

# Personal and professional skills guide

For use from August 2016



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## **Career-related Programme**

### **Personal and professional skills guide**

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## IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.





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## About this guide

### Purpose

This guide is intended to support the planning and organization of personal and professional skills, one of the core components of the IB Career-related Programme (CP). It is written primarily for the teacher/supervisor/CP coordinator and is also expected to inform school staff members.

### What it includes

The guide is divided into the following sections:

- Introduction
- Personal and professional skills
- Course review
- Programme evaluation
- Learning diversity

### Further resources

The CP website offers resources for all four core components. There are additional resources—for example, web pages, books, videos, journals or teaching ideas—in the CP forum resource section.

### Acknowledgment

The IB wishes to thank the educators and associated schools for generously contributing time and resources to the production of this guide.

## Principles of the Career-related Programme core

The following principles must be followed by schools offering the Career-related Programme:

- The IB provides the curriculum and assessment framework for the programme's core components.
- Schools determine the nature of the delivery of the programme's core components.
- A teaching and learning philosophy that forms the basis of delivery for all core components is outlined in *What is an IB education?*.
- Schools determine their own assessment for personal and professional skills, language development and service learning.
- Schools will assess the reflective project based on the assessment criteria determined by the IB; a sample of the school's reflective projects will be moderated by the IB.
- Schools are responsible for the health and safety of students and staff involved in the programme.

## Aims of the Career-related Programme core

Drawing on the attributes of the learner profile, the core of the programme aims to develop students who are:

- thoughtful and active citizens
- responsible for their own learning and development
- competent and confident communicators
- reflective, creative and critical thinkers
- aware of our shared human condition
- able to establish a sense of identity in a context of time and place
- prepared to think about the needs, values and perspectives of other people
- active participants in their own intercultural learning.

## Ethical education

The Career-related Programme provides an excellent opportunity for ethical education conceived as involving principles, attitudes and codes of behaviour. While ethical principles are also embodied in the IB's **mission statement** and **learner profile**, the programme's core emphasis is on helping students to develop their own identities and beliefs.

Various ethical issues will arise, either implicitly or explicitly, in the course of the programme's activities, for example as challenges to students' ideas, instinctive responses or ways of behaving. Schools have a specific responsibility to help students think, feel and act their way through ethical issues, particularly in view of the reflective project. Utilizing the personal and professional skills course for the exploration and application of ethics will support students' understanding of ethics.

# Approaches to teaching and approaches to learning

Approaches to teaching and approaches to learning sit within the inner circle of the Career-related Programme model as they are within the models for all IB programmes. These approaches refer to the strategies, skills and attitudes that permeate the teaching and learning environment. They are closely linked with the **learner profile attributes** and aim to enhance student learning and prepare students for assessment and beyond.

Approaches to teaching and approaches to learning are also linked to the development of internationally minded students, a central aim of all IB programmes. Education for international-mindedness “relies on the development of learning environments that value the world as the broadest context for learning” (*What is an IB Education?* 2013).

Effective approaches to learning in the CP should therefore be developed within global contexts, with particular attention being given to promoting three key elements—global engagement, multilingualism and intercultural understanding.

There are clear connections between the core components and the approaches to teaching and approaches to learning. A package of resources (<https://ibpublishing.ibo.org/dpatl/>) has been developed to support approaches to teaching and approaches to learning in the Diploma Programme (DP) that can be an extremely useful source of guidance for teachers and coordinators in the design and delivery of the core components.

# Academic honesty

Teachers are responsible for ensuring that all students understand the meaning and importance of academic honesty, particularly authenticity and intellectual property. Teachers must explain to students that all work they submit for assessment must be entirely their own and must check that this is the case.

Authenticity can be checked by discussing the content of their work with students, and by scrutinizing one or both of the following:

- the references cited
- the style of writing compared with work known to be that of the student

For further information please see the guidelines on Academic honesty in the IB educational context and Effective citing and referencing.



# Assessment in the Career-related Programme

Teachers are encouraged to develop their own assessment criteria for all core components except the reflective project, depending on the context of the assessment, the student and the course.

The form of assessment should vary and teachers must ensure that students are explicitly aware of what is expected and that measurement of their achievements is valid, reliable, consistent, authentic and fair.

## Monitoring progress

Performance across the core components should be included in a student's school report to provide a record of their progress. This can take many different forms, yet as its basis it should provide a way of clearly communicating to students, parents and educational institutions the student's engagement with the core components.

At the end of the Career-related Programme, schools should provide students with a summative statement of their achievements, which they can use for post-secondary applications.

## Completion of core components

Schools must report to the IB whether a student has satisfactorily completed the requirements for the core components of language development, service learning and personal and professional skills and the grade awarded for the reflective project.

A school's provision for core components will be monitored by the IB.

## Nature of personal and professional skills

The personal and professional skills course (PPS) is a compulsory component of the Career-related Programme (CP) core.

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

Other qualities the course should encourage include:

- responsibility
- perseverance
- resilience
- self-esteem
- academic honesty.

Based on the aims, learning outcomes and five themes presented in this guide, each school designs and develops its own unique personal and professional skills course that enables its particular students to make links to their career-related studies.

This guide suggests topics, subtopics, discussion questions and related activities, but the teacher is free to introduce others. However, the five themes must remain the course's focal points.

The school is responsible for assessing the progress of its students in relation to the specified **learning outcomes**.

## Aims

The overall aims of personal and professional skills are for the students to:

- develop as reflective and lifelong learners who can adapt to diverse situations
- recognize personal strengths and identify ways to overcome challenges
- be aware of and respond effectively to ethical dilemmas
- value diversity of cultures and perspectives
- demonstrate the ten attributes of the **IB learner profile**.

## Time required

The personal and professional skills course requires a minimum of 90 timetabled hours.

## Five central themes

There are five themes in personal and professional skills:

1. Personal development.
2. Intercultural understanding.
3. Effective communication.
4. Thinking processes.
5. Applied ethics.

## Learning outcomes

These learning outcomes articulate what a CP student is able to do at some point during his or her personal and professional skills course. Through meaningful and purposeful engagement with all elements of the course, students develop the necessary skills, attributes and understandings to achieve the five learning outcomes. The focus on learning outcomes emphasizes that it is the quality of the course and its contribution to the student's development that is of most importance.

By the end of the course, students will be able to:

LO 1	identify their own strengths and develop areas for growth
LO 2	demonstrate the ability to apply thinking processes to personal and professional situations
LO 3	recognize and be able to articulate the value of cultural understanding and appreciation for diversity
LO 4	demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
LO 5	recognize and consider the ethics of choices and actions.

### Helping students understand the outcomes

Students may understand the learning outcomes better through the use of descriptors. The teacher and students can discuss each learning outcome and design descriptors specific to their situation.

### Evidencing the outcomes

Some of these learning outcomes may be demonstrated many times in a variety of activities, and others occasionally—but there must be some evidence of every outcome. It is up to the school to decide how the students will achieve the outcomes and what evidence is required for each.

The IB does not require evidence of achievement of the five learning outcomes at the end of a student's personal and professional skills course; the school is responsible for ensuring that these outcomes have been accomplished.

## Assessment

The school is responsible for setting the wider requirements for students' achievement within personal and professional skills.

## Overview of personal and professional skills

This section covers all the main aspects of personal and professional skills that a teacher introducing it will need to consider.

- Personal and professional skills in the CP
- Requirements
- The career-related context
- Links to approaches to teaching and approaches to learning
- The international dimension

### Personal and professional skills in the CP

The personal and professional skills course should be linked to the three other components in the CP core. It can directly assist students in formulating and completing the reflective project as well as developing the skills to support students' activities and experiences in the CP core.

Personal and professional skills should also develop further the attributes exemplified in the IB learner profile. Other attributes that should be encouraged by the course include responsibility, perseverance, resilience, self-esteem and academic honesty.

### Requirements

All CP students are required to complete the personal and professional skills core component as a timetabled course.

The provision of personal and professional skills is expected to run concurrently with the other elements of the CP core.

### The career-related context

The personal and professional skills course emphasises skills for the workplace, as they are transferable and can be applied in a range of situations.

Each school should tailor its course to its particular students so that they can make links to their career-related studies. Where possible, personal and professional skills teachers should work with the career-related studies teachers to establish links and content to support integrated learning.

Teachers should create a list of companies and organizations, both locally and further afield, that can offer guest speakers, contact with staff, work-based experiences and authentic materials.

Students can also be asked to identify resources—companies, organizations and exemplary individuals—who can contribute to the course.

## Links to approaches to teaching and approaches to learning

The personal and professional skills course has been designed to complement the approaches to teaching and approaches to learning that students will encounter in their DP courses. Both place a great deal of importance on developing skills such as thinking skills and communication skills; however, in the personal and professional skills course the emphasis is explicitly on skills development for the workplace because these skills are transferable and can be applied in a range of situations.

This emphasis can be seen, for example, in the case of communication skills, where a key focus is on exploring questions such as: what behaviours are acceptable among friends and family that would be questionable in a work setting?

It can also be seen in the nature of the applied ethics topic where students discuss ethical dilemmas rooted in both personal and professional situations, exploring questions such as: why do some professions have specific codes of practice?

The personal and professional skills course is taught as a timetabled course, unlike the approaches to teaching and approaches to learning in the DP, which are addressed from within the DP courses. There are, however, clear and obvious connections between the two.

A useful source of guidance for CP teachers and coordinators is therefore the package of resources developed to support approaches to teaching and approaches to learning in the DP, which can be found on the IB website: <https://ibpublishing.ibo.org/dpatl/>.

## The international dimension

Personal and professional skills add to the international dimension of the CP. While exploring the theme of intercultural understanding, students become aware of the similarities and differences between their own cultures and those of others. Students can investigate and reflect on cultural values and behaviours, leading to a greater understanding and respect for other peoples and the way in which they lead their lives.

Other themes within personal and professional skills can also assist in developing students' international-mindedness. Teachers are encouraged to explore aspects of international-mindedness when designing the course.

## Personal and professional skills course design

This section outlines the different aspects of personal and professional skills that teachers must take into account when designing their school-specific course.

Teachers should also look again at Principles behind the provision of the CP core and Ethical education and academic honesty.

The personal and professional skills course should, where possible, provide opportunities for students to make links to their career-related studies. The course is intended to be challenging and enjoyable as well as relevant to students' needs and aspirations.

The IB recognizes the importance of schools and teachers having the freedom to construct their own course of study and schemes of work. In keeping with IB principles, teachers are encouraged to design their own course of study and to teach it in a way that takes into account the background, needs and interests of the students.

In designing a personal and professional skills course teachers should pay particular attention to:

- variety
- integration
- whole-class projects
- engaging teaching strategies
- learning beyond the classroom.

The teaching of the personal and professional skills course supports the IB learner profile and the pedagogical principles that underpin the IB programmes:

- teaching based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative).

Teachers must consider the demands on the students when determining the nature, timing and scheduling of the personal and professional skills course.

An important consideration is that the course should be a challenging educational experience and have a clear purpose for students.

## The five themes

### Personal development

Professional success requires a commitment to growth, improvement and personal reflection. An IB education is holistic in nature—it is concerned with the whole person.

- This theme addresses the development of students' confidence, independence, interpersonal skills and resilience in a variety of personal and professional situations and contexts.

### Intercultural understanding

The exploration of cultures and cultural perspectives, including one's own, enables students to be effective in diverse settings. An IB education values an understanding of human commonality and interconnection.

- This theme emphasizes the importance of cultural identity, diversity and engagement in a range of personal and professional situations and contexts.

### Effective communication

A dynamic, interconnected and complex world requires students to be capable communicators. In the IB learner profile, students strive to be confident and creative communicators, and to work effectively in collaboration with others.

- This theme explores a variety of skills and literacies to broaden students' capabilities as communicators in personal and professional situations and contexts.

### Thinking processes

It is essential that students develop and utilize thinking skills for current and future success. In the IB learner profile, students strive to use critical and creative thinking skills to analyse complex problems and take responsible action.

- This theme provides the opportunity for students to explore and apply a variety of thinking processes to a range of personal and professional situations and contexts.

## Applied ethics

Through applied ethics, students explore values and attitudes applicable to real-world situations. The IB's commitment to principled action requires students to take responsibility for their actions and consequences and act with integrity and honesty.

- This theme extends students' understanding of the use of ethics within a range of personal and professional situations and contexts.

The five themes must be focal points in the school-designed personal and professional skills course. The five themes do not need to be taught separately and the development of activities utilizing more than one theme is encouraged.

The provided topics and subtopics are suggestions only; other topics and subtopics introduced by the teacher may be incorporated into the course.

Current events and issues should be utilized to provide relevance for students.



## Outline of topics and subtopics

This section suggests topics and subtopics for students to explore in relation to the five themes. There are three topics per theme, which are then each divided into three subtopics.

THEME	TOPICS	SUBTOPICS
<b>1. Personal development</b>	1.1 Self-awareness	<ul style="list-style-type: none"> <li>• Self-appraisal</li> <li>• Emotional intelligence</li> <li>• Reflection</li> </ul>
	1.2 Self-management	<ul style="list-style-type: none"> <li>• Effective organization</li> <li>• Numeracy and finance</li> <li>• Managing change</li> </ul>
	1.3 Relationship management	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Conflict strategies</li> <li>• Leadership</li> </ul>
<b>2. Intercultural understanding</b>	2.1 Cultural identity	<ul style="list-style-type: none"> <li>• Personal context</li> <li>• Assumptions, values and attitudes</li> <li>• Social norms and behaviours</li> </ul>
	2.2 Cultural diversity	<ul style="list-style-type: none"> <li>• Language and customs</li> <li>• Perspectives</li> <li>• Commonalities and differences</li> </ul>
	2.3 Intercultural engagement	<ul style="list-style-type: none"> <li>• Interactions</li> <li>• Insights</li> <li>• Impact and change</li> </ul>
<b>3. Effective communication</b>	3.1 Interpersonal skills	<ul style="list-style-type: none"> <li>• Social awareness</li> <li>• Active listening</li> <li>• Non-verbal cues</li> </ul>
	3.2 Literacies	<ul style="list-style-type: none"> <li>• Understanding literacy</li> <li>• Digital literacy</li> <li>• Information and media literacy</li> </ul>
	3.3 Self-expression	<ul style="list-style-type: none"> <li>• Writing for purpose</li> <li>• Presentation skills</li> <li>• Interview skills</li> </ul>

THEME	TOPICS	SUBTOPICS
<b>4. Thinking processes</b>	4.1 Critical thinking	<ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Analyse and synthesize</li> <li>• Evaluate</li> </ul>
	4.2 Creative thinking	<ul style="list-style-type: none"> <li>• Imagine</li> <li>• Predict</li> <li>• Innovate</li> </ul>
	4.3 Application of thinking	<ul style="list-style-type: none"> <li>• Practical thinking</li> <li>• Problem-solving</li> <li>• Implementing and adapting</li> </ul>
<b>5. Applied ethics</b>	5.1 Introducing ethical dilemmas	<ul style="list-style-type: none"> <li>• Introduction to ethics: exploring right and wrong</li> <li>• Identifying ethical dilemmas</li> <li>• Approaches to ethical dilemmas</li> </ul>
	5.2 Case studies in applied ethics	<ul style="list-style-type: none"> <li>• Case studies of ethical dilemmas: business ethics</li> <li>• Case studies of ethical dilemmas: environmental ethics</li> <li>• Case studies of ethical dilemmas: biomedical ethics</li> </ul>
	5.3 Professional ethics	<ul style="list-style-type: none"> <li>• Expectations and standards of professional behaviour</li> <li>• Debates about professional ethics</li> <li>• Case studies of ethical dilemmas: professional ethics</li> </ul>

The section that follows suggests ideas for discussion and activities/strategies for students and teachers for each of the subtopics.

## The five themes in detail

This section lists ideas for discussion and strategies/activities for each of the five themes.

- Theme 1 Personal development
- Theme 2 Intercultural understanding
- Theme 3 Effective communication
- Theme 4 Thinking processes
- Theme 5 Applied ethics

### Theme 1 Personal development

Professional success requires a commitment to growth, improvement and personal reflection. An IB education encourages students to explore and construct their own personal and social identities.

- Theme 1 addresses the development of students' confidence, independence, interpersonal skills and resilience in a variety of personal and professional situations and contexts.

The suggested topics within the theme of personal development are:

- Topic 1.1 Self-awareness
- Topic 1.2 Self-management
- Topic 1.3 Relationship management

Each topic is further divided into three subtopics. Suggested ideas for discussion and strategies/activities are provided to enable students to discuss and examine the theme.

Please note that these are examples only and should not be taken as prescriptive. Teachers must consider the needs and interests of their particular students when developing PPS.

#### Topic 1.1 Self-awareness

The subtopics within self-awareness are:

- 1.1 a) Self-appraisal
- 1.1 b) Emotional intelligence
- 1.1 c) Reflection

1.1 a) Self-appraisal	Ideas for discussion	Strategies/activities
	What defines personal identity?	Create a collage of ten or more images depicting human individuality.
	How does understanding one's self help in understanding others?	Request a sample of a personality test used by a local employer and invite a person from the company to explain the test and its use.
	How is language used to appraise self and others?	Individually or in groups, explore terms that classify or label people. Discuss with several of your peers how these terms can be constructive or create obstacles.
	What is more important to career success: skills or personality?	Research careers that are suited to identified personality traits and present your findings to the class.
	Does self-appraisal evolve from our own ideas about ourselves or from how others see us?	Identify ten admirable qualities or attributes that you would like to embody by the end of your CP experience. Select two that seem most essential. Draw up a plan for developing these attributes with the assistance of your teachers and peers.

1.1 b) Emotional intelligence	Ideas for discussion	Strategies/activities
	What are the benefits of personal awareness of emotional intelligence?	Research how emotional intelligence can be assessed. Discuss the importance of these tests. Are they useful?
	Should managers value Emotional Quotient (EQ) over Intelligence Quotient (IQ)?	Debate which is more important to success in both classroom and business: EQ or IQ. Ask representatives from education and business to attend and to respond to the arguments.
	What may assist in developing emotional intelligence?	Interact with a specific person every day for a week; reflect on the conversations in a daily log, noting the range of emotions observed and the emotions experienced.

1.1 b) Emotional intelligence	Ideas for discussion	Strategies/activities
	What does managing emotions look like and sound like?	Create a chart or web of words used to convey or explain feelings. Identify words that may be easily misunderstood and indicate options or preferred words that would be more precise in communication.
	How is knowing the difference between thoughts and feelings essential for communication and conflict resolution?	In small groups, create a visual that shows the difference between thoughts and feelings. Show examples of how each are expressed.

1.1 c) Reflection	Ideas for discussion	Strategies/activities
	What is reflection?	In small groups, create a chart with the headings <i>Reflection is not ...</i> and <i>Reflection is ...</i> . Compile a list and discuss suggestions to clarify any misunderstandings and benefits.
	What are reflective processes?	Interview four people to find out ways they reflect in their everyday life, and then research additional ways of reflecting. Select and try at least three different strategies; report back about what was most enjoyable and led to insights.
	How does reflection vary to meet the significance of the moment?	Practise structured reflection by setting aside 15 minutes at the end of the school day; each day use a different approach (writing, photography, movement, art, music) to reflect upon what was most meaningful or significant about the day.
	How do challenges and difficulties facilitate personal and collective growth?	Set up a blog (written or visual) to record selected reflections on progress, including stumbling blocks and achievements, towards completing the Career-related Programme.

1.1 c) Reflection	Ideas for discussion	Strategies/activities
	In what ways can reflection add value to employees in the workplace?	In small groups, discuss how reflective practice could assist employees in the workplace. Each group member should then share the resulting ideas with an employed person and ask for feedback. Share these findings in the group and then with the whole class.

## Topic 1.2 Self-management

The subtopics within self-management are:

- 1.2 a) Effective organization
- 1.2 b) Numeracy and finance
- 1.2 c) Managing change

1.2 a) Effective organization	Ideas for discussion	Strategies/activities
	What constitutes being organized?	Define the following terms: prioritizing, delegating, eliminating and rescheduling. Discuss how these terms may assist in developing a study schedule and also when collaborating on a group project.
	What does sequencing have to do with being organized?	Create a collaborative video with classmates demonstrating a variety of organizational tools and methods to help students prioritize.
	How do decisions made in the present affect future opportunities?	Draw a roadmap leading to your post-secondary plans; include anticipated obstacles annotated with ideas for skills and resources to keep moving towards your goals.
	Is procrastination a bad word?	Create a table that lists the pros and cons of procrastination. In small groups, create role plays that demonstrate both sides of this term.
	What organizational skills are most highly valued in the workplace?	Interview people in different careers, including someone in business, government, education and a person who is self-employed. What organizational abilities have they found to be most essential? Discuss how these are learned.

1.2 b) Numeracy and finance	Ideas for discussion	Strategies/activities
	How is numeracy relevant?	Discuss specific examples where numeracy is used in everyday life and work settings to solve problems or assist in making high-level decisions.
	What government concerns are normally associated with numeracy?	Many countries highlight the importance of numeracy skills. Research identified disadvantages associated with poor numeracy skills and one government's policies in response. Share results with the class.
	How is a personal budget designed?	Create a personal budget for living alone. Use local newspapers to work out expenses, for example rental costs, food prices and transport.
	What financial knowledge do we need?	Prepare questions on the services financial institutions offer. Invite a representative from one financial institution to the school to answer your questions.
	How is money invested?	Investigate ways in which money can be invested. What are the benefits and risks associated with each method? Discuss with the class.

1.2 c) Managing change	Ideas for discussion	Strategies/activities
	Why is change necessary for personal growth?	Investigate the relationship between change and personal growth. Create a presentation on the findings.
	How do we know if or when change is helpful or harmful?	Identify specific incidents when changes occurred that were anticipated and unanticipated, and internal and external. Discuss in small groups.
	How can we engage in personal change management?	Research and compare tools and theories on personal change management. Apply one approach to make personal changes or improvements. Document the process using mixed media.

1.2 c) Managing change	Ideas for discussion	Strategies/activities
	Do you always know what is best for yourself?	Keep a week-long log to record activity towards reaching a goal. As part of this log identify both internal and external barriers encountered and achievements made. Ask classmates to think of ideas for addressing each other's barriers to success and share successes that provide insights.
	How can change be managed in a professional setting?	Research a business that has responded to changes in its industry. What were the signals that change was necessary? What investigation was done to anticipate the most appropriate actions? What strategies were employed as a result?

## Topic 1.3 Relationship management

The subtopics within relationship management are:

- 1.3 a) Collaboration
- 1.3 b) Conflict strategies
- 1.3 c) Leadership

1.3 a) Collaboration	Ideas for discussion	Strategies/activities
	What are the fundamental elements of collaboration?	Explore the elements of collaboration in different cultures; compare and contrast findings.
	What roles do people play within teams that lead to success?	Participate in a team-building activity; discuss how collaboration hindered or helped the team to be successful.
	How can collaboration assist learning?	Practise peer-editing a piece of work belonging to a classmate by offering compliments, making suggestions and providing corrections. Was this a successful exercise? Debrief from both perspectives.
	What tools can be utilized for collaboration?	Explore collaborative tools for the workplace. What is commonly used? How is effectiveness determined? Make short commercials that advertise recommended collaboration strategies that would be most productive.



1.3 a) Collaboration	Ideas for discussion	Strategies/activities
	What is the role of social media in collaboration?	In groups, explore and discuss the impact of different social media formats in assisting with collaboration and then present your findings to the wider group.

1.3 b) Conflict strategies	Ideas for discussion	Strategies/activities
	Is it acceptable to disagree with others?	In pairs, discuss then share with the rest of the class the negative and positive aspects of conflict. Provide examples from literature and media to show the range of conflicts discussed.
	How do societies resolve conflicts?	Create a visual representation of conflict resolution terms. Explain to peers how countries use different terms and concepts to resolve a conflict.
	How is conflict managed in working relationships?	Role play and then discuss solutions to a workplace dispute over an internal promotion.
	What reactions positively impact upon conflict?	Interview people within a workplace to identify conflict scenarios. Make a video with role playing that shows methods of reaching a collaborative and constructive resolution for these situations.
	How is conflict constructive for societal change?	Select examples from different periods in history where conflict created what are now seen as benefits or advancements. Compare with a current event in conflict and predict the outcome.

1.3 c) Leadership	Ideas for discussion	Strategies/activities
	What is leadership?	Explore several theories regarding leadership and choose one that most appeals to you. Explain it to your peers using a prop as a metaphor. Describe how this theory can be applied in personal, academic and professional settings.

1.3 c) Leadership	Ideas for discussion	Strategies/activities
	What makes a successful leader?	Create a presentation identifying attributes of a leader based on research including, when possible, interviews. Include examples from fiction, history and the present.
	Are there leaders without followers?	Discuss how we learn to be a leader in society. What are the primary influencers? Interview people considered leaders in school, the neighbourhood and the community. How did they advance their leadership abilities? Do they see themselves as “leaders”?
	Are leadership traits always positive?	Write a dramatic scene presenting a scenario that portrays multiple leadership styles.
	How are social media and technology transforming leadership opportunities globally?	Write a profile of young leaders who are introducing disruptive changes in business and commerce using online marketing or sales platforms. How does this vision of leadership differ from leadership styles of previous generations?

## Theme 2 Intercultural understanding

The exploration of cultures and cultural perspectives, including one's own, enables students to be effective in diverse settings. An IB education values an understanding of human commonality and interconnection.

- Theme 2 emphasizes the importance of cultural identity, diversity and engagement in a range of personal and professional situations and contexts.

The suggested topics within intercultural understanding are:

- Topic 2.1 Cultural identity
- Topic 2.2 Cultural diversity
- Topic 2.3 Intercultural engagement

Each topic is further divided into three subtopics. Suggested ideas for discussion and strategies/activities are provided to enable students to discuss and examine the theme.

Please note that these are examples only and should not be taken as prescriptive. Teachers must consider the needs and interests of their particular students when developing PPS.

### Topic 2.1 Cultural identity

The suggested topics within cultural identity are:

- 2.1 a) Personal context
- 2.1 b) Assumptions, values and attitudes
- 2.1 c) Social norms and behaviours

2.1 a) Personal context	Ideas for discussion	Strategies/activities
	What is intercultural understanding and why is it essential in everyday life?	Examine definitions of intercultural understanding by conducting a survey with people of diverse backgrounds and/or perspectives and develop a presentation on why it is important.
	How does our past influence our future?	Trace your family history and cultural background through interviews and artifacts and/or an online free ancestry website. Alternatively, trace the family history and cultural background of a public figure. Can you identify ways past generations influenced present generations?

2.1 a) Personal context	Ideas for discussion	Strategies/activities
	What commonalities can be found between your cultural group and another cultural group?	Using local or regional census data, explore statistical information about a cultural group different from your own. What similarities can be found with your own culture(s)?
	What are the benefits of social intelligence?	Research what social intelligence is, how it is measured and how it may affect intercultural engagement. Create a presentation on your findings.
	What is an “average” working day in different cultural settings?	Conduct “live research” using a social media tool to ask questions about work hours/routines in more than one country. Document your methods and compare and contrast your findings.

2.1 b) Assumptions, values and attitudes	Ideas for discussion	Strategies/activities
	How are values formed?	Explore the values of a particular group, society or company. Research key influencers, for example culture or location, and then discuss how these values may have been shaped.
	What does your culture value? Do you share these values?	Complete a values audit or a visual board of perceived shared cultural values. Share and discuss the outcomes.
	What informs our cultural attitudes?	Choose two to three areas such as diet, language, family life or leisure and outline your own cultural attitudes towards these areas. Investigate how your cultural attitudes may have developed over time.
	Does cultural identity remain constant?	Using visual poetry, a diagram, a flowchart or other tools, demonstrate how cultural identity may change over time.

2.1 b) Assumptions, values and attitudes	Ideas for discussion	Strategies/activities
	How can general assumptions of a culture affect intercultural relationships?	Examine how a particular culture is portrayed in the media. Discuss if such representations lead to assumptions being made about the culture and how this might affect intercultural relationships.

2.1 c) Social norms and behaviours	Ideas for discussion	Strategies/activities
	How can bias influence interpretations of events?	Explore behavioural influences such as self-serving bias, and debate how these might have influenced a media representation of a global event. Discuss: is bias always present?
	What personal skills need to be drawn upon or adapted in different work environments?	Find film clips related to work environments that could be helpful in analysing or discussing how behaviour adapts to changing norms.
	Is there any value in challenging social norms?	Study some contemporary business people, and develop an understanding of their motives and actions. How and why might they have challenged social norms?
	Why are certain behaviours acceptable in one context but not another?	Compare and contrast types of behaviours applicable in different settings. Explain why they may be different.
	In what ways might a subculture differ from wider society?	Look at a film director's perspective on a subculture in a film of your choice. How are social norms and behaviours explored or portrayed within the subculture?

## Topic 2.2 Cultural diversity

The subtopics within cultural diversity are:

- 2.2 a) Language and customs
- 2.2 b) Perspectives
- 2.2 c) Commonalities and differences

2.2 a) Language and customs	Ideas for discussion	Strategies/activities
	How does language evolve?	Investigate new words that have been added to local, regional and global vocabulary. How do new words gain popularity and use and become recognized by large segments of the population?
	What differentiates a custom from a stereotype?	Role play or create a short film about global customs for travel or business. Discuss the dangers of confusing customs and stereotypes.
	How can cultural diversity create communication barriers?	Suggest innovative ways to showcase new business products or ideas in different cultural contexts.
	How is language linked to cultural traditions?	Explore, compare and contrast cultural traditions and the language associated with them.
	How do different languages and customs coexist within one society?	Many countries have a variety of languages spoken among the population. Explore how some cultural traditions are accepted by the majority while others belong to a specific language. Explain how different cultural traditions can coexist within one society.

2.2 b) Perspective	Ideas for discussion	Strategies/activities
	Where do personal perspectives originate?	Write a narrative or create a timeline that enables you to talk about events or factors that shape your world view and beliefs.
	Why does prejudice exist?	Look at contemporary media examples of prejudice and attempt to identify a rationale for people's prejudices, then list why you believe this is wrong.

	How can cultural diversity affect change in difficult circumstances?	Select an historical example of a problem in society and explain why and how alternative ways of thinking and acting were utilized in response. What results were achieved?
	What should be done about disappearing indigenous cultures?	Explore the topic of disappearing indigenous cultures and languages, and identify the central issues. Develop a media strategy for public awareness.
	How should industry promote cultural diversity?	Imagine you have several new employees from another country joining your company; produce a pamphlet to aid their cultural understanding.

2.2 c) Commonalities and differences	Ideas for discussion	Strategies/activities
	To what extent could there be a one-world culture?	In groups, consider a variety of countries and determine what commonalities of culture exist. Collectively agree on the main aspects of a one-world culture. Discuss the advantages and disadvantages of this proposal.
	How do countries work together to resolve differences?	Explore the work of the United Nations or a similar organization in addressing one contemporary issue; focus on daily activities, plans and outcomes and how they support the overall aims.
	What does inequality look like today?	Using photojournalism from around the world, create a photo essay or montage that explores personal notions of inequality; include a minimum of three of your own photographs.
	How do governments and/or non-governmental organizations (NGOs) use data to promote and protect cultural diversity?	Identify a government/NGO plan and subsequent actions to promote racial harmony and intercultural understanding in a culturally diverse society.
	Should a person's individual cultural identity conform to wider cultural values present in their environment?	Explore the term <i>multiculturalism</i> and how government policy may or may not support it. What are the benefits of a multicultural society?

## Topic 2.3 Intercultural engagement

The subtopics within intercultural engagement are:

- 2.3 a) Interactions
- 2.3 b) Insights
- 2.3 c) Impact and change

2.3 a) Interactions	Ideas for discussion	Strategies/activities
	Does globalization affect your daily life?	Explore the impact of changing trade, technology or travel patterns through an investigation of food miles or your consumption-related carbon footprint.
	What positive outcomes come from engaging with other cultures in the workplace?	Cultural diversity is increasing in the workplace. What social skills (attitudes and behaviours) should workers develop to assist in their interactions with others from diverse cultures? Is this the responsibility of the individual or the workplace?
	Why do many universities have intercultural engagement departments or offices?	Research a number of universities. How and why do they promote intercultural engagement? What common and unique ideas do they have?
	Why should cultural differences be seen as a motivation to engage with others?	Compare and contrast two or more cultures and, using a creative approach, discuss how positive intercultural engagement could be supported and encouraged.
	What can inhibit intercultural engagement?	Discuss what factors may inhibit intercultural engagement and possible solutions to overcome these factors.

2.3 b) Insights	Ideas for discussion	Strategies/activities
	In what ways are different cultures represented in modern society?	Use autobiographical or biographical sources (including interviews as an option) to conduct primary research as to how an individual's cultural identity has been represented in different ways. How has this individual responded to outside perspectives?



2.3 b) Insights	Ideas for discussion	Strategies/activities
	How do media groups, both national and international, portray particular cultures?	Use a range of national and international media to chart how one or more specific cultures have been represented over time.
	How can internationally attended events promote respect and understanding?	Explore the mission statements and aims of significant world organizations such as the Olympic Games. In what ways do these organizations foster respect and understanding?
	What kind of cultural intelligence is required to succeed in the 21st century?	Improve on an existing job description for a company that requires intercultural engagement.
	How can community areas support opportunities for intercultural engagement?	Research the community centres in your local area; do any organized events support intercultural engagement? If they do, determine who organizes them and why. If not, what would be the advantage and how might they be organized?

2.3 c) Impact and change	Ideas for discussion	Strategies/activities
	How can multinational companies be a positive global force?	Create a presentation that shows how a multinational company can have a positive social impact.
	How do multinational companies adapt their business practices to be more culturally relevant?	In groups, research how a company has adapted its product to encourage consumption. Is this a form of intercultural engagement? Who benefits?
	How do companies find a balance between ethics and profit?	In groups, conduct an internet search for the world's most ethical multinational companies. Investigate and determine if these companies adapt to local cultures, and if so, how. Discuss what impact this has on the company and/or the local culture.

2.3 c) Impact and change	Ideas for discussion	Strategies/activities
	How are nations cooperating in practical ways?	Identify an issue that requires a multinational response (or may do so in the future). Research and then create an action plan that would have the most positive impact, taking into consideration common and conflicting concerns.
	Under what circumstances, if any, should outside influences be used to change aspects of a culture?	Explore imperialism and create a case study where it affected a specific country or population within the country. What were the consequences?

## Theme 3 Effective communication

A dynamic, interconnected and complex world requires students to be capable communicators. In the IB learner profile, students strive to be confident and creative communicators, and to work effectively in collaboration with others.

- Theme 3 explores a variety of skills and literacies to broaden students' capabilities as communicators.

The topics within effective communication are:

- Topic 3.1 Interpersonal skills
- Topic 3.2 Literacies
- Topic 3.3 Self-expression

Each topic is divided into three subtopics. Suggested ideas for discussion and strategies/activities are provided to enable students to discuss and examine the theme.

Please note that these are examples only and should not be taken as prescriptive. Teachers must consider the needs and interests of their particular students when developing PPS.

### Topic 3.1 Interpersonal skills

The subtopics within interpersonal skills are:

- 3.1 a) Social awareness
- 3.1 b) Active listening
- 3.1 c) Non-verbal cues

3.1 a) Social awareness	Ideas for discussion	Strategies/activities
	In what ways do differences in cultural norms impact upon interpersonal communication?	Compare cultures with different interpersonal habits, such as giving business cards with two hands, or standing when a person enters a room. Discuss what cultural norms these convey.
	What behaviours are acceptable among friends and family that would be questionable in a work setting?	Create a timeline of changing cultural norms and behaviours over several decades that have influenced what is considered appropriate behaviour among friends, family members and in the workplace. Alternatively, outline a typical family interaction, then adapt it to suit a work environment. Explore what changes were necessary and discuss the differences in behaviour.

3.1 a) Social awareness	Ideas for discussion	Strategies/activities
	How important are our words, our tone of voice, and our non-verbal cues when communicating with another?	Communication specialists say that when we converse with one another, our message is communicated through body language, tone of voice and words. Discuss how these three areas interact and what significance each area has on the message being communicated. Research this topic, including using observation, and present your findings.
	What do we notice in our environment? What do we miss? Why is awareness of our surroundings important?	View a video that shows people who are unaware of their surroundings. View a second video that shows people who are aware of their surroundings. Discuss ways in which you can increase awareness of your surroundings.
	How do conversation starters change to be appropriate to different settings or interactions with different people?	Role play starting, engaging in and concluding a conversation with different groups, from young children to adults, to prospective employers. Analyse what changes occur depending on the group.

3.1 b) Active listening	Ideas for discussion	Strategies/activities
	How is listening significant in conversations? When is listening a challenge, and when is it easy?	Create a personal chart that shows when listening is easy and when it is more challenging. Think of strategies that would improve active listening. In small groups, share ideas and strategies.
	What are common communication blockers? How can these be avoided?	Create a list of communication blockers and discuss how active listening can assist in dealing with these.
	What are the elements of active listening and how are they used?	Discuss the elements of active listening, including eye contact, staying focused, managing distractions, asking mental questions, and asking questions aloud. Practise these skills then reassess their importance.

3.1 b) Active listening	Ideas for discussion	Strategies/activities
	Why does active listening matter?	Find video or film clips that show the challenges of active listening, such as misinterpretation of content, lack of interest and distractions; compare with scenes that model active listening.
	How does observation and feedback improve a person's abilities?	In groups of three, one person speaks, one listens and one observes. Switch roles and, when finished, provide feedback.

3.1 c) Non-verbal cues	Ideas for discussion	Strategies/activities
	How does our body communicate what we are thinking or feeling?	Using photographs from different magazines, discuss how body language is used and what messages are being conveyed.
	What are the norms for body language in the workplace?	Determine appropriate and inappropriate body language in different settings; include photographs from work settings (for example from brochures or business websites) and discuss what this conveys about workplace behaviours.
	Does body language always communicate the same message or can there be different interpretations?	Name an emotion or attitude and demonstrate the appropriate body language. Did other students show it differently, and what might this indicate?
	How can we use non-verbal cues to our benefit among friends, within families and in the workplace?	Model different non-verbal cues and let others try to guess the intention, such as clenched fists, fidgety hands, slouched posture and confident stance. Discuss the importance of reading body language and ways to avoid misinterpretations. Discuss the importance of asking questions in this process.
	Do gestures mean the same to everyone?	Describe three gestures you use daily and what they mean. Discuss what other interpretations could be made.

3.1 c) Non-verbal cues	Ideas for discussion	Strategies/activities
	What are some examples of non-verbal communication that differ between people of different generations and different cultures?	Role play work scenarios that require interpreting non-verbal cues as part of knowing the intent of communication.

## Topic 3.2 Literacies

The subtopics within literacies are:

- 3.2 a) Understanding literacy
- 3.2 b) Digital literacy
- 3.2 c) Information and media literacy

3.1 a) Understanding literacy	Ideas for discussion	Strategies/activities
	What does it mean to be functionally literate?	In small groups, define some standards for what it means to be literate. Carry out research on literacy rates around the world and ways of recording them and present your findings on a poster.
	How does the definition of literacy change within different languages and cultures?	Research how the meaning of the word <i>literacy</i> has changed over the years, why its meaning changes from culture to culture and how it differs from culture to culture. Does literacy in one language have the same meaning as literacy in another language? As a class, discuss what implications this might have for you as global citizens working in different countries around the world.
	Why are literacy rates so important for governments?	Discuss why governments place so much emphasis on literacy rates, and research how they try to improve them. Choose the government of one country and find out about its literacy programme. Using what you understand from digital literacy, choose an appropriate way of sharing your findings with your class.

3.1 a) Understanding literacy	Ideas for discussion	Strategies/activities
	How does literacy relate to employability and access to higher education?	Research in small groups how employers define literacy through their job advertisements and descriptions. Present your findings.
	How do we use standard and non-standard forms of language?	Compare and contrast how language is used differently in a school and a work setting. Develop some guidelines, such as a checklist for the class, to help ensure that students use appropriate language in workplace settings.

3.2 b) Digital literacy	Ideas for discussion	Strategies/activities
	What does the term <i>digital literacy</i> mean?	In small groups, create a definition of <i>digital literacy</i> : each group should suggest words that come to mind with “digital” and “literacy”, then create a definition of digital literacy in ten words or less. Include an image that sums up the term. Compare and discuss.
	What is a digital footprint and how is it used?	Research the methods companies use to store and use digital footprints. What should all users of social media and the internet in general be aware of about digital footprints? Create a poster on general recommendations for users of social media or the internet about digital footprints.
	Have digital access systems homogenized or pluralized how we think about the world?	Make a visual web of how digital media is helpful for learning about politics, social change, pop culture, societal issues and career opportunities.
	In what ways can collaborative digital workspaces be an advantage or cause problems for a professional?	Compare and contrast different platforms for digital collaboration in a school setting and in a work setting. What are the advantages, challenges and practicalities of the platforms?

	How do social media benefit a person, and what are the drawbacks?	Develop a list of ten “dos and don’ts” for the use of social media based upon advice from experts found online, in books and in interviews.
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3.2 c) Information and media literacy	Ideas for discussion	Strategies/activities
	Why is it important to be critical of information sources?	Debate the importance of source identification for information in an academic setting and in a work setting. What makes an expert? What makes an expert’s opinion valid?
	Can research only be conducted via the internet?	In groups, analyse how using the internet can be advantageous when conducting research and the limitations of only using the internet for research; what would be missing?
	How do diverse sources and methods of research increase relevance and accuracy?	Use four methods of action research to explore a topic: for example, media (books, internet, film); interviews (asking questions of an expert); surveys (sample opinions from different populations); and observation (to see first hand or, if not possible, using visuals). Compare findings.
	How do we know if media is accurate in presenting information?	Compare coverage of the same controversial story by three news outlets. How does the source influence the content? Is there evidence of bias or neutrality in reporting?
	How do media influence personal and cultural identity?	Study advertisements and articles in popular culture media (magazines, blogs) that attempt to influence behaviour. Identify common and unique persuasive techniques.



## Topic 3.3 Self-expression

The subtopics within self-expression are:

- 3.3 a) Writing for purpose
- 3.3 b) Presentation skills
- 3.3 c) Interview skills

3.3 a) Writing for purpose	Ideas for discussion	Strategies/activities
	How is academic honesty linked with good writing?	Research the meaning of academic honesty and explore how it is used to support writing for a variety of purposes.
	How can a résumé best showcase an applicant?	Select a preferred profession and organization then prepare a résumé and letter of introduction for an imagined position.
	How do we benefit from having good note-taking skills?	Explore different methods of note-taking and determine which one works best for you, such as mind maps, outlining or the Cornell note-taking systems. Practise by listening to a recorded lecture and taking notes. Discuss with others the benefits of using this method of note-taking.
	What is the purpose of essays?	Examine the ways in which the types of essays and their purposes are explained. Choose one type of essay and write a brief essay on a topic of your choice for a specific audience.
	How do we distinguish which different formats are appropriate, for example formal or informal, for a specific situation in the workplace?	Identify different types of writing for different formats (for example, using social media or news reporting). Examine the specific characteristics for each type of writing and discuss the reasons for these characteristics.

3.3 b) Presentation skills	Ideas for discussion	Strategies/activities
	Why are effective presentation skills important?	In groups, research the importance of effective presentation skills then collectively discuss your findings.
	How can we engage others when making a presentation?	Research and compare tools and theories on presentations, including approaches that involve the audience. Make two presentations: one that is strictly presenting without engaging the audience and one that engages the audience. After the presentation, survey the audience on what was their preferred approach and why.
	When and how can jargon, slang, clichés, colloquial phrases and redundancy be helpful or confusing in a presentation?	Watch three interviews. Collect data on each to compare and contrast techniques and clarity of response. This can include: identifying questions that are effective, fair, balanced and respectful in tone; looking at clarity in speech; and observing body language, posture and gestures.
	How can you best present yourself?	Create three versions of your résumé: for example, traditional, infographic, digital portfolio, or another approach. Working with others, share conclusions on which is most effective.
	What are effective formats for presentation?	Choose a specific format such as a photographic essay, video or podcast, and create a presentation on a topic of interest. Examine how topic, format and audience affect the central message of the presentation.

3.3 c) Interview skills	Ideas for discussion	Strategies/activities
	What are considered to be important skills to develop for job interviews?	Research the skills required for job interviews. In pairs, interview each other for a job using the researched skills and then discuss their strengths and weaknesses.
	What is necessary to know before an interview?	Select a place where you would like to work. Do a background search to develop questions that illustrate your preparation, curiosity and initiative. Consider: what do I really want to know?
	How do you prepare for an interview?	Research the types of questions that can be asked in an interview and develop answers based on your own profile.
	Developing interview skills	Select a career of interest and contact a person in that career. Request their help to interview you as if you were applying for a position in that career. Afterwards, discuss the strengths and weaknesses of your interview skills.
	What happens after an interview?	Collaboratively develop with one or more employers a process that should be followed after an interview has finished. What is appropriate behaviour for you to follow after going for an interview?

## Theme 4 Thinking processes

It is essential that students develop and utilize thinking skills for current and future success. In the IB learner profile, students strive to use critical and creative thinking skills to analyse and take responsible action on complex problems.

- Theme 4 provides the opportunity for students to explore and apply a variety of thinking processes to a range of personal and professional situations and contexts

The topics within thinking processes are:

- Topic 4.1 Critical thinking
- Topic 4.2 Creative thinking
- Topic 4.3 Application thinking

Each topic is divided into three subtopics. Suggested ideas for discussion and strategies/activities are provided to enable students to discuss and examine the theme.

Please note that these are examples only and should not be taken as prescriptive. Teachers must consider the needs and interests of their particular students when developing PPS.

### Topic 4.1 Critical thinking

The subtopics within critical thinking are:

- 4.1 a) Compare and contrast
- 4.1 b) Analyse and synthesize
- 4.1 c) Evaluate

4.1 a) Compare and contrast	Ideas for discussion	Strategies/activities
	What thinking processes are used for a comparison task?	Write a letter to a local politician/senator or to the editor of a local newspaper. In the letter, call for support for a community issue. Explain the points of comparison that prove one solution is better than another.
	What thinking processes are used for a contrast task?	Find an actual job description for a position at a local company and identify the skills needed for the position. List the skills you already have and what skills would be critical to develop. Swap lists with a classmate and give each other feedback.

4.1 a) Compare and contrast	Ideas for discussion	Strategies/activities
	What are the key differences between compare and contrast?	Gather a collection of media advertisements for both information technology (IT) and beauty products, then answer these questions. How are they similar and how are they different? Which approaches would influence you to want to purchase the product?
	How can “compare and contrast” be applied in the workplace?	Research the salaries paid to men and to women in a variety of workplaces, such as sports teams and the film and medical industries. Choose a format and highlight any gender similarities and differences.
	How do companies appeal to customers to purchase their products?	Investigate how websites use comparisons between products to inform consumers. What are the key criteria? Develop criteria for an item related to a chosen career-related field.

4.1 b) Analyse and synthesize	Ideas for discussion	Strategies/activities
	How do analysis and synthesis enable us to develop our understanding?	List three ways analysis and synthesis are used in everyday activities. Creatively present the differences to your classmates.
	How can analysis and synthesis be used to create something new?	Examine a variety of popular sitcoms. Analyse specific elements such as target audience and audience appeal, and how clothing, setting, language and symbolism are intentional. Synthesize findings and propose a scenario for the “perfect” sitcom for a particular target audience.
	How do countries use analysis and synthesis to promote cultural identity?	Put together an Olympic bid for your city and country that covers unique characteristics, marketing ideas, environmental safeguards, culture exposure and legacy.

4.1 b) Analyse and synthesize	Ideas for discussion	Strategies/activities
	How does trend analysis contribute to the development of a new idea?	Study the sales of an item related to a particular industry. In order to predict how the item and market for it may change, design and implement a marketing survey. Conduct the survey with a significant sample and consolidate findings with your class.
	In what ways would analysis and synthesis be of value when looking for a potential career or employment?	In small groups, use the process of analysis to provide a rationale for choosing a career path. Present to the class. Then, as a class, synthesize the ideas and develop a five-step approach to determining a career path.

4.1 c) Evaluate	Ideas for discussion	Strategies/activities
	How does evaluation help us determine right from wrong?	Conduct a debate on a current significant issue, examining the perspectives of at least two opposing views. Afterwards, discuss what persuasive techniques were aimed at swaying emotions and which were aimed at evaluative strategies of logic and rationale.
	How can evaluation of information sources assist learning?	Critically evaluate a variety of primary and secondary sources of information on a specific topic, utilizing such headings as origin, relevance, date, author and publisher, and then present your findings.
	How can the evaluative process initiate change?	Form a panel made up of various stakeholders on an important school issue. Determine what deliberate strategies the different interest groups use to validate their viewpoints and influence decision-making.

4.1 c) Evaluate	Ideas for discussion	Strategies/activities
	What are the similarities and differences between the terms <i>reflection, assessment</i> and <i>evaluation</i> ?	In small groups, construct a table that outlines the similarities and differences of these three terms: <i>reflection, assessment</i> and <i>evaluation</i> . Compare and refine to create a collective understanding.
	In what ways do workplace assessment tools evaluate a company's investment in their employees?	Investigate how companies use workplace assessment tools and for what purpose. Is this information easily accessible or are companies more private about their approach? Interview a company representative responsible for workplace assessment to find out more.

## Topic 4.2 Creative thinking

The subtopics within creative thinking are:

- 4.2 a) Imagine
- 4.2 b) Predict
- 4.2 c) Innovate

4.2 a) Imagine	Ideas for discussion	Strategies/activities
	What could be a deliberate process for creative thinking?	Depict the generation of a creative idea using a tool such as a flowchart, list, storyboard or diagram.
	How is imagination needed in the workplace?	Examine a number of large companies and determine if imagination is considered to be a useful component in decision-making. Show how this is an effective approach for one of the companies or how it could be for another company.
	How can imagination assist in solving problems?	In pairs or in small groups, select a current news story. Use images from various media to create a montage depicting two solutions to the issue raised. Present ideas in an innovative way that engages the audience.

4.2 a) Imagine	Ideas for discussion	Strategies/activities
	What is meant by strategic imagination and how could it be used?	Choose a familiar strategy such as planning a party or developing plans to assist a charity. Outline the strategy step-by-step. With a group, re-imagine how this could be done and support the thinking process with a unique visual
	How are the arts a manifestation of imagination?	Find five unexpected examples of how visual, theatrical or musical arts have influenced societal or corporate change.

4.2 b) Predict	Ideas for discussion	Strategies/activities
	How is prediction a part of our everyday lives, personally and professionally?	Conduct a survey of peers and adults on the frequency of prediction as an everyday strategy. Determine patterns and compare findings.
	In what ways can prediction guide us in making connections between what we already know and new information?	Read the middle of a short story; imagine what took place at the beginning and predict the ending. Determine what assisted you in considering how the story began and how the story would end.
	How can prediction be an element of creative thinking?	Explore articles or documentaries on what is meant by prediction. Show an example of how creative thinking is related to prediction in a real-life setting.
	In which areas of work could prediction be used?	Research how data, analysis and prediction are used in two different industries and for what purposes.
	How do industries or companies rely on predictive tools?	Produce a report on the uses of predictive tools, such as focus groups, by organizations around the world, for example in the film industry, advertising companies or a political campaign.



4.2 c) Innovate	Ideas for discussion	Strategies/activities
	What is meant by innovation?	Research three innovations over the last century; trace their roots and success.
	How are creative thinking and innovation linked?	Create a visual of definitions and quotes about innovation and creative thinking. Draw links where appropriate and discuss.
	What opportunities are always present for innovative thinking in school, at home, with peers and in a work setting?	Over a period of a week track opportunities for innovative thinking that emerge in different settings. Include the role, if any, of distractions and daydreaming in influencing innovative thinking. Present your conclusions in an innovative manner.
	How well do innovation programmes work in companies?	Research companies that have innovation programmes. Identify the strategies used to implement these programmes. Decide which programmes have the most appeal to younger members of the workforce or employees with lengthy tenure. Test your theories with a survey of two different demographics.
	How is strategic innovation used in business and government?	In a group, identify and interview a business owner about a current need to advance productivity or marketing. Design a framework of strategic innovation in response to this identified need.

## Topic 4.3 Application of thinking

The subtopics within application of thinking are:

- 4.3 a) Practical thinking
- 4.3 b) Problem-solving
- 4.3 c) Implementing and adapting

4.3 a) Practical thinking	Ideas for discussion	Strategies/activities
	In what way is the application of knowledge consistent with practical thinking?	Identify a definition of <i>practical thinking</i> and determine its primary and secondary purpose. Demonstrate at least two examples of practical thinking and discuss both advantages and disadvantages.
	What is common sense and how could it be used?	Devise and act out a scenario that uses a common sense solution. Be certain to make transparent the specific elements that make this a common sense solution. Ask for feedback that shows other possible common sense solutions for this scenario from diverse perspectives.
	Does societal need drive invention or does invention drive societal need?	Identify a societal need that was met through an invention and then identify an invention that resulted in a shift in society. Compare and contrast your findings with other students.
	How do we acquire knowledge? Are there particular ways of knowing?	Keep a diary of how you acquire information over three days and then discuss findings in small groups. Categorize commonalities and present recommendations of at least three valued strategies as a resource for other students.
	If we believe a piece of information is imperfect or incorrect, how do we correct it?	Using a map of the world, discuss its perceived errors—for example, the relative sizes of continents and countries—the possible consequences of these errors and what steps should be taken to correct them.

4.3 b) Problem-solving	Ideas for discussion	Strategies/activities
	How do we use similar or unique problem-solving strategies in learning situations and interpersonal relationships?	Investigate a variety of problem-solving strategies. Compare and contrast. Create a visual to show where the strategies would be helpful and where they would cause problems in personal situations, learning situations and the workplace.
	What are the key similarities and differences between problem-solving methodologies?	Find quotes or proverbs that represent notable ways to solve problems or address life's challenges. Individually or in small groups, select one quote and create a representative art piece for display or for use in social media.
	How is lateral thinking associated with problem-solving?	Investigate how important solutions were found through the application of lateral thinking. Present your findings and suggest how lateral thinking might be used to solve problems in the future.
	Part of problem-solving is decision-making; what strategies help us make decisions?	Develop a toolkit with a representative visual for each decision making method or practice.
	How is "change" viewed as a challenge and as a necessity in the workplace?	Arrange for an interview with a professional who can present a case study of a current workplace problem and diverse ways to address the core issues. In small groups, select and test a specific strategy and present recommendations.

4.3 c) Implementing and adapting	Ideas for discussion	Strategies/activities
	How are we always adapting?	Identify where adaptation is around us at all times. Include examples from nature, family settings, friendships, physical development and popular culture and media. Create a class mural or other representation.

4.3 c) Implementing and adapting	Ideas for discussion	Strategies/activities
	How can an accepted or best practice in a learning environment or workplace be improved?	In groups, interview at least three educators and three students on the question: what makes a good education? Based on your findings, redesign an academic course to be more effective for the learner and for the teacher.
	Does one size fit all?	With a partner, compare marketing strategies for a similar product by three companies. Identify common and different approaches depending on the target audience and then develop a unique way to market the product to a population not represented in this sampling.
	How does feedback drive adaptation?	Identify a situation where social media used as feedback for a business or corporate concern has led to adaptation and change.
	What is the benefit of extending ideas?	Research what is meant by a circular economy and then choose a product and adapt it for another use.

## Theme 5 Applied ethics

Through applied ethics, students shape values and attitudes applicable to real-world situations. The IB's commitment to principled action requires students to take responsibility for their actions and consequences and act with integrity and honesty.

- Theme 5 extends students' understanding of the use of ethics within a range of personal and professional situations and contexts.

The topics within applied ethics are:

- Topic 5.1 Introducing ethical dilemmas
- Topic 5.2 Case studies in applied ethics
- Topic 5.3 Professional ethics

Each topic is divided into three subtopics. Suggested ideas for discussion and strategies/activities are provided to enable students to discuss and examine the theme.

Please note that these are examples only and should not be taken as prescriptive. Teachers must consider the needs and interests of their particular students when developing PPS.

### Topic 5.1 Introducing ethical dilemmas

The subtopics within introducing ethical dilemmas are:

- 5.1 a) Introduction to ethics: exploring right and wrong
- 5.1 b) Identifying ethical dilemmas
- 5.1 c) Approaches to ethical dilemmas

5.1 a) Introduction to ethics: exploring right and wrong	Ideas for discussion	Strategies/activities
	What do we mean by ethics?	Discuss what is meant by <i>ethics</i> , and what the scope of ethics is. Outline the three main areas of ethics: meta-ethics, normative ethics and applied ethics.
	Why is it important to think about and make choices based on ethics?	In pairs, look at the IB learner profile and discuss why <i>principled</i> is identified as one of the attributes.
	What do we mean by right and wrong?	Discuss what the words <i>right</i> , <i>wrong</i> , <i>good</i> and <i>bad</i> mean. Create a visual for each.

	Moral relativism and universalism: do moral principles exist? Are they universal or relative to a particular situation?	After hearing an example to highlight where a person does a wrong while believing that it serves the greater good, discuss if there are some choices that are always wrong, whatever the situation?
	Where does morality come from? Is moral sense innate or acquired?	Think about your own moral values. Where have those moral values come from? Can you identify particular influences that have shaped your moral values?

5.1 b) Identifying ethical dilemmas	Ideas for discussion	Strategies/activities
	What is an ethical dilemma? What makes an ethical dilemma different to other types of difficult decisions?	Read a list of dilemmas provided by your teacher that are a mixture of ethical dilemmas and other dilemmas. In pairs, discuss the list and for each one decide whether it is an ethical dilemma or not, and explain why.
	What ethical dilemmas can you see in events happening around the world this week?	Look through a newspaper from this week. Identify any stories that have a clear ethical dimension. What ethical dilemmas can be drawn out of the news stories?
	What ethical dilemmas might an IB student face in the school environment?	In pairs, think of possible ethical dilemmas that an IB student may face in the school environment, for example academic honesty in completing assignments.
	How are ethical dilemmas a mainstay of films or literature?	Suggest an example of an ethical dilemma in a film or book. Provide a brief summary of the dilemma to the rest of the class, as well as a brief summary of the outcome.
	How do ethical dilemmas in a professional, government or business context drive public opinion?	Research one example of a news story involving a business or professional acting in a way that was considered unethical. Create and conduct a survey to assess and better understand public opinion related to the story.

5.1 c) Approaches to ethical dilemmas	Ideas for discussion	Strategies/activities
	What criteria might we use to make ethical decisions?	Participate in a class discussion on what criteria could be used to make ethical decisions. Suggestions may include: the person's motive, the consequences of the action, respect for justice, the greatest good for the greatest number, respecting individual rights, religious teachings, social and cultural expectations, our ethical intuition, public opinion, or other considerations.
	Does the rightness or wrongness of an action depend on the consequences of that action?	Discuss consequentialism as an approach to ethics. Research examples. Discuss what challenges to consequentialism can be raised.
	Does the rightness or wrongness of an action depend on the nature of the action itself?	Read a brief summary of Kant's deontological approach to ethics. In pairs, create a table of strengths and weaknesses of this approaches compared with consequentialism.
	Are there times when we might blame people for failing to perform an action, rather than for actually performing an action?	Discuss, debate or role play this train carriage scenario: There is a runaway train carriage heading for five people tied to the track, and if it reaches them it will kill them. You are standing next to a lever that will switch the train carriage onto a different track. However, on the other track there is one person tied to the track. Would you do nothing, or would you pull the lever and divert the train carriage onto the track where only one person will be killed?
	Is developing character and virtue what really matters?	Discuss virtue ethics as an approach to ethics. Compile a list of attributes that could be considered to be virtues (such as patience or courage). Compare lists with the rest of the class. Are there virtues common to all lists? Compare with the 12 virtues suggested by Aristotle.

## Topic 5.2 Case studies in applied ethics

The subtopics within case studies in applied ethics are:

- 5.2 a) Business ethics case studies
- 5.2 b) Environmental ethics case studies
- 5.2 c) Biomedical ethics case studies

5.2 a) Business ethics case studies	Ideas for discussion	Strategies/activities
	<p>Is it ethical to use information obtained through spying on a rival company (business espionage)? What is the difference between gathering intelligence and corporate espionage?</p>	<p>Research some specific examples of business espionage and compare with how this is presented in popular culture through films or television. Discuss in pairs: are some methods of gaining information on corporate rivals ethically acceptable and others not?</p>
	<p>What effects can free trade have on working and environmental conditions in low-income countries? How does this compare to fair trade?</p>	<p>Research and present a speech on the working conditions in factories serving large multinational companies in five low-income countries.</p>
	<p>Who owns information collected by businesses? What obligations do businesses have to protect personal data collected from customers? What uses of data are ethical and what uses are not?</p>	<p>Discuss topical examples from the news related to privacy and data sharing; this can include a variety of concerns such as companies who have sold data, ethics and big data, and personal privacy.</p>
	<p>How are businesses culpable or responsible for creating economic stability or opportunities for communities where their products are produced?</p>	<p>Research and create a compelling case study showcasing one or more companies that have been accused of using lower-cost countries to create their products and debate for and against the companies' decisions.</p>
	<p>What is corporate social responsibility?</p>	<p>Participate in a class debate: business is about making profit, not about being socially responsible.</p>



5.2 b) Environmental ethics case studies	Ideas for discussion	Strategies/activities
	Do we have an ethical responsibility to future generations to look after the environment?	After reviewing the concepts of shallow ecology and deep ecology, debate the following: should people be forced to make changes to their lifestyle in order to preserve the environment?
	Should genetically modified foods be labelled?	Find information on genetically modified foods and examine the controversy surrounding labelling and different opinions on the health impacts.
	In what ways do businesses need to consider or weigh up profit margins with increased employment opportunities for a community, and environmental factors and consequences that could have long-term impact?	Discuss the example of building a holiday resort that will have positive effects, such as increasing employment, but will also have negative effects, such as the destruction of the habitat of some endangered species of animals. Create arguments for and against building the holiday resort.
	What are the ethical considerations of space exploration?	Stephen Hawking said: "I don't think that the human race will survive the next thousand years, unless we spread into space." Do humans have the right to explore, or even potentially inhabit, other planets? Discuss.
	What ethical considerations are most current and compelling regarding animals and the environment?	In pairs, research an example of a cull of animals that has been in the news and identify the ethical issues raised by the example.

5.2 c) Biomedical ethics case studies	Ideas for discussion	Strategies/activities
	Is there ever a situation where it is wrong to prolong life?	Research the debates surrounding the prolongation of life. Identify different perspectives and write a reflective essay on your findings.
	What general ethics principles should be applied to medical research?	Research different countries' laws on medical research and create a comprehensive list of ethical principles that should be universally applied.

5.2 c) Biomedical ethics case studies	Ideas for discussion	Strategies/activities
	Are there universally accepted ethical issues associated with genetic engineering?	Should scientists be given complete freedom to explore genetic engineering? Debate in groups.
	What are the rights of the patient in different countries?	Investigate the rights of the patient in a number of countries and determine which country, if any, is more ethical than the others. Compare and contrast findings.
	How have the ethics of animal experimentation changed over time in the country where you live?	In pairs, complete a table of arguments for and against the use of animal experimentation in medical research in your country.

## Topic 5.3 Professional ethics

The subtopics within professional ethics are:

- 5.3 a) Expectations and standards of professional behaviour
- 5.3 b) Debates about professional ethics
- 5.3 c) Professional ethics case studies

5.3 a) Expectations and standards of professional behaviour	Ideas for discussion	Strategies/activities
	Why do some professions have codes of practice?	Think of some examples where you might expect someone with specialist knowledge and training to act differently to a member of the public, for example in a medical emergency. In a creative presentation, answer the following: does having specialist knowledge and training give professionals additional moral responsibilities?
	What attributes frequently appear on professional codes of practice or conduct?	Research some codes of practice or conduct for different professions, for example in sports or finance. Identify some of the key attributes on each list, and identify attributes that appear frequently across multiple lists.
	What attributes would you consider essential or critical for everyday life, both personally and professionally?	Write a list of attributes for a personal code of practice for everyday life. In pairs, compare lists and see how similar or different the two lists are. Explain why you chose those attributes, and why they are particularly important to you.
	In what ways would any profession benefit from having an oath of ethics or standards for professional behaviour?	Discuss the examples of the Hippocratic Oath and the Declaration of Geneva (Physician's Oath). Should all professions have such oaths? Construct a comparable oath for a professional that is of interest to you.
	What is meant by <i>professional boundaries</i> and in what kinds of situations are they critical?	Identify situations where there are strict guidelines on what constitutes appropriate relationships between a professional and a client, for example teacher–student or doctor–patient relationships.

5.3 b) Debates about professional ethics	Ideas for discussion	Strategies/activities
	<p>What is the role and purpose of a code of professional ethics and practice?</p>	<p>Participate in a group discussion of an example of a code of professional practice. What role and purpose might this code have? Consider benefits for the company, benefits for clients, benefits for customers, practical roles and more idealistic roles.</p>
	<p>Should professions decide on their own standards of practice, or should these be regulated externally?</p>	<p>Research professions where there are external regulations of ethical standards; for example, in many countries nursing would fit in this category. In pairs, identify possible advantages and disadvantages of having external regulations.</p>
	<p>Are there examples of actions that may be legal, but would be unethical?</p>	<p>Often actions that are unethical are also illegal. Identify examples of actions that are legal but, according to your ethics, are unethical. Research some examples of professions and companies that have legal and ethical guidelines, and identify which guidelines are ethical and which are legal, and what the difference is between the two.</p>
	<p>To what extent should managers and directors of companies be held accountable for disasters involving their companies?</p>	<p>Discuss concepts such as corporate manslaughter and vicarious liability. Find examples of industrial disasters and debate the use of the above concepts for each example.</p>
	<p>Is whistle-blowing an acceptable practice?</p>	<p>Most whistle-blowers are employed within a company, organization or government agency. Research notable whistle-blowers and the consequences of their actions, both to themselves and their place of work.</p>

5.3 c) Professional ethics case studies	Ideas for discussion	Strategies/activities
	Do professionals have a duty to report colleagues if they see them acting unethically?	Imagine a scenario where you are at work and see a colleague making an unethical decision. What would you do? Defend your position.
	Does confidentiality at work apply to close personal or professional friends?	Identify some professions where maintaining confidentiality is critical. Research some organizations associated with these professions to see if they offer any official guidance on this issue. What might be the consequences if an employee was caught breaking confidentiality?
	Does an employer have the right to set company policy and monitor employee behaviour without the employees' permission?	In pairs, discuss the scenario where a manager finds an employee making personal phone calls, sending personal emails during working hours and using online social networks. What would you do? Look at examples of two company policies on personal calls and internet use.
	Are "good Samaritan" or other similar laws in place in your country that protect individuals who give reasonable assistance to others despite personal risk?	Explore the question of whether "experts" have moral responsibilities that ordinary members of the public do not have. For example, a doctor is on a plane going on holiday when another passenger is taken seriously ill. Does the doctor have a responsibility to help the ill passenger?
	Is it acceptable for a company to look at the social media profile of a person they are interviewing for a job?	Reflect on your own social media profiles and content. Are there images or information you would not want a potential employer to see? Is your information private or publicly accessible? What advice would you have for a person looking for a job regarding their use of social media?

## Course review

Teachers and coordinators must continually and collaboratively review the delivery of the four core components to ensure relevance and links between them.

Teachers should also seek to improve understanding of the core components among all school staff and discuss opportunities for connections between the written curriculum and the core components.

## Resources

Teachers, coordinators and students can develop a list of employers, companies and organizations that can contribute towards the delivery and experience of the core component (eg by providing guest speakers or providing authentic materials). The school community should continually investigate and document new opportunities for the development of resources.

## Raising awareness

Schools should work with the wider school community (potentially including students) so they can collectively identify areas of the programme that need strengthening and recognize and celebrate achievements. To achieve this, the school could:

- organize events to highlight and celebrate students' experiences and achievements
- invite alumni to speak to students about their careers
- invite students from other IB schools to share their experiences
- provide information on the school website and in school newsletters, newspapers and magazines
- formally recognize students' achievements (eg through award ceremonies).

## Networking

Teachers are encouraged to use the forum on the online curriculum centre to develop networks with other schools, share resources and exchange advice. Students could also be assisted in contacting students from other schools to collaborate or share ideas.

## Programme evaluation

Every five years, schools engage in a programme evaluation and self-study process to assess the implementation of their Career-related Programme. The school's implementation of each core component is evaluated as part of this process. Schools submitting their programme evaluation self-study will be required to provide evidence that the planning, organization and delivery of each core component meets the individual core components requirements.

Please see the *Programme evaluation guide* and *self-study questionnaire: Career-related Programme* for more detailed guidance about the process and the evidence that must be submitted.

## Learning diversity

Some students may find it difficult to participate due to a physical, medical or psychological condition. The principle in all such circumstances is to focus on what students **can** do, not on what they cannot. It must be remembered that the school plays a vital part in defining students' future lives, including the development of their interests and talents.

In IB World Schools, all students in the IB programmes should have meaningful and equitable access to the curriculum. The IB document *Programme standards and practices* calls for schools to be organized in ways that value student diversity and respect individual learning differences. This is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.

Schools must ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements and that these arrangements are in line with the IB documents *Candidates with assessment access requirements* and *Learning diversity in the IB programmes: Special educational needs within the IB programmes*.

Schools can contact their regional office for advice.