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## Editors' Introduction

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## Editors' Introduction

Welcome to the new academic year! It has been a busy summer for us on the Editorial Board of the *Journal of Catholic Education*, and we are happy to share with you the results of this work—the September 2014 issue. Throughout the summer, we worked with this issue's contributors, which include some familiar voices and some authors publishing with us for the first time. The result, we believe, is a dynamic and diverse set of articles speaking to some of the most important issues in Catholic education today.

First, John J. Convey's article, "Motivation and Job Satisfaction of Catholic School Teachers," presents results from a survey study of teachers from Catholic elementary and secondary schools in three US dioceses. Among the insights this article provides is a confirmation that the religious nature of a Catholic school is an important motivator for teachers working in those schools, and is related to teachers' job satisfaction. Convey's findings will, undoubtedly, be valuable to those concerned with Catholic identity in PK-12 settings.

Next, Caroline Eick and Patrick Ryan's article, "Principles of Catholic Social Teaching, Critical Pedagogy, and the Theory of Intersectionality: An Integrated Framework to Examine the Roles of Social Status in the Formation of Catholic Teachers," examines the attitudes of pre-service teachers at a Catholic university toward marginalized students in K-12 classrooms. Eick and Ryan present an analytic framework for understanding pre-service teachers' attitudes that blends principles of Catholic social teaching (CST), tenets of critical pedagogy, and the theory of intersectionality, which links forms of social injustice to the intersection of aspects of identity such as race, class, gender, sexuality, and ability. The article conveys rich analysis and recommendations for improving the ways teacher education programs in Catholic colleges and universities might support students in understanding privilege and responding to injustices in the schools in which they will serve as teachers. The framework and recommendations presented in this article may have particular relevance to those preparing pre-service teachers for work in urban Catholic schools.

Also applying tenets of CST to the contemporary PK-12 context, Mary Carlson's article, "Aquinas on Inclusion: Using the Good Doctor and Catholic Social Teaching to Build a Moral Case for Inclusion in Catholic Schools for Children with Special Needs," highlights writing by St. Thomas Aquinas.

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nas and Church teachings that speak to the need for Catholic schools to educate students with disabilities. In addition to her robust analysis of CST and Aquinas, Carlson makes recommendations for both research and practice related to Inclusion in Catholic schools that are thought provoking for researchers and school leaders alike.

Gregory Hine's latest article in the *Journal*, "Student Leadership Development: A Functioning Framework," presents findings from a longitudinal qualitative study conducted in a Catholic secondary school in Australia. Hine's article examines features of the school's student leadership program with respect to seven paradigms for leadership identified in the literature. Through his examination of an exemplary student leadership program, Hine is able to make recommendations relevant to other Catholic schools working to create or transform student leadership programs.

J. Luciano Beltramo's article, "The Experiences of Teacher-Assistant Principals in Catholic Elementary Schools: Boundary Spanners and Player Managers," presents the results of an investigation into an increasingly-common leadership role in Catholic schools—the teacher-assistant principal (teacher-AP). Using interview data from 15 teacher-APs recruited from elementary schools within a large archdiocese, Beltramo highlights three models of experience discussed by teacher-APs: boundary teachers, boundary administrators, and player-managers. Beyond providing valuable details about the teacher-AP model, this article may help guide principals looking to implement such a model in their schools.

Finally, the article authored by Rich Whitney and Mark Laboe of DePaul University, "The Journey of One Faculty Member in Connecting Curriculum with Mission: Grounding Student Affairs in a Catholic Charism," returns the focus of the issue to higher education. In this article, Whitney and Laboe examine the role of mission in higher education using a unique autoethnographic case study format. First, Whitney discusses his own experience growing in mission agency as a new faculty member at DePaul, unpacking the relationship between the charism of the university and the foundation of his field of expertise, Student Affairs. This exploration is followed by Laboe's reflections on Whitney's journey, through which he extrapolates recommendations that may be applicable to other institutional contexts.

This collection of main articles addresses a diverse array of topics spanning PK-16 education. However, at the same time, they share an emphasis on understanding the lived experiences of Catholic school teachers, students, and leaders. Readers should take from this issue a richer understanding of

the successes and challenges present in contemporary Catholic education and, we hope, a greater understanding and appreciation of the people who make up vibrant Catholic education communities.

The main articles are followed by a focus section consisting of pieces generated from the Catholic Higher Education Collaborative (CHEC) conference, held in September 2013 at the University of Notre Dame. This conference, the last in a series of six CHEC convenings, was focused on Catholic School Financing. Unlike the main articles in this issue, the focus section articles are not traditional research articles—they employ a variety of formats in order to represent key elements of the conference. The section begins with an introduction, in which lead organizer John Staud summarizes the theme and outcomes of the conference. Following the introduction, we are honored to present the text of Lee Shulman's keynote speech, delivered on the first evening of the conference. To capture additional important pieces of the conference, which took a discussion-based format, we present edited transcripts from one session on public financing for private education, as well as two reflections written by attendees Susan Ferguson and Ellen Mulaney.

The journal has been privileged to be the vehicle for sharing reports and materials from the CHEC conferences throughout the life of the conference series. Although the 2013 meeting was the last scheduled CHEC conference, we hope to be involved in disseminating products from future convenings of stakeholders from Catholic K-12 and higher education.

Following the Focus Section are reviews of four new books. Finally, we are excited to introduce a new feature of the Journal—multilingual abstracts. Beginning with this issue, the abstracts of the main articles will be available in English, French, and Spanish. This change, recommended and supported by our Governing Board, contributes to ongoing efforts to broaden the reach of the Journal. The French and Spanish abstracts are published in the supplementary materials section on the website and have been added to the meta-data for the articles.

Please share any feedback you have on this issue with us via email ([catholicedjournal@lmu.edu](mailto:catholicedjournal@lmu.edu)) or Twitter ([@Catholicedjournal](https://twitter.com/Catholicedjournal)). We look forward to hearing your thoughts!

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Editors