

ABSTRACT

School Improvement and Action Research: Tapping Into the Potential of a Focus Group

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This study describes and analyses the innovative experiences of a focus group of teachers who attempted school improvement through an action research project based on gender equity, without direct intervention from the Ministry of Education or the administration at the school. Data were collected through the qualitative paradigm using a multi-method approach comprising focus group sessions, journals, and interviews. Results of their 5-month experience showed minimal collaboration. Additionally, the group exhibited characteristics of the initial and secondary stages of group dynamics.

Keywords: Educational improvement; Action research; Group dynamics; Trinidad and Tobago