



Dimensions and Dynamics Components of Primary Schools by Research Synthesis Method

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This Article tries to present Dymanic School Model for Primary Schools. The research approach is qualitative and the method used is synthesis research, along with qualititative content analysis. In synthesis research, recent researches were selected, analyzed and categorized with a systematic method; and in qualitative content analysis, with the help of semi-structured interviews with experts in the field of educational management and planning, components are identified and the model of Dynamic School was formulated. Study group consists researches conducted outside of Iran (2000 to 2020) and inside the country (2000 to 2020). 62 cases were selected and analyzed as a sample, according to their subject relation, key words and content relations with the dimensions and components of Dynamic Primary Schools. Conducted analysis was initially codified and categorized, then the main structure was identified as 25 components and 52 indicators related to 5 main aspects of improvement and evolution, student-based, participation-based, research-based and thinking. Education policy makers and planners of primary schools can assess school performance using developed conceptual model and make decisions to reach dynamics.

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Preface

Dynamics is considered one of the main issues of education in the world and translates to change throughout the years. Our world and its manifestations are dynamic. Everything in the world is in the process of change. Perhaps the only thing that does not change is change itself (Mashayekhi, 2018). Social dynamics is prerequisite to innovation in the society and is derived from the essence of social life (Schermmerhorn, Hunt & Osborn, 2009). As (Lujan & Dolence, 2006) articulates, emphasizing on the existing change and the evolution in education, "noawayds, change and the development is not an opportunity in schools, rather a necessity." We should also note that schools around the world have become major institutions which play growing roles in the continuation of national life of countries and their prosperity (Mohebzadegan, 2014).

Information Explosion in modern era demonstrates the necessity of dynamics and evolution (Seifunraghi, 2012). (Nudings, 2003) believes dynamics should be the considered the main goal of education that deals with the structure, as well as the process; in this view, school is a dynamic system that is stable, yet flexible, and has rigid structural relations and flexible structural relations. School is not static (Flip Klijn, 2019). when to placing roles it comes and relations. It needs to adapt and in order to survive (Wayne et al,

of new audience(Mohsenpour, 2017:74).

Therefore, coordinating features of dynamic schools with the growth, physical, cognitive, emotional and other characteristics can lead to more consistency and eventually, more efficiency. One of the features of dynamic schools is flexibility and this flexibility should be considered in areas like learning environment, planning, designing interal spaces of school and personal characteristics of individuals. Researches conducted by Kirsten W. J. Touw (2019),_Flip Klijn (2019), G Vanlaar (2016), Nicolas Grau (2015),_Juan Sebastian Pereyra (2011), Shonubi, O. K(2012), Reeves,J.B (2010), Golchub (2018), Zarhani (2001). shows, our primary schools face a fundamental problem in order to make schools dynamic; they failed to upgrade their programs to suit dynamics and keeping up with changes and developments in the world and continue changing and enhancing educational elements.

it should change to adapt and it needs to educate a dynamic generation (Younesi, 2009). Therefore, education system should have a creative role, rather than a construction role and teach learning (Najafi & Hosseinpour, 2013: 61). School is the most important element of education system (Karami & Pajohanfar, 2015: 4). and also the most important public space which is a prominent factor in designing(Nasiri Darian, 2015: 2). The structure of school has a tremendous effect on the learning process (Peterson, McCarthy & Elmore, 1996). There is positive relation between organizational conditions and learning of students (Gamoran, 2018). Kids in the primary school are on the verge of development in physical, mental, emotional, social and every other level of their lives. Investing and planning on teaching in primary schools is a form of long-term investment from the human resources and factors of economic and cultural development point of view that every society enjoys the benefit (Mofidi, 2015). In this period, dynamic conditions and situations should be provided and teaching environment should be optimally controlled (Ahadi & Delavar, 2013). Kant, philosopher of Enlightenment era suggests planners to educate kids not only for the present, but also the future. Using dynamics should be considered a principle to lead to easy access to new information, accelerating tasks, changes and contant refinement and eventually meet the demands

In this context, a question comes to innovative and critical mind of every researcher and that is if schools are indifferent to dynamics and change and the use of modern technology, how can they educate innovative, thoughtful, cooperative and assertive kids who could enter the society and be part of the advancement of the country? So, this research aims to remove ambivalence in current literature using synthesis research and accumulating findings, specify generalized borders and identify a suitable model for main subjects for future research. Therefore, in this research it is intended to find the answer to these two main questions using relevant findings:

1. What are the components of dynamic school in primary period based on theoretical thesis and research background?

2. What are the main dimensions of dynamic school in primary period based on the combination of theoretical thesis and research background?

Policy makers and education planners of primary period can make qualified decisions to build dynamic schools using produced conceptual model to assess school performance and reach better conditions to relative to dynamics, innovation, happiness, and improve strength and competitive advantage, following provided components and facilitate education process and meet the demands of benefactors. Educators can also adjust current model according to their practical experience to improve teaching efficiency.

Research Method

This research has a qualitative approach and synthesis research method and was conducted using inductive content analysis and therefore combination of conducted analysis. Synthesis research is operationalizing the principle that science can be systematically aggregated from the acquired knowledge of the past. In some categorizations, there are two main categories of qualitative and quantitative; Aggregative synthesis and Configurative synthesis. Aggregative synthesis is like a physical change and configurative synthesis is like a chemical change in a reaction. Therefore, in aggregative synthesis, selected research is aggregated (Mohammadi Pouya, Adib Zarei, 2020). In this research, first, basic categories were extracted, then codified. After that, a conceptual framework was designed in the area of dynamic schools. Therefore, in first step, entry standards to research were considered so experimental research (qualitative, quantitative and hybrid) and also theoretical and review research was analysed. Researching in databases like the databases used in this research. Including: Taylor & Francis, Erik, springer, Science Direct, Emerald, Google Scholar, Proquest, School website. Studying research conducted outside the country ranging from 2000 to 2020 and databases inside the country. Including: Iran Doc, SID, Noor mags, Magiran and similar websites in the same period

1379 to 1399, using keywords: Dynamics, dynamic school, elementary school, dynamic education, active learning.

Some of the research identified were not suitable for the final analysis because of insufficient information in the field of research objective, limited area of research and those lacking appropriate methodological model that may have caused digression from the main subject, marginalizing the subject and waste of time and were far from the main objective of the research and therefore were discarded. In following, 120 article and document were reviewed and screened according to standards of the research and 77 were chosen. In the end, after three levels of screening the quality, alignment and relation of the previous steps and with the main focus of the research, 62 cases were chosen and analyzed as samples and targeted cases according to relation of subject, similar keywords and content relation with dimensions and components of dynamic primary school. Data and results of the research was categorized and analyzed in three aspects of concepts, categories and principal categories. Data and resources were refined and extracted several times and after analyzing and combining the results, were used in a comprehensive conceptual framework. In this research, studies conducted in the area of dynamic schools inside and outside of the country were reviewed and referenced according to their level of importance, subject relation and access to their contents to a point where the contents were fully saturated. Reviewing background and result of the research shows that every research conducted reached the conclusion with a specific indicator and each of these indicators are not sufficiently inclusive, meaning only one specific aspect was considered and all of their aspects were not compared. In Table (1) according to the conducted study, indicators considered by researchers in the field of dynamic schools are shown in order to reach a new and practical combination with the help of analyzing these indicators and categorizing them in relation to features effective for the dynamic school in response to the first question of the research, presented in Table (1).

Table-1 Effective Features of the Dynamic School in Conducted Research

Sample Indicators used in Dynamic Schools	Research Subject	Name of the Researcher and Year
Increasing effective teaching methods, Paying attention to public learning, empowering kid for learning	Practical and dynamic Consequences and the development of learning science	Linda Darling-Hammond (2020)
Increasing focus on assessment of student capabilities, knowing learning needs of individuals, cognitive flexibility, increasing performance and freedom of action of students	Using electronic technology in dynamic assessment of kids in primary school: Forecasting school advancement	Kirsten W. J. Touw (2019)
Not teaching in static environment, dynamic and activity of students in static schools	Choosing static or dynamic school	Klijn, F. Pais J. & Vorsatz, M. (2019)
Instructing teachers, quality of teaching, high performance, good manners and constructive interaction with the students, changing teaching policy of teachers on the effects of dynamics	model of producing dynamic program to instruct teachers of schools in Taiwan	Hsiao, Peng, & Lee (2019)
Using technology and information, changing culture, facilitated learning for every member, using electronic devices, dynamics of learning	Organization of learning in islamic boarding schools: Analyzing dynamic learning. Organizational Evolution and the use of technology	Taufik Ridwan, Nurdin Ibrahim, Moch. Syarif Sumantri (2019)
Exchanging information, correcting curriculam, promoting learning peers, self-evaluation, information technology and communication, motivation, enhancing interaction of students through innovative programs	Analyzing international curriculam and building dynamic and all-inclusive physical education for the year 2030	Myles Tan, Unsplash & Shutterstock, wavebre akmedia, (2019)
Critical thinking, group learning	Dynamic Teaching	Rivers & Kinchin (2019)
Interaction between technologies and teaching content, relegating responsibilities related with technology	Identifying effective innovative factors on promoting happiness in schools	Dosti (2019)
Flexible assessment, designing attractive spaces in school, educating innovative and empowered school	Designing enterpreunerial teaching model in schools	Toghrāyi (2019)
Collaborative teaching, school and class architecture, teaching structure, increasing innovation	Designing happy school model in education system	Esfandiar (2019)
Open schools, answering every need of students	Designing open school model for primary schools	Tafti(2019)
Flexibility, mutual communication, teacher's assessment of capabilities, teacher's personal growth and development, researcher teacehr	Designing, assessment and presenting dynamic school model	Golchub (2018)

Problem-solving, critical thinking, enduring failure, content relation with student experiences	Designing models and factors of research-based school	Seifi (2018)
Risk-taking, strategic leadership, dynamic abilities, flexible processes	Innovation in dynamic and leadership capabilities	Schoemaker, Heaton & Teece (2018)
Useful tools, experienced forces	Building teaching and learning in changing views	Gamoran & Fernandez (2018)
Updating skills, using new methods of teaching, new skills in gathering information, learning how to observe and think	Dynamic concepts for learning and new approach to moderate class	Hussein.M (2018)
Building positive views toward change, providing suitable environment to accept change, merging technology	Teaching evolution in time of dynamic abilities	Johara(2018)
Having dynamic and happy schools, happy environment, inciting motivation	Effect of dynamic school yard on the happiness of students	Dugani Aghchghloo & Zamani Bakhsh(2017)
Confidence of teaching forces, happiness of workers, breeding the spirit of encouragement,	Structure of empowering school and its effect with the help of optimist mediator	Abdullahzadeh (2017)
Dynamic teaching of the process of learning aesthetics, using art, engaging emotional realm, innovation	Comparing static and dynamic teaching	Hashemi &Ansari(2017)
Dynamic teaching media, not responsive static media, connecting to software for dynamic teaching, effects of technology on deep learning	Building a dynamic teaching environment to promote students' collaboration in learning	JalanUdayana (2017)
Increasing motivation, opportunities to professionally develop, commitment in lieu of control	Transformational leadership, teaching management and leadership	Bush,T (2017)
Variety in student learning, motivation, evaluation, conditions of change, stimulating innovation to reform teaching, collaboration	Analyzing dynamic leadership in teaching complex in time of internal and external change	Jappinen (2017)
Building a safe and diverse environment, comfort and safety, increasing innovation	Designing dynamic school with the approach of innovation in primary students	Faraghkash (2016)
New teaching approach, new and fresh plans, promoting research, plans and needs in the form of research, freedom of action of teachers to choose and produce with innovation, a space free from fear and protective	Innovative school model	Heidarifard (2016)
Using information technology, using teaching software, using virtual library	Evaluating smart and traditional schools	Fallah Kafshgari (2016)
Using modern technology, increasing speed, increasing performance, research	Using modern teaching technologies	Najafi et al (2017)

Interactive learning environment, recognizing problems in learning, stimulating imagination of student	Dynamic evaluation method on learning the concept of number	Mir (2016)
Having prior experience in the field	Evaluating dynamic school	Davin (2016)
High level of teaching of the least able student with the help of effective teachers, important role of dynamic model on learning, bold role of teacher in dynamic teaching	The effect of teacher and school on dynamics and the effectiveness of teaching and learning	Vanlaar (2016)
The role of parents on the quality of school, lack of focus	A dynamic model to choose school	_Grau (2016)
Guide to the problems of failure instead of punishment and flexible rules to solve problems	Managing teaching; theory, research and practice	Hoy & Miskel (2016)
Dynamic teaching environment, new approaches to team work and dynamics of dynamic organizing	School as a permnant center for cultural and social evolutions in the society	Saffarzadeh & Karbalaei (2014)
Incentivizing teachers, professional development, guidings from manager, effects of leaders	Teaching leaders to incentivize teachers to engage in innovative programs	Lourmpas & Dakopoulou (2014)
Effects of teacher behavior on student, change in attitude, enhancing relations, positive mood in class, interaction of teacher and learner	Simultaneous Interaction of teacher and studet: with e dynamic systemic approach	Pennings et al (2014)
Using talents, innovation	Emotional hygiene in school	Mirkamali (2000)
Observing standards in designing, aesthetics of building, incentivizing studets, challenging	A school I like	Haji Babayi (2013)
Having freedom of actions, being involved in innovative thinking	Teaching innovation in schools of Iran and the world	Turani, Aghaei & Manteghei(2013)
Considering individual differences	Using dynamic assessment for kids	Hasson, Camilleri, Jones, Smith, & Dodd (2013)
Positive change in daily teaching, placing teacher in sight	Studying course to understand Teaching innovative and factor critical thinking in primary class	Adams(2013)
Using dynamic strategies for every generation, constructive solutions, ideal strategy	Model to choose dynamic school	Pereyra (2011)
Protective relations of teacher, interaction of student with teacher, weak relations, feelings of insecurity and distress	Dynamic relations of teacher and student: Stability and change	Spilt. Hughes.Wu & Kwok (2012)

Non-linear effect, designing teaching system according to dynamic systems	Dynamic systems in designing and the policy of teaching system	Groff, Jennifer (2013)
Linking with internet, recovering more information and removing barriers between school and home	Teaching organizations in millenium	Niaz Azari (2012)
New teaching approaches and diverse learning	Dynamic teaching program	Hughes. Tan (2017)
Manaing interpersonal relations, effectiveness of school, educational advancement, upgrading positive learning environment	Effective leadership leads to better performace in schools	Shonubi (2012)
Dynamic assessment, group learning improves individual learning, forming group, free discussion	Dynamic group assessment	Poehner. Matthew(2012)
Building innovation culture	Leadership and innovation in school culture	Rashid. Hussain & Nadeem (2011)
Optima physical space, using their capabilities, make teaching methods and contents attractive	Presenting a model for happiness in primary schools	Jafari (2011)
Acquiring quality, distinction in teaching, using different methods	Dynamic approach for professional improvement in teacher instruction and student learning	Antoniou & Kyriakides (2011)
Innovative activities, incentivizing self-confidence and self-adjustment in students, making friends with them, accepting every response, increasing inclusive motivation	Who is the innovative student?	Morais & Azevedo (2011)
Taking risks, enduring failure, positive attitude of the manager toward innovation, freedom of action	Innovative organizational environment and innovative teaching in schools	Chang Chuang & Bennington(2011)
Effective teaching and learning, being up-to-date, flexibility, innovation	Role of leadership of dynamic teaching in teaching and learning teaching	Bijandi, Nazari, Pourrajab, & Mahdinezhad(2011)
Incentivizing high priority needs, educational pessimism of teachers	Effective leadership style for managers of modern schools	Zeinabedi et al(2010)
Cooperation and open and same-level relations, cooperation, forming group	Collaborative leadership in Queensland schools: A case study	Lightbody (2010)
Educational improvement	Teaching effectiveness of primary schools	Reeves (2010)
Strengthening self-confidence of the person being assessed	Dynamic assessment	Erben, Ban & Summers (2008)
Recognizing learning errors in different fields	Effects of dynamic assessment on students	Ableeva (2008)

Continuous improvement, teacher awareness of technology, answering needs, interaction with learners during their lifetime	Building an effective and dynamic curriculum	Brewer (2006)
Improving capabilities of student, analyzing and problem solving of students	Dominant rules on the global developments of education	Aghazadeh (2007)
Improving thinking, collaboration, effective teaching	Effective teaching	Muijs & Reynolds(2002)
Mutual interaction with teachers, intimate, facilitating communication	Dynamic school and educational science	Zarhanei (2001)

Models, theoretical basis and principal factors were codified and categorized from the reviewed researches

This was conducted using codifying with the help of sorting, mixing and categorizing massive amount of data. Four principles of credibility, portability, reliability and verifiability was considered (Mohammad Pur, 2014). In order to reach credibility, The researcher used “description by peers” method in which 3 researchers contacted three PhD students who have used this method and provided them with aspects of the analysis in order to be codified by them. In effect, the goal was to verify the codifying process of researcher and avoiding bias in initial analysis. In order to estimate the portability, “targeted sampling” was used in which initially an article was considered as the core in every studied group and identified and then other articles were collected. For reliability, consensus adequacy was used, in which a session was concluded with the supervisor and one of advisors to present the process of research and feedbacks were collected to enhance the design of extracted theoretical framework. For reliability, “writing reflective notes” method was used. These notes showcase personal notes of the researcher during the process and its goal is to identify possible unwanted prejudice used in writing and analyzing

and its possible effect on the outcome of the research.

Findings

Initially, a general image from the theoretical and research background was presented. Numerous researches were conducted in schools inside the country and outside, especially during the last decade, that directly (one case inside the country) and indirectly with relations to the dynamic school or features and indicators of schools, according their date, importance and subject relation with methodological and also researcher’s access to the content of published researches were reported and referenced. In this step, after categorizing researches from the ultracombination of theoretical basis and research background, every feature and indicator presented and reviewed in the field of dynamic school can be combined in five universal areas. In this categorization, improvement and development, student-based, cooperation-based, research-based, thoughtfulness, each of which have different indicators. To answer the second question, theoretical models and research examples of dynamic school were categorized in five general areas, explaining in tables below.

Table-2. Condifying points and theoretical principle ultracombination to extract related categories in relation to the aspect of improving and evolution of dynamic schools

Category	Code	Researches
Change and aligning with global changes	Providing ideal environment to accept change, using the changing environment and paying attention to it, change of culture, being up-to-date and fundamental changes, considering global changes	Johara (2018), Brewer (2006) Taufik Ridwan, Nurdin Ibrahim, Moch. Syarif Sumantri. (2019), Bijandi, Nazari, Pourrajab, & Mahdinezhad (2011), Johara (2018) Spilt. Hughes. Wu & Kwok (2012)
Adapting with modern needs	Changing attitude with the situation, complying with the changing environment	Johar Pennings et al (2014) Brewer (2006)
Positive attitude toward innovation	Incentivizing individual innovation thinking, sponsoring new and fresh plans, creating intuition and value on change and innovation, question-based to promote motivation, ability to create new ways	Jappinen (2017), Toghrāyi (2019) Heidarifard (2016), Rashid. Hussain. & Nadeem. (2011) Taufik Ridwan, Nurdin Ibrahim, Moch. Syarif Sumantri. (2019) Morais & Azevedo (2011)
Risk taking	Giving a chance for failure and error, giving freedom of action, tolerating failure more, overcoming obstacles, fear-free environment in lieu of punishing failure guidance	Schoemaker, Heaton & Teece (2018) Turani, Aghaei & Manteghei (2013) Chang Chuang & Bennington (2011) Hoy & Miskel (2016) Heidarifard (2016)
Interactive learning environment	Challenging students to provoke thought, stimulate motivation to learn, produce and change content simply and with innovation, considering teaching needs of students	Faraghkash (2016) Muijs & Reynolds (2002) Fallah Kafshgari (2016) <i>Hussein. M</i> (2018) Rivers, Ian Kinchin. (2019) Hasson, Camilleri, Jones, Smith, & Dodd (2013)
Evolutionist leadership	Creating idealistic perspective, creating new opportunities, protectionist environment	Abdullahzadeh (2017) Vanlaar (2016) Spilt. Hughes. Wu & Kwok (2012)
Strategic leadership	Systemic thinking, rebuilding structure, flexible and innovative decision-making	Spilt. Hughes. Wu & Kwok (2012) Groff, Jennifer (2013), Davin (2016) Pereyra (2011), Muijs & Reynolds (2002), Hashemi & Ansari (2017)
Using technology	Linking science and technology, using modern technology, having virtual library connected to teaching softwares, internet, removing barriers between school and home	Taufik Ridwan, Nurdin Ibrahim, Moch. Syarif Sumantri (2019) Fallah Kafshgari (2016) JalanUdayana (2017) Gamoran & Fernandez (2018) Niaz Azari (2012)
Cooperative management	Increasing motivation, increasing cooperation, increasing self-confidence, using comments from parents, managing affairs collaboratively, collaborating in decision making process	Erben, Ban & Summers (2008), Grau (2016), Shonubi (2012), Seifi (2018), Esfandiar (2019)

Analyzing contents of Table (2) shows that these indicators include sub-indicators that can be a basis for dynamic school. According to this table, dynamic school is about educating and strengthening innovation, risk taking, adaptability

with modern need, aligning with global changes, flexible structure, having strategic and cooperative leadership, using technology and interactive learning.

Table-3. Codifying points and theoretical principle ultracombination to extract categories related to the aspect of student-based dynamic school

Category	Code	Researches
Considering aesthetics	Using the art of provoking imagination in student, using emotional relations talents	Hashemi & Ansari (2017), Mir (2016). Mirkamali (2000), Spilt. Hughes. Wu & Kwok(2012), Hashemi & Ansari (2017)
Considering individual differences	Distiction in teaching and distinctive teaching, considering learning for all, knowing capabilities and talents, cognitive flexibility	Antoniou & Kyriakides (2011), Linda Darling Hammond (2020), Jafar (2011).Linda Darling-Schoemaker, Heaton & Teece (2018) Aghazadeh, Kirsten W. J. Touw(2019)
Developing innovaton	Activities to learn thoughtfully and with innovation, positive attitude toward innovation Spreading innovative thinking	Adams (2013), Turani, Aghaei & Manteghei (2013), Morais & Azevedo (2011), Chang Chuang & Bennington, (2011) Muijs & Reynolds (2002)
responsibility	Process of automatic learning, self-organizing, commitment in lieu of control	Golchub (2018), Seifi (2018), Morais & Azevedo (2011). Bush, T (2017)
Enriching learning process	Reform and reviewing, active and deep learning using technology, constructive solutions in learning, interactive learning during individual's lifetime, dynamic environment	Pereyra (2011). Hsiao, Peng, & Lee (2019). Vanlaar (2016). Poehner. Matthew (2012). Mir (2016). Jalan Udayana (2017). Rivers, Ian Kinchin (2019)
Dynamic environment	Optiman and happy environment, safe environment, diverse and constructive, interaction with student, having dynamic schools	Golchub (2018). Doganei, Aghechlu & Zamani Bakhsh. (2017). Faraghkash (2016) Hsiao, Peng, & Lee. (2019)
Flexible and organic organizational structure	A structure promoting change and improvement, flexible rules and regulations, low focus	Davin (2016), Abdullahzadeh (2017), Grau (2016)
Cooperative management	Increasing motivation, increasing cooperation, increasing self-cofidence, using comments from parents, managing affairs collaboratively, collaborating in decision making proces	Bush, T (2017), Morais & Azevedo (2011), Flip Klijn, Joana Pais, Marc Vorsatz (2019), Erben, Ban & Summers (2008), Grau (2016), Shonubi (2012),Seifi (2018),Esfandiar (2019)
Diverse assessment methods	Focus on assessment of abilities of individuals, dynamic assessment	Kirsten W. J. Touw (2019).Ableeva (2008). Poehner. Matthew (2012)
Developing critical thinking	New skills on gathering information	<i>Hussein.M</i> (2018) Rivers, Ian. Kinchin(2019) .Faraghkash (2016) .Muijs & Reynolds (2002)
Using technology	Linking science and technology, using modern technology, having virtual library connected to teaching softwares, internet, removing barriers between school and home	Taufik Ridwan, Nurdin Ibrahim, Moch. Syarif Sumantri (2019) Fallah Kafshgari (2016) JalanUdayana (2017) Gamoran & Femandez(2018) Niaz Azari (2012)

Considering information obtained in Table (3) in the format of 11 steps in the aspects of student-based dynamic school seeks to review aesthetics, developing innovation, considering individual differences, responsibility, developing critical

thinking, flexible and organic organizational structure, flexibility, diverse assessment methods, enriching learning process, cooperative management and using technology.

Table-4. Codifying points and theoretical principle ultracombination to extract categories related to the aspect of cooperation-based dynamic school

Categories	Code	Researches
responsibility	Process of automatic learning, self-adjustment, commitment in lieu of control	Golchub (2018), Seifi (2018), Morais & Azevedo (2011). Bush, T (2017)
Cooperative management	Increasing motivation, increasing cooperation, increasing self-confidence, using comments from parents, managing affairs collaboratively, collaborating in decision making process	Bush,T(2017), Morais& Azevedo (2011), Flip Klijn, Joana Pais, Marc Vorsatz (2019), Erben, Ban & Summers (2008), Grau (2016),Shonubi (2012),Seifi (2018), Esfandiari (2019)
Dynamic human relations	Positive environment of the class, interaction with student outside of class room, increasing resilience and effort, group learning	Kirsten W. J. Touw. (2019). Hsiao, Peng, & Lee (2019). Pennings et al (2014). Davin (2016). Rivers, Ian Kinchin. (2019) Poehner. Matthew (2012)
Job satisfaction	Increasing motivation, cooperation and open and equal relations	Bush, T (2017). Morais & Azevedo. (2011). Lightbody (2010) Abdollahzadeh (2017)
Risk Taking	Giving a chance for failure and error, giving freedom of action, tolerating failure more, overcoming obstacles, fear-free environment in lieu of punishing failure guidance	Schoemaker, Heaton & Teece (2018)Turani, Aghaei & Manteghei (2013) Chang Chuang & Bennington (2011)(Hoy & Miskel (2016) Seifi (2018) Shonubi (2012) Heidarifard (2016)

Considering information obtained in Table-4, in 25 codes mentioned above and 5 steps can be part of the indicators of cooperation-based.

In a way, cooperative management and responsibility are the most important pillars.

Table-5. Codifying points and theoretical principle ultracombination to extract categories related to the aspect of research-based dynamic school

Categories	Code	Researches
Research-base culture	Suitable environment for research, action-research, researcher teacher, programs and plans in the form of research	Heidarifard (2016), Golchub (2018), Najafi et al (2017)
Open space and mutual communication	Sharing information, feeling of belonging and intimacy, innovative environment, education improvement, funny and calm working space	<i>Hussein. M"</i> (2018). Zarhanei (2001), Chang Chuang & Bennington (2011), Haji Babayi (2013), Reeves (2010), Heidarifard (2016)
Positive attitude toward innovation	Incentivizing individual innovation thinking, sponsoring new and fresh plans, creating intuition and value on change and innovation, question-based to promote motivation, ability to create new ways	Jappinen (2017), Toghrāyi (2019) Heidarifard (2016), Rashid. Hussain. & Nadeem. (2011), Taufik Ridwan, Nurdin Ibrahim, Moch. Syarif Sumantri (2019), Morais& Azevedo (2011)
Using technology	Linking science and technology, using modern technology, having virtual library connected to teaching softwares, internet, removing barriers between school and home	Taufik Ridwan, Nurdin Ibrahim, Moch. Syarif Sumantri (2019), Fallah Kafshgari (2016), JalanUdayana (2017), Gamoran & Femandez(2018) Niaz Azari (2012)

Considering information obtained in Table(5) in 23 codes mentioned above and 4 steps in the aspect of research-based dynamic school seeks research-

based culture, open space and mutual communication, Positive attitude toward innovation and using technology.

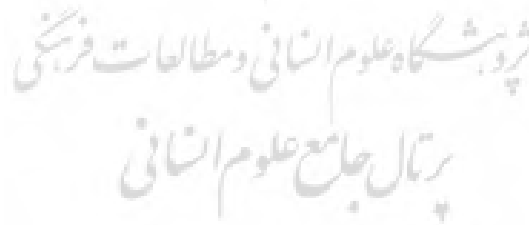


Table-6. Codifying points and theoretical principle ultracombination to extract categories related to thought-based dynamic school

Categories	Codes	Researches
Considering individual differences	Using the art of provoking imagination in student, using emotional relations talents	Hashemi & Ansari (2017), Mir (2016) Mirkamali (2000), Spilt. Hughes. Wu & Kwok (2012),
Effective and active teaching	Avoiding memory-orientation, effect on learning, responding needs of the society, considering needs of benefactors of quality and dynamic teaching, improving skills in learner	Seifi (2018). Linda Darling-Hammond (2020). Brewer (2006), Saffarzadeh & Karbalaei, (2014). Tafti (2019), Hsiao, Peng, & Lee . (2019). Hussein. M. (2018)
Developing critical thinking	New skills in gathering information, way of thinking, observing and thinking, challenging to educate thought	Rivers, Ian Kinchin (2019). Hussein. M (2018). Faraghkash (2016). Muijs & Reynolds (2002)
Educational mechanisms in environmental changes	Flexible for every generation, new and fresh methods, new educational approaches, coordinated and new educational style with learning of individual, using suitable and optima strategy	Pereyra (2011). Haidari Fard (2016) Hughes. Tan (2017). Vanlaar (2016)
empowering	Enhancing education, chances of professional development, having professional qualifications, exchanging information, using experienced forces, using teaching model with innovation	Shutterstock, Myles Tan, Unsplash & wavebreakmedia (2019). Lourmpas & Dakopoulou. (2014). Bush, T. (2017). Morais & Azevedo (2011). Gamoran & Fernandez (2018). Hussein, M. (2018). Antoniou & Kyriakides. (2011)
Interactive learning environment	Challenging students to provoke thought, stimulate motivation to learn, produce and change content simply and with innovation, considering teaching needs of students	Faraghkash (2016) Muijs & Reynolds (2002). Fallah Kafshgari (2016). Hussein. M (2018). Rivers, Ian Kinchin. (2019). Hasson, Camilleri, Jones, Smith, & Dodd (2013)
Using technology	Linking science and technology, using modern technology, having virtual library connected to teaching softwares, internet, removing barriers between school and home	Taufik Ridwan, Nurdin Ibrahim, Moch. Syarif Sumantri (2019). Fallah Kafshgari (2016). Jalan Udayana (2017). Gamoran & Fernandez. (2018) Niaz Azari (2012)
Diverse methods of assessment	Focus on assessment of capabilities of individuals, dynamic assessment, free discussions	Kirsten W. J. Touw (2019). Ableeva (2008). Poehner. Matthew (2012)

Based on information obtained in Table(6) in 8 steps in the aspect of thought-based dynamic school considers individual differences, active and effective teaching, developing critical thinking, teaching mechanisms in environmental changes,

empowerment, interactive learning environment, using technology and diverse assessment methods.

Dimensions, components and indicators of this research are gathered in Diagram (1)

After reviewing theoretical basis of current researches and analyzing and ultracombination of theoretical framework in the area of dynamic school, we can reach a new conceptual model in order to answer the questions posed in the research and completing the answer to the second question, considering extracted codes from the articles and researches Continuous change and improvement aspect with indicators in technology and using the

technology is the most principal aspect of dynamic school in every research background. Conceptual model and theoretical framework of dynamic school can help improve the conditions in this area and include five categories of improvement and evolution, student-based, cooperation-based, research-based, thoughtfulness. This conceptual model is showcased in Diagram(2).

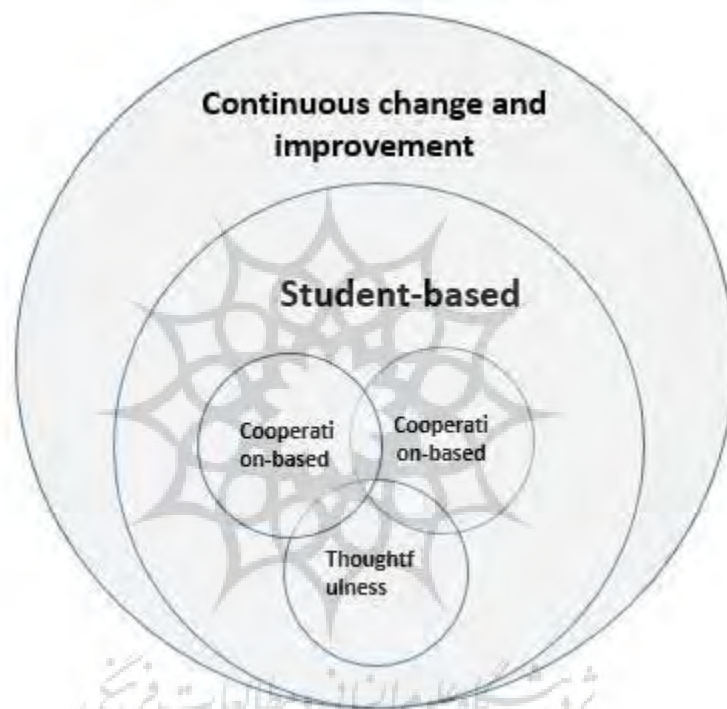


Diagram-2. Conceptual model of dynamic school

Discussion and conclusion

This article was written using theoretical basis and studies material and the researcher tried to uncover main dimensions and components of dynamic schools in primary schools. This concern was important to research as it can effectively enhance and affect process and activities of primary schools. Education should change its constructive approach to creative approach and teaching dynamic learning. In this way, it can educate people who are ready for critical thinking, flexibility and dynamics, innovation, knowledge and facing the unknown and difficult situations. (Najafi & Hosseinpour, 2013: 61). Dynamics should be

considered one the main goals of education; because it deals with the structure as well as the process (Wayne et al, 2016 :35). School is a dynamic system that is stable, yet flexible, and has rigid structural relations and flexible structural relations. School is not static when it comes to placing roles and relations (Flip Klijn, 2019). It should adapt to survive and it should change to adapt. So having the educational, physical, cognitive, emotional and other features of its audience, dynamic schools can be more coordinated and more effective (Gamoran, 2018).

In this research, after reviewing theoretical basis and research background, five main area was

concluded. In this study, 62 relevant articles and their data were referenced and the outcome was merged and presented as ultracombination of findings as a conceptual model and the five-dimensional model of dynamic school was recognized and combined in a universal, integrated and systematic approach, including continuous improvement and change, student-based, cooperation-based, research-based, thoughtfulness.

In first area, according to indicator of continuous improvement and change, every feature of management and alignment with the global and environmental change is necessary for the dynamic school. Relevant research shows that dynamic school changes its nature to address needs of benefactors when faced with environmental change and development.

Therefore, teaching policy of instructors change to be dynamic. Manager of dynamic school promotes constant improvement of its staff and workers to have capable human resources. This aspect is key to teach and learn change in theoretical views so efficient tools and experienced workforce is used.

Providing optimal environment conducting accepting change, positive attitude toward changes and providing conditions to change, change in attitude and culture is possible and also big steps are taken to create an evolution in learning community by creating and designing educational system based on dynamic systems and diversifying teaching environment. So dynamic school can be considered a way out of this situation and address schools that are not in line with environmental evolutions and needs of the society.

The second area was analyzed in a relatively large number of professional activities of past researches. Analyzing conducted researches in this area shows considering individual differences and education needs of students, strengthening student-based attitude and flexibility in dynamic schools need to reach optimal level.

Part of this area alludes to development of innovation and responsibility in student that can increase their motivation and performance and also utilize their talents and capabilities and as a result, improve their self-confidence and educational performance in a flexible and optimal environment. Proper manners and constructive interaction with the student are another part of student-based concept which is related to innovative activities,

improving interaction of students through innovative programs, enriching learning process considering new teaching approaches, giving the opportunity to learn and diverse assessment methods.

In third area, cooperation-based is considered for dynamic school. This area is also related to school staff, as well as students. According to the conducted research in this area, for students, cooperative teaching strategic and cooperative teaching and for staff, cooperative management, person's participation and forming groups or working groups is considered. This area includes increasing motivation and cooperation, increasing effort and resilience, freedom of action and work relations. Therefore, it is suggested for education managers and planners to consider cooperation solutions to improve direct interactions and advance education goals alongside human connections.

In fourth area, research-based reiterates on every component of research culture, positive attitude toward innovation and using technology in teaching and communication that have a role in dynamic schools considering limits, opportunities and possibilities. Having a research-ready environment, practical research and teaching research for problem solving and having researcher teachers are other considerable features on dynamic school.

In fifth area, thoughtfulness of teacher and other human resources and students in school in effective in creating a teaching environment and dynamic learning. Teachers utilize technology and advanced methods of teaching as a tool to improve teaching students. This area can develop critical thinking and power of analysis and learning in students.

If we base our analysis on findings of the research, it can be concluded that dynamic school has two pillars of hardware, including management, teacher, student and environment, and software, including curriculum, teaching method, culture, atmosphere and structure.

The first notable point is that school is the bedrock and foundation of every development and change first in students, then in the society. Because it can incrementally lead the society to flourishing, growth and development through education and flourishing talents, innovation, developing critical thinking and the power of analysis in students. It

seems that in these circumstances, centralized structure of education and administrative structure, identical curriculum and teaching methods, education issues and schools' performance cannot address the needs of benefactors in the education system now and in the future.

The second point is that these schools are different than other schools in terms of curriculum, learning material, teaching-learning methods, leadership style of school, innovation culture and open and mutual space, organic and flexible structure in school, level of professionalism of teachers and research-based.

The third notable point in dynamic school is the involvement of people and staff in the constant improvement of school. They suggest new teaching approaches; use new and diverse teaching and learning methods; they put new and fresh programs into practice to reach their goal; they present new curriculum, advanced teaching software, utilize advanced modern technology and scientific and valuable content for their self improvement.

The fourth point is that scientific standards of the profession and approaches are compatible with affairs of school and there is a somewhat compatibility with modern and global changes and new organizing methods of work between teachers and staff were used and modern teaching methods are utilized as a tool to improve education of students.

In this research, dimensions of improvement and evolution, student-based, cooperation-based, research-based and thoughtfulness, effective on dynamic school and in the level of core-category is placed. In order to present a framework for dynamic school, limited and minor focus on people and groups should be combined with macro-focus on education and its context. Presented dimensions and indicators in this research are an answer to the lack of dynamic school and can provide the necessary insight and knowledge for those involved in education system to enjoy dynamic school, assess school performance and make a change in their decision-making approach. Managers can reach a better condition, facilitate teaching process and address the needs of benefactors following provided indicators in the environment and constant improvement. Presented model is definitely flawless and without errors and we cannot consider a single model to be successful in every situation and every period, but the presented

model can be a conceptual framework to guide future studies and a model to move toward creating dynamic schools and increase positive and targeted steps, innovation, happiness, increasing strength and competitive advantage. Findings and identified structures in this research were in line with completing and concluding theoretical and research basis which were briefly mentioned in the past and this can be a justification for the model obtained and be a ground for future supplementary research.

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Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

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According to the authors of the present article, there was no conflict of interest.

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