

# Community engagement guide (first teaching 2025)

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## **Career-related Programme**

### **Community engagement guide (first teaching 2025)**

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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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## Purpose of this document

This publication is intended to guide the planning, teaching and assessment of the Career-related Programme (CP) community engagement (CE) core component in schools. Teachers are the primary audience, although it is expected that teachers will use the guide to inform students, parents/legal guardians and school staff about this core component.

This guide can be found on the CP core page of the Programme Resource Centre (PRC) at [resources.ibo.org](https://resources.ibo.org), a password-protected International Baccalaureate (IB) website designed to support IB teachers. It can also be purchased from the IB Store at [store.ibo.org](https://store.ibo.org).

## Additional resources

Additional publications, such as teacher support materials (TSM), can also be found on the PRC.

This guide references the following types of resources.



Appendices: Required materials, tools, forms



Toolkit: Key tools for teachers and students



Teacher support material: Additional guidance, suggestions, examples

Teachers are also encouraged to use the Communities pages on My IB to share and find resources created by other teachers. Teachers can provide details of useful resources, for example, websites, books, videos, journals or teaching ideas.

## Acknowledgement

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

**First assessment 2027**

# The Career-related Programme

## The Career-related Programme model

Figure 1  
Career-related Programme model



The Career-related Programme (CP) is inclusive by design and provides a choice of different pathways for students aged 16 to 19. Contemporary life places complex demands on graduates entering further/higher education or employment. An integral part of the CP is enabling students to become self-confident, skilled and career-ready learners.

To prepare students to succeed in a rapidly changing world, schools must not only equip them with the necessary skills and dispositions, but also the ability to manage and influence change. The CP supports this by offering a flexible framework of experiences that function in a synergistic way and can be personalized to allow for multiple means of engagement, representation, action and expression (UDL guidelines, CAST 2018).

The CP enables students to:

- develop a broad range of competencies and deepen their understanding in specific areas of knowledge through their Diploma Programme (DP) courses and career-related studies (CRS)
- develop flexible strategies for knowledge and skill acquisition, or enhancement, in varied contexts

- foster attitudes and habits that empower them to become lifelong learners able to engage with diverse perspectives, opportunities and challenges
- prepare for effective participation in the changing world
- become involved in learning that develops their capacity and will to contribute in constructive ways.

The distinct advantage of the CP is that schools can adapt the framework to meet local, regional or national education requirements.

## The Career-related Programme core

The CP core enhances students' personal qualities and professional development. The core contextualizes the DP courses and the career-related study, and brings all aspects of the framework together. The core develops many of the student characteristics and attributes described in the IB learner profile and has three distinct qualities. It:

- is driven by student voice, choice and ownership
- emphasizes connected, enduring and transferable knowledge, skills and attitudes
- offers a variety of opportunities for authentic evidencing and ongoing assessment of learning.

There are four components of the CP core.

1. Community engagement (CE)
2. Language and cultural studies (LCS)
3. Personal and professional skills (PPS)
4. Reflective project (RP)

Schools should design the delivery of the components by considering the needs, interests and backgrounds of their students.

### Aims of the Career-related Programme core

The four components of the core are designed to be connected—by their nature, their learning outcomes, and their intentional connections. Viewed as a whole, the core aims to:

- anchor the programme to the IB mission through the development of the learner profile attributes and international-mindedness
- contextualize and enhance the DP courses and CRS, drawing together all the aspects of the framework
- promote the development of enduring personal, academic and professional knowledge, skills and attitudes
- reflect the understanding that learning is iterative, interconnected and a cornerstone of ongoing personal and community well-being.

The significance of the core to the CP experience cannot be understated, and it is important for CP school stakeholders to collaborate in the construction of learning environments and experiences that support and empower students to make meaningful connections between components.

## The IB mission statement and the IB learner profile

The CP aims to develop in students the knowledge, skills and attitudes they will need to fulfil the aims of the IB, as expressed in the organization's mission statement and the IB learner profile. Learning and teaching in the CP represent the reality in daily practice of the organization's educational philosophy.

## IB Programme standards and practices

*Programme standards and practices* (PSP) is the foundational set of principles for schools and the IB to ensure quality and fidelity in the implementation of IB programmes. Learning and teaching are the most important markers of quality and effective practice in schools; thus, the expectations that teachers and learners share across all IB programmes can be found in the PSP.

The PSP has been designed as a framework to help teachers understand their rights and responsibilities in IB World Schools as they develop learning environments and experiences for their students. The IB recognizes that for effective teaching to take place, teachers must be supported in their understanding, well-being, environment and resources. Teachers, in turn, use core tenets of IB philosophy and pedagogy (such as the approaches to learning, the approaches to teaching, and the IB learner profile) to design learning engagements and prepare learners to fulfil the aims and objectives outlined in this guide.

To learn more about teachers' rights and responsibilities, please see the PRC and [Programme standards and practices](#).

## Approaches to learning and approaches to teaching

Approaches to learning and approaches to teaching across the IB programmes refer to deliberate strategies, skills and attitudes which permeate the learning and teaching environment. These approaches are intrinsically linked with the IB learner profile attributes. They enhance student learning and assist student preparation for CP assessment and beyond.

The five approaches to learning, along with the six approaches to teaching, encompass the key values and principles that underpin IB pedagogy.

| Approaches to learning                                                                                                                                                          | Approaches to teaching                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Thinking skills</li> <li>Research skills</li> <li>Communication skills</li> <li>Social skills</li> <li>Self-management skills</li> </ul> | <p>Teaching is:</p> <ul style="list-style-type: none"> <li>based on inquiry</li> <li>focused on conceptual understanding</li> <li>developed in local and global contexts</li> <li>focused on effective teamwork and collaboration</li> <li>designed to remove barriers to learning</li> <li>informed by assessment.</li> </ul> |

The IB approaches to learning and approaches to teaching allow schools to identify the distinctive nature of a CP education, with its blend of idealism and practicality, and support meaningful experiences that:

- empower teachers to create clearer strategies for facilitating learning engagements that support meaningful inquiry and critical and creative thinking
- promote connections to prior knowledge and to other areas of learning
- encourage both teacher and student agency and self-directed learning
- enhance the coherence and relevance of students' CP experiences
- encourage students to develop an explicit variety of skills that will enable them to be lifelong learners and will prepare them for multiple pathways beyond high school.

For more information about approaches to learning and approaches to teaching, see the following resources.

- [Programme standards and practices](#)
- [Diploma Programme Approaches to teaching and learning](#)
- The "Appendix III: Approaches to learning and approaches to teaching in CE" section of this guide
- [Community engagement teacher support material](#)

## Learning diversity and learning support requirements

Schools must ensure that equal access arrangements and reasonable adjustments are provided to students with learning support requirements that are in line with the IB documents *Access and inclusion policy* and *Learning diversity and inclusion in IB programmes: Removing barriers to learning*.

The documents *Meeting student learning diversity in the classroom* and *The IB guide to inclusive education: a resource for whole school development* are available to support schools in the ongoing process of increasing access and engagement by removing barriers to learning.

## Nature of community engagement

Community engagement (CE) offers opportunities for students to learn in, from and with communities as well as to apply knowledge and skills acquired in other areas of learning.

CE invites students to engage with communities in **dialogic, reciprocal reflective** and **reflexive** ways, and to expand their understanding from a **personal** to a **relational** to a **systems** dimension.

Students engage in an inquiry-based process of **exploring and preparing, relating and acting, evaluating and sharing** that is aimed at responding to relevant opportunities and challenges identified both by and with communities. Through this process, students:

- develop and apply critical- and creative-thinking skills, social and affective skills, and ethical reasoning
- reflect on their positionality, develop the ability to build reciprocal relationships, and engage in place-based learning
- gain a deeper understanding of local and global issues, and develop the ability to manage complexity
- develop a sense of individual and collective responsibility and agency, and the capacity to become active participants in bringing about that for which they and their communities hope.

In these ways, CE provides a foundation for engaging in compassionate, informed and responsible action, and prepares students for the complex challenges they may face in the present and future.

The relationships between students and the community are central to CE. CE places value on solidarity as a central principle to action-oriented pedagogies, and requires students and all participants to approach engagement with a spirit of humility, openness and critical curiosity.

CE aims to contribute in positive ways to all participants.

- **Students** will grow personally through experience and relationships; they will continue developing academic, civic, social, cognitive and affective skills, knowledge and understanding; and they will discover, develop and consolidate attitudes and values (e.g. openness, solidarity, compassion).
- **Teachers**, who are positioned as both mentors and co-learners, will be constructing meaning together with students and are likely to gain deeper understanding of themselves, their students and their communities.
- **The community** will engage in reciprocal collaboration that responds to relevant opportunities and challenges, and has the potential to contribute to developing collective capacities and to the well-being of the community and the larger (ecological and social) systems in which it is embedded.

CE should be experienced and demonstrated as sustained for the duration of the students' Career-related Programme (CP).



Glossary of CE terms

## CE and international-mindedness

International-mindedness is central to the International Baccalaureate (IB) philosophy, and it inspires and informs the IB's pedagogical principles and practices. International-mindedness is a multifaceted concept that captures a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others (IBO, 2019, p. 2).

CE creates the space for local and global engagement, and for developing and practising intercultural understanding and respect through interaction with diverse communities, thereby fostering international-mindedness.

CE highlights the “focus on action in all IB programmes: a focus on moving beyond awareness and understanding to engagement, action and bringing about meaningful change [that contributes to creating] a more peaceful and sustainable world for everyone” (IBO, 2019, p. 2).

CE involves engagement with communities to explore and respond to relevant issues collaboratively, while also fostering an appreciation and understanding of diversity and justice. This challenges students to consider power and privilege critically, to become aware of the systemic, complex nature of local and global opportunities and challenges, and to cultivate a sense of responsibility towards others and the wider world.

CE also supports students in becoming more internationally minded by developing the IB learner profile attributes further.

Table 1

*The IB learner profile attributes and CE*

| Learner profile attribute | Through CE, students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thinkers                  | <ul style="list-style-type: none"> <li>• use both critical- and creative-thinking skills</li> <li>• explore complex issues and identify their root causes</li> <li>• understand how systems may work</li> <li>• imagine alternative futures</li> <li>• develop alternative possibilities alongside communities</li> </ul>                                                                                                                                                                   |
| Inquirers                 | <ul style="list-style-type: none"> <li>• approach with curiosity the diversity of the communities with whom they interact</li> <li>• embrace the challenge of diverse and divergent ideas, insights and world views</li> <li>• engage in collaborative inquiry to identify relevant opportunities and challenges to which they can meaningfully contribute and respond</li> </ul>                                                                                                           |
| Knowledgeable             | <ul style="list-style-type: none"> <li>• engage with issues and ideas of local and/or global significance of which they might have been unaware</li> <li>• use insights drawn from other areas of learning and develop new understandings and skills that can enrich their academic or career-related learning</li> <li>• become aware of the limits of their knowledge, value and become able to draw upon other knowledge systems</li> <li>• be able to both learn and unlearn</li> </ul> |

| Learner profile attribute | Through CE, students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Open-minded               | <ul style="list-style-type: none"> <li>• appreciate other ways of being and knowing</li> <li>• recognize the knowledge and skills of diverse communities</li> <li>• approach difference and diversity with openness, humility and curiosity</li> </ul>                                                                                                                                                                                                                                                                              |
| Principled                | <ul style="list-style-type: none"> <li>• explore the ethical dimensions that influence engagements and relationships with communities</li> <li>• develop awareness of the diversity of value systems</li> <li>• explore questions relating to fairness and social and ecological justice</li> </ul>                                                                                                                                                                                                                                 |
| Caring                    | <ul style="list-style-type: none"> <li>• develop empathy, compassion and attunement to the interconnected human and natural worlds</li> <li>• cultivate a sense of both individual and shared responsibility towards each other and the planet, and cultivate an ethic of care for all life</li> <li>• understand and enact their capacity to make a meaningful contribution</li> </ul>                                                                                                                                             |
| Balanced                  | <ul style="list-style-type: none"> <li>• develop holistically through social, emotional, ethical, place-based and action-oriented learning</li> <li>• engage in reflective practice that combines criticality with developing compassion for oneself and for others</li> </ul>                                                                                                                                                                                                                                                      |
| Communicators             | <ul style="list-style-type: none"> <li>• listen with attention and respect</li> <li>• consider the perspectives of other individuals and groups</li> <li>• be able to understand and express their own perspectives, and communicate in various contexts</li> </ul>                                                                                                                                                                                                                                                                 |
| Reflective                | <ul style="list-style-type: none"> <li>• inquire into their positionality</li> <li>• actively examine and challenge individual and collective assumptions and frames of reference, and examine what shapes their own and others' perspectives and values</li> <li>• become aware of the limits of one's knowledge</li> <li>• examine the multiple ways their presence and perspective influence thinking and actions</li> <li>• understand their personal transformation as a step in their journey of lifelong learning</li> </ul> |
| Risk-takers               | <ul style="list-style-type: none"> <li>• be open to having their views and assumptions challenged</li> <li>• be willing to respectfully challenge assumptions and transform views</li> <li>• have the courage to try new ways of engaging to meaningfully contribute to developing collective capacities in and with communities.</li> </ul>                                                                                                                                                                                        |

## Aims

The aims of CE are for students to:

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

## Learning outcomes

Through meaningful and purposeful engagement with community, students develop the necessary skills, attributes and understandings that will enable them to demonstrate the following.

LO1—Foster reciprocal and dialogic engagement

LO2—Explore systems, and develop awareness of their roles within these

LO3—Develop, articulate and enact ethical thinking and action

LO4—Engage in reflective and reflexive practice

The four learning outcomes articulate what CP students are able to do at some point during their CE journey. These outcomes are not linear or fully discrete but interconnected. They focus on the learning and engagement process, and they may be evidenced at any point during the students' CE journey.

The learning outcomes are derived from, and embed, the three principles of engagement: dialogue, reciprocity, reflection and reflexivity (see the section "[Principles of engagement](#)"). They enable students to demonstrate their expanding understanding of community through the three dimensions: personal, relational and systems (see the section "[Dimensions of community](#)"). In this way, the learning outcomes support authentic learning engagements.



See "[Appendix II: Learning outcomes in more detail](#)".

## CE and connections with the other core components

When designing and implementing the CP core, making connections across the core components and other elements of the programme is very important. The four core components support, enrich and enhance one another in ways that make the core as a whole greater than its parts. These connections are more likely to happen if they are deliberately and explicitly integrated and activated in learning and teaching. Doing so creates opportunities for students to enhance conceptual understanding, to connect their learning to the world around them, and to apply and transfer their skills and understandings across learning contexts. By collaborating, CP core component teachers and supervisors develop and deliver learning engagements that create connections between the core components whenever appropriate.

### CE and language and cultural studies

CE provides students with opportunities to engage with various communities, thereby enhancing intercultural understanding. This experience encourages them to appreciate and engage with diverse, multiple and divergent perspectives and interpretations. Building relationships and engaging with communities is supported by skills and understandings developed in language and cultural studies (LCS), such as the ability to communicate with community members in their languages/language varieties. In turn, CE provides practical settings for the learning and exploration of language(s) and culture(s). Engaging with diverse communities challenges students to think about their own and others' identities and their understanding of power and perspectives; in this, students can draw on their understanding of these LCS concepts. A rich LCS experience could also become the basis for community engagements, undertaken individually or as a group.



#### Examples

- Students could devote their time to interacting with elderly speakers in their community who need conversational stimulation. Students can benefit from practising spoken language and gain understanding of further cultural nuances.
- Exploration of the status of languages/language varieties in the school or wider community could inspire actions such as awareness-raising campaigns or other types of engagement focused on language rights, equity or the protection of endangered languages.

### CE and personal and professional skills

CE encourages students to develop and apply ethical thinking and intercultural understanding—the skills that are emphasized in personal and professional skills (PPS). Through CE, students learn to build relationships with communities and engage with them appropriately, using and enhancing the skills they acquire in PPS. CE therefore offers new contexts in which students can expand these skills and understandings. Effective communication is crucial in CE as it facilitates dialogue and reciprocal engagement. CE can also deepen students' understanding of concepts specified in PPS, such as **change**, **identities**, **perspectives** and **systems**, which encourages them to consider these concepts from multiple perspectives. The experiences provided by CE and the lenses offered by PPS contribute to a well-rounded understanding of these concepts.



#### Examples

- Students can apply communication skills learned in PPS directly to write emails, conduct meetings professionally or speak in a public setting. They can also further expand or refine other communication skills as they engage in dialogue with the community, for example, listening with attention and posing open questions.
- Students seek to continuously deepen their understanding as they build relationships and engage with communities. They further develop and apply self- and critical reflexivity as they consider their positionality, examine and challenge assumptions, and reflect on impact of their positionality.
- CE offers students opportunities to explore ethics and ethical practices as they exercise their agency in the context of community. By evaluating the factors that influence the perspectives of different community members, students gain insight into the intricate interplay between ethics, culture, perspectives and systems, and deepen their understanding of what constitutes ethical action in their diverse contexts.

## CE and the reflective project

CE enables students to explore and understand the nature of a community's interests and challenges, and the complexities of relationships and social interactions. CE can inform and enrich the reflective project (RP) by creating meaningful connections between real-world experiences and research and theoretical perspectives, which may be connected to the career-related studies (CRS) or Diploma Programme (DP) courses. This enables students to realize the importance of ethical thinking and action. CE also teaches students about the role of context and perspective in ethical decision-making; therefore, it supports their ability to explore ethical dilemmas with consideration of multiple perspectives in the RP.



#### Examples

- CE will place students in situations that will enable them to become aware that what they think is right may not always be what is right for someone else; to understand the ways in which different ethical considerations intersect and sometimes even contradict each other; and to become comfortable with the nature of ethics as often "right vs right". Students will learn from real-life situations the nature of an ethical dilemma and the importance of using solid research, nuanced communication and reflexivity to make good decisions.
- As students engage with communities to address relevant opportunities and challenges, they may identify the ethical dimensions of complex issues—such as poverty, environmental sustainability, human rights, peace and conflict—and build meaningful connections between the research process, an ethical critique, and the experience of diverse, multiple and divergent perspectives within communities.

# Overview of CE

## Building blocks of CE

Community engagement (CE) revolves around working collaboratively with communities to respond to relevant opportunities or challenges and contribute in constructive, generative ways.

To understand and engage with CE, it is necessary to understand:

- community
- engagement.

Community engagement starts with students situating themselves in the context of community and identifying opportunities or challenges that are relevant to them and their communities, and that can be addressed through engagement in and with communities. **Community** can be viewed through three **dimensions**—personal, relational, systems—which enable expansion of awareness and understanding, and inform and inspire students' engagement.

**Engagement** is underpinned by a set of three **principles**: dialogue; reciprocity; reflection and reflexivity. These will help students navigate community engagements.

Figure 2

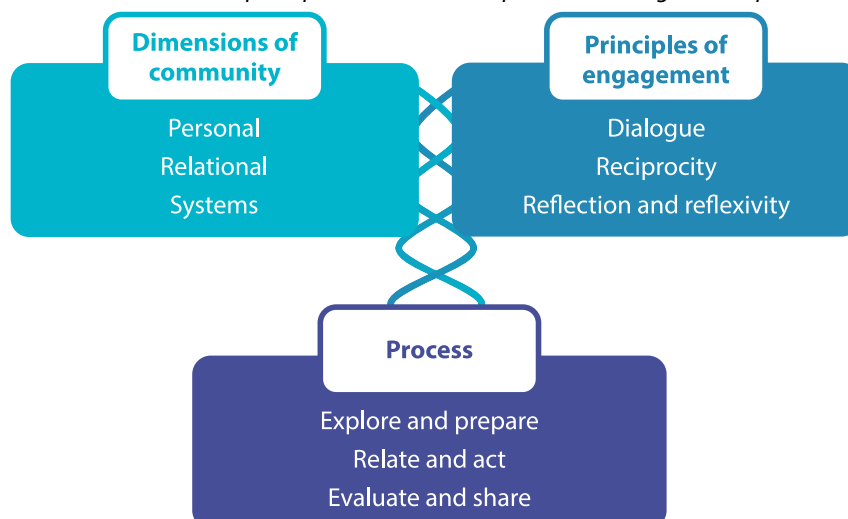
*Dimensions of community and principles of engagement*



The dimensions of community and the principles of engagement both inform and drive the learning and engagement process of CE, which is rooted in inquiry-based learning; they are also practised and enhanced through this process (see the section “The learning and engagement process in CE”).

Figure 3

*The dimensions and principles inform and are practised through the CE process*



Through engaging in the process of CE, students will be able to demonstrate the learning outcomes (at any point during their journey). The learning outcomes in CE are derived from, and encapsulate, the three principles and the three dimensions.

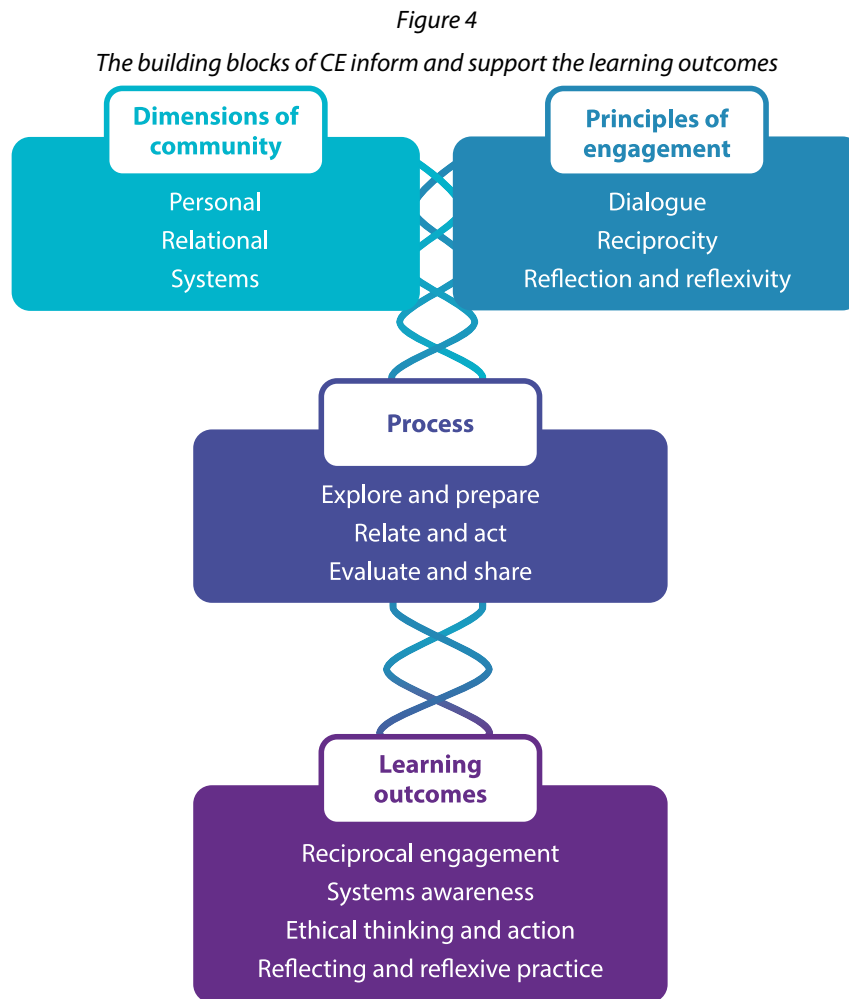


Figure 4 represents the building blocks that define CE overall as ethical practice and co-creation with the community. However, CE is highly contextualized and personalized. As such, any CE journey can approach and use these building blocks in different ways.



TSM: Students' CE journeys can take different shapes: Examples of CE journeys

## Community

### Defining community

"Community" generally refers to groups of people connected by geographic proximities, common interests or challenges, similar situations, a shared sense of history or shared values. Communities are organized and manifested in diverse ways, they are differently situated in physical and/or virtual spaces, and they evolve and change over time.

Communities can be identified in different contexts and at different levels. These include: **personal** (those communities closest to a student's life, such as their parents/legal guardians/families, elders, friends, school or learning communities); **local** (those communities in the learner's immediate space or social circle, such as the locality they live in, a religious or social community they participate in, or other groups they belong to

or interact with locally); **global** (those communities that learners seek out that may share values, ideas or interests across boundaries, including online communities, membership in international movements or organizations, or other chosen communities that involve people from around the world).

For Career-related Programme (CP) students, **professional** communities (e.g. those groups or organizations students engage with through work placements or internships) are also particularly relevant; these may cut across the personal, local and/or global levels.

Communities overlap, intersect or are nested within each other; individuals identify with, and participate in, multiple communities. Communities, in turn, are embedded and operate within larger systems.

In some cases, the meaning of “community” may be straightforward; in other cases, it may require more thought and deliberation.

## Dimensions of community

In the context of CE, “community” can be understood through three dimensions: **personal**, **relational** and **systems**. These represent three dimensions of knowing and being, which inform and inspire students’ engagement with communities and their actions at the local and/or global level.

These three dimensions are not fully discrete or neatly nested into one another. Rather, they support an expanding awareness and understanding of community in the following way.

- Starting from awareness of self, understanding one’s positionality and situating oneself within a community context
- Understanding community as place-based and as social interactions and relationships, and becoming aware of one’s connections to others
- Understanding communities as systems that are embedded and operate within larger, more complex systems; understanding one’s place and role within the larger systems of which one is a part, along with the intended or unintended impacts of one’s actions

The three dimensions can be used flexibly to help teachers and students plan learning and engagements that enable them to build deeper and more nuanced understanding of community, and to make sense of, and manage, the complexities that arise from CE.

Table 2 summarizes student learning through each dimension.

*Table 2*  
*Dimensions and descriptors*

| Dimension  | Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal   | <ul style="list-style-type: none"> <li>• Engaging in reflective practice and developing compassion, resilience and motivation through both successes and setbacks</li> <li>• Considering their positionality, examining what shapes their perspectives and values, and becoming aware of the limits of their own knowledge</li> <li>• Understanding the multiple ways their own presence and perspective influence knowledge, understanding, ethics and actions</li> </ul> |
| Relational | <ul style="list-style-type: none"> <li>• Valuing community members, recognizing their knowledge and wisdom, and acting in partnership with communities to respond to relevant opportunities and challenges</li> <li>• Developing individual and collective agency through compassionate, reciprocal community engagements</li> <li>• Reflecting on ethical considerations to inform equitable relationships and mutually transformative, principled action</li> </ul>      |
| Systems    | <ul style="list-style-type: none"> <li>• Using systems thinking techniques and concepts to understand how systems work; understanding communities as systems</li> <li>• Recognizing themselves and their communities as part of larger, complex, interconnected and interdependent social and natural systems, where</li> </ul>                                                                                                                                            |

| Dimension | Descriptors                                                                                                                                                                                                                                                                               |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>opportunities and challenges must be navigated through collaborative approaches</p> <ul style="list-style-type: none"> <li>Developing compassionate systems awareness, and using understandings emerging from analysis, reflection and reflexivity to inform ethical action</li> </ul> |



TSM: The three dimensions of community

## Engagement

### Defining engagement

CE, within the CP, creates a space for students to engage **in** and **with** the world, and highlights “the focus on action [that exists] in all IB programmes: a focus on moving beyond awareness and understanding to engagement, action and bringing about meaningful change to make a more peaceful and sustainable world for everyone” (IBO, 2019, p. 2).

Engagement **in** and **with** the world both encompasses and goes beyond awareness, connection and action. It combines the desire to act with compassion and the understanding of how to enact individual and collective agency ethically. Critical reflection and reflexivity inform engagement as well as an understanding of the complex and systemic nature of local and global opportunities and challenges. Engagement is grounded in reciprocity, dialogue and participation that is responsive to context.

### Principles of engagement

Three principles define engagement: **dialogue**, **reciprocity**, and **reflection and reflexivity**.

These three principles qualify and infuse all stages of the process. They represent clusters of skills, attitudes and values that enable students to navigate relationships and engagement with communities. While distinct, the three principles also interact and support one another.

Table 3  
*The three principles of CE*

| Principle   | Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dialogue    | <ul style="list-style-type: none"> <li>Listening with attention and respect</li> <li>Recognizing and being able to hold different perspectives and “truths”; teasing out underlying norms, assumptions and emotions, and making them explicit while suspending judgement</li> <li>Collectively creating shared understandings and goals, acting with awareness of, and responsiveness to, contextual dimensions</li> </ul>                                                                                                                                                                                                                                             |
| Reciprocity | <ul style="list-style-type: none"> <li>Building an understanding of the complexity of relationships and relationship-building</li> <li>Relating to community/communities as partners, allies and valued holders of knowledge</li> <li>Seeking consent, and striving to create an environment where all learn from one another and where all can contribute and grow</li> <li>Cultivating and practising compassion and ethical solidarity; acting with a sense of individual and shared responsibility and accountability</li> <li>Working to distribute power and accountability equitably between and across partners (schools, students and communities)</li> </ul> |

| Principle                  | Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <ul style="list-style-type: none"> <li>Collectively defining shared purpose and co-creating visions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Reflection and reflexivity | <ul style="list-style-type: none"> <li>Combining critical analysis and a deep sense of reflexivity with the ability to embrace potential discomfort and the capacity to take action</li> <li>Enhancing awareness of cognitive/learning processes and examining thinking, feelings, intentions and actions</li> <li>Considering positionality, identifying and critically examining assumptions, biases, values and attitudes; understanding how these influence perceptions and actions, and understanding what factors may shape them</li> <li>Approaching people and situations with openness, humility and critical curiosity</li> </ul> |



TSM: The three principles of engagement

## A note on reflection and reflexivity

The effectiveness of CE “in advancing the goals of social justice, rather than causing harm [...] is contingent upon a conscious shift in [...] conceptualization” (Grain, Lund, 2018, p. 8) and “a continuous commitment to taking action and critically reflecting upon issues that affect us, our communities, students, faculty, and local and global partners” (Grain, Lund, 2018, p. 15).

Reflection and reflexivity, therefore, are key in supporting critical and ethical engagement and helping fulfil the transformative potential of CE. Reflection and reflexivity are a meaning-making process that guides students through the community-oriented experiences, and facilitates the in-depth understanding of relationships and of the connections between experiences and underlying concepts and issues.

Reflective and reflexive practice is an intentional and active process of reviewing one’s thinking, practice and actions, assessing experiences within the larger sociocultural contexts in which they occur, examining views and assumptions, and being open to having one’s own perspectives challenged and changed.

The inclusion of reflection and reflexivity as one of the principles of engagement encourages students to undertake meaningful reflective and reflexive practice in an ongoing, habitual and action-oriented way throughout the process, rather than as a one-off stage in the process.

This requires scaffolding, to ensure appropriate guidance and support for students through the different levels and types of reflection.



TSM: “More on reflection and reflexivity in CE”



Toolkit: Reflection and reflexivity: suggested guiding questions

# The structure of learning and teaching in CE

## CE outline

CE relies on learning and engagement that is situated both in the classroom, and in and with the community. It encompasses a range of guided learning and student-led, active engagement. As a result, learning and teaching in this core component is structured into the following two components: **guided learning** and **active engagement in and with the community**.

Table 4  
CE components

| CE component                                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                 | Learning and teaching expectations                                                                                                                                                                                                                                                                                        | Time requirements                                                 |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Guided learning                                            | Teacher-guided activities or experiences that provide the space and time for: <ul style="list-style-type: none"> <li>• exploration and analysis of relevant concepts and issues</li> <li>• reflection and dialogue, preparation and ongoing guidance</li> <li>• individual coaching and group discussions</li> <li>• the building of relationships between students and faculty that model engagement in and with the community.</li> </ul> | <b>Required</b> for all students in a teacher-guided setting, learning and teaching covers the following areas. <ul style="list-style-type: none"> <li>• Introduction and orientation</li> <li>• Ongoing guidance</li> <li>• Review points—narrative assessment (see the “<a href="#">Assessment</a>” section)</li> </ul> | Guided hours = <b>minimum 30 hours</b>                            |
| Active engagement in and with the community                | Student-driven activities or experiences that: <ul style="list-style-type: none"> <li>• involve direct interactions with the community</li> <li>• comprise the time students spend outside the classroom—in and with the community</li> <li>• are designed and enacted in line with the CE guidelines and requirements.</li> </ul>                                                                                                          | Students shape their <b>own CE journey</b> , both independently and with teacher support at specified guided learning points.                                                                                                                                                                                             | Active engagement hours (outside of guided hours) = not specified |
| <b>Total learning and engagement hours = not specified</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                           |                                                                   |

“Guided hours” refers to the time that the International Baccalaureate (IB) requires schools to plan for structured engagement with students, for example, in teaching, supervision or guidance.

Schools determine the most appropriate distribution of hours across the different aspects of guided learning in CE. Sufficient guided time should be allocated to support the guided learning, both in the introduction to CE and for support throughout the students’ CE journey.

This guide does not specify a number of hours required for active engagement in and with the community or a total number of hours that students are expected to dedicate to CE overall. Instead, the focus is placed on sustained engagement over the duration of the CP. This supports quality of engagement and enables the building of relationships rather than a focus on quantity measured in hours.

## Guided learning

The guided learning structurally supports students with the complexities that arise from CE. It will provide students with guidance for examining and understanding critical issues of community, identities, power, ethics and managing challenge. It will create opportunities for students to be introduced to a range of methodologies for understanding community challenges and the mechanisms of change, and for examining the potential impacts of their actions as well as other individual and/or group considerations that arise from CE.

The guided learning includes:

- **introduction and orientation** to CE
- **ongoing guidance**, which creates opportunities for guidance, exploration and discussion throughout the two years of the programme.

The guided learning aims to build key skills and understandings that will support critical and ethical engagement; to facilitate learning in a supported environment prior to action in and with the community; and to create a safe and supported space to reflect on, and interpret, experiences.

### Introduction and orientation

In the initial phases of CE, guided learning will aim to:

- build an understanding of the CE aims and learning outcomes
- scaffold key knowledge and understandings, skills and attitudes required for the effective demonstration of the four learning outcomes and build an understanding of what constitutes completion in CE
- scaffold understanding and practice around the building blocks of CE: the three principles of engagement (dialogue, reciprocity, and reflection and reflexivity) and the three dimensions for exploring and understanding community (personal, relational and systems)
- give students the opportunity to start exploring what community means; to explore their own positionality; to situate themselves in the context of community/communities; and to consider the roles they play in multiple communities (see the examples in the “Example questions” box)
- introduce students to the purpose and format of the learning journal and review points
- provide opportunities to place the component in the context of the CP core and CP framework
- provide opportunities for students to undertake an initial exploration of topics and issues that may connect with existing interests—or spark new interests and inspire them to pursue community engagement; and support them in identifying relevant challenges with communities. (See also the following sections: “The learning and engagement process in CE”—“Explore and prepare”.)



#### Example questions

Questions that students and teachers might explore initially, as they are becoming familiar with the building blocks of CE, include but are not limited to the following.



### Example questions

- What is community? What constitutes a community? What are the different levels at which we can define community: classroom, school, family, wider community—local, global, human, natural? How are communities changing?
- Who am I? Where am I? Where are we? Which communities do I/we feel I/we belong to? With which communities do I/we interact?
- What role can I/we play in contributing constructively to community/communities? How do I/we engage? What is acceptable and what is not? How do I/we know?

## Ongoing guidance

Time and space should also be created for guidance in CE throughout the two years of the programme. This is intended to support students in developing understanding of the complex and systemic nature of relevant opportunities and challenges, in engaging ethically and critically with local and global issues in the context of community, and in managing and examining their own CE journey.

Guided learning throughout the students' CE journey could include:

- discussions around issues and topics, such as the ones listed under "Focus of community engagement", that support students in identifying and understanding relevant challenges and opportunities
- continuing to build key knowledge and understandings, skills and attitudes required for the effective demonstration of the four learning outcomes, and to consolidate understanding and practice around the three principles and the three dimensions in which students engage in the process of CE
- exploration of concepts such as justice, rights, responsibility, interdependence, as well as concepts such as **change, identities, perspectives, power** and **systems**, which are specified concepts in personal and professional skills (PPS) and/or in language and cultural studies (LCS)
- exploration of a range of ethical frameworks; opportunities to reflect on, and discuss, ethical issues encountered by students in their engagements; supporting students in examining and expressing values and articulating ethical thinking
- becoming familiar with, and practising, different approaches to systems thinking; seeking to identify the root causes of issues; critically considering power and privilege and examining the structural forces that perpetuate injustices
- understanding the purpose and format of the review points (in particular, the narrative assessment approach) and preparing for these.

This is not an exhaustive or prescriptive list, and areas on which the introduction and orientation phase focus may benefit from revisiting and consolidation throughout.

Schools and teachers have the freedom to design and plan their own approaches to the guided learning as units, lessons or modules concentrating on specific topics/focus areas that can be facilitated and engaged with using various modalities. In keeping with IB principles, teachers are encouraged to design and implement the guided learning in a way that takes the background, needs and interests of the students into account, and balances individual and group guidance. Coaching of individual students will be an important aspect of CE.



TSM: "Implications for planning and implementation"; "Possible approaches to scheduling"; "Suggestions for guided learning"

## Active engagement in and with the community

### Duration and commitment

It is recommended that students aim for longer-term or more indefinite engagements. Substantial duration enables the forming and maintaining of reciprocal partnerships. It also provides the time needed for students, teachers/schools and communities to explore issues together, to co-create understandings and visions, to decide the courses of action (or inaction) collaboratively, to undertake joint action, to reflect and evaluate together, and to share learnings.

However, it must be acknowledged that CE is complex and the process may be “messy”, with intentions and efforts that are not always matched by outcomes. Therefore, some intended engagements may not come to fruition and, as a consequence, more “isolated” engagements may occur as part of a student’s CE journey.

In certain contexts or for certain students, shorter-term engagements may be appropriate, allowing for flexibility to exercise solidarity and provide immediate responses (e.g. in the event of crises or natural disasters), to accommodate learner variability (e.g. differences in how relationships can be established; prior experience with CE) and/or to adopt approaches that may be most appropriate in responding to specific, relevant challenges with specific communities or community members (e.g. working across communication barriers; collaborating with other community groups or organizations for a coordinated approach).

From the student perspective, commitment and coherence can be obtained in various ways. For example, long-term relationship and engagement with the same community, though possibly with differing focuses over time; engagements that may take different forms and may even involve different community partners, but that are connected to the same or a similar focus area within which the relevant challenge or opportunity is identified.

### Focus of CE

CE is undertaken in response to a **relevant opportunity or challenge**, where relevance is **jointly defined by the student and community**.

Students explore their own interests and aspirations. They also have to step back to identify and understand, in dialogue and collaboration with communities, relevant opportunities or challenges to which they can meaningfully contribute.

**Sources of inspiration** for students as they identify areas of interest to develop their engagements may include, but are not limited to the following.

- Personal interests and experiences (e.g. online environments, interactions with friends or neighbours)
- Prior learning and engagement with communities that they would like to expand and enhance in the context of the CE core component (e.g. service as action in the Middle Years Programme (MYP), volunteering activities)
- Learning in other parts of the programme (e.g. career-related studies (CRS), other core components, Diploma Programme (DP) subjects)
- Participation in an internship or work placement

Relevant opportunities and challenges may revolve around various aspects and topics related to **focus areas**, including but not limited to the following.

- **Civic and social:** Social justice and equity; human and civil rights; social cohesion; advocacy; civic leadership and civil discourse
- **Power and governance:** Power structures; citizenship; institutions; democracy; conflict resolution; globalization and interdependence
- **Nature and the environment:** Ecological justice; climate change; biodiversity; nature rights
- **Health and well-being:** Individual physical and mental health; well-being of communities; planetary health

- **Artistic and cultural traditions, endeavours and practices:** Linguistic and cultural diversity; engaged art; artistic freedom and censorship; language ideologies and language rights
- **The world of work and innovation:** Equity in the workplace; social innovation; corporate responsibility and social entrepreneurship

## Forms of engagement

Forms of engagement could include those indicated in table 5.

Table 5

*Forms of engagement*

| Form of engagement                    | Definition                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Community-building and organizing     | Bringing people together to pursue a shared interest and work collaboratively towards change; enhancing a social unit or sense of community among groups/individuals who live in the same area or have common interests through engaging in decision-making and organizing to act collectively to address issues.                                                                                                                                        |
| Participation                         | Participating in the formal or informal work of communities, voluntary organizations, etc. to work towards achieving goals related to issues that are relevant to both communities and students, and showing commitment to contributing as individuals and as members of a group.                                                                                                                                                                        |
| Advocacy                              | Acting individually or collectively—with the consent of, and in collaboration with, the community—to publicly support positive social, environmental or humanitarian change through tangible products or engagements that use persuasion and dispersal of accurate information, and aim to lead others into taking action.                                                                                                                               |
| Community-based learning and research | Recognizing community partners as knowledge holders and actively and dialogically engaging with them to learn from them and/or collaboratively carry out research with the community that creates and disseminates knowledge and/or creative expression. It is intended to apply the newly acquired knowledge and understandings to further illuminate issues that are relevant to the student and community partner and possibly inform further action. |

This is not an exhaustive or prescriptive list, and the different forms of engagement may intersect and interact.

The various forms of engagement:

- may occur in the context of varied communities: personal (e.g. family, elders); professional (e.g. through internships or work placements); local (e.g. neighbourhood associations); global (e.g. international youth organizations) (see also the “[Defining community](#)” section)
- may be undertaken by students **individually** or **as a group** in collaboration with communities.

Students can be encouraged to engage in more than one form of engagement during their CE journey, in order to experience a variety of approaches and challenge themselves in appropriate ways.



Toolkit:

- Forms of engagement
- “What counts as CE?”

## Engagement in virtual spaces

Students can also extend local action to global action through partnerships with students and communities in other villages, towns, cities, regions, countries or even continents. Technology affords opportunities for networking, sharing initiatives, partnership and impact.

Expanding engagement through online and hybrid models for CE requires thinking about what the learning and engagement process would be like in a virtual environment, and how pedagogy can facilitate connections that help strengthen an ethical relationality to the world (Waldner et al., 2012).



### Examples

A wide range of levels or modes of interaction can be mediated by digital technologies, as in the following examples.

- Using online forms to survey the community on opportunities and challenges for collaboration
- Using web pages or blogs to collect the progress of projects and to inform all participants
- Virtual story hours for younger students
- Organizing joint advocacy campaigns with communities in other locations
- Using virtual platforms to connect with own communities when studying abroad and participating in community-building and organizing activities
- Setting up a “live” interactive online language-learning platform to improve the oral proficiency of language students who do not have options to travel to countries or regions where the language they are studying is spoken; this enables students to practise the language, but also to gain a deeper understanding of other educational cultures, pedagogical styles and methodologies.



TSM: “Engagement in virtual spaces”

## Links to the rest of the Career-related Programme

Wherever possible or appropriate, it is recommended that students explicitly link their community engagements to the rest of the Career-related Programme (CP), considering both how learning in other parts of the CP can be applied and possibly expanded in CE, and how learning in CE can inform and possibly extend learning in other parts of the CP. Integration of knowledge and skills from, and into, other areas of learning will strengthen the interdisciplinary and connected nature of the CP, will enhance relevance, and will enable students to make connections, and to further develop, apply and transfer their knowledge, skills and understandings to new circumstances and situations.

Students work with teachers and community members to identify the knowledge needed to support engagement with the community.

## Summary of CE requirements for students

While CE will be enacted and experienced in diverse ways by CP students around the world, some key guidelines and requirements apply to all students to ensure they are able to achieve the aims of the component.

Students should meet the following requirements through their CE journey.

*Table 6*  
**CE requirements**

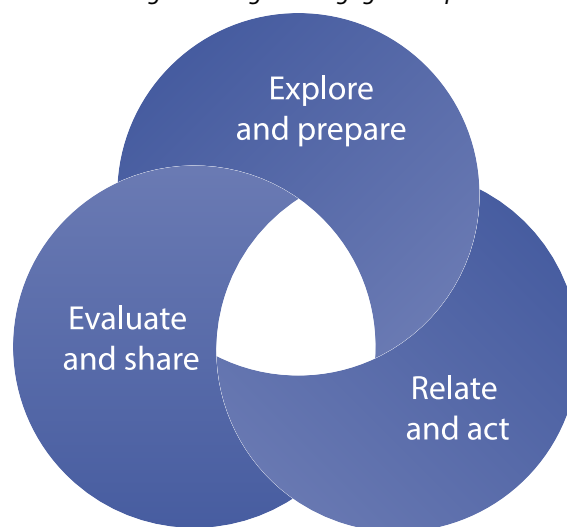
| Aspect of CE                      | Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Choice of engagements             | <ul style="list-style-type: none"> <li>Undertake CE in response to a <b>relevant opportunity or challenge</b>, where relevance is jointly defined by students and the community.</li> <li>Demonstrate engagement that is informed by the <b>three principles</b> (dialogue, reciprocity, reflection and reflexivity) and the <b>three dimensions</b> (personal, relational, systems).</li> </ul>                                                                                                                                                                             |
| Learning and participation        | <ul style="list-style-type: none"> <li>Participate in the <b>guided learning</b> as designed by the school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Assessment                        | <ul style="list-style-type: none"> <li>Maintain a <b>learning journal</b> as a site for planning, exploration, reflection and reflexivity, as well as for collecting evidence of the learning outcomes and to record their sustained engagement with CE.</li> <li>Prepare for, and participate in, the three <b>review points</b>.</li> </ul> <p>To <b>complete</b> the CE core component <b>successfully</b>, students will need to demonstrate the <b>learning outcomes</b>.</p> <p>For more information, see the "<a href="#">Evidencing and monitoring</a>" section.</p> |
| Time and overall engagement in CE | <ul style="list-style-type: none"> <li>Demonstrate sustained engagement with the CE core component over the two years of the programme.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |

## The learning and engagement process in CE

Within the CP framework, CE manifests the focus on engagement and action that exists in all IB programmes (IBO, 2019, p. 2). The learning and engagement process in CE is grounded in inquiry-based learning, place-based learning and action-oriented pedagogies, and it is structured into three key stages: explore and prepare; relate and act; evaluate and share.

Figure 5

*The three-stage learning and engagement process in CE*



This process is:

- driven by the three principles of engagement, which qualify and infuse all stages of the process; they shape students' engagement with communities, with each other, with teachers and others in the learning community (see the "[Principles of engagement](#)" section)
- informed by students' expanding awareness and understanding of community through the three dimensions (see the "[Dimensions of community](#)" section).

At the same time, engaging in the three-stage process enables students to practise and further develop their understanding and application of the principles and dimensions, and ultimately to demonstrate the four learning outcomes.

The interaction between the process, the principles and the dimensions creates an enriching student journey that fosters critical, ethical and contextually responsive engagement with communities, and generates meaningful participation and contribution.

## Stages of the CE process

The three stages should be understood as ongoing and iterative, often interconnected or even taking place simultaneously. Students will, most likely, be engaging with these stages multiple times and at different points during their CE journey.

## Explore and prepare

In this stage, students:

- explore their own interests and aspirations, and “responsibly investigate what the individuals in a community define their concerns to be” (Verjee, 2010, p. 9), aiming to identify and understand relevant opportunities or challenges to which they can meaningfully contribute in and with the community
- are supported by teachers in building some knowledge of the community prior to engagement, and of the sociocultural context in which individuals and communities find themselves
- critically and creatively think about their analysis of issues and of opportunities for action, and are supported to dig a little deeper and target interventions to address the root causes, rather than just the visible symptoms of inequality
- collaborate with community partners to co-create reciprocal understandings and goals, to identify responsible and contextually appropriate action, and to design action plans.

Preparation for engagement with the community, and the varied roles students and community members will be challenged to fulfil, is crucial. All participants must be informed and willing to engage in these relationships if authenticity is to be developed.



### Examples

Exploring and preparing can have a range of manifestations.

- Organization of a school meeting that explores student interests and school reputational needs for a school event.
- Students interested in environmental issues organize a hybrid (face-to-face and online) consultation process with student and school leadership representatives, representatives of an environmental organization and representatives of the local community (e.g. town council), in order to explore opportunities and challenges for collaboration that can contribute to the local community's ecological well-being.

## Relate and act

This is the active part of CE, taking exploration further and turning it into action that is embedded in reciprocal partnership with communities and is informed by ongoing reflection and reflexivity. In this stage, students:

- engage in action alongside community members, with ongoing communication and dialogue, collaboration and reciprocity, and being mindful of context
- consider when it is responsible and ethical to take action, and when it might be more appropriate not to take action.



### Examples

This may include a range of approaches, including:

- students joining an existing local reforestation initiative
- students collaborating with the school leadership, representatives of an environmental non-governmental organization (NGO) and representatives of the local community (e.g. town council) to set up a reforestation initiative that addresses ecological challenges in the local area.

## Evaluate and share

While reflection and reflexivity, and sharing—through dialogue—are ongoing, and infuse all stages of the CE process, this stage creates designated opportunities:

- for students to review their CE journey, examine the underlying issues and concepts, and articulate learning, both individually and collectively
- to engage students, the school and the wider community collectively—as appropriate in the school's context and for the students and communities involved—and to foster the sustainability of CE.

The three review points, in particular, create structural evaluation moments and opportunities for students to share their CE stories with teachers, and possibly beyond, as appropriate (see the “[Assessment](#)” section for “[Approach to assessment at review points: Narrative assessment](#)”).



### Examples

Examples may include but are not limited to:

- presentations of learning
- a student-led “community engagement fair” to which community partners, students who are at the start of their CP journey, teachers and peers are invited.



TSM: “The learning and engagement process in community engagement”

## Ethical practice in CE

### Understanding and exploring ethics in CE

CE provides an excellent opportunity for ethical education that involves exploring perspectives, world views and beliefs, examining values, principles and codes of behaviour, considering ethical issues and dilemmas and the process of ethical decision-making. Students can explore ethics in practice and consider the ethical dimensions that have an impact on building relationships and engaging with communities. They also develop, articulate and enact personal ethical thinking in the context of community.

Any experience that involves an individual in a community has ethical considerations at its core. Ethical considerations include aspects such as: how different values/value systems may influence knowledge and understanding; questions relating to diversity, equity, inclusion and justice; critical examination of positionality, power and privilege. The principles of engagement (dialogue, reciprocity, and reflection and reflexivity) and the dimensions through which students can expand their awareness and understanding of community (personal, relational, systems) are intended to support ethical, contextually responsive engagement.

By actively engaging in and with the community, students not only observe various ethical issues, practices and ethical codes, but also become active participants in understanding and addressing real-world ethical issues. This further enhances their understanding of the complexities and nuances of ethical decision-making in a diverse and interconnected world.

It is the school's responsibility to help students think, feel and act their way through ethical issues. The school should also support students in exploring, understanding and addressing the complexities of the world, and in critically considering motivations, intentions and processes in order to avoid a simplistic, Salvationist, paternalistic and “feel-good” approach. Ill-thought-out or charity-based approaches to action can have the effect of undermining the long-term objectives of CE and/or even negatively impacting the communities with whom students/schools engage.

Students must be encouraged to think both critically and compassionately; to identify and critique assumptions—including their own; to explore and respectfully engage with diverse and possibly divergent perspectives and values through inquiry and dialogue; to engage in a process of reflection and reflexivity; and to consider the potential impacts of their actions carefully.

Ethics may be understood, defined and even referred to differently in different contexts and cultures. While operating within the IB's value system, as defined by the IB mission statement and articulated through the IB learner profile attributes, it is important to acknowledge and embrace broad and inclusive understandings of ethics, and to recognize the contextual nature of ethical discussions, decisions and actions. Students should, therefore, be encouraged and supported to explore a range of concepts and frameworks that can be used to understand ethics contextually and inclusively, to make decisions and to evaluate their own and others' decisions and actions. These may include:

- concepts that are key to ethical thinking and action (e.g. social and ecological justice, sustainability, individual and shared responsibility and accountability, power, care, choice, agency)
- frameworks that encompass diverse understandings of ethics and world views (e.g. ethical frameworks such as ethics of care, as well as broader world views and philosophies such as Ubuntu).

CE also creates the space for students to examine and develop their own identities and beliefs, and to put their personal ethical codes into action.

## **Engaging ethically with diverse ways of knowing and being**

The IB values the diversity of IB World Schools and supports the rights of individuals and communities to exercise their values and beliefs. CE provides opportunities for students to:

- engage with diverse communities
- inquire into topics of personal, local and global significance
- encounter diverse and possibly divergent value and belief systems
- encounter a broad range of perspectives, approaches, ideas and practices.

It may also place students in situations that involve sensitive, possibly controversial, and mature topics and interactions. This may challenge students intellectually and emotionally, personally and culturally, allowing them to reflect critically on diverse perspectives, and to develop and practise cultural awareness and sensitivity.

Engaging with diverse ways of knowing and being in CE must be done with every reasonable effort to encourage students to respond with respect for their peers and community partners. An important role of the teacher in CE is to provide a safe environment in which discussion may be facilitated and to model approaches and practices. In general, approaching sensitive topics in CE must be done through a caring and critical lens, bearing in mind the IB's commitment to international-mindedness and intercultural understanding and respect.

In all cases, interactions with diverse communities must be approached through an understanding of our shared humanity and an appreciation of the richness of diversity. Students are expected to engage with respect, openness and humility.

With all community engagements, the adults involved must ensure that students have a contextual understanding for their experiences; this might include cultural, religious, socioeconomic and linguistic awareness, as well as an understanding of physical and learning support requirements. Supporting students in developing and consistently practising dialogue, reciprocity, and reflection and reflexivity—and paying appropriate attention to the exploration and preparation stage of the CE process—will be key in fostering authentic, respectful relationships and appropriate, contextually responsive engagement with others in a shared commitment towards the common good.

It is the role of the CE coordinator to guide students to determine the appropriateness of an experience for CE. Students should be encouraged to explore the ideas and values represented by the events, activities or organizations that they are considering including in their CE journeys, and how they align with the IB's mission and with the aims and requirements of CE.



Toolkit: Ethical practice in CE: “Guiding questions”; “Exploring concepts”



TSM: “Ethical practice in CE”

# Assessment in the Career-related Programme

## General

Assessment is an integral part of learning and teaching. The most important aims of assessment are that it should support curricular goals and encourage student learning.

A comprehensive assessment plan is viewed as being integral with learning and teaching. For further information, see the International Baccalaureate (IB) *Programme standards and practices* document.

| Approaches to assessment (0404)                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)                                                       |
| Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02) |
| Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)                                                 |
| Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)                                                          |
| <i>Programme standards and practices</i>                                                                                                                                     |

For further information on assessment within the Career-related Programme (CP), please refer to the following publications.

- *Assessment: principles and practice—Quality assessments in a digital age*
- *Career-related Programme: From principles into practice*
- “Assessment as pedagogy and formative feedback in the Diploma Programme” Programme Resource Centre (PRC) page
- *Career-related Programme Assessment procedures*
- *Academic integrity policy*
- *Effective citing and referencing*
- *Access and inclusion policy*
- *Learning diversity and inclusion in IB programmes: Removing barriers to learning*

# The nature of assessment in CE

## Focus of assessment

In community engagement (CE), the purpose of assessment is to provide evidence for whether or not the learning outcomes are met. Some of the outcomes may be demonstrated many times in a variety of experiences, and others occasionally, but there must be some evidence of every outcome.

The focus on learning outcomes emphasizes that it is the quality of the entire CE journey and its contribution to students' learning and development that is of most importance.

Additionally, assessment in this core component needs to accommodate the complexity of community engagement and acknowledge that the process may be "messy", and that intentions and efforts are not always matched by results. Emphasis is therefore placed on evidencing authentic engagement and embracing "learning from failure".



See "Appendix II: Learning outcomes in more detail".

While this guide and the related teacher support material (TSM) provide guidelines, the school is responsible for monitoring and assessing the progress of learners in relation to the learning outcomes.

## Types of assessment

While a distinction is generally made between two types of assessment, namely formative and summative, the understanding of assessment in CE is best represented in the form of a continuum, as illustrated in figure 6. This reflects the fact that assessment in CE is ongoing and focuses on providing evidence of learning and engagement centred on the learning outcomes and providing feedback to move learning forward.

Figure 6

Continuum of assessment in CE

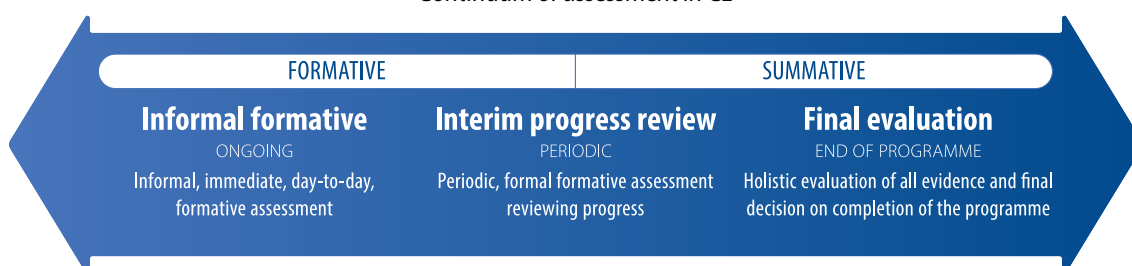


Table 7 summarizes the types of assessment used in CE and illustrates some of the methods that can be used to support each type. This is not, however, an exhaustive list; schools can determine which methods and strategies are most appropriate to support the different purposes of assessment in their contexts and for their students.

In CE, formative assessment includes informal assessment opportunities that take place in an ongoing manner during the guided time, as well as the more formal review points that enable interim assessment to

take place periodically (that is, three times during the student's CE journey). Both of these types of feedback and assessments are used by students to craft their CE stories and map their learning journey. The three review points also support the cumulation of evidence towards a summative decision on completion. At the end of the programme, the school makes a summative decision about the completion of the component by each student based on a holistic evaluation of the evidence.

Table 7A  
Types of assessment in CE (when)

| Assessment type | Formative |                               | Summative        |
|-----------------|-----------|-------------------------------|------------------|
|                 | Informal  | Interim                       | Final            |
| When (timing)   | Ongoing   | Periodic: Three review points | End of programme |

Table 7B  
Types of assessment in CE (why)

| Assessment type | Formative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | Informal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Interim                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Final                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Why (purpose)   | <p><b>Key question:</b></p> <p>What comes next for students' learning? What additional support is required?</p> <p>Immediate, day-to-day, <b>informal formative feedback</b> on learning and students' strengths and weaknesses that is specific and actionable, and can quickly inform learning and teaching</p> <ul style="list-style-type: none"> <li>Identifies student learning and engagement aspirations and needs</li> <li>Informs real-time adjustments to learning and to specific community engagements</li> <li>Confirms and helps develop students' understanding and capabilities</li> <li>Informs current and future teaching strategies</li> </ul> | <p><b>Key question:</b></p> <p>What progress are students making when reflecting on the learning outcomes? Is the programme working for them? What needs to be done next?</p> <p><b>Formal, structured formative assessment</b> for regular, structural monitoring and review of progress and engagement</p> <ul style="list-style-type: none"> <li>Reviews and informs the next steps in learning and teaching</li> <li>Supports the development and sharing of the CE stories and resetting of learning strategies</li> <li>Tracks student development over time and provides multiple data points that cumulatively provide support for the final decision on completion of CE</li> </ul> | <p><b>Key question:</b></p> <p>Are students meeting the expectations for completion?</p> <p><b>Holistic evaluation</b> of all evidence of learning and engagement, and final decision on component completion as a condition for the IB Career-related Programme certificate (IBCP)</p> <ul style="list-style-type: none"> <li>Evaluates demonstration of learning outcomes</li> <li>Evaluates demonstration of engagement with CE over the two years of the programme</li> <li>Is supported by cumulative gathering of evidence through the learning journal, the CE stories and discussions in the three review points</li> </ul> |

*Table 7C*  
*Types of assessment in CE (how)*

| Assessment type      | Formative                                                                             |                                                                                                                                                                                                                                                                 | Summative          |
|----------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|                      | Informal                                                                              | Interim                                                                                                                                                                                                                                                         | Final              |
| <b>How (methods)</b> | Observations and conversations; dialogic feedback<br>Self-assessment<br>Peer feedback | Narrative assessment: CE stories<br>Self-assessment and teacher assessment using a developmental rubric<br>Teacher evaluation of evidence of learning outcomes and engagement (supported by the learning journal and discussion of CE stories in review points) | Teacher evaluation |

*Table 7D*  
*Types of assessment in CE (where)*

| Assessment type          | Formative                                                            |                                                                                                                | Summative                                    |
|--------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------|
|                          | Informal                                                             | Interim                                                                                                        | Final                                        |
| <b>Where (reporting)</b> | Can be included and reflected upon in the student's learning journal | Recorded and reflected upon in the student's learning journal<br>Supports school reporting on student progress | Reported on the IB Information System (IBIS) |



See "Appendix II: Learning outcomes in more detail"; "Appendix V: Levels of engagement".

# Evidencing and monitoring

## Learning journal

**Students are required to keep a learning journal.**

The learning journal is the students' centralized learning space, which both supports and documents their learning journey and personal development over the two years of the programme. The learning journal is central to supporting exploration, reflection and discussions in the review points, and for capturing students' experiences and insights. It may include entries on specific projects, classroom discussions, personal insights, as well as reactions to educational material or community experiences.

The learning journal is intended to be used as a key learning tool, but also as a space that supports and reflects the student's identity and growth. It is also intended as a holistic assessment process that acknowledges the multiplicity of experiences and perspectives likely to be encountered in the students' CE experience.

The learning journal plays an important role across the continuum of assessment activities illustrated in table 7. In the three review points, students are invited to select and share evidence from their learning journal in a manner that they determine best suits the dialogic nature of the review point and best supports the construction and communication of their CE stories. (See the "[Approach to assessment at review points: Narrative assessment](#)" section.)

The learning journal is a space for students to evidence their engagement and their demonstration of the four learning outcomes. The process involves continuous observation, documentation and reflection, where student strengths are highlighted in addition to the challenges experienced.

Evidence may include but is not limited to the following.

- Planning, revising and evaluating engagements (e.g. mind maps, timelines, communication charts, voice notes, recordings or minutes of discussions and meetings)
- Initial research into proposed community and engagements
- Critical engagement with case study material/other material from the guided learning, as designed by the school
- Self-assessment activities (e.g. reflection upon the IB learner profile attributes and their interaction with systems and ethical thinking)
- Reflective and reflexive thinking about self in the context of community, and about personal growth and development in written, oral (e.g. audio recordings, voice notes) or multimodal forms
- Evidence and artefacts from their CE activities (e.g. annotated photographic evidence, letters)
- Sharing and responding to feedback from teachers, peers and community partners
- Preparation, documentation and reflection upon review points

Teachers monitor and can set guidelines for the learning journals, but do not need to mandate their format or modality. Students should be encouraged to present and adapt their journals in ways that enable them to capture their CE journey, while also allowing for oversight by the school and being amenable to submission to the IB, if needed.

The learning journal can be either digital or physical, or a combination of the two, with each student choosing the modality best suited to them. It is possible to:

- use a digital learning journal, which can include photographic/video evidence of artefacts and documents

- use a physical learning journal, which can still include tools such as QR codes to link to digital evidence (such as video)
- combine both physical and digital elements to benefit from a range of modes that enables students to best express themselves in personal and creative ways, and to effectively capture their learning; multimodality is encouraged.

The learning journal can also be multilingual, enabling students to draw on their full repertoire to support learning and communication, and to enhance confidence and depth of analysis and reflection.

The learning journal is not submitted to the IB for assessment, but the IB may request a sample of journals as evidence in the school evaluation process.

## Review points

**Three review points are *required* to take place within the two years of the programme.**

**Narrative assessment is *recommended* as an approach to the review points.**

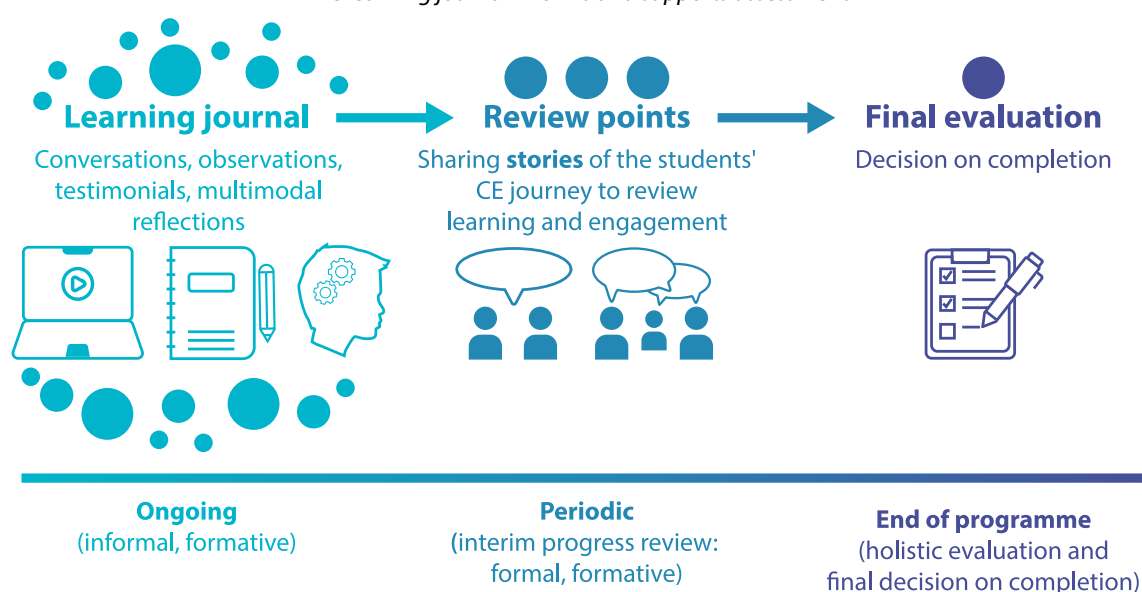
The purpose of these review points is to enable the school to monitor and review engagement periodically/on a regular basis (see figure 7 and table 7), as well as to provide further guidance and encouragement. The three review points create structured and structural evaluation moments throughout the students' CE journey, supporting more formal formative assessment. They loosely chart the CE journey in a way that is congruent with its emphasis on dialogue and reflection. They also track student development and engagement over time, and will provide cumulative support for a final decision on completion of the CE.

These review points will provide opportunities for students to analyse, evaluate, reflect upon, discuss and share their engagements with any or all of the teachers/peers/community partners involved.

It is expected that the students' learning journals will provide relevant material as stimuli for discussion and evidence of engagement; students may wish to select and curate material specifically for each review point, although a formal presentation is not required.

Figure 7

*The learning journal informs and supports assessment*



The review points are dialogic and may be conducted individually or in groups, provided there are also opportunities for individual support and coaching.

In addition to the three formal review points, the CE teacher is expected to provide support and monitor student progress in an ongoing manner. This can be done, for example, through short check-ins.

It is also recommended that opportunities are created for involving the community partner(s), wherever appropriate or possible. The final review point or an end-of-programme presentation or celebratory event may provide good opportunities for this.

## Approach to assessment at review points: Narrative assessment

For students to **demonstrate learning against the learning outcomes**, a narrative assessment approach is recommended for the review points in CE.

Narrative assessment is a holistic and strengths-based approach to evaluating student learning and engagement, which supports periodic review of progress (see figure 7 and table 7). It focuses on the collection, interpretation and communication of detailed, qualitative descriptions of a student's experiences **through storytelling**.

Through narrative assessment in the review points, students share their CE stories, drawing on their learning journals, where key learning moments should be captured throughout their CE journey. The stories are co-created by students and teachers (in the role of a critical friend and facilitator) through a process of dialogue, critical reflection and examination.

The CE stories are narratives that communicate what happened, how it happened and why it happened. They focus on describing and analysing the dynamics and contribution of community engagements and help make sense of the realities underlying CE work, inspiring further learning and supporting adaptation and communication. They do not focus only on success stories. Rather, students' stories "revolve around their experiences, their knowledge, and skills that go into making sense, deciding, and acting on opportunities, challenges, and dilemmas" (Van Wessel, Ho, 2018, p. 8).



For more information on what narrative assessment consists of, and on the roles of the student and teacher in narrative assessment, see "[Appendix IV: Narrative assessment](#)".



See the "CE toolkit", for suggested questions to guide the preparation of narrative assessment and a suggested protocol for narrative assessment.



For further guidance on narrative assessment, see the TSM.

## Focus of review points

The review points provide structured moments for reflection and evaluation along the students' CE journey, and are intended to provide support, feedback and assessment that are meaningful at the different points of this journey. Each review point will have a slightly different focus as they follow and support the student's CE journey and reflect their unfolding CE story through narrative assessment.

During the first review point, students will mainly focus on setting the context of their story and introducing the participants. They will outline their initial or planned engagements and how they envision, or are embarking on, their CE journey. They may identify initial significant learning moments and reflect on the beginning of their CE journey in relation to the learning outcomes.

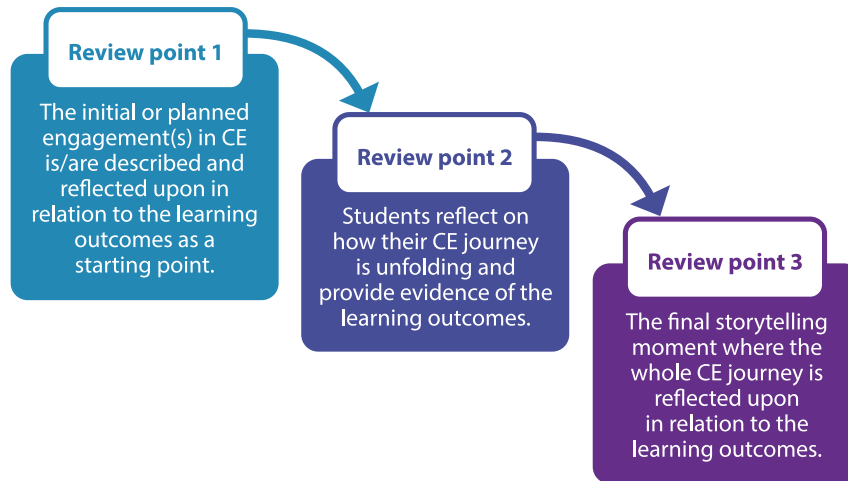
During the second review point, students will closely examine their learning and start focusing on the articulation of their growth over time; they will also consider the insights that have arisen from their CE experiences and plot "what now". As they tell the story of how their CE journey is unfolding, students need to support it with evidence of the learning outcomes.

The third review point provides a final storytelling moment; students will focus on analysis of, reflection upon and assessment of their CE journey and their learning on this journey. They will have the learning

outcomes in mind when discussing their journey. This also provides an opportunity for students to look ahead and reflect on where they might go from here, beyond their CP studies.

Figure 8

*The focus of the three review points*



Toolkit: "Suggested guiding questions to support discussion and reflection around the learning outcomes in the review points"; "Developmental rubric"; "Self-assessment template"



TSM: "Suggested assessment strategies and ways of evidencing the learning outcomes"

## Completion of CE

### Determining completion of CE

Successful completion of CE is a requirement for successful completion of the CP. Schools determine whether each student has satisfactorily completed the CE requirements and are required to report this to the IB via IBIS.

Determining completion for each student will be based on an evaluation of evidence of:

- the learning outcomes
- sustained engagement with the CE core component over the two years of the programme.

Evidence is collected by each student through the learning journal and discussed in the review points. The three review points hold equal value and will provide cumulative support for a final decision on completion of the CE.



#### Note

Some learning outcomes may be evidenced many times, through a variety of engagements and activities, while others may be evidenced less frequently; there must be evidence of all learning outcomes.

# School implementation requirements

## Summary of school responsibilities

The school **must** allocate sufficient resources to support community engagement (CE). This includes:

- allocating the required guided time (see the “[Time requirements](#)” section)
- the appointment of the CE roles with the appropriate release time and resources (see the “[Roles and responsibilities](#)” section)
- allocating time and resources for professional development (PD) in CE.

When identifying key responsibilities, resources and support systems that support CE, schools **should** consider the following.

- **Student learning, growth and well-being:** this is at the heart of the CE experience; all stakeholders have a part to play to ensure students have the support they need to be successful in this part of the programme. Consider the following questions.
  - Are there opportunities and support systems in place for students to choose and initiate their own engagements and develop their own community partnerships?
  - Have opportunities been created for CE journeys and achievements to be shared with the school and wider community in appropriate ways that consider student and community well-being and preferences?
  - Has support been given to the CE coordinator to assess risks and ensure student and staff safety and well-being?
- **Cultivating respectful, reciprocal partnerships and liaising with communities/community partners:** the school and the students are actively responsible for fostering and maintaining long-term community relationships that support the sustainable growth of both the programme overall and of particular engagements that evolve as part of students’ individual CE journeys.
- **Advocacy and strategic coherence:** the school communicates the value of CE and advocates on behalf of students and community partners through an ethic of care and community. Through a collaborative approach, the school promotes the programme, raises awareness within the community, and leads adaptive changes in accordance with the aims of the programme.
  - Is the CE coordinator acknowledged and recognized as a pedagogical leader in the school?
  - Is the value of CE communicated and promoted, and is there a school-wide commitment to CE?
  - Do students and staff understand all aspects of CE, and are parents/legal guardians fully informed about CE and student progress?
- **Stewardship of resources:** while coordinators and administrators will have primary responsibility for the equitable allocation of CE-designated resources, all stakeholders have a responsibility to consider issues of equity and sustainability in their use of resources in CE.
- **Professional learning and collaboration:** the school is responsible for providing access to appropriate PD to prepare CE staff and relevant partners, for supporting a team approach to the implementation and leadership of CE, and allocating sufficient time for collaboration.
  - Have appropriate time and resources been allocated for specific and ongoing PD and learning to prepare CE staff and relevant partners in the delivery of learning and teaching, including processes of developing and reviewing this core component?
  - Has sufficient time been allocated for CE team members to collaborate with one another and with other members of the school and wider community?

- **Programme monitoring:** the school will use multiple data collection methods and data sources to support a participatory approach to CE development and evaluation, including community partners in this process. This will ensure data is useful for the intended audience, adheres to ethical practices and supports programme sustainability.

## Time requirements

Schools are expected to include in their schedule/timetable, and ensure guidance for, a **minimum of 30 guided hours** for CE.

**Guided hours** refers to the time International Baccalaureate (IB) **requires schools** to plan for structured engagement with students, for example, in teaching, supervision or guidance.

In CE, guided time can be face to face, online or blended.

**Learning hours** refers to the total minimum learning time the IB **recommends** for students to devote to a core component, including guided time requirements and independent or self-directed work.

In CE, this includes the guided hours and the time students spend actively engaging in and with communities.

A minimum number of total learning hours is not specified for CE.

The guided hours will accommodate the introduction and orientation to CE, as well as ongoing guidance and the review points. How these hours are distributed between individual student support and generic or group support—and across the different aspects of guided learning—may vary according to different school contexts and individual student needs.

The time requirements indicated here are **minimum** requirements. The school can and should, if time and scheduling permit, provide a greater number of hours suitable to the students' aspirations for CE.

The number of hours expected for active engagement in and with the community (outside of the guided learning) or the total number of learning hours that students are expected to dedicate to CE overall is not specified. Instead, the focus is placed on sustained engagement over the duration of the Career-related Programme (CP). This is intended to support quality of engagement rather than quantity measured in hours.

## Roles and responsibilities

The school needs to be able to support CE appropriately and account for its distinct needs, such as the liaison with, and active inclusion of, community partners. Defined roles and responsibilities within a collaborative team structure will ensure that students are appropriately supported with the complexities that arise from CE.

Table 8  
Overview of CE roles

| Roles                 |                | Overall function                                                                                                                                               | Explanation and guidelines                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Required roles</b> | CE coordinator | The CE coordinator will have pedagogical, strategic and operational responsibility for the implementation of CE, working closely with the CP coordinator/team. | Each role must have appropriate time release and support that acknowledges the additional complexity of, for example, community partnerships, liaison.<br><br>Depending on the structure of the teaching staff and the size of the student cohort, the school may designate one or more CE adviser; the CE coordinator may also be a CE adviser; or these roles may be fulfilled by different CP teaching staff members. |
|                       | CE adviser     | The CE adviser will lead classroom and assessment activities, in both group                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Roles                 |           | Overall function                                                                                                                           | Explanation and guidelines                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       |           | and one-to-one configurations.                                                                                                             | <p>A team of CE advisers under the guidance of the CE coordinator is highly recommended in schools with a large number of students. This is because working with individual students on CE takes time and requires personal knowledge of the students.</p> <p>The CE coordinator and CE adviser(s) must be members of the CP team.</p>                                                                                                                              |
| <b>Optional roles</b> | CE mentor | The CE mentor will primarily work to assist, offer guidance and oversee the student during their activities in the community, when needed. | <p>The CE mentor role may not always be necessary.</p> <p>This role may be allocated to teachers, non-teaching members of the school or wider community, or volunteers with the skills and/or knowledge of the engagement being undertaken.</p> <p>Schools may choose to merge the adviser and mentor roles, depending on the needs of their student cohort, the nature of the community partnerships, as well as logistical or other issues relating to these.</p> |

## CE coordinator

The role of the CE coordinator is as follows.

- Support the role of the CP coordinator with specific reference to the implementation of CE.
- With the support of the CP coordinator, the wider CE team and school leadership/administration, educate others about CE, and monitor the effective implementation of CE in accordance with the IB guidance for CE and the programme standards and practices, and with consideration for student and staff safety and well-being.
- With the support of the CP coordinator and the wider CP core and subject teams, review, evaluate and develop links to the other core components and the rest of the programme.
- Serve as a pedagogical leader and mentor for students and CE advisers; report the progress of students to the CP coordinator.
- With the support of the CP coordinator and school leadership/administration, ensure that CE works symbiotically with whole-school community engagement provision and that whole-school provision accounts for CP's CE core component needs.
- In partnership with the CP coordinator, the wider CE team and school leadership/administration, cultivate community relationships that support sustainable growth of the core component and ensure strategic alignment between school and community aims.



### Tip

The CE coordinator may provide students with a CE handbook specific to the school. This would provide a customized overview of this core component, explaining the CE elements and expectations, including responsibilities, to both students and their parents/legal guardians, and it would enable students to plan and keep track of meeting the requirements.



**Tip**

Elements of this guide and documents from the *Community engagement toolkit* and the teacher support material (TSM) can be helpful in assembling the handbook. As the programme evolves, students can contribute their gained knowledge to this handbook for the benefit of future students.

The handbook could be printed, made available via a website or be part of a digital resource.

## CE adviser

The role of the CE adviser is as follows.

- With the support of the CE coordinator, introduce the CE component to students and facilitate the guided learning.
- Support, guide and coach students progressively throughout their CE journey as they gain greater autonomy.
- Encourage students to make connections between CE and the other core components and elements of the CP.
- Monitor students' progress towards achieving the learning outcomes and completing the component successfully.
- Liaise with CE mentors and/or community partners, along with relevant school support teams and parents/legal guardians, where appropriate, in the support of student learning, engagement and development.
- Engage with students in the review points.
- Determine completion of the component.

It is essential for CE advisers to have sufficient contact time with students. Appropriate implementation of the required guided time provides a minimum basis for this.

## CE mentor

The role of the CE mentor is as follows.

- Work closely with each CE student in a coaching role to develop and sustain activities in the community.
- Support the student's liaison with stakeholders involved in their community engagements, including support with safety and risk management.
- Provide feedback on the student's engagement, encourage reflection and as appropriate, contribute to formative assessment and participate in other sharing or assessment opportunities (e.g. review points/narrative assessment, CE fairs etc.).

A CE mentor may not be necessary if students are able to undertake an engagement without assistance. Students should take responsibility for their own CE experiences, where possible, and should be provided with opportunities to report on their own attendance and participation.

The school should consider the nature of the engagement and decide whether a CE mentor is required to guide and assist the students, to ensure safety and to provide feedback on student involvement to the school.

## Safety and well-being

CE encourages students to engage with communities and contexts that may be situated beyond their familiar school community and environment. This brings both exciting opportunities for expanding one's horizons and possible challenges or risks.

The IB and the IB learner profile attributes encourage students to be risk-takers; however, this does not mean that students or teachers should be encouraged to take unnecessary risks or place themselves (or

others) in danger. The key to safely taking risks is having the ability to fully understand the nature of the risk being taken and how to limit potentially dangerous outcomes, where necessary. Therefore, schools need to strike the right balance between protecting students from physical or emotional risk and allowing students to participate in authentic CE experiences.

When planning engagements, it is important that potential risks are identified and assessed, and that the school has the necessary systems and processes in place to support students' physical and mental well-being.

Similarly, it is important for schools to consider the potential risks engagements may pose to communities in terms of health and safety, as well as more broadly in terms of ethical and respectful practices and how these may have an impact on community well-being.

The IB requires that schools always comply with the pertinent local health and safety laws and regulations both in and out of the classroom, in physical and/or virtual environments. In addition, the IB provides the following guidelines on assessing potential risks and supporting students' safety and well-being.

- Schools and teachers should ensure adequate systems are in place to assess and limit the risk of any engagement, and to offer support and counselling to students who may find emotional or mental barriers or challenges in CE.
- The school should ensure that the staff organizing and supervising CE are fully supported throughout (e.g. in preparing engagements and liaising with the community throughout the risk assessment process; in having the opportunity to access advice and counselling for themselves or their students).
- Schools and teachers should ensure that adequate support and guidance are in place to ensure that virtual engagements can take place safely and ethically (e.g. guidance and support around online safety, digital ethics).
- In order to prevent risk assessment from becoming a barrier to CE, schools should develop risk assessment systems that are proportionate to the level of risk. Although CE must be properly planned and assessed, experiences presenting a lower risk level should be quicker and easier to assess and organize than higher-risk experiences.
- Where risks are identified, schools should ensure that all potential stakeholders (colleagues, students, parents/legal guardians, community partners) are informed of both the risks and any precautions or contingency plans that will be implemented in order to minimize the risk.

## Resources and collaboration

### 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 (e.g. by providing guest speakers, providing authentic materials, providing opportunities for immersive experiences). The school community should continually investigate and document new opportunities for the development of resources and relationships with the wider community that would enable teachers and students to draw on their expertise.

#### Student support 0202-05

Student support 5: The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)

*Programme standards and practices*

It is crucial in CE that the school supports the development of long-term relationships with communities in order to ensure sustainable community engagement, as well as to ensure that there are opportunities and appropriate support systems for students to choose and initiate their own engagements and develop their own community partnerships.

### Raising awareness

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

- organize events to highlight and celebrate students' CE journeys and their CE stories
- invite alumni to speak to students about their careers
- invite students from other IB World Schools or IB candidate schools to share their experiences
- provide information on the school website and in school newsletters, newspapers and magazines.

### Networking

Teachers are encouraged to use the CP Communities on the Programme Resource Centre (PRC) and join local or regional IB educational associations 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.

## Review and evaluation

### Core component 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.



Toolkit: “CE planning and evaluation tool for schools”

### Programme evaluation

Every five years, schools engage in a programme evaluation and self-study process to assess the implementation of their CP. 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 requirements of the individual core components.

Evidence that is relevant for CE may include:

- sample learning journals and/or sample CE stories shared in the review points
- schedules/timetables indicating how guided time is implemented
- unit plans, lesson plans or other types of outlines supporting the guided learning
- CE handbook.

Please see the [Guide to programme evaluation](#) and [Self-study questionnaire: For use during programme evaluation](#) for the CP for more detailed guidance about the process and the evidence that must be submitted.

# Appendix I: Glossary of CE terms

| Glossary term                                | Glossary definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Action-oriented pedagogies</b>            | Pedagogical approaches rooted in a constructivist paradigm that position students as agentive learners, engaged in real-world, hands-on experiences, through deliberation and authentic participation in purposeful, ethically informed action. Often described as “learning by doing”, a term coined by educational theorist John Dewey (1938), and overlapping with experiential learning (Kolb, 1984).                                                                                                                                                                                                                                                                                                                                                 |
| <b>Active hope</b>                           | Authentic, action-oriented hopefulness that combines criticality and a clear view of reality with identification of what we truly long for and the determination to act and move in that direction. Active hope is about becoming active participants in bringing about what we hope for. It is a practice—something we do, not something we have.<br><br>This definition builds on the concepts of “active hope” (in Macy, Johnstone, 2012, 2022; ActiveHope (2021) and “critical hope” (in Grain, 2022).                                                                                                                                                                                                                                                |
| <b>Agency</b>                                | Agency is a philosophical, sociological and psychological idea that acknowledges humans as active participants in their own lives with the capacity to initiate intentional action.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Assessment</b>                            | There are two main types of assessment identified by the International Baccalaureate (IB).<br><br><b>Formative assessment</b> informs both learning and teaching. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students’ strengths and weaknesses in order to help develop students’ understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.<br><br><b>Summative assessment</b> gives an overview of previous learning and is concerned with student achievement at, or towards the end of the course of study. |
| <b>Community engagement story (CE story)</b> | A narrative that students use to depict their accomplishments, challenges, passions and aspirations in the context of community engagement (CE). Constructed from the standpoint of the student, and including teacher and peer interpretations, the stories encompass the backdrop, the activities undertaken and the results of the educational experience. CE stories serve multiple purposes, such as recognizing achievements, pinpointing forthcoming objectives and aiding in strategizing subsequent steps to be taken.                                                                                                                                                                                                                           |
| <b>Compassion</b>                            | The ability to appreciate the forces that influence people’s feelings, thoughts and actions; the capacity to both <b>understand conceptually</b> and <b>empathetically</b> what it is like to be an actor in a system, combined with the intention to act in support of others who might be impacted by the unintended consequences of human behaviour within larger, interconnected systems.                                                                                                                                                                                                                                                                                                                                                             |

| Glossary term                  | Glossary definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Compassionate integrity</b> | <p>The overarching outcome of a compassionate systems approach: having alignment between how we think, feel and act—the ability to think not only compassionately but also to feel and live compassionately by virtue of an ever-unfolding awareness of interconnectedness.</p> <p>This can extend from feeling connection to oneself and others to feeling connected to the consequences of one's actions at greater distances of time and space. This awareness of interconnectedness can underpin a lifelong inquiry to understand ever more broadly the consequences of one's actions, the root of all ethical behaviour (Senge et al., 2019, p. 7).</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Compassionate systems</b>   | <p>Compassionate systems constitute a framework for building a cognitive and affective foundation for global citizenship (Senge et al., 2019, p. 1).</p> <p>In the context of an IB education, “compassionate systems represent one way to utilize the cognitive and affective aspects of the learner profile and the approaches to learning skills. Social and emotional learning (SEL), combined with an understanding of systems and complexity, can establish a cognitive and affective foundation for ‘international-mindedness’.</p> <p>A variety of systems thinking tools, such as the ladder of inference, stock-flow diagrams and systems archetypes, can help reveal how different parts of an IB education relate to the whole and how elements that at first glance are seemingly unrelated actively influence each other.</p> <p>Integrating SEL thinking can help with the development of an empathetic and emotional understanding of these issues, which is combined with the intellectual understanding provided by complex systems thinking” (IBO, 2020, p. 1).</p> |
| <b>Culture</b>                 | Shared understandings within a group of people and the interpretive lenses that they bring to any interaction; through these lenses, they interpret, create and exchange meanings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Ethical dilemma</b>         | A choice between two (or more) conflicting values or courses of action, where each alternative has its own drawbacks or may lead to undesirable consequences. Because neither alternative provides an ideal solution, there is no clear-cut answer and an ethical decision is difficult to make.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Ethical issue</b>           | <p>A situation or topic that raises questions of what is right or wrong for individuals, organizations, communities or society as a whole, and which requires consideration from an ethical or moral perspective.</p> <p>Ethical issues may be encountered in all areas of life (e.g. personal, social, professional, economic, environmental) and may be related to questions of fairness, honesty, justice or human rights.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Ethical solidarity</b>      | Ethical forms of solidarity rely on a sense of responsibility <b>towards</b> —rather than <b>for</b> —others and the planet, and on critically examining historical and systemic patterns of oppression and inequality, avoiding charity-based approaches, simplistic understandings of global problems and solutions, paternalistic North–South engagements, and ethnocentric views of justice and change (cf. Andreotti et al., 2018).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Ethical thinking</b>        | Ethical thinking involves thinking critically about, and applying, ethical values to navigate our personal and professional lives. It fosters moral development, and enables us to make responsible choices and be accountable for our decisions. Self-reflexivity supports ethical thinking as it enables us to identify and examine our personal values to guide us in our actions and decisions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Glossary term                          | Glossary definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ethics</b>                          | Ethics refers to the study of right and wrong, as well as to any system or code of moral rules, principles or values. Understanding why something is right or wrong helps to inform and guide our choices, actions and behaviours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Identity</b>                        | <p>The combination of background, dispositions and experiences of people.</p> <p><b>Personal identity:</b> The combination of background, dispositions and experiences that an individual states as being unique to them.</p> <p><b>Cultural identity:</b> The combination of background, dispositions and experiences that an individual attributes to an ethnicity, place of origin, nationality or social group.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Learning journal</b>                | The space where documents, thoughts and experiences are kept for possible inclusion in the CE story. The journal is a personal record and learning space kept by students and may include entries on projects, classroom discussions, personal insights, and reactions to educational material and community experiences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Learning moments</b>                | Significant events or experiences that capture the learner's progress, challenges, interests and goals concerning the learning topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Narrative assessment</b>            | <p>Narrative assessment is a way to monitor, evaluate and communicate that combines the theory of change and storytelling. Narrative assessment evolves around co-creation of plausible stories shared in the learning community by students and teachers/facilitators (in the role of critical friend) through a process of dialogue, critical reflection and examination. Narrative assessment helps make sense of the realities underlying community engagements, and focuses on unpacking the dynamics and contribution of CE work, to inspire learning and to support programme adaptation and communication (cf. Van Wessel, Ho, 2018).</p> <p>In CE, narrative assessment supports assessment of learning in relation to the learning outcomes in the context of community. It enables students to share their CE stories to record the connections between students, the learning environment, their peers, learning activities and the community. In the construction and sharing of the CE stories, critical points of understanding are highlighted, as well as what needs to be improved.</p> |
| <b>Place-based learning/ education</b> | An environmentally and culturally conscious approach to education that engages students with their local physical environment and surrounding nature, culture, heritage, community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Positionality</b>                   | <p>Positionality refers to the stance or positioning of individuals or groups in relation to overlapping cultural, social, historical and political contexts and relations of power, and how identities (including the perspectives, biases, assumptions, values and experiences we hold) shape frames of reference and, therefore, the way we understand and engage with the world. It also aims to highlight both how individual identities are created by social constructs and how they are malleable.</p> <p>Through reflexive practice, we can examine and interrogate our positionality and understand its impact on, for example, the reception and production of knowledge, on social interactions and relationships, on the interpretation of experiences. See "self-reflexivity" and "critical reflexivity" in the "reflection and reflexivity" glossary entry.</p>                                                                                                                                                                                                                            |
| <b>Power</b>                           | Power refers to the hierarchical structures, relations and processes that are formed by social, cultural, political, economic and historical factors, and that                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Glossary term                            | Glossary definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | involve a person's or group's capacity to exert influence, domination or control over other individuals and groups. Power is not equally distributed in all contexts. Individuals' and communities' choices and actions can influence or be influenced by power structures and relations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Privilege</b>                         | A social advantage that only one person or group of people have, usually as a result of their social, economic, sexual, racial, identity, position or viewpoints.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Reciprocity vs mutuality</b>          | <p><b>Reciprocity</b> refers to relationships based on trust, equity and altruism, involving exchanges where the timelines do not coincide or are not specified (i.e. there is no specific or immediate expectation of receiving something in return for giving).</p> <p><b>Mutuality</b> refers to a more transactional exchange, where the timelines of giving and receiving something in return are expected to coincide (i.e. there is an expectation of a specific or immediate return of the favour).</p> <p>We can, therefore, speak of, for example, "reciprocal relationships", "reciprocal partnerships with community", "reciprocal collaboration", "reciprocal engagement" and "mutual benefit".</p> <p>Reciprocity characterizes transformational relationships; mutuality characterizes transactional relationships (see the "transactional relationships" glossary entry below).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Reflection and reflexivity</b>        | <p><b>Reflection: Metacognitive and process reflection</b> involves examining past experiences and actions to improve future practice (focused on the "how" of actions).</p> <p>Reflection as a metacognitive skill enhances awareness of one's own cognitive/ learning process. It involves examining one's thinking, actions and goals, leading to self-regulated learning.</p> <p>Process reflection starts with an experience and leads to new or changed understandings, insights and/or action.</p> <p><b>Critical reflection</b> links reflection with analytical and critical thinking, encouraging students to focus on experiences and actions within a broader, systemic context.</p> <p><b>Self-reflexivity</b> involves considering one's positionality; identifying and questioning one's own assumptions, biases and attitudes; understanding how they influence one's own responses and actions; and how they impact others, given the complexity and interconnectedness of roles and relationships.</p> <p><b>Critical reflexivity</b> involves critically examining and challenging collective assumptions, values and frames of reference; understanding their contexts (e.g. cultural, societal, historical); how they shape perceptions and actions; how they impact others; and how they might change in the future.</p> |
| <b>Reflective and reflexive practice</b> | An intentional, active and ongoing process of reviewing one's thinking, practice and actions, examining views and assumptions, and being open to having one's own perspectives challenged and changed. It takes on a variety of forms: metacognitive and process reflection, critical reflection, self-reflexivity and critical reflexivity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Relationality</b>                     | Placing emphasis on relationship-building and recognizing being enmeshed in the wider human and natural world that constitutes our lived reality; seeking to understand the challenges and possibilities of the role(s) we play within interconnected and interdependent relationships, networks and systems—both locally and globally.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Glossary term                         | Glossary definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems</b>                        | Sets of interacting or interdependent elements that use processes or procedures to work towards a common purpose. Social, economic, political and ecological systems provide a lens for exploring structure, interdependence, complexity and change in the human and natural worlds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Transactional relationships</b>    | Relationships that are more instrumental, incidental, project-based, often short-term, close-ended and designed to complete specific tasks that produce an immediate result; interactions grounded in exchanges that aim to have mutual benefits (i.e. outcomes that are net positive—benefits exceed costs) for all members. However, no deep change or lasting relationship is expected. Transactional relationships may be appropriate in some (or many) situations, including as an early stage of a relationship in which growth towards transformational partnerships is developing; they may also occur because that is what is viewed as mutually appropriate and desired; there may be a risk for an inequitable power dynamic between members, which may further entrench systems of inequity (cf. Bringle et al., 2009; Clayton et al., 2010; Kniffin et al., 2020; Clayton et al., 2022). |
| <b>Transformational relationships</b> | Transformational relationships are sustained, reciprocal relationships that involve students, community members and other stakeholders as partners and allies; they are founded on more open-ended processes of indefinite, longer-term duration with a focus on co-creating engagements that aim to generate constructive transformation and growth for all participants, because of deeper and more sustainable commitment; they rely on transparency that is created through trust, dialogue and a shared sense of purpose (Bringle et al., 2009; Clayton et al., 2010; Kniffin et al., 2020; Clayton et al., 2022). Participants “bring a receptiveness—if not an overt intention—to explore emergent possibilities, revisit and revise their own goals and identities, and develop systems they work within beyond the status quo” (Clayton et al., 2010, pp. 7–8).                              |

## Appendix II: Learning outcomes in more detail

The learning outcomes are central to the evidencing and completion of CE. Table 9 focuses on the learning outcomes in more detail. Each learning outcome has possible descriptors that offer more detailed guidance on the learning outcomes.

These descriptors are only suggestions. They can be adapted, and others may be added. Furthermore, not all descriptors must be met. The CE coordinator/adviser and the students can discuss each learning outcome and design descriptors specific to the school, the students and their engagements; they can collectively agree whether the CE learning outcome has been achieved.

Table 9

### *Learning outcomes and possible descriptors*

| Learning outcomes (LO) |                                                                    | Possible descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO1                    | Foster reciprocal and dialogic engagement                          | <p>Students are able to develop reciprocal and respectful partnerships with a chosen community, engage in dialogue with their community partners throughout, and undertake responsive, collaborative action that positively contributes to themselves and the community.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• understand that change is the work of the collective</li> <li>• build and maintain reciprocal partnership(s) with a chosen community/communities through respect and collaborative practices</li> <li>• articulate a sense of shared responsibility and participate actively to enact it</li> <li>• recognize community knowledge, and use opportunities to learn from, and with, the community</li> <li>• examine structures of power and privilege within communities; consider their role and impact when building relationships and when planning and engaging in action</li> <li>• assess and seek to shape their position within the community in order to have a positive impact/make a constructive contribution.</li> </ul> |
| LO2                    | Explore systems, and develop awareness of their roles within these | <p>Students are able to undertake inquiry-based activity and analyse the structures and impact of systems, becoming aware of their complexity and interdependence. They recognize themselves and their communities as part of larger social and natural systems; they articulate an awareness of their positions and roles within these systems and an understanding of how their choices and behaviours are both shaped by and can have an impact on them.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• analyse systems (e.g. social, political, environmental, cultural) and how they work, examine interconnections and interdependencies, and recognize complexity</li> <li>• explain how communities themselves are systems</li> <li>• identify their own position within diverse complex and interconnected systems</li> <li>• explain how these systems have an impact on them and the communities they belong to or interact with</li> </ul>                                                                                                       |

| Learning outcomes (LO) |                                                           | Possible descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        |                                                           | <ul style="list-style-type: none"> <li>explore how they can have an impact on systems and have a responsibility towards others and the planet</li> <li>articulate how systemic change is a collective effort.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| LO3                    | Develop, articulate and enact ethical thinking and action | <p>Students are able to understand the importance of ethical thinking at a personal, relational and systemic level, and to demonstrate this through their actions; they understand the ways in which different ethical considerations overlap and sometimes contradict each other, and that what they think is right may not always be what is right for someone else.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>apply ethical-thinking skills in order to generate ethical relationships and action, as well as to become comfortable with the nature of ethics—often as “right vs right”</li> <li>build a vocabulary for ethics and learn to articulate their developing sense of ethics</li> <li>recognize and evaluate the opportunities and challenges presented by ethical practices and processes across the personal, professional, community and systems levels</li> <li>examine the importance of context in the shaping and practice of ethics</li> <li>examine systemic challenges and explore their ethical dimensions.</li> </ul> |
| LO4                    | Engage in reflective and reflexive practice               | <p>Students are able to formulate and engage in CE experiences in a reflective and reflexive manner; they engage in a range of reflective and reflexive practices as part of a process of understanding self and others.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>apply their understanding of perplexing situations as opportunities for learning to help develop resilience to new experiences</li> <li>examine and critique their assumptions, positionality, biases, motivations and practices in relation to those of others (as a means to effect change)</li> <li>express motivation to learn and change in the process of engaging with communities</li> <li>articulate the emotional impact of, and the feelings generated by, CE activities</li> <li>adapt, adjust, develop or modify their perspectives and behaviour based on new insights</li> <li>engage in reflection and reflexivity as both an individual and a collective learning process; they include the insights of others in their reflections.</li> </ul>             |



TSM: Suggestions for assessing and evidencing the learning outcomes



Toolkit: Suggested questions to guide discussion and reflection on the learning outcomes

## Appendix III: Approaches to learning and approaches to teaching in CE

### Approaches to learning

CE supports students in actively developing thinking, research, communication, social and self-management skills. These skills underpin the students' ability to engage in dialogic, reciprocal and reflexive ways, and to develop deeper and more nuanced understanding of communities, expanding from the personal to the relational to the systems dimensions.

Table 10

*Approaches to learning in CE*

| Approaches to learning          | Examples of how the approaches to learning can be developed in CE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developing thinking skills      | <ul style="list-style-type: none"> <li>Supporting reflective and reflexive thinking strategies to consider the impact of the students' own positionality in the context of CE</li> <li>Through both critical and imaginative inquiry, encouraging students to apply different perspectives to understand relevant issues; to examine and improve relationships and processes experienced in CE; and to imagine preferred futures while drawing from diverse knowledge systems and multiple perspectives</li> <li>Creating opportunities to transfer knowledge to and from other areas of learning (e.g. from the guided learning and active engagement in CE to other parts of the Career-related Programme (CP), and from other CP core components, Diploma Programme (DP) subjects and the career-related study to CE), as well as life beyond school</li> <li>Creating opportunities for students to use systems thinking techniques and concepts to understand how systems work across various scales</li> <li>Introducing and supporting the application of different ethical frameworks to inquiry-based and decision-making practices</li> </ul> |
| Developing research skills      | <ul style="list-style-type: none"> <li>Supporting students in identifying, exploring and understanding opportunities and challenges that are relevant both to them and to the community, and in setting relevant goals in terms of what both they and the community wish to achieve</li> <li>Providing case study material (e.g. in the guided learning for exploration and further inquiry)</li> <li>Supporting students in selecting appropriate resources (including human) that will allow them to conduct relevant research with ethical awareness, and to record, evaluate and synthesize information gained from the resources</li> <li>Supporting students in undertaking collaborative research and inquiry with the community</li> <li>Modelling methods of critical inquiry that take into account, for example, bias and artificial intelligence (AI)-generated materials</li> </ul>                                                                                                                                                                                                                                                        |
| Developing communication skills | <ul style="list-style-type: none"> <li>Encouraging students to apply communicative skills to a range of contexts spanning informal to more formal modes of dialogue and discussion; presentational skills (spoken and textual), and use of multimedia (including digital) channels</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Approaches to learning            | Examples of how the approaches to learning can be developed in CE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>• Providing scaffolds and strategies for evaluating what makes communication with others effective, including considerations of mode, register and context</li> <li>• Providing strategies for practising and developing self-awareness and reflexivity as communicators within and across diverse CE activities and interactions</li> <li>• Supporting students in developing active listening abilities that allow them to consider different perspectives and to engage in collaborative negotiation of meaning with teachers, peers and community members who hold diverse perspectives</li> </ul>                                                                                                                                                                                                                                                                                                        |
| Developing social skills          | <ul style="list-style-type: none"> <li>• Creating, through attitude and example, a safe classroom environment where diverse perspectives and practices can be explored in a respectful manner</li> <li>• Supporting the building of authentic relationships in the classroom that model the types of relationships aimed for with community members</li> <li>• Supporting students in understanding what reciprocal partnerships involve, and in building and maintaining such relationships with the diverse communities with whom they interact</li> <li>• Modelling and providing structures and strategies to support co-created activity with the community</li> </ul>                                                                                                                                                                                                                                                                          |
| Developing self-management skills | <ul style="list-style-type: none"> <li>• Motivating students to participate actively and in a sustained way in CE by providing them with inspiring examples of community-building and its impact</li> <li>• Providing students with strategies and supporting them in developing attitudes (e.g. perseverance, resilience, initiative, independence) that will empower them to design and pursue their own goals and learning journeys; enabling students to develop their ability to deal effectively with setbacks and difficulties</li> <li>• Encouraging sustained engagement with CE for the duration of the CP and using reflection as a metacognitive skill to support self-regulated learning (identifying their own strengths and aspirations; developing areas for growth; setting personal goals; monitoring their own learning; developing awareness of their cognitive processes; reflecting upon actions; evaluating goals)</li> </ul> |

## Approaches to teaching

Approaches to teaching in CE are inquiry-based, conceptually focused, contextualized, collaborative and inclusive. They are grounded in place-based learning and action-oriented pedagogies, and are informed by ongoing assessment. (See *Programme standards and practices*: “Standard: Approaches to teaching (0403)” and “Standard: Approaches to assessment (0404)”.

Table 11  
*Approaches to teaching in CE*

| Approaches to teaching    | Examples of how the approaches to teaching can be applied in CE                                                                                                                                                                                                                                                                                                                                         |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching based on inquiry | CE uses inquiry, action and reflection to develop natural curiosity in students and to enable them to engage in meaningful action. The learning and engagement process in CE builds on the inquiry cycle, and is informed by action-oriented pedagogies, by design models in relevant fields (e.g. community development, social innovation) and by methodologies specifically used in the field of CE. |

| Approaches to teaching                       | Examples of how the approaches to teaching can be applied in CE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <p>Inquiry-based learning in the context of CE is structured into three <b>iterative</b> stages: explore and prepare; relate and act; evaluate and share. (See “<a href="#">The learning and engagement process in CE</a>” section).</p> <p>This process is defined by three principles of engagement (dialogue, reciprocity and reflexivity) and informed by expanding understanding of community from the personal to relational to systems dimensions.</p> <p>Examples of how inquiry is approached in CE include:</p> <ul style="list-style-type: none"> <li>• guided inquiry into the students’ own positionality and into their roles within diverse communities (e.g. through classroom discussion, the learning journal, and other activities included in the guided learning)</li> <li>• using self-inquiry to help identify personal interests or experiences that can inspire engagements with communities</li> <li>• modelling inquiry questions (e.g. using case study material) and supporting students to formulate their own questions that will relate to relevant issues they intend to address through their engagements; enabling them to dig deeper and identify root causes and possible implications of interventions; supporting them to embed creative, critical and ethically informed approaches.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Teaching focused on conceptual understanding | <p>Conceptual understanding plays an important role in supporting students to develop their practical ideas and support ethical participation in CE, which is based in and informed by an understanding of relevant local and global issues, key debates and methodologies.</p> <p>While there are no specified concepts in CE, students can meaningfully draw on concepts from across the CP core, such as <b>change, identities, perspectives, power, systems</b>, as well as on other relevant concepts such as <b>equity, interdependence, justice, responsibility, rights</b>.</p> <p>Examples of approaches and activities that foster conceptual understanding in CE include:</p> <ul style="list-style-type: none"> <li>• moving from the concrete to the abstract—for example, linking the student’s own self-inquiry into positionality and their role within diverse communities to theories of citizenship or social hierarchies or to ethical concepts and frameworks; producing concept maps and infographics that chart local environmental concerns against scientific research</li> <li>• moving from the abstract to the concrete—for example, supporting students in making connections between theory (and perhaps case studies) and their own sense of personal position, status or agency as participants in the community; using creative approaches to apply knowledge gained in the guided learning in CE or in other parts of the programme to relevant, local and personal experiences</li> <li>• supporting ethical approaches in designing possible courses of action that acknowledge the complex and systemic nature of local and global opportunities and challenges, and that consider the root causes and the structural forces that perpetuate injustices</li> <li>• guiding critical reflection and reflexivity strategies in response to community-oriented experiences that involve assessing the self, the experience, the relationships and the sociocultural context of individuals and communities mapped against relevant concepts and issues.</li> </ul> |

| Approaches to teaching                                   | Examples of how the approaches to teaching can be applied in CE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching developed in local and global contexts          | <p>CE is, by definition, contextual—students engage with communities locally and/or globally. Students should be introduced to a wide variety of communities (e.g. in terms of culture, geographical location, experience, organizational structures) through exploration and exposure in the guided learning as well as through their own engagements.</p> <p>Approaches may include:</p> <ul style="list-style-type: none"> <li>• creating opportunities for authentic, immersive learning engagements with both local and non-local communities (e.g. inviting local community members/organizers to speak to students; connecting with students in other CP schools for shared presentations via online forums)</li> <li>• using such opportunities to explore both the similarities/connections and differences between communities, to consider the reasons (e.g. structural, cultural, political, environmental) for these, and to reflect on how relationships can be built through connection across difference</li> <li>• supporting students to connect their community engagements with similar projects locally or in other regions (e.g. through social media platforms, photographic exhibitions, blogs).</li> </ul> |
| Teaching focused on effective teamwork and collaboration | <p>Effective teamwork and collaboration between all engaged with a student's CE are essential to its success, with dialogue and reciprocity germane to effective processes. Approaches to teaching are likely to include the provision of opportunities that support a student in developing confidence in relationship-building and collaborative communication—as thinkers, speakers and active listeners.</p> <p>Examples of effective teamwork and collaboration in CE include:</p> <ul style="list-style-type: none"> <li>• students, teachers and/or community members addressing complex situations, inquiring and seeking possible solutions as co-learners</li> <li>• guided activities to support different modes of one-to-one and group communication, as well as collaborative skills/strategies (e.g. including an introduction to conflict resolution strategies)</li> <li>• student preparation for, and participation in, review points</li> <li>• debriefing sessions in a class setting for students to share, discuss and generate modified or revised actions/goals</li> <li>• teachers connecting with CE colleagues from different parts of the world to share practice and experience.</li> </ul>           |
| Teaching designed to remove barriers to learning         | <p>CE, since it largely occurs beyond the classroom, inevitably presents students with potential barriers to learning, and may include additional social considerations around accessibility (e.g. economic, geographical, access to transport).</p> <p>In addition, the requirement that the student builds and sustains relationships with diverse community members—with different backgrounds, experience and perspectives—may present challenges for an array of reasons (e.g. social, cultural, religious background, neurodiversity issues).</p> <p>Examples of teaching designed to remove barriers will include:</p> <ul style="list-style-type: none"> <li>• ensuring that all students can access appropriate support (e.g. via the CP adviser, and possibly through a CP mentor who can offer mentoring/coaching)</li> <li>• advising students about the school's support services (e.g. counselling, well-being)</li> </ul>                                                                                                                                                                                                                                                                                            |

| Approaches to teaching          | Examples of how the approaches to teaching can be applied in CE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>ensuring that the CE classroom, as well as interaction with the student's learning journal, becomes a safe and generative space in which students may explore and reflect upon their CE learning journey</li> <li>supporting the students to develop truly personalized learning journals that play to their strengths and preferences</li> <li>supporting students to choose and initiate engagements that are appropriately challenging and can accommodate learner variability and preferences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Teaching informed by assessment | <p>Assessment in CE is continuous and primarily formative, supported by self, peers, the community and school in feedback and feedforward loops. Just like the CE process itself, assessment will also take a collaborative, dialogic and reflexive approach.</p> <p>Examples of teaching that is informed by assessment may include:</p> <ul style="list-style-type: none"> <li>one-to-one or small group discussions with student(s) as part of self- and peer assessment supported by guiding questions or developmental rubrics</li> <li>facilitated conversations in the review points to support students in co-creating and sharing their stories of their CE journey</li> <li>encouraging the use creative methods for self- and peer assessment, as well as opportunities for the community voice to be included in the assessment and evaluation process</li> <li>leveraging the learning journals to support ongoing reflection, as well as student-led sharing and collection of feedback.</li> </ul> <p>Please also see the "<a href="#">Assessment</a>" section.</p> |

## Appendix IV: Narrative assessment

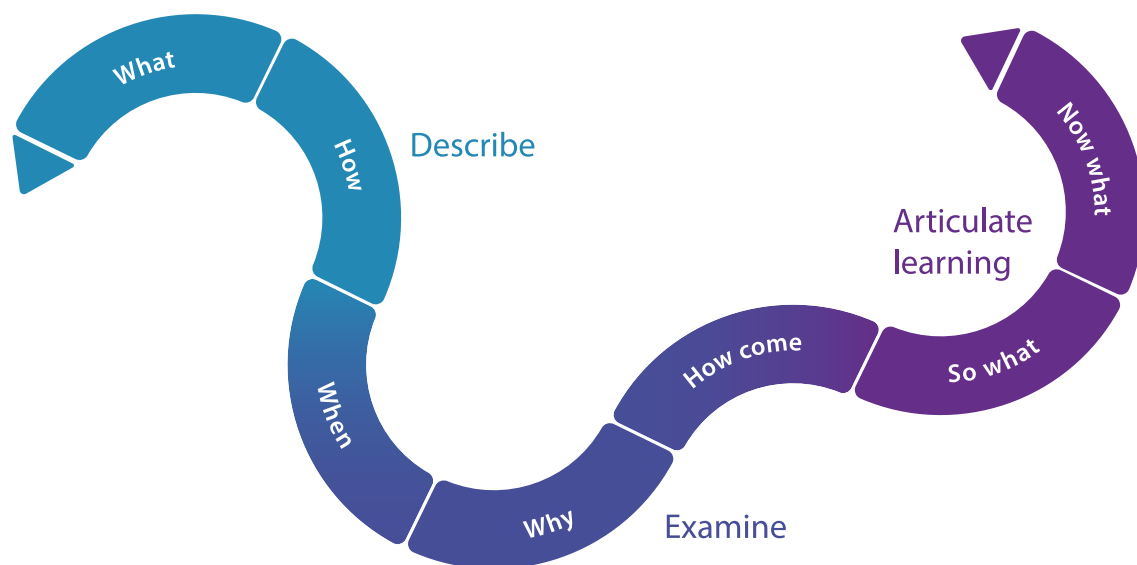
### What is narrative assessment?

Students tell their CE stories through narrative assessment in the review points. They draw on their learning journals for evidence to support their CE stories; this is where key learning moments should be captured throughout the students' CE journey.

The CE stories are narratives that communicate what happened, how it happened and why it happened. However, they do not only focus on success stories; rather, stories "revolve around their experiences, their knowledge, and skills that go into making sense, deciding, and acting on opportunities, challenges, and dilemmas" (Van Wessel, Ho, 2018, p. 8).

In narrative assessment, students describe, examine and articulate their learning—in relation to the learning outcomes, and in the context of their engagements with communities—through storytelling.

Figure 9  
Narrative assessment



In cases where the student's CE project has not resulted in the desired impact, or where student output is not as expected, students are encouraged to focus a part or all of their narrative assessment on the reasons for this. Such a reflexive approach is considered equally valuable, assuming the student is communicating in authentic, relevant and meaningful ways, and can contribute to demonstrating the learning outcomes (e.g. LO4).

### The role of the teacher and student in narrative assessment

For narrative assessment, "the facilitator [teacher] ... does very little but listen while the story is being told, and then asks questions after that enrich, clarify and build plausibility" (Van Wessel, Ho, 2018, p. 12).

*Table 12*  
***The role of the teacher and student in narrative assessment***

|                             | Teachers                                                                                                                                                                                                                                                             | Students                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Preparation                 | <ul style="list-style-type: none"> <li>• Model dialogue and storytelling</li> <li>• Prepare students for narrative assessment (e.g. rationale, expectations)</li> <li>• Set up a safe space</li> </ul>                                                               | <ul style="list-style-type: none"> <li>• Become familiar with expectations, and construct their stories using their preferred modalities</li> <li>• Understand the actions, challenges, successes, details and themes going into their narratives</li> <li>• Draw on their learning journals for evidence to support their narratives</li> <li>• Make explicit connections to the learning outcomes and the knowledge gained in the guided learning</li> </ul> |
| Storytelling and discussion | <ul style="list-style-type: none"> <li>• Listen to the students' stories with attention and respect</li> <li>• Ask curious and compassionate questions that enrich clarity and detail, and build plausibility</li> </ul>                                             | <ul style="list-style-type: none"> <li>• Deliver the story in a way that is clear and plausible</li> <li>• Engage with questions to provide further detail or clarification, or consider different interpretations or new connections</li> </ul>                                                                                                                                                                                                               |
| Analysis and reflection     | <ul style="list-style-type: none"> <li>• Analyse CE stories to identify progress, strengths, areas for development, and learning patterns</li> <li>• Reflect on teaching practices and on the stories being told so that further guidance can be provided</li> </ul> | <ul style="list-style-type: none"> <li>• Engage in both individual and shared reflection and reflexivity to understand learning processes, examine their CE journey and use insights to shape their narratives</li> <li>• Engage in follow-up reflection in their learning journals</li> <li>• Debrief the experience as a group (optional)</li> </ul>                                                                                                         |
| Feedback                    | <ul style="list-style-type: none"> <li>• Provide constructive feedback to guide student learning and engagement</li> <li>• Plan and adapt teaching strategies and learning activities based on insights gained</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Receive feedback openly and use it to inform future learning and engagement</li> </ul>                                                                                                                                                                                                                                                                                                                                |

## Appendix V: Levels of engagement

The following levels of engagement support assessment and feedback in CE. Schools can use these to support assessment and inform the design of rubrics tailored to their students' needs and contexts.

*Table 13*  
**Levels of engagement**

| Level of engagement   | Generic level descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Possible characteristics                              |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Emerging engagement   | Students at this level are just beginning to participate in community engagements. Their involvement is often guided by teachers or peers and is passive in nature. They show curiosity and interest but may lack the experience or confidence to take the initiative or to maintain longer-term engagements. Their understanding of community issues is basic, their reflections are superficial and there is little evidence of reflexivity. Participation is more about exposure to issues, observing others' contributions and understanding the value of civic responsibility. There is little evidence of initiative and of understanding of the systems they are working in.                        | Limited<br>Irrelevant<br>Simplistic<br>Underdeveloped |
| Developing engagement | Students at this level are actively learning and applying new skills in community engagements. They begin to take on more responsibilities, albeit with support and guidance from teachers. These students show increased confidence in their abilities and are more interactive with the community. They start to engage in collaborative inquiry and to understand and address relevant opportunities or challenges, applying knowledge, understandings and skills to authentic situations. They demonstrate a growing ability to work collaboratively with community members and peers. They begin to engage in reflexive practices, although this is not consistent, and to think in terms of systems. | Adequate<br>Attempted<br>Uneven<br>Inconsistent       |
| Capable engagement    | Students are effectively and independently engaging in more sustained community engagements. They are reflexive, demonstrate a solid understanding of community dynamics, build trust, engage in dialogue and maintain equitable relationships with community partners. They show commitment and initiative in community settings, and their skills in collaboratively planning, executing and reflecting on CE activities are well developed. These students can identify and examine the systems that are relevant to their engagements; they can articulate the impact of their work and show resilience and adaptability in facing setbacks.                                                           | Good<br>Relevant<br>Consistent<br>Competent           |
| Exemplary engagement  | Students exhibit exceptional commitment and skill in community engagements. They initiate engagements, or significantly contribute to existing ones, and are able to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Excellent<br>Discerning                               |

| Level of engagement | Generic level descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Possible characteristics |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|                     | sustain reciprocal partnerships and ongoing engagement. Their work has a tangible, positive impact on the community. They are deeply reflexive, apply systems thinking and display a nuanced understanding of complex issues. They are adept at engaging in dialogue and inspiring others. These students are role models, effectively integrating academic learning with community engagements, and often leave a sustainable legacy in the communities with whom they engage. | Thorough<br>Purposeful   |

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