

# Significance of Growth Mindset in Promoting Culturally Responsive Pedagogy: A Theoretical Analysis

<sup>1</sup>Dr Neha Rawat and <sup>2</sup>Dr Rashmi

<sup>1</sup>Assistant Professor, Teacher Education Department, Kohima Campus, Nagaland University

<sup>2</sup>Assistant Professor, Teacher Education Department, Kohima Campus, Nagaland University

## Abstract

The paper explores the intersection of Growth Mindset (GM) theory and Culturally Responsive Pedagogy (CRP) to establish a cohesive theoretical framework for equitable and inclusive education. The integration of these frameworks provides educators with tools to dismantle deficit thinking, foster academic rigor, and develop reflective teaching practices. Drawing on sociocultural, constructivist, and transformative learning theories, the paper underscores the critical role of teacher mindset in shaping expectations and learning environments. The paper also highlights implications for curriculum design, assessment, classroom management, and teacher training. Ultimately, it argues for a conceptual and practical synthesis that positions GM as a foundational catalyst for CRP, which enables educators to create culturally affirming, cognitively challenging, and emotionally supportive classrooms. The theoretical insights presented in the paper and classroom-based illustrations demonstrate the synergistic potential of this integration of GM and CRP, confirming the call for further empirical research and policy support to operationalize this evolving transformative pedagogical paradigm of the conceptual paper.

**Keywords:** Culturally Responsive Pedagogy, Growth Mindset, Transformative Pedagogy

## Article Publication

Published Online: 31-Dec-2024

## \*Author's Correspondence

Dr Rashmi

Assistant Professor, Teacher Education Department, Kohima Campus, Nagaland University

rashmi@nagalanduniversity.ac.in

© 2024 The Authors. Published by International Research Journal of Educational Psychology. This is an open access article under the CC BY-NC-ND



license

(<https://creativecommons.org/licenses/by-nc-nd/4.0/>)

## Introduction

Recent Studies indicate that culturally responsive pedagogy (CRP) encourages the affirmation of students' cultural identities while enhancing academic achievement, fostering critical thinking, and building inclusive learning environments (Gay, 2010; Ladson-Billings, 1995). And, the growth mindset (GM) idea highlights the conviction that intelligence and abilities can be developed through effort, feedback, and perseverance (Carol Dweck, 2006). Both CRP and the GM are grounded in a shared philosophical foundation that fosters the intrinsic potential of each learner. Therefore, exploring the intersection of these two frameworks offers a promising avenue for enhancing equity, inclusion, and academic success in diverse classrooms.

Since, studies shows that a growth mindset provides a cognitive and emotional foundation for educators to challenge stereotypes, embrace diversity and cultivate high expectations for all learners and teachers' perceptions of student ability are deeply influenced by their implicit beliefs and attitudes which can either reinforce or dismantle educational inequities (Gershenson et al., 2016). Additionally, when educators embody a growth mindset, they are more likely to reflect on their biases, embrace professional learning, and experiment with culturally sustaining practices (Hammond, 2015). So, this integration helps to develop not only resilient students but also reflective and equity-oriented teachers. Thus, despite this promising synergy, there remains a lack of theoretical frameworks that examine how a growth mindset can actively support and enhance CRP.

Studies show that without cultivating a growth mindset among educators, efforts at cultural responsiveness may be superficial or inconsistent. For instance, teachers' implicit biases can hinder the effectiveness of CRP (McKown & Weinstein, 2008), and the belief in fixed intelligence often correlates with lower expectations for marginalized students (Rattan, Good, & Dweck, 2012). Therefore, the paper aims to fill that gap by offering a conceptual exploration of the intersection between these two educational paradigms. In this light, the following research objectives of the paper are as follows:

### Research Objectives

1. To examine and establish a comprehensive theoretical foundation of Culturally Responsive Pedagogy/teaching and Growth Mindset.
2. To examine the interaction between culturally sensitive teaching and growth mindset for effective pedagogy and learning.

As per the first objective of the study, the paper examines and establishes the theoretical foundation of Culturally Responsive Pedagogy/teaching and Growth Mindset and associated theories of learning and teaching. Let us study them in the following section of the paper:

Dweck (2006) and Gay (2010) found that a strong theoretical foundation is essential for understanding how the integration of Growth Mindset Theory and Culturally Responsive Pedagogy (CRP) can transform teaching for encouraging both academic resilience and cultural inclusivity. Hammond (2015) also suggests that they enable educators to move beyond fragmented practices and adopt a cohesive, equity-driven approach to pedagogical work. Therefore, inspired by the above discussion, the authors attempt to present the theoretical foundations of the CRT/CRP and GM, and the associated educational theories are:

### Theoretical Foundations of Culturally Responsive Teaching/Pedagogy (CRT/CRP)

To establish proper coherence, the authors have explored and arranged the theoretical foundations of CRT/CRP from their historical developments to prominent theories. The following diagram represents the flow of ideas explored under this heading:

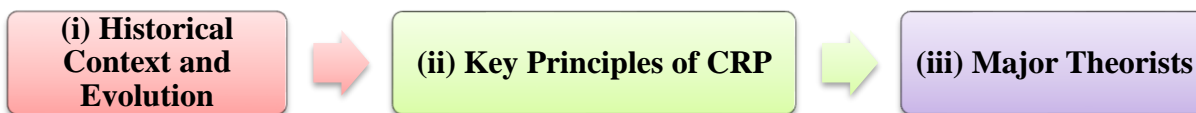


Figure 1: Systematic flow diagram of the discussion on the Theoretical Foundations of CRT/CRP

(i) *Historical Context and Evolution*: The concept of CRP emerged in response to the persistent educational inequities faced by students from racially, ethnically, and linguistically diverse backgrounds. Banks (1995) stated that its development can be traced to the broader movement for multicultural education during the 1960s and 1970s in the United States, which aimed to address racial segregation and curriculum bias. Later, the concept gained significant academic prominence with the work of Gloria Ladson-Billings, who introduced the term “Culturally Relevant Pedagogy (CRP)” in her seminal article *Toward a Theory of Culturally Relevant Pedagogy* (1995). Her framework emphasized that academic success, cultural competence, and critical consciousness should be central goals in education for students from marginalized communities. Thereafter, Geneva Gay (2000) expanded this foundation with the term “culturally responsive teaching,” highlighting the need for pedagogical strategies that are consistent with students' cultural frames of reference.

(ii) *Key Principles of CRP*: (1) CRP affirms the cultural heritage and lived experiences of students as assets rather than deficits, and this validation builds student self-esteem and fosters meaningful engagement (Gay, 2010). (2) Teachers practicing CRP maintain rigorous academic standards while providing scaffolded support tailored to students' needs and contexts (Ladson-Billings, 1995). (3) CRP encourages students to understand and appreciate both their own and others' cultures, which enables them to navigate multiple cultural settings effectively (Ladson-Billings, 2001). (4) CRP addresses educational disparities by ensuring equitable access to curriculum, instruction, and resources for all learners (Villegas & Lucas, 2002). (5) CRP cultivates critical thinking by helping students analyse social injustices and empowers them to become agents of change (Freire, 1970; Ladson-Billings, 1995).

Thus, teachers must be educated to these standards to ensure that their lessons are intellectually and culturally accepting, which requires them to examine their ideas, behaviours, and institutional settings critically.

*(iii) Major Theorists:* (1) Gloria Ladson-Billings is widely credited with laying the theoretical groundwork for culturally relevant pedagogy (CRP) and focuses on how teachers can support African American students by aligning pedagogy with their cultural and social realities (Ladson-Billings, 1995; 2001). She emphasized the significance of teachers viewing themselves as cultural workers who value and integrate students' home cultures into the classroom. (2) Geneva Gay further expanded this work with a focus on culturally responsive teaching that offers practical strategies to incorporate students' cultural knowledge, prior experiences, and performance styles into instruction. Gay (2000) also argued that culturally responsive teaching (CRT) is not simply about content inclusion but also about pedagogical responsiveness and classroom interactions that are respectful and affirming. (3) Sonia Nieto has contributed significantly to the field by advocating for multicultural education that is socially transformative and emphasizes that culture, language, and identity are central to effective teaching and learning (Nieto, 2010). (4) Though Paulo Freire is not directly labelled a CRT/CRP theorist, but laid an important foundation by his work on critical pedagogy, which calls for dialogic, liberatory education rooted in students' lived experiences and aimed at social justice (Freire, 1970). Together, these theorists challenge deficit-based narratives and provide a framework for equity-oriented pedagogy grounded in cultural awareness, reflection, and responsiveness.

### Theoretical Foundations of Growth Mindset



Figure 2: Systematic flow diagram of the discussion on the Theoretical Foundations of Growth Mindset

*(i) Origin and Key Ideas:* The concept of Growth Mindset Theory was developed by psychologist Carol Dweck, who explored how beliefs about intelligence affect motivation and achievement and led to the formulation of two contrasting mindsets: fixed mindset and growth mindset. A fixed mindset assumes that intelligence, talents, and abilities are static and cannot be changed, while a growth mindset posits that these attributes can be developed through effort, strategy, and learning from mistakes (Dweck, 2006). Dweck's early work with achievement motivation in children found that students who believed in the malleability of intelligence were more likely to embrace challenges, persist through setbacks, and ultimately perform better (Dweck & Leggett, 1988). This belief system significantly affects how learners interpret success and failure. In a growth mindset framework, failure is seen as a stepping stone to learning rather than a limitation of ability. Dweck (2006) emphasized that educators' mindsets also play a critical role, as teachers with a growth mindset tend to provide feedback that fosters resilience, model learning through effort, and create environments where students feel safe to take academic risks.

*(ii) Application in Educational Settings:* The application of growth mindset theory has had a transformative impact on educational practice, and it influences how teachers structure classroom environments, assess student performance, and provide feedback. Growth mindset interventions have been shown to positively influence student motivation, academic resilience, and performance, particularly in challenging or high-stakes contexts (Yeager & Dweck, 2012). In the classroom, teachers who foster a growth mindset often: (1) Emphasize effort over innate ability, reinforcing that success is a result of persistence and strategy. (2) Use constructive feedback that promotes reflection and improvement (Boaler, 2016). (3) Model learning from failure as a valuable part of the educational process. (4) Encourage students to view challenges as opportunities for cognitive and emotional growth. Therefore, Growth mindset practices are also applied in teacher professional development, where helping educators adopt adaptive beliefs about student potential can improve instructional equity and innovation (Rattan, Good, & Dweck, 2012). Critics argue that focusing solely on individual effort without addressing systemic barriers can inadvertently reinforce inequity (Torrance, 2012).

*(iii) Relevance for Diverse Learners:* A growth mindset framework challenges deficit-based narratives and helps to promote equitable learning environments by reinforcing the idea that all students, regardless of background, are capable of success (Claro, Paunesku, & Dweck, 2016). So, the relevance of growth mindset theory is particularly

significant in diverse and multicultural classrooms where students often encounter implicit bias, stereotype threat, or low expectations from educators. For a diverse learner growth mindset, respond to stereotype threat by framing intelligence as developable rather than predetermined (Aronson, Fried, & Good, 2002) and foster self-efficacy by promoting internal attribution of success to effort and strategy rather than to uncontrollable traits. Also, support culturally responsive teaching by aligning with the belief that every student brings valuable strengths and potential into the classroom (Hammond, 2015) and teachers with a growth mindset are more likely to maintain high expectations for all students, regardless of race, ethnicity, or language background and provide the necessary support to help them reach their goals (Gershenson et al., 2016). This makes a growth mindset a critical foundation for implementing inclusive, equitable, and responsive pedagogy.

### Major Relevant Theories of Education

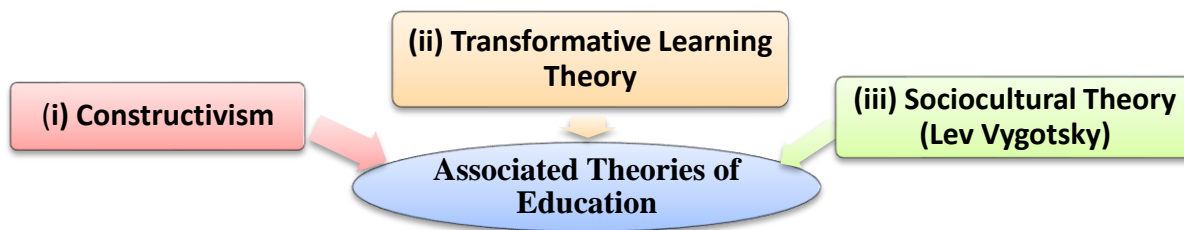


Figure 3: Major Relevant Theories of Education for CRT and GM

To deepen the theoretical understanding of both CRP and Growth Mindset, the following major theories provide critical insights into how learners actively engage with knowledge, adapt beliefs, and interact with social and cultural contexts in the learning process.

*(i) Constructivism:* It is rooted in the works of Jean Piaget and later developed by educational theorists such as Jerome Bruner posits that learning is an active constructive process where learners build new knowledge upon the foundation of prior experiences and understandings (Piaget, 1952; Bruner, 1996). This theory aligns closely with CRP, as it emphasizes the value of students' prior knowledge, including cultural knowledge, in constructing new learning experiences. Culturally responsive educators use constructivist principles to co-construct curriculum with learners, thereby validating students' cultural contexts as critical to the learning process (Villegas & Lucas, 2002). Similarly, a growth mindset is inherently constructivist because it views intelligence and ability as malleable and evolving, shaped by experience, effort, and reflection (Dweck, 2006). It means constructivist teaching supports the belief that all students can learn and grow, regardless of background or perceived ability level.

*(ii) Transformative Learning Theory:* Transformative Learning Theory, developed by Jack Mezirow (1991) who emphasizes critical reflection and the transformation of learners' perspectives through disorienting dilemmas and dialogue. This theory focuses on how adults (and, in broader applications, all learners) reframe their worldviews, assumptions, and beliefs as they encounter new and challenging experiences. Transformative learning is especially relevant to culturally responsive teaching, as it encourages both educators and students to reflect on and question dominant cultural narratives and systems of oppression (Taylor & Cranton, 2012). It empowers learners to become agents of change, fostering critical consciousness, a core goal of CRP (Ladson-Billings, 1995). Concerning growth mindset, transformative learning occurs when learners confront the limiting beliefs of a fixed mindset and adopt a more dynamic, empowered view of their capacities. Transformative learning environments also promote persistence and resilience, which are integral to growth mindset development (Illeris, 2014).

*(iii) Sociocultural Theory of Lev Vygotsky:* Lev Vygotsky's Sociocultural Theory (1978) emphasizes the fundamental role of social interaction and cultural context in cognitive development. According to Vygotsky, learning is mediated through tools, language, and collaboration with more knowledgeable others within a cultural framework. His concept of the Zone of Proximal Development (ZPD) suggests that learning occurs most effectively when instructional support is tailored to a learner's current developmental level and potential. CRP is deeply informed by sociocultural theory, as it acknowledges that learning is not culturally neutral and that students bring culturally situated knowledge, ways of thinking, and communication styles into the classroom (Gay, 2000). Teachers practicing CRP recognize the social and cultural dimensions of learning and create environments where students' identities are affirmed and scaffolded. Sociocultural theory also intersects with the growth mindset when considering the importance of collaborative learning and teacher feedback. Teachers help students move through their ZPD by encouraging effort, modelling adaptive strategies, and cultivating belief in their potential, all essential aspects of the growth mindset (Vygotsky, 1978; Hammond, 2015).

The second and final objective of the study aims to examine the interaction between Culturally Responsive Teaching (CRT) or Culturally Relevant Pedagogy (CRP) and growth mindset for fostering effective pedagogical environments and learning situations. To achieve his objective, the discussion has been presented as a conceptual linkage and intersection between the two variables of the study:

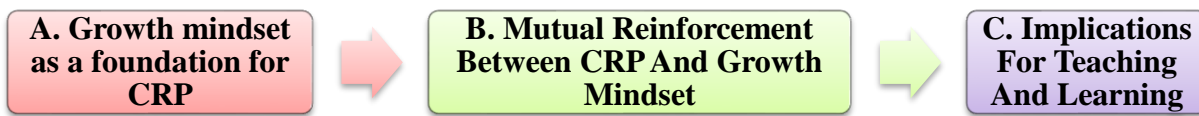


Figure 4: Conceptual Linkage and Intersection between CRT/CRP and GM for Effective Teaching-Learning Environments

### A. Growth Mindset as a Foundation for CRP

**(a) How do Educators with a Growth Mindset approach diversity and Learners' potential?** Educators who adopt a growth mindset are more likely to believe that intelligence and ability are not fixed, but can be developed through effort, effective strategies, and appropriate support (Dweck, 2006). This belief directly influences how teachers perceive and respond to student diversity. Instead of seeing cultural, linguistic, or socioeconomic differences as deficits, growth-minded educators view them as assets and opportunities for tailored instruction. Such a mindset encourages cultural humility, openness to students' lived experiences, and a commitment to learning about students' backgrounds to better support their academic and social-emotional development (Hammond, 2015). This orientation aligns with CRP's emphasis on recognizing and incorporating students' cultural knowledge, learning styles, and identities into instruction (Gay, 2010). Moreover, research suggests that teachers with a growth mindset tend to demonstrate higher expectations for all students, including those from historically marginalized groups, and are less susceptible to stereotype-driven expectations (Rattan, Good, & Dweck, 2012).

**(b) Role of Mindset in Teacher Beliefs and Expectations:** Teacher beliefs are central to student success. The implicit theories educators hold about intelligence and student ability significantly affect the nature of their instruction, their interactions with students, and the emotional climate of the classroom (Toshalis & Nakkula, 2012). Teachers with growth mindsets are more likely to adjust their pedagogy to meet students where they are, and to persist when students struggle, believing that learning difficulties are temporary and surmountable (Boaler, 2016). A study by Gershenson et al. (2016) highlights that teacher expectations are not only shaped by students' past performance but are also racially and culturally biased in many cases. Growth mindset offers a counterbalance to these biases by reinforcing the idea that potential is not predetermined and that achievement gaps are not indicative of intellectual limitations, but rather reflect systemic inequities that educators can help address through culturally sustaining practices. Thus, cultivating a growth mindset enables educators to see their role not just as knowledge transmitters but as equity-oriented change agents who empower all students to thrive.

### B. Mutual Reinforcement Between CRP and Growth Mindset

The interplay between CRP and Growth Mindset Theory mutually reinforcing relationship that empowers both educators and students, and these frameworks are not only compatible but synergistic with each enriching the other to promote inclusive, equitable, and empowering learning environments. **(a) Synergies:** (i) Fostering Resilience: Growth mindset theory helps students reframe failure as part of the learning process, encouraging perseverance and strategic effort (Yeager & Dweck, 2012) and in culturally responsive classrooms, students are taught that struggle is not a deficit and their diverse backgrounds are seen as sources of strength rather than barriers (Hammond, 2015). (ii) Empowering Learners: CRP validates students' cultural identities and lived experiences to encourage self-efficacy and ownership of learning (Gay, 2010). When coupled with a growth mindset, which emphasizes the capacity for growth and improvement, students begin to see themselves not as fixed entities but as agents of their development (Dweck, 2006). (iii) Inclusive Practices: Teachers who integrate CRP and growth mindset principles adopt inclusive strategies that affirm diversity while addressing individual learning needs. This includes differentiated instruction, student voice in learning decisions, and feedback focused on effort, process, and progress (Nieto & Bode, 2018; Rattan et al., 2012). **(b) Case-Based Examples or Hypothetical Classroom Scenarios:** Scenario 1: Empowering a Multilingual Learner: In a fifth-grade class, Ms. Sharma notices that Amira, a recent immigrant student who speaks Arabic as her first language, is hesitant to

participate in group discussions. Drawing from CRP, Ms. Sharma incorporates bilingual texts and invites Amira to share cultural stories from her heritage. At the same time, Ms. Sharma reinforces a growth mindset by praising Amira's effort and risk-taking in language learning, rather than perfect grammar. Over time, Amira becomes more confident, seeing her language skills as evolving and valued (Gay, 2010; Dweck, 2006). Scenario 2: Encouraging Persistence Through Culturally Relevant Tasks: Mr. Patel, a high school science teacher, introduces a unit on environmental justice by having students investigate pollution in their neighbourhoods. This culturally relevant pedagogy engages students with real-world issues they care about. When students struggle with research or data analysis, Mr. Patel frames their challenges as normal and emphasizes the importance of revision, effort, and learning from mistakes. This builds both engagement and resilience (Hammond, 2015; Yeager & Dweck, 2012). Scenario 3: Addressing Stereotype Threat: In a mathematics classroom, a teacher observes that students from minoritized backgrounds are underperforming due to stereotype threat. The teacher employs growth mindset language, such as "This is tough, but your brain grows with effort," and showcases diverse mathematicians as role models. By combining cultural representation with effort-based praise, the teacher combats internalized limitations and encourages all students to persist (Rattan et al., 2012; Steele, 2010).

### C. Implications for Teaching and Learning

**(a) Curriculum Design, Assessment and Classroom Management:** (i) Curriculum Design: A combined growth mindset and CRP approach necessitates a culturally sustaining curriculum that not only affirms students' identities but also promotes cognitive challenge. Culturally responsive curricula incorporate texts, histories, examples, and knowledge systems from diverse cultural perspectives while growth mindset principles encourage materials that emphasize learning as a process, embracing struggle and persistence (Gay, 2010; Hammond, 2015). For instance, including problem-solving tasks that invite diverse viewpoints and contextual relevance helps all learners connect and engage more meaningfully (Ladson-Billings, 2009). (ii) Assessment: Traditional assessment practices often fail to capture the diverse abilities and growth trajectories of all students. When informed by CRP and growth mindset, assessments are designed to be formative, varied, and student-centred. Feedback focuses on effort, strategy, and progress rather than innate ability and allows students opportunities to reflect, revise, and grow (Dweck, 2006; Andrade & Brookhart, 2016). (iii) Classroom Management: Instead of punitive discipline, culturally responsive and growth-oriented classrooms focus on community building, mutual respect, and repairing harm (Nieto & Bode, 2018). Such classrooms provide a safe environment for risk-taking and productive failure where mistakes are normalized as part of learning. This fosters a culture of psychological safety, essential for both cognitive and social-emotional growth (Hammond, 2015).

**(b) Teacher Training and Professional Development:** Many pre-service and in-service teachers may unintentionally hold implicit biases or fixed beliefs about students' abilities, particularly those from historically marginalized backgrounds (Gershenson et al., 2016). (i) Mindset Transformation: Professional development must help teachers reflect on and reshape their beliefs about intelligence and student capacity. This includes understanding how growth-oriented language, feedback and classroom interactions influence students' motivation and achievement (Dweck, 2006; Rattan et al., 2012). (ii) Cultural Competence: Simultaneously, Training should explore socio-political contexts of schooling, student identity development and how to adapt curriculum and instruction to reflect and honour diverse cultural backgrounds (Gay, 2010; Ladson-Billings, 2009). (iii) Integrated Models: Integrated professional learning models such as coaching, collaborative inquiry, and practice-based workshops can help educators learn how to blend growth mindset and CRT/CRP in real classrooms. such training must be sustained, reflective and collaborative for avoiding one-size-fits-all approaches and instead tailoring support to the unique needs of schools and communities (Villegas & Lucas, 2007).

### Critical reflections and discussion

Strengths and limitations of integration: (i) Strengths: One of the most compelling strengths of integrating GM and CRP is their shared emphasis on equity, student agency, and the potential for development. Growth mindset supports the belief that intelligence is malleable and effort-driven (Dweck, 2006) while CRT/CRP centres on validating and leveraging students' cultural identities as assets in the learning process (Gay, 2010; Ladson-Billings, 2009). Indeed, together these frameworks can promote inclusive expectations for all learners, especially those from marginalized groups and encourage resilience and perseverance in the face of academic and social challenges (Yeager & Dweck, 2012) as well as enable asset-based teaching where both cultural capital and cognitive growth are central to pedagogy (Hammond, 2015). (ii) Limitations: Despite their potential, when implemented

superficially growth mindset may devolve into motivational slogans like “just try harder” without addressing structural inequalities or culturally mediated learning experiences (Schmidt et al., 2015). Additionally, Ng (2018) found that growth mindset interventions often assume a universal applicability without sufficient attention to how cultural values, language, and identity shape learners’ perceptions of ability and success. Thus, misalignment in application, especially if educators are not properly trained, may lead to conflicting or diluted pedagogical efforts.

(b) Critique of Contemporary Practices and gaps: Many programs emphasize individual effort without considering systemic barriers such as racism, linguistic prejudice, or teacher bias (Gershenson et al., 2016; Rattan et al., 2012) and while CRP has gained traction in teacher education programs, it is frequently framed as a cultural celebration rather than a transformative practice that challenges dominant norms in curriculum and pedagogy (Paris & Alim, 2014). Current frameworks tend to theorize and leave educators with limited guidance on how to enact both in tandem, meaningfully and systematically.

## Conclusion

The paper explored the theoretical intersections between Growth Mindset Theory and Culturally Responsive Pedagogy (CRP) to highlight their synergistic potential in creating equitable and inclusive educational environments. The convergence of these frameworks reveals that teachers who embody a growth mindset are more likely to adopt culturally responsive practices, as they are open to recognizing all students’ capacity for growth and excellence regardless of background (Hammond, 2015). Furthermore, the mutual reinforcement between the two frameworks supports student empowerment, engagement, and academic identity development, especially among marginalized learners (Ladson-Billings, 2009; Yeager & Dweck, 2012). The conceptual connections outlined in the paper suggest a need for a more integrated pedagogical theory that unites cognitive development, sociocultural learning, and equity-based education. Integrating growth mindset with CRP can yield a transformative educational framework that not only challenges deficit narratives but also fosters high expectations, critical thinking, and culturally grounded learning (Paris & Alim, 2014). Moreover, this integrated approach aligns well with constructivist and sociocultural learning theories (Vygotsky, 1978; Mezirow, 1997) that offer a robust foundation for designing learning environments that are intellectually rigorous, socially just, and emotionally supportive.

The comprehensive examinations of related studies of CRP and GM also highlight policy recommendations and the need for research for the development of interventions based on the relationship of Culturally Relevant Pedagogy (CRP) and Growth Mindset (GM) for schools and teacher education. There should be provisions to embed both key principles of Growth Mindset and Culturally Relevant Pedagogy into curriculum guidelines, school improvement plans, and professional standards. Pre-service and in-service teacher education programs can offer integrated training modules that emphasize both mindset transformation and cultural responsiveness. Such training should go beyond superficial exposure to multicultural content and rather emphasise developing profound reflective practice, bias recognition, and adaptive instructional designing (Villegas & Lucas, 2007). In a nutshell, existing research-based literature on the association between Growth Mindset and Culturally Relevant Pedagogy highlights an evolving pedagogical paradigm on the significance of Growth Mindset in promoting Culturally Relevant Pedagogy that is responsive, equitable, and future-ready, aligned with the demands of 21st-century education.

## References

- [1] Andrade, H. L., & Brookhart, S. M. (2016). *The role of classroom assessment in supporting self-regulated learning*. In D. H. Schunk & J. A. Greene (Eds.), *Handbook of self-regulation of learning and performance* (pp. 339–350). Routledge.
- [2] Aronson, J., Fried, C. B., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of Experimental Social Psychology*, 38(2), 113–125.
- [3] Banks, J. A. (1995). Multicultural education: Historical development, dimensions, and practice.
- [4] In J. A. Banks & C. A. McGee Banks (Eds.), *Handbook of research on multicultural education* (pp. 3–24). Macmillan.
- [5] Boaler, J. (2016). *Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching*. Jossey-Bass.

- [6] Bruner, J. (1996). *The culture of education*. Harvard University Press.
- [7] Claro, S., Paunesku, D., & Dweck, C. S. (2016). Growth mindset tempers the effects of poverty on academic achievement. *Proceedings of the National Academy of Sciences*, 113(31), 8664–8668.
- [8] Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- [9] Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256–273
- [10] Freire, P. (1970). *Pedagogy of the oppressed*. Herder & Herder
- [11] Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press
- [12] Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College Press.
- [13] Gershenson, S., Holt, S. B., & Papageorge, N. W. (2016). Who believes in me? The effect of student–teacher demographic match on teacher expectations. *Economics of Education Review*, 52, 209–224.
- [14] Hammond, Z. (2015). *Culturally responsive teaching and the brain*. Corwin Press.
- [15] Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.
- [16] Illeris, K. (2014). *Transformative learning and identity*. Routledge.
- [17] Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.
- [18] Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. Jossey-Bass.
- [19] Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed.). Jossey-Bass.
- [20] McKown, C., & Weinstein, R. S. (2008). Teacher expectations, classroom context, and the achievement gap. *Journal of School Psychology*, 46(3), 235–261.
- [21] Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass.
- [22] Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 1997(74), 5–12.
- [23] Ng, B. (2018). The neuroscience of growth mindset and intrinsic motivation. *Brain Sciences*, 8(2), 20.
- [24] Nieto, S. (2010). *Language, culture, and teaching: Critical perspectives* (2nd ed.). Routledge.
- [25] Nieto, S., & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education* (7th ed.). Pearson.
- [26] Paris, D., & Alim, H. S. (2014). *What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward*. Harvard Educational Review, 84(1), 85–100.
- [27] Piaget, J. (1952). *The origins of intelligence in children* (M. Cook, Trans.). International Universities Press.
- [28] Rattan, A., Good, C., & Dweck, C. S. (2012). "It's OK—Not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) student. *Journal of Experimental Social Psychology*, 48(3), 731–737.
- [29] Schmidt, J. A., Shumow, L., & Kackar-Cam, H. Z. (2015). Exploring teacher effects for mindset intervention outcomes in seventh-grade science classes. *Middle Grades Research Journal*, 10(2), 17–32.
- [30] Steele, C. M. (2010). *Whistling Vivaldi: And other clues to how stereotypes affect us*. W. W. Norton & Company.
- [31] Taylor, E. W., & Cranton, P. (2012). *The handbook of transformative learning: Theory, research, and practice*. Jossey-Bass.
- [32] Torrance, H. (2012). Formative assessment at the crossroads: Conformative, deformative and transformative assessment. *Oxford Review of Education*, 38(3), 323–342.
- [33] Toshalis, E., & Nakkula, M. J. (2012). *Motivation, engagement, and student voice*. The Nellie Mae Education Foundation.
- [34] Villegas, A. M., & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach*. SUNY Press.
- [35] Villegas, A. M., & Lucas, T. (2007). The culturally responsive teacher. *Educational Leadership*, 64(6), 28–33.
- [36] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- [37] Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314.