

DAY 2

The background of the entire slide is a photograph of a group of people, primarily women of color, wearing red hooded sweatshirts. They appear to be at a protest or rally, with some individuals looking towards the camera and others looking slightly away. The text is overlaid on this image.

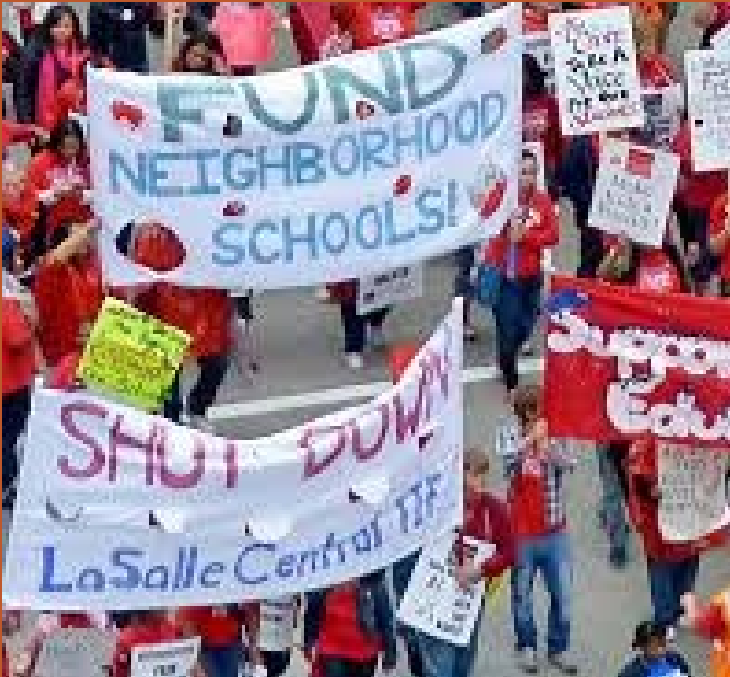
TEACHER UNIONS AND SOCIAL JUSTICE

What does it mean to seek justice?



Entry Activity

Today's Agenda



8:30 CONVENE

9:55-10:10 BREAK

10:10

12:00- 1:00 LUNCH

1:00

2:15-2:30 BREAK

2:30

4:30-5:00 CHOICE NETWORKING

Today's Agenda



Who are the leaders we need?

What makes a successful campaign?

What is my role as a staff person?

What are the systems of oppression that work to prevent change?

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

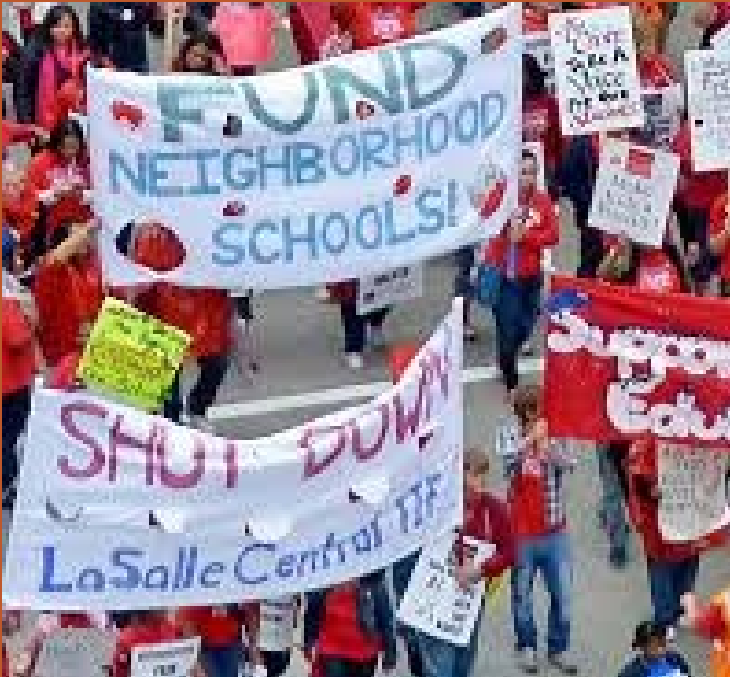
Expecting Non-Resolution and Non-Closure

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

Feedback on Feedback



Linda & Matt



Who are the people we need?

Who are the leaders and structures we need?

“The terms “social justice” and “social justice unionism” can be watered down or co-opted. Some activists and leaders believe that passing resolutions in solidarity with different struggles (often a positive thing) makes a union a “social justice union.” Others label programs “social justice,” but because of top-down leadership and a lack of membership involvement, such programs are less effective than they might be. A new leader or leadership team can’t just declare that by virtue of their politics they are now a social justice union. It’s hard work. Real transformation of a union encompasses change in many areas: internal decision-making processes, vision, campaigns, addressing race and gender issues, relationships with parents and communities, and much more.” (Gunderson, pg. 175)

What is THE staff role?

- ❑ What are the types of work Staff people are engaged in that support and cultivate the types of leaders this statement is referring to?
- ❑ What changes in your work/expectations would you (and your leader/manager) need to make room for in order to cultivate social justice unionism as presented in these cases?



Definitions for Today

Leaders – Trusted and respected by their colleagues in ways that cut across communities of workers- are connected by values and influential relationships with mobilizers, activists, and those not yet part of the work. Get people to move their thinking and take action.

Mobilizers – Are already convinced members, who are already willing to take action. They are connected to the other already convinced.

Activists – Supportive and willing to act if invited but not able to move others.

Leaders, Mobilizers, and Activists – Scenarios



Leaders, Mobilizers, and Activists



Who is a leader, a mobilizer, and an activist? How do you know?



In what order would you want to invite them into your cause and why?



Assessing Your Current Worksites



How many people have been identified as trusted and respected by a number of people in the worksite?



How many people are actively working in support of the union and have a group of folks that they influence?



How many people are ready to take pro-union action?

Ella Baker



I have always felt it was a handicap for oppressed peoples to depend so largely upon a leader, because unfortunately in our culture, the charismatic leader usually becomes a leader because he has found a spot in the public limelight. . .

Ella on Leadership - Handout



What do you think about Ella Baker's style of leadership? What positives do you see? Are there any potential negatives you can think of? Explain your position.

Ella Baker believed that everyday people should be empowered to lead their own struggles against issues that directly affect them. Do you think this idea is relevant today? If so, how?

Think about the changes you think we need to see in this society. Do you think this change will be brought about only if great leaders emerge to make it happen?



Ella Baker Debrief



Key Points

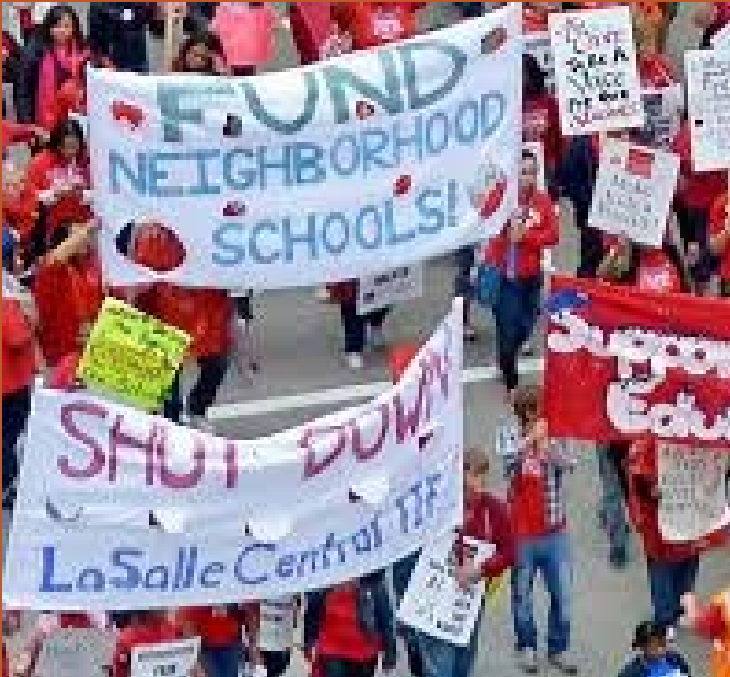
The title does not indicate the leader

Our primary job is to identify leaders who can share power, responsibility and authority

We support members and leaders by helping them identify structures that distribute power, responsibility and authority

We can't MAKE Social Justice Leaders

Shelly & Linda



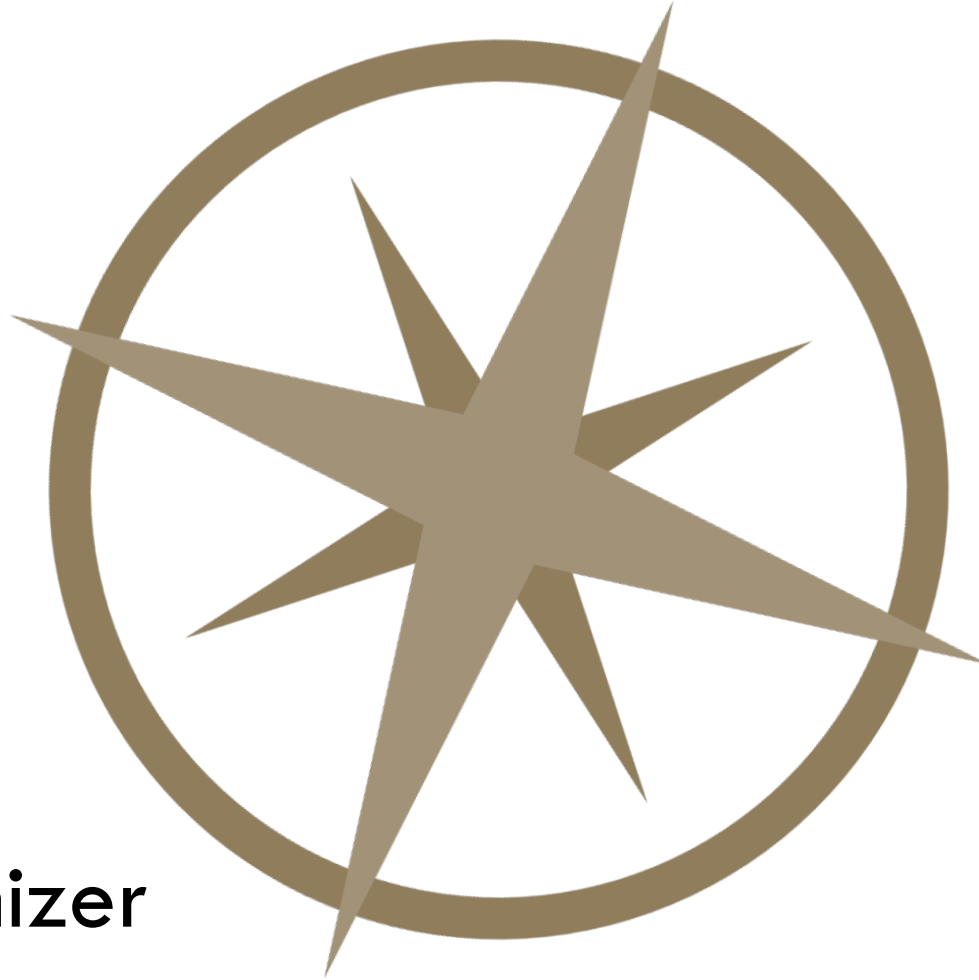
What is your role?

Advocacy, Mobilizing, Organizing Pg 248-251

Advocate

Mobilizer

Organizer



What do we mean? Pgs. 248-251 in the book

Advocacy

“Advocacy is the work of creating change through the actions of professionals or technical experts—lobbyists, pollsters, lawyers, communication specialists, researchers. Advocacy relies on the expertise, status, and know-how of these groups of people to make change. Advocacy usually happens in a closed-door room; ordinary people play a small to nonexistent role in its efficacy. Advocacy has become a dominant strategy for unions and liberals.”

Mobilizing

“Mobilizing, by contrast, activates an already-convinced membership. Mobilizing encourages those who already support a cause or a mission to take action to defend their belief—for example, by attending a protest, wearing a button, or signing a petition.”

Organizing

“To organize is to build mass support and strength among ordinary people. Organizing draws its power from working people’s biggest strength: our numbers... The work of organizing is systematic and rigorous: It requires connecting with every single worker in a shop, every educator in a building, every building in a district. At its core, it asks people to understand their own agency and to make choices about how they will exercise it.”

Corner Discussion – Use Pg. 251 or 49 in RG

Select the compass point that best answers where you are for each of the following questions -

1. What role do your leaders see you in currently? Why?
2. What role does your manager expect you to be in most often? Why?
3. What would your role look like if you were working with a SJ local? Why?





What does it all mean?

Discuss the tensions that exist and discuss your why.

How do you deal with these tensions?



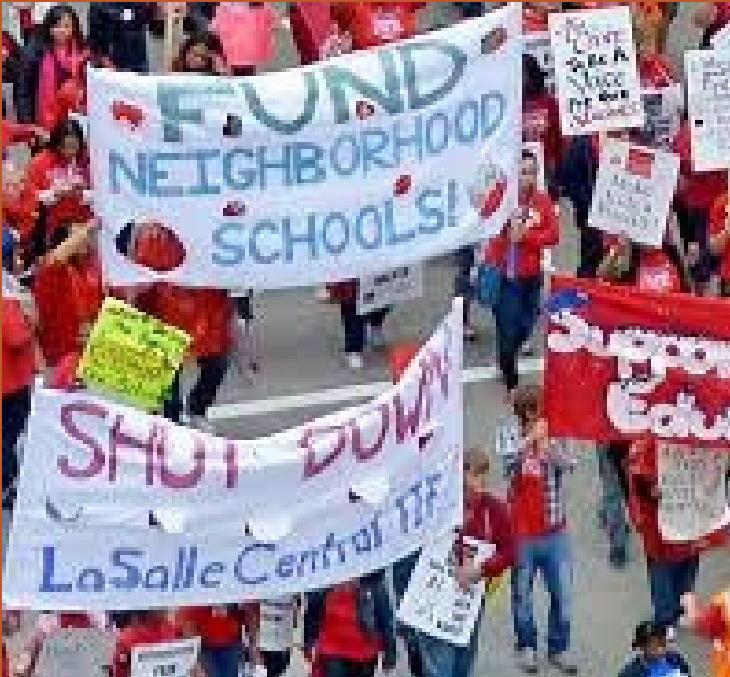
Key Points

We may see our roles differently than our managers and our members.

Your compass helps you define the direction of the work.



Jessica



Then and Now – What are the Unions we need?

Words that Resonate Across Time

Handout p. 32

What does Margaret Haley describe in her essay that are still problems today?

How well do you think our unions have achieved wins around these issues?

If we could bring her here, what would you want to tell her about your work for a union that makes you proud?



Clubs Don't Do Social Justice Unionism

Handout p. 33



Club or Union? Handout



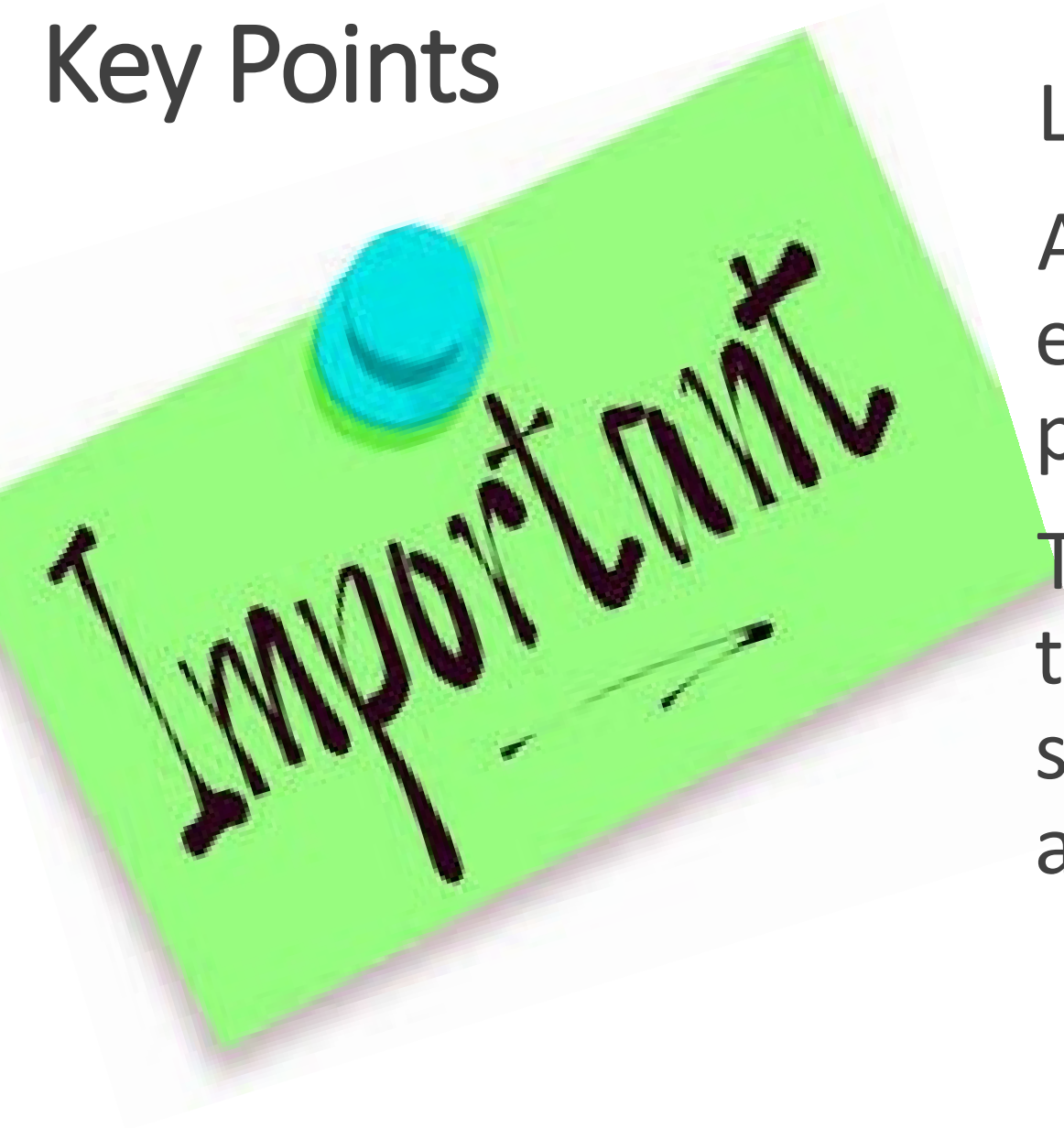
In your groups, consider what the descriptions of a fighting union are. What is your role as a staff person in moving your locals from where they are towards the Fighting Union Column

What is THE staff role?

- ❑ What are the types of work Staff people are engaged in that support and cultivate the type of unions we need?
- ❑ What changes in your work/expectations would you (and your leader/manager) need to make room for in order to cultivate social justice unionism as presented in this book?



Key Points



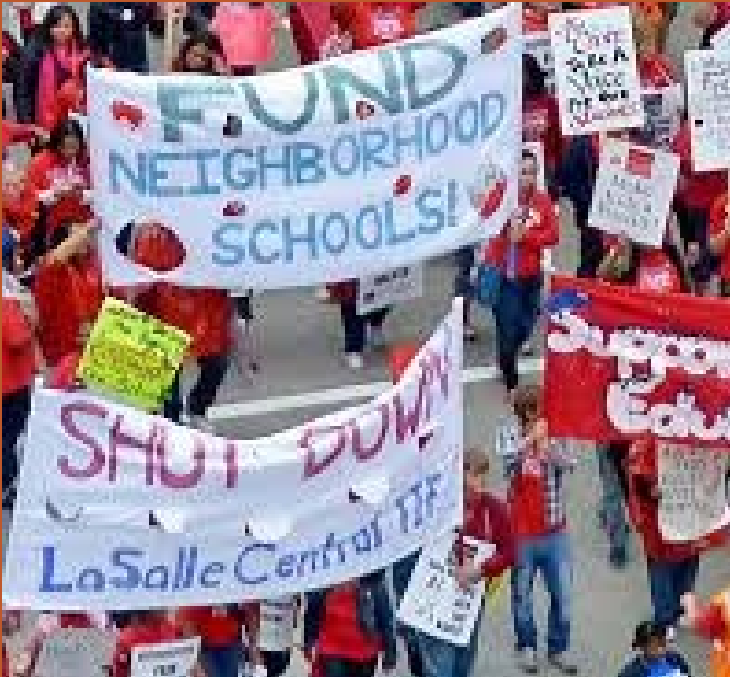
Locals are in different places.

A union is never in stasis; it is either gaining power or it is losing power.

The desire for change comes from the workers, and the union staff supports the workers actions to actualize that desire.



Shelly



Systems of Oppression

Systems of Oppression

What are the names of systems across United States history that have worked to keep certain groups from accumulating wealth or holding power?

Colonization
Internment
Indebtedness
Speculation
Redlining
Slavery



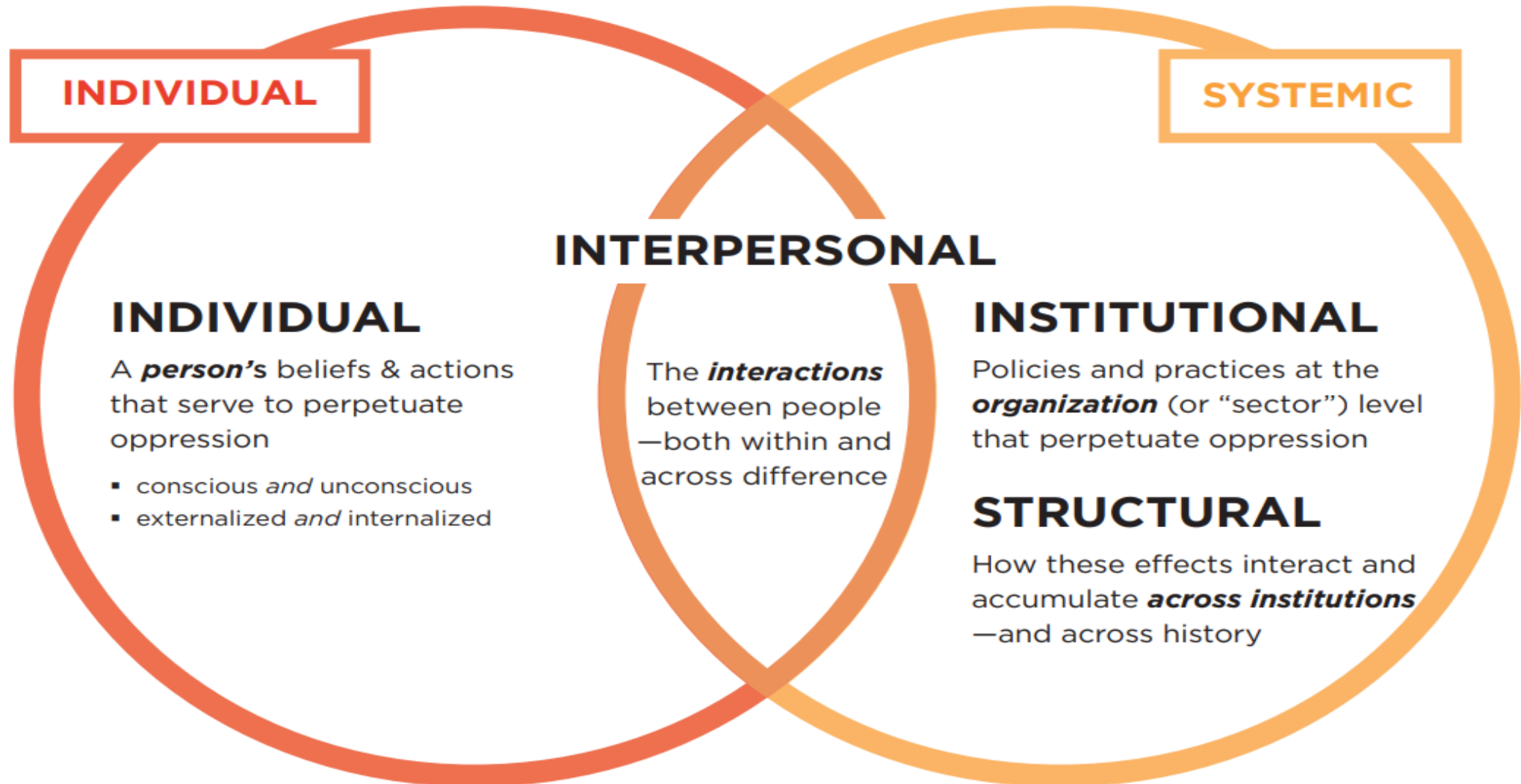
Who causes these oppressions?



Conquerors
White People
Justice
Banks
Hedge Funds
Legislators
Owners

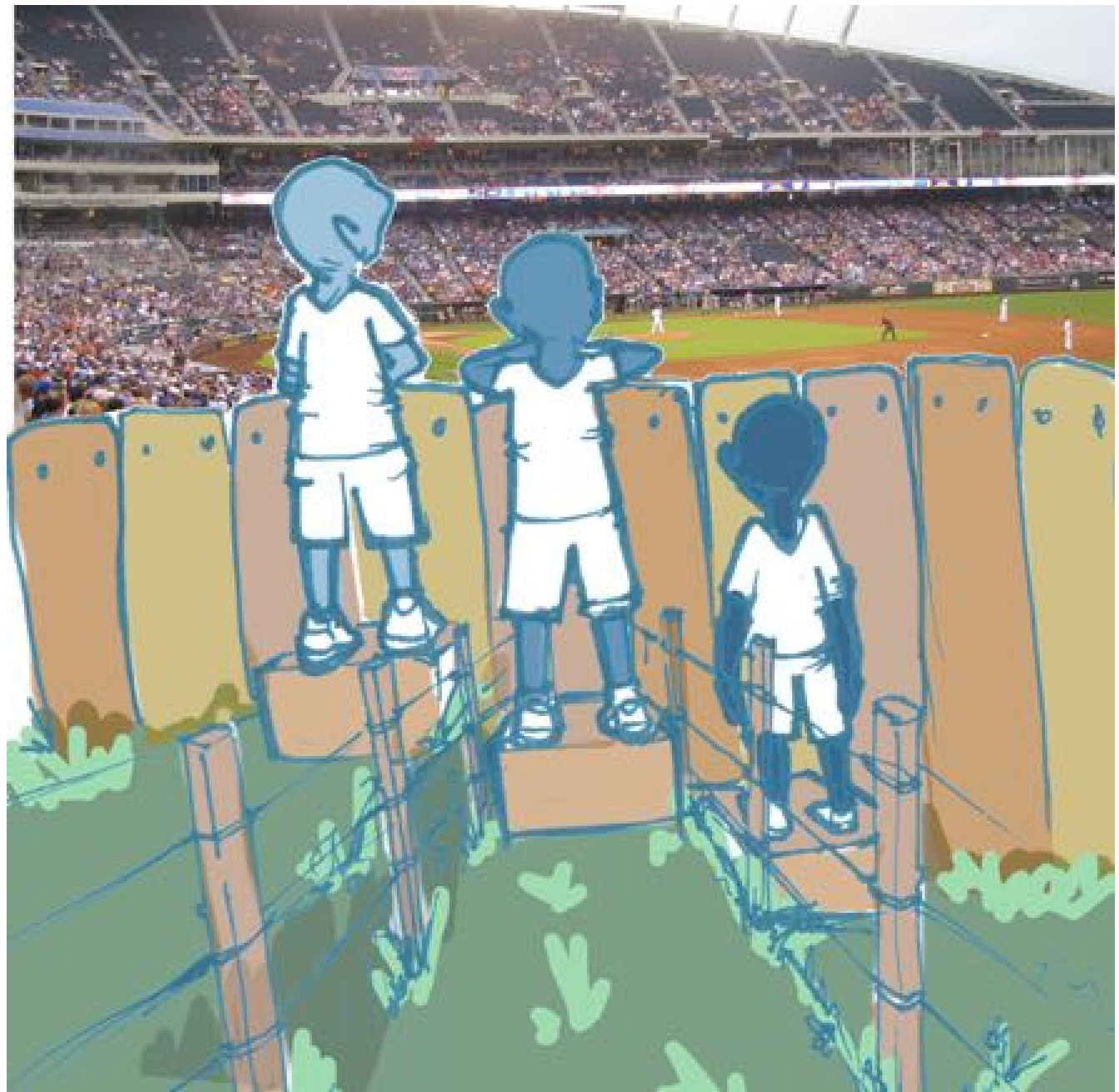


Framework of Systemic Oppression Handout



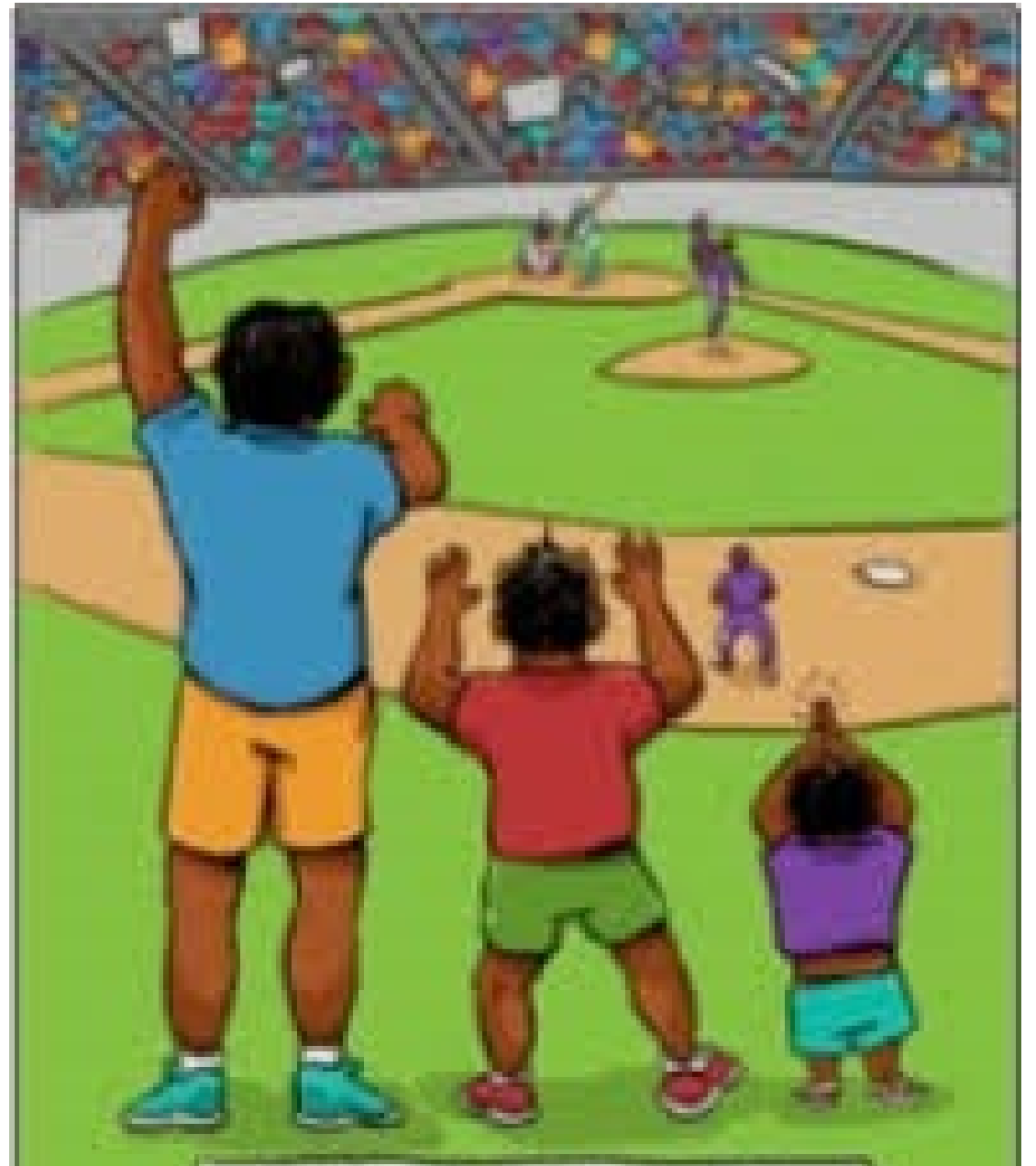
Key Points

Oppressions are intentionally built.



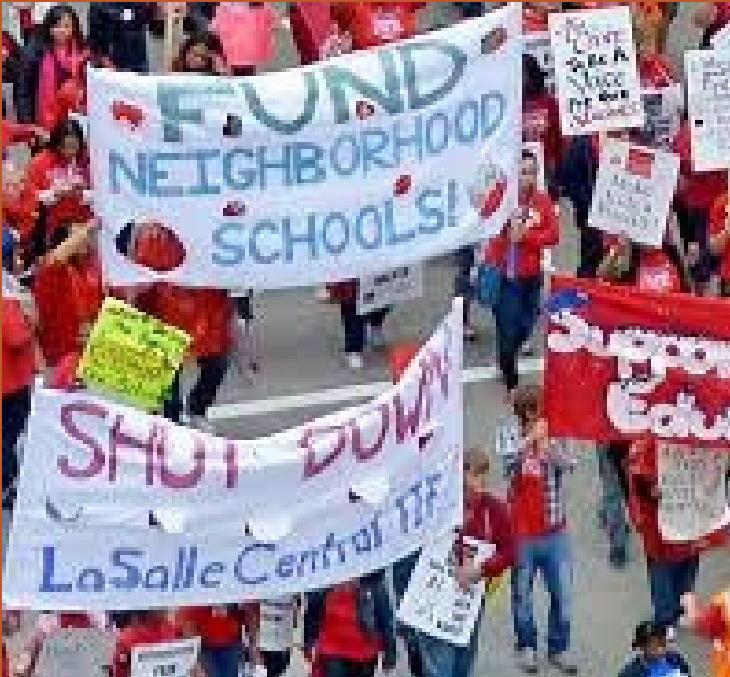
Key Points

Liberations from injustice are intentionally taken.





Albert & Ellen



Economic Oppression

Systems of Income and Wealth

What is the difference between income and wealth?



Income and Wealth

- Income is the revenue that a person can bring into their household.
- Wealth is anything that can be liquidated and/or passed from generation to generation - minus debt.



Systems of Income and Wealth

**In the last decade, has the wealth and income that your members experience been improving? How do you know?
IDENTIFY the VISIBLE EVIDENCE**



Quintile Walk



What characterizes these two time periods in the United States?

Politics, Events, Union

1947-1979

1979-2014

The 5% Step



Directions for 1979-2014

Lowest

2 1/2 steps backward – 12% \$0 - 29,100

Second

1/2 step forward +3% \$29,101 - 52,697

Middle

2 steps forward +12% \$52,698 - 82,032

Fourth

5 steps forward +26% \$82,033 - 129,006

Highest

10 1/2 steps forward +54% \$129,007 & higher



Top 5% and Top 1%



Top 5%

15 1/2 steps forward +78% \$230,030 and up

Top 1%

37 steps forward +185% \$423,090 and up

Directions for 1947-1979

Lowest

12 Steps Forward +116%

Second

10 Steps Forward +100%

Middle

11 Steps Forward +111%

Fourth

11.5 Steps Forward +114%

Highest

10 Steps Forward +99%

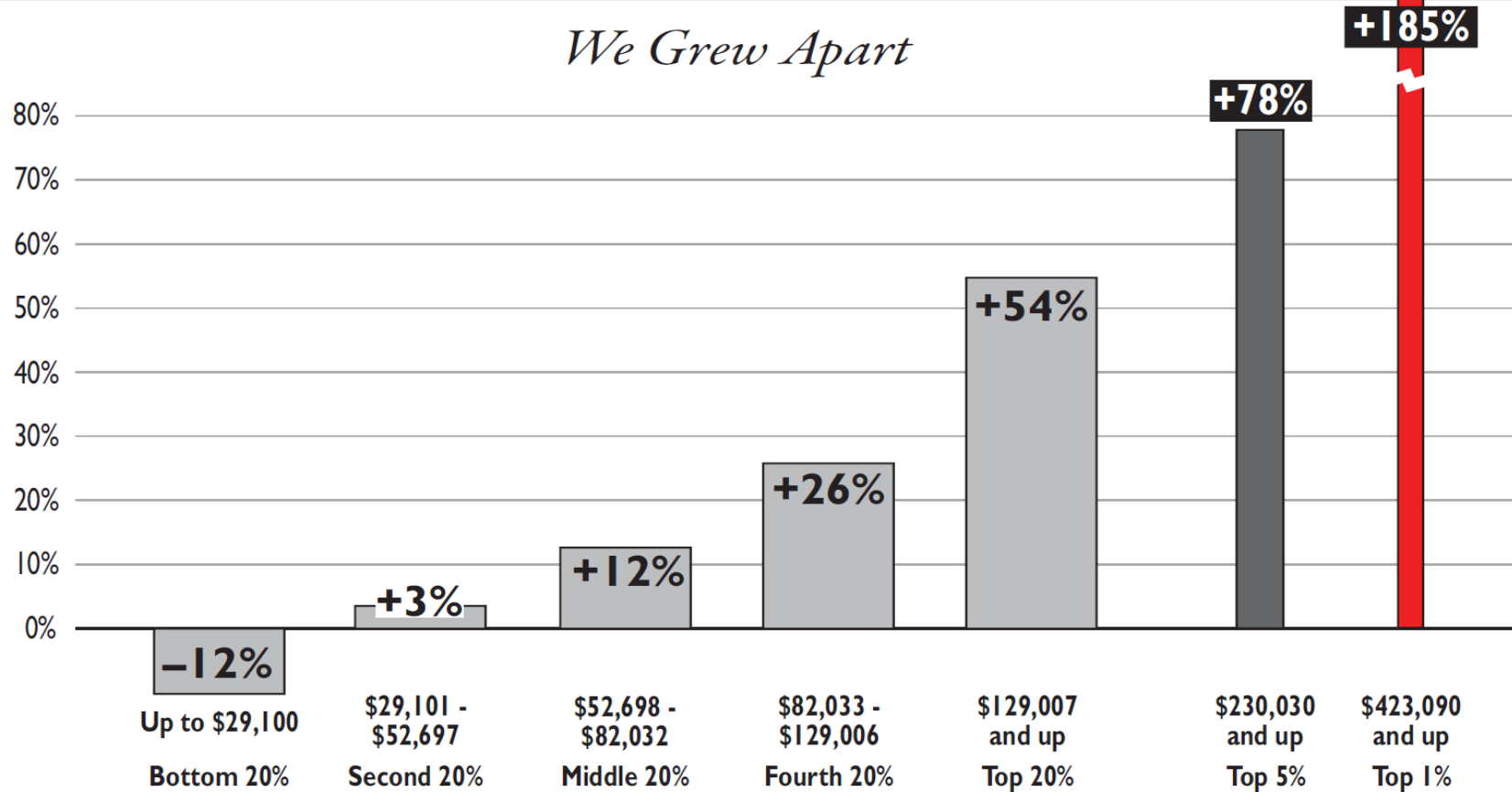
Top 5%

8.5 Steps Forward +86%



Real Family Income Growth by Quintile & for Top 5% & Top 1%, 1979 - 2014

We Grew Apart



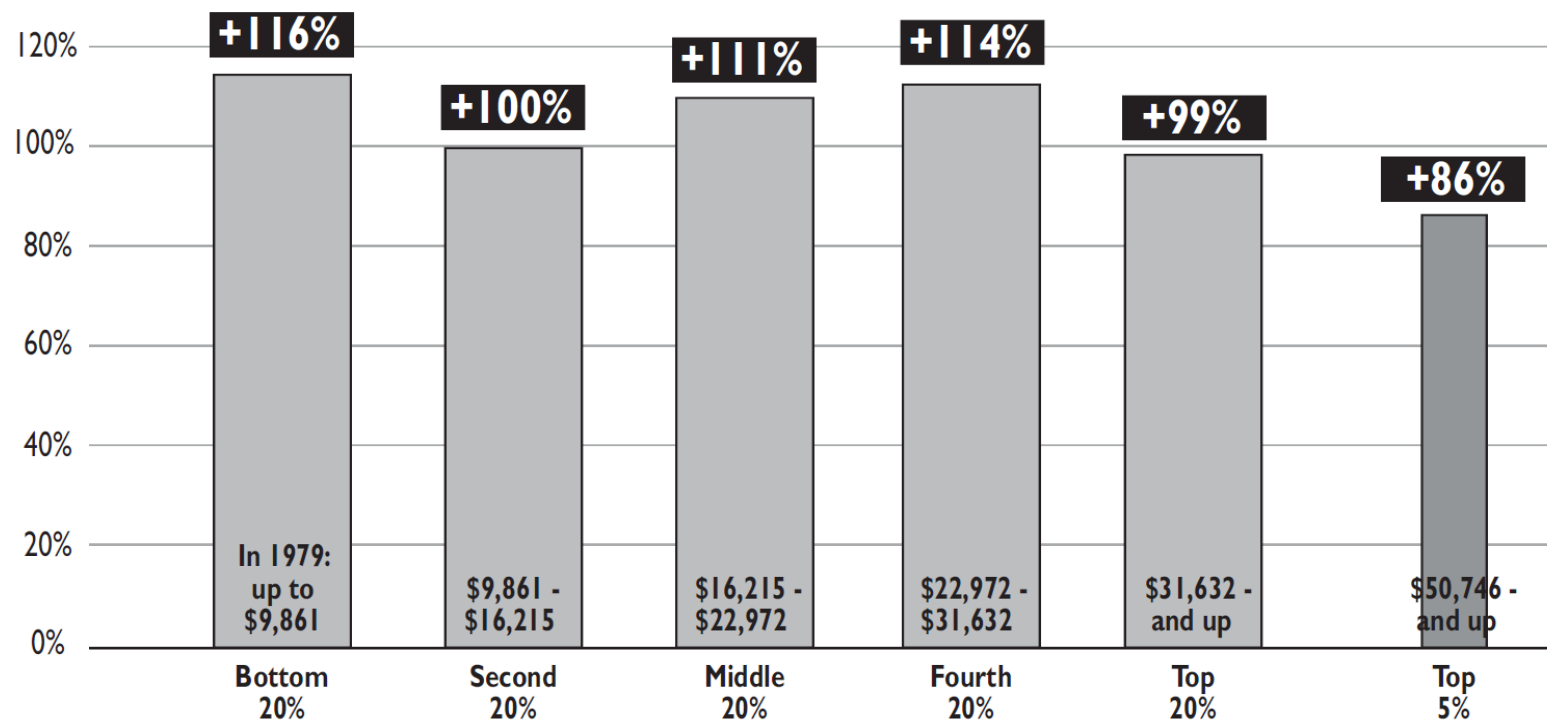
Source: For quintiles and top 5%: US Census Bureau Historical Income Tables, Table F-1 (Income Limits 1947-2014) and Table F-3 (Mean Income 1947-2014). For income threshold for top 1%: "Income Inequality in the United States, 1913-1998" Emanuel Saez with Thomas Piketty, Quarterly Journal of Economics, updated to 2014 in Excel format, June 2015 (TabFig2014prel.xls). For percent growth: of top 1% "Growing Together Growing Apart - Real Income Growth 1979-2012" by Colin Gordon <<http://scalar.usc.edu/works/growing-apart-a-political-history-of-american-inequality/index>>.



62 Summer St., 2nd Fl., Boston, MA 02110 • www.faireconomy.org • info@faireconomy.org • 617-423-2148

Real Family Income Growth by Quintile & for Top 5%, 1947 - 1979

We All Grew



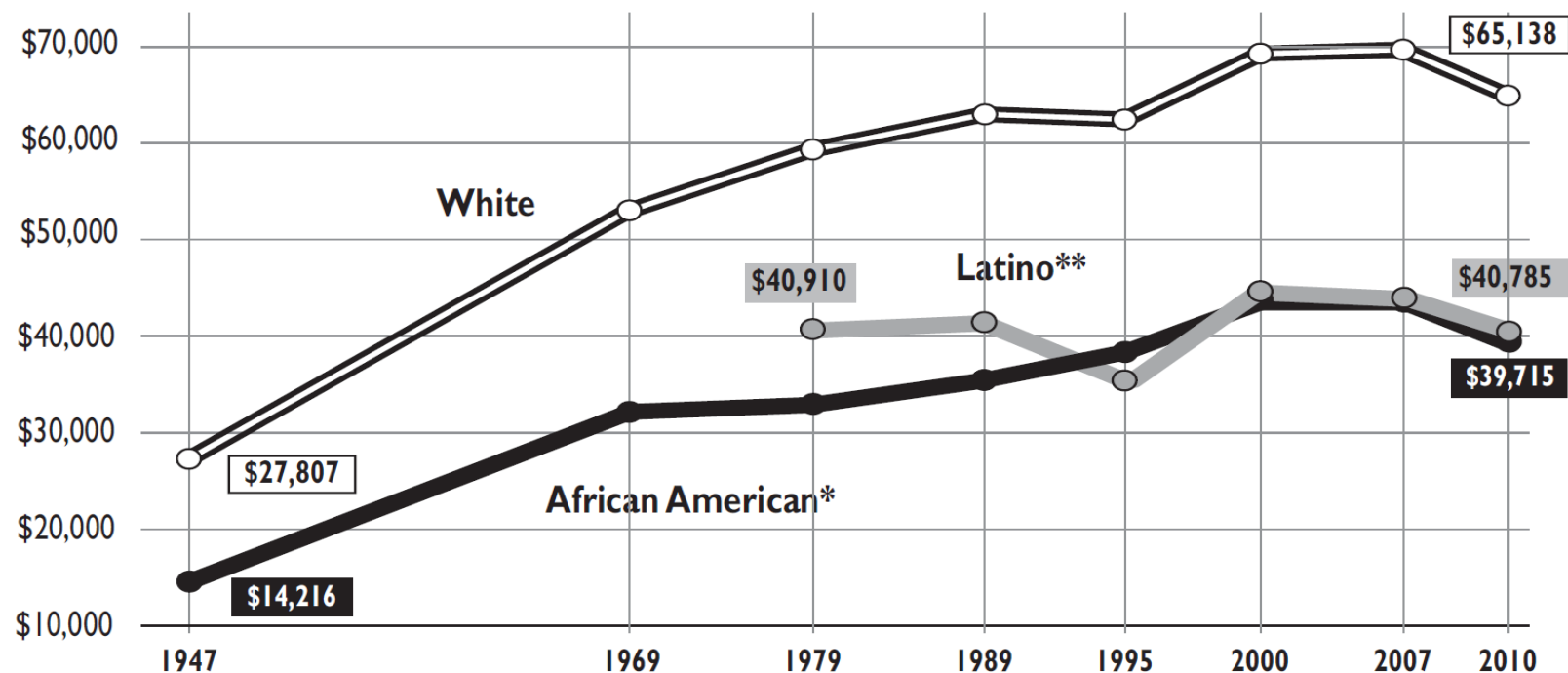
Sources: Analysis of Census Bureau data from *The State of Working America 1994-95*, Mishel, Lawrence and Bernstein, Jared, p. 37. Income ranges in 1979 dollars, from March 2000 Census Current Population Survey, Table F-1.



62 Summer St., 2nd Fl., Boston, MA 02110 • www.faireconomy.org • info@faireconomy.org • 617-423-2148

Median Family Income by Race, 1947-2010

Racial Income Inequality Persists



Source: Analysis of Current Population Survey Annual Social and Economic Supplement *Historical Income Tables* (Table F-5) in *The State of Working America* <<http://stateofworkingamerica.org/chart/swa-income-table-2-5-median-family-income/>> Economic Policy Institute. All income in 2011 dollars.
 * Prior to 1967, data for African Americans included all "non-whites." ** The Census Bureau uses the term "Hispanic." We prefer "Latino." Persons of "Latino" origin may be of any race.



62 Summer St., 2nd Fl., Boston, MA 02110 • www.faireconomy.org • info@faireconomy.org • 617-423-2148

Key Points



From 1947 through 1979 our policies were more about lifting all economic boats – if you were white. Everyone who was white did better together.

From 1979 through today our policies are a result of systematic efforts to take back any gains made by black and brown people during the years following the Civil Rights Movement. The birth of trickle down.

Video Guiding Questions

Who are the powerholders?

What are the unjust policies and practices being used?

Who is being oppressed?

What is the overall impact on society?





Key Points

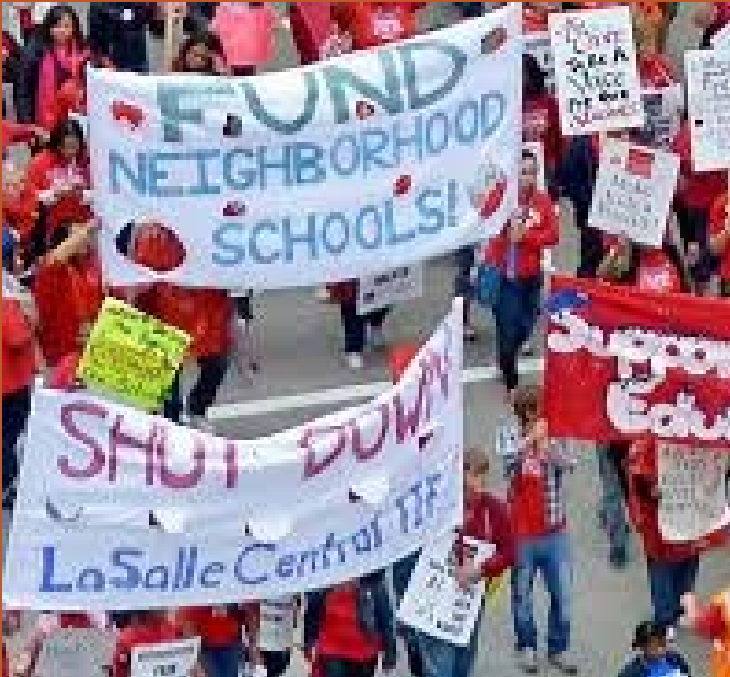


The systems of income and wealth have been intentionally built to shift power and opportunity away from those in the lowest Quintiles to those in the top.

This is further compounded when you look at the intersection of race and income.



Shelly & Matt



Poster Walk

Poster Walk and Talk

6 minutes at each station to view the illustration or graphic images and discuss the questions.

- Take 60 Seconds to View PRIOR to Speaking.
- 5 Minutes of Discussion about the questions.

Reminder - Give everybody an opportunity to speak.





The wealth gap in our country is huge and growing, leaving everybody at the bottom further and further behind.

Banks and corporations are taking resources from our communities and hoarding them to increase their own profits and politicians are letting it happen.

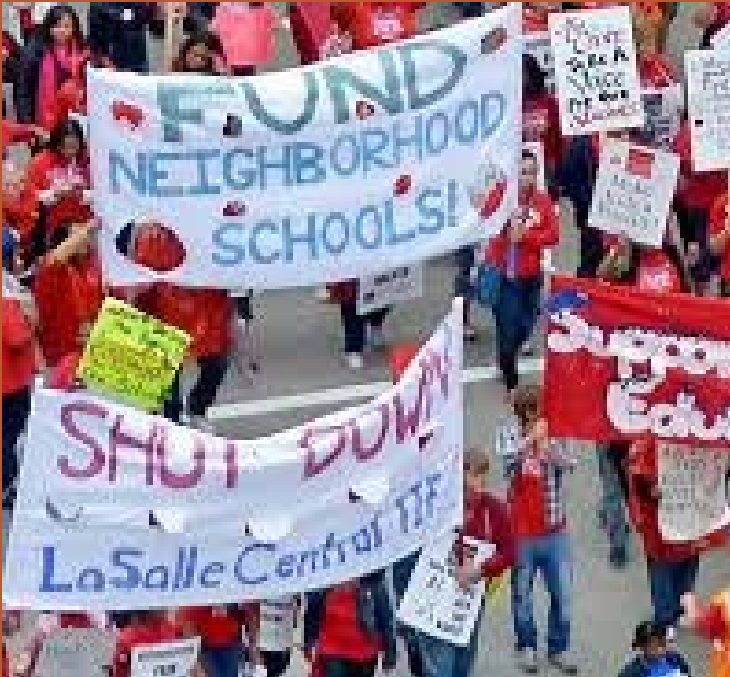
Corporate greed and tax breaks and loopholes lead to fewer resources for public services and public schools.

The wealth gap between the rich and working people by race is even larger than it is for white people. This gap shows up in our classrooms every day. If we want to achieve true economic justice, we must address racial disparities and racism in our country.

Privatization of schools does not improve outcomes or segregation. There is a strong link between school segregation and school choice programs.

Key Points

Linda



Financialization and Privatization

Financialization is a **process whereby financial markets, financial institutions, and financial elites gain greater influence over economic policy and economic outcomes.** The goal is move the control of certain systems from public control to private control – **PRIVATIZATION.**

Financialization converts publicly provided goods into privately "financed goods".

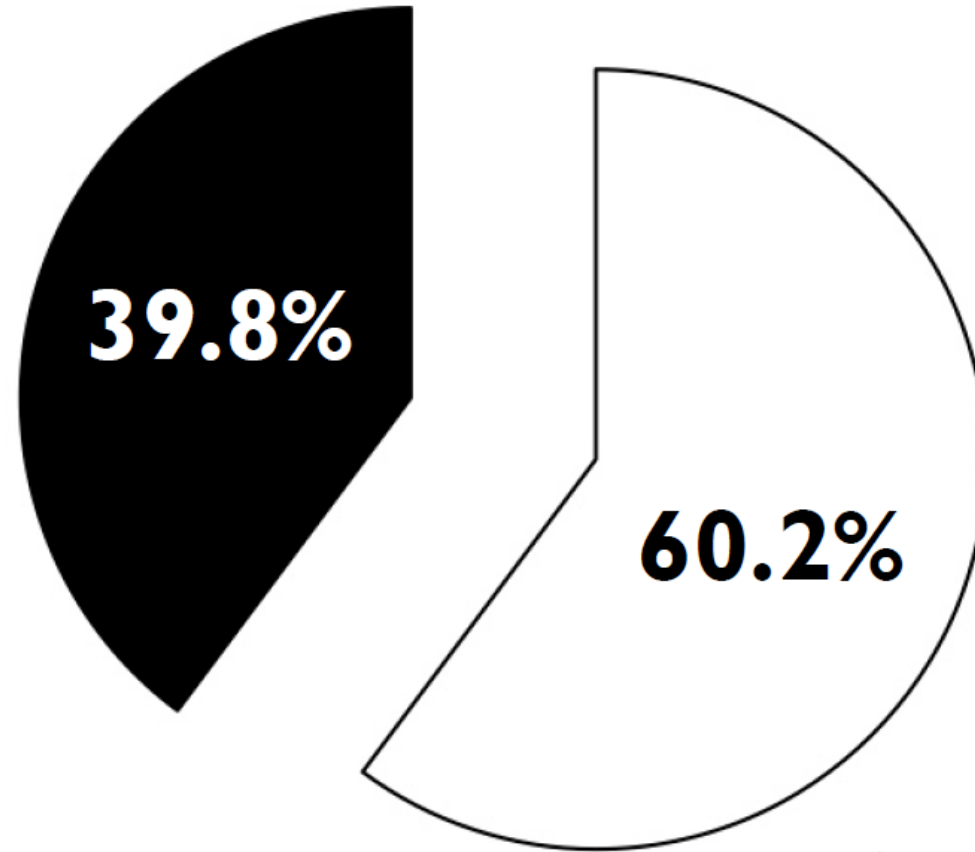
Who benefits?



Privatization



Ownership of Household Wealth in the U.S., 2012



The total net worth of the top 1% = \$21.9 Trillion

The total net worth of the bottom 90% = \$18.4 Trillion

Bottom 99%



As you watch - System of School Funding –

Who are the Power Holders?

Who is being oppressed?

How are the unjust policies and practices being used?

What is the overall impact on our society?

Language Warning....

How does a system of structural racism effect school funding?



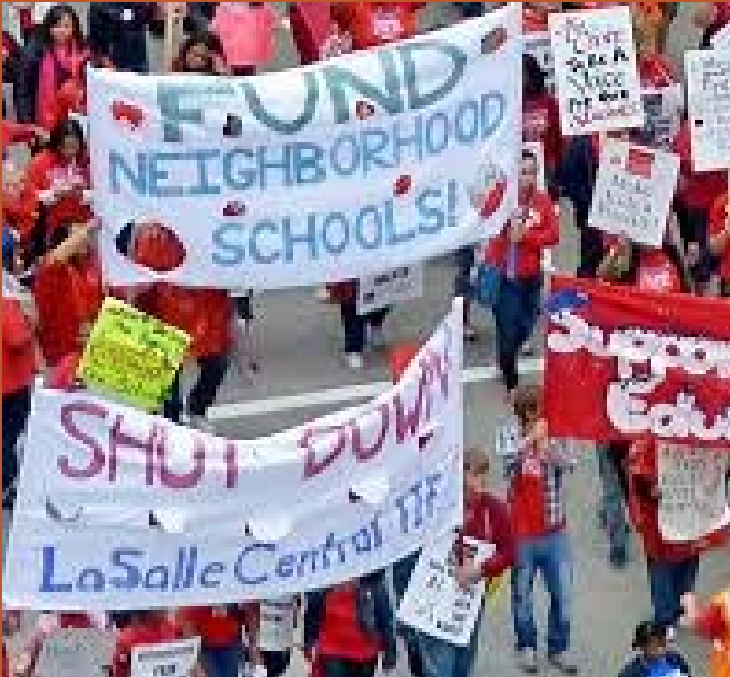
Key Points



Our system is designed to extract wealth and power from the lower levels of our system and move it to the top.

Financialization benefits the wealthiest.

Toney



Standardized Testing

Standardized Testing



The Why

The U.S. absorbed millions of immigrants from Europe beginning in the 19th century.

The day's leading social scientists, many of them White Anglo-Saxon Protestants, were concerned by the infiltration of non-whites into the nation's public schools

“In (those) consensus-seeking times, scientists became obsessed with deviations and handicaps, both physical and intellectual,” Troy states. “And many social scientists, misapplying Charles Darwin's evolving evolutionary science, and eugenics' pseudo-science, worried about maintaining white purity.” -- Gil Troy

The White Fathers of Standardized Testing

Alfred Binet developed intelligence tests as diagnostic tools to detect learning disabilities.

Carl Brigham, Psychologist and Eugenicist wrote that African Americans were on the low end of the racial, ethnic, and cultural spectrum. Testing, he believed, showed the superiority of “the Nordic race group” and warned of the “promiscuous intermingling” of new immigrants in the American gene pool. The education system he argued was in decline and “will proceed with an accelerating rate as the racial mixture becomes more and more extensive.”

Lewis Terman, of Stamford, relied on Binet’s work to produce today’s standard IQ test, the Stanford-Binet Intelligence Tests. During World War I, these standardized tests helped place 1.5 million soldiers in units segregated by race and by test scores. The tests were scientific, yet they remained deeply biased, according to researchers and media reports. In 1917, Terman and a group of colleagues were recruited by the American Psychological Association to help the Army develop group intelligence tests and a group intelligence scale. Army testing during World War I ignited the most rapid expansion of the school testing movement.

"To tell the truth about standardized tests is to tell the story of the eugenicists who created and popularized these tests in the United States more than a century ago. We still think there's something wrong with the kids rather than recognizing there's something wrong with the tests. Standardized tests have become the most effective racist weapon ever devised to objectively degrade Black and Brown minds and legally exclude their bodies from prestigious schools."

-- Ibram X. Kendi

System of Standardized Testing Discussion

Who are the Power Holders?

Who is being oppressed?

How are the unjust policies and systems being used?

What is the overall impact on our society?

Key Points

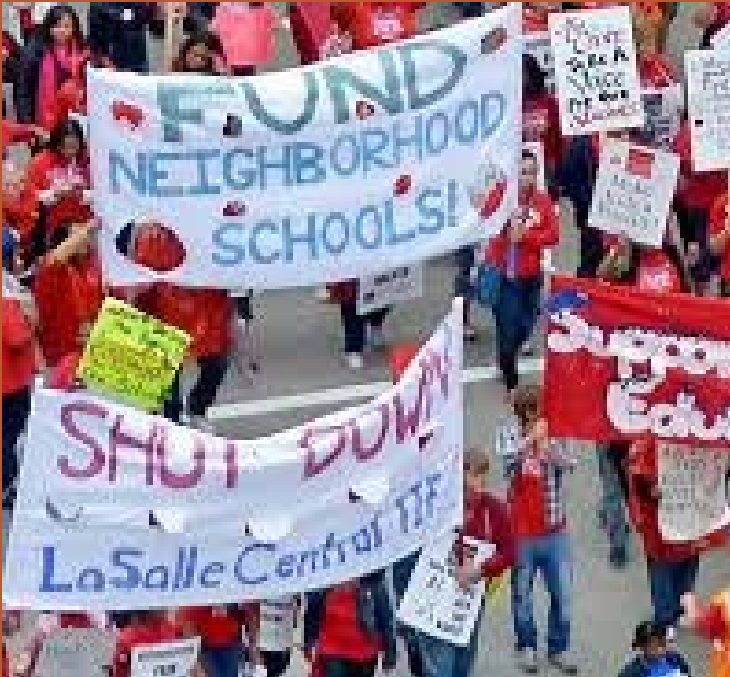


Since their inception a century ago, standardized tests have been instruments of racism and a biased system.

Students of color, particularly those from low-income families, have suffered the most from high-stakes testing in U.S. public schools.

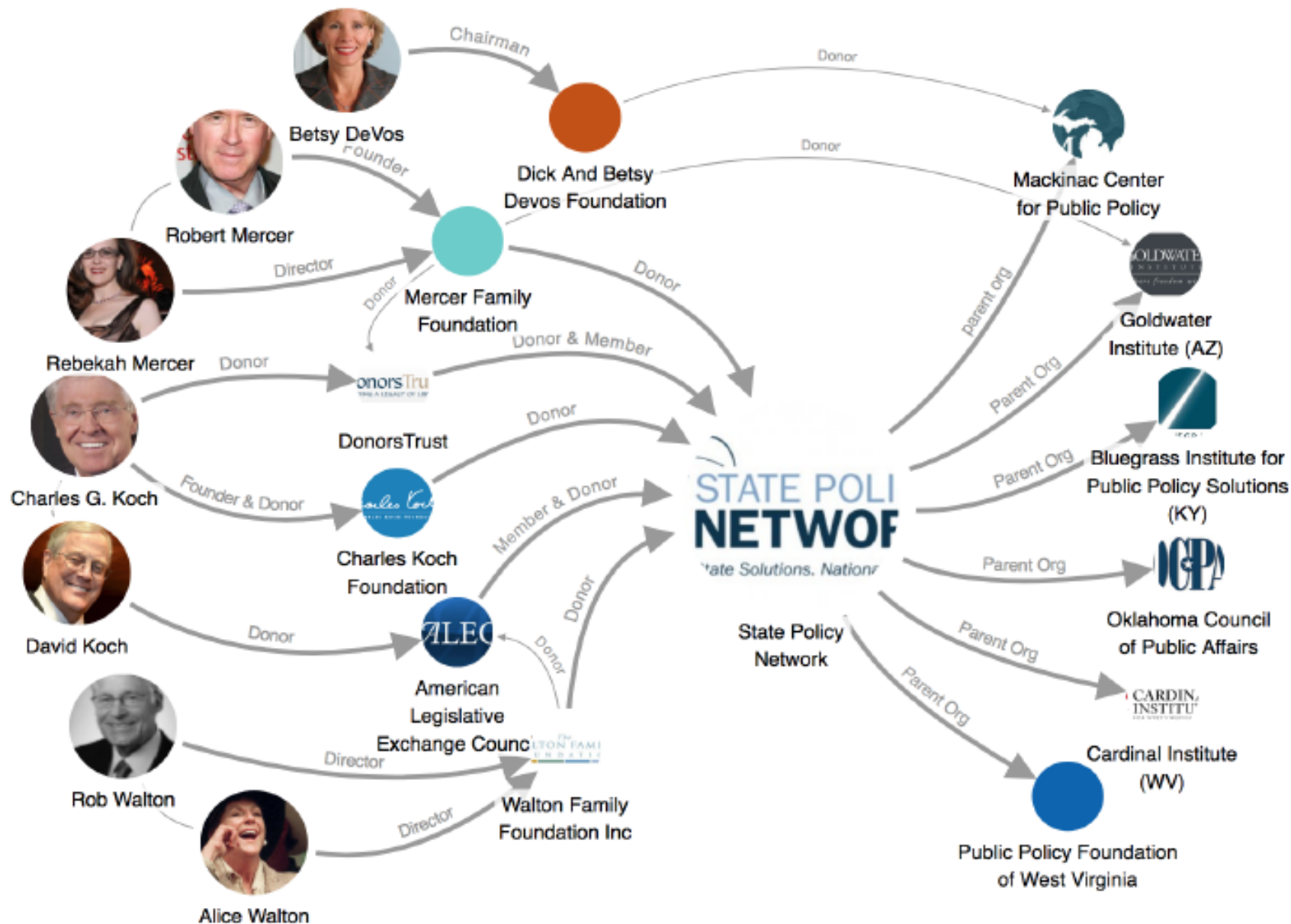
The clearest prediction of low test scores in a school is the median property value of homes around the school.

Jessica



The Intentional Plan to Dismantle Public Schools

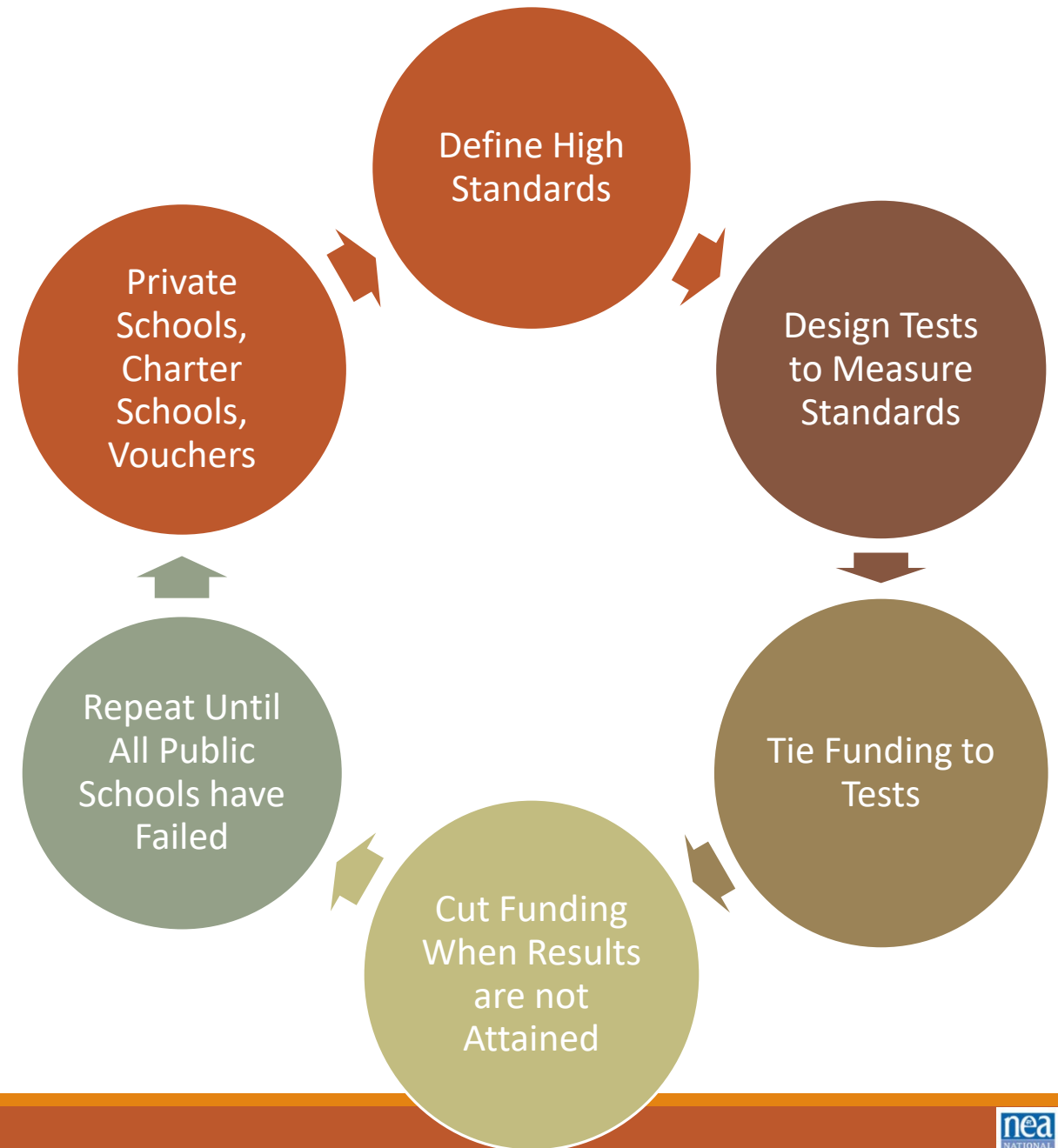
Who creates and maintains the systems that prevent justice in our communities?



Handouts
p. 50-59

Book
p. 315-318

How systems work together to dismantle public schools.



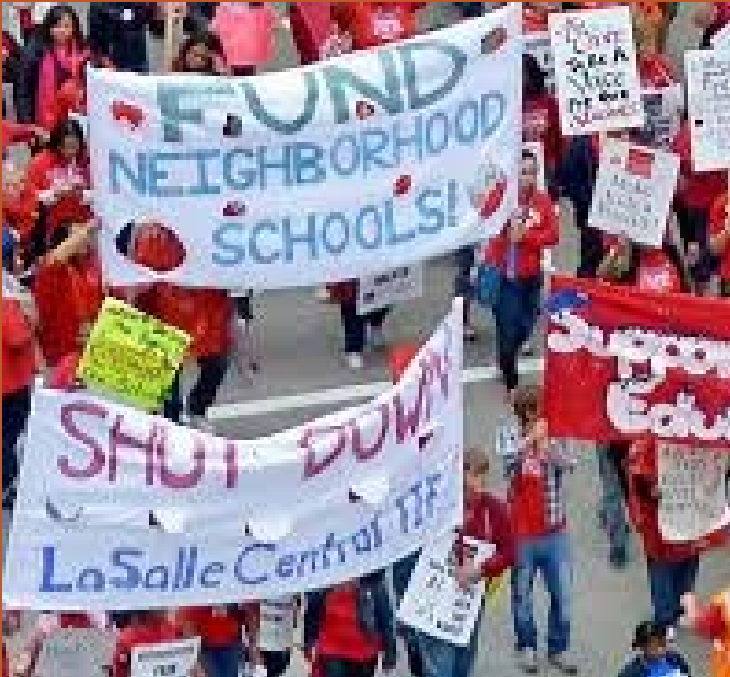
Key Points



The individuals and organizations at each step along the path to dismantle public education are often the same wealthy elite, funded by the same wealthy elite, and elected by the same wealthy elite.

THE SYSTEM IS RIGGED!

Izaak



Fighting the Powerholders



Supports for Powerholders

Powerholders are able to maintain their unjust policies because of the support they receive from supportive pillars “organizations and institutions.” When we can win over these pillars or at the very least, neutralize them, then we erode the powerholders' grip.

Characteristics of successful social movements

- Mass movement
- Diverse
- National consensus
- 3.5% population mobilized
- Resilience



Pillars of Power

Power Holders

P
O
L
I
C
E

M
I
L
I
T
A
R
Y

C
I
V
I
L
S
E
R
V
A
N
T
S

M
E
D
I
A

B
U
S
I
N
E
S
S

Y
O
U
T
H

W
O
R
K
E
R
S

F
A
I
T
H
G
R
O
U
P
S

N
G
O
S

Weakening Pillars of Power

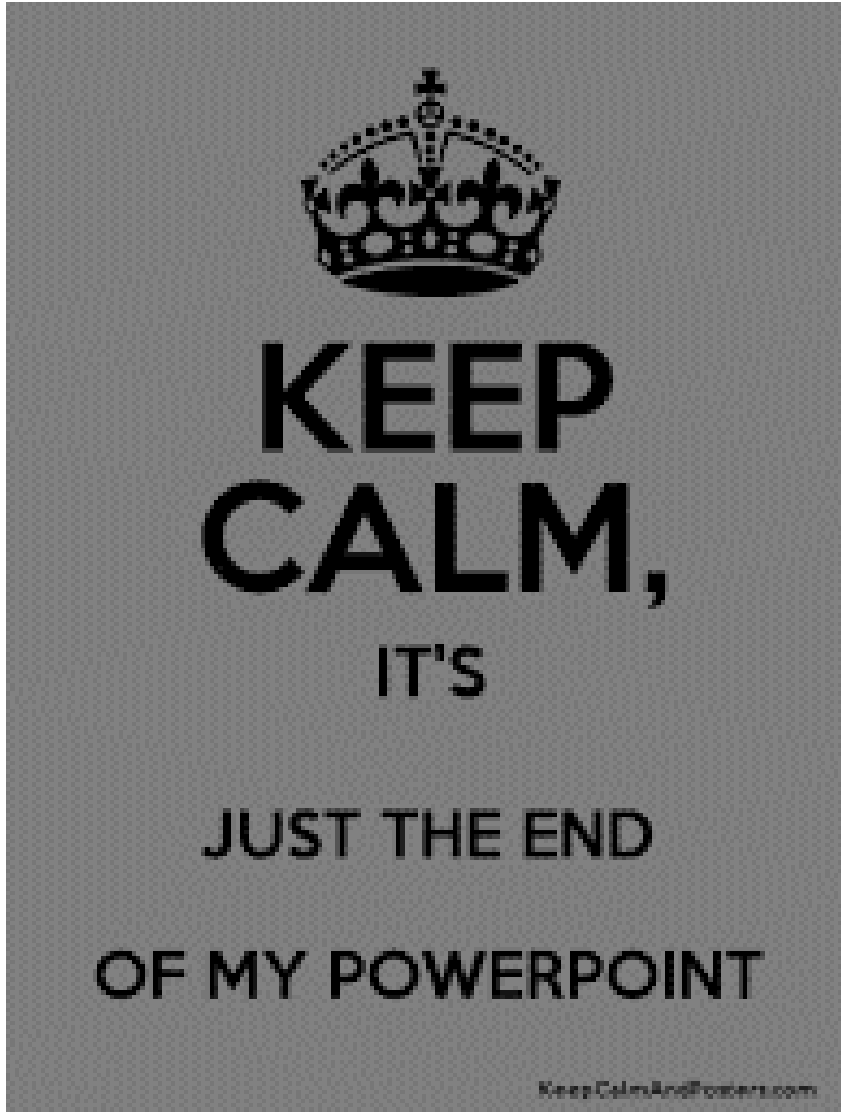
Pull, don't push, people from the pillars to the movement.

Create win-win situations – dilemmas that provoke power holders to act contrary to widely-held values or beliefs.

Present a vision of a better society for all.

Reassure people from the pillars that they have a place in the better society.





Ending it Right

- Choice Networking
- Housekeeping
- Feedback via email



Group Posters!!

Teams of five-ish

- Pillars of Support Content RG p. 60-61
 - “Mapping the Movement to Dismantle Public Education” RG p. 50-59
 - “The Many Faces of Privatization” TUSJ p. 315-318
1. Name the “Powerholders” for this issue
 2. Identify the Pillars of Support that exist to keep this injustice going...
 3. AND identify the pillars that YOUR TEAM believes they can win over or neutralize and how it can be achieved.

House of Injustice Report Out



Team Reports (3-5 Minutes Each)

Who are the powerholders?

What are the pillars of support?

Which pillars can you neutralize or turn – by doing what?

Debrief

What stands out to you?

Are there any questions you would like to ask a team?

Is there any idea you would like to hold up as an awesome idea?



Key Points

Powerholders in non-violent situations maintain power because the majority of the people CHOOSE to let them.

A movement is successful when it convinces the majority to withhold that agreement to submit.

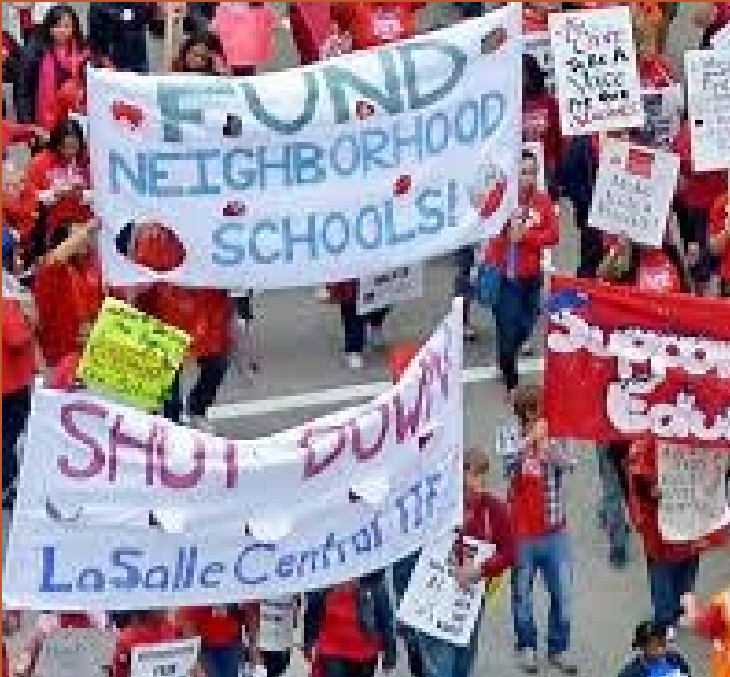
It does not require all the pillars to fall for those in power to feel enough pressure to change the unjust policy

It only takes ...



3.5 %

Ellen



Are you ready? Let's Assess

Group Work with Self Assessment Tool Handout p.63

Social Justice Unionism Organizing Strategy Readiness Assessment

To determine readiness for using a Social Justice Unionism Organizing Strategy, locals should assess and reflect on four categories: general readiness and landscape, community/parent relationships, internal organizing capacity, and bargaining status. For each of the four categories below rate each readiness descriptors with a 1-4 in the small boxes, then use the larger box to do a brief SWOT reflection.

1 – Not yet

2 – Basic Understanding and Planning

3 – Emerging Implementation

4 – In Place and Proven

Self-Assessment Debrief

How would you use this tool?

What are changes you would make to this tool?

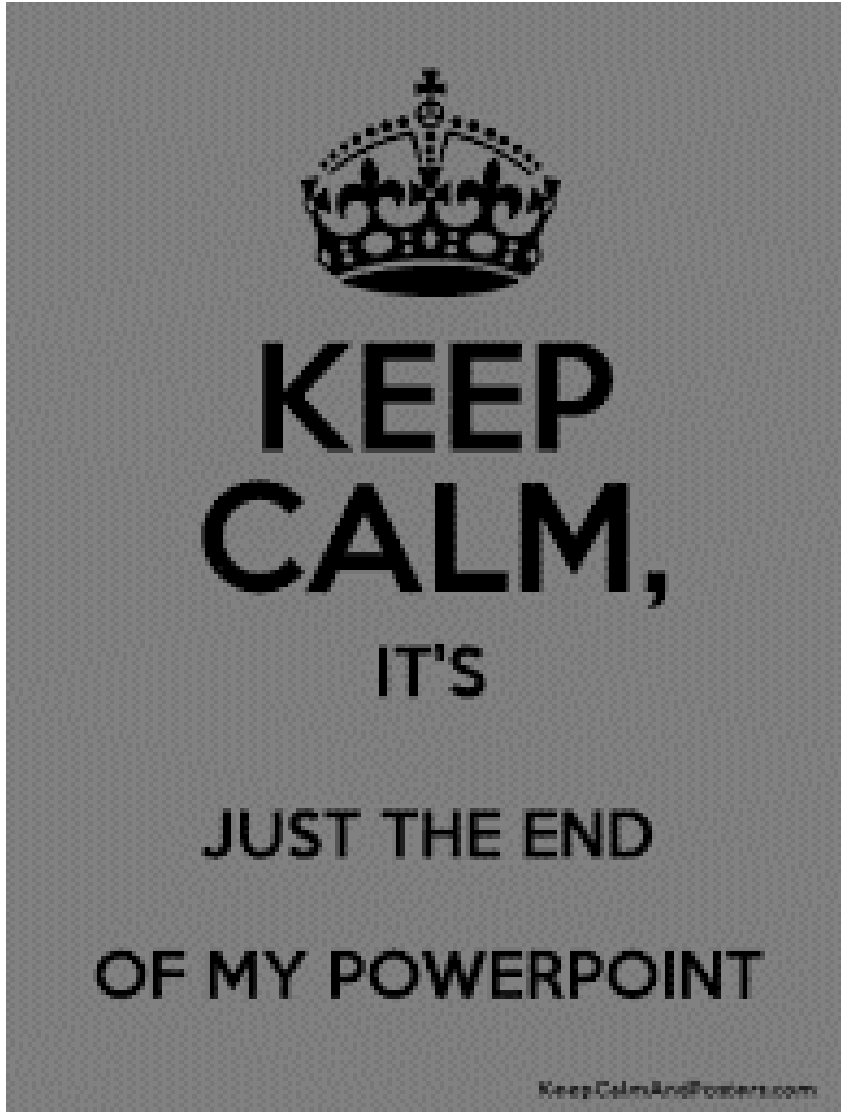
What did you learn about this tool?

What is your role in this self-assessment?

What is THE staff role?

- ❑ What are the types of work Staff people are engaged in that support and cultivate readiness to take on the type of organizing described in this book?
- ❑ What changes in your work/expectations would you (and your leader/manager) need to make room for in order to cultivate social justice unionism as presented in this book?





Ending it Right

Evaluations

Prepping for the last day

Choice networking

Session 4

Using Internal and External Structures to Fight Systems of Injustice

TEACHER UNIONS AND SOCIAL JUSTICE

1. Share Responsibility for the Success of Each Learning Session

2. Move up, Move back

3. Respect Confidentiality

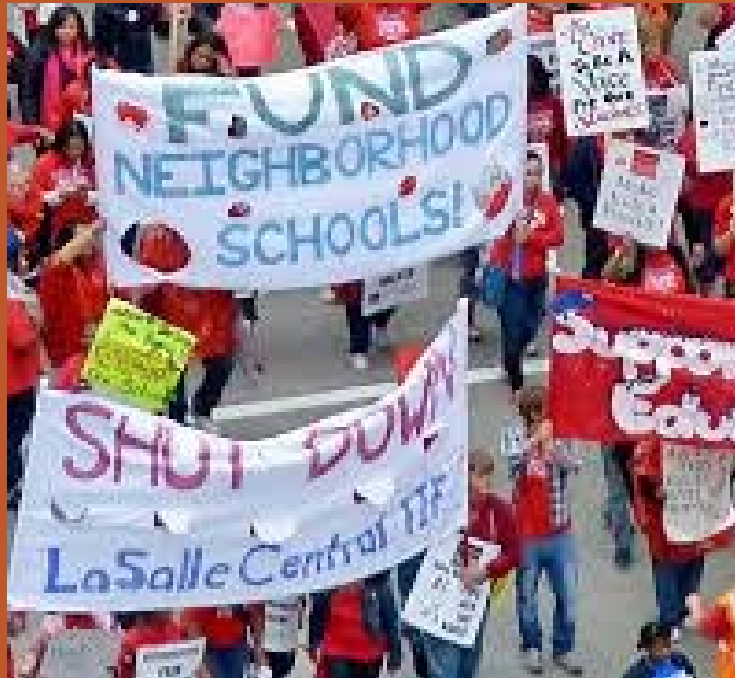
4. Be Responsible for Building Deep Understanding

- Be timely with your presence, your speaking, and your listening
- Be fully present with speakers, open to new perspectives, and accept challenges
- Place OTHER tech on silent and stay checked-in
- Share using “I” statements
- Connect to your core values and speak from your heart

5. Expect and Accept Imperfection

6. Expect/accept non-closure – Agree to Disagree

Community Agreements



How do we win more?



Why could Bargaining for the Common Good be a strategy for expanding leadership and expectations for our unions?



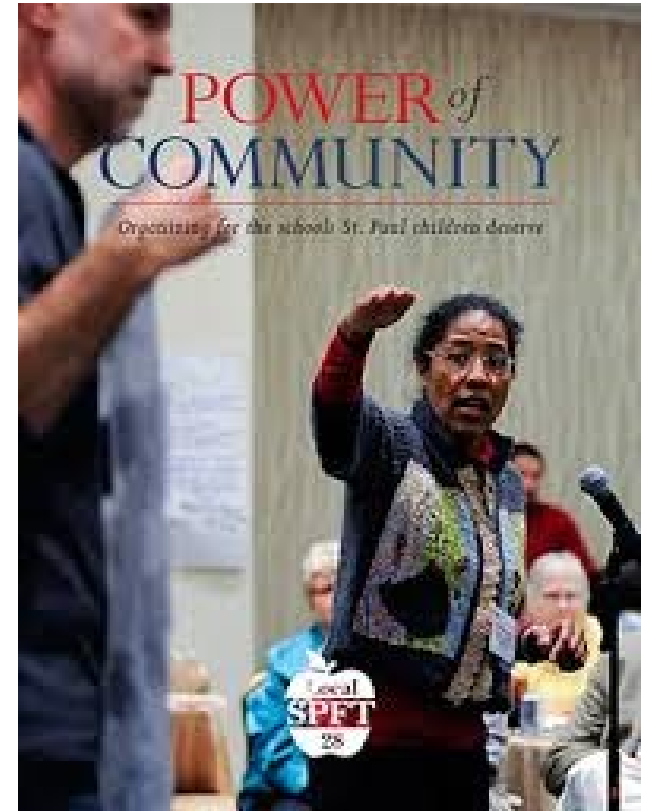
7 Elements of a Common Good Campaign Pg 107-112

1. Expand the scope of bargaining beyond wages and benefits
2. Go on offense in your campaign by identifying, exposing and challenging the real opposition
3. Engage community allies as partners in issue development and the bargaining campaign
4. Center racial justice in your demands
5. Strengthen internal organizing, membership and member engagement
6. Leverage capital in our campaigns
7. The campaign doesn't end once the union settles its contract



St. Paul Federation of Teachers

- Smaller class sizes
- Family engagement
- Placing teaching before testing
- Wage and benefit increases
- Culturally relevant education
- High quality professional development for teachers
- No foreclosures



UTLA Bargains for the Common Good

- Smaller class size
- Hiring of nurses, librarians & counselors
- An end to “random searches”
- Green space
- Immigrant defense fund
- Community schools
- Charter school cap



Parents, teachers, students, school staff and community members. Join us for the launch of Campaign for the Schools LA Students Deserve. Join community and labor groups to fight the crisis in public school funding!

CAMPAIGN FOR THE SCHOOLS L.A. STUDENTS DESERVE

Location: Trinity Street Elementary School
Address: 3736 Trinity St, Los Angeles, CA 90011
Date: Wednesday September 6, 2017
Time: 11:30AM



#LA4communityschools www.reclaimourschoolsla.org #voicesfromourschools

Why do we run Common Good Campaigns?

- Builds Power through Leaders and Structures from the bottom up
- This is the best way for us to WIN more for all!
- Unions and community groups share a common powerful opposition, and we need each other in order to win
- Unions win more and community groups win bigger and broader campaigns when we work together in this way



Zoom Room Time – Pg 9 of the Resource Guide

15 mins

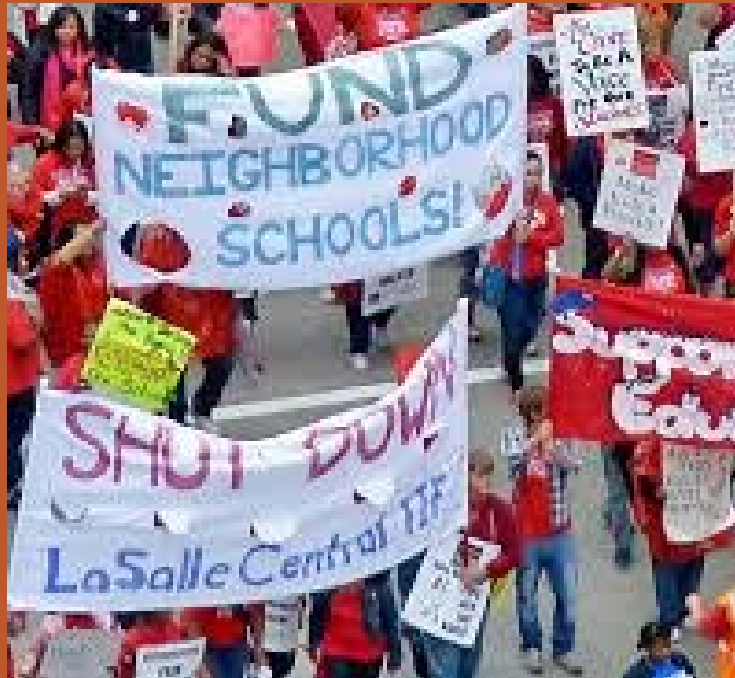
- What stands out to you about this approach?
 - What are the opportunities that this strategy COULD provide your affiliates?
 - What are the potential challenges this strategy could provide your affiliates?
-
- ** there are a number of pages with example demands that have been won



What is THE staff role?

- ❑ What are the types of work Staff people are engaged in that support and cultivate the types of leaders and structures in this book?
- ❑ What changes in your work/expectations would you (and your leader/manager) need to make room for in order to cultivate social justice unionism as presented in this book?





Bringing it all Together

A Summary of How We Win

7 Components of Social Justice Unionism

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.

Bill Fletcher – 34-41

Public Sector Roles Play 3 Roles

1. They defend the interests of their members
2. They must look out for the interests of the community (Fletcher indicates that this has almost become cliché)
3. They must defend the public sector (This is readily understood by unions in other nations but not here)



Bill Fletcher – 34-41



This third role is critical right now. Public sector unions need to articulate a coherent and credible defense of the public sector - to explain the role of the public sector and show why any kind of civilized society must have a public sector. I don't think public sector unions do that very well. As a result, they tend to come across as merely defending the interests of their members.

Leaders we Need

Leaders – Trusted and respected by their colleagues in ways that cut across communities of workers- is connected by values and influential relationships with mobilizers, activists, and those not yet part of the work. Get people to move their thinking and take action.

Mobilizers – Connected to communities of workers in ways that are influential – can convene their community. Get people excited to act.

Activists – Supportive and willing to act if invited

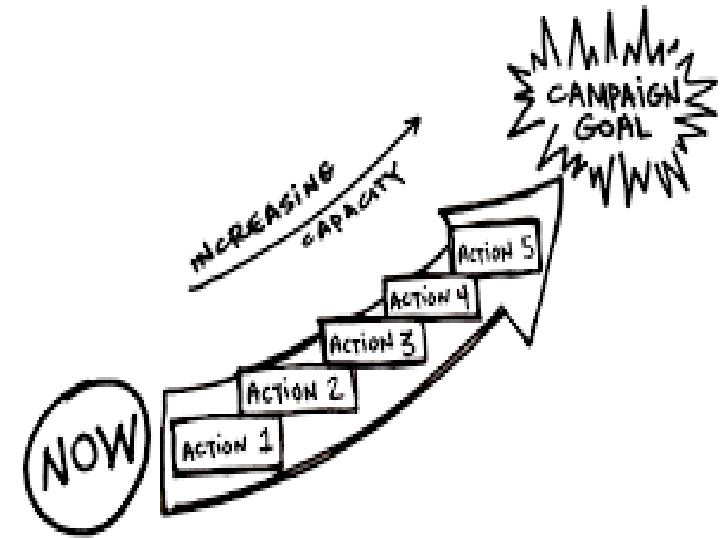
Why do we run Common Good Campaigns?

- Builds Power through Leaders and Structures from the bottom up
- This is the best way for us to WIN more for all!
- Unions and community groups share a common powerful opposition, and we need each other in order to win
- Unions win more and community groups win bigger and broader campaigns when we work together in this way



Lessons Learned

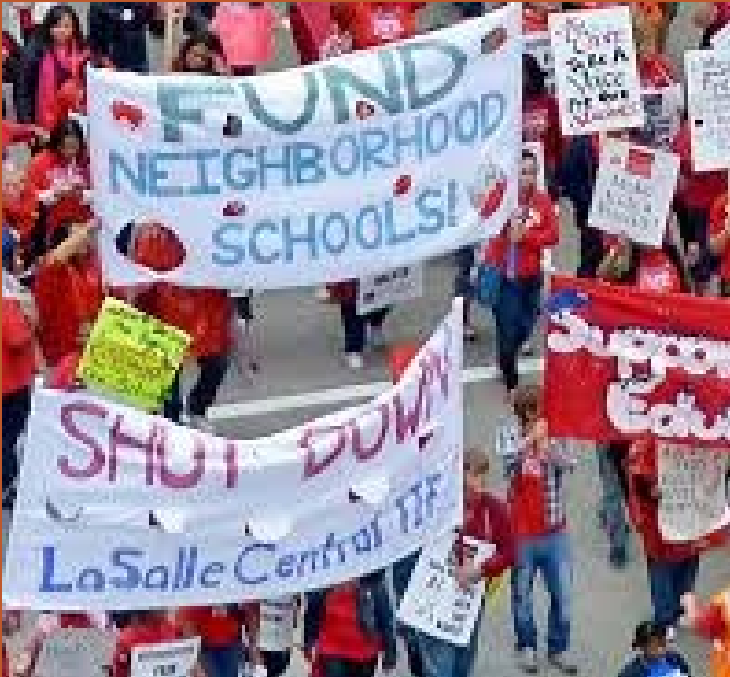
- ❑ The workers, their energy, and their leadership must be at the front of the campaign
- ❑ Official union leadership and staff must be willing to work with rank and file members AND allow them to have meaningful roles in campaigns
- ❑ Must make space for rank and file to develop as leaders (training, chance to take risks, space to prove)
- ❑ Community-centric approach
- ❑ Democratic organizing (Marshall Ganz and Ella Barker)
- ❑ Gradual escalation of tactics
- ❑ Workers have power



What is THE staff role?

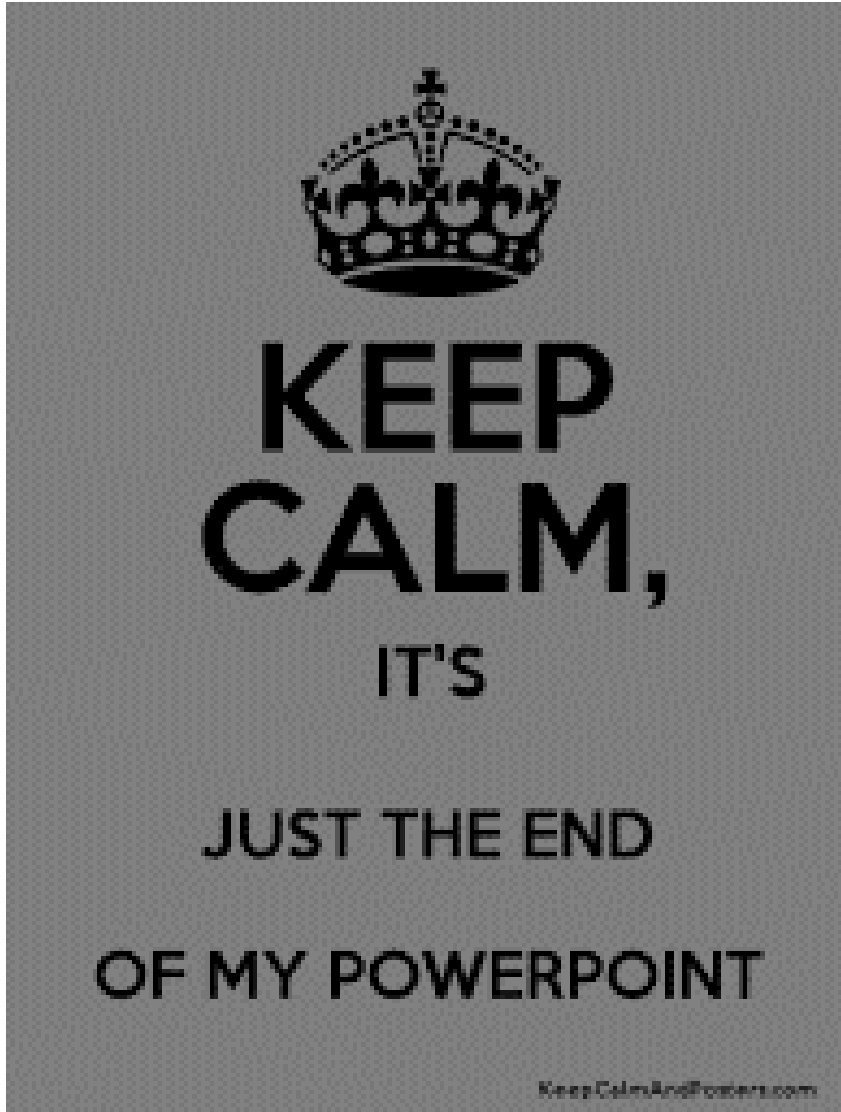
- ❑ What are the types of work Staff people are engaged in that support and cultivate the types of leaders and structures in this book?
- ❑ What changes in your work/expectations would you (and your leader/manager) need to make room for in order to cultivate social justice unionism as presented in this book?





Taking you Home

Ellen



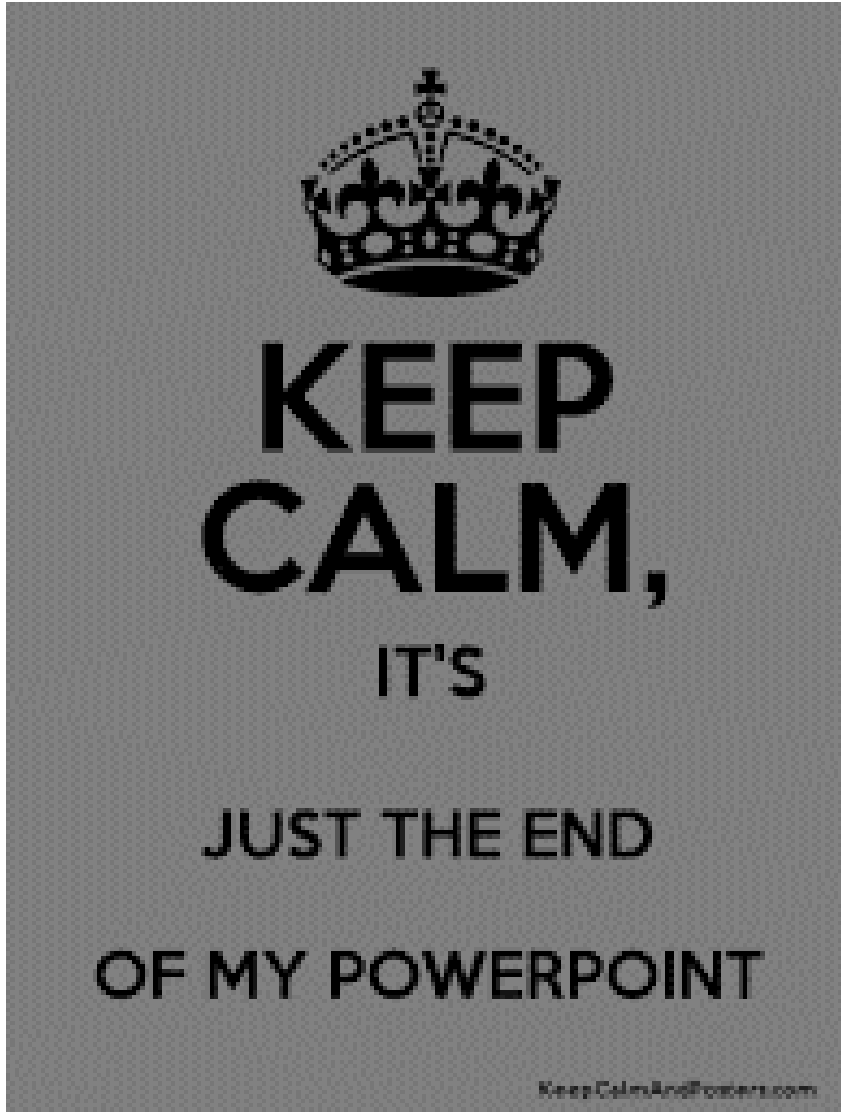
Ending it Right

Next time we will be focusing on how we use what we have learned to dismantle systems of injustice.

What is THE staff role?

- ❑ What are the types of work Staff people are engaged in that support and cultivate the types of leaders and structures in this book?
- ❑ What changes in your work/expectations would you (and your leader/manager) need to make room for in order to cultivate social justice unionism as presented in this book?



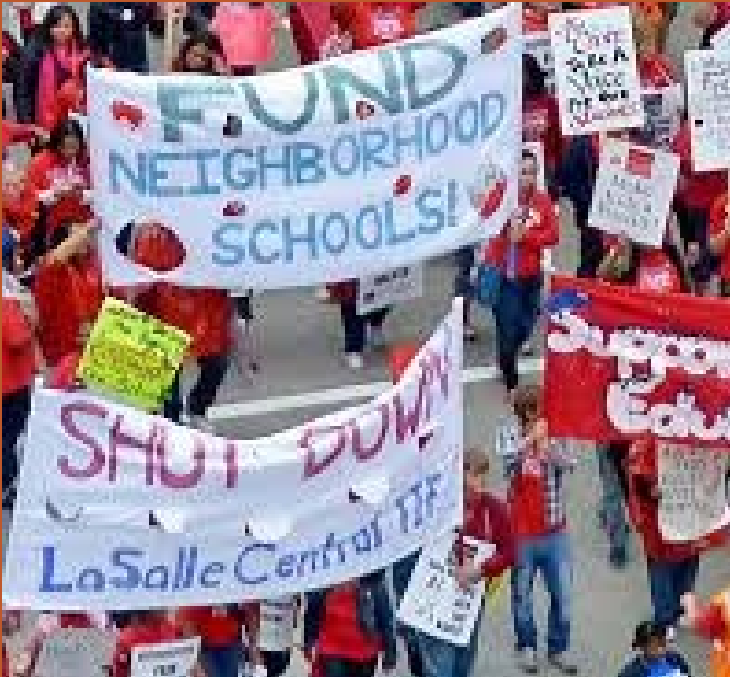


Ending it Right

What do we need for next time

The book

Today's Agenda



Exploring Cases of Transformation and Agency

Transformation of Teachers Unions



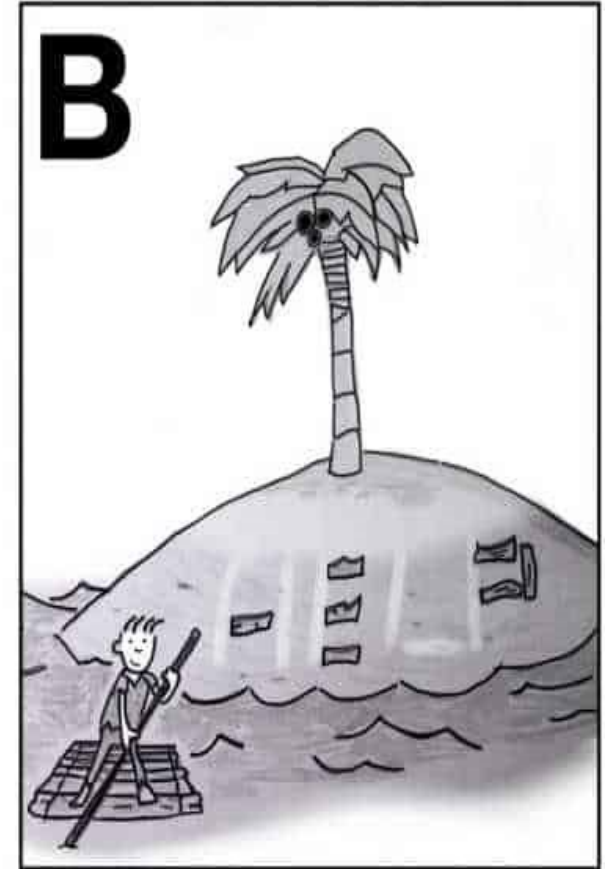
Transactional - a trade such as dues for services

Transformation - an interaction that changes those coming together such as how a community views the union after partnering on a tactic

Agency within Teachers Unions (pg. 7 of RG)

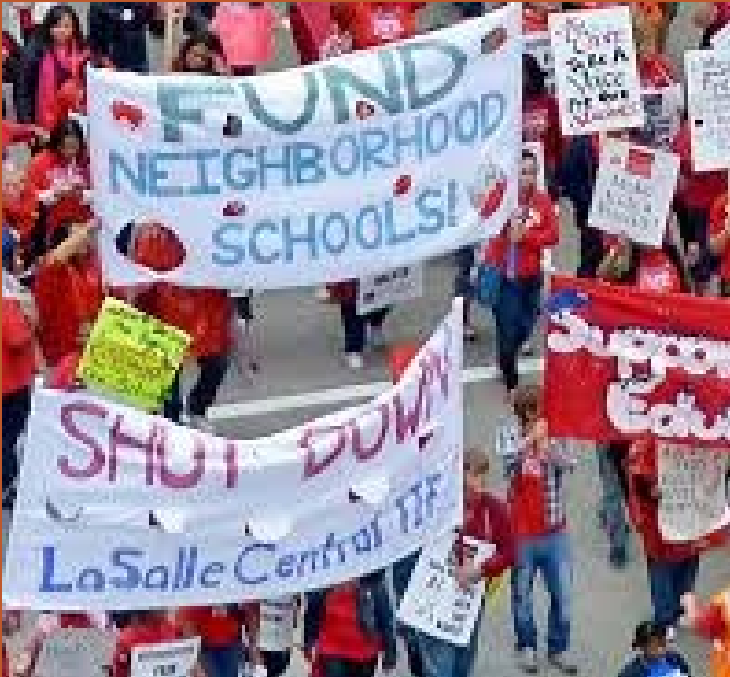
Agency is the ability for an individual to decide they can act.

Structures and Structure tests are really a technical way of thinking about whether individuals have developed their sense of agency to the point where they feel they are capable of doing what is needed to win the fights they engage in.



Structure Test Breakout 10 Minutes- Pg 423 (pg 8 RG)

- ☐ What do you notice about the table in general?
- ☐ What do you notice about the column on the left?
- ☐ What is the role of the staff person?



The Oppression of School Funding

Pages 305-311 Confronting Education Debt

Handout Financialization of Chicago Public Schools

Pages 362-364 Teacher Strike Threat