather than copying.
- Offering task-specific clarification of assessment requirements including using the work of others.
- Designing assessment criteria that values and rewards the work required, rather than only the result.
- Encouraging students in all year levels to paraphrase and write content from their own perspective rather than paste content from sources like websites, books and magazines.
- Showing ways to acknowledge others: for example, younger PYP students can learn to use quotation marks to mark others' words or describe what help was useful and why; MYP students list sources and reference/cite.
- Implementing the accepted citing system.
- Regular reflection as part of the learning process.
- Regular feedback to students and parents.
- Building an understanding that using other people's work is acceptable, but honesty requires us to explicitly give credit to the original author.

Students' work will be creative and honest through:

- Making their thoughts and their learning explicit.
- Showing how they have developed their ideas.
- Building on the work of others and still produce authentic work.
- Demonstrating the views they have followed or rejected.
- Using bibliographies, quotation marks and reflective commentaries on others' work.
- Showing how they have used others' work by, for example in grades 4 and 5 and in the MYP grades, citing/referencing the work of others that they have used and paraphrasing and re-writing from their own perspective.
- Respecting copyrighted text and images and not using it without seeking the correct permission.
- Reflecting on their roles in furthering knowledge and building understanding.

Academic Honesty – Malpractice

Malpractice includes:

- *Plagiarism* is the presentation by a student of an assignment which has been copied in whole or in part from another student's work, or from any other source (e.g. published books, periodicals, or the web) without due acknowledgement in the text.
- *Collusion* is the presentation by a student of an assignment that is claimed to be his or her own work, but is in fact the result in whole or in part of an unauthorised collaboration with another person or persons.
- *Duplication of work*: the presentation of the same work for different assessment components.
- *Cheating*: defined as purposefully acting dishonestly or unfairly in order to gain an advantage.

Procedures and consequences of academic misconduct

It is the responsibility of each student, teacher, administrator and parent to understand and follow this policy.

Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Included in this policy are all acts by which students gain or attempt to gain an academic advantage for themselves or others by misrepresenting their own or others' work, or by interfering with the completion, submission, or evaluation of work.

These include accomplishing or attempting any of the following acts:

- Altering grades or official records.
- Using materials that are not authorised by teachers during tests.
- Copying from another student's paper.
- Collaborating during tests or receiving information without the specific permission of the teacher.
- Exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination.
- Stealing, buying, or by otherwise obtaining information about test tasks.
- Collaborating on take-home tasks, homework or other assigned work when instructed to work independently.
- Substituting for another person or permitting any other person to substitute for themselves at assessment tasks.
- Submitting as one's own any theme report, essay or any other work prepared totally, or in part, by another.
- Submitting work that has been previously used and assessed in the same or another subject.
- Plagiarizing- offering as one's own work the ideas and texts of another person without appropriate attribution by quotation, reference, or footnote.
- The sabotaging of another student's work.
- Falsifying or committing forgery on a school form or document.
- Committing any wilful act of dishonesty.
- Facilitating or aiding in any act of academic dishonesty.

Actions to be taken

- When a teacher determines that a student is guilty of academic dishonesty, s/he should inform the homeroom teacher, the head of school and the student's parents.
- If students submit such work it should not be accepted and students should be awarded a zero.
- The student should be asked to do the task again and hand in the task prepared according to the requirements.
- If the problem persists, students should be sanctioned according to the process followed when breaking our school rules, which is determined by Slovenian school legislation and our school policies (Code of Conduct - official warnings and reprimands).

In case of not honouring the academic honesty policy the required steps will be followed:

If the code of conduct is broken, the homeroom teacher, the student's parents, the PYP and MYP co-ordinator and the head of the international school will be informed of the infraction and action will be taken according to the severity of the offence and its frequency.

1. The student will participate in a conference with counselling services, after regular school hours, to discuss ways to improve his/her behaviour.
2. The student might participate in a mediation process.
3. The student might have a privilege removed or miss a special event.
4. The student might go through other procedures determined by Slovenian law.

Roles and responsibilities

Teachers are expected to:

- introduce the academic honesty policy in all classes at the beginning of the year
- help students understand what academic honesty is and why it is important
- help students learn the definitions of plagiarism, cheating, collusion, duplication and misconduct, and how to avoid these practices
- teach students how to use all forms of resources adequately - including information and communication technologies (ICT)
- provide resources that will help students in understanding how to cite sources properly
- use a search engine to detect plagiarised work
- ensure and examine an environment suitable for supporting academic honesty
- consistently carry out the Academic Honesty Policy if academic misconduct is suspected.

Students are expected to:

- act with integrity and honesty and be responsible for the authenticity of their work and acknowledgment of their sources
- ask questions and clarify expectations about academic honesty with their teachers and peers
- be honest in presenting all of their work
- acknowledge the sources of information in appropriately cited bibliographies according to the School's Academic Honesty Policy in order to give credit to those whose intellectual property they are using for their assignments
- seek guidance from teachers when unsure how to follow the rules of academic honesty
- avoid instances of cheating and collusion and report suspected violations to their teachers.

Parents are expected to:

- become familiar with the guidelines for academic honesty as communicated in the School's Academic Honesty Policy
- encourage students to practice academic honesty and follow the School's Academic Honesty Policy
- support their children as much as possible in displaying principled behaviour in all work they do
- never complete work for their child and never encourage them to submit parent work as their own - this is considered plagiarism on the part of the student and collusion by the parent.

The Accepted Citing System at Danila Kumar International School (Modern Language Association Style of citation)

The text below demonstrates the form of citation required by grades 4 and 5 PYP and MYP students at Danila Kumar International School, and is duplicated in the Student's Agenda, Parent's Agenda and other documentation. MYP students are expected to use this form for the written part of the Community and Service Projects and each written/drawn task where appropriate.

WORKS CITED FRAMEWORK

➤ *Books*

Okuda, Michael, and Denise Okuda. Star Trek Chronology: The History of the Future. New York: Pocket, 1993.

➤ *An Article in a Periodical (magazine / journal)*

Wilcox, Rhonda V. "Shifting Roles and Synthetic Women in Star Trek: The Next Generation." Studies in Popular Culture, Vol. 13. (1991): 53-65.

➤ *Encyclopaedia Articles*

"Flash Gordon." The World Encyclopaedia of Comics. Vol. 2. New York: Chelsea, 1976. 35-36.

➤ *A website:*

example: <http://www.ibo.org/>

➤ *A work of art:*

title, artist and reference (museum, recording)

Additional Terminology

Academic Honesty	A set of intrinsic values that promote personal integrity in teaching, learning, and assessment.
Authentic authorship	Work that is actually written by the named author.
Collusion	Work that is produced by more than one person, which can include: <ul style="list-style-type: none">• When someone allows you to copy her/his work or writes part of it for you and you present it as your own work.• Letting someone else copy your assignment, homework or answers in a test or exam. Giving others the answers during a test, quiz or exam.
Duplication	Presenting the same work for marking more than once, which can include: <ul style="list-style-type: none">• 'Recycling' an old assignment by presenting it as new original work for additional credit without acknowledging that this has been done.• Handing in the same text or research material for two different subject assignments without acknowledging that this has been done. The presentation of the same work for different assessment components.
Intellectual property	Creations of the mind: inventions, literary and artistic works, symbols, images & pictures, names, and designs used in commerce.
Malpractice	Commonly referred to as cheating, which can include: <ul style="list-style-type: none">• Imitating someone else's signature.• Using hidden notes on paper, electronic devices or written on yourself during an assessment task.• Asking for or looking up answers during an assessment task.• Making up or altering scientific or other research data.• If you work in a team, letting others do the work and then adding your name as if you had done an equal part of the work.
Plagiarism	Presenting someone else's ideas without crediting them, which can include: <ul style="list-style-type: none">• Copying or paraphrasing material and presenting it as your own work without properly citing the book, newspaper or website where you took it from.• Take someone else's idea and present it as yours without citing the source.• Translating a text or an idea and then presenting it as yours without citing the original source.

	In general, plagiarism is the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
--	--

Links with other school policies

This policy should be used together with DKIS School rules, DKIS Code of Conduct, and IB General Regulations for the PYP and MYP (C: Malpractice, Articles 21, 22 &23)

Updated May 2021

Based on IB publications: "Academic Honesty in the IB Educational Context", "Programme standards and practices", "Academic Honesty in the IB – IB Position Paper", "Effective Citing and Referencing", "Academic Honesty in the Middle Years Programme (MYP: From Principles into Practice, 2014)", and "Middle Years Programme: Assessment Procedures (2019).

