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## International School Teachers' Views on The Role of Action Research Within an IB Environment: An Exploration of The Benefits and Constraints

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## **Abstract**

The following study explores perspectives and experiences relating to action research within an international school environment. The research participants come from a variety of cultural backgrounds and they teach a variety of disciplines within the upper school of an IB international school. The respondents participated in semi-structured interviews through which they shared their understanding and experience of action research, their views on its potential benefits and constraints, and their views on the role of action research in international education. Findings indicate that action research is considered beneficial in the exploration of themes relevant to international schools, including interculturalism, inclusion, international transitions, and succession-planning. In addition, teachers indicated personal action research related interests including the exploration of learning, pedagogical innovations, program development, student wellbeing, and school change. Factors deemed to scaffold action research included in-house and external support structures and access to professional development opportunities. Constraints included cultural and social factors, the need for relationshipbuilding among teachers, the need for informed leadership, as well as access to sufficient resources such as time. Overall, the study demonstrates that teachers hold a positive view of action research, they appreciate its role in the solution-oriented and practical development of international education. However, for action research to be successful, they emphasize the need for ample support and guidance, as well as opportunities for action researchers to develop skills, connect, and share.

**Keywords**: action research, international education, International Baccalaureate, benefits, constraints