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

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

Banks
Incorporate information from a variety of groups when teaching key concepts, theories and ideas in various content areas.

Tutwiler
Explicitly incorporate experiences of mixed-race people. Mixed-race people have experiences that are unique to the fact that they are mixed-race. Their experiences contribute to the richness of a diverse society.
Using Bank’s Model to Explore Multicultural/Multiracial Education

Banks
Refers to the notion that knowledge is not culture and value free. Thus, the attitudes, beliefs, and social positions of knowledge producers must be taken into consideration, as students consume information.

Tutwiler
Students should view information and ideas as suspect, when certain groups are excluded. A multiracial/multicultural perspective allows for critical examination of the extent to which either monoracial racial minorities and/or mixed-raced people are excluded as producers of knowledge.
Using Bank’s Model to Explore Multicultural/Multiracial Education

**Prejudice Reduction**

Banks

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

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.
Using Bank’s Model to Explore Multicultural/Multiracial Education

**Equity Pedagogy**

<table>
<thead>
<tr>
<th>Banks</th>
<th>Tutwiler</th>
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<tr>
<td>Concerns teaching methods used to teach children and youth from different race, class, language and cultural backgrounds.</td>
<td>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.</td>
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<td>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.</td>
<td>Teachers resist giving in to pact practices that essentialize how young people learn, and thus how they should to be taught.</td>
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Using Bank’s Model to Explore Multicultural/Multiracial Education

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

- 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.

Tutwiler