

Provide a Model for the Establishment of the School in Accordance with the Indicators and Requirements of the Education Transformation Document

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Abstract

Purpose: The aim of this study was to provide a model for school establishment in accordance with the indicators and requirements of the Education Transformation Document.

Methodology: The research method was basic-applied in terms of purpose, descriptive-survey in terms of data collection method and combined in terms of data type. The statistical population of the study in the qualitative section included managers and staff of the Ministry of Education, provincial administrations and education districts, and in a small part, all staff of the Ministry of Education and staff of provincial departments. The sample size in the qualitative part was determined using the principle of theoretical saturation of 23 people who were selected using purposive sampling method. Also, in the quantitative part, according to the statistical population, 384 subjects were obtained using Morgan table, the subjects were selected using multi-stage cluster sampling method. In the present study, a semi-structured interview tool was used to collect data in the qualitative section and a researcher-made questionnaire was used in the quantitative section, which confirmed the validity and reliability of both tools. Data analysis in the qualitative part was performed by coding method and in the quantitative part, descriptive and inferential statistical methods (factor analysis (confirmatory and exploratory) and one-sample t-test) were used.

Findings: The results showed that the factors that make up the top school at the level of the transformation document included moral, social, economic, political, biological / physical, scientific and technological education; Causal conditions in the implementation of the superior school at the level of the transformation document included teacher, curriculum, management, educational space and equipment, information technology, as internal requirements and Islamic society, media, family, educational justice, as external requirements; The consequences of implementing a top school at the level of the fundamental transformation document included agility, maturity, and continuous learning. Finally, the model presented in this study had a good fit.

Conclusion: Top schools smoothly put moral education at the top of the agenda and moral education of students in such a school should be a key factor in development and progress, because this factor is a prerequisite for achieving maturity in various areas of life.

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1. Introduction

The education system in any society is one of the largest systems that determine the fate of that society in the long run. If this system is properly designed in terms of structure, goals and resources, in the long run, it will guarantee the comprehensive development of the country and will be closer to effectiveness. The school has the best productive capital that children and adolescents have, so it is necessary for teachers, principals, teaching assistants and planners to know that they are doing something to achieve the desired goals of the school. In other words, there is a need for a roadmap for the school and the education system (Mohammadian, et al. 2017). The document of fundamental change in education, which is the result of a collective wisdom and strategic thinking, with the aim of undergoing a fundamental change in education to achieve goals such as educating a deep belief in Islam and high ideas and values, and finally achieving the vision and goals of education in 1404 Designed (Abazari and Zargar, 2016).

When it comes to education and the implementation of the Transformation Document, attention is drawn to the school, which is the symbol of education. In fact, in the transformation document, the school is a changing element, because it is defined as a formal training center and learning environment in the document of fundamental change. In the Transformation Document, the school is an enriched place of educational programs for all students, and its role, in addition to improving the knowledge and skills of students, is to prepare them in accordance with the present and future expectations of society. Under such circumstances, and on the horizon of the country's 20-year vision, the school will become a place where students enjoy an active presence and are reluctant to leave. In this school, the student actively participates with teachers not only in the field of education but also in the field of religious and moral education. Therefore, the student is the center of attention and the focus of activities. In other words, in this school, the student-centered approach is emphasized along with the subject-oriented and teacher-centered approaches (Haji Babaei, 2012).

In this document, the school should be a suitable place for the education of a believer and creator of Islamic morality, familiar with and committed to responsibilities and duties towards God, self, others and nature; Truth-seeker and wise, just, peace-loving, anti-oppressive, jihadist, brave, self-sacrificing, patriotic, collectivist, waiting and world-minded, willing, hopeful, self-confident, self-respecting, wise and able, chaste and virtuous, self-sacrificing and free Be economical, healthy and cheerful, law-abiding and orderly and ready to enter all kinds of specialized education for a decent individual, family and social life based on the Islamic standard system (Haji Babaei, 2012). Accordingly, and in view of the challenges that experts point out today regarding the non-implementation of the goals of the document in schools, should be considered by planners and policy makers for the establishment and implementation of schools based on the Transformation Document and its goals. And identify the various factors that can influence this. Bazrafshan et al (2015) in his research refers to the role of managers in achieving the goals of the transformation document. He states that effective and efficient managers, by making maximum use of available facilities and resources and establishing active and effective interaction with other components of the organization, provide the basis for the success of this important. Another important factor influencing teachers is the basic element in schools; teachers have an effective role in the better implementation of this document in schools. However, they have not played a significant role in the preparation of this document, and this is one of the challenges ahead. Karimi, et al (2017) in their research point to the role of society in achieving the goals of the Transformation Document. On the other hand, curriculum, financial resources and space and equipment are other important factors affecting the establishment of schools based on the Transformation Document (Hedayati and Kharazmi, 2016).

In foreign research, several studies have been conducted on the impact of various factors on the implementation of the educational perspective. For example, Bell and Harrison (2018) consider the teacher and management factor to be effective in better implementation of the educational perspective. Egert, et al (2018) in their research examined the professional competency programs of teachers to achieve higher goals

of education and quality. This research is a descriptive-survey type and the results have shown that improving the professional competence of teachers has an effect on the quality of education and achievement of high educational goals. Chatzifotiou (2018), in a study, examined education for sustainable development: vision, policies and actions. This research is a review and the results have shown that the teacher and the educational environment have a significant impact on the implementation of the perspective and educational policies and measures. Also, et al Glewwe (2018) in a study examined the evaluation of educational perspective and scientific results. This research is of qualitative type and its results have shown that the evaluation of the educational perspective that is offered to schools affects the scientific results of school education. Beare, et al (2018), in a study examining the ideal school. This research is of qualitative type and the results have shown that in order to reach the ideal school, various factors must be considered. These factors include the teacher, the family, the principal and the curriculum.

As stated, the implementation of desirable schools that are at the level of the Fundamental Transformation Document requires a redoubled effort because in the current situation such an important task has not been implemented and the schools have not properly implemented the objectives set out in the Transformation Document. This can be well understood from studies that have examined the various challenges and obstacles to achieving the goals of the document. Critics of schools say the lack of proper training for teachers and the lack of necessary management support, as well as a small technological structure that is not appropriate for today's world, and a culture of a society that still adheres to prescriptive rather than practical concepts, still do not approach the document. . On the other hand, the Transformation Document has many critics who believe that this document refers to the presentation of an unrealistic ideal society and does not pay attention to the phenomenon of globalization and increasing global change. Based on what has been said, the present study aims to help establish a capable school at the level of the Transformation Document by recognizing the existing challenges for not achieving the goals of the Transformation Document and to answer the basic question of establishing a school at the level of the Transformation Document. What model can be provided for education?

2. Methodology

Considering that the subject of this research was to provide a model for the establishment of the school in accordance with the indicators and requirements of the Education Transformation Document, the research method in terms of practical purpose - fundamental; In terms of data collection method, it was descriptive-survey and in terms of data type, it was a combination (qualitative-quantitative) of exploratory type. The statistical population of the study consisted of managers and staff members of the Ministry of Education, provincial administrations and education districts. in this part; The samples were selected in a purposeful and judgmental manner and the sample size was not known and during the research based on the principle of theoretical saturation, 23 people were identified. Also, in the quantitative part, the statistical population included all the staff of the Ministry of Education and the staff of the provincial administrations, and in this part, the sample size was determined using Morgan table. This table is suitable for determining the sample size in descriptive research. According to this table, 384 people were representative of the statistical population. Cluster and stratified random sampling method was also used to select the samples. For this purpose, the whole country is first divided into five geographical areas (north, south, center, east and west) and from each area a province was randomly selected as a sample. In the next step, the employees of the existing offices in these provinces were listed and the desired number was selected from them in a cluster and stratified random manner. Qualitative research tools included semi-structured interviews that were used to answer the question of identifying the main components of the research and its indicators. In the quantitative part of the research tool, there was a researcher-made questionnaire of 84 questions, which was compiled by reviewing the theoretical and

practical foundations as well as the results of exploratory interviews (with open and central coding of exploratory interview texts). The specifications of the questionnaire are as follows:

Table1. Interview details

Row	Question
1	What is your definition of implementing a school at the level of the Fundamental Transformation Document?
2	What do you think are the characteristics of a high school and how can these characteristics be evaluated?
3	What do you think are the internal and external requirements to reach the top school?
4	In your opinion, to what extent can the identified requirements, which are in line with the document of fundamental change, lead to the realization of the goals of the country's vision document?
5	In your opinion, what are the obstacles to the implementation of the top school in the level of the document of fundamental change?
6	What is the input, process and output of the top school according to the Fundamental Transformation Document?
7	What are your suggested strategies for implementing and establishing a school at the level of the Fundamental Transformation Document?

Table2. Questionnaire specifications

Concept	Structure	dimension	Component	Number of items	Alpha coefficient	Test correlation
Internal requirements	Teacher		Knowledge	3	0.81	0.78
			Skill	3	0.78	0.77
			Attitude	3	0.76	0.73
	Curriculum (overt and covert)		Editing	4	0.82	0.85
			Performance	4	0.86	0.88
			assessment	3	0.79	0.76
	Management		Ethical Leadership	3	0.74	0.72
			Protection	3	0.78	0.76
			responsibility	3	0.79	0.75
	Training space and equipment		Security	3	0.85	0.84
			Cheerfulness	3	0.88	0.85
			Fits the possibilities	3	0.75	0.72
	Information Technology		up to date	3	0.78	0.75
			Befit	3	0.74	0.71
			Ease of providing technological equipment	3	0.82	0.80
External requirements	Islamic Society		Strengthen social participation	5	0.78	0.76
			The rule of law	4	0.75	0.74
			Central justice	4	0.79	0.77
	Media		Educational Awareness	3	0.78	0.74
			Creating socialization	3	0.73	0.70
			Education	3	0.82	0.78
	Family		Awareness of empowering education	3	0.75	0.72
			Socio-cultural level	4	0.70	0.68
			Family support and evaluation	3	0.78	0.75
	Educational justice		Observing the individual differences of students	3	0.72	0.69
			Public and mandatory education	4	0.80	0.77
			Ethnic and gender justice	4	0.83	0.78

Table3. Characteristics of the superior school at the level of the transformation document

Concept	Structure	dimension	Component	Number of items	Alpha coefficient	Test correlation
			Religious education	3	0.85	0.81
		Ethical education	Acquisition of moral virtues	3	0.80	0.77
			Ethical education and research	3	0.79	0.75
			Professional citizen	3	0.78	0.74
		Social education	responsibility	3	0.73	0.70
			Social reconstruction	3	0.82	0.78
			Economic literacy	3	0.75	0.72
		Economic education	Commercialization	4	0.70	0.68
			manufacturing	3	0.78	0.75
			Political literacy	3	0.72	0.69
		Political education	Political insights	4	0.80	0.77
			Knowledge about soft warfare	4	0.83	0.78
			Environmental literacy	3	0.78	0.76
		Biological and physical education	Recognize physical and mental needs	3	0.87	0.85
			Gain knowledge about individual and collective health	3	0.88	0.84
		Science and technology education	electronic learning	3	0.85	0.83
			Scientific research	3	0.75	0.73
			Lifelong learning	3	0.78	0.75

Table4. Consequences of school implementation at the level of the transformation document

			Competence	6	0.71	0.68
		Agility	Perception of change	5	0.82	0.80
			Speed at work	5	0.85	0.83
		growth	participation	5	0.85	0.83
			Compatibility	5	0.75	0.73
			Prophecy	5	0.74	0.70
			Moral literacy	3	0.78	0.75
		Continuous learning	Self-regulatory learning	5	0.75	0.74
			knowledge management	5	0.88	0.84

To determine the validity of the questionnaire used in this study, the content validity method was used. Therefore, the questionnaire developed in this research was provided to the relevant experts and their opinions were obtained in order to better obtain the validity and make the desired corrections. In addition to content validity, construct validity was also used to assess the validity of the questionnaire. For this purpose, the results of exploratory factor analysis were used, which showed the validity of the tool structure. In this study, the reliability of the retest and the method of intra-subject agreement were used to calculate the reliability of the interviews. To calculate the reliability of the retest, from the interviews conducted, several interviews were selected as a sample and each of them was coded twice in a short and specific time interval. The codes were then compared at two time intervals for each interview, which showed that the reliability of the retest was appropriate. Also, in order to calculate the reliability of the interview with the method of intra-subject agreement of two coders, one of the professors of educational management familiar with coding was asked to participate in the research as a secondary coder, calculated the agreement within the topic that is used as an indicator of the reliability of the analysis. The reliability of the two coders was obtained according to the calculations of 82.8, which indicates its suitability. Also, after confirming the content validity and structure of the research tool, in order to ensure the reliability of

the questionnaire, it was performed on a sample of 30 people from the statistical population and the data were analyzed using two methods (alpha coefficient and retest). The reliability of the questionnaire could be seen in the table above. The method of data analysis in the qualitative part of the theoretical coding was derived from the method of data theorizing of the foundation; Also in the quantitative part of data analysis using descriptive statistics (tables, graphs, figures, means, standard deviation, etc.) and inferential statistics (factor analysis tests (confirmatory and exploratory) and sample t-test)) Done. It should be noted that the software used in this study was Lisrel-V8.8 and Spss-V22.

3. Findings

In this section, research data are analyzed and evaluated using scientific methods. Given that the research is of the mixed type. Data analysis consists of two parts: qualitative data analysis and quantitative data analysis. In the following, the content of the interview data is analyzed. Question 1: What are the main and secondary characteristics of the superior school in the level document of the document of fundamental transformation of education? Question 2: What are the internal and external requirements and infrastructures necessary in the school for establishing the level document of the document of fundamental transformation of education? 23 experts were interviewed on the first question based on a semi-structured interview with 7 questions. This question was answered using the grounded theory approach and MAXQDA software. Below you can see the checklist of interview results in separate tables. The answers provided to each question after content analysis and coding by the researcher and two statistical experts are given in a table that this table shows the main indicators and components of the research.

Table5. Final coding of semi-structured interview technique

Structure	Optional	Axial	Basic extraction concepts	code
Causal conditions	Internal requirements	Teacher	Teachers have sufficient knowledge of the subjects.	A1
			Teachers receive the necessary training to acquire up-to-date knowledge.	A2
			Teachers' knowledge is usually based on the needs of the system and not beyond.	A3
			Teachers have the necessary skills to convey educational content.	A4
		Curriculum	Curriculum development is based on the needs of the student.	B1
			Curriculum development is based on the needs of the environment.	B2
			Management When a problem challenges an organization or work unit	B3
			The curriculum is developed with the participation of all stakeholders.	B4
		Management	Management uses an ethical leadership style to manage affairs.	C1
			Ethical ethics is reflected in all management tasks.	C2
			Management feels committed to ethics.	C3
			Stress management is done to reduce stress.	C4
			Time management for optimal use of limited time	C5
		Training space and equipment	This school is located in a safe place.	D1
			Information technology is used to maintain security.	D2
			School security is constantly monitored.	D3

Axial phenomenon	Required characteristics of the school (process)	Ethical education	The school environment uses cheerful colors.	<i>D4</i>
			This school uses new and up-to-date technologies.	<i>E1</i>
			The equipment used technologically is appropriate to the knowledge of the teachers.	<i>E2</i>
			Teachers operating the school have easy access to equipment.	<i>E3</i>
			Students have easy access to the technologies available in the school.	<i>E4</i>
			Necessary mechanisms are implemented in the society to strengthen participation.	<i>F1</i>
			The environment around the school puts the rule of law at the forefront.	<i>F2</i>
			Ignoring the law in the environment is a denial of values.	<i>F3</i>
			The community expects schoolchildren to follow the rules.	<i>F4</i>
			Elamite laws prevail in the surrounding society.	<i>F5</i>
			The mass media play their educational role well.	<i>G1</i>
			The mass media informs people about things around them.	<i>G2</i>
			Education is one of the main goals of the media.	<i>G3</i>
			Media education is aimed at growth and development.	<i>G4</i>
			Media training is evaluated to fit the needs.	<i>G5</i>
			Families are well aware of the results of skills-based education.	<i>H1</i>
			Families receive the necessary training to raise their children.	<i>H2</i>
			Families provide the necessary facilities for education and social interactions.	<i>H3</i>
			Families have a good social status.	<i>H4</i>
			Families have a good level of culture.	<i>H5</i>
			Most parents have a good level of literacy.	<i>H6</i>
			Most parents have good social status.	<i>H7</i>
			The family does not always withhold its support from the student.	<i>H8</i>
			In this school, the individual differences of the students are taken into consideration.	<i>I1</i>
			There is public education as a form of educational justice in society.	<i>I2</i>
			General education is compulsory and applies to all students.	<i>I3</i>
			General education is based on the needs of the student and the environment.	<i>I4</i>
			Educational justice is established between different strata.	<i>I5</i>
Axial phenomenon	Required characteristics of the school (process)	Ethical education	Religious education is based on the values of Islam in schools.	<i>J1</i>
			The religion of Islam is considered as the	<i>J2</i>

School at the level of the transformation document Structure	Template output (school in transformation document level)	Agility		basis for curriculum development.	
				Teachings are taught to students based on religious values.	<i>J3</i>
				Students are encouraged to acquire moral virtues in school.	<i>J4</i>
				The school considers moral education as its main goal.	<i>J5</i>
			Social education	Students are trained to be professional citizens.	<i>K1</i>
				Students receive training in effective communication and social interaction to become appropriate citizens in the community.	<i>K2</i>
				Citizenship rights and community law are taught to students.	<i>K3</i>
			Economic education	Students are taught the ability to make money without risk.	<i>L1</i>
				The processes of supply, demand and inflation are taught to students.	<i>L2</i>
				Students are taught to accept the consequences of personal decisions on income.	<i>L3</i>
			Political education	Introducing populists to students and the tragic consequences of their selection.	<i>M1</i>
				Political consciousness is trained for a sense of social ownership.	<i>M2</i>
				There is talk of political freedom and expression for students.	<i>M3</i>
			Biological and physical education	Informing students about the environment as one of the most important challenges facing contemporary man	<i>N1</i>
				Awareness of knowledge and understanding of the situation and situation of the environment on Earth and the issues affecting it,	<i>N2</i>
			Science and technology education	Using e-learning and encouraging students to use it as a learning development factor in today's world.	<i>O1</i>
				Informing students about the advantages and disadvantages of e-learning	<i>O2</i>
				Introducing sites and networks authorized for student use.	<i>O3</i>
				Encourage students to do scientific research on all subjects.	<i>O4</i>
				Evaluate the use of continuous learning strategies in school.	<i>O5</i>
				In school, attention is paid to the competence of individuals in promotion.	<i>P1</i>
				At school, posts are delegated to qualified people.	<i>P2</i>
				Merit applies to responding to school problems.	<i>P3</i>
				Individuals are evaluated on the basis of merit in performance.	<i>P4</i>
				Having professional competence to attract	<i>P5</i>

	growth	teachers and staff is a priority	
		Work at school is done as a team.	Q1
		In resolving issues, all members are accountable.	Q2
		The interaction of people in each work unit is done properly.	Q3
		Decisions on issues are made collaboratively.	Q4
		Participatory management is used in the management of affairs.	Q5
	Continuous learning	The school is adapted to the environment.	Q6
		Learn moral sensitivity to issues around you.	R1
		Ethical reasoning skills are learned.	R2
		Learning moral imagination skills is done.	R3

The results of factor analysis show that out of 219 available indicators (items), 20 main components can be identified. Based on the existing literature, background and theories, these components are listed in the table below.

Table6. Components identified after using the existing literature

Concept	Structure	Next	Component	Number of items
Causal conditions	Internal requirements	Teacher	Knowledge	3
			Skill	3
			Attitude	3
		Curriculum (Overt and covert)	Editing	4
			Performance	4
			assessment	3
		Management	Ethical Leadership	3
			Protection	3
			responsibility	3
		Training space and equipment	Security	3
			Cheerfulness	3
			Fits the possibilities	3
		Information Technology	up to date	3
			Befit	3
			Ease of providing technological equipment	3
	External requirements	Islamic Society	Strengthen social participation	5
			The rule of law	4
			Central justice	4
		Media	Educational Awareness	3
			Creating socialization	3
			Education	3
		Family	Awareness of empowering education	3
			Socio-cultural level	4
			Family support and evaluation	3
		Educational justice	Observing the individual differences of students	3
			Public and mandatory education	4
			Ethnic and gender justice	4
Axial phenomenon	Required characteristics		Religious education	3

of the school (process)	Ethical education	Acquisition of moral virtues	3
		Ethical education and research	3
	Social education	Professional citizen	3
		responsibility	3
		Social reconstruction	3
	Economic education	Economic literacy	3
		Commercialization	4
		manufacturing	3
	Political education	Political literacy	3
		Political insights	3
		Knowledge about soft warfare	4
	Biological and physical education	Environmental literacy	4
		Recognize physical and mental needs	3
		Gain knowledge about individual and collective health	3
	Science and technology education	electronic learning	3
		Scientific research	3
		Lifelong learning	3
School at the level of the transformation document	Agility	Competence	6
		Perception of change	5
		Speed at work	5
	growth	participation	5
		Compatibility	5
		Prophecy	5
	Continuous learning	Moral literacy	3
		Self-regulatory learning	5
		knowledge management	5

The results showed that there is a direct relationship between causal conditions, outcomes and document level of document of fundamental transformation of education. Accordingly, research models can be drawn as follows.

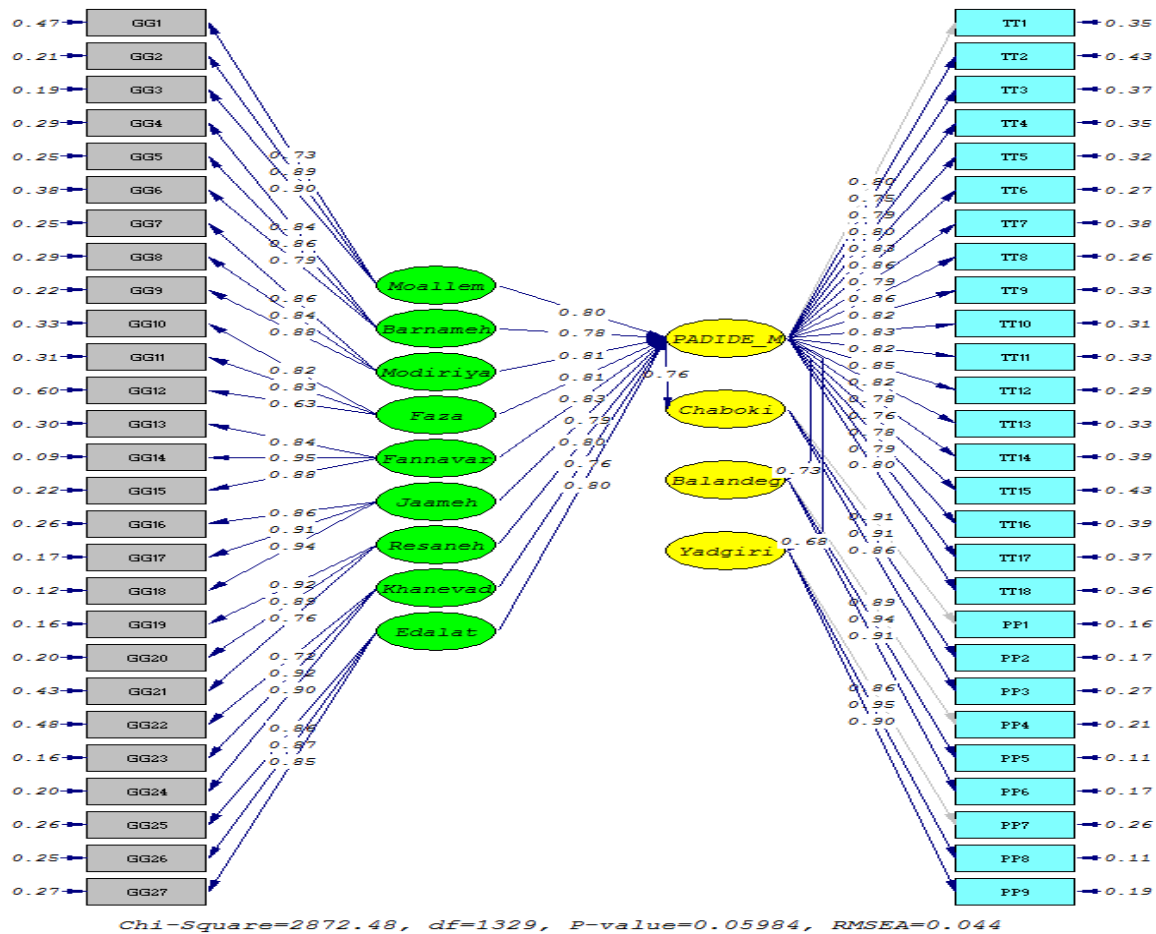


Figure1. Structural model of research in the form of standard coefficients

As shown in Figure 1, all values of the model parameters are shown along with the factor loads and path coefficients. Considering the values of standard coefficients and significance coefficients of t obtained in the above figures (values of t above 2.58), it can be inferred that there is a direct relationship between causal conditions and required school characteristics and these factors have a positive effect on case characteristics. They need school. As the Chi-square and RMSEA indices show, the model provides a more appropriate fit to the data. The model outputs are examined in the table below.

Table7. Model path analysis fit indices

Index name	Fit indicators	
	the amount of	Limit
Chi-square / df	2.16	Less than 3
RMSEA (root mean of estimation error)	0.044	Less than 0.1
CFI (Modified Fit)	0.99	Greater than 0.9
NFI (Softened Fit)	0.95	Greater than 0.9
GFI (Fit Goodness)	0.93	Greater than 0.9
AGFI (Modified Fit Goodness)	0.91	Greater than 0.9

As can be seen, the pattern fitting indicators are in a good position.

4. Discussion

The aim of this study was to provide a model for school establishment in accordance with the indicators and requirements of the Education Transformation Document. The results showed that the

factors that make up the top school at the level of the transformation document included moral, social, economic, political, biological / physical and scientific and technological education; Causal conditions in the implementation of the top school at the level of the transformation document included teacher, curriculum, management, educational space and equipment, information technology, as internal requirements and Islamic society, media, family, educational justice, as external requirements; The consequences of implementing a top school at the level of the fundamental transformation document included agility, maturity, and continuous learning. Finally, the model presented in this study had a good fit. Examining the first question of the research based on identifying the main and secondary indicators of the top school in the document of education transformation, the research findings showed that educational factors such as moral, social, economic, political, biological and physical education and science and technology are among the indicators. In other words, the characteristics of the school are at the level of the document of the fundamental transformation of education. Given the challenges that threaten the country's education, such as modern technologies and environmental uncertainties, education as an organization that is at the helm of development in all areas of society, must consider various factors, one of the solutions that education can It helps to overcome problems and turn the schools under it into Bratz and empowerment schools, paying attention to upstream documents such as the Fundamental Transformation Document. In the present study, it was suggested that in the transformation document, school is an enriched place of educational programs for all students and its role, in addition to improving students' knowledge and skills, is to prepare them in accordance with the current and future expectations of society. Under such circumstances, and on the horizon of the country's 20-year vision, the school will become a place where students enjoy an active presence and are reluctant to leave. In this school, the student actively participates with teachers not only in the field of education but also in the field of religious and moral education. Therefore, the student is the center of attention and the focus of activities. In other words, in this school, the student-centered approach is emphasized along with the subject-oriented and teacher-centered approaches. One of the characteristics of the superior school and mentioned in the transformation document is the moral characteristic. This means that it is a superior school that puts moral education at the forefront. This is very important in today's world where less attention is paid to the issue of ethics. Ethical education of students in school should be considered as a key factor in development and progress, because this factor is a prerequisite for achieving maturity in various areas of life. Another component mentioned in the Transformation Document for the Higher School is the component of social education. In this type of education, students are trained to become professional and ethical citizens, Citizens who are responsible for their own affairs and are not indifferent to their peers. Social education also refers to social accountability and reconstruction. Students who receive this education are accountable for their mistakes and always maintain their interactions with the world around them. The school plays a leading role in this regard and leads students to positive social interactions. Economic education is also considered very important, in today's world, economics plays a leading role, therefore, the ways of profit and production in schools should be used as strategies to train experts in economic affairs.

Learning economic literacy, ways of commercialization and how to produce are some of the things that include economic education. With all these interpretations, one should not overlook the important feature of the superior school, namely political education. Political education raises political literacy. With this type of education, students learn how to analyze politics around what is going on and what efforts to make to increase their political insight. Also, given that there is war today, but of a soft kind that relies heavily on political literacy; thus, having political literacy helps students to identify the consequences and causes of soft warfare. Biological and physical education is also very important. This type of education is also mentioned in the document of fundamental change and schools are called growing schools that first introduce students to physical health and the environment. Students, as the future makers of the country, must know that the earth is being destroyed and what is our mission as Ashraf creatures and how should we protect it.

Environmental literacy, recognizing physical and mental needs, and acquiring knowledge about individual and collective health are some of the concepts referred to in biological and physical education; but today's world is very complex, and countries are overtaking progress and development that keep pace with modern technologies, and this movement requires education. One of the goals of top schools is to aim for lessons based on new technologies. Accordingly, e-learning, as one of the learning factors in the digital world should be given special attention. This is what is mentioned in the Fundamental Transformation Document and is used in other countries as a factor of progress and agility. Also, for scientific research, information technology should be used. Technology-based education facilitates this and teaches students that one should not rely on a particular resource for learning and should not end up learning.

In the present study, it was also stated that in order to implement the top school in the level of the transformation document, which has the characteristics mentioned in the above lines, factors should be considered. These factors are the causal conditions for the implementation of the superior school. In the present study, causal conditions were examined in two parts: internal factors or requirements and external requirements, and the results showed that factors such as teacher, curriculum, management, educational space and information technology are involved in internal requirements. It should be noted that the teacher who plays the most important role in the process of education in schools is the teacher. The teacher is, in fact, a pivotal factor whose knowledge, skills, and attitudes toward learning and teaching have many implications. Considering the findings of the philosophy of education and also the meaning of education, the teacher can be considered a wise and trustworthy guide who has the task of planning, teaching, supporting, consulting, giving feedback and encouraging students to challenge current situations to develop existential capacities. Is in charge. The teacher of this school is able to recognize his strengths and weaknesses and can improve his level of intellectual and psychological maturity. It can organize its educational and training programs in such a way as to provide the ground for the growth and development of existential capacities and the achievement of students with a good life. The next component to consider is the curriculum. In fact, the curriculum is a set of systematic and planned educational opportunities at different levels that students are exposed to to acquire the necessary skills to understand and improve the situation to be ready to achieve an acceptable level of life by continuous development and excellence of their identity. Goodness in all dimensions includes the four dimensions of design, compilation, implementation and evaluation. Curriculum in both overt and covert types with appropriate content helps to implement the superior school. Another important factor that is one of the internal requirements of the school is management. Management means capable and effective school management. Capable and knowledgeable management and leadership The principal is one of the most important pillars of this school that in addition to the executive function, his leadership function in the school is more visible and important. In this school, the principal is eager for the school and the teacher and student. He has a visionary vision, interested in change and guides it according to the circumstances, has high personal and interpersonal efficiency, is ethical and transparent in the management of affairs and communications, stimulates human capital capabilities, enhances the participation of individuals and guides activities to achieve goals. It is great. The educational space and equipment available to the school are also mentioned in the transformation document. All elements of a high school can perform well if they have the right space and the necessary equipment. On the other hand, with the advancement of information technology today, the top and most empowering school must have the latest technological equipment to educate students based on what is happening in the modern world.

But it is not only the internal requirements of the school that play a role in the implementation of the school in the transformation document, it should be said that there are also external factors that affect this important. In the present study, factors such as Islamic society, media, family and educational justice have been mentioned. The foundation of an Islamic society is the rule of law. In such a society, the law is accepted and enforced by all. This law also emphasizes the implementation of documents such as the

Transformation Document. The Islamic society, on the other hand, has central numbers in its mission, and this, when it is pervasive in the whole society, affects the schools and, finally, the students. Strengthening social participation is another indicator of Islamic society. Students who grow up in such a society can think of empowering and superior schools. In the meantime, the educational awareness of the media should not be neglected. In today's world, the media has a heavy responsibility, while also having a significant impact on social relations and the performance of various organizations, especially educational organizations. The media should promote the process of socialization, socialization and participation in students and schools, and be able to undertake half of the students' education informally. Educational justice that prevails in society and the whole country is another important factor that leads schools to fairness and justice. When students, teachers, administrators, and all educational actors observe that justice is being done in society and that all organizations are acting on it, they feel obligated to abide by it and to achieve it. Not distinguishing between learners of different genders, ethnicities and races is a clear example of paying attention to educational justice. Students learn justice in society, but, first, they understand and grow in another institution called the family. The document of fundamental change emphasizes the position and role of education of the family and increasing its participation in effective interaction with the formal and public education system.

In the present study, in addition to the points mentioned, the consequences or in other words the consequences of creating a superior school at the level of the transformation document have been pointed out and according to the research findings, the consequences include agility, continuous learning and maturity. According to what has been said, a school that is at the level of the transformation document will be fully developed and education in all fields of social, economic, political, environmental and technological will be fully implemented. Such schools are moving and accelerating things in line with the changing changes in the world today. It is an agile school that understands change easily and does not resist it, but sees it as an opportunity to make the most of it in due course. On the other hand, such a school pays a lot of attention to improving and upgrading the professional competence of its agents and always develops trainings to improve their competence. In addition, such a school is uplifting and transcendent, because the participation of members in it is paramount, and everyone steps forward and corrects each other according to a predetermined mission and according to environmental changes. This is where continuous learning takes place. A culture of learning that never ends, and students give it to the community after they leave school. In relation to the findings of the present study, some studies are consistent. Bazrafshan, et al (2015), in his research refers to the role of managers in achieving the goals of the transformation document. He states that effective and efficient managers, by making maximum use of available facilities and resources and establishing active and effective interaction with other components of the organization, provide the ground for the success of this important. Another important factor influencing teachers is the basic element in schools; teachers have an effective role in the better implementation of this document in schools. However, they did not play a significant role in preparing this document, and this is one of the challenges ahead. Karimi, et al (2017) in their research point to the role of society in achieving the goals of the transformation document, On the other hand, curriculum, financial resources, space and equipment are other important factors influencing the establishment of a school based on the Transformation Document. In foreign research, several studies have been conducted on the impact of various factors on the implementation of the educational perspective. For example, Bell and Harrison (2018) consider the teacher and management factor to be effective in better implementing the educational perspective.

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