

“One of my most challenging and rewarding tasks as a teacher/educator involves providing our students with opportunities to think critically about social justice and about ways that education might be transformed to promote a more equitable social order.

Many students have lived in relatively privileged cultural isolation and can only consider becoming transformative educators who emulate Ignatius’ ideal of ‘fashioning a world built on faith and ordered to the fulfillment of justice’ if they understand how our society works. Yet, these students enter the teacher education program with limited knowledge and understanding of social-justice issues. Moreover, they are often unaware of the ideological nature of their knowledge and beliefs about race, class, and gender inequity in our society and the range of viewpoints they have not consciously considered.

In my courses, students are engaged in understanding the processes involved in educating other people’s children as though they were their own. At the same time, I want to prepare them to feel comfortable as learners in culturally diverse communities. That is why I offer our students a deep, personal engagement with social ethics and transcendent thinking in education—for their own as well as their future students’ benefit.”

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