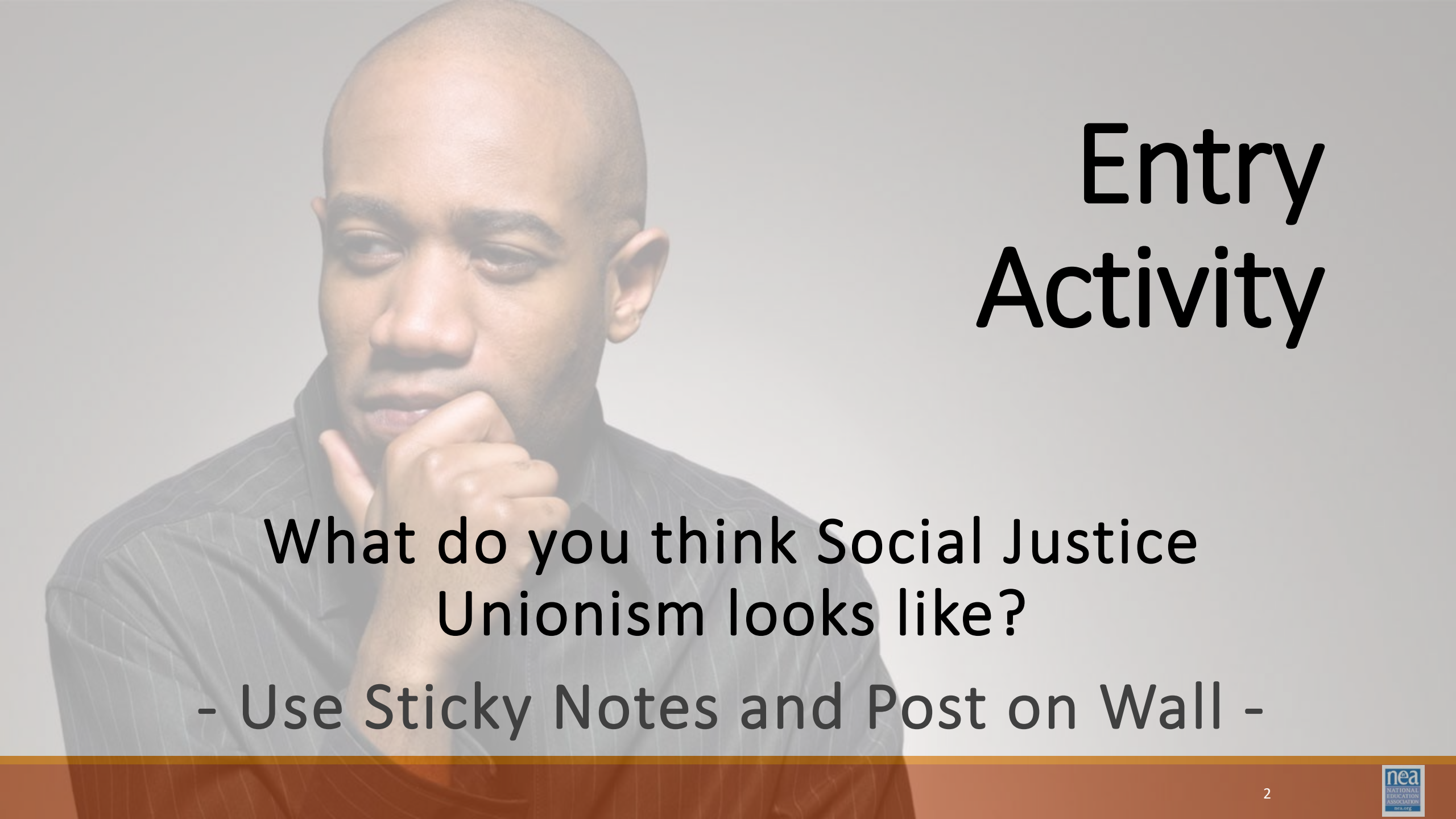


DAY 1

TEACHER UNIONS AND SOCIAL JUSTICE



Entry Activity

What do you think Social Justice
Unionism looks like?

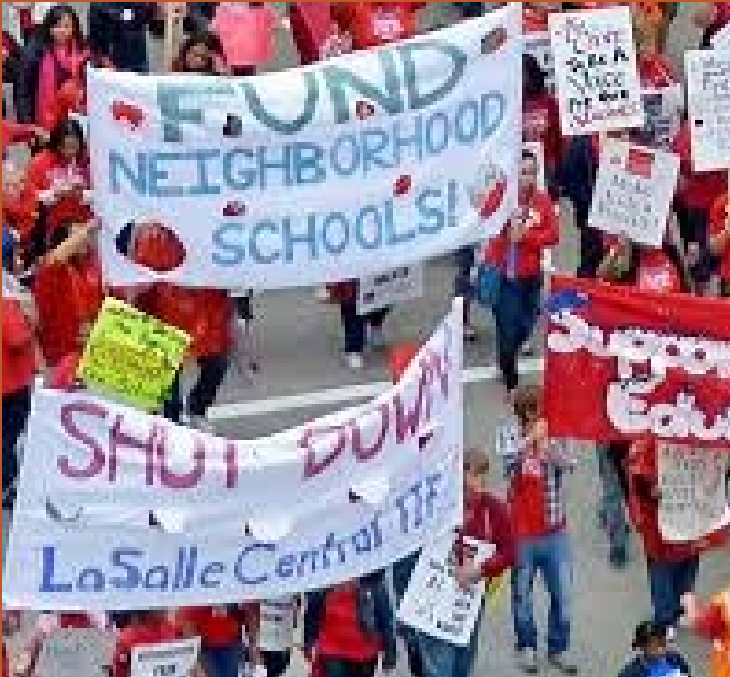
- Use Sticky Notes and Post on Wall -

Honoring This Space

We begin by acknowledging that through a history of colonization and brutality, we currently reside on and are connecting from the traditional lands stewarded by generations of indigenous people.

We honor these indigenous people, all elders, past, present, and emerging. We are called to learn and share these learnings about this tribal history, culture, and contributions that have been suppressed in the telling of the story of what we now call the United States of America.

3 Day Agenda



Day 1

7:30-8:30 Breakfast

8:30 Work Begins

10:15-10:30 Break

12:00- 1:00 LUNCH

1:00 TUSJ Continues

2:15-2:30 Break

3:30-4:00 Choice
Networking @
Sheraton

4:00 Transport to
Evening Activity

Day 2

Same as Day 1

2:30-2:45 Break

4:30-5:00 Choice
Networking

Day 3

7:30-8:30 Breakfast

8:30 Convene

11:00-11:15 Break

1:00 Boxed Lunch

1:00-2:00 Choice
Networking

2:00 Adjourn

Today's Outcomes



What is Social Justice Unionism?
What would it take to move to that?

Community Agreements p. 2

Using Self-Awareness and Self-Knowledge

Listening for Understanding

Being Gracious

Staying Engaged

Being Open and Suspend Judgment

Saying “I”- tell your truth

Seeking Discomfort

Reaching Empathy

Expecting Non-Resolution and Non-Closure

*Adapted from “Embracing equity and inclusion”, Annie E. Casey Foundation

The Basics

Name Tents
Handouts
Logistics





One Revolution Around the Room

Name _____

Required Pronoun _____

Native Land if You Know it _____

Jessica and Naomi



Imagine if your union...

Imagine If

13 "Imagine if" statements

In Pairs and Trios gather around 1 statement

With those that have gathered:

Introduce yourself

Share your reaction to the statement you are gathered at

Our Debrief:

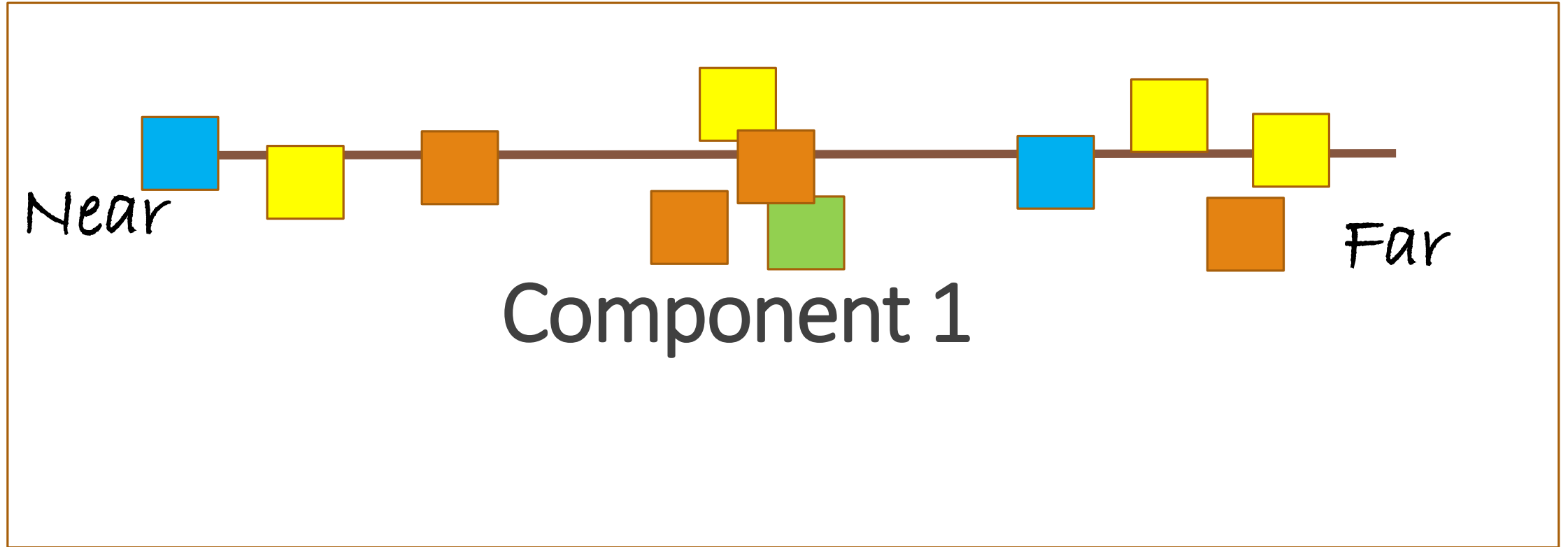
“What is something someone said that stuck with you?” (Also, please read your "Imagine if" statement first.)



7 Components of Social Justice Unionism p. 75

1. Defend the rights of its members while fighting for the rights and needs of the broader community and students.
2. Recognize that the parents and neighbors of our students are key allies, and build strategic alliances with parents, labor unions, and community groups.
3. Education unions should also work to unite all staff members at a school. They should build ongoing alliances with a wide range of groups, from other public service unions to the broader labor movement, churches, community and social organizations, advocacy groups, and business and political groups that support public schools.
4. Put teachers and others who work in classrooms at the center of school reform agendas, ensuring that they take ownership of reform initiatives.
5. Encourage those who work with children to use methods of instruction and curricula that will promote racial and gender equity, combat racism and prejudice, encourage critical thinking about our society's problems, and nurture an active, reflective citizenry that is committed to real democracy and social and economic justice.
6. Forcefully advocate for a radical restructuring of American education.
7. Aggressively educate and mobilize its membership to fight for social justice in all areas of society.

How Near and How Far?



How Near and How Far? Debrief Conversation

Thinking of your context and the Seven Components of Social Justice Unionism, which component would you consider the most “ripe” for movement? The most entrenched?



Key Points

It matters what your locals think more than you.

Not every local is ready for social justice work in this moment.

The successful social justice campaigns outlined in this text were not staff driven.

Shelly and Matt



Why do we need Social Justice Unionism?

Why do we need Social Justice?

“Two tensions have been specifically pivotal for teacher unionists. Although advocates of social justice in education sometimes seem to expect teachers to foreswear any self-interest or dedication to the children they teach, unionism sees teachers as agents and beneficiaries of social justices. At issue is how teachers have understood the relationship of their self-interest (sometimes represented as business or bread and butter unionism) to broader political concerns (sometimes described as social justice or social movement unionism).

A second tension involves teachers simultaneously making demands upon the state while serving it... Questions involving the relationship of self-interest to social justice and the relationship of working people to the state have shaped the history of teacher unions and their participation in movements for social change.” (pg.43)

“Teacher unions have at times challenged the inequalities of American life, and foster broader demands for the public good. At other moments, they have allied themselves with the state to place teachers’ immediate interests and privileges above more expansive ideas. At times teachers have been served reasonably well by such visions, even if their more disadvantaged students have not been. But teachers are also harmed by theories that lead them to ally themselves with class, gender, and racial privilege. In order to protect both material self-interest and the joy of their work, public school teachers must, in the long run, protect the public interest.” (pg. 51)

How do you answer?

Zinn – 25-30 (27-30)

Fletcher – 34-41 (37-38)

Are these the two tensions that keep our unions agitated, “Is it self-interest or broader political/social concerns?”

Is this the Theory of Change we need? - “ In order to protect both material and self-interest and the joy of their work, public school educators must, in the long run, protect the public interest.”

How does your role as a staff person change within these tensions and theory of change?

Be ready to present and discuss your answers as a whole group.



Key Points



All work is dignified, and all workers deserve to thrive.

Our job is to get public school employees to understand that they are all workers.

Learning Conditions are Working Conditions.

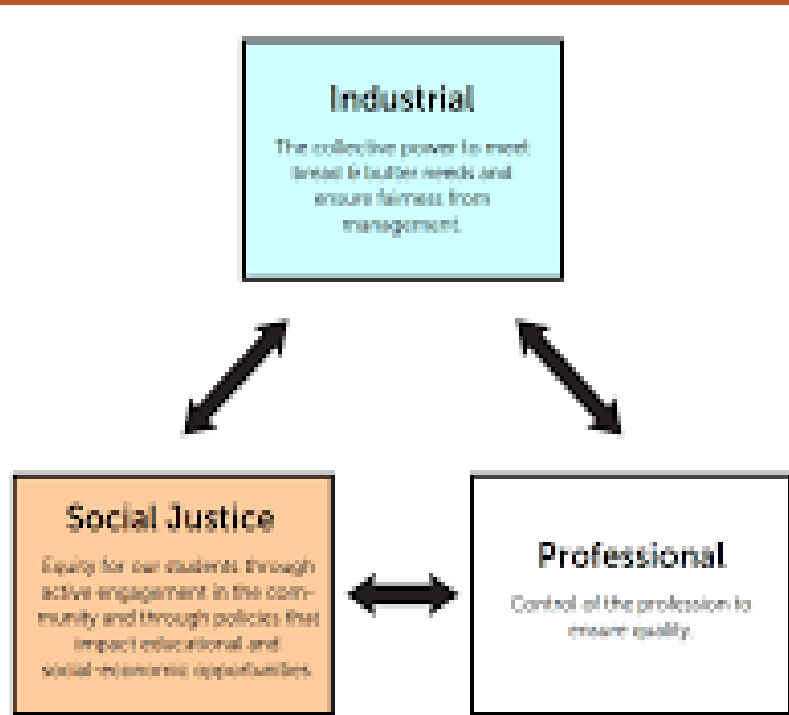
There is a historical basis for why we are in the struggle we are currently in.



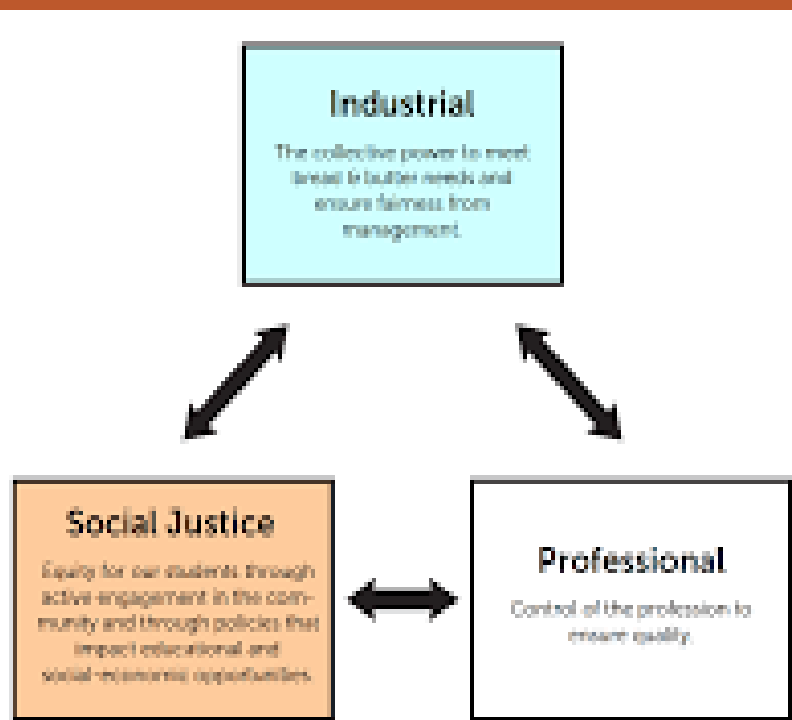
Three Models of Teacher Unionism

Sara & Albert

Three Models of Teacher Unionism



Three Models of Teacher Unionism



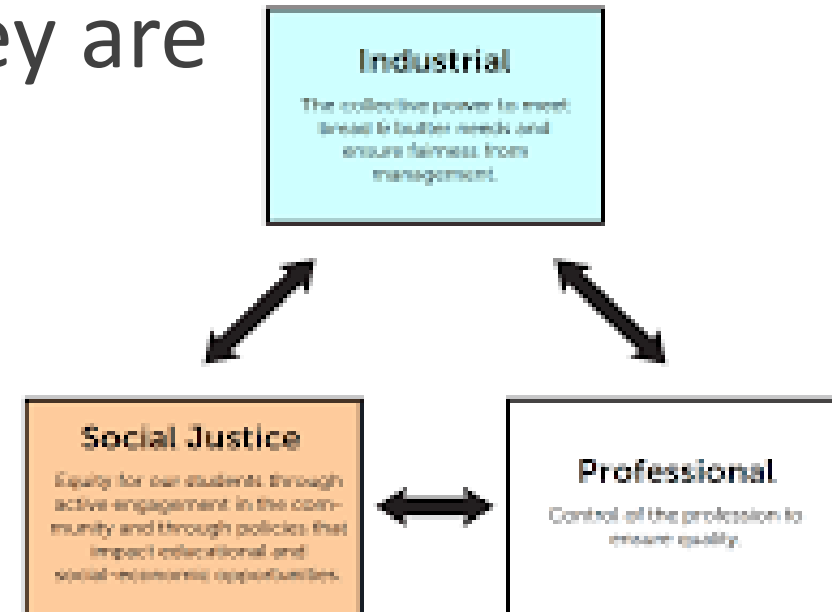
INDUSTRIAL	PROFESSIONAL	SOCIAL JUSTICE
Orientation		
Emphasizes separation of labor and management. The role of the union is to limit what teachers can be asked to do and to increase the pay/benefits they get for doing it.	Emphasizes and defends teacher professionalism and promotes teacher leadership at school and district levels through union/district mentoring programs, etc.	Emphasizes alliances with parents and community to organize for social justice in schools, the community, and the curriculum. Challenges white supremacy and other forms of oppression.
View of Management		
Assumes labor/management relations are hostile and adversarial.	Encourages management-labor cooperation to promote quality programs and achievement.	Partners with management when they promote anti-racist social justice policies, and organizes with parents and communities against management when they don't.
Bargaining		
Win/lose bargaining with emphasis on bread-and-butter issues of salary, hours, and working conditions. Views the contract as way to institutionalize changes.	Interest-based bargaining that addresses teaching quality and programmatic initiatives, include MOUs outside of the contract. Views the contract as way to institutionalize changes.	Bargaining for the common good. Bargains bread-and-butter and professional issues, but balances those demands with the broader social justice issues in the schools and community. Views the contract as way to institutionalize changes, but rank-and-file and community organizing as key features in sustaining wins.

Three Models of Teacher Unionism Debrief

■ Do you think your local leaders would assess themselves as you have?

■ What shifts in your work with this local would you make to move them from where they are to a more social justice focused union?

■ How would/do you use this tool?





Key Points

This is not a linear process.

Context matters.

This is a framework to help organize thinking and work.

“The opposite of
networking is
NOT working”

– Someone smart

Choice
Network
Time