FOR THE IB CP



# Career-related Programme (CP) core



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# The IB Career-related Programme (CP) Core

Rebecca Austin Pickard, Becky Duffy, Paige Freeborn, Angie Nastovska, Lola Robledo, Susan Stewart, Marjorie Vautrin



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# SAMPLE

# Welcome to the CP Core

#### **INQUIRY QUESTION**

▶ Where will CP take me?

#### How do we flourish in a difficult world?

Being a human is extraordinary, but no easy endeavour. We are constantly made aware of how complicated and chaotic the world can be, and if you are young, you have the added 'gift' of people older than you constantly telling you how much worse it is now than it was in their youth. A gift wrapped up with a final bow of how uncertain the future is too. Well, the writers of this book are all firmly in agreement that you can absolutely flourish in this crazy world of ours. The key is in having the tools to do so—and that is within everyone's grasp. Especially yours, by holding this book.



■ The world is a busy and complicated place.

So how do we flourish in a complex world? Let's start as we mean to go on by talking about thinking. The term 'stubborn optimism' was coined by Christiana Figueres and Tom Rivett-Carnac in response to the challenges posed by climate change, centred on the idea that in a complex world where many of us feel a lack of control, the most powerful thing we can do is change how we behave as individuals and use ourselves as a catalyst for change. As a movement, this means that you can be a positive and energetic driving force behind your actions and beliefs, starting with understanding yourself as an individual. This then impacts those around you and ripples out to change even wider aspects of society. Imagine if we all took on this challenge and the impact it could have.

Welcome to the CP Core

#### Connect your experiences

This section has already discussed how everything in your CP course connects, but it is up to you to make those connections. There is no one answer for you to find as it is a subjective experience. You may connect experiences and ideas in a way that is completely different to someone else. That's exactly the point.

#### Trust the process

In connection with this last point, remember that the purpose of connection is not to compare yourself as better or worse than someone else. This is an exercise in patience, which can be frustrating (there are scientific reasons for this connected to the teenage brain, but let's stay focused here). You will find that with all the different parts of the CP, when they come together, the process is the purpose, not the product. You could have a student blindly working their way through courses, acing tests and coming out of school without an ounce of self-awareness, or ability to bounce back from mistakes or any idea about their skillset and how to use it. The aim of the CP is knowing yourself and moving forward, which could look like many different things.

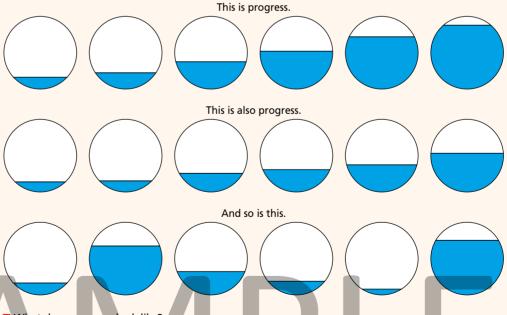
#### **Reflection and reflexivity**



#### What is a successful learning process meant to look like?

This leads us on to the question: what is a successful CP experience? Think about the picture here, which has something to say about what it's like to go through a learning process. Think about your learning engagements so far from school and your whole CP experience ahead of you. Reflect on these questions:

- What do you most relate to?
- What surprises you?
- What message is being communicated here?
- Does it challenge your existing position on what progress means?



■ What does progress look like?

The answer? Well, hopefully you have concluded that success and progress look like many things, as long as you place yourself as the learner at the heart of the learning journey. And by that we mean a fully engaged, proactive, reflective, resilient learner who can learn equally from the setbacks as they can from the successes.

# **Understanding CE**

#### **INQUIRY QUESTIONS**

- What is CE and how does it fit into a CP and IB education?
- What are the aims of CE?
- What are the key guidelines of CE?
- What is the role of the learning journal in CE?
- How does CE connect to the other CP components?
- How does CE connect to the other IB frameworks?
- ▶ What are the CE requirements?
- How do you approach reflective and reflexive practice in CE?
- How is CE assessed?
- ▶ How can you take care of your well-being while engaged in CE?

# 1.1.1 What is community engagement?

Community engagement (CE) is an active process of working collaboratively with communities in order to create meaningful solutions to complex issues that affect them. This includes learning in partnership with representatives from the community, helping to develop the ability of a community to solve problems and achieve tasks. It includes building relationships and making decisions with the community.

CE is one of the four components of the CP Core. It is a requirement for all CP students and takes place over the two years of your studies. Together with the other three Core components—language and cultural studies (LCS), personal and professional skills (PPS) and the reflective project (RP)—CE supports you in developing and embodying the attributes of the learner profile.

CE offers you opportunities to learn *in*, *from* and *with* communities. It teaches you how to ethically apply knowledge and skills by using both your cognitive and affective learning. It invites you to engage with communities in **dialogic**, **reciprocal**, reflective and reflexive ways, and expand your understanding of complex **systems**. By engaging in inquiry-based processes, you will learn to explore CE dimensions, prepare for community engagements, foster community relationships grounded in ethical actions, and evaluate and share your work with others.

#### Top tip!

CE is not meant to be approached in a linear way. It is a process-based journey that will require you to revisit each of the CE sections in this book multiple times. The CE aims and learning outcomes are deeply interconnected, which requires a well-rounded approach to thinking and doing. You can support a well-rounded learning process by understanding CE sections as having a modular and non-linear structure. This means that the chapters are divided up into distinct parts and you do not have to engage with them in a set order. Headings and summaries will help you locate CE concepts and chapter themes.

#### **Key terms**

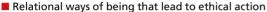
◆ Dialogic: A reciprocal style of communication where different perspectives and viewpoints can arise, people can openly respond, and inquiry and the co-construction of knowledge are centred.

#### ◆ Reciprocal:

Reciprocal communication and relationships are built on respectful, shared efforts with mutual, two-way contributions that benefit everyone involved.

◆ Systems: Sets of interacting or interdependent elements that use processes or procedures to work towards a common purpose. Social, economic, political and ecological systems provide a lens for exploring structure, interdependence, complexity and change in the human and natural worlds.









■ Community engagement

#### **Key terms**

#### Active hope:

Authentic, actionoriented hopefulness that combines criticality and a clear view of reality with identification of what we truly long for and the determination to act and move in that direction.

#### Compassion:

The capacity to both understand conceptually and empathetically what it is like to be an actor in a system, combined with the intention to act in support of others who might be impacted by the unintended consequences of human behaviour within larger, interconnected systems.

#### Community engagement aims

In CE, you will gain a deeper understanding of how you can positively impact the communities you belong to, both now and in the future. Through CE, you learn how to ethically engage with the community in compassionate and informed ways.

The aims of CE are for you to:

- build relationships and engage in reciprocal collaborations that contribute to individual and collective well-being
- develop awareness of the complexity of, and appreciation for, the diverse ways of knowing, doing and being
- cultivate compassionate integrity, ethical solidarity and active hope
- embrace reflective and reflexive practice as tools for building a cognitive and affective foundation that supports lifelong learning and global citizenship.

Central to your CE journey are the relationships you develop with the community. CE places value on respect and collaboration leading to ethical action. You will need to approach community engagements with a spirit of humility, openness and critical curiosity. Through CE experiences and relationships, you will grow as a person and develop your academic, civic, social, cognitive and affective skills. You will also cultivate an attitude of openness, solidarity and compassion for your communities and the larger social and environmental systems in which they are embedded.

Throughout this process, you will:

- develop and apply critical- and creative-thinking skills, social and affective skills, and ethical reasoning
- reflect on your background and ways of thinking, developing the ability to create caring
   relationships and engage in place-based learning
- gain a deeper understanding of local and global issues, and develop the ability to understand and ethically engage with complexity
- develop a sense of individual and collective responsibility, and the capacity to become an active participant in realizing individual and collective goals.

1.1 Understanding CE (3

#### LEARNING ENGAGEMENT

#### Nine whys

Consider the 'nine whys' activity and answer the following questions in your learning journal. Your teacher may ask you to share with the whole group.

- When, where and why do you think the 'nine whys' activity could be helpful in the community?
- How can this process help make underlying values, beliefs and perspectives clear?
- What are some of the barriers to enacting a 'nine whys' activity in your local context, and how could these be overcome?
- What skills would you need to facilitate a 'nine whys' activity, and how can you develop, strengthen and enact these skills?

#### Learning journal

Capture your understanding of dialogic processes in your learning journal through a growth-over-time map or in some other format. This will help you in your review points.

#### **REAL-WORLD EXAMPLE**

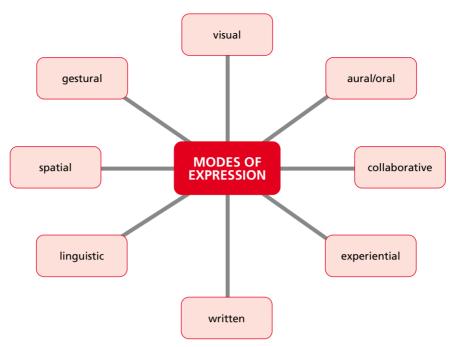
#### Initiation and persistence in CE

Hassan has noticed that a large group of students in his year group get very anxious about exams. After informally collecting some information by chatting with his friends, he decides that he would like to organize a mindfulness club at this school to help reduce stress and improve the focus and overall well-being of his classmates. He holds a meeting for those interested in participating in some of these mindfulness sessions.

During the meeting, Hassan begins to feel increasingly uncomfortable. He realizes that he didn't have time to plan well for the meeting, and more people turned up than he had expected. While he tries his best to facilitate an open discussion, only a few people speak up while others stare at their phones or engage in side conversations. One student who arrives late tries to speak up and she is interrupted several times. She thinks that others in the group are laughing at her and she ends up in tears. Another student says he thought the mindfulness sessions were going to be run by a professional, and he questions what he can get out of a student-run stress reduction group.

After this initial meeting, Hassan feels overwhelmed. The task seems more daunting than he initially thought, and he is not sure he wants to continue with it. He discusses it with his teacher and some of his peers. He comes to realize that while the first meeting did not go well, there is still a chance to bring people together for a healthy and inclusive discussion. He decides that he will continue with the initiative, recognizes this as a moment of growth and reflects on it in his learning journal. He includes his hopes for these community engagement sessions and comes up with approaches and strategies that may help make this initiative a reality. These include:

- crafting a clear and respectful communication to thank people, admit his mistakes and call for another meeting with a clear agenda and communication protocols
- speaking with school stakeholders, including the extracurricular advisor and student services team, inviting them to the meeting
- organizing the next meeting using talking circle protocols
- practising introducing the talking circle with a focus on inclusion, empathy, fairness and care.



### Top tip!

When you create your learning journal in the next section, you should add some of the key elements such as the LCS learning outcomes at the start so that you can easily refer to them in future.

#### ■ Modes of expression

LCS is designed to include a range of modalities (visual, aural/oral, written, linguistic, spatial, gestural) in your learning engagements, as well as how you show evidence of your progress. Your learning journal should also reflect these multimodalities.

What do we mean by multimodalities? In LCS, the word *modality* simply means the different ways you can show evidence of your learning. When we say *multimodalities*, we mean using more than one mode of expression at a time. LCS encourages you to learn and show your learning in different ways: not just by writing essays or answering questions. This helps you think more deeply, reflect in different forms, and make your learning more engaged and personal.

#### ■ Table 2.3 Examples of modalities in LCS

Modality	What it means	Examples in LCS	
Visual	Using images, 3-D objects, colours, layout or graphics to understand or express ideas	Creating a poster, work of art, mood board, infographic, photo collage or mind map	
Aural (Auditory)/ Oral (Spoken)	Using sound, speech or listening as a way to learn or express	Recording a voice note, doing an audio interview, reflecting through a podcast	
Written	Using written words to think, reflect or explain	Writing a journal entry, a story, a paragraph, or creating subtitles or captions	
Linguistic	Using language (spoken or written) to communicate ideas	Doing a speech, a bilingual project, or reflecting on how language shapes identity	
Gestural	Using movement, body language, facial expressions	Acting out a scene, showing meaning through gesture in a video, analysing cultural gestures	
Spatial	Using space, layout, or physical arrangement of things to organise thinking	Designing a room map to show cultural values, laying out a visual timeline of your identity	
Collaborative	Learning through interaction with others	Group discussions, peer interviews, co-creating a visual project	
<b>Experiential</b> Learning through real-life or hands-on experiences		Going to a community event, interviewing someone, visiting a cultural space	

#### Linguistic diversity

Linguistic diversity refers to the range of different languages and language varieties spoken in a particular space (e.g. a school, community, town or country). You might go to a school where there is a high level of linguistic diversity or come from an area or country that has many different languages.

Some countries are very linguistically diverse and have multiple official languages, which are used for schooling, in government business and the legal system. Other countries might be very linguistically diverse, but only have one official language, which often enjoys a higher social status than the others. Indeed, many countries who only have one official language also have hundreds of languages that are spoken in families and in local communities.



#### Learner profile

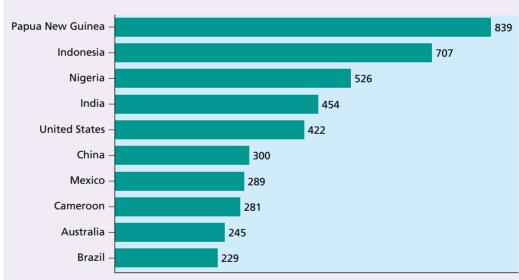
#### **Principled**

As an LCS student, you should acknowledge and celebrate the linguistic and cultural diversity in your school, community and the wider world.

#### LEARNING ENGAGEMENT

#### Linguistically diverse countries

Look at the graph below, which shows the top ten countries with the most spoken languages.



- The countries with the most spoken languages
- 1 Choose one of the countries above and do some more research about one of its languages. Challenge yourself by choosing a language that you might not know anything about.
- 2 Create an infographic about the language you have chosen and include information such as the name of language, number of speakers, geographical location and five useful words in the language.

#### Learning journal

Thinking about the activity you have just done, use the sentence starters below to create a written or spoken reflection for your learning journal. You could choose to speak and record yourself.

In the activity looking at linguistic diversity, I chose to research the language
by approximately by approximately
speakers. The language uses the script.

- I was fascinated to learn that .....
- I selected these five words from the language: .....
- I found these words useful because .....
- I think that linguistic diversity should be acknowledged and celebrated because ......
- This made me think about ...... (an example from your own experiences).

Languages are constantly undergoing change. Some of these changes are noticeable, such as the new vocabulary we add to dictionaries as we invent new tools and technology. You might notice when you try to read literature from a few hundred years ago (such as Shakespeare in English) that the vocabulary and sentence structures are very different from what we use today. Languages also change when they come into contact with one another, as we 'borrow' words from one language to another. For example, words in English such as 'algebra', 'sofa' and 'sugar' have all been 'borrowed' from the Arabic language. It is fascinating to investigate the origins of words and then to look back into history to discover how languages have and continue to influence one another.

Languages can also be organized into language families. Languages which are part of the same language family might look or sound similar and share vocabulary and common language structures and features.

#### LEARNING ENGAGEMENT

#### My language family

Do some research about language families:

- 1 Which language family/families do your languages belong to?
- 2 Where are related languages (such as Germanic languages) located around the world?
- 3 Can you find out more about how these languages spread around the world? Have the languages become more varied (with more language varieties) over time and across geographical space? Why do you think this is?
- 4 Do you know anyone else who speaks a language in the same language family? Can you understand one another?

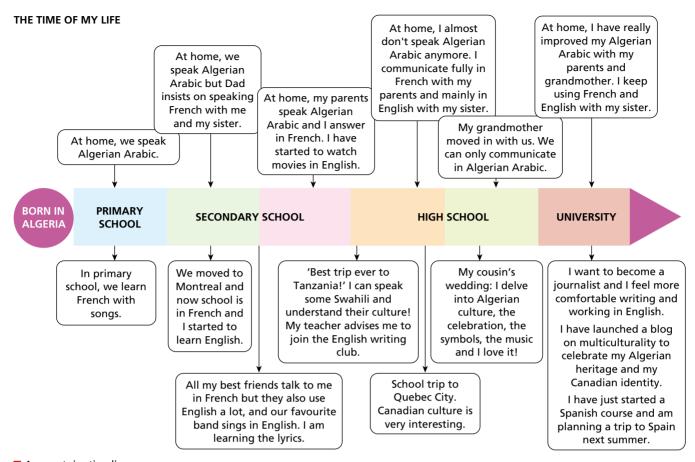
## Language' in LCS

In LCS, we use the term language to mean more than just named languages (such as Italian or Thai) and language varieties (such as South African English or Chilean Spanish).

As we saw in the previous section, we use code (sounds, words, sentences) and systems (grammar) to communicate using different named languages and language varieties. In order

#### Key term

◆ Language: The primary means by which people construct, share and maintain understanding and meaning. Language is not understood only as code and system (words and grammar), but also as social practice; it includes language use in the contexts of situation and in the context of culture. (Source: IB LCS guide, p.50)



#### A repertoire timeline

#### Key term

Language and cultural portrait: A way to represent your linguistic and cultural repertoire. Your portrait can be represented as a diagram, a mind map, a timeline, a piece of writing, a spoken reflection or presentation, a performance, a video, a blog or any combination of any modality. Your portrait changes over time as your repertoires expand and develop, as well as when you gain new insights into your portrait. Your portrait has a key role in your learning journal and should be regularly updated, annotated and

referred to.

#### LEARNING ENGAGEMENT

#### Your own timeline

- 1 Create a timeline of your life (or for someone you know, such as a friend, parent or teacher).
- 2 Highlight times where experiences impacted your/their linguistic repertoire.
- 3 Highlight moments where experiences impacted your/their cultural repertoire.

#### **Reflection and reflexivity**



How do you feel knowing that you are linguistically and culturally unique? Add your thoughts to your learning journal.

# 2.2.5 Language and cultural portraits

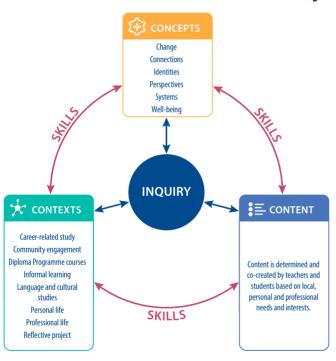
Your language and cultural portrait is the starting point of your LCS learning journey. You will have the freedom to represent your unique and dynamic linguistic and cultural repertoire using the modality/modalities of your choice. You will review and refine your portrait throughout the two years as it evolves over time, and to capture and reflect the impact of your LCS learning engagements. The portrait is kept in a central place in your learning journal so that you can regularly refer to it.

# Concepts, contexts and content in action

#### **INQUIRY QUESTIONS**

- What are the building blocks of PPS and how do you use them to develop meaningful inquiries?
- ► How do you build skills through the exploration of PPS concepts in different settings or contexts?
- Besides the classroom, what are other settings and environments where you can build your skills and explore the PPS concepts?
- Which PPS skills do you need to develop the most?
- What content or information will you explore in PPS?

## 3.2.1 Your PPS journey



■ The PPS course is built from concepts, contexts and content, linked by skills and inquiry. (Source: IB PPS guide, p.13)

This section outlines the foundational concepts, contexts and skills necessary for success in the PPS course. It introduces these core elements and shows how they are relevant in both personal and professional contexts. Understanding these building blocks is essential because they form the backbone of the PPS course, equipping you with transferable skills that prepare you for career-related studies and life beyond school. By mastering these skills, you can navigate complex situations, enhance your employability, and develop a strong ethical and reflective mindset. The section provides an introduction to structured activities and reflective exercises that help you apply these foundational skills in meaningful ways. It encourages experiential learning through real-life scenarios, discussion prompts and self-assessments, allowing you to actively engage with the material and track your personal growth.

This section will establish the foundational skills and concepts that you will develop throughout your PPS journey. To start with, you will engage in structured inquiry, reflection and skill-building exercises that will prepare you for the more independent inquiry process as

you progress through the course. The portfolio serves as a central component of this process, capturing learning engagements, personal growth and skill development.

Imagine that you're building a house. The foundation is laid first and, from there, you will slowly add the bricks on top of another until your structure begins to form. The PPS course is similar. Its building blocks—concepts, contexts, content and skills—help you create meaningful inquiries and explore personal and professional growth. In this section, you will explore these building blocks and begin to reflect on the ways to use them to build your PPS experience.

- Concepts: Concepts organize and connect learning and information. Concepts are transferred and applied across multiple contexts.
- Contexts: Circumstances, events and settings that give relevance to learning and information. Concepts are tested and expanded through contexts.
- Content: Information learned and retained for understanding and communication. Contexts make content relevant and concepts organize it.

You will also delve into these building blocks to look at the way one concept is an essential thread through your whole CP experience: well-being.

Well-being is an integral part of self-management skills. It involves taking time to reflect on your mental, emotional and physical state. Throughout this section, you will find opportunities for well-being checks, encouraging you to reflect on your learning and maintain balance as you grow personally and develop career-related skills.

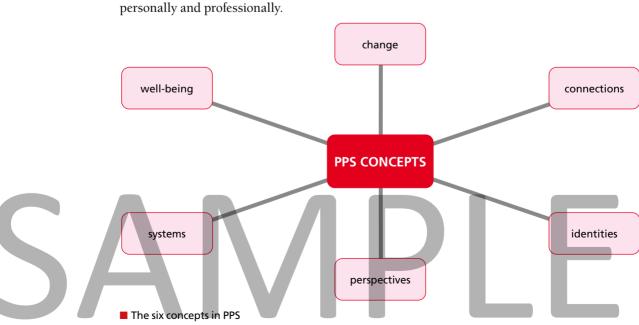
## 3.2.2 PPS concepts

Sometimes inquiry can seem like a daunting task. You might ask yourself questions like 'Where do I start?' or 'What should I focus on?' The building blocks of the PPS course also enable you to organize your thinking and maximize your agency. The simple question, 'What do I care about?' can sometimes be very challenging to answer. In PPS, agency is the ability to take ownership of your learning, make independent choices and actively shape your personal and professional growth. It means recognizing your capacity to set meaningful goals, explore inquiries that matter to you, and apply your skills across different contexts to create impact in your life and community.

#### ■ What are PPS concepts and why are they important?

There are six overarching **concepts** that you can explore to build your skills in various **contexts** in your life around **content** that interests you. Thinking in these terms will help you in developing meaningful, varied inquiries that will support your personal and professional growth. The six overarching PPS concepts are: change, connections, identities, perspectives, systems

The six overarching PPS concepts are: change, connections, identities, perspectives, systems and well-being. These concepts encourage you to develop meaningful inquiries while growing personally and professionally.



## Key term

◆ Well-being: Well-being generally refers to one's physical, emotional and mental state of being, which influences overall quality of life. Individual well-being exists in conjunction with the well-being of communities, as well as with ecological and planetary well-being.

# Top tip!

Remember that agency is an individual's ability to initiate and influence their own actions.

# 3.6.3 Why talk about agency?

Imagine you're the captain of a ship, navigating a vast, open sea. Agency is the compass that points you in the direction you want to go. It's the wind in your sails that propels you forward. Being in charge of your learning means setting your own course, charting your own maps and adjusting as you go.

Agency is about more than just independence—it's about ownership. When you take charge of your learning, you're no longer waiting for someone else to tell you what to do. Instead, you're asking the big questions:

- What matters to me?
- How can I explore it?
- What's the best way to reach my goals?

But agency isn't always easy. Sometimes, it means facing hard questions about what's working and what's not. Sometimes you're not feeling inspired, motivated or determined. That's normal, but successful people are the ones who are able to find a way through difficulties and continue making progress, no matter what.

Agency is about making decisions that reflect your values and being willing to pivot when things don't go as planned. When you develop agency, you're building transversal skills that go far beyond the classroom—skills like resilience, critical thinking and self-direction. These are the same skills that will serve you in your career, relationships and personal growth.

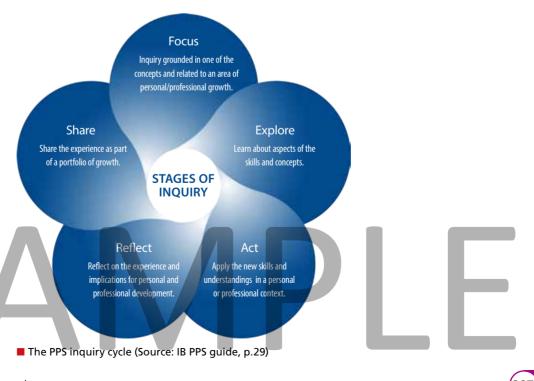
As you step into this year, think about what agency looks like for you. What does it mean to truly take ownership of your learning? And how can you make choices that align with the person you want to be?

#### Structuring your own inquiries

Creating your own inquiry (or **independent inquiry**) might feel overwhelming at first, but don't worry—you have a roadmap. The inquiry cycle is your guide to breaking down the process into manageable, meaningful steps.

# **Key term**◆ Independent

inquiry: An inquiry that you initiate, develop and execute on your own based on something you want to explore or learn about. You can use the tools provided by your teacher or the PPS toolkit to guide you in developing independent inquiries.





# Being reflective and reflexive in the RP

#### **INQUIRY QUESTIONS**

- ▶ What is the difference between being reflective and reflexive? And why does it matter?
- What does a successful learning process look like?
- What is a successful learning process meant to look like?
- Why does reflection and reflexivity matter so much?
- What are the different forms of reflection and reflexivity?

# 4.4.1 The importance of reflection

The process of reflection is such an important skill to develop that this element of the CP Core was named after it. It might seem strange to start this process by discussing a word that is often associated with looking back on something that has finished. Still, it is important to understand that reflection and reflexivity go much further than that.

This section will reintroduce you to tools that enable you to develop and understand yourself dynamically. As the skills you need for this project are developed over the entire CP course, the RP directly and indirectly showcases how you have developed in every aspect of your course. The consistency also expected of you in how you use reflective tools will create a mindset and working habits that reach far beyond the parameters of the project itself.

As you know from the introductory section, the central focus of the RP is to analyse and evaluate the multiple perspectives and evidence you have researched surrounding an ethical dilemma and demonstrate your understanding through your own **positionality** on the dilemma. However, there are two more strands to add to our central focus: the first is reflecting on the process itself and the second is reflecting on yourself as an ethical practitioner, and how you change and develop throughout the project. It's important not just to come to your own perspective in conclusion to the RP, but also to observe how you got there.

#### The learning journal as a reflective tool



Learning can be a long and winding road

#### **Key terms**

◆ Positionality: This represents a person's perspective or attitude towards something; for example, a person's position on a controversial issue. In the RP, students must determine and justify their position on an ethical dilemma. (Source: IB RP guide, p.60)

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As you discovered in the last section, the learning journal is a compulsory part of the RP process and something you will need to complete your final reflection successfully. The reflections you keep about the process and your own position will inform your final reflection of up to 1,000 words (final reflection form) and will be assessed by Criterion E, worth nearly 25% of the total marks. We also learnt that keeping the learning journal helps contain your research but, more than that, what you think about your research and how you are forming a complex and critical position on your ethical dilemma. The learning journal is a place where you can ponder your topic and how it is developing.

But why is reflection so important? And what is reflexivity?

#### **REAL-WORLD EXAMPLE**

#### How reflection and reflexivity play a role in the wider world

However senior you are within your chosen career, the day you believe reflection is no longer necessary is the day you should consider retiring. Reflection on all aspects of your job is essential and shows you care not only about the work itself, but also about those you work with, their perception of you and ultimately, therefore, your own self-worth.

#### Emma, lawyer

As the busy world spins frantically, time to reflect feels like a gift—ancient cultures have known this and made meditation part of their day. For me as an educator, reflection is when the learning happens. What did I do, how well did it go and what would I do differently next time?

If you don't reflect, you repeat mistakes and don't learn. And when my reflections are confusing or unclear, then I know I've hit the learning zone!

Carolyn, educator

### **Reflection and reflexivity**

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#### What is a successful learning process meant to look like?

Reflect on the picture below, which has something to say about what it's like to go through a learning process. Think about your learning engagements so far in your schooling, as well as your whole CP experience. How do you relate to this? What message is being communicated here? Does this challenge your existing position on what progress means?

What people think success looks like.

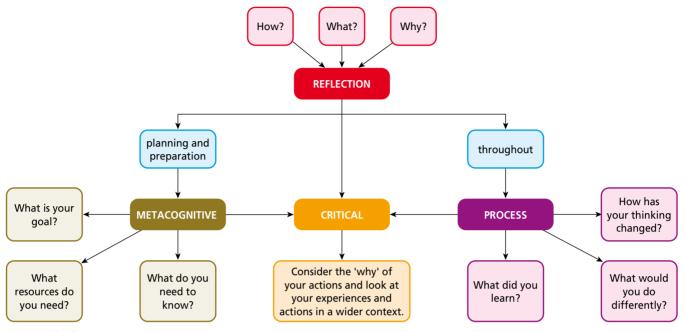
What success really looks like.

LE

■ Which of these represents a successful RP?

#### Types of reflection and reflexivity

Reflection asks you the 'what' and 'how' of your actions; you look closely at past experiences and actions to improve what you do in the future. There are three types of reflection here: metacognitive, process and critical reflection.



■ Types of reflection

#### Key term

# Metacognitive and process reflection:

These involve examining past experiences and actions to improve future practice (focused on the 'how' of actions). Reflection as a metacognitive skill enhances awareness of one's own cognitive/ learning process. It involves examining one's thinking, actions and goals, leading to self-regulated learning. Process reflection starts with an experience and leads to new or changed understandings, insights and/or actions.

Reflexivity, on the other hand, relates to our beliefs and values; how and why we form our thoughts and the effect these thoughts have. There are two types of reflexivity here: self-reflexivity and critical reflexivity.

The following section takes you through the different types of reflection and reflexivity.

#### METACOGNITIVE REFLECTION

In metacognitive reflection, you focus on yourself and reflect on your skill development. This means you can become increasingly independent as your abilities increase.

Phases of the RP where it is most prominent:

planning and preparation.

**Possible questions:** What is your goal? How will (might) you approach this ... (project, topic, research, challenge, process)? What resources do you need to support your learning for this ... (project, research, process)? What do you need to know (or do) to be successful?

#### PROCESS REFLECTION

Process reflection looks at the effects that evolve; think about your starting points and observe how your understandings change over time. Process reflection takes place throughout the RP.

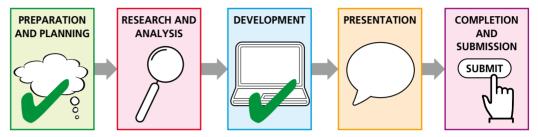
Phases of the RP where it is prominent:

- research and analysis
- development
- presentation of findings
- completion and submission.

# **Exploring and choosing a format**

#### **INQUIRY QUESTIONS**

- How can you use a format and word count for the greatest impact?
- ▶ How can you explore what is meant by written, audio, visual and audio-visual formats?



- The RP process
- Table 4.26

Phase of RP	Detailed steps involved
Preparation and planning	preparation and building of background knowledge
	identification of an ethical dilemma
	peer discussions
	research plan and project proposal
	<ul> <li>Consider and articulate approach to the RP through the creation of a research plan and submission of a proposal to the supervisor.</li> </ul>
	Refine the ethical dilemma/research question.
	<ul> <li>Determine a research approach and potential resources.</li> </ul>
	Decide on a project format.
Development	initial project draft
	Organize research and ideas.
	Create an initial project draft.
	<ul> <li>Include all required elements.</li> </ul>

#### 4.10.1 Formats for the RP

We explored formats briefly in Section 4.6.4, as you developed your research proposal. It might be that you have popped into this section to explore formats a little more for your research proposal, which is great—this book was never meant to be linear and you can jump around as your ideas and needs develop! However, so far we have looked at formats quite generally and linked it to what we want the formats to be able to achieve for your reflective project (RP) in terms of purpose, audience, language and structure.

Now, it's time to go deeper. You will notice in the RP assessment criteria that Criterion D is about communication. You have already done so much to develop your communication skills throughout your school career, but during your CP, you have probably noticed that your course and individual subject areas explicitly concentrate on your self-awareness of skill development and, of these, communication skills is a significant one. Sometimes with courses and the

assessments you have to complete, it can feel like you have to respond in a way that does not suit your communication strengths. You also might question how relevant it is to what you want to do in the future. With the RP, within the four formats of written, audio, visual and audio—visual, your choices are wide open and you can really consider the questions:

- How do I prefer to communicate?
- How does communication work in the career field I am interested in?



#### Common pitfall

Many students think that their RP must be in written form and that the written form must be an essay. This is not the case!

# Identifying formats that work well with exploring ethical dilemmas

As you will see below, the four format options of written, visual, audio and audio—visual can mean many things and there is no one right way, and nor is one way easier than another. Yes, some might have more technical requirements, but the format options are specifically designed to represent communication styles that are current and future-facing. By that we mean that the skills you develop in creating and delivering any of these formats are ones that can have direct relevance in your chosen career field.

You may make your format choice based on:

- appeal, experience and preference
- the best format to explore your chosen ethical dilemma
- formats that link directly to your chosen career field.

To make a decision, ask yourself, 'What will help me explore my ethical dilemma and show my positionality, but also keep me interested and be relevant for my future?' Be honest in your answer!

#### Researching formats

You can't just watch one documentary, listen to one podcast or read one magazine article and think that you now know that format. You may think you are more familiar with some formats over others, but do you really know what goes into them? Let's look first at the different requirements for each format before going into more detail at how each format can showcase a personal exploration of an ethical dilemma.

#### Learning journal

When you planned your research proposal to share with your supervisor, you explored the format decision tree. What were your findings in both this process and your proposal? Have these changed since then?

#### 4.10.2 Consider the criteria

You will need to think about how the format you select enables you to meet Criterion D: Communication of ideas—in detail. This criterion looks at how you clearly communicate your ideas and the way your format explicitly and implicitly impacts this. Namely, it determines whether:

Table 5.4 IB Diploma Programme courses

	Title	Nature of group	Courses	Description
1	Studies in language and literature	Broaden your worldview and capacity for compassion	Literature, language and literature, literature and performance, language and culture (in pilot phase in 2025)	The study of literature and this group of courses, complements any other CRS or DP subjects with its focus on communication skills, critical thinking, empathy and open-mindedness. This area makes you question, reflect upon and reimagine the world in which we live and broadens your repertoire of understanding and connecting the political, historical, economic, social and cultural influences and the impact of the texts we read and write.
2	Language acquisition	Sharpen your mind through communication and international- mindedness	Language <i>ab initio</i> , classical languages	Communication and social skills drive studying language <i>ab initio</i> and classical languages, and increase your intercultural understanding and capacity for empathy. Studies show how learning languages sharpens your decision-making, memory function and brain capacity. Studying languages widens your horizons by giving you more options for where you might work.
3	Individuals and societies	Understand the how and why of human behaviour	Business management, digital society, environmental systems and societies, geography, global politics, history, philosophy, psychology, social and cultural anthropology, economics, world religions, language and culture (in pilot phase in 2025)	Individuals and societies focus on human behaviour, culture and society, so if you are curious about the human experience and why people act the way they do, then this is your subject area. Individuals and societies cover so many different areas that they cannot help but connect and complement CRS and deepen your understanding of it. For example, students studying business or sustainability might also study psychology or ESS and find that it gives new perspectives on their CRS.

4	Sciences	Wonder at the universe and contribute to its future	Environmental systems and societies, biology, chemistry, physics, computer science, sport exercise, health science, design technology	Studying the sciences enables us to understand the world from the smallest particle to the largest galaxy. The scientific field is also a career area of great innovation and change, dedicated to problem-solving, creative and critical thinking, and working towards solutions. This is a strong group of subjects that complements whatever you are thinking of for your CRS, emphasizing methodology, evidence, and analysis.
5	Mathematics	Master the universal language for understanding the world	Analysis and approaches, applications and interpretations	Mathematics is the foundation for technology, science and engineering careers. The emphasis on problem-solving, logical reasoning and analysis transfers to many career areas. It is also proved to strengthen the mind; its memory and capacity for problem-solving.
6	The arts	Shape your identity through creative and critical thinking	Dance, film, literature and performance, music, theatre, visual arts	First and foremost, you enjoy creativity and expression. You also like critical thinking and problem-solving as you analyse your own and others' work in different media. The arts subjects develop many transferable skills, but particularly communication, adaptability, empathy, and the ability to work with others with cultural sensitivity. Most of all, this group of subjects helps you develop a distinct sense of identity and confidence.



We have explored how ATL skills transfer between your subjects, and your PPS course is explicitly about how this happens. However, don't forget that you can use your knowledge from a DP subject and the research methods you learn as a great foundation for a CE project.



#### Top tip!

Remember to look for the potential community partnerships you can make to develop your projects and what it will bring to everyone for you to work together. For example, a student studying film might consult with students and teachers with the aim of starting a film club for younger years in their school. They could also plan to create a short film festival at the end of the school year.

#### Language and cultural studies



Making connections between your DP subjects and LCS depends on what is interesting and meaningful to you. Students can choose to enhance their language and intercultural capabilities for academic purposes. LCS can expand your academic language skills and cultural understanding of a career field connected to your DP subject.

After the introductory module, you will have a choice of three areas of exploration to choose from: career, community and personal. From here you might consider the role your DP subject plays in your learning. It is not that you have to use your DP subjects as a connection, but it's worth remembering what a rich resource of inspiration they are. For example, let's say a CP student is considering a career in the field of global politics (by studying first for a degree and then moving into journalism). By focusing on the 'career' area of exploration, they could decide to create a glossary of media-related linguistic and cultural references and influences. This would lead them to a deeper understanding of their subject and the direction they want to take their career in.

#### LEARNING ENGAGEMENT

Consider the following activities and how you could use your DP subjects to develop your understanding of language and culture:

- translating text from one language to another
- speaking to employers
- creating a campaign for environmental issues
- developing a multimedia experience for a community event.

#### ■ Reflective project



Your DP subjects are also great inspiration for your RP, which asks you to explore an ethical dilemma either in the CRS you are taking or a career you are interested in. It might be that your DP subjects have given you fascinating insights into careers in that context and this is the chance to explore it further. Here we explore some of the career fields that you might explicitly hear about and study in some capacity during your DP courses and some which you might not have thought of.

# Career-related Programme (CP) core

Navigate the CP core with confidence with the only coursebook that covers all four of the interrelated components for the IB Career-related programme and is co-published with the International Baccalaureate.

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- Created by an expert team of IB CP specialists and educators, this coursebook helps students to develop enduring personal, academic and professional knowledge, skills and attitudes.

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