RESEARCH ARTICLE

Cross-National Strategies for Classroom Culture Building: Lessons from OECD Countries under the PISA Framework

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Abstract

This study addresses two key issues in Chinese language education: overly abstract cultural inheritance and formulaic thinking training. Using the PISA framework, we analyze classroom culture strategies from OECD countries. Through cross-country comparisons, we find that Japan combines festival diets with text interpretation to form an embodied practice system, Singapore builds a reading culture learning ecology, South Korea relies on the CHLS system to realize data-driven management, and Australia promotes multicultural acceptance based on multidisciplinary integration. Accordingly, we propose a three-tier government-school-teacher approach, which includes the development of embodied activities such as festival culture practice weeks, the construction of virtual-reality teaching scenarios, and the establishment of a three-tier transformation mechanism to cultivate schools with special characteristics so as to provide a replicable path for the implementation of the Education Powerhouse Construction Plan (2024-2035).

Keywords: cultural heritage, PISA assessment framework, OECD countries, education powerhouse construction plan (2024-2035).

1 Introduction

The OECD, an intergovernmental organization of 38 market economies, leads global education cooperation (e.g., PISA assessments). As the basic unit of school education, classrooms are central to students' holistic development. Classroom culture management is crucial for cultivating students' cultural values, directly aligning with the "cultural confidence" goals in China's 2022 Language Curriculum Standards [1]. Designing distinctive cultural classrooms is therefore essential. This study analyzes representative cases such as the creation of a reading culture in Singapore and the smart management platform in South Korea to answer the core question of "how to transform OECD strategies into operational classroom culture construction tools" and to contribute to the Education Powerhouse Construction Plan (2024-2035). "Improve the strategic strategy of opening up education to the outside world, and build an important education center with global influence" provides a practical fulcrum for the strategic requirements of the Education

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Powerhouse Construction Plan (2024-2035) [2].

2 Rationale and analytical framework

As an important reference system for international education quality monitoring, the 2021 version of the PISA reading literacy assessment framework is structurally coupled with the development of core language literacy in China. This coupling is reflected in the deep interweaving of three dimensions: goal-setting is oriented to core literacy, the implementation pathway relies on real-life language scenarios, and the evaluation mechanism runs through the whole process of literacy development. By deconstructing the competency indicators in OECD's Education 2030 Framework for Action, we provide a theoretical basis for the internationalization transformation of language classroom management strategies. To visually clarify the theoretical connections among PISA assessment goals, literacy competencies, and classroom management strategies, the following diagram (Figure 1) is introduced. It depicts how PISA's assessment goals—cultural understanding, critical thinking, social participation, and creative expression—aggregate into literacy competencies, which subsequently guide specific classroom management strategies like cultural identity development, analytical reasoning, digital citizenship, and interdisciplinary projects, thereby illustrating a structured pathway from assessment objectives to practical instructional approaches.

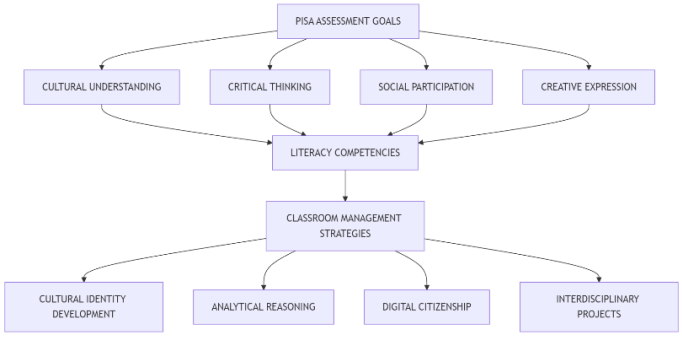


Figure 1. Link between PISA goals, literacy competencies, and classroom strategies.

From the dimension of assessment objectives, PISA defines "cultural understanding" as "an individual's ability to read, comprehend, evaluate, and use texts " [3], which directly corresponds to "cultural transmission and understanding" in the core language literacy in China. It is worth noting that the OECD emphasizes the "dynamic constructive" nature of cultural understanding—not only does it require comprehension of multicultural texts, but also the formation of value judgments in critical dialogue. The Finnish Basic Education Act explicitly stipulates that class activities must include "two hours of traditional cultural immersion activities per week," and its unique phenomenological teaching methodology enables students to deepen their cultural knowledge through language practice by means of role-playing and virtual reality technology.

The coupling of implementation paths is reflected in the "authenticity of the educational process" advocated by OECD. The transformation path of this concept in the language classroom deserves in-depth exploration. Take Beijing Yuying Middle School as an example. The school has made great efforts to promote the transformation of student-centered school-based teaching and research, taking the research on proposition evaluation based on big data as a breakthrough, shifting the proposition evaluation and test paper analysis from subjective "experience repetition" by teachers to "data empirical evidence" assisted by artificial intelligence, and systematically classifying the questions appearing in the exams of students. "Data empirical evidence": systematic categorization of students' problems in the examination. At the same time, the propositional evaluation research prompts teachers to study the new standard and use the new teaching materials and can promote teaching by evaluation, improve classroom teaching and learning, and enhance the quality of school teaching [4].

The innovative nature of the assessment mechanism is reflected in the OECD principle of "no student left behind." The Japanese "learning log" assessment method requires students to record three language learning epiphanies per day and reflect on them through self-evaluation and peer evaluation, and through continuous tracking, student reflection depth increased by 40% within six months [5]. This process evaluation concept is a revelation to the language classroom in China: based on in-depth study of the requirements of the curriculum standard, the language team of Guangdong Prince Edward Bay School, combined with the characteristics of the subject and the specific learning situation of the students, formulated a detailed process evaluation program for the subject, which included two parts of the evaluation: the subject practice and the comprehensive defense, and the students of the three grades, each

with their own special characteristics, demonstrated their learning achievements in the form of handwritten reports, poetry writing and news gathering, which both increased students' enthusiasm for learning and focused on core literacy [6].

In summary, Japan, Singapore, South Korea, and Australia are chosen as representative cases because their diverse cultural heritages—ranging from East - Asian traditional roots to multicultural blends—and their distinctive educational innovations provide a multifaceted lens to explore the implementation of educational concepts, offering rich and varied insights into bridging cultural and literacy - related objectives.

3 Typology analysis of OECD countries' strategies

3.1 Methodology

This section sets out the procedures for conducting cross-country case studies, including data sources, case selection criteria and analytical methods.

Data were collected from a variety of authoritative sources. Official education policy documents were obtained from the ministries of education in Japan, Singapore, South Korea and Australia. Academic literature was searched from databases such as JSTOR, ScienceDirect and CNKI to ensure peer-reviewed insights. In addition, reports from international organizations were included to provide comparative educational context and performance indicators.

The four countries selected for the case study section - Japan, Singapore, South Korea and Australia - were based on three criteria. First, they represent different cultural contexts and allow for an exploration of how different cultural contexts influence educational practices. Second, each country has unique educational innovations. Finally, their different Program for International Student Assessment (PISA) scores provide a range of outcomes for analyzing the relationship between cultural policies and student achievement.

The research methodology utilized a mixed methods approach. Content analysis was used to interpret policy texts and academic literature to identify recurring themes related to cultural understanding, critical thinking, and literacy development. Comparative analysis was then used to juxtapose strategies across countries, highlighting similarities and differences. Finally, the inductive synthesis method was used to distill common principles and unique insights to provide conclusions that can be drawn for educational practice.

3.2 Japanese Food Culture Classes—Cultural Identity Construction

In June 2005, the government of Japan announced the Basic Law on Food Education, which came into effect in July of that year. In Japan, a comprehensive education model oriented to "food education" is implemented in schools, and its rich content of "food education" can be summarized as scientific eating habits, general knowledge of food, knowledge of nutrition and health, knowledge of cooking, awareness of environmental protection, and artistic imagination. The rich content of "food education" can be summarized as scientific eating habits, general knowledge of food, knowledge of nutrition and health, knowledge of cooking, environmental awareness, artistic imagination, "food agriculture" education, "food culture" education, and so on [7]. The Japanese "food education program," as a typical representative of the cultural identity-based classroom management strategy, centers on building classroom culture through food education. This strategy is rooted in the need to pass on the Japanese "Japanese food culture." For example, Yokohama Municipal High School in Japan connects the "24 Seasonal Diets" with the idea of "not eating from time to time" in The Analects of Confucius so that students can realize a deeper understanding and experience of the culture in the intertwining of cooking and textual interpretation. Specifically, the implementation path is characterized by three levels of progression.

At the level of material carriers, the school has developed the "Seasonal Dishes List Creation" language-integrated practice activity. Students are required to write seasonal food lists for the spring and fall equinoxes, citing ancient records such as The Essentials of Qi Min and combining them with modern nutritional knowledge for creative expression. This design of "food as literature" makes the cultural heritage break through the mere recitation of texts and transforms it into the language practice of personal cognition.

Institutional synergy ensures cultural identity transmission. The "Family Cooking Journal" assignment requires students to document grandparents' recipes, transforming culinary traditions into family storywriting material. This integrates dialects, folklore, and cultural taboos into language learning implicitly. Micro-level cultural identity is realized through life-connected

language. Such practice turns abstract cultural symbols into tangible learning experiences, embedding identity construction in daily literacy tasks.

At the level of the evaluation mechanism, the PISA "cultural comprehension" assessment system highlights the core language literacy orientation. For example, Yokohama City High School has designed the Food Literacy Assessment Scale, which has three dimensions:

1. Symbol recognition (30%): Whether or not one can accurately interpret the cultural connotations of the Chinese characters in the name of the ingredient (e.g., the harmonic association between "bonito" and "perseverance");
2. Contextual Reconstruction Power (40%): Whether or not the knowledge of food culture can be used to express oneself appropriately in a specific situation (e.g., designing a plan for honoring the elderly at the Chongyang Festival);
3. Cross-cultural thinking (30%): The ability to reveal cultural differences by comparing Chinese and Japanese food (e.g., comparing the cultural symbolism of "sushi" and "gyoza").

The assessment system is based on the Program for International Student Assessment (PISA) framework and is designed to improve students' cultural understanding. It is designed to be consistent with the goals of PISA and clearly promotes young people's understanding of Wagyu culture and contributes positively to the transmission of national culture to future generations. Compared with the phenomenon of 'cultural labelling' that is prevalent in Chinese language teaching, this assessment mechanism focuses more on the depth and criticality of cultural understanding.

Food education has a subtle positive impact on cultivating knowledge of diet and nutrition, establishing good living habits, and fostering a correct attitude towards life among young people. So far, the Japanese public school system has basically established a curriculum system that covers eating habits, general knowledge of food, eating etiquette, food culture, basic knowledge of nutrition and hygiene, cooking, the environment, agricultural cultivation, etc., and has implemented a tiered teaching program for different school ages, focusing on the combination of classroom instruction and practical activities. These measures provide a reference for classroom management reform in China. Based on the requirement that "food education is incorporated into the national education system" in the programmatic documents such as the Healthy China 2030 Plan, it is necessary to strengthen the classroom management system based on the culture of food education. It is necessary to strengthen the classroom management system based on food education culture; strengthen the organization, management, and assessment of comprehensive practical activities in primary and secondary schools; take the theme of food education as the recommended list; and appropriately introduce the content of food education in the current nature teaching, study tours, and practical teaching so as to promote the coordinated development of classroom teaching and extracurricular practical teaching [8].

3.3 Singapore Reading Culture Class—Critical Thinking Skills Development

The results of the PISA 2018 assessment show that students in four provinces and cities in China - Beijing, Shanghai, Jiangsu and Zhejiang - ranked first in terms of average reading scores, while Singapore's scores were slightly lower but not significantly different; and Singapore has the highest percentage of students who excel in reading, at more than 25% [9].These results are the result of Singapore's strong emphasis on reading to improve the quality of its people. This strategy is rooted in Singapore's "bilingual and bicultural" education situation, and China's "Compulsory Education Language Curriculum Standards (2022)" in the "focus on reading guidance, cultivate interest in reading, and improve the taste for reading" and "develop the habit of active thinking" design concepts form a deep echo. The concept is deeply echoed in the design of China's Compulsory Education Language Curriculum Standards (2022).

The Education Bureau of Singapore (EDB) focuses on stimulating children and young people's interest in reading and enhancing the development of children's early reading habits and skills. In its lifelong reading promotion strategy, the National Library of Singapore, as an important part of the children's education system, is responsible for guiding students' reading orientation. It develops a series of reading programs for multiple age groups based on the reading needs of children and young people of all ages, along with corresponding reading content and reading instruction, to foster a love of reading among children and young people and ultimately to achieve lifelong reading [9]. For example, it implements the appropriate infant and toddler reading primer for children aged 0-6 years

old; launches the Children's Reading Enlightenment Program for children aged 4-8 years old; and launches the Youth Reading Enlightenment Program for adolescents aged 7-17 years old, "Read! Students," "Read, Young Singaporeans," and the Youth Reading Ambassadors initiative for young people aged 7-17.

The reading environment in Singapore schools is unique. For example, the library at the Singapore American School has a "Dream Workshop" to develop a curriculum for library use, a "Technology Help Center" to provide technical support for student and teacher needs, and a "Central Connection", using high tables and chairs—a height that psychologists believe is most conducive to thinking—to provide opportunities for teachers and students to discuss and share ideas. The "Collaboration Side" for discussions and presentations by teachers and students serves as a center for research and development of new pedagogies and learning methods, and other special facilities for student use are sufficient to provide ample reading resources and a perfect reading environment. In addition to the reading environment, reading metacognitive strategies, such as the KWL reading strategy, which guides students in reading and comprehending the whole text, are also crucial to the development of students' reading skills. The KWL reading list, which consists of three parts: K (what I know), W (what I want to know), and L (what I have learned), guides in-depth reading through a question orientation. This reading strategy is effective in increasing students' enthusiasm for reading, guiding them to organize relevant knowledge, and developing reading thinking.

The Singapore government began to promote the reading leveling strategy in 2006, which aims to integrate reading and writing through rich and interesting books. This strategy emphasizes student discussion rather than teacher instruction. Specific goals are accomplished in stages: in the lower grades, teachers read, discuss, and write with students, learning words and grammar as they read; in the upper grades, students read on their own. Through the development of reading habits, the class and the school will develop a reading culture: Sustained Silent Reading (SSR). In addition, the Singapore Library has also launched the "AROOZOO READS Strands" reading program, which clearly stipulates the four types of texts that students need to read and the ability to cultivate: (1) reading articles on different disciplines to expand their knowledge horizons; (2) reading literary texts to enhance their aesthetic and expressive skills; (3) reading newspapers to improve their aesthetic and expressive skills; and (4) reading literature to improve their aesthetic and expressive skills. expressive skills; (3) reading critical newspaper articles to stimulate critical thinking; and (4) reading articles about GESS, the community, and Singapore to develop a mindset that cares about current affairs. Students' critical reading is achieved by exposing them to this wide range of materials and developing their ability to process and analyze the information in the materials.

In March 2010, the Singapore government released a new education framework map to develop the competencies needed by students in the 21st century. The map takes core literacy as the center of education; the middle circle is about students' ability to collaborate and communicate externally, such as self-awareness and social awareness, etc.; and the outermost circle is about the skills needed in the globalized environment, which include information and communication skills, critical and creative thinking, civic literacy and intercultural skills, etc., which are similar to those emphasized in China nowadays. This is an important inspiration for creating a good reading culture in the classroom in China and can be used as a reference for classroom managers.

3.4 CHLS Management System—Digital Citizenship Education in Korea

The success of Korea's "smart education" strategy is evidenced by the fact that Korean students topped the 2009 PISA Digital Reading Literacy Assessment (DRA) in 19 countries or regions around the world, scoring 69 points higher than the average [9]. This strategy is rooted in Korea's social demand for "affirmative action in education" and echoes the requirement of "promoting the deep integration of information technology and language teaching" in China's Compulsory Education Language Curriculum Standards (2022). The application of smart education in classroom management is essentially a comprehensive change in the educational ecosystem, including the educational environment, educational evaluation, and teacher-student relationships.

In terms of technological applications, the Korean CHLS system, for example, is able to use computer programs to support students' independent learning and to provide support for improving and supplementing school education through formative assessment of students' learning outcomes. In addition, the addition of online teachers to supplement the intelligent programs can provide

more comprehensive support and tutoring for student learning, helping to establish a personal Learning Management System (LMS) for students. CHLS enables the intelligence of the learning space through specific learning formats, coordinated division of labor among online teachers, and a user-created content management system. Currently, CHLS is available in almost all cities in Korea, and it has become the most advanced intelligent learning system in Korea [10].

LMS reconstructs the traditional form of class management. The platform pushes customized learning resources to students through data analysis of student platform usage while providing teachers with the results of students' adaptive learning motivation analysis, allowing them to decide whether to take pedagogical interventions to improve students' motivation. This 'tailor-made' instructional design transforms classroom management from 'one-size-fits-all' to 'tailor-made,' resulting in a 37 percent increase in students' motivation to learn a language (OECD, 2022).

In addition to changes in online software, the explosion of the metaverse has brought changes to Korean education. Some universities have adopted the educational metaverse model, such as using the Gather.town or ZEPETO platforms for online teaching and learning activities, which include a variety of scenarios, including new student orientation, graduation ceremonies, campus tours, digital games, fairs, club performances, libraries, museums, humanities education, and biology and medical education. For example, in the virtual teaching scenarios on the Gather.town platform, teachers can conduct simulations and preparatory lessons, and students can create avatars to communicate and discuss with other students or have online parties to make friends [11].

It is worth noting that technology-enabled strategies may create many concomitant problems. First, the "digital divide" is likely to exacerbate educational inequity, especially when the urban-rural gap exists in our country; second, over-reliance on intelligent systems may affect students' ability to read in depth, weakening the emotional bonds of reality. Therefore, classroom management must be based on the fundamental measure of humanity, and cold numbers must not be allowed to blur the distance between the administrator and the administrated.

3.5 Multicultural Classes in Australia—Interdisciplinary Program Practices

Multiculturalism was introduced in Australia in the 1970s and established in 1989 as a fundamental national policy. Multiculturalism is, in fact, "ethnic pluralism" or "cultural diversity." As a country of immigrants, multiculturalism is one of the characteristics of Australia. The National Goals for Schooling in the 21st Century, introduced around 2000, require students to understand and recognize the value of multicultural and linguistic diversity and to contribute to and benefit from the diversity of Australian society and the international community. Against this backdrop, some Australian schools have launched 'Migrant Story Banks' to help students develop 'bicultural identities' with both migrant cultures and traditional Australian cultures. The program uses authentic cultural practices as a starting point to build a classroom management model that combines language proficiency and cultural understanding. The program is an OECD Education Innovation Benchmarking Project, which focuses on building authentic language practices through intergenerational cultural dialogues. Designed by the Australian Curriculum Assessment and Reporting Authority (ACARA), the program requires the class to complete the construction of a cultural archive through a 12-week thematic study using a community-based immigrant group as the object of study. In the implementation of the project, students are required to go through a full cycle of fieldwork: firstly, they build up a trusting relationship with the migrant families and use audio-recording pens and video cameras to collect oral histories; secondly, they conduct cross-disciplinary analyses, in which teachers from different disciplines are involved in the guidance; and finally, they organize an exhibition of the results in a cultural center of the community. The Digital Map of Migrant Stories developed by the program is in the permanent collection of the Melbourne Museum.

The innovation of Australia's 'Migrant Story Bank' project lies not only in the development of multicultural understanding among students but also in the fact that its curriculum design completely breaks down disciplinary boundaries. At the level of classroom management, it has constructed a three-dimensional practice model with 'language as the core and multidisciplinary synergy': language teachers guide students in text translation and narrative design, history teachers guide students in examining the historical facts of

migration, information technology teachers guide the development of digital exhibits, art teachers are involved in the design of visual symbols, and even math teachers are included in the team responsible for spatial coordinate calculations. This kind of collaborative teacher-student project is not a simple task splicing but a deep integration through 'cultural clues.' This design gave rise to a unique 'project management system': students were given authentic workplace roles, forming interdisciplinary teams through competitive recruitment, developing project charters, assigning task weights, and establishing collaborative contracts. Teachers, on the other hand, take a back seat and play the role of 'project supervisor' to guide the process. This management model shifts the classroom from traditional 'teacher control' to "student autonomy," and students naturally master 21st-century core literacy skills such as project management, teamwork, and cross-cultural communication in role-playing, truly realizing the OECD's [14]. The educational vision of 'developing future competencies through authentic learning'is advocated by the OECD.

In 2015, "Cooperative Problem Solving" was first introduced as a new test in the sixth round of the Program for International Student Assessment (PISA) administered by the Organization for Economic Co-operation and Development (OECD). According to the definition given in the PISA 2015 Draft Framework for Collaborative Problem Solving, "Collaborative problem solving" refers to "an individual's effective participation in a group of two or more members who work towards a solution by reaching a common understanding, bringing together knowledge, skills and actions to obtain a solution". Australia performed well in that test, the reason for this is the importance attached to this model of classroom management driven by authentic problem-solving. As a multi-ethnic country, China can also learn from this model in Australia, carry out similar ethnic cultural inquiry activities in schools where ethnic minorities live in large numbers, and build classes with ethnic cultural characteristics, which is conducive to the inheritance of the excellent culture of ethnic minorities and the cultivation of a sense of national community among students.

Table 1 summarizes the key strategies and outcomes of classroom culture building in the four OECD countries, highlighting their alignment with PISA objectives and practical impacts.

4 Policy recommendations and practical innovations

Drawing on the four OECD strategies, the following recommendations are proposed from three aligned dimensions.

4.1 Government level

To advance the internationalization of classroom culture construction strategies amid China's diverse educational landscape, institutional innovation must balance top-down design with grassroots adaptability. Prioritizing, the Ministry of Education is advised to establish an interdepartmental collaborative mechanism to set up a "Center for International Comparative Research on Language Education," working jointly with the Institute of Curriculum and Textbooks, the China Academy of Educational Sciences, and universities like East China Normal University. This center would focus on three transformational barriers: establishing a three-level assessment model ("symbolic translation-cognitive adaptation-value symbiosis") for cultural dimensions by integrating Japan's "food education" into China's cultural heritage initiatives; overcoming technological "data silos" through a vertically integrated intelligent management platform from central to local levels. Drawing on Japan's food education framework (Section 3.2) and Korea's CHLS system (Section 3.4), the center should pilot "Cultural Practice Weeks" that combine local traditions with text interpretation (e.g., Dragon Boat Festival activities) and develop AI-driven tools to track cultural understanding progress, mirroring Korea's data-driven management approach. It should be noted that there are significant differences in educational resources between the east and west of China, and cross-regional policies, especially measures with high educational infrastructure requirements, may face the problem of incompatibility. It is recommended that policy implementation progress be tailored to local conditions during the pilot phase, for example, prioritizing the pilot localization of the Korean CHLS system in educationally strong regions such as the Yangtze River Delta [13], while prioritizing the development of local cultural resources, such as family culture logs based on local diets, in central and western China, in order to avoid educational inequities. Policy tools should also be innovated, such as revising the Compulsory Education Quality Evaluation Guidelines to incorporate a "cultural understanding and application" dimension. This could involve combining Singapore's "graded reading" system with

Table 1. Comparative summary of case analysis results.

Country	Strategy Name	Core Approach	Implementation Pathways	Key Outcomes
Japan	Food Education Curriculum	Cultural Identity Construction	**Material Carriers**: Seasonal dish list creation; **Institutional Design**: Family-school-community synergy; **Evaluation**: Cultural literacy scale.	Enhanced cultural understanding and preservation of culinary heritage (aligned with PISA cultural literacy goals).
Singapore	Reading Culture Ecosystem	Critical Thinking Cultivation	**Pathways**: Sustained Silent Reading+multidisciplinary text integration; **Metacognitive Strategies**: KWL framework.	Top global reading scores (PISA 2018); 25%+ students achieving advanced proficiency.
South Korea	CHLS Smart Education System	Digital Citizenship Education	**Technologies**: AI-powered LMS + virtual reality; **Pedagogy**: Personalized learning + data analytics.	Global leader in digital reading literacy (PISA 2009); 37% improvement in learner autonomy.
Australia	Multicultural Storytelling	Interdisciplinary Collaboration	**Structure**: Multidisciplinary integration + student-led project management; **Practice**: 12-week cultural archive development with community stakeholders.	Improved intercultural competence; exemplary performance in PISA 2015 collaborative problem-solving.

China's "whole-book reading" tasks to develop a three-tiered cultural symbol resource base, ranging from analyzing mythological archetypes in The Classic of Mountains and Seas to critically reflecting on the contemporary value of technological civilizations depicted in Journey to the West. Additionally, a "cultural education compensation mechanism should be piloted through cloud-based urban-rural school teaching and research communities to adapt high-quality educational resources like Shanghai and Hangzhou's dialect-storytelling programs for broader accessibility. To reconcile technological empowerment with humanistic literacy, a "dual-track strategy" is proposed: strengthening smart classroom infrastructure under the "New Education Infrastructure" project while establishing a fault-tolerant mechanism and composite evaluation model integrating AI essay correction with manual cultural proofreading.

4.2 School level

At the school level, curriculum integration is critical. Schools should break traditional text-centric models by designing interdisciplinary projects, such as Shanghai Guangming Middle School's "Clothing Dunhuang-Tang Rhythm and Style" program, which combines historical research, art creation, and technology to transform Dunhuang cultural symbols into modern educational resources. Community engagement should be enhanced through service-learning initiatives, such as a class activity in Philadelphia, U.S.A., with the theme of campus violence. Students who love literature carry out literary creation around campus violence, recite the poems they created in public places such as community cafes, and donate the relief funds raised to the Campus Violence Respite Center, where the students contribute to counteracting campus violence through hands-on practical activities [12]. Regional collaboration could involve schools in Wuhan, Changsha, and Zhengzhou jointly developing courses on Central Plains culture, Hunan culture, and Jing-Chu culture, or leveraging local resources like Chuxiong Yi Embroidery in Yunnan to foster cultural creativity and rural revitalization. Inspired by Singapore's reading culture (Section 3.3) and Australia's Migrant Story Bank (Section 3.5), schools can integrate the KWL reading strategy into curriculum design and organize annual cultural archive projects, where students document local heritage with guidance from multiple disciplines, fostering critical thinking and interdisciplinary collaboration. However, judging from the current state of education in China, schools are generally constrained by the pressure to advance to the next level and are unwilling or unable to offer more courses that do not directly serve further education. It is recommended that schools be given more autonomy and be allowed to integrate cultural practices into after-school services to build school brands and enhance school visibility; and in line with the reform of China's new college entrance examination, introduce comprehensive quality evaluation methods to guide the policy to the ground through changes in evaluation methods; and provide teachers with special training in interdisciplinary collaboration, mimic excellent cases such as Shanghai's "Dunhuang

Costuming Interdisciplinary Curriculum ” case of division of labor and lowering the implementation threshold.

4.3 Teacher level

We should adopt a closed-loop approach linking cultural understanding, management innovation, and home-school collaboration. Educators can transform abstract cultural concepts into tangible practices, such as designing "Grass and Wood Dyeing and Ancient Poetry Painting" weeks inspired by The Essentials of Qi Min dyeing techniques. Classroom management models can be restructured by incorporating cultural rituals—like morning recitations of The Sayings of Young China and weekly 3-minute cultural speeches—and adopting student-led systems such as the "Cultural Weekly Head of Class" program. Building on Japan’s three-dimensional assessment scale (Section 3.2) and Singapore’s metacognitive techniques (Section 3.3), teachers should design reflective tasks like weekly cultural journals and guide students to articulate pre-reading questions/post-reading insights, enhancing both cultural understanding and analytical skills. This measure puts high demands on teachers’ ability to understand cultural connotations. Based on the current situation, it is recommended that teacher education institutions offer corresponding courses to enhance teachers’ abilities, carry out cultural refresher programs to learn from advanced experiences when they are in service, and create a specialized team of teachers through the formation of a specialized team of teachers or the establishment of a “Master Teacher’s Workshop”. Educational communities should be created through the formation of specialized teams of teachers or the establishment of “master teachers’ studios”, and localized cases should be accumulated and publicized through weekly teaching and research activities. Interdisciplinary collaboration should be encouraged, with teachers from language, history, IT, and art jointly guiding projects like the Australian "Migrant Story Bank," which integrates spatial calculations, historical contextualization, and digital exhibit design to build cultural archives.

These recommendations directly respond to the four OECD strategies analyzed in Section 3: cultural identity through Japan-style embodied practices, critical thinking via Singaporean reading ecosystems, digital literacy following South Korean data-driven models, and interdisciplinary collaboration adapted from Australia’s project-based approach. This alignment ensures practical insights are rooted in proven international experiences while addressing China’s unique educational context.

5 Summary

This study establishes a "theory-construction-international-comparison-local-transform research loop, systematically coupling the OECD classroom management framework with China’s language core literacy. By bridging PISA’s "cultural understanding" with the "cultural confidence" in language education standards, it constructs a four-dimensional literacy matrix encompassing "cultural heritage, critical thinking, social participation, and innovation-practice." This framework not only offers a Chinese perspective for interpreting international educational assessment theories but also establishes a methodological pathway for integrating cultural heritage with educational governance. Practically, it proposes a three-tier transformation mechanism (national policy innovation, school curriculum integration, and teacher practice optimization) supported by case studies like Japan’s food education, Singapore’s reading ecology, and Australia’s multicultural projects. Future research should expand to "Belt and Road" nations to refine global applicability and deepen explorations of implicit cultural value mechanisms.

Data Availability Statement

Data will be made available on request.

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Conflicts of Interest

The author declares no conflicts of interest.

Ethical Approval and Consent to Participate

Not applicable.

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