

Typology of Approaches to Multicultural Teacher Education

	Approach	Contextualizing Frameworks	Objectives	Course Organization
Conservative	I. Teaching the “Other”	Group-specific studies (e.g., the culture of poverty framework, teaching Latino students, and so on); “contributions” approach	To prepare teachers to work effectively with a diverse student population by studying the cultures, values, lifestyles, and worldviews of individual identity groups and how to assimilate them into the education system	Most often organized by identity group, so that students focus on learning about “the” culture, value system, lifestyle, and worldview of a particular group (e.g., African American students, students in poverty, and so on) each class period
	II. Teaching with Cultural Sensitivity and Tolerance	Human relations, inter-group relations, tolerance education, cultural sensitivity, celebrating diversity	To prepare teachers to tolerate difference and to be aware of and sensitive to diversity, particularly through an examination of personal biases and prejudices	Most often organized by identity dimension (e.g., race, gender, class, and so on), so that students focus on their biases and prejudices related to one of these dimensions each class period
Liberal	III. Teaching with Multicultural Competence	Multicultural competence, culturally relevant instruction, culturally responsive teaching, culturally appropriate pedagogy	To equip teachers with the knowledge and practical skills necessary to implement multicultural curricular and pedagogical strategies, enabling them to meet the diverse learning needs of students	Most often organized by “competency” (e.g., multicultural curriculum development, culturally responsive classroom management, and so on), so that students focus on practices related to one of these competencies each class period
Critical	IV. Teaching in Sociopolitical Context	Critical theories, liberatory education, critical multicultural education, social justice education, and critical pedagogy	To engage teachers in a critical examination of the systemic influences of power, oppression, dominance, inequity, and injustice on schooling, from their own practice to institutional and federal education policy	Most often organized by dimension of systemic oppression (e.g., racism, sexism heterosexism, and so on), so that students focus on the ways in which one such dimension contributes structurally to an unjust educational system
	V. Teaching as Resistance Counter-Hegemonic Practice	Those listed under “Teaching in Sociopolitical Context” as well as postcolonial theory	To prepare teachers to be change agents through the sort of critical examination described under “Teaching in Sociopolitical Context” and through studying strategies for, and engaging in, counter-hegemonic teaching and social activism	Most often organized as described under “Teaching in Political Context,” but with an emphasis on deconstructing and <i>acting against</i> structural inequities

* This typology emerged from an analysis of 45 multicultural education course syllabi from across the United States. Results of the study were published in *Teaching and Teacher Education* in the article, “What We’re Teaching Teachers” (Vol. 25), 2009.