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Culturally Responsive Leadership in Multicultural School Contexts: A Latest Systematic Literature Review

Noor Azlee Jumaah* , Aida Hanim A. Hamid 
and Azlin Norhaini Mansor 
Universiti Kebangsaan Malaysia
Selangor, Malaysia

Abstract. In increasingly multicultural school contexts, educational leaders face ongoing challenges in fostering equity, inclusion, and culturally responsive practices across leadership, pedagogy, and curriculum. This systematic literature review aims to synthesize recent empirical evidence on culturally responsive leadership (CRL) in multicultural school settings, focusing on (i) educator beliefs and leadership practices, (ii) curriculum and pedagogical approaches, and (iii) learner diversity and inclusive outcomes. Guided by the PRISMA framework, this review analyzed 30 peer-reviewed journal articles published between 2024 and 2025, retrieved from Scopus and Web of Science databases, using a thematic analysis approach through qualitative content synthesis. The findings reveal three interrelated themes. First, educators' multicultural beliefs and reflective leadership orientations strongly shape inclusive school climates, often exerting greater influence than national policy frameworks. Second, culturally inclusive curricula and pedagogical models – particularly those integrating social-emotional learning, local knowledge, storytelling, and gamified approaches – enhance empathy, intercultural understanding, and student engagement. Third, culturally responsive pedagogies support improved learning experiences for diverse learners, including students from immigrant, linguistic minority, and disability backgrounds, although persistent challenges related to limited professional preparation and institutional support remain evident. Overall, the review highlights CRL as a multidimensional and context-sensitive leadership framework, underscoring the need for sustained alignment between leadership preparation, curriculum design, and school-level support structures to advance equitable and inclusive teaching and learning in multicultural education systems.

Keywords: culturally responsive leadership; multicultural; school

*Corresponding author: Noor Azlee Jumaah; azleejumaah.moe@gmail.com

1. Introduction

Teaching in today's heterogeneous cultural, linguistic, and ethnic world represents a new challenge for schools worldwide. This growing diversity offers great possibilities as well as real challenges to educational leaders in promoting schools in which all students can do well. Persistent inequities, expressed as access gaps, exclusionary discipline, and culturally irrelevant curricula, continue to disproportionately impact minoritized students (Kai Kennedy et al., 2024; Scribner et al., 2021). In response, there is an emerging consensus on the need for leadership practices that recognize and proactively engage with such disparities, and that are grounded in equity, inclusion, and social justice as essential elements of school improvement and student success (Özkan & Çakir, 2024).

Culturally responsive leadership (CRL) has emerged as a transformative approach to educational leadership. It positions students at the core of leadership practice and places cultural understanding, empathy, and responsive teaching at the forefront. However, CRL requires school leaders to listen and learn so that they can react appropriately in response to the varying lived realities of pupils and communities. Recent research has positioned CRL as a reform-oriented and equity-centered practice that integrates culturally responsive pedagogy (CRP), social justice values, and authentic student and community-based voices (Kai Kennedy et al., 2024; Scribner et al., 2021). Fundamentally, CRL represents an effort to humanize and democratize schooling by enabling every learner to feel seen, known, and respected (Mansfield & Lambrinou, 2024; Scribner et al., 2021).

Moreover, the particular importance of CRL for multicultural schools is highlighted by its empirically demonstrated ability to reduce longstanding inequalities and increase students' dispositions towards learning (Kai Kennedy et al., 2024). Recent literature emphasizes the importance of culturally responsive leaders in helping teachers succeed, fostering school-community connections that benefit students from diverse cultural backgrounds. Notably, these leaders are at the forefront in breaking down cultural barriers, tapping into local community assets, and ensuring schools foster environments in which every student belongs and achieves at high levels (Johnson et al., 2022; Özkan & Çakir, 2024; Vanahans et al., 2024).

As the field advances, new theorizations and models, such as the Modelling Transformative Culturally Responsive Leadership (MTCRL) framework and Indigenous Leadership frameworks, have been developed to inform practice and research. These models focus on critical self-reflection, relational accountability, and the systemic infusion of culturally responsive pedagogies into leadership praxis. At the same time, they also argue for a decolonization of leadership theory by questioning the dominance of Western ways of thinking and emphasizing the need for contextually grounded theories that incorporate other worldviews (Acuna & Robles, 2023; Hamby et al., 2025; Wang et al., 2023).

Despite the growing body of scholarship on CRL, existing studies remain fragmented across contexts, educational levels, and methodological approaches. Furthermore, few reviews to date have systematically synthesized the most recent

empirical evidence to capture emerging trends, theoretical developments, and practical implications in multicultural school settings. In view of the rapid evolution of educational policies, increased global migration, and heightened attention to issues of equity and inclusion in the post-pandemic period, there is a clear need for a focused synthesis of the latest research to inform both theory and practice.

Taken together, the preceding discussion highlights a clear progression from growing school-level diversity and persistent inequities to the increasing prominence of culturally responsive leadership as a potential response. Although existing studies have advanced conceptual models and documented empirical outcomes across varied contexts, the literature remains dispersed, offering limited integration across leadership beliefs, pedagogical enactment, and learner outcomes in multicultural school settings. Such fragmentation underscores the need for a systematic synthesis that consolidates recent evidence, clarifies theoretical alignment, and identifies the ways in which culturally responsive leadership operates across multiple levels of schooling.

Despite the fact that a growing body of research has examined culturally responsive leadership across diverse educational contexts, existing studies remain largely fragmented. Much of the literature focuses either on leadership beliefs, curriculum and pedagogy, or learner outcomes in isolation, with limited integration across these dimensions. Moreover, recent empirical work has tended to be dispersed across regions, school levels, and methodological approaches, making it difficult to draw coherent conclusions regarding the way in which culturally responsive leadership operates holistically within multicultural school systems. As a result, there is a lack of an up-to-date systematic synthesis that consolidates recent evidence, clarifies emerging patterns, and aligns empirical findings with established CRL and CRP frameworks. Thus, this gap underscores the need for a focused systematic literature review that critically synthesizes recent studies to inform both theory and practice in multicultural educational leadership.

Accordingly, this systematic literature review aims to synthesize recent empirical studies on culturally responsive leadership in multicultural school contexts. Specifically, the review addresses the following research questions: (1) How do the beliefs and leadership practices of school administrators and teachers influence the implementation of culturally responsive leadership within policy-rich, multicultural school settings? (2) In what ways do curriculum designers and classroom teachers implement and adapt pedagogical models and practices to promote cultural inclusion within multicultural classroom and curriculum contexts? (3) How do learners from culturally, linguistically, and ability-diverse backgrounds develop multicultural competence and inclusive learning outcomes when supported by culturally responsive leadership and inclusive pedagogical contexts? By consolidating recent findings, this review contributes to the literature by providing an updated thematic synthesis of CRL research, identifying persistent challenges and emerging directions, and offering implications for

leadership preparation, policy development, and school-based practice in multicultural education systems.

2. Literature Review

Emerging research on CRL in multicultural school settings has advanced its conceptualization and measurement, providing a more nuanced understanding of its theoretical foundations, leadership practices, and outcomes (Mansfield & Lambrinou, 2024). In particular, the MTCRL and Indigenous Leadership models have significantly shaped contemporary CRL scholarship by codifying the importance of visibility, relational focus, belief-driven leadership differentiation, and reflective leadership practices (Acuna & Robles, 2023; Hamby et al., 2025).

These frameworks further emphasize critical consciousness, historical understanding, and relational responsibility, positioning CRL as a transformative leadership approach aimed at dismantling systemic inequities and advancing social justice (Acuna & Robles, 2023; Katherine Cumings Mansfield & Lambrinou, 2024). Strategies for CRL are multifaceted and include professional development, leadership coaching, restorative practices, and the amplification of student and community voices (Savvopoulos et al., 2024). Effective CRL is supported by targeted professional learning that strengthens leaders' cultural competence and equity orientations, alongside coaching models that promote deep dialogue and critical self-reflection (Acuna & Robles, 2023; Lustick, 2025).

However, these promising CRL strategies continue to face substantial challenges and systemic obstacles in practice (Johnson et al., 2022; Wang et al., 2023). Limited resources, inadequate professional training, and entrenched organizational cultures frequently hinder the effective implementation of culturally responsive leadership (Gümüş et al., 2025; Lambrev, 2025). Many school leaders report experiencing limited autonomy and insufficient institutional support to challenge deficit thinking and inequitable policies that marginalize culturally diverse populations (Johnson et al., 2022; Wang et al., 2023). In addition, the dominance of Western-centric discourses in leadership theory constrains the development of contextually responsive approaches, reinforcing calls for decolonized methodologies and greater attention to intersectionality and local knowledge (Gümüş et al., 2025; Lambrev, 2025).

Additionally, emerging studies on CRL demonstrate strong and consistent associations between culturally responsive leadership and student outcomes, as well as broader school-level influences (Johnson et al., 2022). Indeed, empirical research indicates that CRL is linked to higher academic performance, enhanced social and emotional learning, and reduced racial disparities in school discipline (Boat et al., 2025). These outcomes are further shaped by moderating factors such as teacher collegiality, school-community relationships, and the presence of inclusive and supportive school cultures (Johnson et al., 2022). Notably, CRL also positively influences teacher attitudes and the development of multicultural professional cultures, fostering school climates that encourage students' appreciation of difference as a resource for learning (Boat et al., 2025).

3. Materials and Method

3.1 Identification

In this study, the systematic review process followed a series of deliberate, structured steps to gather a comprehensive body of relevant literature. The process began with the careful selection of keywords, which were further refined and expanded by identifying related terms using dictionaries, thesauri, and encyclopedias, and by drawing on insights from earlier studies. Moreover, these terms were consolidated to construct detailed search strings specifically designed for the Web of Science and Scopus databases, as illustrated in Table 1. This initial phase of the review yielded 2,732 publications closely aligned with the research focus, providing a strong foundation for the subsequent screening, filtering, and analytical stages of the systematic review.

Table 1: The search string

Databases	Keywords used
Scopus	TITLE-ABS-KEY (("culturally responsive leadership" OR "inclusive school leadership" OR diversity) AND multicultural AND school) AND (LIMIT-TO (PUBYEAR , 2024) OR LIMIT-TO (PUBYEAR , 2025)) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (SRCTYPE , "j")) AND (LIMIT-TO (LANGUAGE , "English"))
Web of Science	("culturally responsive leadership" OR "inclusive school leadership" OR diversity) AND multicultural AND school (Topic) and 2024 or 2025 (Publication Years) and Article (Document Types) and English (Languages)

3.2 Screening

The screening phase was a crucial stage in refining the body of literature, ensuring that only those studies meeting the relevance and methodological rigor criteria were retained for detailed review. Of the initial 2,732 records yielded, 1,496 were retrieved from Scopus and 1,236 from the Web of Science databases. After eliminating 49 duplicates, the remaining studies underwent a thorough screening process, guided by predetermined inclusion and exclusion criteria.

Notably, publications that were written in languages other than English, were released prior to 2024, or were classified as conference papers, books, reviews, or in-press articles were excluded, resulting in a total of 2,483 exclusions (see Table 2). Hence, this rigorous filtration process ensured that the final selection comprised only peer-reviewed journal articles with clear empirical or conceptual relevance to CRL in multicultural school settings. Consequently, by focusing on recent English-language research, the review remained consistent with contemporary global discourses while maintaining analytical coherence across diverse data sources.

Although systematic literature reviews often employ longer publication windows, this review deliberately focuses only on studies published between 2024 and 2025 in an effort to capture the most recent empirical evidence and emerging scholarly directions in culturally responsive leadership. This focused timeframe reflects contemporary educational realities shaped by post-pandemic reforms, intensified global migration, and renewed policy emphasis on equity and inclusion. By prioritizing the latest studies, the review highlights current leadership practices, pedagogical innovations, and implementation challenges that may not be adequately represented in earlier literature.

Beyond the technical aspects of data refinement, these methodological choices reflect a deliberate commitment to maintaining scholarly rigor and practical relevance. Restricting the review to literature published since 2024 allows the synthesis to capture emerging perspectives, methodological innovations, and the influence of post-pandemic educational reforms, which continue to shape research on CRL. Furthermore, the exclusion of non-journal and in-press sources further strengthens the dataset's credibility, as peer-reviewed journal articles typically undergo stringent review and provide more comprehensive theoretical and empirical grounding.

Despite the inevitable narrowing of linguistic diversity, the omission of non-English works was necessary to preserve interpretive consistency and ensure precision in coding and thematic synthesis. Collectively, these selective yet transparent methodological decisions enhance both the integrity and reproducibility of the review, offering a reliable evidence base for examining the evolving discourse on CRL within contemporary educational contexts.

Table 2: Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Language	English	Non-English
Timeline	2024-2025	<2024
Literature type	Journal (Article)	Conference, Book, Review
Publication stage	Final	In Press
Subject	Social Sciences, Business, Management and Accounting	Besides Social Sciences, Business, Management and Accounting

The inclusion and exclusion criteria were carefully developed to ensure methodological reliability, transparency, and replicability in the study selection process. By applying clearly defined parameters related to publication type, language, subject relevance, and publication stage, the review minimized selection bias and ensured consistency across screening decisions. These criteria provide a systematic basis for study inclusion, thereby strengthening the credibility and trustworthiness of the review findings. To further enhance analytical rigor, additional criteria related to educational level, population, and research methodology were applied. The review prioritized studies situated in

school-based contexts involving school leaders, teachers, and learners, and included qualitative, quantitative, and mixed-methods research designs. This approach ensured contextual alignment with multicultural school settings while allowing for a comprehensive synthesis of diverse methodological perspectives relevant to culturally responsive leadership.

3.3 Eligibility

The eligibility phase marked a crucial step in confirming that only the most relevant, credible, and thematically appropriate studies were included in the final synthesis. From an initial set of 200 accessible articles, each was carefully reviewed for its title relevance, consistency with the research focus, and availability of full text. Through this process, 170 articles were excluded because they fell outside the scope of CRL, lacked conceptual or empirical significance, or were unavailable in full text. Moreover, this meticulous filtering reflects a clear commitment to methodological accuracy and intellectual coherence, ensuring that only studies that met stringent relevance and quality standards were retained. Consequently, the final dataset represented a concentrated, representative collection of scholarly work that captures CRL practices in multicultural educational environments.

In the final stage, 30 high-quality studies were retained for qualitative synthesis, representing a balanced integration of conceptual, empirical, and contextual insights. This refined selection enhanced the analytical depth of the review, enabling a more nuanced examination of CRL as a developing construct that intersects with leadership equity, cultural inclusivity, and ongoing educational reform. Furthermore, the exclusion of studies beyond the research domain was methodologically justified, as it safeguarded the theoretical focus and prevented the dilution of key themes. Prioritizing full-text accessibility also supports interpretive precision and comprehensive coding during data synthesis.

Therefore, these rigorous eligibility procedures align with established standards for high-impact systematic reviews, reinforcing transparency, reproducibility, and scholarly integrity. As a result, the final corpus of 30 studies provides a solid and credible foundation for analyzing the way in which CRL functions across diverse school contexts and contributes to equity-oriented educational transformation (see Appendix 1). An overview of the final set of included studies—including their geographical distribution, educational levels and participants—is presented in Table 3.

Table 3: Overview of the included studies (n=30)

Dimension	Summary
Publication period	2024-2025
Geographical coverage	Asia, Europe, Africa, North America, cross-national datasets
Educational levels	Early childhood, primary, secondary, vocational, religious education, teacher education
Participants	Students, teachers, school leaders.
Sample sizes	Small qualitative samples to large-scale datasets (>200,000 participants)

3.4 Data Extraction and Analysis

An integrative analysis approach was employed as the central analytical strategy to examine and synthesize findings from diverse qualitative research designs. This method enabled the systematic integration of data from multiple perspectives, allowing for the identification of dominant themes and subthemes aligned with the study's objectives. Initially, the process began with data collection, which served as the foundation for developing thematic categories. As illustrated in Figure 1, the researchers conducted a meticulous review and analysis of 30 selected publications, examining statements, concepts, and evidence that corresponded with the overarching RQs. Specifically, each study was analyzed for its methodological orientation, theoretical contribution, and empirical findings, paying particular attention to CRL, multiculturalism, and schooling practices.

After completing the individual analyses, the lead author worked closely with co-authors to co-construct and refine the emerging themes from the evidence base. This collaborative effort strengthened interpretive validity and helped minimize potential researcher bias. Throughout the process, a reflective log was maintained to record analytical decisions, evolving insights, and interpretive challenges, ensuring both transparency and traceability in the synthesis. Additionally, repeated comparisons of themes across studies enabled the team to identify conceptual overlaps and differences, thereby contributing to a more comprehensive understanding of the dimensions of CRL. Whenever disagreements arose in interpretation or thematic categorization, they were discussed collectively until a shared consensus was reached. Notably, this iterative and reflexive approach ensured that the final themes were empirically grounded and conceptually coherent, thereby enhancing the credibility, dependability, and overall trustworthiness of the review's findings.

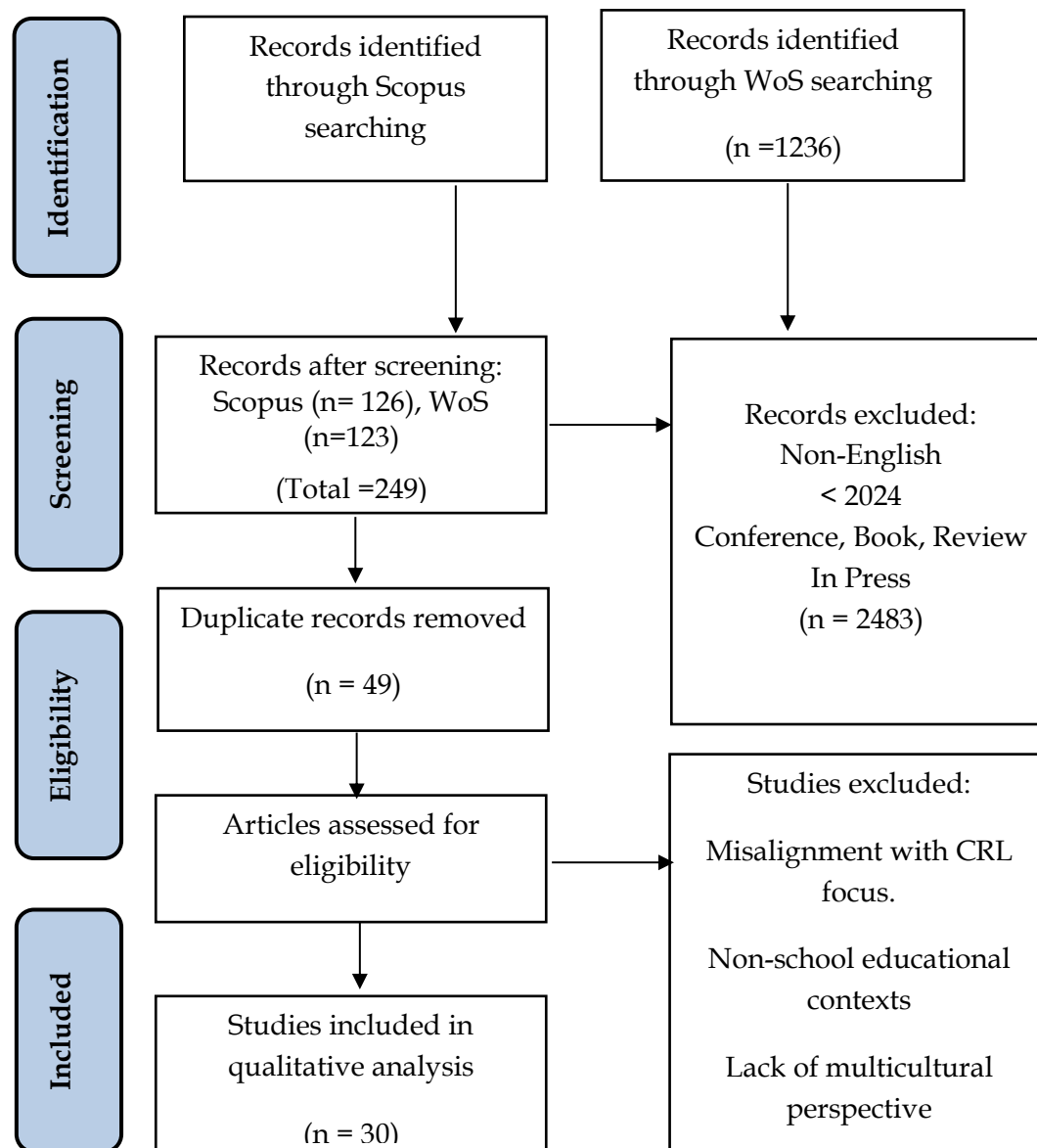


Figure 1: PRISMA flow diagram of the study selection process

4. Results and Discussion

Based on the quality appraisal, Appendix 2 summarizes the evaluation results for the selected primary studies. All 30 studies met the minimum quality threshold ($\geq 58.3\%$), with scores ranging from 58.3% to 83.3%, indicating that the dataset is sufficiently robust to support subsequent synthesis and interpretation. Notably, the concentration of studies scoring 66.7% and above reflects consistent clarity in research purpose (QA1), relevance (QA2), methodological description (QA3), and conceptual framing (QA4), thereby providing a reliable empirical foundation for the thematic analysis that follows.

Collectively, the reporting quality across the 30 studies was generally solid, though somewhat uneven. Most papers achieved a score of 66.7% (Total = 4/6), suggesting that QA1-QA4—namely purpose, usefulness, methodology, and conceptual clarity—were typically well articulated. A smaller group of studies attained higher ratings of 75% (Total = 4.5) and 83.3% (Total = 5), with the strongest performers (PS5, PS8, PS9, PS12, and PS17) demonstrating well-defined aims, rigorous methodological designs, and explicitly framed conceptual foundations. Conversely, the lowest-performing group (58.3%, Total = 3.5; e.g., PS3, PS10, PS18, PS24) exhibited incomplete methodological descriptions or relied solely on conceptual or advocacy-based designs.

Notably, the system-wide weaknesses were most apparent in QA5 (comparative positioning) and QA6 (limitations), as many studies failed to situate their findings within existing research or to clearly acknowledge study limitations, thereby reducing interpretive depth and external validity. This pattern is empirically evidenced by the predominance of ‘No’ ratings under QA5 and QA6 across the majority of the 30 studies, indicating limited comparative positioning and insufficient articulation of study limitations.

Overall, the corpus provides a credible evidence base for synthesis, particularly in areas of purposeful framing and methodological clarity. However, it would benefit from stronger comparative benchmarking and a more precise articulation of its study limitations. For this review, the studies scoring between 75% and 83.3% are prioritized as analytical anchors, while those at 66.7% are included with interpretive caution. These higher-rated studies demonstrated full or partial fulfilment across all six QA criteria, thereby justifying their use as primary reference points for interpretive synthesis and theory alignment.

Papers in the lowest band (58.3%) are primarily considered for contextual or hypothesis-generating insights rather than for conclusive evidence. Moving forward, both researchers and journal editors should emphasize the inclusion of explicit comparative analyses and clear limitation statements to strengthen methodological rigor, advance cumulative knowledge, and enhance the policy relevance of future CRL research.

4.1 Educatory Beliefs, Leadership & Policy Contexts for Multicultural Schooling

Addressing RQ1, this section examines the way in which educators’ beliefs and leadership practices shape the enactment of culturally responsive leadership within policy-rich, multicultural school settings. A growing body of research identifies educators’ beliefs and leadership orientations as key drivers of inclusive climates in multicultural schools. Furthermore, multilevel analyses reveal that students’ multicultural learning experiences are positively associated with more favorable attitudes toward immigrants, and that this relationship is stronger when teachers embrace egalitarian multicultural beliefs.

Interestingly, national integration policies appear not to moderate this relationship, highlighting the proximal influence of school-level belief systems over broader policy frameworks (Firat & Gencoglu, 2025). During the pandemic,

when schools shifted to remote learning, teachers who adopted a multicultural rather than a colorblind approach were associated with higher levels of student engagement, stronger feelings of belonging, and improved well-being. Conversely, colorblind orientations correlated with reduced engagement and belonging, even after controlling for general teacher support (De Leersnyder & Meeussen, 2025). Complementing these findings, a large-scale survey of in-service teachers reported that multicultural beliefs, empathic concern toward injustice, and job satisfaction predicted educators' willingness to foster ethnically inclusive classrooms. Taken together, these patterns suggest that affective dispositions and reflective orientations are central to sustaining culturally responsive and inclusive educational practices (De Leersnyder & Meeussen, 2025; Khanolainen et al., 2024).

On the other hand, attention to teacher preparation and ongoing professional learning continues to emerge as a recurring gap in multicultural education research. Analyses of student-teacher narratives in Denmark, for instance, reveal a strong commitment to an ethos of "togetherness," yet expose limited pedagogical capacity to translate this ideal into practice within complex, culturally diverse classrooms (Benediktsson, 2025). In Norway, teacher education programs similarly lack structured modules on family-school collaboration involving transnational families, leading to potential misinterpretations and missed opportunities for meaningful partnerships with parents (Benediktsson & Tavares, 2025). The Identity Project intervention demonstrates progress "from avoidance to competence," illustrating that structured engagement with ethnicity and culture can empower teachers to affirm student identities and use cultural backgrounds as pedagogical assets. Therefore, this model represents a promising pathway for enhancing teacher confidence and practice in multicultural contexts (Benediktsson, 2025; Benediktsson & Tavares, 2025; Türken et al., 2024).

Policy design often interacts with school-level implementation in complex, context-dependent ways. For instance, in Indonesia's new Merdeka curriculum, the integration of multicultural content remains uneven across subjects. Social action orientations are more apparent in Pancasila and Catholic education, while other domains stress transformation or character formation without explicitly incorporating multicultural or additive approaches. Hence, this pattern suggests only partial alignment with Banks's framework and signals the need for more precise, critical guidance to support implementation (Raihani et al., 2025).

A related mixed-methods case study of Indonesian primary schools further reveals tensions between centralized policy standards and classroom realities, citing inadequate institutional support and limited curricular flexibility as key barriers even among teachers who express strong interest in professional growth (Afifuddin et al., 2025). In contrast, evidence from Melilla, Spain, indicates that professional training on intercultural leadership remains scarce and often lacks practical application. The pandemic further exacerbated inequalities across families, underscoring the fact that limited leadership capacity and macro-level disruptions can converge to strain ongoing equity and inclusion efforts (Afifuddin et al., 2025; Chilah Abdelkader et al., 2024; Raihani et al., 2025).

Additionally, teacher belief patterns also differ across local systems, revealing deep-seated structural constraints. In Northern Cyprus, mixed-methods research indicates that teachers tend to conceptualize multiculturalism primarily in terms of nationality, language, religion, and ethnicity, yet describe schooling practices that fail to reflect or accommodate these multicultural realities. Common challenges include weak communication channels with families, limited institutional preparedness, and policy inertia that hampers adaptation (Erkanli et al., 2024). In contrast, the Hong Kong study illustrates the way in which a strong commitment to cultural inclusion, supported by the strategic reconfiguration of school resources, can foster what the authors refer to as a “Zone for Ethnic Diversity.”

Within this zone, multicultural engagement is made tangible through cultural carnivals, the recruitment of minority teachers, and learning activities that draw upon students’ diverse backgrounds. Such practices demonstrate how leadership commitment translates into concrete design and resource decisions (Gube & Bryant, 2024). Collectively, these studies suggest that inclusive values alone are insufficient without operational reinforcement: flexible curricula, adequate resources, and consistent leadership practices are vital for embedding inclusion in schools’ daily life (Chilah Abdelkader et al., 2024; Erkanli et al., 2024; Gube & Bryant, 2024).

Across different contexts, leadership that genuinely acknowledges diversity tends to be most effective in fostering inclusion. Nonetheless, rather than adopting neutral or colorblind perspectives, school leaders who actively engage with cultural difference create environments in which students and teachers experience greater levels of belonging and engagement. Evidence from Belgium clearly depicts this contrast: multicultural leadership orientations are associated with greater well-being and academic success. On the other hand, colorblind attitudes are often associated with poorer social and educational outcomes (De Leersnyder & Meeussen, 2025).

Complementary findings from the PISA-MIPEX analysis further underscore the role of educator beliefs, revealing that teachers who hold egalitarian values amplify the benefits of students’ multicultural learning. This effect persists regardless of national integration policies (Firat & Gencoglu, 2025). Interventions that focus directly on teacher development, such as the Identity Project, demonstrate a shift from passive acknowledgment to deliberate inclusion. Through guided reflection and structured engagement with identity, culture, and ethnicity, these initiatives illustrate how reflective practice can transform inclusive beliefs into tangible classroom actions (De Leersnyder & Meeussen, 2025; Khanolainen et al., 2024; Türken et al., 2024).

Furthermore, leadership development and teacher preparation stand out as key levers for bridging the gap between belief and practice. In Denmark, student teachers often express a strong desire to build inclusive and connected school communities, yet they lack the practical tools needed to translate those ideals into everyday teaching. In Norway, teacher education programs provide limited

preparation for collaboration with transnational families, while school leaders in Melilla describe professional training as offering little practical value (Benediktsson, 2025; Benediktsson & Tavares, 2025; Chilah Abdelkader et al., 2024). Conversely, research from Indonesia emphasizes the importance of adapting national policy frameworks into flexible, school-level supports; without such contextual translation, teachers frequently perceive official standards as being detached from classroom realities (Afifuddin et al., 2025; Raihani et al., 2025). Evidence from Hong Kong adds a positive counterpoint, indicating that when leadership effectively mobilizes resources, structures, and community-based initiatives around inclusion, teachers' intentions become visible through curriculum design and shared school practices (Afifuddin et al., 2025; Gube & Bryant, 2024; Raihani et al., 2025).

Moreover, synthesizing the findings reveals a consistent pattern whereby inclusive outcomes in multicultural schooling rely less on national frameworks and more on the immediate conditions shaped by school leaders' beliefs, the daily enactment of inclusion, and the presence of practical supports that sustain culturally explicit pedagogy. Strengthening teacher and leadership preparation, alongside ongoing professional learning centered on identity-affirming practices, remains vital to progress. Equally important is ensuring that schools have the resources and flexibility to create inclusive spaces that validate diverse identities.

Without critical guidance, actionable training, and mechanisms to adapt the curriculum to local realities, policy reforms that promote multicultural aims risk remaining symbolic rather than transformative. Ultimately, CRL takes root when beliefs, competencies, and organizational conditions converge, creating school climates that nurture engagement, belonging, and equitable relationships among students (De Leersnyder & Meeussen, 2025; Firat & Gencoglu, 2025; Gube & Bryant, 2024).

Overall, these findings are aligned with established CRL and CRP scholarship, which positions educators' beliefs, reflective practice, and school-community relationships as central mechanisms for advancing equity in multicultural schooling. At the same time, the recurring gaps in professional preparation and the uneven translation of policy into practice reinforce earlier evidence that culturally responsive aims remain difficult to institutionalize without sustained organizational support and leadership capacity.

These findings are theoretically aligned with Banks' (2019) dimensions of multicultural education and culturally responsive leadership frameworks, which emphasize equity-oriented leadership, critical self-reflection, and the centrality of educators' beliefs in shaping inclusive school cultures. Taken together, these findings directly answer RQ1 by demonstrating that educators' beliefs, reflective leadership practices, and school-level supports play a more decisive role in implementing CRL than policy frameworks alone.

4.2 Curriculum, Pedagogical Models & Classroom Practices for Cultural Inclusion

In response to RQ2, this section synthesizes how curriculum designers and classroom teachers implement and adapt pedagogical models to promote cultural inclusion across multicultural classroom and curricular contexts. Curriculum and pedagogy for cultural inclusion are increasingly shaped by Social-Emotional Learning (SEL), antiracist reflection, and explicit multicultural content. One conceptual strand highlights inclusive SEL as a meaningful pathway aligned with the Sustainable Development Goals (SDGs), advocating for the integration of multicultural perspectives and sensitivity to individual learning differences to transform K-12 practice (Ha et al., 2025).

Furthermore, a systematic review of primary school literature similarly identifies problem-based learning, SEL routines, and virtual field experiences as recurring best practices that can be embedded in curriculum design and professional development frameworks for teachers (Farid et al., 2024). In parallel, behavioral research introduces structured reflection tools such as the ABC Diversity Iceberg and Multicultural Reflective Behavior Analytic Practice to reduce bias during observation and intervention. These reflective tools help bridge the gap between policy discourse and classroom realities, positioning self-reflective routines as essential mechanisms for sustaining culturally responsive practice (Farid et al., 2024; Taylor et al., 2024).

Religious and civic education, on the other hand, emerge as productive settings for implementing multicultural values through model-based design and school culture. A research-and-development study in Islamic Religious Education (PAI) reports gains in moderation, tolerance, and empathy after embedding dialogue, collaboration, and cultural exposure in instructional materials and methods (Luthfi et al., 2025). Complementary mixed-methods evidence in Indonesian IRE indicates that integrating multicultural values enhances interfaith tolerance, cultural appreciation, and inclusive peer relations across junior high and madrasa settings (Muhajir et al., 2025). Beyond formal lessons, a qualitative case in Mataram City indicates that hidden curriculum elements, such as religious celebrations, cultural festivals, and student-led social actions, shape dispositions toward diversity and coincide with high social cohesion and minimal intergroup conflict, suggesting that informal routines can consolidate curricular intent (Luthfi et al., 2025; Muhajir et al., 2025; Pageh et al., 2025).

Moreover, instructional materials and textual representations significantly mediate multicultural aims. Analyses of ELT textbooks in Thailand reveal partial progress: non-native English contexts receive visibility, and some Thai cultural content appears, yet intercultural perspectives remain inconsistently distributed across pictures, readings, activities, and grammar tasks (Promwatcharanon & Suwanarak, 2025). Conversely, a study of Turkish EFL coursebooks identifies predominant references to target-language countries, European nationalities, and white racial categories, recommending revisions to broaden representation and foster intercultural competence (Türkmen & Zehir Topkaya, 2024). Content analysis of Indonesian language textbooks for Grade 4 documents structured activities that promote tolerance, intercultural communication, reflection, and

responsibility toward diversity, indicating that language curricula can serve as vehicles for character formation aligned with inclusive goals (Promwatcharanon & Suwanarak, 2025; Sadiah et al., 2024; Türkmen & Zehir Topkaya, 2024).

Classroom-based interventions that draw on narrative, storytelling, and culturally grounded learning tasks have exhibited strong potential to enhance intercultural competence and socio-emotional growth. Notably, mixed-methods research from Thai Grade 10 English classrooms demonstrates that using multiple “Cinderella” adaptations can deepen students’ intercultural understanding, heighten sensitivity to discrimination, and cultivate openness toward difference, while also improving communication skills. Reflective writing within these lessons acts as a vehicle for empathy and self-awareness (Wongsuban et al., 2024).

In early childhood settings, an “ethic of care” is fostered through practices of affirmation, attunement, and emotional anchoring, with folktales and mythology employed to counter exclusionary discipline and encourage peaceful conflict resolution (Kurian, 2024). Autoethnographic approaches further emphasize diversity by positioning student experience as a curricular resource, while strengthening educator–student relationships through vulnerability, reflection, and care (Kurian, 2024; Leck & Baptiste, 2024; Wongsuban et al., 2024).

In contrast, design research and validation studies continue to reinforce the methodological foundation of inclusive pedagogy. In Indonesia, the CERITATALOGAM [Gamified Local Storytelling Model] R&D model for Pancasila education integrates culturally responsive teaching with local wisdom and gamified learning. Specifically, feasibility trials, expert validation, and N-Gain analyses comparing it to problem-based learning indicate stronger multicultural competence and smoother classroom implementation, as reported by both teachers and students (Patras et al., 2025).

In Chile, a content-validation project produces a didactic sequence for multimodal reading that embeds intercultural competence; expert-judged indices such as Aiken’s V and Lawshe confirm its coherence and readiness for use in migration-affected classrooms (Mardones et al., 2024). In contrast, an action-oriented study in Icelandic pre- and primary schools identifies only limited evidence of CRP in practice. Nonetheless, principal leadership and collaboration within research partnerships were seen as critical for encouraging teacher learning, highlighting the organizational supports necessary for broader adoption (Jónsdóttir & Einarsdóttir, 2024; Mardones et al., 2024; Patras et al., 2025).

Additionally, evidence from multiple contexts suggests that cultural inclusion is strengthened when curriculum design, professional reflection, and learning materials are aligned to affirm diversity and normalize plurality. SEL-oriented models and reflective anti-bias tools provide scaffolding for addressing disciplinary inequities, while religious and civic education initiatives demonstrate how dialogic activities and community rituals can nurture moderation and social cohesion. Story-based, multimodal, and gamified pedagogies have similarly been presented to enhance empathy and intercultural competence, supported by

validation studies confirming their feasibility for broader adoption. Nevertheless, persistent gaps remain: textbook analyses and classroom observations reveal uneven representation and the inconsistent enactment of inclusive principles. Hence, these findings underscore the need for systematic revisions to instructional materials, stronger school-level leadership support, and continued model testing to narrow the gap between aspirational frameworks and everyday teaching practice (Ha et al., 2025; Jónsdóttir & Einarsdóttir, 2024; Promwatcharanon & Suwanarak, 2025).

These results are consistent with broader multicultural education and CRP literature indicating that inclusive outcomes are stronger when curriculum content, pedagogy, and learning materials explicitly recognize cultural plurality rather than adopting a neutral or colorblind stance. However, continued evidence of uneven representation in textbooks and inconsistent classroom enactment suggests that, in practice, multicultural inclusion remains more aspirational than fully embedded, echoing long-standing critiques in the field regarding implementation gaps.

From a theoretical standpoint, the results support culturally responsive pedagogy (CRP) as articulated by Ladson-Billings, particularly the emphasis on cultural competence, critical consciousness, and the use of learners' cultural knowledge as instructional assets. Thus, in relation to RQ2, the evidence indicates that cultural inclusion is most effectively promoted when curriculum design, pedagogical models, and classroom practices are intentionally aligned with culturally responsive and reflective principles.

4.3 Learner Diversity, Competence and Inclusive Outcomes

Responding to RQ3, this section discusses how learners from culturally, linguistically, and ability-diverse backgrounds develop multicultural competence and inclusive learning outcomes when supported by culturally responsive leadership and pedagogy. Learner diversity and inclusive competence have become central themes in current multicultural education research, highlighting the importance of creating equitable learning conditions for all students, including those with disabilities, diverse immigrant experiences, or unique linguistic identities. Furthermore, multicultural education is increasingly recognized as a transformative framework that reshapes the ways in which learners perceive, understand, and interact with differences in school settings.

Studies adopting this lens emphasize that inclusive environments play a vital role in nurturing students' openness, self-awareness, and intercultural awareness (Mardhiah et al., 2024). A meta-synthesis of 27 empirical studies further demonstrates that multicultural education fosters competence in managing diversity, developing empathy, and cultivating tolerance from the early years of schooling. When applied consistently and in depth, these educational approaches enrich students' cognitive understanding of diversity while strengthening the affective and behavioral dimensions of intercultural competence, both of which are essential for building and sustaining inclusive societies (Mardhiah et al., 2024).

One of the enduring challenges in multicultural education lies at the intersection of disability and ethnicity, where overlapping identities often intensify marginalization. Evidence from Greece underscores how students with Special Educational Needs and Disabilities (SEND) who also come from minority ethnic backgrounds encounter layered forms of bullying – verbal, physical, social, and even cyber – within mainstream public schools (Samsari et al., 2025). Notably, these studies uncover the compounded vulnerabilities that emerge from the dual stigmas of disability and immigrant identity.

However, teachers frequently overlook the cultural dimensions embedded in their pedagogical practices and underestimate how these factors shape experiences of exclusion and victimization. Testimonies from SEND students further expose significant gaps in teacher understanding and reveal how current inclusion policies remain insufficient to address systemic biases. Collectively, these findings emphasize the need for inclusive pedagogical approaches that are sensitive to both disability and cultural identity, ensuring emotional safety, meaningful participation, and equitable learning outcomes for all learners (Mardhiah et al., 2024; Samsari et al., 2025).

Building on these insights, linguistic and identity development among immigrant and multilingual learners introduces another vital dimension of inclusive competence. Bedoin's research on Immigrant Deaf Multilingual Learners (IDML) in France reveals that identity formation within this group is deeply influenced by linguistic transmission in families and by the ways in which schools respond to varied linguistic repertoires (Bedoin, 2025). Moving beyond earlier deaf studies, which tended to focus on single-language environments, this work corroborates the notion that the coexistence of multiple home languages and sign systems shapes students' sense of belonging and self-perception.

Hence, the findings suggest that educational practices often fail to account for the linguistic and cultural heterogeneity of deaf learners, leading to fragmented and inconsistent support structures. Therefore, Bedoin's analysis advocates for frameworks that transcend monolingual and monocultural orientations, underscoring the importance of multilingual, multimodal, and culturally adaptive pedagogies to promote belonging, inclusion, and academic success among marginalized learners (Bedoin, 2025; Samsari et al., 2025).

Taken together, these studies reflect a shifting conceptualization of inclusion, extending beyond physical accessibility and cognitive accommodation to embrace linguistic plurality, cultural representation, and emotional well-being. The synthesis of findings suggests that multicultural competence must be cultivated as an integrated construct encompassing cognitive, social, and ethical dimensions. For example, qualitative research from Greece and France highlights the importance of professional learning that equips teachers with multicultural sensitivity and linguistic awareness. Similarly, the Indonesian meta-synthesis advocates for institutional responsibility in embedding multicultural education from the early years, positioning diversity as a collective strength rather than a source of challenge. Overall, these interconnected insights illustrate that genuine

inclusion arises from sustained alignment between curriculum design, pedagogical practice, and community engagement, with each working in concert to sustain equitable and culturally responsive education (Bedoin, 2025; Mardhiah et al., 2024; Samsari et al., 2025).

Moreover, beyond the educational setting, the reviewed studies reveal how learners' diverse identities intersect with power structures and institutional expectations. The experiences of immigrant deaf students demonstrate that exclusion often occurs through subtle linguistic hierarchies and the privileging of dominant communication modes. Similarly, SEND students from minority groups encounter forms of exclusion that are not always visible but manifest in peer interactions and teacher assumptions. These phenomena indicate that inclusion is not achieved through policy prescriptions but must be enacted in the micro-level interactions that shape students' sense of belonging. Therefore, fostering inclusive competence requires educators to develop reflexive awareness of the ways in which teaching practices, curriculum language, and classroom discourse may either sustain or dismantle systemic inequities. Such reflection aligns with a humanistic vision of education, emphasizing equity, dignity, and mutual respect as operational principles in the multicultural classroom (Bedoin, 2025; Mardhiah et al., 2024; Samsari et al., 2025).

In summary, the collective evidence asserts that effective multicultural education hinges on addressing intersectional diversity through pedagogical strategies grounded in context and responsive to learners' realities. The internalization of multicultural principles fosters tolerance and openness, yet genuine inclusion can only take root when cultural and linguistic diversity among students—particularly those with disabilities or minority backgrounds, is understood as an asset rather than a limitation. The reviewed studies therefore highlight an urgent need for integrative frameworks that connect multicultural education, disability studies, and linguistic diversity. Consequently, such alignment supports a holistic vision of learner competence, advancing inclusive and equitable outcomes across global educational systems.

Overall, the findings align with intersectionality-informed perspectives in inclusive education, which emphasize that learners' experiences of inclusion are shaped by overlapping identities such as disability, language, and migration status. In addition, the evidence supports multicultural education scholarship that conceptualizes competence as a multidimensional construct (cognitive, affective, and behavioral), while underscoring that meaningful inclusion is enacted through everyday pedagogical interactions rather than policy statements alone. In addressing RQ3, the findings highlight that inclusive learning outcomes emerge when learner diversity is approached through intersectional, context-sensitive pedagogies that affirm linguistic, cultural, and ability-based differences.

5. Conclusion

The purpose of this systematic literature review was to synthesize recent scholarship on culturally responsive leadership (CRL) in multicultural school contexts, paying particular attention to the ways in which leadership practices,

educator beliefs, curriculum design, and learner diversity interact to foster equity and inclusion in education. Guided by the PRISMA protocol, this review analyzed 30 peer-reviewed studies retrieved from Scopus and Web of Science databases and published between 2024 and 2025. Overall, the synthesis identified three interrelated thematic areas: (i) educator beliefs and leadership contexts, (ii) curriculum and pedagogical models for cultural inclusion, and (iii) learner diversity and inclusive outcomes. Collectively, the findings position CRL as a multidimensional and context-sensitive leadership framework that supports inclusive schooling when leadership, pedagogy, and institutional conditions are coherently aligned. By synthesizing cross-contextual patterns rather than single-context findings, this review offers insights that may inform culturally responsive leadership practices across diverse multicultural education systems.

Importantly, the decision to delimit the review to studies published between 2024 and 2025 was intentional and theoretically grounded. This temporal focus was adopted to capture the most recent empirical evidence and conceptual developments in culturally responsive leadership emerging in the post-pandemic period, a phase marked by intensified global migration, renewed equity-oriented policy reforms, and heightened attention to culturally sustaining leadership practices. Rather than providing a historical mapping of CRL scholarship, this review sought to offer a contemporary snapshot of the field, prioritizing depth of analysis, contextual relevance, and methodological rigor. Although the final corpus comprised 30 studies, this focused selection enabled a systematic and in-depth synthesis of current trends, challenges, and innovations, while reducing the conceptual dilution often associated with broader time spans. Consequently, the review emphasizes analytical precision over volume, aligning with established methodological guidance for focused systematic literature reviews.

While this review acknowledges the persistent influence of Western-centric leadership paradigms within CRL scholarship, it is important to clarify the underlying assumptions that sustain this dominance. Western-centric models of educational leadership are commonly grounded in universalist and individualistic epistemologies that privilege standardization, managerial efficiency, and context-neutral notions of effectiveness. Such frameworks tend to conceptualize leadership as a transferable set of competencies, often detached from local histories, relational accountability, and community-based ways of knowing.

In multicultural school contexts, these assumptions risk marginalizing Indigenous, non-Western, and minoritized epistemologies, reducing cultural responsiveness to a technical exercise rather than an ethical, relational, and contextually situated practice. Consequently, the dominance of Western-centric worldviews constrains the transformative potential of CRL by privileging policy compliance and performance metrics over culturally grounded leadership, collective responsibility, and situated meaning-making.

Finally, it is important to note that the conclusions drawn in this review should be interpreted as indicative rather than definitive. Given the deliberate focus on a

recent and bounded corpus of 30 studies published between 2024 and 2025, the findings are intended to reflect emerging patterns, directions, and tensions within contemporary CRL scholarship, rather than to establish universal or final claims about the field. As such, the conclusions highlight provisional insights that signal areas of convergence and concern, while underscoring the need for continued, large-scale, and longitudinal research to substantiate and extend these observations across broader temporal and geographical contexts.

Conflict of Interest

The authors declare that they have no conflicts of interest to report regarding the present study.

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Appendix 1: Number and details of primary studies database

PS	Authors	Title	Year	Source	Scopus	WoS
1	(Ha et al., 2025)	Suggestions for culturally inclusive learning: Integrating diversity in educational research and promoting inclusive social and emotional learning support for all	2025	Learning and Individual Differences	/	
2	(Firat & Gencoglu, 2025)	Teachers' multicultural beliefs or countries' integration policies? Contextual influences on students' multicultural learning and attitudes towards immigrants	2025	Social Psychology of Education	/	
3	(Luthfi et al., 2025)	Development of a Multicultural-Based Islamic Religious Education Learning Model in Fostering Moderate Attitudes of Junior High School Students in Cilegon	2025	Journal of Educational and Social Research	/	
4	(De Leersnyder & Meeussen, 2025)	Better Be Multicultural or Colorblind? How Teachers' Approach to Diversity During COVID-19 School Closures Predicts Adolescents' Class Engagement, School Belonging and Health Beyond General Teacher Support	2025	Journal of Community and Applied Social Psychology	/	/
5	Raihani, R. et al. (Raihani et al., 2025)	Multicultural Education in Indonesia's "Merdeka" [Independence] Curriculum	2025	Journal of Education Culture and Society	/	
6	(Muhajir et al., 2025)	Integrating Multicultural Values to Foster Tolerance and Inclusivity in Islamic Religious Education	2025	Jurnal Pendidikan Islam [Islamic Education Journal]	/	
7	(Promwatcharanon & Suwanarak, 2025)	Exploring Cultural Diversity Portrayed in ELT Textbooks for Public Secondary Schools in Chiang Mai, Thailand	2025	rEFlections	/	
8	(Patras et al., 2025)	Integration of Culturally Responsive Teaching Approach, Local Wisdom, and Gamification in Pancasila Education to Develop Students' Multicultural Competence	2025	Educational Process: International Journal	/	
9	(Bedoin, 2025)	Exploring identity building, language transmission and educational strategies for immigrant d/Deaf multilingual learners	2025	Journal of Multilingual and Multicultural Development	/	/
10	(Benediktsen, 2025b)	Sustaining the ethos of togetherness in multicultural schools in Denmark: Student teachers' reflections and experiences	2025	Scandinavian Journal of Educational Research	/	
11	(Benediktsen & Tavares, 2025a)	Family-school cooperation in multicultural schools: A missing piece in teacher education in Norway	2025	Pedagogy, Culture and Society	/	/

12	(Samsari et al., 2025)	Multicultural Education and Students with Special Needs: A Case Study from Greece	2025	International Journal of Disability, Development and Education	/	
13	(Afifuddin et al., 2025)	Negotiating multicultural values within centralized education systems: a case study of Indonesia	2025	Frontiers in Education	/	
14	(Pageh et al., 2025)	The Role of the Hidden Curriculum in Fostering Tolerance: A Case Study of Public High Schools in Mataram City	2025	Educational Process: International Journal	/	
15	(Chilah Abdelkader et al., 2024)	School Leadership in Multicultural Contexts During COVID-19: The Case of Melilla, Spain	2024	Research in Educational Administration and Leadership	/	/
16	(Türkmen & Zehir Topkaya, 2024)	Promoting Multicultural Learning: An Investigation of Race Representation in Turkish Secondary School EFL Coursebooks	2024	Participatory Educational Research	/	
17	(Farid et al., 2024)	Enhancing cultural inclusivity in primary schools: Insights from Springer multicultural education data	2024	International Journal of Evaluation and Research in Education	/	
18	(Taylor et al., 2024)	Addressing Diversity, Bias, and Racism in Applied Behavior Analysis: Reflective Practices for Behavior Analytic Professionals in Schools	2024	Education and Treatment of Children	/	/
19	(Kurian, 2024)	Building Inclusive, Multicultural Early Years Classrooms: Strategies for a Culturally Responsive Ethic of Care	2024	Early Childhood Education Journal	/	
20	(Mardhiyah et al., 2024)	Internalization of multicultural education in improving students' multicultural competence	2024	Journal of Education and Health Promotion	/	/
21	(Wongsuwan et al., 2024)	Promoting Intercultural Competence through Different Versions of Cinderella Stories for Thai High School Students	2024	rEFLECTIONS	/	
22	(Prasanna et al., 2024)	Teacher's practice and perception of the influence of stories during preschool child development: A cross-sectional study from ethnically diverse South Indian city	2024	Child Language Teaching and Therapy	/	/
23	(Mardones-Nichi et al., 2024)	Intercultural competence in multimodal reading comprehension: Content validation of a didactic proposal for a multicultural classroom	2024	Frontiers in Education	/	/
24	(Leck & Baptiste, 2024)	Valuing and Honoring Diversity: Autoethnography in Classrooms to Promote Multicultural Education	2024	Multicultural Perspectives	/	/

25	(Türken et al., 2024)	From Avoidance to Competence? How the Identity Project Inspires Teachers to Engage with Ethnicity and Culture with Their Students	2024	Identity	/	/
26	(Khanolainen et al., 2024)	Teachers' beliefs and characteristics predictive of their willingness to cultivate a safe, ethnically inclusive school environment	2024	International Journal of Educational Research	/	
27	(Sadiah et al., 2024)	Global Diversity Values in Indonesia: An Elementary School High-Grade Indonesian Language Textbook Analysis	2024	International Electronic Journal of Elementary Education	/	
28	(Erkanlı et al., 2024)	Examination of primary school teachers' attitudes and views towards multicultural education	2024	Frontiers in Education	/	
29	(Jónsdóttir & Einarsdóttir, 2024)	Pedagogical challenges and practices in multicultural classrooms: a praxeological study	2024	Educational Action Research	/	
30	(Gube & Bryant, 2024a)	Making space for ethnic diversity through global education: a zone theory perspective	2024	Mind, Culture, and Activity	/	/

Appendix 2: Quality assessment results of the selected studies

PS	QA1	QA2	QA3	QA4	QA5	QA6	Total Marks	Percentage (%)
1	Y	Y	P	Y	P	N	4	66.7
2	Y	Y	Y	Y	P	N	4.5	75
3	Y	Y	Y	P	N	N	3.5	58.3
4	Y	Y	Y	Y	N	N	4	66.7
5	Y	Y	Y	Y	N	Y	5	83.3
6	Y	Y	Y	Y	N	N	4	66.7
7	Y	Y	Y	Y	N	N	4	66.7
8	Y	Y	Y	Y	Y	N	5	83.3
9	Y	Y	Y	Y	N	Y	5	83.3
10	Y	Y	Y	P	N	N	3.5	58.3
11	Y	Y	Y	Y	N	N	4	66.7
12	Y	Y	Y	Y	N	Y	5	83.3
13	Y	Y	Y	Y	N	N	4	66.7
14	Y	Y	Y	Y	N	N	4	66.7
15	Y	Y	Y	Y	N	N	4	66.7
16	Y	Y	Y	Y	N	N	4	66.7
17	Y	Y	Y	Y	Y	N	5	83.3
18	Y	Y	P	Y	N	N	3.5	58.3
19	Y	Y	Y	Y	N	N	4	66.7
20	Y	Y	Y	Y	P	N	4.5	75
21	Y	Y	Y	Y	N	N	4	66.7
22	Y	Y	Y	Y	N	N	4	66.7
23	Y	Y	Y	Y	P	N	4.5	75
24	Y	Y	P	Y	N	N	3.5	58.3
25	Y	Y	Y	Y	N	N	4	66.7
26	Y	Y	Y	Y	N	N	4	66.7
27	Y	Y	Y	Y	N	N	4	66.7
28	Y	Y	Y	Y	N	N	4	66.7
29	Y	Y	Y	Y	N	N	4	66.7
30	Y	Y	Y	Y	N	N	4	66.7