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Preparing preschoolers for kindergarten and daily life is a social good confined to a classist and structurally unjust system that paints a larger picture of the relationship between education and capitalism. As a Montessori preschool teacher I am doing a social good by preparing my students for kindergarten. Students leave my school with the skills to name their emotions, self-soothe, and communicate with their peers. Studies show that students who have the opportunity to go through preschool are more likely to succeed in school, own a car, and seek higher education. In my case, they leave our school with hard skills such as writing their own name, reading sight words, and beginning math.

Education is structurally unjust. My school, like many preschools in Washington, is a private institution. The school that I work at runs on tuition paid for by the parents, making it inaccessible to disenfranchised and lower income families. The cost of tuition, transportation, materials, and the average housing cost of \$900,000 are all monetary barriers for children to access a preschool education. The high cost of entry creates exclusivity, meaning children of wealthy parents are given opportunities children of poor parents are missing.

Going into my journey as a teacher in a public school, I understand that my students will not all start with the same privileges and rights. Preschool is an example of privilege. There are many ways to address this unjust structural inequity: having frank conversations with administration, practicing compassion with all students, being responsive to breaking down monetary barriers, and identifying all factors that create an unjust education system. I will further develop this in my Master's education to give me crucial insight I need to teach equity in every class. Preparing my students for a healthy and functional future is a social good. The barriers my kids face to get to me is structurally unjust.