

From Multicultural to Multicultural/Multiracial Teaching



Bank's Model of Multicultural Education



Multicultural education addresses student diversity in learning settings by proposing teaching strategies grounded in beliefs of equity and the democratic ideal.



Bank's Model of Multicultural Education



Bank's model is structured around five dimensions of multicultural education:

- ◆ Content Integration
- ◆ Knowledge Construction
- ◆ Equity Pedagogy
- ◆ Prejudice Reduction
- ◆ Empowering School Environments

Banks, J. A. (2008). *An introduction to multicultural education* (4th ed.). Boston: Allyn & Bacon.



Tutwiler's Multicultural/Multiracial Education

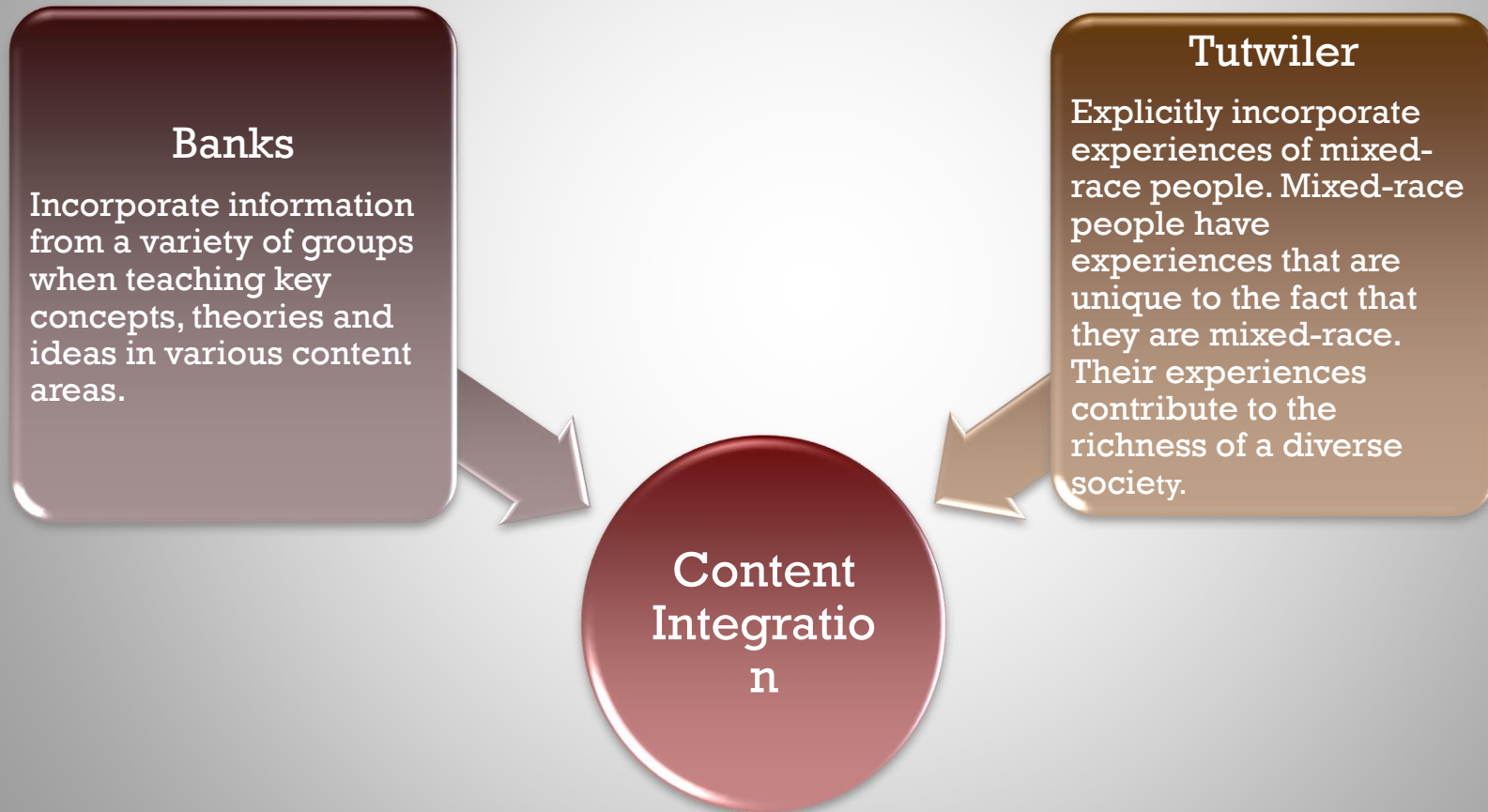


The primary aim of a multiracial/multicultural approach is to foster school practice that creates and sustains equitable, supportive, and inclusive learning environments for all students.

There is heightened attention to race and mixed-raceness in order to ensure that these constructs are not overlooked in the process of delivering education that is multicultural.

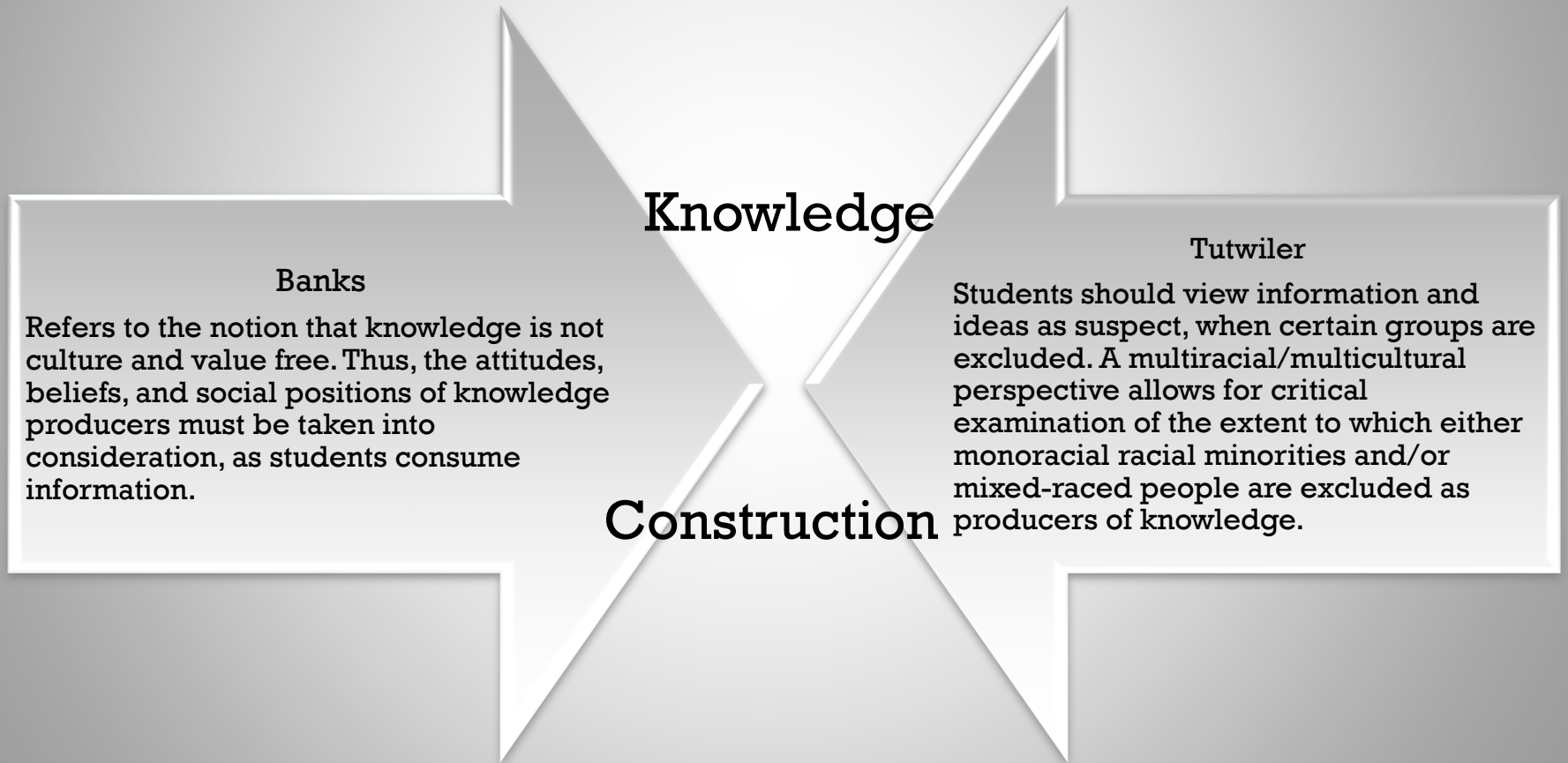


Using Bank's Model to Explore Multicultural/Multiracial Education





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Banks

Stresses the importance of modifying racial attitudes through instruction and related materials.

Prejudice Reduction

Tutwiler

Borrows from antiracist and critical multicultural approaches to facilitate transformation of racial attitudes over modification. Proposes abandonment of silence around issues of race, and colorblind ideologies that suggest race no longer matters. It also addresses the systemic privileging associated with monoracism.



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Equity Pedagogy

Banks

Concerns teaching methods used to teach children and youth from different race, class, language and cultural backgrounds.

Culturally responsive or culturally relevant pedagogical approaches might be applied, and attention to different learning styles is another way to embrace this dimension as well.

Tutwiler

Attention given to the multiple identities and racial affiliations among mixed-race people. Consideration is given to the intersection of mixed-raceness, class, gender, and race group affiliation when determining beneficial pedagogical approaches.

Teachers resist giving in to pact practices that essentialize how young people learn, and thus how they should to be taught.



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EMPOWERING SCHOOL CULTURE AND SOCIAL STRUCTURE

- Requires educators to evaluate the extent to which the structure and organization of the learning environment allow for equitable participation of all students in all programs and activities, both academic and nonacademic, as well as the extent to which students feel empowered to do so.

Banks

Tutwiler

- Urges educators to examine the extent to which schools operate from monocultural or monoracial perspectives in ways that interfere with a sense of belonging for some students. Avoid positions of power-blind sameness that result in some students feeling disempowered in their schools/classrooms.