Teacher-librarians as agents of academic integrity education in Australian schools

By Zakir Hossain

Snapshot

School education provides a significant opportunity for students to develop ethics and integrity. By developing these moral and ethical values at a young age in schools, there is a possibility to enhance and empower public integrity and ethical citizenship. This article by Zakir Hossain, our guest author of the Reflections and Actions section for 2022, explores this this topic, the Australian school landscape and its contribution to this area and the role school libraries and teacher librarians play in academic integrity education and integrity literacy promotion.

Introduction

Academic integrity is an integral part of academia (Morris, 2018), a fundamental component of success and growth in academic learning to prepare students for personal and professional challenges (Southeast Community College, 2022) and scholastic success. At school, particularly in secondary schools, students are required to complete research and inquiry-based assignments that require documentation, synthesis, and attribution through referencing (Vieyra & Weaver, 2016). As part of responsible and ethical information use, one must provide clear references to enable others to know where the information/data comes from and avoid plagiarism or any other forms of academic misconduct. In a similar vein, Peters et al. (2022) mention students need specific skills to write an academic or research paper, such as informational, writing, referencing, and plagiarism-prevention skills. Greer and McCann (2018) believe that students need to be able to cite information sources effectively and efficiently to achieve academic success and participate in scholarly communication. Researchers have found that academic integrity education can promote positive attitudes among students and reduce academic dishonesty (Sefcik et al., 2019). Consequently, many universities, colleges and schools integrate integrity, honesty, and values education (Munro & Kirya, 2020) into their information literacy, library skills, and academic skills development programs (Hossain, 2020 & 2022).

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Despite the necessity of integrity education in pre-university years, studies have revealed significant gaps in academic integrity education (AIE) during the primary and secondary years, regardless of the geographic location or curriculum each school follows (Hossain, 2022; Stoesz, 2022, Vieyra & Weaver, 2016). As per Hossain et al. (2022), AIE in primary and secondary schools is still in people's minds or in documentation. Benjes-Small et al. (2008) claim that AIE in many

schools remains confined to a policy, wherein no one is assigned to teach students how to avoid plagiarism, educate them as to how their actions affect copyright, actively model how to correctly cite sources, or how to use citation software. Hossain's (2022) study of 431 freshmen representing 75 countries found that only 1 out of 10 middle school students and 1 out of 5 high school students received AIE during their pre-university years.

Research has also claimed that poor AIE has a domino effect on our educational and societal system, increasing academic dishonesty e.g., plagiarism, collusion, cheating on exams, falsification of research data, etc. (Altaibekova, 2020; Anditya et al., 2018), professional misconduct (Harding et al., 2004) and corruption (Munro & Kirya, 2020). Considering the consequences, Hossain (2020 & 2022) and Hossain et al. (2022) recommended schools promote AIE within their own institutions through policy development, instructional integration, promotion, and, most importantly, involving teachers, students, librarians, parents, and the wider community such as local university and public libraries.

The necessity of ethical and integrity literacy education has been recognized in the standards, policies and guidelines of professional organizations and associations of school librarians (Hossain, 2020). The research also shows that qualified school librarians and teacher-librarians play a vital role in enhancing the ethical use of information and integrity in schools, whether through policy development or instruction (Hossain et al., 2022; Merga, 2022; Tilke & Barrett, 2021; Williamson & McGregor, 2011). Merga (2022) further stated that school librarians 'Promote understanding and compliance around issues of academic integrity and plagiarism, copyright and digital rights management, research ethics and online safety' (p. 7). Even though AIE or ethical use of information in pre-university years holds significant potential and school librarians can play a key role in doing so, there has been little research conducted on the subject, including in Australia. In light of this background, this study aimed to investigate the current policies, instructional practices and supports associated with AIE or academic integrity literacy (AIL) development in primary and secondary schools (P-12) in Australia by surveying teacher-librarians. In particular, this study which is part of a global research project investigated the following points within the Australian primary, secondary and senior secondary schools' context:

- Current status of academic integrity policy (AIP) and AIE/instruction;
- Teacher-librarians' involvement with AIE/instruction and promotion;
- Principals' and teachers' perceptions of AIE and AIL promotion; and
- The support and guidelines schools receive on AIE and AIL promotion from the external stakeholders.

Academic integrity in Australian schools: An overview of national, state and territory

In Australia, academic integrity is mostly taught and promoted within the framework of Values Education, as determined by the national and state/territory education departments. With the **Adelaide Declaration of 1999**, Values Education in Australian Schools was initiated (Fitzgerald,

2014), and since 2003 it has been a national priority in Australia (Brownlee et al., 2016). Civics, citizenship, and values curricula have also been developed and tested in a variety of forms, both autonomously and integrated into mainstream curricula (Lovat & Schofield, 2004). An additional focus on Values Education was provided in 2005 by the development of the **Australian National Framework for Values Education in Australian Schools**. A further focus on the same topic was provided in 2008 with the **Melbourne Declaration**, which laid out the educational objectives for young Australians, including educating them to understand the spiritual and moral dimensions of life, enabling them to 'develop personal values and attributes such as honesty, resilience, empathy and respect for others' (p. 9) and to 'act with moral and ethical integrity' (p. 9). Therefore, educating students about morals, values, and spirituality is a responsibility of Australian schools.

Values and integrity education at the national level

The Australian Curriculum

The Australian Curriculum defines what Australian students should be taught/learned, regardless of their background. As a result of the Melbourne Declaration, every subject within the Australian Curriculum includes a moral component and schools are required to teach 'Ethical Understanding' as one of seven 'General Capabilities' that need to be incorporated across the curriculum as part of school curricula. According to the Department of Education, Skills and Employment (2021), for Foundation/Prep to Year 10 (F-10/Primary and Secondary), the Australian Curriculum includes seven general capabilities—literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, intercultural understanding, and ethical understanding.

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Among the seven general capabilities, 'Ethical Understanding' is one that aims to engage students with the elements of ethics, integrity, honesty, values and rights in an integrated way so that they can grasp the complexity of ethical issues around them both in academia and in an everyday situation. Moreover, through the investigation of a wide range of questions drawn from diverse contexts in the curriculum, students are expected to gain the ability to make reasoned ethical judgments. The key ideas for 'Ethical Understanding' are organized into three interrelated elements in the learning continuum: i) understanding ethical concepts and issues ii) Reasoning in decision making and actions element, and iii) Exploring values, rights and responsibilities element (for details, see Appendix 1).

National Framework: Nine Values for Australian Schooling

The National Framework for Values Education in Australian Schools identified 'Nine Values' that emerged from Australian school communities and the National Goals for Schooling in the 21st Century. Every school in the country is required by law to display a poster with the Nine Values (Fitzgerald, 2014). 'Integrity' is one of the Nine Values, defined as 'Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds' (Department of Education, Employment and Workplace Relations, 2011).

Additionally, the framework included a list of eight 'Guiding Principles' on Values Education in Australia. The Guiding Principles, according to the Commonwealth of Australia (2005), are intended to inform the implementation of the Nine Values in all contexts that schools promote, foster, and transmit to all students, and that a balanced education 'is as much about building character as it is about equipping students with specific skills' (p. 5). They also acknowledge that 'schools are not value-free or value-neutral zones of social and educational engagement' (p. 5).

According to the Guiding Principles (Commonwealth of Australia, 2005, p. 5), effective Values Education:

> 1. helps students understand and be able to apply values listed within project documents as care and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility and understanding, tolerance and inclusion;
>
> 2. is an explicit goal of schooling that promotes Australia's democratic way of life and values the diversity in Australian schools;
>
> 3. articulates the values of the school community and applies these consistently in the practices of the school;
>
> 4. occurs in partnership with students, staff, families and the school community as part of a whole-school approach to educating students, enabling them to exercise responsibility and strengthening their resilience;
>
> 5. is presented in a safe and supportive learning environment in which students are encouraged to explore their own, their school's and their community's values;
>
> 6. is delivered by trained and resourced teachers able to use a variety of different models, modes and strategies;
>
> 7. includes the provision of curriculum that meets the individual needs of the students; and
>
> 8. regularly reviews the approaches used to check that they are meeting the intended outcomes.

To promote these national and state initiatives, the Department of Education, Employment and Workplace Relations (2011) also built Values Curriculum Resource Packages and Guides for schools in Australia on:

- **Building Values Across the Whole School**: *Primary and Secondary Teaching and Learning Units and a Professional Learning Program.*

- **Supporting Student Wellbeing Through Values Education**: *This Resource Package is designed to support schools in integrating values in curricular and extracurricular contexts to develop student responsibility, social skills, resilience and wellbeing.*

- **Values Education in Intercultural and Global Contexts**: *These resources focus on values education in intercultural and global contexts and are designed to support primary and secondary schools foster explicit values learning, inclusiveness, and intercultural understanding. There is also a resource for school leaders to promote values-centered schooling.*

- **Values-centred Schools Guide**: *A Guide is a website designed to support school leaders and schools in building a values-centred school culture using a whole-school approach.*

The Australian School Library Association statement on ethical information use

The Australian Library and Information Association (ALIA) and Australian School Library Association (ASLA) (2016), in their '**Statement on Information Literacy**' jointly provide specific guidance and directives to teacher-librarians on the ethical use of information so that they can understand what the requirements and expectations are, whom they should deliver them to, and how they need to work together to create an academically ethical community within their schools. In addition, it is stated that the goal of the information literacy program is to develop students who can 'ethically use information for a given purpose in a variety of formats' (p. 1).

As outlined in ASLA's (2014), 'Evidence Guide for Teacher Librarians in the Highly Accomplished Career Stage,' which was developed based on the Australian Professional Standards for Teachers, the role of the teacher-librarian includes engaging, educating, and promoting ethical information use under the Sub-Standards 4.5 and 7.1.

Sub-Standard 4.5: 'Use ICT safely, responsibly and ethically' (p. 16) specifies that highly accomplished teacher-librarians actively promote and demonstrate safe, responsible and ethical use of ICT across the whole school. Some examples of evidence include:

- support of copyright legislation and the teaching of ethical and legal use of information;

- development, implementation and promotion of digital citizenship across the whole school;

- planning and implementation of lessons in which students demonstrate an awareness of ethical use of ICT and the Internet, addressing such issues as plagiarism;

Sub-Standard 7.1: 'Meet professional ethics and responsibilities' (p. 22) describes a number of key responsibilities of highly accomplished teacher-librarians, including engaging professionally with colleagues, parents/carers/school community and modeling ethical provision of materials, as well as guiding students in referencing their work for research tasks.

These are evident in (p. 22):

- engagement in copyright and intellectual property information sessions;
- cooperative teaching and learning programs that incorporate ethical use of information;
- assistance provided to colleagues to interpret the code of ethics and high ethical standards; and
- notes or other communications that show permission has been sought from students and/or colleagues to use their intellectual property.

Values and integrity education at the state level

Following the release of the Australian government's official Values Education policy in 2005, gradually all six Australian states have embraced Values Education through policy, instruction and professional development. Four of the six states included 'Integrity' in their Values Education/ Code of Conduct curriculum, and two deemed it to be their top value. See the details in Table 1.

Table 1 *State Level Core Values, Integrity as a Value, Rank and Definitions of Integrity*

States	Number of Core Values	Integrity Included	Integrity Ranks	Integrity Defined as...
New South Wales	9	✔	1	'Being consistently honest and trustworthy'
Queensland*	5	X		
South Australia	8	✔	6	X
Tasmania	8	✔	5	'Acting honestly, ethically, and consistently'
Victoria	7	✔	2	'We are honest, ethical and transparent'
Western Australia	7 Code of Conduct	✔	1	'We are accountable and honest and have strong ethical and moral principles.'

(In table one the analysis is taken from the following organisations – NSW Government (2020), Queensland Curriculum and Assessment Authority (2021), Department for Education and Child Development, Government of South Australia (2017), Department of Education, Employment and Workplace Relations, Tasmania (2011), Department of Education and Training, Melbourne (2017), Department of Education, Western Australia (2021))

* The Queensland Curriculum and Assessment Authority (QCAQ) added Integrity as a separate component for senior secondary schools and outlined success criteria for promoting academic integrity. According to QCAQ (2021), schools promote academic integrity when they:

- *emphasise the importance of ethical academic conduct and scholarship*

- *develop school processes to support sound academic practice*

- *ensure teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity*

- *implement programs to improve students' academic skills*

- *explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images*

- *communicate the consequences and implications of academic misconduct clearly throughout the school community.*

The QCAQ also develops academic integrity courses for senior secondary students and teachers, outlines different ways teachers can use the course with their students and provides parents/carers with information about the QCAA academic integrity course for students. Additionally, some territories have their own Values Education statements, teaching guidelines, and resource packages. In Northern Territory, for instance, the Curriculum Framework is called EsseNTial Learnings, and it emphasizes values, such as resilience, empathy, integrity, perseverance, compassion, valuing diversity, and social responsibility, throughout the four domains of Inner Learner, Creative Learner, Collaborative Learner and Constructive Learner (Department of Education, Employment and Workplace Relations, 2011a).

Literature review

Academic integrity is a commitment to six fundamental values: 'honesty, trust, fairness, respect, responsibility and courage' (International Center for Academic Integrity - ICAI, 2021, p. 4) and the 'foundation of ethical teaching and learning' (Eaton, 2021). Academic integrity literacy (AIL), a component of information literacy and/or digital literacy, refers to not only adhering to academic ethics or integrity but also understanding what causes academic malpractice and how to avoid it (Hossain, 2022). Therefore, the concept of academic integrity includes more than just citation, referencing and plagiarism issues but also communities of practice, policy, student and staff support,

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instructional design and assessment, culture, research and ethical publication. Taylor (2007) reminded us that academic integrity is an interconnected right and responsibility among learners, teachers, and institutions. In a similar fashion, Harding et al. (2004) and Munro and Kirya (2020) suggested that AIL skills or ethical use of information can be taught in the home, at earlier levels of the education system and in society at large to develop public/citizen integrity.

Price-Mitchell (2015) prescribed fostering a culture of integrity in the classroom so that students develop academic honesty, build their moral vocabulary, use meaningful quotes, and respond appropriately to academic misconduct. Hossain (2020 & 2022) advocates a robust academic integrity policy and an interdisciplinary educational approach with horizontal and vertical alignment for K-12 schools that involves all of the stakeholders: students, teachers, librarians, school administrators, and parents, while Stoesz (2022) focuses more on developing an AIE framework based on research and the experiences of stakeholders.

A study by Munro and Kirya (2020) called for public integrity education in schools to educate young people to help cultivate a lifelong understanding of integrity and related values.
A similar recommendation was made by the Organization for Economic Cooperation and Development (OECD) (2017) for its member countries to promote civic education on public integrity throughout the school system. Public integrity was defined by the OECD as 'the consistent alignment of, and adherence to, shared ethical values, principles and norms for upholding and prioritising the public interest over private interests in the public sectors' (OECD, 2017, p. 3).

The United Nations Office on Drugs and Crime (2013) reported that in China, integrity education is integrated into the national education system and promoted nationwide within the context of moral education and with the philosophy of 'putting students' development and moral education first'. Hungary and Hong Kong integrates integrity and anti-corruption concepts into their primary and secondary curriculum and Rwanda values education is an essential step in re-building the nation (Munro & Kirya, 2020). Furthermore, the Code of Ethics for primary and middle school teachers and administrators in China stresses the importance of teachers modeling both ethical behavior and integrity in their classrooms. Studies such as those conducted by Benjes-Small et al. (2008), Hossain (2020 & 2022) and IB (2019) demonstrate that teachers are the primary agents and the ultimate judges of academic integrity in the classroom, and they mostly decide whether academic integrity is maintained, plagiarism is an issue, or citation formats are accurate for assignments.

Multiple Australian documents at the national, state and territory levels emphasize the importance of Values Education and the alignment of academic integrity and ethical understanding with Values Education. Williamson and McGregor (2011) conducted action research in Australia under the **'Smart Information Use' project** with four high schools where teacher-librarians and classroom teachers developed and tested strategies for effective information searching, ethical use of information and how to avoid plagiarism. This project led to the following recommendations:

> i) a whole-school policy should be implemented to combat plagiarism by teaching students how to use information effectively and implemented evenly across all grades by all teachers;

ii) policy should promote not only uniform standards but also collaboration in order to support the development of a whole-school culture; iii) students need to be taught the nature of plagiarism and how to avoid it from the beginning of secondary school and constantly reinforced across all subjects and grades; iv) teachers and principals should also be educated and aware of plagiarism and ethical use of information; and finally v) collaboration and co-teaching between teachers and teacher-librarians are crucial to educating and promoting the ethical use of information.

According to the Association of College and Research Libraries (ACRL), information literacy competency standards for higher education, an information-literate student understands various issues associated with access to information and uses information ethically and legally (American Library Association, 2000). Baldarelli et al. (2021) reported that 'Plagiarism and Citation' consider several developments in information literacy programs over the last two decades. Hossain's (2020) study further informed that many K-12 education authorities and curriculum standards such as the International Baccalaureate Organization (IB), US Common Core, Association for the Study of Australian Literature (ASAL) and the Australian Professional Standards for Teachers, included the role of school librarians/teacher-librarians/school library media specialists in teaching, engaging and promoting AIL/AIE under the information literacy (ethical and legal use of information) spectrum.

As reported in Bucher (2000), Streatfield et al. (2011), Merga (2022) and Stoesz (2022), AIL skills have long been provided by school librarians and teacher-librarians under the information literacy and library skills curriculum in the US, the UK, Australia and Canada respectively. The Jug and Švab (2021) study suggested library and educational institutions should put more effort into educating their students about digital piracy to raise awareness and make the world a more ethical and moral place. Slovenian students in primary and secondary schools are required to take information literacy courses within the Library Information Knowledge (LIK) classes. Fekonja (2021) reported that in Slovenia, annually, there are 36 compulsory LIK classes in primary schools on cross-curricular topics, such as reading for pleasure and for learning, researching and information literacy, which qualified school librarians teach collaboratively with a subject teacher. Secondary and high schools introduce source evaluation, ethical use information, and citing in greater detail (Belšak, 2021). Therefore, integrity education or AIL can be integrated into existing education programs, such as information and digital literacy programs (Hossain, 2022), citizenship education – most obviously – but also into core subjects such as social studies, language, literature, even mathematics and science (Munro & Kirya, 2020).

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School librarians and teacher-librarians do not operate AIE and AIL promotion in isolation (Hossain, 2020), as they require the collaboration and cooperation of other stakeholders to run such programs successfully. The collaboration and cooperation examples of teacher-librarians to execute an AIE/AIL program could be meeting with principals for necessary policy approval, communicating with curriculum or program coordinators

for program design and delivery, and working with teachers for lesson planning. Researchers have shown that collaboration between teachers and teacher-librarians improves students' critical information literacy skills, such as academic integrity and plagiarism prevention (Asselin et al., 2021; McKeever et al., 2017; Tilke & Barrett, 2021; Williamson & McGregor, 2011). Moreover, McKeever et al. (2017) revealed that collaboration between teachers and school librarians has a positive effect on teachers' instructional practice.

Furthermore, there have been studies on partnerships and outreach initiatives among librarians of secondary, post-secondary, and public libraries in the United States (Cameron et al., 2019, Dwyer, 2013) and Canada (Buchansky, 2021; King & Brigham, 2018, Morrow, 2018) and the United Kingdom (Wagg & McKinney, 2020) developed information literacy and AIL skills sessions to prepare students for a smoother transition to university. Research has reported positive outcomes from such outreach programs run by the University of Calgary Library (Morrow, 2018), Kent State University Library (Burhanna & Jensen, 2006), California State University Northridge Library (Martin et al., 2012) and Ohio State public libraries (Dwyer, 2013).

Gradually academic integrity has become a significant point of concern in higher education resulting in many institutions actively implementing academic integrity training for students (Benson et al., 2019) and faculties (Stoesz & Yudintseva, 2018; Yoannou, 2014) and offering online tutorials, short courses, and other forms of web-based learning to upskill their community. For instance, in Australian universities, academic integrity programs are now common, with 40 universities reporting such programs on their websites and of these, 12 universities have mandatory programs (Atkinson et al., 2016). Many post-secondary institutions have also taken steps to nurture academic integrity through campus campaigns, developing academic integrity policies and procedures (Curtis et al., 2013) and, implementing honor codes (Chertok et al., 2014).

For many institutions, further intervention often takes the form of school-wide mandatory online tutorials such as the one required by all first-year students at the University of Auckland (Stephens, 2016), academic writing conventions at Western Sydney University (Curtis & Vardanega, 2016), the University of Sydney's Canvas LMS (2015) for the 'Academic Honesty Education Module', and the academic integrity eLearning tutorial at MacEwan University (Benson et al., 2019). Centro de Enseñanza Técnica y Superior (CETYS) University's 'InfoLit' course includes an ethical use of information unit on how and when to cite, include a bibliography, or add a reference (Bonilla et al., 2021). In cases where the institutions do not have their own academic integrity education course or program, external Massive Open Online Courses (MOOCs) on academic integrity are readily available (Stephens, 2016). From the literature, there is little evidence of addressing AIE and AIL promotion in pre-university years regardless of geographic location despite the value of AIE for a smoother transition into higher education and to build public integrity. Therefore, this study aimed to contribute to the literature by exploring the degree to which K-12 schools developed their AIP/Code of Conduct, implemented instructional practices, and received support from internal and external stakeholders for developing and promoting AIE and AIL within their context. This study also explored the role teacher-librarians play in promoting AIE and AIL in Australia.

Research methods

As part of a global research project, this study used an online survey to collect data from qualified school librarians/teacher-librarians between March 2021 and April 2022. The questionnaire was created following a thorough literature review and the author's academic integrity workshop experiences with school librarians/teacher-librarians in Vietnam, Switzerland, and Hong Kong, and his professional experiences as an IB teacher-librarian. The draft questionnaire was shared with two qualified teacher-librarians, an academic integrity workshop consultant and a university professor for their feedback. Based on the feedback received, the survey questionnaire was finally created with Google Forms, which included closed, semi-open (using a 5-point Likert scale), and open-ended questions.

To ensure a uniform understanding by survey participants, the study objectives and related terms were defined and outlined, as well as data usage and privacy. For example, academic integrity was defined as 'understanding, gaining and exhibiting the connected knowledge, skills and actions towards ethical and responsible use of information in academia and everyday life' (Hossain, 2020, p. 44). The questionnaire was divided into three sections - 'Academic Integrity Policy & Instruction', 'Copyright Literacy Policy & Instruction' and 'Demographics & Professional Questions'.

Finally, the survey questionnaires were distributed to the target populations using a variety of means and platforms, including the International Association of School Librarianship (IASL) and IFLA School Libraries Section listservs, national/state and provincial school library/librarian associations e.g., AASL, ASLA, SLA, OSLA, SLAV, and social media channels, such as Facebook, Twitter and LinkedIn. To date (April 2022), the survey has garnered 567 responses from 82 countries, including 40 respondents (n=40) from Australia. Results were automatically recorded and tabulated using Google Forms and analyzed with SPSS version 26. To prepare this paper, the author analyzed sections 1 and 3 of the data collected from Australian teacher-librarians. Besides the survey method, detailed research was conducted to consult the related literature and reports of the Australian government, state education departments, and professional organizations.

Demographics

In terms of gender, the overwhelming majority of participants were female (92.5%) and the majority hold a diploma or degree in Teacher-Librarianship. Only three participants indicated they do not have any degree or diploma in Library and Information Science or Teacher-Librarianship but in other subjects in education. Teacher-Librarians are considered academic staff (same as classroom teachers) in Australia, though four of the participants indicated they are not seen as academic staff in their schools but rather administrative (1) and support staff (3) despite having the required qualifications.

Regarding school type, location and section of responsibility, most respondents were from the state of Victoria, many of whom work in senior secondary schools, mostly in private schools that follow Australian national curriculums (see Table 2 for details).

Table 2 *School Sections Participants Responsible for, Schools' Type and Location*

Teacher-Librarian for	No.	School types	No.	School location	No.
Whole School (P-12)	12	International School (IB curriculum)	2	New South Wales	4
Primary School (Elementary)	4	Private Schools (national curriculum)	16	Queensland	2
Secondary (Middle School)	2	Public Schools (government-funded)	12	Tasmania	1
Secondary/ Senior Secondary	6	Semi-private/Independent Schools	2	Victoria	14
Senior Secondary (High School)	16	Parochial Schools (run by religious authorities/orgs.)	8	Western Australia	6
				Australia	13*
Total	40	Total	40	Total	40

*13 participants didn't specify their city/state in Australia. There were no participants from South Australia.

Findings

The findings from the survey are organized according to the study's purpose, outlined in the introduction.

Academic integrity policy and instruction at Australian schools

This study investigated the status of AIP and instruction e.g., AIE/AIL at Australian schools and related procedures for stakeholders e.g., students, teachers and parents. The findings revealed that most senior secondary schools in Australia have their AIPs (77.5%) in place as illustrated in Fig. 1. A handful of the participant teacher-librarians ensured that their schools have academic integrity 'Code of Conduct' forms/agreements for students (57.5%) and teachers (35%), details of which are shown in Figure 2. Despite its importance, the vast majority of primary schools have not implemented AIP and only a few schools have developed academic integrity 'Code of Conduct' forms/agreements for parents. Moreover, data analysis revealed that some schools have academic integrity learning guides in the form of LibGuides (25%) and/or websites (35%), as well as printed materials (32.5%) which may take the form of leaflets and/or flyers. Approximately one-fifth of institutions do not have academic integrity learning guides for their community.

Figure 1 *Does your School have an Academic Integrity Policy?*
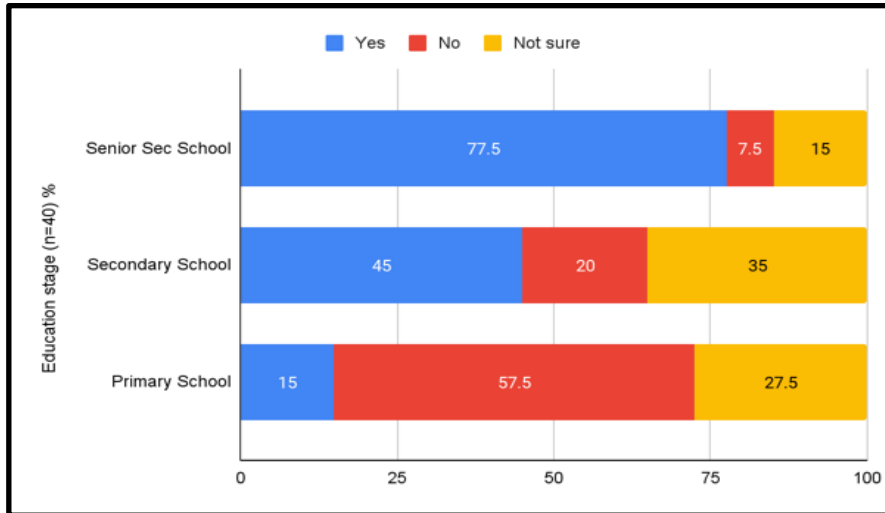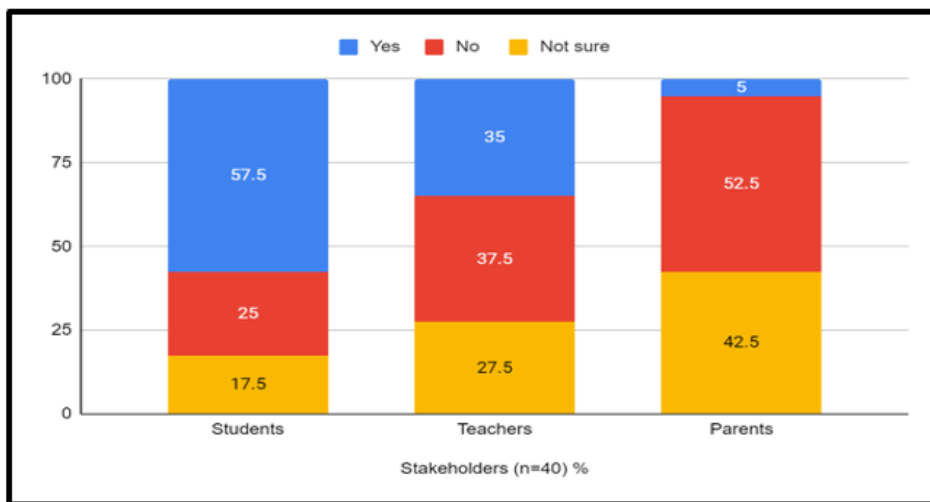

Figure 2 *Does your school have an Academic Integrity 'Code of Conduct' for Students, Teachers and Parents?*

The next question was what grade schools start teaching Academic Integrity/Academic Honesty in Australian schools (citation, referencing, what causes plagiarism and how to avoid it, etc.), and the results show that most schools start AIE in the primary and senior secondary grades illustrated in Figure 3. The proportion of schools (7.5%) that do not teach/educate students about academic integrity is alarming (see Fig. 3 for details).

Figure 3 *Grade at which Australian Schools begin Teaching/Educating Academic Integrity (n=40)*
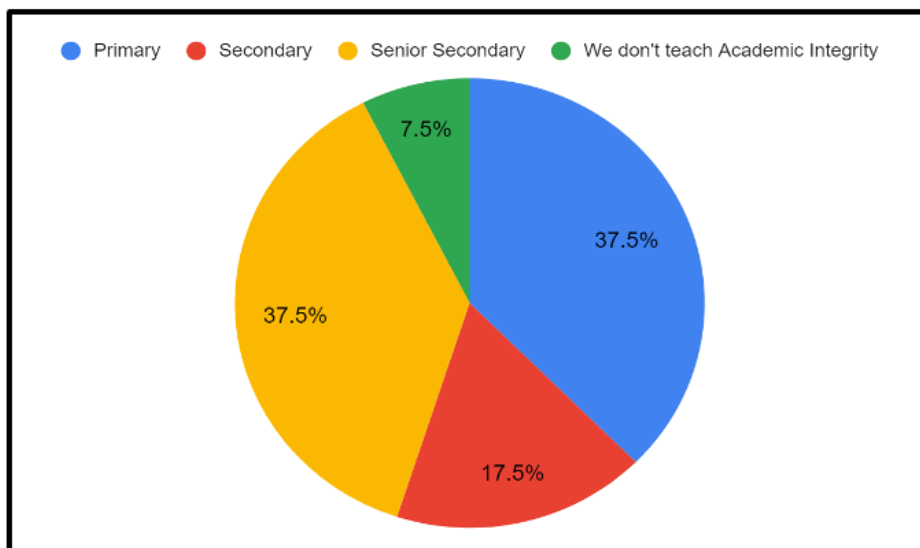
# Teacher-librarians involvement with AIE/instruction and AIL promotion

Teacher-Librarians are the information literacy and AIL maven in their schools, therefore, this study focused on how far teacher-librarians in Australia participated in AIE and/or AIL promotion in their schools. The results of the study revealed that more than half of the participating teacher-librarians have dedicated lessons on AIL/AIE in their respective schools, as shown in Figure 4. Many (35%) have hardly been able to teach AIL skills or teach individually/collaboratively when their colleagues invite them to do so.

Figure 4 *Teacher-Librarians AIE/AIL Involvement/Responsibility in Australian Schools*
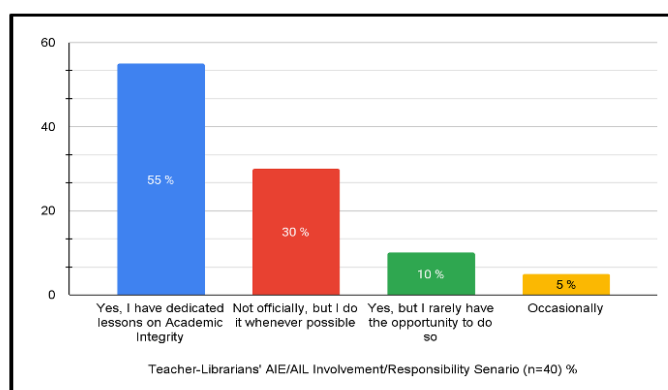
This study also found that schools in Australia conduct academic integrity information sessions for stakeholders to inform the school's expectations, responsibilities of students, teachers and parents, and the procedures that will be followed in the event of an academic violation/misconduct. In most cases, teacher-librarians conduct such information sessions for students and teachers with or without the participation of curriculum/program coordinators. Figure 5 illustrates to whom AIL instruction is given and by whom. Despite the obvious importance of parental involvement in academic integrity promotion, particularly in the primary years, a vast majority of the participant schools do not organize academic integrity information sessions for parents and guardians.

Figure 5 *Academic Integrity Information Sessions for Key Stakeholders vs. Session Lead*
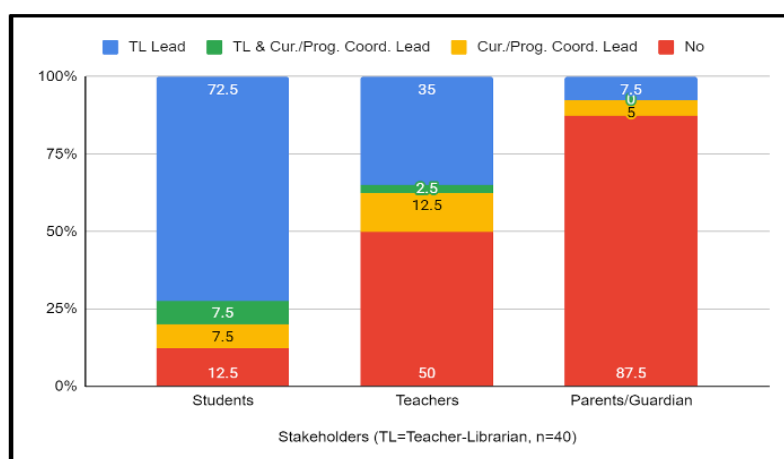
Using a semi-open question, this study also sought to understand the challenges faced by Australian teacher-librarians in educating and promoting academic integrity in their institutions, as well as their preferred or most effective methods to promote AIE or AIL, as evidenced by the qualitative data summarized in Table 3.

Table 3 *Challenges vs. Effective ways of Teaching and Promoting AIE or AIL*

Challenges	Most effective ways to offer AIE/promote AIL
A lack of time, poor support/willingness of teachers and/or program/curriculum coordinators, and a lack of classroom teaching opportunities were the most common challenges faced by the participant Teacher-Librarians.	Participant teacher-librarians agreed that workshops, co-teaching with teachers, video tutorials during a lesson, and using the schools' internal AIL-related resources (e.g., LibGuide, Handbook) were the most effective ways to teach academic integrity in their contexts.
One of the participants mentioned that 'Finding the time to create appropriate resources pitched at different levels' is her biggest challenge in teaching and promoting AIE/AIL.	Three participants commented that 'lectures at a year-level meeting', 'Short lessons during class either in Library or classroom, repeated regularly' and 'External online course' are more effective in their contexts.

Teacher-Librarians' evaluation of various stakeholders' perceptions of /involvement in AIE/AIL promotion

Teacher-Librarians do not operate AIE and AIL promotion in isolation. Therefore, they need support from and must communicate, cooperate and collaborate with other key stakeholders. This study considered these points and sought to explore teacher-librarians' perceptions of how much their school principals, curriculum/program coordinators, and teachers value AIE and AIL related initiatives. Results show that most of the principals (72.5%) and curriculum/program coordinators (67.5%) highly value such efforts and initiatives. However, teacher-librarians' evaluations of the opportunities and support they received from classroom teachers - the key agents for promoting AIE/AIL - is rather negative compared to their principals and curriculum/program coordinators, this is illustrated in Figure 6.

Figure 6 *Internal stakeholders' views on the value/importance of AIE/AIL in their schools*
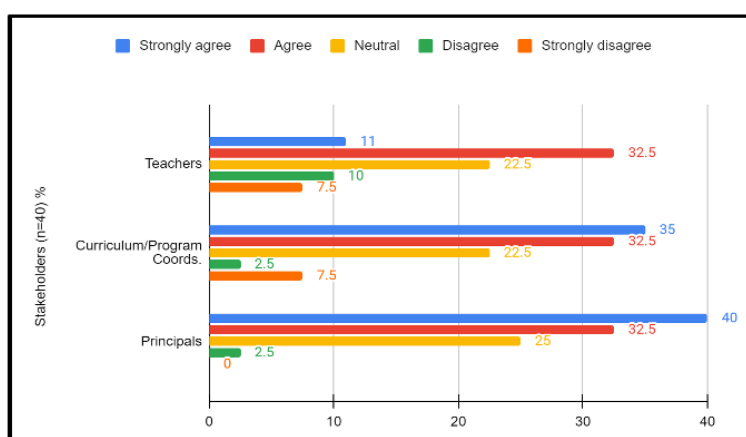
When it comes to academic integrity in the classroom, the ultimate judge is the teacher. Considering this, participating teacher-librarians were asked to rate the following question on a 5-point Likert scale: 'Teachers at my school require students to comply with Academic Integrity in their learning and assessments'. Most participants strongly agree (27.5%) or agree (27.5%) with the statement illustrated in Figure 7. Following the same method, participants were also asked to rate their perception of academic dishonesty issues in their schools and the cultures where they are based. Many of them believed academic dishonesty or misconduct related issues are not a problem in their country or culture, but some thought it is within their school culture (27.5%) as indicated in Figure 7.

Figure 7 *Teacher-librarians' perceptions of teachers' academic integrity requirements in the classes and academic dishonesty issues in their schools vs. country/culture (n=40)*
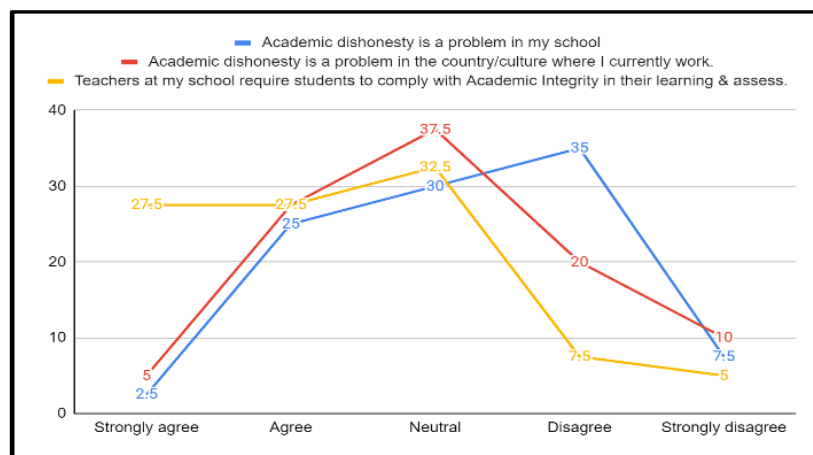
AIE/AIL guidelines and support schools/teacher-librarians receive from external stakeholders

Related literature reviews note that in many places around the world, schools receive support from local universities, public libraries, and state and provincial education stakeholders in a variety of ways to promote academic integrity. Does that hold true in Australia as well? The study addressed this prompt by asking participants to share what support and guidelines they or their schools receive regarding AIE and AIL promotion from a variety of external stakeholders, including local universities, provincial education authorities, and curriculum providers, as shown in Figure 8. The participants reported that not many universities and public libraries in Australia offer outreach for AIE and AIL promotion. Instead, the curriculum providers (52.5%), education authorities e.g., state/territory education departments (50%) and external examination boards (40%) are reaching out to Australian schools and teacher-librarians and helping them promote AIE and AIL.

Figure 8 *External stakeholders outreach to Australian schools for AIE/AIL promotion*
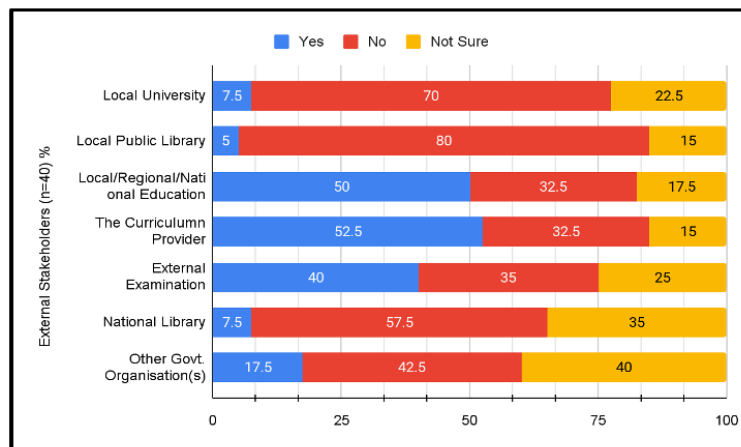
Discussion

The findings of this study revealed that most Australian schools start teaching AIL during their primary and senior secondary years. Many secondary and senior secondary schools have their AIPs and Code of Conduct forms to implement and enforce AIE and AIL within their contexts.

While many people believe children cannot manage academic integrity issues in primary school (Munro, 2018; Price-Mitchell, 2015), 37% of Australian schools have adopted AIE in their primary grades, which is promising for promoting ethical citizenship and public or citizen integrity. In any case, those primary school students gain a better understanding of ethical principles, such as honesty, fairness, and trust that they can carry into secondary school and beyond. In addition to national and state education authorities, curriculum providers, library associations and external examination boards offer guidelines to Australian schools regarding AIE and AIL promotion. It is disappointing to learn that many local universities and public libraries in Australia are yet to reach out to schools and collaborate with teacher-librarians or program/curriculum coordinators to promote information literacy and/or AIL as universities and public libraries do in the United States and Canada.

To promote academic integrity in the classroom, teachers must understand and model academic integrity attributes but data from this study indicate that only 55% of teachers in Australian schools required their students to comply with academic integrity in their learning and assessments. Are there reasons why the remaining teachers are not concerned about academic integrity issues in their classrooms or assessments? Could these be due to a lack of understanding of the complex features of AIE/AIL, unclear guidelines, limited teaching resources, time or many other factors that overlap? Lovat and Toomey (2007) state that in Australia, both teacher educators and teachers need to develop a deeper understanding of 'how the double helix relationship between quality teaching and values education might help shape it' (p. 21). In line with this, the author believes schools and education departments should

To promote academic integrity in the classroom, teachers must understand and model academic integrity attributes...

offer teachers training on academic integrity and instructional skills during their initial teacher training and in-service sessions, as well as offering them user-friendly instructional resources.

The results of this study further indicated that teacher-librarians in Australia take active roles in promoting AIE and AIL in their schools with the support of school principals, curriculum/program coordinators and to some extent classroom teachers. For teacher-librarians to level up their contribution to AIE and their promotion of AIE, more co-teaching opportunities are needed along with a reasonable amount of time for developing AIL lesson plans. In the author's opinion, a visionary teacher-librarian, working with students, teachers, and school administrators, can lead the effort of AIE and AIL promotion from the policy level to the classroom level, and vastly contribute to ethical citizenship, public or citizen integrity, or at the very least, make school students aware of academic integrity.

Based on the literature of the Australian government and the various state education departments' reports/documents, it can be said that AIE in general and Values Education, in particular, are aligned with the Australian school education systems. Schools in Australia also received initial guiding materials such as Values Education curricular expectations, grade-level progression for academic integrity education, teaching and promotional resources from state education departments. However, in its first review of the Australian curriculum in 2014, the reviewers (Wiltshire & Donnelly) identified that the curriculum 'fails to adequately reflect the Melbourne Declaration's belief that a well-rounded, balanced education should deal with the moral, spiritual and aesthetic education of students' (p. 27). As a solution, Peterson (2014) suggested the followings:

> i. to further outline how morals, values, and spirituality can be taught in the classroom;
>
> ii. to integrate character education into the curriculum; and
>
> iii. to develop young people's character, schools can identify, celebrate, and then expand the positive work they do.

Echoing Peterson, it is believed that co-teaching and co-planning between teachers and teacher-librarians, vertical and horizontal alignment of the ethical understanding continuum of the Australian Curriculum and the Values Education, or core values each school or education department follows, can make a difference in the classrooms.

Conclusion and recommendations

To make a positive contribution to AIE, a school's policies on academic integrity or Values Education/Ethical Understanding continuum may not effectively address the issues without a solid mindset and a lifelong understanding of core values and principles. By developing a rigorous integrity education program in the early years at school that integrates key stakeholder and research inputs, Australian schools could fill the gap and foster a lifelong understanding of integrity and values among young learners. School libraries and teachers-librarians can contribute to this goal if they can work in partnerships with other key internal and external stakeholders.

In Australia, there were 4,030,717 students enrolled in 9,581 primary and secondary schools in 2021 (about 6.3% of the total population), with government schools comprising 65.1% of the enrolled student population, followed by Catholic schools (19.5%) and independent schools (15.4%) (Australian Bureau of Statistics, 2022). By integrating teacher-librarians with the existing Values Education or ethical understanding spectrum of the Australian curriculum, schools in Australia can impart integrity and values in pre-university years and in turn can greatly contribute to building ethical citizenship and public/citizen integrity to combat corruption. It is imperative that principals not only encourage and facilitate opportunities for teachers and teacher-librarians to collaborate on integrity education through co-teaching and co-planning but also ensure that integrity education is integrated into their schools' curriculums. Additionally, teacher training and curating best practice resources are also essential for moving forward. Education departments and professional associations need to make sure that teachers and school leadership are aware of the expertise of teacher-librarians in the field of integrity education.

Education departments and professional associations need to make sure that teachers and school leadership are aware of the expertise of teacher-librarians in the field of integrity education.

Considering the significance of external support for AIE and AIL promotion, university and public libraries/librarians in Australia should be encouraged to provide outreach services to school libraries/teacher-librarians as part of information literacy and/or transition literacy development programs. In addition to promoting AIE and AIL during the pre-university years, collaboration and outreach with stakeholders, such as university and school libraries, may also build a better sense of student confidence for a smoother transition to higher education. Last but not least, promoting a whole-of-society focus on integrity and values. Australia may consider launching a national campaign that involves as many stakeholders as possible, including students, teachers, teacher-librarians, school leadership, members of professional associations, parents, and state and territory curriculum development bodies.

Limitations and future research

A major limitation of this study relates to the limited number of teacher-librarians participating from Australia. Among the 9,581 primary and secondary schools in Australia (2021), only 40 participating schools/teacher-librarians cannot represent the whole country. There is also the limitation that the study did not include teachers and school leaders, so data received from teacher-librarians may represent only part of the story of AIE/AIL education in Australian schools. A further limitation of this study was the author's lack of familiarity with the Australian school curriculum and education system. Therefore, future studies should include students, teachers, curriculum/program coordinators, and principals. Understanding the perceptions of parents would also be beneficial. It is also important to gain an understanding of the state-level Values Education curriculums, school academic integrity policies and how integrity is woven into various curricula in primary and secondary schools in Australia. It is hoped that the results of such studies can be used to assist state education departments in developing more effective options

to ensure academic integrity in their students, prepare them for higher education, future careers, and promote overall public integrity.

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Appendix A

Ethical Understanding Learning Continuum.

Ethical Understanding learning continuum

Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Understanding ethical concepts and issues element						
Recognise ethical concepts	identify ethical concepts arising in familiar contexts, such as good and bad behaviours	describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes	examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	analyse behaviours that exemplify the dimensions and challenges of ethical concepts	critique generalised statements about ethical concepts
Explore ethical concepts in context	describe familiar situations that involve ethical concepts	discuss ethical concepts within a range of familiar contexts	discuss actions taken in a range of contexts that include an ethical dimension	explain what constitutes an ethically better or worse outcome and how it might be accomplished	analyse the ethical dimensions of beliefs and the need for action in a range of settings	distinguish between the ethical and non-ethical dimensions of complex issues
Reasoning in decision making and actions element						
Reason and make ethical decisions	identify examples from stories and experiences that show ways people make decisions about their actions	discuss how people make decisions about their actions and offer reasons why people's decisions differ	explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	explore the reasons behind there being a variety of ethical positions on a social issue	analyse inconsistencies in personal reasoning and societal ethical decision making	investigate reasons for clashes of beliefs in issues of personal, social and global importance
Consider consequences	identify links between emotions and behaviours	describe the effects that personal feelings and dispositions have on how people behave	examine the links between emotions, dispositions and intended and unintended consequences of their actions on others	evaluate the consequences of actions in familiar and hypothetical scenarios	investigate scenarios that highlight ways that personal dispositions and actions can affect consequences	analyse the objectivity or subjectivity behind decision making where there are many possible consequences
Reflect on ethical action	identify and describe the influence of factors such as wants and needs on people's actions	give examples of how understanding situations can influence the way people act	consider whether having a conscience leads to ways of acting ethically in different scenarios	articulate a range of ethical responses to situations in various social contexts	analyse perceptions of occurrences and possible ethical response in challenging scenarios	evaluate diverse perceptions and ethical bases of action in complex contexts
Exploring values, rights and responsibilities element						
Examine values	identify values that are important to them	discuss some agreed values in familiar contexts	identify and describe shared values in familiar and unfamiliar contexts	examine values accepted and enacted within various communities	assess the relevance of beliefs and the role and application of values in social practices	analyse and explain the interplay of values in national and international forums and policy making
Explore rights and responsibilities	share examples of rights and responsibilities in given situations	identify their rights and associated responsibilities and those of their classmates	investigate children's rights and responsibilities at school and in the local community	monitor consistency between rights and responsibilities when interacting face-to-face or through social media	analyse rights and responsibilities in relation to the duties of a responsible citizen	evaluate the merits of conflicting rights and responsibilities in global contexts
Consider points of view	express their own point of view and listen to the views of others	recognise that there may be many points of view when probing ethical dilemmas and identify alternative views	describe different points of view associated with an ethical dilemma and give possible reasons for these differences	explain a range of possible interpretations and points of view when thinking about ethical dilemmas	draw conclusions from a range of points of view associated with challenging ethical dilemmas	use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas