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Understanding the Shaping of Teachers' Educational Philosophies within International Baccalaureate Contexts in Japan

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ABSTRACT

With the increasing adoption of the International Baccalaureate (IB) curriculum in Japan, actively promoted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), there is a need to understand its impact on educators. This study explores how teaching within IB contexts shapes the educational philosophies of Japanese teachers. Through semi-structured interviews with two experienced Japanese language teachers—one from the Primary Years Programme (PYP) and one from the Middle Years Programme (MYP)—this research investigates the influence of the IB framework on their professional beliefs and practices. Reflective thematic analysis of the interview data reveals three core themes: (1) the enrichment of life through learning, where education is seen as a means to cultivate curiosity and see interconnectedness in the world; (2) the development of lifelong learners, a goal that teachers apply not only to their students but also to their own professional growth; and (3) a belief in the potential of the IB to foster holistic development by focusing on “how to learn.” The findings suggest that the IB curriculum influences teachers to develop a more student-centered, long-term, and reflective approach to education. This study also indicates that prior teaching experience can be an asset for successfully integrating the IB philosophy and highlights the importance of reflective practice. These insights have implications for teacher training programs and educational policy as Japan continues to expand its IB offerings.

Keywords: International Baccalaureate, teachers' beliefs, educational philosophies, Primary Years Programme, Middle Years Programme

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1 INTRODUCTION

1.1 Background on the International Baccalaureate (IB) Curriculum

The International Baccalaureate (IB) curriculum is a globally recognized educational framework fundamentally designed to cultivate well-rounded, globally minded individuals through a holistic and inquiry-based approach to education (IBO, 2024a). This foundational philosophy extends beyond academic instruction, aiming to foster critical thinking, international-mindedness, and a comprehensive view of learning. The overarching goal of all IB programmes is to develop individuals who, recognizing their common humanity and shared guardianship of the planet, contribute to creating a better and more peaceful world (IBO, 2013).

The IB curriculum is divided into four key programmes, each targeting specific educational outcomes for different age groups:

1. Primary Years Programme (PYP): For students aged 3 to 12, the PYP focuses on inquiry-based learning and transdisciplinary themes, promoting a whole-child approach that encourages students to explore local and global issues.
2. Middle Years Programme (MYP): For students aged 11 to 16, the MYP builds on the PYP by developing critical thinking, research, and communication skills. It prepares students for more rigorous academic challenges while maintaining a holistic view of education.
3. Diploma Programme (DP): For students aged 16 to 19, the DP is a pre-university course that offers a balanced range of subjects, combining in-depth academic study with research and service-oriented projects.
4. Career-related Programme (CP): Also designed for students aged 16 to 19, the CP is geared toward those seeking a career-specific education. It integrates academic rigor with practical, hands-on learning experiences.

(IBO, 2024c)

There are 5,800 schools in 162 countries and areas as of 2024, and their number is increasing (IBO, 2024b).

1.2 Characteristics of IB Programme: Learner Profile and Approaches to Learning

The Learner Profile is the central key of the IB curriculum to help learners to reach the goal of the learning. The goal of the IB is as follows: “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” (IBO, 2013). The Learner Profile provides ten attributes that the IB curriculum expects learners to develop. These attributes are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective (IBO,

2013). A distinctive characteristic of the IB curriculum is its abstract nature, more like a person unlike the national curriculum that provides exactly what learners will learn (e.g., MEXT, 2024b). This abstractness implies a focus on conceptual understanding, skills development, and dispositional learning rather than prescriptive content delivery. Approaches to Learning (ATL) is a core component of the IB curriculum. According to the IB, “The IB Approaches to Learning skills (ATL) are grounded in the belief that learning how to learn is fundamental to a student’s life in and out of a school context” (IBO, 2025a, Approaches to learning skills, para. 1). The IB defines ATL as a set of core skills that underpin student learning, including thinking, communication, research, self-management, and social skills (IBO, 2025a). These are not simply tools for academic performance but are central to cultivating a mindset and way of learning that continues beyond school.

1.3 IB in Japan: Context and Policy Initiatives

In Japan, the adoption of the IB curriculum has been growing, with 251 IB-accredited schools as of 2024. The distribution across the four programmes includes 65 PYP, 39 MYP, 69 DP, and 0 CP schools (MEXT, 2024c). The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has actively championed the expansion of IB education. This includes the entrance examination reforms to expand the use of IB-inclusive entrance examinations (MEXT, 2020). Additionally, MEXT often holds seminars for educators, students, and their parents to promote understanding of the IB (MEXT, 2024a).

Despite the growing interest in IB education in Japan, empirical research remains limited, especially regarding how the IB curriculum affects teachers’ educational philosophies and instructional decision-making. Previous studies have mainly focused on IB students’ outcomes and policy-level analyses (e.g., Lee et al., 2021; Shukur, 2024; Tan, 2021). However, there is a lack of research examining how Japanese teachers themselves interpret and internalize IB philosophy in their daily practices. Given the recent policy initiatives by MEXT to increase the number of IB-accredited schools and to promote IB-inclusive university admissions, understanding how teachers’ beliefs and decision-making processes evolve within IB contexts is both timely and significant. Therefore, this study explores the following research question: How do the IB contexts shape teachers’ educational philosophies?

2 LITERATURE REVIEW

2.1 Teachers’ Beliefs as Foundations of Educational Philosophy

Teachers’ beliefs in IB education serve as guidelines for embodying IB’s educational philosophy. For example, these beliefs provide a foundation for implementing IB values such as student-centered learning, cross-cultural understanding, and critical thinking development in the classroom, deeply influencing teachers’ decision-making and educational policies (International Baccalaureate Global Research Department, 2013).

Beliefs are understood as propositions held consciously or unconsciously, accepted as truth, and serving as guidelines for thought and action (Borg, 2001). They reflect a subjective reality that shapes the interpretation of new experiences (Davis & Andrzejewski, 2009). Solis (2015) adds that

beliefs are constructed through interactions with others and across different contexts, influencing teaching approaches as well as students' learning and performance in the classroom.

Teachers' beliefs emerge from multiple sources, including personal life experiences, educational and learning histories, and the professional training they have received (Richardson, 1996). They form the foundation for teachers' values and educational philosophies, making them significant in teaching. Yet, as Davis and Andrzejewski (2009) note, beliefs often remain unconscious and implicit, which can lead to unintended consequences if left unexamined. Since beliefs directly affect practice, values, and decision-making, exploring them is essential in understanding how IB contexts shape teachers' educational philosophies.

2.2 Curriculum and Teachers' Beliefs and Decision-Making in IB Contexts

Teachers' beliefs not only shape but are also shaped by curriculum design and decision-making in IB contexts. These beliefs are integral to implementing IB's learner-centered and inquiry-based principles in practice (International Baccalaureate Global Research Department, 2013). How teachers interpret and apply the IB Mission Statement in student guidance often depends on their individual beliefs, and it is important to understand the impact of beliefs (Lineham, 2013). This is because unawareness of one's own beliefs can undermine teaching effectiveness. For example, Xu (2012) mentions that without belief reassessment, teachers risk bringing unexpected consequences in the classroom.

Conversely, curriculum design can also influence teachers' beliefs. Kelly's (2022) research on MYP teachers found that beliefs about "good instruction," "meaningful learning," and "quality curriculum" closely aligned with MYP's educational philosophy. These beliefs typically emphasize fostering student independence, adopting constructivist approaches, promoting cross-cultural understanding, and valuing diverse perspectives. In turn, they inform teachers' criteria for curricular decision-making, shaping actual classroom activities and instructional planning.

3 METHODOLOGY AND PROCEDURES

3.1 CONTEXT AND PARTICIPANT SELECTION

In 2024, we conducted semi-structured interviews with two Japanese language teachers—one teaching the PYP and the other the MYP—at an IB school in western Japan. The PYP teacher has 26 years of teaching experience, including 10 years teaching abroad and 8 years in the PYP in Japan. The MYP teacher has 18 years of teaching experience, 17 of which have been within the IB framework in Japan, along with one year of experience teaching in a Japanese national curriculum school. Both participants were selected through purposive sampling to capture diverse and in-depth perspectives on IB curriculum implementation across the primary and middle years. The two participants were purposively chosen because of their extensive and rich teaching experience, as well as their deep familiarity with these specific IB contexts. This allows us to examine the shaping of teachers' educational philosophies rather than short-term adoption.

The selected school, located in western Japan, provides a unique context because it offers continuous programmes from the PYP to the DP and has been implementing IB education since the 1990s. The institution places strong importance on deepening the understanding of the IB philosophy

through ongoing teacher training and by actively providing information to parents and learners. The school's acquisition rate of the IB Diploma is highly successful. Thus, exploring teachers' philosophy within this specific, unique context is meaningful.

This study draws on a sample of two teachers from a single school, and it does not necessarily seek empirical generalizability across broad populations. Instead, as a qualitative inquiry, it aims to capture the rich, subjective lived experiences of individuals as they make sense of their specific lifeworlds. Research of this nature focuses on uncovering nuanced insights that may be overlooked in larger-sample studies (Lim, 2024). This study adopts a phenomenological, interpretive approach that is inherently context-based, recognizing that participants' interpretations are shaped by their situational and personal contexts.

3.2 Data Collection and Analysis

Before the interview, we conducted a questionnaire to understand the participants' teaching backgrounds. Using this questionnaire as a guide, we carried out in-depth interviews to further explore their perspectives. We obtained informed consent and recorded the interviews, each lasting approximately 60 minutes.

For data analysis, we employed reflective thematic analysis following Braun and Clarke's (2022) six-phase framework: (1) familiarization with data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. This approach allowed us to identify patterns and themes that reflect the interplay between teachers' beliefs and the IB curriculum. Following the analysis, member checking was conducted to enhance credibility and trustworthiness by inviting participants to review and comment on emerging findings.

3.3 Researchers' Positionality

Positionality refers to the stance of researchers within the research process and the broader social and political context of the study. It influences every phase of research, including the formulation of research questions, the research design, and the interpretation of findings (Rowe, 2014).

In this study, the first author initiated the overarching conceptual framework of the study and proposed the central thematic lens that guides the analysis. She oversaw the overall research design and ensured coherence between theoretical framing and empirical interpretation. Positioned with analytical distance from the IB institutional structure, she contributed a critical perspective that enabled interrogation of taken-for-granted assumptions embedded in participants' narratives. The second author conducted the preliminary review of IB-related literature and led the development of the interview protocol. She was primarily responsible for coding the interview transcripts and extracting analytical categories from the data. Drawing on her prior engagement with IB discourse, she contributed interpretive depth in identifying tensions between official IB ideology and teachers' lived experiences. The third author brought contextual expertise regarding IB implementation in Japan. She refined themes related to the Japanese IB landscape and facilitated participant recruitment. Her familiarity with local educational structures enhanced the cultural and linguistic sensitivity of the analysis, particularly in interpreting how global curriculum discourses are negotiated within institutional settings.

Collectively, the research team represents a combination of insider, semi-insider, and comparative perspectives toward the IB programme. We acknowledge that the IB, as a global curriculum framework, carries particular normative assumptions regarding international-mindedness, learner-centered pedagogy, and global citizenship. These assumptions may shape not only participants' responses but also researchers' interpretations. As scholars engaged in cross-cultural and transnational education research, the team remained attentive to how global curricular ideals are localized, reinterpreted, and sometimes contested within specific institutional and national contexts.

Throughout the analytical process, reflexive dialogue among the researchers served as a mechanism for examining how their respective positions influenced coding decisions and thematic development. Interpretations were negotiated rather than individually imposed. Member checking was also conducted.

4 FINDINGS

4.1 Enrichment of lives through learning

In the interviews, both PYP and MYP teachers believe that the IB enriches lives through learning. For example, the PYP teacher mentions that the IB is a programme that broadens life perspectives — taking something as simple as a desk and using it to demonstrate how education is about cultivating interest in one's surroundings and understanding interconnections. He applies his own learning experiences from the IB to his teaching approach, embracing opportunities for growth. While teaching the curriculum, he develops his educational approaches and philosophies alongside their students.

PYP:自分の人生でもIBで学んだことっていうのは...やっぱり人生が変わったんですよ。自分に応用、学んだこととか生徒に教えていることを、自分にもすごく応用させてるし、あと、色んなことに興味を持つのはなぜかという、教えながら自分がわかってないことが分かってきて。

教育というのは人生が豊かにする。人生が豊かにすると何かというのを考えたときに、目の前にあったら本当にしょうもない、例えばこの木とかでできる机について、どれくらい興味を持って語れるかだと思うんですよ。それがないと、ただの机なわけですが。でもここに何かしらのつながりが見える。ここから話題を派生させて、これとこれのつながりが見えるとか。そういう人生の視野を広げさせてくれるプログラムだと思うんですね。 [What I learned in my own life through IB... it really changed my life. I apply what I learned and what I teach my students to myself as well. And the reason I become interested in various things is that while teaching, I realize what I don't understand.

Education enriches life. When I think about what it means to enrich life, it's about how much interest you can have and how much you can talk about something that's right in front of you - something that might seem trivial, like this desk made of wood. Without that, it's just a desk. But when you can see some kind of connection here - when you can branch off into topics from this, when you can see connections between this and that - I think it's a programme that broadens your perspective on life.]

The MYP teacher shared that she has witnessed students thrive after discovering their interests and passions, often growing remarkably and inspiring those around them. These experiences have been deeply motivating for her and have reinforced her sense that teaching in the IB is rewarding.

MYP:適性とか自分が好きなものを伸びる要素ってというのが、それぞれ本当に違うんですけれども、あって、そこをヒットするとものすごく伸びるし、学習者が生き生きしてくるし、それに対して生徒とか保護者も応援したくなるぐらいまで伸びるっていう事例を何度も見ているので、やっぱりそこは本当に美しいというか、そこまでそこに関われたらとてもいいですね。 [Each learner has different aptitudes and interests that help them grow, and when those elements are truly aligned, their growth can be remarkable. I've seen many cases where students become genuinely engaged and vibrant, and even parents and others around them feel inspired to support them. When that kind of transformation happens, it's truly beautiful—and being part of that process is incredibly rewarding.]

4.2 Lifelong learners

The interview reveals that the IB curriculum forms a cornerstone of MYP teachers' educational philosophy. The MYP teacher develops her own educational principles, focusing primarily on instilling the essence of the IB in each student — creating better lifelong learners. This connects with the IB's goal of developing internationally minded people to create a better world.

MYP:今の学習者に対してどうやって貢献できるかっていうのを考えられるようになったので、コンテンツをいかに教えるかっていうことよりも、IBの理念であるやっぱりより良い生涯学習者っていうのをどうやってその一人一人の生徒に植え付けていけるかっていうのが一番のフォーカスになったので、非常にそこは良い変化、学びだったかなと思います。いかにその良い人間を、いろんな考え方を持て思いやり思て社会に貢献できる人を作っていくかっていう人を育てる場に携わることができたっていうところかな。 [I've become able to think about how I can contribute to today's learners, so rather than focusing on how to teach content, my main focus has shifted to how I can instill in each individual student the IB philosophy of becoming a better lifelong learner. I think that was a very positive change and learning experience for me. It's about being involved in a place where we can nurture good human beings - people who have diverse ways of thinking, show compassion, and can contribute to society.]

While the MYP teacher focuses on guiding students to become lifelong learners, the PYP teacher shares that he himself has become a lifelong learner while teaching the IB. Furthermore, he has gained confidence in his learning approach when engaging with new topics.

PYP:IB教育に携わってから、Lifelong learnerとして私自身、歴史、経済、地理など世の中の様々なことに興味を持ち、深く知ろうという態度が身についたと感じています。また、何かについて学ぶ際、自分取る学びのアプローチが正しいと確信できる自信を持って学ぶことができるようになったと思います。 [Since becoming involved in IB education, I feel that I have developed an attitude of being a lifelong learner,

taking a deep interest in various aspects of the world such as history, economics, and geography. Additionally, when learning something new, I believe I have gained the confidence to trust that the approach I take to learning is the right one.]

4.3 Beliefs About the Potential of the IB

Both PYP and MYP teachers believe in the potential of the IB. The PYP teachers find that the strength of the IB lies in showing connections to learning, which leads to enjoying life. The MYP teachers believe that the IB makes learning possible by focusing on how to learn and developing mindsets rather than on content itself through ATL. Both groups believe that the IB helps students learn how to learn in ways that enrich their lives.

PYP:IB は完全ではないと思います。それこそ、結局基礎的な知識を教えるときにすごく教えにくいとか、っていうのもありますし、だから、完璧な教育ではないんですけども、でも、IB を僕は信じてるっていう。...やっぱり学ぶっていうことは、やっぱり人生を楽しむためのものに繋がるんですよ。それが、見え始める、その繋がりが見えてくるのが IB の教育だと思うんです。[I don't think IB is perfect. For instance, when it comes to teaching foundational knowledge, it can be really difficult to teach, and so it's not perfect education. But I believe in IB... Learning is ultimately connected to enjoying life. I think IB education is where you start to see that, where those connections become visible.]

MYP:本当に ATL(Approaches to learning)というか、この 12 年間、もしくは 6 年間、5 年間、IB の教育で学んだものはそのコンテンツ、数字を出せたっていうことじゃなくて、学び方とか、心の在り方みたいなところの方が、すごいキレイごとに聞こえるかもしれないんですけど、でも実際は本当に大事なんじゃないかなと思います。で、それをできるのが多分 IB であるとも思っています。[What's really important about ATL (Approaches to Learning) is that what students learn over these 12, 6, or 5 years of IB education isn't just about the content or the numbers they can produce. It's more about how to learn and their mindset, and while that might sound like idealistic talk, I genuinely believe it's incredibly important. And I think the IB is the one that can make this kind of learning possible.]

5 DISCUSSION

5.1 Teachers' Beliefs in IB Contexts: Alignment and Extension

The findings from the interview data highlight teachers' beliefs about education, particularly their emphasis on viewing education through the lens of learners rather than content. This perspective is reflected in the three themes identified in this study: *enrichment of lives through learning*, *lifelong learners*, and *belief in the potential of the IB*. These themes are closely connected to the Learner Profile. For example, the interview illustrates traits such as "Inquirers," describing learners as curious and able to make connections between ideas, and "Caring," which reflects a learner's personal growth and empathy. At the same time, these Learner Profile attributes are not limited to students. Teachers themselves are also described as "Reflective," as they continuously assess their teaching practices

and recognize both their knowledge and areas for growth. In this sense, the findings are broadly consistent with the IB philosophy, impacting teachers' educational philosophies.

The first theme, *enrichment of lives through learning* and the second theme, *lifelong learners*, align with Kelly's (2022) research, which explored teachers' beliefs about the purpose of education within the MYP programme. Kelly found that MYP teachers believe education should be "life-worthy," a love of learning/lifelong learning. This research extends that this happens not only to students but also to teachers of PYP and MYP. As the PYP teacher in the interview mentioned, IB could be "life-changing" for the teacher. Lifelong learning is not only a goal for students but also part of teachers' own educational growth.

The third theme, *belief in the potential of the IB*, also links to the previous IB literature. Both participants' beliefs show that IB supports holistic and learner-centered education, which is consistent with prior IB research (Bahn, 2022; Chaerunnisa et al., 2024; Kelly, 2022). At the same time, their views were not uncritical; their comments suggest a practical and balanced understanding of the IB, including awareness of the challenges of implementation in real teaching contexts. This point is important because it shows that teachers' belief in the IB includes both commitment and reflection. Therefore, the findings not only align with international literature on IB practices, but also add to it by showing how these ideas are understood by teachers.

Overall, in this study, the PYP and MYP teachers did not express contrasting views. We speculate that their similar perspectives may stem from shared understandings of the IB philosophy. For future research, it would be valuable to investigate multiple IB schools—some offering the full continuum from PYP to DP, and others offering only a single programme—to compare how teachers' beliefs and approaches may differ based on the school context and programme structure.

5.2 Practical Suggestions for Teaching in IB Contexts

Despite the growing interest in the IB in Japan, teaching within an IB context can be challenging. Dickson et al. (2020) identified several difficulties, including discrepancies between the IB curriculum and national curricula, differences in practices and terminology, and the need to differentiate for varying student levels. Indeed, concept-based teaching can be particularly demanding. Although the participants in this study had extensive teaching experience, new teachers may struggle to develop their own educational philosophies. During the interview, the MYP teacher provided an insightful suggestion about teaching in IB contexts, which serves as an important tip for educators.

MYP: どんな学校でもどんな教育スキームでもいいので、やっぱりある程度教員と
いうものやってみる、教えてみるというのは非常に大事だと思っています。それが
日本の学習指導要領であっても、アメリカでも、どこの国でもいいんですけど
も、ある一定の期間、やっぱり教員として生徒に教える、生徒の先にいる保護者と
お話をする、生徒の1年間、2年間、3年間というのに対応する、一緒に教員として
同じカリキュラムで動いている先生と一緒に働くということを通して、自分の教育
観というものができてきて、その上で私は IB というのが選択肢としてあると思う
んですよね。

今まで日本でまだそんなに IB が浸透していないので、IB から始めた先生は少ないんですけれども、やっぱり自分なりの教育観とか教育のストラクチャーとか、学習者に対する思いやりだったりっていうのを持っている先生が一番すごくスムーズに早く学習者に対して、その先にいる親御さんに対して支援ができると考えています。

なので、これを受ければ絶対に先生になれるよっていうのはもちろんなくて、やっぱり自分で試行錯誤したり悩んだり、研究してみたり、いろいろ相談してみたりっていうところで、育ってから、育ってからというか育ちながら IB っていうものを使っていけるんだらうなと思っています。 [I believe that regardless of the school or educational framework—whether it's Japan's national curriculum, the American system, or any other—it's very important for teachers to actually experience teaching to some extent. By spending a certain period of time teaching students, communicating with their parents, supporting students over one, two, or even three years, and collaborating with fellow teachers working under the same curriculum, you begin to form your own philosophy of education. From there, I think the IB becomes one possible option to pursue.]

In Japan, since IB is not yet widely adopted, there are still few teachers who begin their careers with IB. However, I believe that teachers who already have a clear educational philosophy, an understanding of educational structures, and compassion for learners are the ones who can most smoothly and effectively support both students and their parents.

That's why I don't believe there's any programme that will automatically make you a teacher. It's about trial and error, struggling, researching, and having conversations with others. Through that process of growth—or rather, while growing—you can start to make meaningful use of the IB framework.]

The teacher emphasized that prior teaching experience in any educational system—whether Japan's national curriculum, the American system, or any other—is crucial for developing a teacher's foundational educational philosophy before they engage with the IB programmes. Instead of teaching the IB programmes at the beginning of their careers, it can be an option chosen after teachers have established their own educational philosophy to some extent. By doing so, they can then integrate the IB framework into their own teaching style, growing through a process of trial and error.

Reflective practice is also essential. During the interview, the MYP teacher mentioned the risk of becoming too comfortable with routine teaching, which can hinder professional growth. In this context, ongoing teacher development is crucial, and teacher training programs must evolve to stay relevant in a changing educational landscape. One example of such ongoing development is the IBO's (2025b) vision for the future of education. They envision a system that continually adapts to meet the evolving needs of the era, emphasizing that concept-based teaching and learning will play a key role. Teachers are therefore expected to continually update themselves by critically examining their beliefs and deepening their understanding of the times.

6 CONCLUSION

This study aimed to investigate how the IB curriculum influences teachers' educational philosophies. The findings suggest that teachers perceive the IB as fostering a love of learning and promoting the development of lifelong learners, which also enriches and transforms their own educational philosophies. They believe in the potential of the IB to broaden students' perspectives, teach them how to learn, and shape their mindsets. The study also offers practical suggestions for teaching in the IB, such as engaging in reflective practice and developing a personal educational philosophy through teaching experience. These findings have implications for teacher training and professional development in Japan. Specifically, pre-service and in-service programs could place greater emphasis on reflective practice, encouraging teachers to critically examine and articulate their beliefs.

However, this study has several limitations. First, it focuses on only two teachers from a single IB school. Rather than seeking broad generalizability, this research aims to deepen the understanding of a specific context characterized by a PYP to DP continuum PYP to DP, active commitment to IB philosophy, and a high IB Diploma attainment rate. Nevertheless, including a larger and more diverse sample of participants in future research would provide a more comprehensive understanding of the IB's broader influence. Second, the study relied solely on interviews as the research method. Incorporating additional methods, such as classroom observations, could offer richer insights into the interactions between teachers and students. Future research should consider integrating these approaches. Furthermore, it would be valuable to explore how novice teachers transform their educational philosophies in IB contexts.

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