

PRIMARY YEARS PROGRAMME

Bloomfield Hills Schools



Bloomin' Preschool
Lone Pine Elementary School
West Hills Middle School

2014-15 Academic Honesty Policy

International Baccalaureate Programme Standards and Practices

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

- B1.5 The school develops and implements policies and procedures that support the programme(s).

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

- C3.2 Teaching and learning engages students as inquirers and thinkers.
- C3.4 Teaching and learning promotes the understanding and practice of academic honesty.
- C3.5 Teaching and learning supports students to become actively responsible for their own learning.

Mission Statements

The mission of Bloomin' Preschools is to promote a warm, safe, and healthy environment. We believe in educating the whole child, in an environment that promotes self-confidence, risk-taking, creativity, and independence.

The mission of Lone Pine Elementary School is to provide a safe, nurturing environment in which students achieve personal and academic excellence, demonstrate integrity, caring and responsibility, and become empowered, internationally-minded citizens and lifelong learners.

The mission of West Hills Middle School is to ensure academic excellence, promote an enduring passion for learning, and encourage global citizenship while celebrating the success of each individual learner.

Introduction

This document is designed as a statement of philosophy and beliefs, and as a source of information for our community on Academic Honesty throughout the International Baccalaureate Primary Years Programme continuum at Bloomin' Preschool at Lone Pine, Lone Pine Elementary School, and West Hills Middle School.

Philosophy and Beliefs

We believe that academic honesty is fundamental to accurately communicating and facilitating a student's acquisition of knowledge, understanding of concepts, and mastery of skills to the students themselves, parents, and teachers of our school community.

Definition of Academic Honesty

Academic honesty is “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment[1]”. Academic honesty results in respect for one another’s intellectual property and the completion of “authentic” pieces of work which are “based on [the individual’s own] original ideas with the ideas and work of others fully acknowledged.[2]”

At Bloomin’ Preschool, Lone Pine, and West Hills, academic honesty is the result of students having integrity and ownership of their own work. We consistently encourage and model embracing the International Baccalaureate Learner Profile Attributes and Primary Years Programme Attitudes.

We encourage our students to express themselves confidently and authentically. When researching, students are taught essential media literacy skills along with responsibly citing sources and avoiding plagiarism. At Lone Pine and West Hills we are academically honest.

Those who demonstrate academic honesty are principled. The work we present is a result of our own knowledge. We appropriately cite the work others have done by quoting or paraphrasing appropriately.

Within our continuum, we define academic honesty as students having integrity and ownership of their work, and as students who embrace the Learner Profile and Attitudes.

How Academic Honesty Relates to the PYP and the Learner Profile

We promote principled lifelong learning at Bloomin’ Preschool, Lone Pine, and West Hills. When students are engaged in inquiry, working on assessments, using technology, communicating ideas, and reflecting on learning they demonstrate principled behavior and show integrity.

Many of the Learner Profile attributes are embedded in our mission statements and lend support to the importance we place on Academic Honesty. Independence, responsibility, and integrity are integral to promoting world class citizens who respect the work of others.

Role of the Teacher/ Ways to Promote Academic Honesty

As elementary school educators, our role consists of raising student awareness of academic honesty and directly guiding students through an exploration of the ethical issues related to academic honesty, including the appropriate use of technology.

Academic honesty is particularly important in the area of assessment. Teachers encourage honest, creative, critical PYP learning by creating inquiry-based assessment tasks, where creativity is encouraged and where the use of information helps to solve a problem. Depth of knowledge is encouraged by using critical thinking skills for real world problem-solving. Teachers design assessment criteria that value and reward the learning process, rather than simply the result. We teach ways to acknowledge others, and reflect on the learning process. We encourage students to develop and focus on intrinsic motivation for achieving learning goals.

Role of the Student/What We Believe Students Should Do

Students are always expected to demonstrate strong moral principles and high ethical standards when engaging in any school activity, be it academic or extracurricular. Our goal is for all students to be able to work independently, with honesty, fairness, and integrity, as they strive to achieve their personal best.

Academically, we believe students should demonstrate self-management by staying organized, making appropriate choices, demonstrating integrity, and striving to create and present their personal best work. Students are expected to be responsible for their own intellectual thought development and are encouraged to develop creativity in problem solving.

Students are introduced to the concepts of plagiarism and piracy and are explicitly taught citation skills in the elementary grades; these concepts are reinforced throughout the students' academic careers. At all times, students should utilize proper documentation and citation to credit the thoughts, ideas, and examples of others.

In group settings, each student is expected to take responsibility for contributing individually to the collective process. They should be respect other points of view and interact cooperatively with adults and peers. Students are taught to resolve conflict by making social choices that will strengthen interpersonal relationships and facilitate success in school. Through a variety of academic opportunities students will demonstrate the ability to collaborate and lead, and recognize and develop individual strengths.

Independent learning time should be used responsibly, respecting the personal learning needs of self and others. Teachers continually reinforce that students must accept the consequences of their personal learning choices and become architects of their own futures. Students are encouraged to create work that is authentic and representative of a unique intellectual pathway.

Academic Honesty and Information Technology

At Lone Pine and West Hills, technology is utilized to facilitate learning and to support interpersonal communication among all members of our learning community. The use of mobile devices provides access to information, research and collaboration among learners across grades and disciplines. This approach is supported by our district through the provision of a 2:1 ratio of iPad devices in K-5.

Bloomfield Hills Schools recognizes that students have the ability to use personal devices to access sites that may be inappropriate in a school setting. Our mission at Lone Pine and West Hills is to model positive digital actions and engage students in analyzing technology ethics as we navigate our hyper-documented world. Teachers and students are expected to model positive online behaviors as they are offered time for blended-learning throughout the day.

Examples of Academic Dishonesty

Some examples of academic dishonesty may include but are not limited to: cheating, bribery, plagiarism, fabrication, and deception.

Possible Penalties

As an elementary program, first and foremost we are concerned with the development of the whole child. Each child is unique, and disciplinary infractions are handled with the whole child in mind, inclusive of their individual circumstances. Ultimately our responsibility in handling infractions involving Academic Honesty is to support a child in making better decisions in the future, and helping the child understand and internalize the importance of Academic Honesty, so their good choices become intrinsically driven. A child who demonstrates a pattern of difficulty in respecting Academic Honesty will be supported through a tiered response of proactive and reactive measures and interventions as part of our Positive Behavior Interventions and Support (PBIS) program, aligned with the Bloomfield Hills Schools Code of Student Conduct.

Conclusion

It is our hope as a community of learners and educators that we are able to successfully convey the importance of academic honesty to our students, and help them realize the goal of learning for its own sake. Our ultimate aim aligns with the PYP Learner Profile: to produce students who show integrity, respect the work of others, and demonstrate personal responsibility in achieving their individual learning goals.

Review of the Language Policy:

This will be reviewed and updated annually by the Bloomin' Kids, Lone Pine, and West Hills community.

- Written, November 2013
- Updated, January 2014
- Reflected upon and updated, May 2014
- Reflected upon and updated September 2014

[1] 1.1

http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0707_1_e.pdf

[2] 1.4

http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0707_1_e.pdf