



# Toward a Critical Approach to Multicultural Teacher Education

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Based the article, “What We’re Teaching Teachers: An Analysis of Multicultural Teacher Education Course Syllabi,” published in *Teaching and Teacher Education* (2009, Vol. 25, pp. 309-318).

	Approach	Contextualizing Frameworks	Objectives
Conservative	<b>I. Teaching the “Other”</b>	Group-specific studies (e.g., the culture of poverty framework, teaching Latino students, and so on); cross-cultural communication; “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, in many cases, how to assimilate them into the education system
Liberal	<b>II. Teaching with Cultural Sensitivity and Tolerance</b>	Human relations, inter-group relations, tolerance education, cultural sensitivity, celebrating diversity, pluralism	To prepare teachers to enter their classrooms with awareness of and sensitivity toward diversity, particularly through an examination of their personal biases
	<b>III. Teaching with Multicultural Competence</b>	Multicultural competence, culturally relevant instruction, culturally responsive teaching, understanding multiple perspectives, culturally appropriate pedagogy	To equip teachers with the knowledge and practical skills necessary to implement multicultural curricular and pedagogical strategies, enabling them to engage the diverse learning styles of all students
Critical	<b>IV. Teaching in Sociopolitical Context</b>	Critical theories and analyses, 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 all aspects of education, from their own practice to institutional and federal education policy
	<b>V. Teaching as Resistance Counter-Hegemonic Practice</b>	Those listed under “Teaching in Sociopolitical Context” as well as postcolonial theory, Marxism, social movements, and educational activism	To prepare teachers to be change agents through the sort of critical examination described under “Teaching in Sociopolitical Context” and through strategies for counter-hegemonic teaching and social activism