

Original Paper

Exploration of National Basic Education—Reflection on
Localization of Framework for Improving Student Outcomes
Policy

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Abstract

School improvement is an important way to enhance the resilience of schools and to ensure education quality. FISO (Framework for Improving Student Outcomes) is a unified policy framework for school improvement and effectiveness research in basic education in Victoria in Australia. Improvement cycle and improvement model are the main elements, and has achieved a certain degree of success in its implementation. With the gradual advancement of education reform, difficulties and barriers in ethnic minority basic education in China are emerging.

Based on the effective practical experience of FISO project, and its combination with the current situation and dilemmas of ethnic minority basic education in both countries, this paper attempts to construct a new framework to provide innovations and insights for the promotion of ethnic minority basic education in China, under guidance of policy improvement model and the theory of “Four Stages of Policy Borrowing in Education”. Chinese schools can optimise ethnic minority basic education schools in four areas: teaching and curriculum, leadership and management, community participation, and learning atmosphere.

Keywords

Australian education, school improvement, education policy transfer, ethnic minority education, basic education, FISO

1. Introduction

1.1 Significance of the Research

In knowledge economy age, talent training relies on quality education, and the quality of basic education contributes to sustainable and healthy development of the education system. Without basic education as the basement, higher education cannot be realised. With the continuous development of education globalisation, most of the current education reforms in countries around the world are centred on upgrading school education, and school improvement is the constant pursuit of high quality basic education service.

The declining trend in students' PISA test scores, as seen in Australia's academic performance, has triggered educational researchers to explore school improvement and student performance improvement. To strengthen schools' focus on student performance, Australia implemented the FISO policy. The FISO policy, centred on the School Improvement Model (SIM) and the Improvement Cycle (IC) as a pathway, is school improvement policy that responds to existing deficiencies in Victorian basic education schools. The project has been shown to be effective, providing a theoretical framework and resources to support school improvement in Victoria, by increasing students' test scores and their confidence levels, and controlling their poor behaviour. The practice of several countries in adapting education policies based on PISA scores suggests that school improvement is an initiative with significant impact on improving student outcomes. At the theoretical level, the study of FISO policy content is conducive to drawing on the advanced mechanisms of school improvement in Australia, and helps to explore the effectiveness and relevance of a particular educational element in improving learning outputs. It is instrumental in summarising the priority scope and implementation areas of school improvement, and provides effective experience and theoretical support for optimising school improvement proposals. At the practical level, China's ethnic minority basic education suffers from a significant imbalance in educational resources, which hinders learning practices and disrupts students' academic performance. Studying FISO policy benefits learning from advanced experiences, grasping school improvement practices, advancing improvement measures in the context of China's realities, narrowing internal divisions in education, and achieving balanced development of compulsory education. This study facilitates both teaching practice and learning outcomes at the practical level and theoretical field.

1.2 Theoretical Foundations

1.2.1 Theories on Education Policy Transfer

Education policy transfer theory uses knowledge about policies, administrative arrangements, institutions and ideas in one political environment to develop policies, administrative arrangements, institutions and ideas in another political environment (Dolowitz & Marsh, 2000). According to the theory, the research framework for policy transfer includes: causes, participants, transfer content, transfer duration, transfer extent, limitations and pathways. Policy transfer is a combination of transfer process and content. In FISO policy, improvement model is content and improvement cycle is process.

Policy transfer can be categorised into four types: copying, imitation, combination and inspiration (Dolowitz & Marsh, 1996). Policy transfer decisions bases on a factual assessment in particular of how the relevant policy features operate in the transfer country and the similarities with the transfer country in terms of economic, social, policy consequences and educational background.

1.2.2 Educational Policy Borrowing

The theory “Four Stages of Policy Borrowing in Education” consists of four steps: cross-national attraction, decision, implementation and internalisation/indigenisation (Phillips & Ochs, 2003). These four steps are cyclical and constitute the basic process of educational borrowing. Educational policy borrowing is a two-way interactive process in which one country, through educational policy input, and the other country, through educational policy output, jointly incorporate and put into action an educational policy that has been transformed and adapted into the educational strategy of the importing country. Educational policy borrowing has been a central theme in the field of international and comparative education research.

“Cross-national attraction” consists of two components: impulses and externalising potential. “Impulses” refers to “stimulus” or “catalyst” that arouses domestic interest in foreign education. “Externalising potential” refers to those factors in foreign education policy or practice that are theoretically considered to be useful, including guiding philosophy, ambitions, strategies, enabling structures, processes, and techniques.

In response to the push for “cross-national attraction”, there is a need for “decision” about how to learn. It includes a wide range of measures taken by governments or other organisations to improve or reform education (Phillips, 2006). “Decision” includes theoretical decision, realistic and practical decision, quick fix decision and phoney decision.

Implementation requires adapting foreign model to national context. The degree of adaptation is determined by range of contextual factors, and reform duration depends on the local adaptation of foreign policy. The implementation process follows interpretation path, transmission, reception and implementation, each of which is accompanied by the filtering and processing of education policies.

Internalisation and indigenisation examine integration of foreign educational policies with domestic education system. This stage consists of four main parts. (1) Impact on the previous system, based on the concepts of ‘cultural relativism’ and ‘national identity’, examining the existing education system in the country, as well as the motivations and goals of policy makers around curriculum, assessment, pedagogy and organisation; (2) Incorporation of foreign education policies and practices, and agreeing on the extent to which these foreign educational features can be adopted and implemented in the country through contextual analysis; (3) Integration. Reinterpreting foreign policies in the national context in order to better integrate them into the overall macro-strategy of the country; (4) Evaluation. Reflecting on the policy borrowing process to determine whether it has served its intended purpose and to correct errors in implementation (Phillips, 2006).

The theory on educational policy borrowing explains the complex process of educational transfer. The theory implies discussion on policy content, policy consequences and differences in the state of education across countries to gain theoretical inspiration and provide policy recommendations.

1.3 Research Ideas

Based on the analysis of theories related to education policy transfer, this study focuses mainly on theoretical insights and more on possible transfer recommendations based on a common context. “Four-stage Theory” is simplified and discussed in three dimensions: general educational context, policy content, and implementation suggestions.

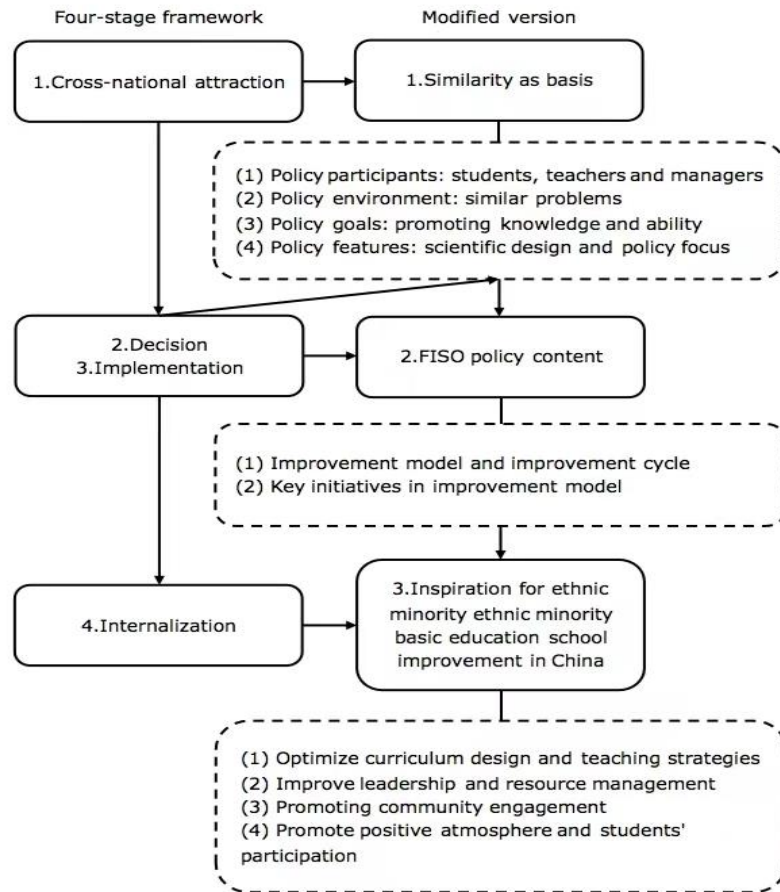
Cross-national attraction is analysed in four main educational contexts: policy subject, policy context, policy objectives and policy characteristics. The complex root causes and influences behind the policy process are analysed through qualitative research methods. The social context and educational environment on which the policy is based becomes the focus of the analysis. Educational policy participants include official and unofficial participants. Official participants refer to the system of subjects consisting of relevant state organs and political parties. Unofficial education policy subjects include interest groups, mass media, and citizens. Policy objects are the educational and social problems and events to be dealt with by the policy and the affected members of society. Educational policy environment refers to the various social and natural environments that influence educational policy decision-making, implementation and evaluation.

FISO policy content is analysed. Policies are characterised as reflections of discussions on actions, and policy transfer based on policy content takes the form of mimicry and inspiration, which partly corresponds to the decision-making and implementation phases of the theory of “Four-stages Theory” (Phillips, 2015). Education policy is a static textual representation and interpretation of the meaning of education policy consisting of various plans and strategies. Educational policy is a dynamic process that focuses on the subject’s perceptions and practices in educational activities. In FISO policy, the static text is improvement model and the dynamic process is the improvement cycle.

In educational policy borrowing, a foreign educational policy or practice is altered and adapted by a country, and then implemented and absorbed, which is a process of “internalisation” and “indigenisation” (Phillips, 2006). The third part attempts to explore suggestions for improving China’s ethnic minority basic education, which is in line with “internalisation”, and provide inspiration integration and innovation of ethnic minority basic education.

In summary, this study explores the possibility of transferring the effective empirical guidance of FISO policy to ethnic minority basic education in China in the light of China’s policy improvement model and realities, and examines the effective ways in which China can draw on FISO policy to improve education quality.

The research questions are: what is the possibility of transferring FISO policy to ethnic minority basic education in China? What advantaged implications can China learn from FISO policy?



2. “Cross-national Attraction” in the Construction of Education Policy Borrowing Process

At domestic level, current basic education system for ethnic minorities in China is not ideal, and there are many problems within the education model. At international level, FISO programme in Victoria has become a potential education model because of its education support structure and implementation strategy. Similarities in the FISO programme offer the possibility of policy transfer. It is possible, necessary and reasonable to adopt some of the ideas in the FISO framework to improve basic education schools in terms of the four dimensions of policy participants, policy context, policy objectives and policy characteristics.

2.1 Policy Participants: Students, Teachers and Administrators

Educational policy participants are similar. The subjects of education policy are individuals, groups and organisations that are involved in the development, implementation, evaluation and monitoring of education policy (2019). Both FISO policy and the corresponding basic education policy in China are formulated by national government and education department, and the implementation and evaluation subjects include the government, schools, communities, students etc (2021a).

Policy objects include social problems, social members, and target scope (Goss, Hunter, Romanes, & Parsonage, 2015). The goal of FISO policy is to improve backwardness and disorganisation in primary

and secondary schools, and students' poor academic performance. Compared with other schools, schools in ethnic minority basic education in China, suffer from educational resources shortage, backward hardware facilities, and insufficient software. This situation is similar to FISO policy in terms of school orientation and goals, providing possibilities for policy transfer.

2.2 Policy Context and Environment: Similar Issues

There are difficulties in Australia's basic education schools. Teaching and learning outcomes are inadequate and Pisa scores continue to decline. Educational resources are unevenly distributed and the network is inadequate. The management and financial systems are inadequate and there is a waste of educational resources. Therefore, Australian basic education schools need special improvement policies to enhance educational efficiency and equity. In terms of policy content, the FISO policy is centred on the school improvement model and the improvement cycle as a pathway to provide theoretical guidance for school improvement (Stone, Walter, & Peacock, 2017). Similarly, in China, the implementation of educational policies faces prominent challenges, such as educational resources shortage, educational identity marginalisation, immature systems, cultural barriers to the teaching and learning process, and an overemphasis on explicit education and neglect of implicit education (Xue & Li, 2020).

The disadvantage of education is reflected in many aspects. Backward natural environment impairs ethnic minority basic education environment. Most of the areas inhabited by ethnic minorities are remote, having difficult natural conditions and backward economies. These unfavourable factors have hindered the development of ethnic basic education, leading to difficulties such as educational inequity, weak infrastructure, and weak educational awareness. In some ethnic areas, the compulsory education coverage rate is less than 90 per cent, ethnic minorities have, on average, fewer years of schooling and a relatively high dropout rate in lower secondary schools. Education fund in western ethnic minority areas is generally lower than that in eastern provinces. The objective drawbacks of basic education force ethnic schools to search for new ideas and methods for improvement, making learning from FISO policies possible and reasonable.

There are dilemmas of hierarchy and diversity in ethnic minority basic education curriculum. Firstly, unified national curriculum cannot satisfy the multicultural needs of basic education with local characteristics for ethnic minorities (Ma, 2013). Although China has proposed a three-tier curriculum management model at the national, local, and school levels in the Basic Education Curriculum Reform Outline (Trial), which supplements local and school-based curricula. However, too much emphasis has been placed on examination results and book knowledge, resulting in difficult curricula, single and boring teaching methods, and loss of curricular hierarchy and locality (Hannum & Wang, 2022). In terms of curriculum culture, the degree of transformation of national culture into classroom resources is low, and the design of the curriculum ignores the cultural kernel and lacks national characteristics. The choice of curriculum culture has errors such as monocentrism and simple superimposition of cultures, which hinders communication and transmission of culture. The above problems in curriculum design

and teaching practice are highly related to FISO's field of teaching excellence, which can be referred to for solutions.

The management of ethnic-minority schools is plagued by problems such as inadequate management systems and difficulties in teacher training, which require new ideas and theoretical guidance for school improvement. Ethnic schools development in China mainly relies on external institutional and policy instruments for management and extensive investment of educational resources. It lacks intrinsic motivation and is difficult to have feedback influence (Yang, 2015). Ethnic school infrastructure is weak, regulations are backward, and lacks theoretical guidance (Wan, 2017). School management emphasises administrative performance rather than humanistic care, and stresses academics over moral cultivation. The role of educational administrators as mediators of education is not evident. There are difficulties in building a bilingual teaching force. The supply of teachers in backward areas exceeds the demand, and there are also problems of insufficient talent reserves, high mobility, mismatch of subject specialisations, and homogeneous geographical and academic relationships (Xue & Li, 2020). Intercultural teaching ability and awareness of cultural diversity are not strong, the education system focuses on subject content rather than cultural literacy, and the teacher community lacks professional knowledge and teaching method reserves, etc. (Yang, 2015). The above problems existing in the school management system are related to the professional leadership field of FISO, which can be used for reference.

Community participation and family education in basic education for ethnic minorities are relatively absent. Home-school co-operation lacks policy support, theoretical guidance and administrative supervision. Schools lack resources like professional teachers and specialised funding to invest in home-school cooperation and family education (Yang, 2015). The awareness of family participation in education is weak, and the role of parents in basic education in supervision, guidance and moral cultivation is neglected. Home-school cooperation ignores ideological and moral education and mental health education. The form of education is unscientific, and the method of solving problems is too simple, lacking proper communication, guidance and accompaniment. These issues are related to the field of community participation in home-school cooperation and have reference value.

Basic education for ethnic minorities is culturally diverse, mainly in terms of classroom teaching and daily life, and is often accompanied by cultural conflicts and cultural adaptation disorders. The existence of ethnic minority students who either stick to their ethnic groups or blindly integrate into Han Chinese culture can easily lead to cultural discomfort, cognitive ambiguity and social difficulties for ethnic minority students, affecting their physical and mental health and their normal learning. This lack of campus culture and classroom atmosphere can be addressed by referring to FISO's content on supporting a positive learning atmosphere. In addition, the practice of separating minority affairs under a system different from that of the Han has actually led to "another Han minority dichotomy" and a deep-rooted urban-rural divide in Chinese society (Ma, 2013).

In terms of the education system, educational institutions for ethnic minorities and schools for mainland students, forming a “dual education system” based on ethnicity (Ma, 2013). This has strengthened students’ ethnic identity (Yang, 2015). However, ethnic boundaries were accordingly consolidated, which departed from the goal of national integration (Leibold & Yangbin, 2014). The limitations of the dual-track system are clear: it limits students’ openness to other cultures, creates boundaries between ethnic minorities and Han Chinese in school management and treatment, and challenges China’s goal of national integration.

2.3 Policy Objective: To Enhance Knowledge and Improve Capacity

China’s ethnic minority school improvement policy is characterised by stability, prudence, speed, standardisation and quality (Xue & Li, 2020). Basic education for ethnic minorities emphasises the pursuit of improved achievement based on educational equity, which is similar to the core content of FISO.

China takes politicised approach and establishes a system of autonomy for all ethnic groups and formulated and implemented a series of policies in favour of ethnic minorities in administrative, economic, cultural and educational aspects. These favourable policies aim to achieve equality in national education (Yang, 2015).

As mentioned above, the development background and theoretical core of FISO framework are consistent with the requirements of China’s ethnic minority basic education to pursue educational equity, improve teaching and learning effectiveness, and students’ all-round development. The four core areas in the FISO improvement model are highly relevant to the problems that exist in China’s ethnic minority basic education. The cycle of gradual improvement is consistent with the implementation process of top-down and bottom-up feedback on the practice of ethnic minority basic education in China. It can categorise the problems in China and correspond to them, providing targeted ideas for solution (2020a).

2.4 Policy Features

The policy model and implementation procedures emphasise human agency. The policy includes students, teachers, and administrators as the primary agents of school improvement. Curriculum planning, assessment, and excellence in practice require the active participation of teachers and students. This interaction is critical to the accomplishment of the instructional mission and the achievement of instructional goals. This pursuit of excellence in teaching and learning maximises students’ test scores and improve academic standards, and consolidate learning skills steadily (Skourdombis, 2018). Teachers and school administrators are at the centre of the learning climate and professional leadership. Enlightened, visionary and influential school management improves student identification and engagement. The empowerment of students contributes to democratic governance by improving the overall well-being of learners. Decentralisation of education, decentralisation of leadership and participation rights of more subjects are all effective ways to optimise school power structure.

Second, the improved model in terms of policy content is closely related to the improvement cycle. The improved model provides a theoretical basis for optimising practice and provides theoretical guidance for teaching and management. The cycle runs through all aspects of model and provides practical feedback for model optimisation, demonstrating the relevance. This relevance is demonstrated in the form of educational activities like school monitoring, educational strategies, annual school plans and periodic reports, and supporting roles in other educational measures and regulations. The policy content includes static models and dynamic cycles that reflect school improvement developmental pattern, including its initiation, implementation and institutionalisation.

Other characteristics include diversity, immediate feedback and repetition. Relevance means that improvement cycles in different areas of education are closely linked to educational practices and systems. Diversity lies in the subject and duration of implementation by communities, schools and individual teachers. Immediate feedback means that improvement depends on feedback and the results of improvement depend on implementation. Repeatability means that the process of improvement is tortuous and ascending, which requires repeated trial and error, continuous feedback and adjustment of content improvement.

The FISO policy elevates school improvement from the optimisation of individual practices to the building of a holistic environment. In terms of policy content, the theoretical framework of the improvement model emphasises not only teaching and learning practices intraditional sense, but also three other aspects, including social-emotional support, administration and community participation. It strengthens construction of the educational environment and the developmental vision of the participants, consolidates and enriches the path of school improvement, and innovates reform direction and content. This schooling environment is primarily driven by improvements in school leadership, which can provide sustained impetus to promote improvements in the school management system, innovations in the instructional system, and dual improvements in academic and social competencies of teachers and students (Glen, Blackberry, & Kearney, 2017). Such institutional optimisation, represented by distributed leadership practices, facilitates the building of trusting relationships between students, teachers and school leaders, and the guiding, mediating and catalytic roles of FISO policy documents to promote the maturation of schooling institutions and systems and the professional practice of teaching and learning for teachers and students (Edwards-Groves, Grootenboer, & Rönnerman, 2016).

3. “Evaluating FISO Policies” for the Construction of Education Policy Borrowing Processes

The Victorian education system recognises that good schools focus on improving student achievement, engagement and wellbeing and has developed the FISO framework for improving student academic performance around these three core objectives. The FISO project is an evidence-based resource that will help schools implement their school improvement priorities.

3.1 Improvement Measures and Improvement Cycle

As shown in Figure 1, FISO Improvement Framework is centred around the four high-impact priorities of “excellence in teaching and learning”, “professional leadership”, “positive climate for learning”, and “community engagement in learning” (2019). Within these four components, there are six improvement initiatives that serve as key directions, including building practice excellence, curriculum planning and assessment, building leadership teams, empowering students and building school pride, setting expectations and promoting inclusion, and building communities.

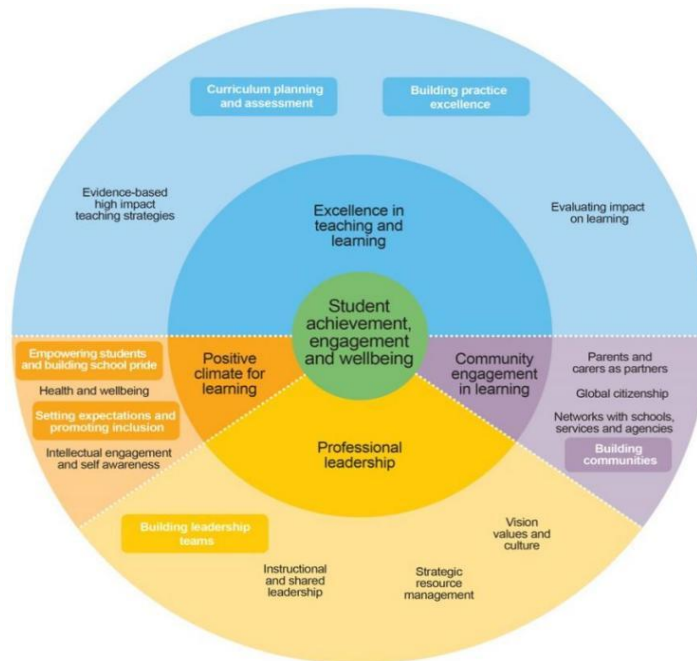


Figure 1. FISO Policy Improvement Model

The improvement cycle uses an evidence-based model to help schools identify steps and ideas for improvement, and it consists of four steps: evaluate and diagnose, prioritise and set goals, develop and plan, and implement and monitor (2019). The continuous improvement cycle is the practical process of the improvement model through which policy content is realised and implemented. This cycle is consistent with the components of the dynamic process of education policy, including decision-making and formulation, implementation, feedback and adjustment, monitoring and evaluation.



Figure 2. FISO Policy Improvement Cycle

The improvement cycle consists of four main steps: the first step is “evaluate and diagnose”. This means that a comprehensive evaluation of the school is carried out to diagnose educational problems and identify students’ needs. The second step is “prioritise and set goals”. It identifies key areas of improvement that will have the greatest impact on students’ learning well-being, prioritises improvement strategies, and sets appropriate desired goals. The third step is “develop and plan”. Schools define school improvement strategies, analyse the objective situation and propose feasible implementation measures. The fourth step is the “implement and monitor”. The strategy needs to be updated in real time based on the improvement model. Schools can monitor the impact of ongoing improvement plans on student learning by: collecting data, reviewing school-wide instructional practices, and adjusting annual implementation plans to improve student achievement.

3.2 Key Initiatives in the Improvement Measure

3.2.1 Implementing Excellence in Teaching and Learning

“Implementing excellence in teaching and learning” includes building on teachers’ practice excellence, implementing evidence-based high impact teaching strategies, developing curriculum planning and assessment, and evaluating impact on learning in multiple dimensions.

There are two key elements to excellent teaching and learning: high quality teaching and effective feedback on teaching. Teacher quality is the determining factor of good quality teaching. Teachers are trained to improve teaching and develop the right school culture and values (Bouchamma, April, & Basque, 2019). In practice, teachers are encouraged to use appropriate pedagogical methods to help students participate actively in teaching and learning in order to improve the quality and effectiveness of teaching and learning. Teachers’ professional learning is directed towards the learning outcomes of their students, which is in line with school improvement goal, and with teachers’ learning goals and teaching expectations aligned. This coherence bridges the gap between training and practice, and effective feedback helps participants to articulate their educational needs and optimise the educational process. FISO provides two main models of feedback. One is ‘mentoring’ model, whereby experts observe the teaching process and guide frontline teachers in small groups. This facilitates standardisation of teaching and learning processes and meets individualised educational needs (Kraft, Blazar, & Hogan, 2018). The second is ‘peer observation’ model, which involves observing and reflecting on teacher-to-teacher and teacher-student interactions to optimise teaching and learning. Other feedback methods include web-based data collection, student feedback questionnaires, analysis of teaching performance and one-to-one dialogue (2021b).

Effective professional learning styles are collaborative and reflective in the FISO framework (2019). Four stages of exploration, organising, connecting and reflecting compose “Professional Learning Cycle”. Reflective assessment by teachers leads to more collective and active professional learning. Through teacher professional learning, schools create an environment with well-established systems of collaboration, observation, practice modelling and feedback, with a continuous emphasis on teaching and learning to progressively achieve excellence in teaching and learning. Curriculum, instruction, and

assessment are the three fundamental processes of teaching and learning. To make school improvement effective, all three processes must simultaneously reflect corresponding changes in needs, clearing relationships between curriculum standards, learning objectives, learning activities, and assessment strategies.

In instructional strategies, FISO framework states that teachers' professional learning cover the adoption of high-impact instructional strategies and the revision of their instructional tools. Evidence-based teaching strategies are supported by research data rather than subjective cases or untested theories, and have the advantages of significant application, wide application, and diverse application methods (Selena, 2021). High-impact evidence-based instructional strategies include clarifying instructional goals, constructing curriculum frameworks, expressing teaching philosophies, cognitive teaching, cooperative learning, and differentiated instruction (2021c). The effectiveness of teaching strategies can be evaluated jointly by school leaders and teachers through the FISO Improvement Cycle to improve the curriculum, teaching methods and assessment approaches to ensure that teaching interventions are working effectively.

In terms of curriculum planning, reasonable curriculum design is characterised by scientific content, theoretical support, clear classroom structure, appropriate length, appropriate level of difficulty, and meeting the educational needs of all parties (Goss, Hunter, Romanes, & Parsonage, 2015); rigorous teaching and learning processes and high levels of classroom engagement; instructional goals that focus on knowledge acquisition, competency development, and closely linked teaching methods. The correlation between course design and evaluation is important, which refers to the use of course content to optimise evaluation results and respond to feedback on content design. Reliable lesson plans are characterised by rigorous and unique evaluation criteria, feedback based on classroom practice, student participation in evaluation, and collaborative freedom for evaluating teachers (Heitink, Van der Kleij, Veldkamp, Schildkamp, & Kippers, 2016).

Finally, FISO framework states that multidimensional assessment of teaching effectiveness covers not only knowledge acquisition, but also assessment of students' skills, attitudes, motivation and psychological profile. It is important to consider assessment results in different contexts. Schools and teachers use indicators of collaborative functioning, teamwork success, and subject matter skills to determine students' growth in skills and abilities. In addition, there is a focus on instructional impact assessment. Teachers use real-time classroom data and outcomes to identify issues at the heart of the teaching and learning process, collect and analyse evidence to assess the impact of teaching on learning outcomes, and adapt practice to better meet learning needs (2021d).

3.2.2 Promoting Professional Leadership

The second area of improvement is "promoting professional leadership", which consists of four initiatives: building leadership teams, instructional and shared leadership, strategic resource management, and supporting vision, values and culture.

The professional leadership team is one of the six core recommendations, which focuses on creating the school climate of mutual respect and diverse collaboration, scientific management systems, efficient information feedback, and shared leadership responsibility of all school positions for school development, curriculum development, shared values and instructional goals, the building of orderly learning environments, and community engagement (Grissom, Egalite, & Lindsay, 2021). Management philosophies, leadership behaviours and leadership styles of school leaders effect student learning outcomes. Leadership teams are built to promote teacher welfare and student achievement (Cann, Riedel-Prabhakar, & Powell, 2021). Professional and effective team composition maximises individual competencies and personality strengths to complement each other and improve leadership effectiveness. FISO framework states that leadership team is central to school improvement and should have in-depth understanding of school practices, be fully conversant with the school's educational programme, including knowledge of curriculum, instruction, and assessment, establish school goals and means of improvement, and foster the culture of learning and improvement.

Instructional and shared leadership emphasise synergistic interdependence and joint action among school members, and decentralisation of the headmaster and empowerment of teachers. Shared leadership emphasises the interaction of team members to influence leadership process, establish joint responsibility and achieve common goals. Leaders are researchers of optimal teaching methods and use their expertise to guide the school's instructional programme. And at the school-wide level, staff are encouraged to designate curriculum, instruction, and assessment strategies using data-driven assessment methods. Leader power is effectively decentralised, fostering shared responsibility for effective teaching and learning at a school-wide level.

Strategic resource management means that all educational resources should serve the school and community. The scientific layout and efficient use of resources maximise profitability, promote specialisation in resource effectiveness and balance individual needs and group welfare (2021e). The education team excels at updating new learning resources in real time, constantly updating the school's strategic plan and promoting innovative teaching and learning.

Finally, the vision, values and culture evolve with the needs of the community and students. The school's vision, values, and culture focuses on student progress and articulates to the entire school community what it values and expects to achieve in the future. It seeks to garner support for the school's core educational values, goals, and improvement plan. The school's vision is to be rooted in the school's daily practice, and in the case of basic education, the leadership team focuses on a favourable learning environment and growth and development, upholding the shared values of educational equity, reflective innovation and respect for human rights. By communicating and collaborating with students, teachers, the family community and other educational actors, the school renews school leadership culture and constructs shared values (2021f).

3.2.3 Creating Positive Climate for Learning

The third area of improvement is creating a positive learning climate. It consists of four initiatives: empowering students and building school pride, setting expectations and promoting inclusion, health and well-being, and intellectual engagement and self-awareness.

Empowering students and building school pride is one of the six core recommendations. Students' voice, leadership and agency in the self-directed learning process are activated, leading to a positive school experience and becoming partners in school improvement. It empowers students to take ownership of their education, supports their active expression and effective communication, fully utilises their self-awareness as international learners and team leaders, encourages them to participate in teaching, management and community life, and builds a sense of pride and strong belief in their love of learning and school (2021g). Active student organisations and open channels of expression are key manifestations of student empowerment. When students are given the opportunity to learn independently, express their wishes and organise their activities, they become more actively involved in teaching and learning and in life.

Setting expectations and promoting inclusion is one of the six core recommendations. Expectations guide student behaviour. Raising the school's expectations of students means that the school demonstrates a positive attitude and strong belief in students' academic abilities, career plans, and personal growth. It demonstrates an understanding and tolerance of students' educational needs and personal dignity based on respect for students and their families, and uses this high level of expectation to promote instructional achievement and the collective good (2021h). Inclusiveness in education emphasises the understanding and respect for physical and mental condition. It pays attention to the learning abilities and cultural backgrounds of different groups in curriculum design, teaching and life, and establishes a learning system and infrastructure that incorporates basic rights and special needs, and open and inclusive campus culture (2021i). There are conflicts between educational aspirations and inclusion. As a result of low inclusion, students are perceived to be educationally disadvantaged, then educational aspirations are lowered accordingly, ultimately leading to low educational achievement.

Student health and well-being are reflected in a supportive school environment that meets physical and emotional needs, and have positive and inclusive school culture (2021j). At school level, positive culture contributes to student well-being and self-efficacy. It includes student welfare policies, communication networks between teachers, student and parent welfare, shared leadership culture and systems for continuous assessment and improvement.

Finally, intellectual engagement and self-awareness emphasise planning skills, co-operation, critical and innovative thinking, classroom tasks and timely feedback with moderate difficulty. The development of self-awareness refers to cognitive thinking teaching and self-regulation skills to equip students with the ability to self-correct and take initiative. Teachers are expected to guide individual growth, self-directed learning, and thinking skills (2021k).

3.2.4 Community Engagement in Learning

The fourth area of improvement is community engagement in learning, which includes building communities, parents and carers as partners, global citizenship, networks with schools, services and agencies. A growing body of research suggests that engaging all school community members, provides the necessary foundation for successful school improvement.

The school community is an educational system in which schooling is at the centre and community participation is complementary. It is characterised by extensive collaboration, deep engagement and high degree of inclusiveness among education participants (2021i). Schools promote education by connecting communities, families, businesses and other educational organisations, extending education from campus to community, creating a network of community collaboration and cohesion to ensure students' physical and mental health and high quality educational outcomes (Attree, 2011). The main forms of community engagement are mentoring and training of schools on family education, specialised liaison positions and feedback systems, and voting rights in community decision-making (Salinas, Epstein, & Sanders, 2019). Families are key partners in community engagement. Parents provide learning opportunities at home and in the community and make connections between in-school and after-school learning. Home-school partnerships help students engage in education in richer forms, improve academic achievement, extend educational timeframes, develop social skills, and enhance students' well-being, achievement, and educational engagement (2021m). Schools establish educational partnerships with other schools, companies, communities and educational services to support student wellbeing and educational engagement (2021n). Collaboration between educational institutions facilitates the development of educational consensus among educational actors, evidence-based practice, positive social relationships, and facilitates resource flow.

Global citizenship refers to recognition of relationships between subjects in international affairs, emphasises responsibility and contribution to global development, and focuses on the development of students' sense of innovation, universal values, peace consciousness, sustainability and human rights awareness (2021o). The multiple directions of education for global citizenship, whether it is fostering caring-based relationships, communicating the most basic human rights and duties, or realising the identity of the human community, are ultimately directed towards facilitating students' survival and development in a globalised society.

4. "Internalisation and Enlightenment" in the Construction of Education Policy Borrowing Processes

4.1 Improving Teaching Strategies and Optimising Curriculum Designs

China should focus on national unity education. National integration is promoted on the basis of cultural diversity protection. In accordance with the country's demographic composition, historical and cultural traditions, regional economic and social environment and education, school layout is adjusted and improved, and educational resources distribution is optimised. Primary and secondary schools, and

kindergartens promote integration of ethnic minorities and Han Chinese. Teaching subjects like history, politics and ideology and morals strengthen national knowledge, history and culture, and education in the spirit of unity. After-school activities, cultural and artistic performances, and study tours are used as supplementary means to help students feel the charms of different ethnic groups, enhance respect and understanding, and establish a sense of national unity and ethnic community. Schools adhere to bilingual and multicultural teaching. Respecting the freedom of ethnic schools to choose their own materials, the national universal curriculum is important, supplemented by curriculums with local characteristics. Schools increase lectures that have content with national characteristics under the national curriculum, and ensure that the content fits learning background of ethnic minority students, teaching situation and demand. Curriculum aims should meet educational needs, and teaching techniques should coordinate with local economy. Integration should be enhanced. Integrate ethnic knowledge with unit teaching and enrich teaching with local culture. Ethnic culture thematic courses should be offered to promote the ethnic culture transmission, cultural integration, understanding and respect. Communication should be enhanced among minority students to deepen their understanding of different ethnic groups and cultures (Xue & Li, 2020).

In terms of curriculum design, year-round subject groups are set up to ensure scientific and comprehensive content, clear teaching sequence and evaluation criteria. Expanding teaching modes and building online classrooms improve school quality. Knowledge sources are enriched through synchronous and asynchronous education combination, including online live streaming, after-class recording and broadcasting. This improves teaching quality, fills regional gaps, and realises a new national model of basic education that is student-centred, links theory to practice, and combines academic assessment and quality education. Incorporating fine traditions, characteristic ways of thinking and unique skills of ethnic minority cultures into teaching. Transforming theoretical knowledge into life experience to attract students' interest and improve teaching efficiency.

In teaching placements, adequate internship hours and resources should be guaranteed. Ensuring that teaching content is consistent with national policy, middle leadership is coordinated with frontline teaching, and teacher collaboration and administrative support are aligned. Adopting evidence-based teaching methods. Developing teachers' high-impact instructional strategy knowledge, adopting differentiated instruction, small group work, goal orientation, cognitive teaching, and feedback on thinking to ensure that learning intentions are aligned with success criteria, and stable management is aligned with differentiated instruction (2021c). Schools move classroom from teacher-centred to student-centred, harnessing student initiative and motivation, and increasing willingness to express and participate. Using "peer observation" and "expert-guided practice" is guarantee for the successful evidence-based teaching. Schools adopt modularised teaching to enhance practice and immersion in national culture. Through field teaching, knowledge and skills are integrated, and national culture is learnt through practical skills, to realise subject knowledge integration.

4.2 Improve Leadership and Optimise Resource Management

Government and schools optimise minority school environment. Build school performance platform. Use data to analyse the dynamic view of student performance to identify school strengths and potential areas for improvement. Schools optimise monitoring mechanisms. Government supervises school teaching and learning by law, focusing on the holistic development of ethnic schools. Schools implement hardware facilities, optimise software, and correct school culture of wastefulness and blind comparison. Schools enrich evaluation methods. In addition to test scores, schools should design richer assessment indicators based on the cultural background and individual differences of ethnic minority students. Evaluation methods with more humanistic characteristics should be adopted and diversified evaluation systems should be developed.

Schools optimise management system and give full play to the leading role of educators. Through scientific selection and unified training, government deepens talent pool for minority school management. Minority school leaders shall implement national basic education policy, and make clear the goals and values of running schools in pursuit of equity, cultural pluralism and unity. Schools optimise teaching and learning in accordance with management regulations, strengthen staff management and encourage teachers to participate in curriculum design, school management and home-school co-operation. This can be done by promoting models like decentralised leadership, distributed leadership and direction setting to enhance teachers' initiative and freedom of frontline teaching. Establishing a special school improvement team responsible for integrating all functional departments of ethnic schools and external subjects, optimising the school improvement paradigm, and perfecting philosophy of running ethnic schools, teaching capacity, supervisory system and partnership. Schools promote scientific management of educational resources, and strengthen the "localised" management system. Schools take pursuit of quality and fairness in national basic education as the core. Give full play to the autonomy of ethnic minority education policymaking, and introduce special and favourable policies that are in line with the situation of ethnic basic education. Financial subsidies should be implemented to improve the teaching environment, distribution of materials and the welfare of teachers and students. Make good use of information technology resources, update teaching software and hardware technology, design supporting teaching models, popularise online platforms and fill regional gaps.

Schools need to ensure the centrality of human resource management. Optimise the structure of the teaching force. Expand the proportion of ethnic-minority teachers and improve their ability to pass on culture. Encourage Han teachers to work in ethnic areas and attract teachers of all disciplines, so as to ensure the coordination between the people and the Chinese and the soundness of the disciplines. Improve the quality of teachers. Carry out standardised teacher training to ensure that the training materials are diversified and scientific, and that the training system is long-lasting and reliable. Strengthen teachers' cross-cultural teaching ability and their understanding of the value claims and multiculturalism of ethnic minority education, and shoulder the responsibility of ethnic and cultural

exchanges. Schools should strengthen the transfer training and improve the assessment mechanism. Finally, improve teacher wellbeing. schools should provide policy and institutional support in teacher training, appointment and assessment. Clear promotion channels and career opportunities stabilise the working environment and improve teaching initiative.

4.3 Promoting Community Engagement

FISO framework emphasises partnership between school community members and builds community engagement system. Schools conduct community activities, use school sites and community facilities to expand educational positions through knowledge lectures, festivals, visits, extracurricular activities. Schools use administrative means to develop a scientifically standardised evaluation system and indicators for community involvement. Schools use platforms like Internet, school newspaper and radio, and take the national language as the medium to implement education publicity into the community, leading teachers and community staff to promote education publicity, enrolment and answering questions, building foundation of home-school cooperation trust (2021f).

School should strengthen home-school co-operation. Try to build a mature home education service system. A home school co-operation department is set up, which is responsible for interfacing with ethnic minority families, communities, foundations and other out-of-school educational entities to form a collaborative network. Schools should conduct regular teacher training to guide and improve teachers' skills in home-school co-operation with scientific theories. At the same time, schools should give full play to the initiative of parents, respect their right to participate, and cultivate a sense of joint parenting. Parents' educational literacy and communication skills should be improved through school teaching and community talks, and parents should be encouraged to strengthen their accompaniment and education of their children. Understanding and respect are promoted, and a stable and loving family atmosphere is created.

4.4 Creating a Positive Atmosphere and Promote Students' Self-Empowerment

Schools enhances of students' well-being. Schools start by localising the learning environment and focusing on the educational experience of the students. Schools should carry out special activities, especially social-emotional classes, communication skills lectures, sexual health lectures and other forms of counselling. Schools are expected to establish a scientific and reasonable discipline policy system, clarify the code of conduct, and establish good teacher-student relationships and peer friendships to enhance students' sense of belonging and ownership. Secondly, schools should endeavour to improve the construction of the learning environment. Improve infrastructure construction. Optimise the hardware facilities of ethnic basic schools and boarding schools, and upgrade bilingual teaching aids. Consolidate the bilingual education system with unified standards and distinctive features. Promote the construction of cultural symbiosis grounds and create a campus atmosphere in which ethnic cultures coexist and prosper (2021g).

Schools promote student participation and motivation. Schools should improve all-round and diversified incentive mechanisms to give play to students' initiative in participating in education.

Students' willingness to express themselves and their ability to communicate are improved, and their rights to feedback, to speak, and to participate in teaching and organising activities are guaranteed. They are encouraged to participate in curriculum planning, independent learning, group work and communication and reflection. Make use of platforms such as student organisations, headmasters' mailboxes and psychological counselling to provide feedback to students in all aspects. Schools can set up special school improvement teams to identify students with low participation through data and then actively provide targeted assistance, maintain close teacher-student contact, encourage students to integrate fun into teaching and campus life, and give priority to their participation in special learning groups, such as communication skills groups and learning methods groups (2021i).

Schools promote inclusiveness in teaching and learning. Schools to ensure that staff have the skills to set expectations and promote inclusion so that they can measure pupil expectations and communicate effectively using consistent language and personalised standards. Schools need to have high-impact teaching strategies and preventative behaviour strategies to respond to feedback and intervene in behaviour. At the same time, a task force should be formed to look at expectation setting and promotion of inclusion strategies and share experiences with other schools (2021i).

5. Conclusion and Discussion

At the stage of education modernisation, to promote the balanced compulsory education development, it is necessary to improve ethnic minority basic education, promote modernised school system, and cultivate student literacy. FISO framework focuses on students' skills and thinking qualities and encourages core literacy training, offering reference significance for China. Based on ethnic minority basic education reality, this paper dialectically absorbs advanced school improvement experience in Australian regions. It examines significance of FISO policy for school improvement in China's ethnic minority basic education, and improvement measures that fit Chinese situation through education policy transfer.

FISO policy consists of a static improvement model and a dynamic improvement cycle. It offers innovative core improvement recommendations in the areas of curriculum design, instructional practices, student empowerment and participation, school leadership teams and community engagement. According to the theory of policy transfer and the logical system of education policy, it is reasonable and necessary for China to learn from the FISO policy transfer. The reasons lie in four aspects: policy participants, policy background, policy objectives and policy characteristics. Chinese schools can optimise ethnic minority basic education schools in four areas: teaching and curriculum, leadership and management, community participation, and learning atmosphere. This research helps to improve school improvement theory in China, has positive impact on concrete practice and practical improvement of students' achievements and teaching efficiency.

Disclosure of Interest

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Ethic Approval

Approval was obtained from the ethics committee of Beijing Normal University. The procedures used in this study adhere to the tenets of the Declaration of Helsinki.

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