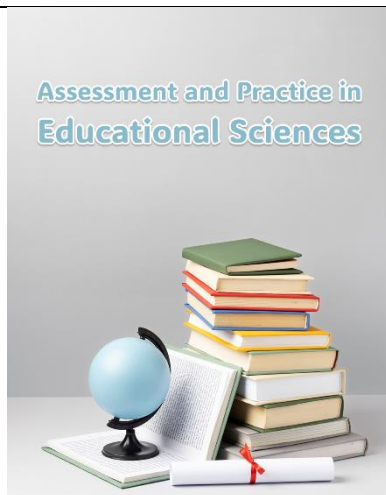




© 2027 the authors. This is an open access article under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

1. **Ali. Kimiaei**^{ORCID}: Department of Educational Sciences, Lam.C., Islamic Azad University, Lamerd, Iran.
2. **Seyed Ahmad. Hashemi**^{ORCID}: Department of Educational Sciences, Lam.C., Islamic Azad University, Lamerd, Iran. (Email: seyedahmad.hashemi@iau.ac.ir)
3. **Ali Asghar. Mashinchi**^{ORCID}: Department of Educational Sciences, Lam.C., Islamic Azad University, Lamerd, Iran.

Article type:
Original Research

Article history:
Received 29 April 2026
Revised 16 August 2026
Accepted 24 August 2026
Initial Publish 27 October 2026
Published online 01 March 2027

How to cite this article:

Kimiaei, A., Hashemi, S. A., & Mashinchi, A. A. (2027). Design and Validation of a Curriculum Model for Elementary Schools Aligned with the Fundamental Reform Document of Education. *Assessment and Practice in Educational Sciences*, 5(2), 1-19. <https://doi.org/10.61838/japes.313>

Design and Validation of a Curriculum Model for Elementary Schools Aligned with the Fundamental Reform Document of Education

ABSTRACT

This study aimed to design and validate a curriculum model for elementary schools aligned with the Fundamental Reform Document of Education and was applied in terms of purpose. In the qualitative phase, content analysis was employed, whereas in the quantitative phase, a descriptive-survey research method was used to evaluate the dimensions and components identified in the qualitative phase based on the judgments of the statistical population. The statistical population in the qualitative phase consisted of teachers, educational group leaders, professors and curriculum-planning specialists, and faculty members of Farhangian University in Fars Province. The statistical population in the quantitative phase consisted of elementary school teachers in Fars Province during the 2025–2026 academic year. Participants in the qualitative phase were selected purposively and non-randomly using homogeneous sampling. The quantitative sample size was determined using the Morgan table, and participants were selected through stratified random sampling. The qualitative study domain included the Fundamental Reform Document of Education and the National Curriculum, and semi-structured questions were used in the interviews. Quantitative data were collected in the field from participants using a researcher-developed questionnaire. The content validity of the interview questions and questionnaire was established based on expert judgments. Factor analysis was employed to assess validity, while Cronbach's alpha was used to determine questionnaire reliability. Cohen's kappa coefficient was used to assess the reliability of the research interviews. Qualitative content analysis was employed to analyze the qualitative data. Descriptive and inferential statistics were used to analyze the research data with respect to the relationships among variables and the expected factorial structure. In addition, following data coding, initial codes were first extracted; these codes were subsequently combined and integrated to derive basic themes. The basic themes were then analyzed and carefully categorized according to the principles of similarity and difference. The results indicated significant and direct relationships between the dimensions of management and leadership, key actors (educators and assistants, learners, the local community, and families), curriculum and education, the educational environment, and results and outcomes, on the one hand, and the curriculum of elementary schools aligned with the Fundamental Reform Document of Education, on the other.

Keywords: Curriculum, Fundamental Reform Document of Education, School Aligned with the Fundamental Reform Document, Elementary Education.

Introduction

Education systems are increasingly expected to respond simultaneously to social transformation, technological development, cultural change, emerging learning needs, and demands for greater accountability and effectiveness. Within this context, the school is no longer regarded merely as an organizational unit responsible for transmitting predetermined subject matter; rather, it is understood as a complex educational institution in which curriculum, leadership, human relationships, learning environments, community participation, and organizational structures interact to shape student development. Curriculum is therefore situated at the center of educational transformation because it operationalizes the values, objectives, competencies, learning experiences, and expected outcomes of an education system at the level of the school and classroom. Effective curriculum planning requires systematic attention to educational philosophy, learning objectives, content, instructional processes, learning opportunities, assessment, implementation conditions, and contextual requirements (1, 2). Consequently, any attempt to transform schools in accordance with national educational policies must be accompanied by a coherent curriculum model capable of translating macro-level educational ideals into concrete, organized, and assessable school practices.

In the Iranian education system, the Fundamental Transformation Document of Education represents a major policy framework intended to guide comprehensive transformation in formal public education. One of its central concerns is the development of schools capable of realizing educational objectives in a manner consistent with the philosophical, cultural, social, ethical, and developmental foundations of the national education system. The concept of the standard or *righteous school* has emerged within this framework as an institutional representation of the desired educational system at the school level. Such a school is expected to function not merely as a site for instruction, but as an educational, cultural, social, and developmental center in which students acquire competencies necessary for meaningful individual and collective life. Previous analyses have emphasized that the righteous school should serve as a local center for realizing the concept of the good life and should maintain meaningful relationships with families, communities, and social institutions (3). Thus, the transformation of schools requires more than administrative reform; it requires an integrated reconsideration of curriculum, school leadership, stakeholder participation, learning environments, and expected educational outcomes.

The notion of a school aligned with transformational educational documents is multidimensional. Studies examining the characteristics of the righteous or standard school have identified a range of organizational, educational, ethical, cultural, and managerial characteristics that distinguish such schools from conventional bureaucratic models. Dehbashi emphasized the importance of examining the characteristics of the righteous school within the discourse and theoretical foundations of the Fundamental Transformation Document, showing that school quality should be conceptualized through a combination of educational mission, organizational functioning, cultural orientation, and developmental outcomes (4). Similarly, Ansari and Bagheri sought to identify the components of an Islamic standard school within the transformational documents of education, highlighting the necessity of extracting operational components from high-level educational policies so that schools can move from abstract policy principles toward implementable institutional models (5). More recently, Namdari examined the standard school from the perspective of transformational documents and emphasized the need to develop an optimal model that can connect policy expectations with the realities of school organization and educational practice (6). These studies collectively indicate that the standard school should be understood as a system of interrelated dimensions rather than as a collection of isolated indicators.

Among these dimensions, curriculum occupies a particularly important position because it constitutes the principal mechanism through which educational goals are converted into structured learning experiences. Curriculum planning involves

decisions about what students should learn, why learning is important, how learning experiences should be organized, what roles teachers and learners should assume, how contextual differences should be addressed, and how the extent to which educational objectives have been achieved should be assessed (1, 2). From this perspective, curriculum is not restricted to textbooks or formal content. It includes planned learning opportunities, instructional approaches, educational interactions, extracurricular experiences, assessment procedures, and the cultural and organizational conditions within which learning takes place. Therefore, a curriculum aligned with the Fundamental Transformation Document must be sufficiently comprehensive to reflect educational values and sufficiently flexible to respond to students' developmental needs, school conditions, and local contexts.

This requirement is particularly important at the elementary level because elementary education constitutes a foundational stage in students' cognitive, emotional, social, moral, and behavioral development. Educational experiences during this period contribute significantly to the formation of learning habits, attitudes toward school, basic competencies, interpersonal skills, self-regulation, and participation in collective life. Accordingly, the effectiveness of an elementary curriculum cannot be judged solely by students' acquisition of disciplinary knowledge. It should also be evaluated in terms of broader expected educational and developmental outcomes. Eslami's evaluation of the extent to which desired and expected objectives of the elementary curriculum had been achieved underscores the importance of systematically examining the correspondence between intended curricular outcomes and actual educational results (7). Similarly, Ghorbani's evaluation of the pilot implementation of newly developed elementary textbooks illustrates the importance of assessing curricular innovations during implementation rather than assuming that centrally designed materials will necessarily produce the intended outcomes in diverse school contexts (8). These considerations reinforce the need for a curriculum model that incorporates implementation processes and outcomes as integral elements of school transformation.

Another major issue concerns the relationship between national curriculum policies and school-level flexibility. Highly centralized educational systems often face difficulties when attempting to respond to differences among regions, schools, communities, and learners. Although centralized frameworks can contribute to consistency and equity, excessive centralization may limit schools' capacity to adapt learning opportunities to local needs and student characteristics. Mehrmohammadi's analysis of decentralization in curriculum planning emphasized the necessities and opportunities associated with greater institutional participation in curricular decision-making (9). While that analysis focused on Iranian higher education, its underlying concern with balancing centralized policy direction and contextual autonomy is also relevant to school curriculum planning. For a school to function in accordance with transformational expectations, it must be able to interpret national policies within its own educational, cultural, and social context while remaining aligned with overarching objectives. Accordingly, an effective school-level curriculum model should include mechanisms for local adaptation, participation, innovation, and contextual responsiveness.

The implementation of transformative educational policies also depends heavily on school leadership and management. Curriculum reform cannot be sustained when school management is limited to routine administrative functions. Transformational school environments require leadership capable of coordinating human resources, facilitating participation, supporting teachers, monitoring implementation, allocating resources effectively, encouraging organizational learning, and creating conditions conducive to innovation. Research in organizational settings has demonstrated that organizational structure, leadership, and communication are closely associated with institutional efficiency and productivity (10). Although organizational effectiveness in schools cannot be reduced to productivity in the conventional managerial sense, educational organizations similarly depend on clear structures, effective leadership, communication, coordination, and shared

responsibility. Therefore, educational leadership and management should be incorporated directly into the conceptualization of the curriculum model of a school aligned with the Fundamental Transformation Document.

The relationship between organizational structures and teacher agency is also important. Teachers are not simply implementers of externally prescribed curricula; they interpret policies, organize learning activities, respond to student differences, and mediate between curriculum intentions and classroom realities. Wang and Hiu examined enabling school structure, mindfulness, and teacher empowerment, drawing attention to organizational conditions that can support teachers' capacity to participate meaningfully in school processes (11). In a transformational school, teacher empowerment is especially significant because innovative curriculum implementation requires professional judgment, collaboration, reflective practice, and responsiveness to emerging needs. A rigid organizational structure may inhibit these capacities, whereas enabling structures can strengthen teachers' willingness and ability to engage with curriculum change. Thus, the design of a standard-school curriculum model should consider the relationship between educational leadership, organizational structure, teacher participation, and curricular implementation.

The involvement of other key actors is equally essential. Contemporary approaches to schooling increasingly recognize that educational outcomes emerge through interactions among students, teachers, school leaders, families, and communities. The Fundamental Transformation perspective similarly conceptualizes the school as a social and educational institution embedded within a broader local environment. Farhadi and Shahabi Poshteh'i examined factors influencing schools within the framework and vision of the Fundamental Transformation Document, illustrating that school performance is shaped by multiple internal and external factors rather than by curriculum content alone (12). This view corresponds with the conceptualization of the righteous school as a center of local educational and social life (3). Families and local institutions can contribute resources, experiences, cultural knowledge, social support, and opportunities for authentic learning, while schools can contribute to community development by cultivating responsible, competent, and socially engaged citizens. Consequently, the participation of key actors should be treated as a structural component of the curriculum model rather than as an auxiliary school activity.

A further consideration is the quality of the educational environment. The school environment consists not only of physical facilities and technological resources but also of organizational culture, norms, relationships, expectations, psychological climate, and opportunities for participation and inquiry. A curriculum is implemented within this environment, and therefore its effectiveness is partly dependent on whether the school provides a supportive context for learning, experimentation, communication, collaboration, and personal development. The increasingly complex character of educational institutions has also intensified the importance of organizational adaptability. Barent's discussion of educational institutions in an age of super-complexity emphasizes the need for institutions to respond to uncertainty, multiplicity, rapidly changing knowledge, and diverse demands rather than operating through static models (13). Although the institutional context differs across levels of education, the principle is applicable to schools: educational organizations require structures and cultures capable of learning, adapting, and responding to emerging challenges.

Instructional approaches also form a critical component of a transformative curriculum. Student-centered, inquiry-oriented, and experiential methods can provide opportunities for learners to actively construct knowledge and apply competencies to meaningful situations. Corral-Abos et al. examined project-based learning in social studies education and highlighted the potential educational value of instructional approaches that engage primary school students actively in learning processes (14). Such approaches are consistent with a curriculum model that moves beyond passive transmission toward active participation, problem solving, collaboration, inquiry, and authentic learning experiences. At the elementary level, this is particularly important because students require developmentally appropriate opportunities to explore, interact, investigate, and connect

classroom learning with real-life situations. A school aligned with transformational objectives should therefore provide diverse educational opportunities rather than rely exclusively on conventional lecture-based or textbook-centered instruction.

At the same time, the rapid development of digital technologies has introduced a new dimension into curriculum planning and school transformation. Digital tools, intelligent systems, adaptive learning environments, and artificial intelligence are increasingly affecting the design and delivery of educational experiences. Mashinchi's work on designing an artificial intelligence-based and adaptive learning curriculum reflects the growing attention given to the capacity of emerging technologies to personalize instruction and respond dynamically to learner characteristics (15). From the perspective of a transformational elementary school, however, the use of technology should not be regarded as an end in itself. Rather, technological resources should be integrated purposefully into educational processes in ways that support competency development, meaningful interaction, differentiated learning, accessibility, and responsible participation in contemporary society. This requires curriculum models that incorporate both the pedagogical use of technology and students' development of critical awareness regarding digital and media environments.

Nevertheless, the existence of transformational documents and innovative ideas does not guarantee successful implementation. A persistent challenge in educational reform is the gap between policy intentions and school-level practice. Sharifi's examination of barriers to implementing the Fundamental Transformation Document and the National Curriculum in the righteous school context demonstrates that implementation may be constrained by organizational, structural, professional, cultural, and operational factors (16). Such barriers are especially important because ambitious reform policies may remain largely aspirational when schools lack clear implementation models, appropriate resources, professional capacity, stakeholder participation, or mechanisms for monitoring progress. Accordingly, designing an empirically grounded curriculum model can contribute to reducing the policy–practice gap by specifying the dimensions and components through which transformation may be operationalized and evaluated.

Evaluation is therefore indispensable to the design and implementation of a curriculum model aligned with transformational goals. Educational reform requires indicators capable of demonstrating whether planned processes have resulted in meaningful outcomes for students, teachers, families, schools, and communities. Evaluation should extend beyond examination scores and include broader educational competencies, school performance, stakeholder development, organizational effectiveness, and the realization of intended school characteristics. Previous evaluations of elementary curriculum objectives and newly developed educational materials have shown the importance of systematically examining both implementation and outcomes (7, 8). In addition, the identification of characteristics and components of standard and righteous schools suggests that the assessment of school transformation should be multidimensional and should reflect managerial, curricular, environmental, participatory, and outcome-oriented indicators (4-6).

From a curriculum-planning perspective, the need for such a multidimensional framework is consistent with the understanding that curriculum development is a systematic process involving the alignment of objectives, content, learning experiences, implementation strategies, contextual conditions, and evaluation (1, 2). If a curriculum model for schools aligned with the Fundamental Transformation Document focuses only on educational content, it risks overlooking the organizational and social conditions through which that content becomes meaningful in practice. Conversely, a model concerned exclusively with school management without specifying curricular processes would fail to address the core educational mission of the school. Accordingly, an integrated model should connect educational leadership and management, key actors, curriculum and education, educational environment, and expected results within a coherent structural framework.

The need for integration becomes even more pronounced when the school is viewed as a learning organization. Transformational schools should be capable of continuous reflection, self-evaluation, adaptation, collaboration, and

improvement. Educational leadership should facilitate these processes, teachers should participate as professional decision-makers, students should act as active participants in learning, and families and communities should contribute to educational development. Organizational arrangements should enable rather than constrain professional agency (11), while leadership and communication should support coordinated institutional functioning (10). Simultaneously, school curricula should remain sufficiently flexible to accommodate local conditions and emerging needs (9), and instructional practices should provide students with active and meaningful learning opportunities (14). These interdependencies suggest that a comprehensive curriculum model must be conceptualized as a system rather than as a linear sequence of isolated curricular decisions.

Furthermore, contemporary educational complexity requires curriculum models to retain both normative coherence and adaptive capacity. The Fundamental Transformation Document articulates broad educational ideals, while schools operate within changing technological, cultural, social, and organizational conditions. Educational institutions increasingly encounter uncertainty and complex demands that necessitate responsive structures and continuous institutional learning (13). Emerging technologies further intensify these demands by altering the forms through which knowledge is accessed, learning is personalized, and educational interactions take place (15). Therefore, a school aligned with the Fundamental Transformation Document should not be conceptualized as a fixed institutional template. Rather, it should be understood as a principled yet adaptive educational organization capable of maintaining alignment with foundational educational values while responding intelligently to contextual and developmental changes.

Despite the conceptual development of the righteous or standard school in educational documents and previous studies, a need remains for an empirically validated curriculum model specifically addressing the elementary level. Existing research has examined characteristics of the righteous school, components of the Islamic standard school, factors influencing schools under the Fundamental Transformation framework, implementation barriers, curriculum outcomes, curricular decentralization, and selected aspects of educational innovation (3-6, 12, 16). However, the practical integration of these concerns into a validated model that simultaneously encompasses leadership and management, key educational actors, the educational environment, curriculum and educational processes, and expected results remains an important research requirement. Such a model can provide a more systematic foundation for curriculum planning, school evaluation, implementation of transformational policies, professional decision-making, and the alignment of school-level practices with national educational objectives.

Accordingly, the aim of the present study was to design and validate a curriculum model for elementary schools aligned with the Fundamental Reform Document of Education.

Methods and Materials

The present study was applied in terms of purpose and employed a mixed-methods approach with a sequential exploratory design. In the first, qualitative phase, an inductive approach was used to identify the dimensions and components of the curriculum model based on the model of a school aligned with the Fundamental Reform Document of Education. Subsequently, in the quantitative phase, the concepts and categories obtained from the qualitative phase formed the basis for developing a questionnaire designed to provide a model for the design and validation of a school aligned with the Fundamental Reform Document of Education. During this quantitative phase, the fundamental dimensions and components identified in the qualitative phase were evaluated by the statistical population, and their importance was quantitatively determined. The qualitative phase was conducted using content analysis of the Fundamental Reform Document of Education, the National Curriculum, and the model of a school aligned with the Fundamental Reform Document. The quantitative phase employed a descriptive-survey research method.

In the qualitative section of the study, semi-structured interviews were conducted. In the quantitative section, a researcher-developed questionnaire was designed based on the criteria extracted from the qualitative phase to collect the required data. Overall, interviews were used as one of the main data-collection methods in this study, with semi-structured questions emphasizing an exploratory approach. In addition, the research data were collected from participants through a questionnaire administered in the field. Books, academic journals, and internet sources were also used to identify and collect theoretical sources and previous research; therefore, the study also incorporated a library-based research component.

In this study, interviews were used to collect information, and a researcher-developed questionnaire concerning schools aligned with the Fundamental Reform Document of Education was subsequently developed based on the interview findings. Given the critical importance of the validity and reliability of measurement instruments in research, the content validity of both the interview questions and questionnaire items was established through consultation with specialists and experts. The validity of the questionnaire was also assessed through factor analysis, while the reliability of the questionnaire items was determined using Cronbach's alpha. Cohen's kappa coefficient was used to calculate the reliability of the research interviews.

Findings and Results

Identification of the Dimensions and Components of the Curriculum Model for Elementary Schools Aligned with the Fundamental Reform Document of Education

Based on preliminary studies and familiarization with concepts related to the curriculum of schools aligned with the Fundamental Reform Document of Education, the interview questions were developed. Subsequently, semi-structured interviews were conducted with experts and specialists familiar with the subject. The interviews were then transcribed and subjected to content analysis. To achieve this objective, each of the texts from books, articles, and interviews was initially read once to obtain an overall understanding. Based on the analyses and findings obtained through analysis of the semi-structured interviews and the processes of open, axial, and selective coding, five components were identified as the principal dimensions of the curriculum model aligned with the Fundamental Reform Document of Education at the elementary level: educational leadership and management, key actors, educational environment, curriculum and education, and expected results.

Educational Leadership and Management Dimension

Educational leadership and management in schools constitutes a comprehensive and agile process that facilitates the development of a *Saleh School*—a righteous and competent school—with particular emphasis on becoming a learning and research-oriented school. Through the predominance of faith-based and ethical relationships, such leadership can create the conditions necessary for the coordinated, efficient, and effective participation of all school constituents in achieving the objectives of each educational level across the various dimensions of education and development. This dimension includes the following subcomponents:

Participatory Governance and Collegial School Administration

One of the principal responsibilities of a school is to create opportunities for the participation of families, educators, learners, and local institutions in school administration. Accordingly, participatory, supportive, and delegative management styles are among the approaches emphasized for this purpose.

Monitoring and Optimal Utilization of Resources

One of the primary responsibilities of a school is to supervise its financial, human, and other resources from various perspectives, including revenue and expenditure, functional performance, and qualitative and quantitative outcomes. Accordingly, appropriate mechanisms should be established for monitoring financial performance and evaluating the performance of teachers, educators, and students.

Continuous Internal and External Environmental Monitoring

In its specific sense, continuous internal and external environmental monitoring involves creating an educational setting in which educational barriers and constraints are removed so that students can engage more effectively in the educational and developmental process through self-assessment, self-management, and self-regulation. At the same time, part of the monitoring process should involve evaluating and revising programs at the levels of process, product, output, and outcome. Based on this definition, school management is expected to continuously improve and modify processes through ongoing self-evaluation of educational processes and programs, as well as regular stakeholder surveys.

Curriculum and Education Dimension

Curriculum and education refer to a set of systematic and planned opportunities—from the national and regional levels to the school and classroom levels—to which learners are exposed so that they can acquire the competencies required to understand and improve situations based on the Islamic system of values and criteria. Through the continuous formation and development of their identities, learners are thereby expected to attain an acceptable level of preparedness for realizing *Hayat-e Tayyebah* (the Good and Virtuous Life) in all its dimensions. Based on this definition, the most important role of the school is to facilitate competency acquisition by creating diverse opportunities and applying educational and developmental methods based on a holistic, integrated, and multidimensional approach.

Diversity of Educational Opportunities Based on Thinking, Inquiry, and Real-Life Experiences Appropriate to Developmental Conditions

Given the centralized nature of the education system, educational and developmental opportunities are communicated to schools by the central administrative bodies of the Ministry of Education. In addition to utilizing these opportunities, schools should creatively and innovatively design and implement additional appropriate opportunities in accordance with the identity and objectives of each educational level and with local, indigenous, and contextual requirements.

Intelligent Utilization of Modern Technologies

Information and communication technology plays an important role in education because of its transformative capacity and its potential to establish dynamic interactions with students. One of the major responsibilities of teachers in the 21st century is to continuously expand and update their knowledge. Teachers should adapt themselves to contemporary changes and developments, identify the needs of their students, and take appropriate action. They should also strive to become familiar with educational technologies and innovative teaching methods appropriate to the characteristics and attributes of their learners. Two dimensions should be considered in educational programs: first, the application of educational technologies to educational and developmental processes; and second, the development of media literacy concerning the appropriate use of technologies and awareness of their limitations and potential adverse effects. Accordingly, any plan, innovation, instrument, or tool that focuses on interaction between educators and learners for the acquisition of competencies may be regarded as educational technology. Information and communication technology holds a particularly important position in this regard.

School-Specific Curriculum and Educational Program

According to Strategy 5-5 of the Fundamental Reform Document of Education and Clause 13-2 of the National Curriculum, schools are authorized, in addition to implementing centrally prescribed programs, to design and implement their own specialized curricular and educational programs for school transformation based on differences arising from students' living environments (urban, rural, nomadic, cultural, and geographical), gender-related considerations, and individual characteristics such as talents, abilities, needs, and interests. The initial implementation of this authority was communicated to schools through the guidelines for the School-Specific Program (*Boom*).

Key Actors Dimension

As the focal point of action and the tangible manifestation of the formal public education system, the school constitutes a key institution through which the government and society pursue national growth, development, and advancement. As the educational center of the local community, the school requires the participation of families, the local community, educators, and learners in its administration. In other words, to accomplish its mission and objectives at each educational level, the school requires the participation of relevant and influential stakeholders, particularly the four major institutions of the family, government, media, and nongovernmental institutions and organizations. More specifically, families, the local community, learners, and educators are regarded as the principal actors. Under the leadership of the school principal, the conditions should be established for cohesion, coordination, and synergy among these actors in pursuit of the objectives of each educational level.

Educators and Educational Assistants

Given the profound meaning of education and development, teachers and educators are understood as continuing the educational role of prophets and religious leaders and as trustworthy role models, insightful guides, and capable facilitators. Their responsibilities include guiding, enlightening, planning, teaching, supporting, advising, providing feedback, and educating learners so that learners can critically engage with their existing circumstances, expand and develop their inherent capacities, acquire competencies, and ultimately attain *Hayat-e Tayyebah*.

Learners

Learners are regarded as divine trusts possessing inherent dignity. The divine disposition is embedded within them and has the potential to flourish. Learners are inherently social and possess the capacity to choose, make decisions, and exercise self-control. Based on this conception, students possess the essential capacities—including innate disposition, reason, motivation, and volition—required for growth, learning, and development. Consequently, the educational process cannot be merely transmissive; rather, it should be interactive and should provide the opportunities necessary for students' inherent capacities, particularly their monotheistic disposition, to flourish. Learners are therefore regarded as one of the principal actors in schooling, and no school program can be effective without their participation and interaction. At the same time, opportunities should be provided for students to contribute actively to the development of their local communities.

Family

The family is regarded as one of the fundamental pillars of the education system and schools and should actively participate in schooling by acquiring the competencies required for the effective education and development of children. Families should obtain the knowledge and skills necessary to understand educational objectives, programs, principles, and methods and should maintain effective and development-oriented interactions with schools. Schools should create opportunities for the active involvement of families and facilitate their comprehensive participation at all levels of decision-making, including design, development, implementation, and evaluation. In accordance with the objectives of each educational level and under school supervision and coordination, families should also be able to participate in enriching programs and providing educational opportunities both within and outside the school.

Local Community

As centers of teaching, learning, and development, schools require the participation of local communities and their responsible engagement in creating supportive conditions for educational processes. City and village councils, municipalities and rural administrations, banks, mosques, and other local institutions should allocate part of their resources and activities to meeting schools' needs and expectations. Conversely, schools, as educational centers within their communities, should systematically fulfill their role in local development.

Educational Environment Dimension

A *Saleh School* should not be conceptualized merely as a physical location or an abstract environment; rather, it should be understood as a combination of both place and environment. “Place” refers to the school’s physical setting, whereas “environment” encompasses the values, norms, procedures, and organizational culture prevailing within the school. This integrated perspective enables schools to utilize broader social contexts and opportunities.

Physical Environment, Equipment, and Technology

The physical environment, equipment, and technologies required by public schools are provided by various divisions of the Ministry of Education. It is expected that the design, provision, and deployment of physical facilities, equipment, and technologies comply with necessary standards relating to architecture—with particular emphasis on Iranian-Islamic identity—safety, and appropriateness for students’ developmental characteristics. At the same time, one of the major expectations placed on school administrators is to continuously update and adapt these facilities in accordance with established standards, issued guidelines, and innovative initiatives.

Jihadi, Scientific, and Cultural Climate and Culture

Creativity, innovation, and entrepreneurship depend more strongly on the organizational climate and culture prevailing within a school than merely on particular methods and techniques; in other words, they depend on the improvement and enhancement of organizational culture. If the school culture is research-oriented and supportive of creativity and innovation, an environment conducive to greater effort and perseverance can be created. Creating opportunities for committed, faith-based, and *jihadi* activities is likewise associated with school climate and culture. Therefore, schools are expected to provide conditions conducive to the development of such a culture and to promote, consolidate, and institutionalize it through both material and nonmaterial support.

Results and Outcomes Dimension

If a school appropriately fulfills the expectations associated with each component and indicator across the dimensions of management, curriculum and education, educational environment, and key actors, its results and outcomes should consequently be satisfactory. Therefore, outcomes are directly related to the quality with which curricular and other school programs are implemented. Nevertheless, factors outside the school also influence the achievement of outcomes and should consistently be considered in relevant analyses.

Family and Local Community

Families and local communities are regarded as fundamental partners in school governance. Therefore, the development of parents’ competencies, as well as the perceptions and evaluations of parents and the local community regarding school performance, should be continuously assessed.

Realization of the Characteristics of a Saleh School

As the locus of action and tangible manifestation of the formal public education system, the *Saleh School* is a flexible, dynamic, developing, and goal-oriented environment capable of facilitating learners’ acquisition of the competencies necessary to continuously understand and improve situations in accordance with the Islamic system of values and criteria. As a learning organization, the *Saleh School* should establish an interactive environment among educators and learners with varying levels of expertise, enabling them to integrate and connect their experiences in order to identify life-enhancing and life-diminishing factors and appropriate ways of responding to them, while taking learners’ individual differences into consideration. The degree to which the characteristics and mission of the *Saleh School* are realized requires continuous assessment by schools so that analysis of the resulting data can facilitate further realization of these characteristics.

Examination of the Research Variables

The research variables and their general dimensions are examined below. Table 1 presents the statistical indices associated with the research variables.

Table 1. Descriptive Statistics for the Research Variables

Variable	Mean	Standard Deviation	Median	Mode
Key Actors	3.70	0.79	3	4
Curriculum and Education	3.91	1.04	4	4
Educational Environment	3.52	0.75	3	4
Educational Leadership and Management	3.78	0.97	4	4
Results and Outcomes	3.90	0.81	4	4

As shown, the descriptive mean for the Key Actors component was 3.70, the Curriculum and Education component was 3.91, the Educational Environment component was 3.52, Educational Leadership and Management was 3.78, and Results and Outcomes was 3.90. The mean scores for all research components were above the scale midpoint.

As shown in the following table, the square root of the average variance extracted for each latent variable was greater than its maximum correlation with the other latent variables, indicating adequate discriminant validity of the measurement model.

Table 2. Results of the Fornell–Larcker Criterion for Assessing the Discriminant Validity of the Measurement Model

No.	Variable	1	2	3	4	5
1	Educational Leadership and Management	0.870				
2	Key Actors	0.387	0.964			
3	Educational Environment	0.308	0.287	0.894		
4	Curriculum and Education	0.512	0.318	0.302	0.942	
5	Expected Results	0.503	0.219	0.287	0.309	0.903

As shown in the following table, the cross-validated communality values in the measurement model were positive and relatively high, thereby confirming the quality of the measurement model.

Table 3. Cross-Validated Communality Index

Construct	Cross-Validated Communality (CV-Communality)
Educational Leadership and Management	0.489
Key Actors	0.638
Educational Environment	0.387
Curriculum and Education	0.529
Expected Results	0.622

In structural equation modeling, if the *t*-statistic falls within the range of -1.96 to $+1.96$, the hypothesis concerning the effect of the independent variable on the dependent variable is rejected. In the present dissertation, entitled “Design and Validation of a Curriculum Model for Elementary Schools Aligned with the Fundamental Reform Document of Education,” structural equation modeling using SmartPLS was employed to obtain the final model. Hypothesis testing in structural equation modeling involves three fundamental steps.

Step 1: Effect of the Independent Variable on the Dependent Variable

If the *t*-statistic falls between -1.96 and $+1.96$, the proposed effect of the independent variable on the dependent variable is rejected, and therefore the research hypothesis proposing such an effect is rejected. Conversely, if the *t*-statistic falls outside this interval, this indicates that the independent variable has an effect on the dependent variable, in which case the analysis proceeds to the second step.

Step 2: Determining the Direction of the Effect

In the second step, the direction of the effect is determined by examining the sign of the standardized coefficients. A positive coefficient indicates a positive and direct effect of the independent variable on the dependent variable, whereas a negative coefficient indicates a negative and inverse effect.

Step 3: Magnitude of the Effect

The magnitude of the effect is determined by examining the standardized coefficients.

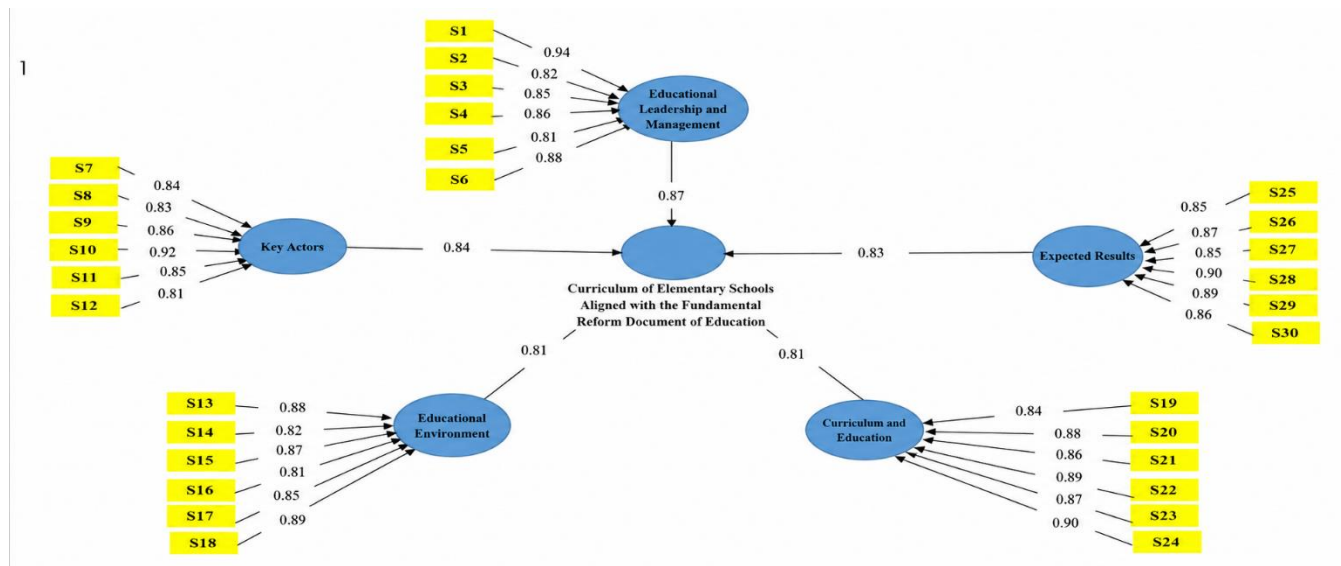


Figure 1. Standardized Path Coefficients of the Conceptual Research Model

The values displayed on the paths represent the path coefficients. To assess the statistical significance of the path coefficients, Student's t -statistics were calculated using the bootstrapping procedure. A Student's t -value greater than 1.96 indicates that the corresponding path coefficient is statistically significant at the .05 level.

R² Criterion: The R² criterion applies to endogenous (dependent) latent variables in the model. R² represents the extent to which an exogenous variable explains an endogenous variable. Values of 0.19, 0.33, and 0.67 have been proposed as reference values for weak, moderate, and strong R² values, respectively. According to the figure above, the R² value for the endogenous construct of the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education was calculated as 0.798. Based on the reference values, this result confirms the adequacy of the structural model fit.

The **Q² criterion** indicates the model's predictive relevance. Q² values of 0.02, 0.15, and 0.35 for an endogenous construct indicate weak, moderate, and strong predictive relevance, respectively, of the associated exogenous construct or constructs. The Q² value for the endogenous construct of the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education was calculated as 0.3886, indicating strong predictive relevance of the model with respect to the endogenous research construct and supporting the adequacy of the structural model.

Goodness-of-Fit (GoF) Criterion: Another index introduced for evaluating model fit is the GoF index. Similar to model-fit indices used in LISREL, this index ranges from zero to one, with values closer to one indicating better model quality. It should be noted, however, that unlike chi-square-based fit indices used in LISREL models, GoF does not evaluate the extent to which the theoretical model fits the collected data. Rather, it evaluates the model's overall predictive ability and determines whether the tested model is successful in predicting endogenous latent variables. The GoF value for the research model was calculated as 0.643, indicating adequate predictive capability of the model for its endogenous latent variable.

Table 4. Commuality and R² Values for the Research Variables

Variable	Commuality	R ²
Educational Leadership and Management	0.243	—
Key Actors	0.529	—
Educational Environment	0.348	—
Curriculum and Education	0.476	—
Expected Results	0.649	—
Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education	0.243	0.799
Overall/Model Value	0.489	0.799

To examine the hypotheses and test the statistical significance of the path coefficients among the variables, the software outputs were used. The path coefficients and the corresponding statistical significance results are presented in Table 5.

Table 5. Results of the Structural Model Assessment

No.	Predictor Variable	Outcome Variable	Path Coefficient (β)	t-Value	Test Result
1	Educational Leadership and Management	Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education	0.197	7.672	Supported
2	Key Actors	Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education	0.143	8.541	Supported
3	Educational Environment	Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education	0.121	6.897	Supported
4	Curriculum and Education	Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education	0.156	7.348	Supported
5	Expected Results	Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education	0.132	8.623	Supported

Based on the output of the conceptual research model, the effects of each factor on the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education are examined below.

A) Educational Leadership and Management

According to the table, the significance statistic for the relationship between Educational Leadership and Management and the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education was 7.672. Because this value is greater than the critical value of 1.96, the positive effect was statistically significant at the 95% confidence level. The path coefficient for the effect of Educational Leadership and Management on the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education was 0.197. In other words, a one-unit change in Educational Leadership and Management was associated with a 0.197-unit change in the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education. This finding indicates that Educational Leadership and Management has a direct positive effect on the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education.

B) Key Actors

According to the table, the significance statistic for the relationship between Key Actors and the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education was 8.541. This indicates that the relationship between Key Actors and the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education exceeded the reported critical value of 1.196, and the positive effect was statistically significant at the 95% confidence level. Furthermore, the path coefficient for the effect of Key Actors on the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education was 0.143. In other words, a one-unit change in Key Actors was associated with a 0.143-unit change in the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education. This finding indicates that Key Actors have a direct positive effect on the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education.

C) Educational Environment

According to the table, the significance statistic for the relationship between the Educational Environment and the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education was 6.897. Because this value was greater than the critical value of 1.96, the positive effect was statistically significant at the 95% confidence level. The path coefficient for the effect of the Educational Environment on the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education was 0.121. In other words, a one-unit change in the Educational Environment was associated with a 0.121-unit change in the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education. This finding indicates that the Educational Environment has a direct positive effect on the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education.

D) Curriculum and Education

According to the table, the significance statistic for the relationship between Curriculum and Education and the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education was 7.348. Because this value exceeded the critical value of 1.96, the positive effect was statistically significant at the 95% confidence level. The path coefficient for the effect of Curriculum and Education on the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education was 0.156. In other words, a one-unit change in Curriculum and Education was associated with a 0.156-unit change in the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education. This finding indicates that Curriculum and Education has a direct positive effect on the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education.

E) Expected Results

According to the table, the significance statistic for the relationship between Expected Results and the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education was 8.623. Because this value exceeded the critical value of 1.96, the positive effect was statistically significant at the 95% confidence level. Furthermore, the path coefficient associated with Expected Results and the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education was 0.132. In other words, a one-unit change in Expected Results was associated with a 0.132-unit change in the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education. This indicates a direct positive relationship with the Curriculum of Elementary Schools Aligned with the Fundamental Reform Document of Education.

A school aligned with the Fundamental Reform Document of Education is a dynamic, creative, and learning-oriented environment in which learners actively participate in the learning process. By employing innovative instructional methods, contemporary technologies, and enriched curricula, such a school develops students' critical thinking, creativity, and problem-solving skills. It also addresses students' individual needs, assists them in realizing their talents, and prepares them to become responsible and informed citizens. A school operating in accordance with the Fundamental Reform Document of Education provides a safe, supportive, and nurturing environment in which Islamic, ethical, and human values are internalized by students. It emphasizes the holistic education and development of students and supports them in achieving balance across academic, spiritual, emotional, social, and physical dimensions. Students in such schools engage collectively in social participation and social responsibility, participate actively in school activities, and develop into committed and compassionate citizens.

Discussion and Conclusion

The present study aimed to design and validate a curriculum model for elementary schools aligned with the Fundamental Reform Document of Education. The qualitative findings identified five principal dimensions of the proposed model:

Educational Leadership and Management, Key Actors, Educational Environment, Curriculum and Education, and Expected Results. The quantitative findings further demonstrated that all five dimensions had positive and statistically significant relationships with the curriculum model for elementary schools aligned with the Fundamental Reform Document. Among the examined dimensions, Educational Leadership and Management had the largest standardized path coefficient ($\beta = 0.197$, $t = 7.672$), followed by Curriculum and Education ($\beta = 0.156$, $t = 7.348$), Key Actors ($\beta = 0.143$, $t = 8.541$), Expected Results ($\beta = 0.132$, $t = 8.623$), and Educational Environment ($\beta = 0.121$, $t = 6.897$). In addition, the structural model demonstrated substantial explanatory and predictive capability. The R^2 value for the endogenous construct was approximately 0.80, indicating that a large proportion of the variance in the curriculum of schools aligned with the Fundamental Reform Document was explained by the proposed dimensions. The Q^2 value of 0.3886 indicated strong predictive relevance, while the GoF value of 0.643 supported the overall adequacy and predictive quality of the proposed model. Taken together, these findings show that establishing an elementary school curriculum aligned with the Fundamental Reform Document requires an integrated system in which managerial, human, environmental, curricular, and outcome-related components operate coherently rather than independently.

The finding that Educational Leadership and Management had the strongest direct effect on the proposed curriculum model highlights the central role of school leadership in transforming policy principles into educational practice. This result suggests that the realization of the Fundamental Reform Document depends considerably on the ability of school leaders to establish participatory governance, coordinate human and material resources, continuously monitor school processes, encourage professional collaboration, and align everyday decision-making with educational objectives. The importance of leadership is consistent with Aaron et al., who showed that organizational structure, leadership, and communication significantly shape organizational efficiency and productivity by influencing coordination, information flow, and the effectiveness of collective action (10). Although schools have educational rather than commercial objectives, the underlying organizational principle is similar: when leadership creates clarity, participation, communication, and coordinated action, organizational members are better able to contribute to shared goals. In the context of the present study, educational leadership functions as the mechanism through which the different elements of the school curriculum are connected and directed toward the objectives of the Fundamental Reform Document.

This result is also compatible with the findings of Wang and Hiu, who emphasized the relationship among enabling school structures, teacher empowerment, and organizational functioning (11). A curriculum aligned with transformational objectives cannot be effectively implemented in a school characterized by rigid bureaucratic relationships, weak professional autonomy, or minimal teacher participation. Rather, an enabling organizational structure is required in which teachers can exercise professional judgment, collaborate in decision-making, and participate in curriculum implementation and improvement. The leadership dimension identified in the present study therefore extends beyond formal administration and emphasizes participatory, supportive, and adaptive leadership. This interpretation is also consistent with Farhadi and Shahabi Poshteh'i, who highlighted the importance of multiple school-related factors within the Fundamental Transformation framework and showed that school effectiveness emerges from the interaction of managerial, educational, and contextual forces (12). Accordingly, the relatively stronger contribution of leadership and management in the present model is theoretically plausible because leadership provides the organizational infrastructure necessary for all other dimensions to operate effectively.

The significant effect of Curriculum and Education on the overall model further confirms that school transformation must ultimately be reflected in the quality, organization, and implementation of learning experiences. The path coefficient of 0.156 indicates that curriculum-related processes make an independent contribution to the realization of a school aligned with the Fundamental Reform Document. This finding is consistent with the conceptualization of curriculum as a systematic and

purposeful arrangement of educational objectives, content, learning activities, teaching strategies, and evaluation processes (1, 2). From this perspective, curriculum is not merely a document or syllabus; it is the operational core of schooling through which educational philosophy becomes visible in students' daily experiences. Therefore, the curriculum dimension identified in this study—comprising diverse educational opportunities, thinking and inquiry, real-world experiences, intelligent use of technology, and school-specific curricular initiatives—represents an essential mechanism through which the goals of the Fundamental Reform Document can be realized at the classroom and school levels.

The significance of this dimension is also supported by previous research on curriculum implementation and educational outcomes. Eslami's evaluation of the achievement of desired and expected elementary curriculum objectives drew attention to the necessity of examining whether formally defined curricular goals are actually realized in educational practice (7). Likewise, Ghorbani's evaluation of the pilot implementation of newly authored elementary school textbooks emphasized that curriculum development should be accompanied by empirical evaluation of how curricular innovations function in actual school settings (8). These studies support the present finding that curriculum quality cannot be separated from implementation quality. A curriculum aligned with the Fundamental Reform Document must therefore move beyond prescriptive content and include meaningful learning experiences, appropriate instructional practices, responsive evaluation, and mechanisms for continuous adaptation.

The emphasis placed on diverse educational opportunities and active learning in the identified model is further supported by Corral-Abos et al., whose findings regarding project-based learning showed the educational value of active, participatory, and experience-based approaches among primary school students (14). This alignment suggests that the transformational curriculum should engage students in inquiry, problem solving, collaboration, and authentic experiences rather than positioning them primarily as passive recipients of information. Such an approach is especially relevant in elementary education, where students' developmental needs require concrete, interactive, and contextually meaningful learning experiences. Therefore, the curriculum dimension identified in the present study is consistent with contemporary approaches that emphasize student agency and active participation in learning.

The intelligent use of modern technologies, which emerged as a component of the curriculum dimension, also reflects the changing conditions of education. Mashinchi's work on designing an artificial intelligence-based and adaptive learning curriculum illustrates the growing importance of technological personalization, adaptability, and data-informed learning environments (15). The current finding suggests that a school aligned with the Fundamental Reform Document should not approach educational technology simply as an additional instructional tool. Rather, technology should be used purposefully in support of learning, differentiation, competency development, and students' preparation for contemporary society. This also requires developing students' media awareness and critical understanding of digital environments. Thus, the inclusion of technology in the proposed model indicates that fidelity to foundational educational principles need not imply resistance to innovation; instead, technological developments can be incorporated within a value-based and educationally purposeful curriculum framework.

The significant positive effect of Key Actors on the proposed model demonstrates that educational transformation is fundamentally participatory. The key actors identified in this study included educators and educational assistants, learners, families, and the local community. The path coefficient of 0.143 and the highly significant *t*-value indicate that the participation and interaction of these groups are important determinants of the extent to which schools can implement a curriculum aligned with the Fundamental Reform Document. This finding is consistent with Baradaran and Neyripoor, who conceptualized the righteous school as a center for realizing the good life within the local community, emphasizing the school's reciprocal relationship with its surrounding social environment (3). From this perspective, the school cannot be understood as an isolated

administrative institution. It is embedded in a network of family, community, cultural, and social relationships that influence educational experiences and student development.

The present finding is likewise compatible with Ansari and Bagheri's identification of components of an Islamic standard school within transformational educational documents (5). Their emphasis on the multidimensional and participatory character of the desired school supports the conclusion that successful transformation requires engagement among multiple stakeholders rather than relying solely on school administrators or classroom teachers. Similarly, Namdari's examination of the standard school from the perspective of transformational documents highlighted the need for an optimal model that incorporates the various institutional and educational elements necessary for school functioning (6). The current findings add empirical support to this position by demonstrating that key actors form a distinct and statistically significant dimension of the overall curriculum model.

Within this dimension, the role of teachers is particularly important because teachers mediate between formal curriculum expectations and students' actual learning experiences. Their professional competence, motivation, judgment, and participation determine how policy objectives are interpreted and implemented in everyday classroom contexts. The relevance of teacher empowerment found by Wang and Hiu reinforces the importance of providing teachers with enabling structures rather than treating them as passive implementers of externally developed programs (11). Similarly, family and community participation can provide additional cultural, social, and educational resources while strengthening accountability and the contextual relevance of school programs. The significant contribution of Key Actors therefore indicates that the transformational curriculum should be viewed as a collaborative process constructed through interaction among those directly involved in education.

The Educational Environment dimension also had a positive and significant effect on the curriculum model, although its standardized coefficient was comparatively smaller than those of the other dimensions. This finding should not be interpreted as indicating that the educational environment is unimportant; rather, it suggests that its contribution operates as one of several interdependent conditions supporting curriculum implementation. The educational environment identified in this study encompassed the physical setting, equipment and technology, and the cultural, scientific, innovative, and values-based climate of the school. This multidimensional understanding is consistent with the idea that school environment includes both tangible and intangible conditions that shape educational interactions and organizational behavior.

The importance of organizational climate and environmental conditions can be interpreted in light of Barent's discussion of educational institutions operating under conditions of increasing complexity and uncertainty (13). Schools must provide sufficiently flexible and adaptive environments to accommodate diverse learner needs, rapidly changing knowledge, technological developments, and emerging social expectations. A rigid educational environment may constrain curricular innovation, whereas an open, supportive, and research-oriented school culture can facilitate creativity, collaboration, inquiry, and professional learning. The significant role of the Educational Environment in the present model therefore reflects the fact that curriculum implementation always occurs within a particular organizational and cultural context.

The result is also consistent with Dehbashi's examination of the characteristics of the righteous school based on the discourse and theoretical foundations of the Fundamental Transformation Document (4). A righteous or standard school is expected to embody specific educational, cultural, ethical, and developmental characteristics rather than merely implementing prescribed content. Consequently, the physical and cultural environment becomes part of the educational process itself. School architecture, safety, access to technologies, organizational culture, and prevailing norms can either facilitate or inhibit the development of the competencies expected by the Fundamental Reform Document. The present findings therefore reinforce

the need to consider the educational environment as a component of curriculum realization rather than as a background condition.

The significant contribution of Expected Results constitutes another important finding. The path coefficient of 0.132 indicates that outcomes are not simply the final products of the model but are themselves an essential dimension for evaluating whether the school is operating in accordance with transformational expectations. The expected results identified in the study included the development of families and local communities and the realization of the defining characteristics of the righteous school. This result is consistent with Eslami's emphasis on evaluating the extent to which desired and expected elementary curriculum objectives have been achieved (7). It is also compatible with Ghorbani's emphasis on evaluating curricular implementation and its educational consequences (8). The present findings thus support an outcome-oriented conception of educational transformation in which success must be demonstrated through observable changes in students, families, school functioning, and community relationships.

The importance of expected outcomes also helps prevent school transformation from becoming limited to formal compliance with policy documents. A school may adopt new structures, programs, or terminology without necessarily producing the intended educational improvements. The inclusion of an explicit outcome dimension therefore strengthens the proposed model by requiring schools to examine whether their educational practices actually contribute to competency development, social responsibility, family participation, local engagement, and the broader characteristics associated with a righteous school. This approach is also aligned with the conceptual work of Baradaran and Neyripor, who connected the righteous school to the realization of the good life within the local community (3). In this sense, school outcomes should be understood not only in terms of academic performance but also in terms of students' broader development and the school's contribution to community life.

The strong explanatory power of the model further supports the adequacy of the five-dimensional framework. The R^2 value of approximately 0.80 indicates that the identified constructs collectively accounted for a substantial proportion of variance in the curriculum model aligned with the Fundamental Reform Document. Likewise, the Q^2 value exceeded the commonly used threshold for strong predictive relevance, and the GoF value indicated a satisfactory overall predictive capability. These findings suggest that the dimensions identified qualitatively were not merely conceptually plausible but also functioned coherently when quantitatively assessed. This supports the argument advanced in curriculum-planning literature that effective curriculum models require alignment among objectives, implementation conditions, actors, educational processes, and evaluation (1, 2).

At the same time, the findings contribute to discussions concerning decentralization and school-level curriculum authority. Mehrmohammadi emphasized the necessity and opportunities associated with decentralization in curriculum planning, particularly the importance of enabling institutions to respond more effectively to contextual conditions (9). The present model similarly includes school-specific curricular planning and local participation as important elements. This suggests that successful implementation of the Fundamental Reform Document may require a balanced relationship between national policy coherence and school-level flexibility. Schools need clear national directions, but they also require sufficient professional and organizational autonomy to adapt educational opportunities to local conditions, student needs, and community characteristics.

The results also help explain why implementation barriers identified in previous research can undermine the objectives of the Fundamental Transformation Document. Sharifi identified obstacles to implementing both the Fundamental Transformation Document and the National Curriculum within the context of the righteous school (16). The multidimensional model developed in the present study indicates that implementation problems are unlikely to originate from a single source. Weak leadership, insufficient teacher empowerment, limited family participation, inadequate educational environments, rigid curricular

arrangements, or weak outcome-monitoring systems can each disrupt the transformation process. Therefore, successful implementation requires coordinated improvement across multiple dimensions rather than isolated interventions focused on only one component.

Overall, the findings show that the curriculum of an elementary school aligned with the Fundamental Reform Document should be understood as an integrated organizational-educational system. Leadership provides direction and coordination; key actors supply the human and social agency required for implementation; the educational environment establishes the physical, cultural, and technological conditions for learning; curriculum and education organize meaningful learning opportunities; and expected results provide the criteria by which the effectiveness of the transformation can be evaluated. This systemic interpretation is consistent with prior studies emphasizing the multidimensional nature of the righteous or standard school (4-6). It also extends previous work by empirically demonstrating the direct contribution of each dimension and by integrating them within a validated structural model. Therefore, the main contribution of the study lies in translating the broad principles of the Fundamental Reform Document into an operational curriculum framework that can support school planning, implementation, evaluation, and continuous improvement at the elementary level.

The present study has several limitations that should be considered when interpreting its findings. First, the qualitative participants and quantitative respondents were drawn from Fars Province, which may limit the generalizability of the proposed model to provinces with different cultural, socioeconomic, geographic, or administrative characteristics. Second, the quantitative phase relied primarily on self-report questionnaire data, and participants' responses may have been influenced by perceptions, professional expectations, or socially desirable evaluations of the Fundamental Reform Document. Third, although the model demonstrated satisfactory structural and predictive indices, the cross-sectional nature of the quantitative phase does not allow conclusions to be drawn regarding how implementation of the proposed model may influence school functioning and student outcomes over time. Finally, the study focused on the elementary level; therefore, the relative importance or composition of the identified dimensions may differ at lower-secondary and upper-secondary levels.

Future studies should validate the proposed model using larger and more geographically diverse samples from different provinces and educational contexts. Comparative studies may examine whether the factor structure and path coefficients remain stable across urban, rural, nomadic, public, and nonpublic schools. Longitudinal and intervention-based research is also recommended to investigate whether systematic implementation of the proposed model produces measurable improvements in student competencies, teacher performance, family participation, organizational climate, and school outcomes over time. Future researchers may additionally employ multilevel modeling to distinguish school-level and individual-level effects, examine possible mediating and moderating mechanisms among the five dimensions, and investigate whether particular components have different effects according to school size, socioeconomic context, leadership experience, or technological capacity.

Educational policymakers and school administrators should use the proposed model as an integrated framework rather than implementing its components independently. School principals should strengthen participatory leadership, systematic monitoring, teacher empowerment, and evidence-based resource management. Schools should also establish formal mechanisms for involving teachers, students, families, and local institutions in curriculum planning, implementation, and evaluation. School-specific curriculum opportunities should be developed in accordance with local needs while maintaining alignment with national objectives, and greater emphasis should be placed on inquiry-oriented learning, authentic experiences, technology-supported instruction, and student participation. Finally, schools should establish continuous evaluation systems that measure not only academic achievement but also student competencies, family and community engagement, organizational development, and the extent to which the defining characteristics of a school aligned with the Fundamental Reform Document have been realized.

Acknowledgments

We would like to express our appreciation and gratitude to all those who helped us carrying out this study.

Authors' Contributions

All authors equally contributed to this study.

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

All ethical principles were adhered in conducting and writing this article.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

Funding

This research was carried out independently with personal funding and without the financial support of any governmental or private institution or organization.

References

1. Fathi Vajargah K. Principles and Basic Concepts of Curriculum Planning; Elm-e Ostadan Publications; 2019.
2. Hashemi SA. Curriculum Planning: Principles and Applications: Islamic Azad University, Lamerd Branch; Taymaz Publications; 2025.
3. Baradaran M, Neyripoor ZS. The righteous school as a center for realizing the good life in the local community. Educational Sciences from the Perspective of Islam. 2020;8(14):18.
4. Dehbashi M. Examining the characteristics of the righteous school in the discourse and theoretical foundations of the Fundamental Transformation Document. Second National Conference on Humanities and Development2022.
5. Ansari M, Bagheri R. Identifying the components of an Islamic standard school in the transformational documents of education. Eighth National Conference on New Approaches in Education and Research2023.
6. Namdari M. The standard school from the perspective of the transformational documents of the education system: In search of an optimal model. Educational Sciences from the Perspective of Islam. 2024(25):35.
7. Eslami A. Reviewing and evaluating the extent to which the objectives (desired and expected outcomes) of the elementary curriculum have been achieved. Roshd-e Moallem. 2019(154):42.
8. Ghorbani J. Evaluation of the pilot implementation of newly authored elementary school textbooks. Roshd-e Amoozesh-e Ebtedayi. 2020(187):52.
9. Mehrmohammadi M. An analysis of the decentralization policy in curriculum planning in Iranian higher education: Necessities and opportunities. Quarterly Journal of the Iranian Higher Education Association. 2018(3):1-18.
10. Aaron J, Zbirenko A, Medina A. Effect of organizational structure, leadership and communication on efficiency and productivity: A qualitative study of a public health-care organization. Umea Universitet, 2022.

11. Wang H, Hiu D. Enabling school structure, mindfulness, and teacher empowerment: Test of a theory [Doctoral dissertation]: University of Alabama Libraries; 2022.
12. Farhadi H, Shahabi Poshteh'i S. Examining the role of factors influencing the school in the Fundamental Transformation Document within the vision horizon. *Journal of New Advances in Psychology, Educational Sciences and Education*. 2020;3(25).
13. Barent R. *Realizing the University in an Age of Super Complexity*. Maidenhead: McGraw-Hill/Open University Press; 2022.
14. Corral-Abos A, Aibar A, Estrada-Tenorio S. The effect of using project-based learning in social studies education on the attitudes of primary school students in Konya. *National Taiwan University, Center for Teacher Education*. 2021;6(3):21-41.
15. Mashinchi AA. Designing an artificial intelligence-based and adaptive learning curriculum. *Journal of New Research in Islamic Humanities Studies*. 2026;5(9).
16. Sharifi K. Examining barriers to implementing the Fundamental Transformation Document and the National Curriculum in the righteous school of education. *Roshd-e Moallem*. 2022(7):15.