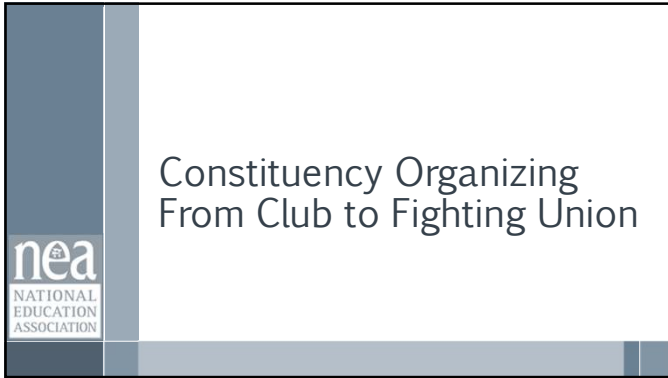
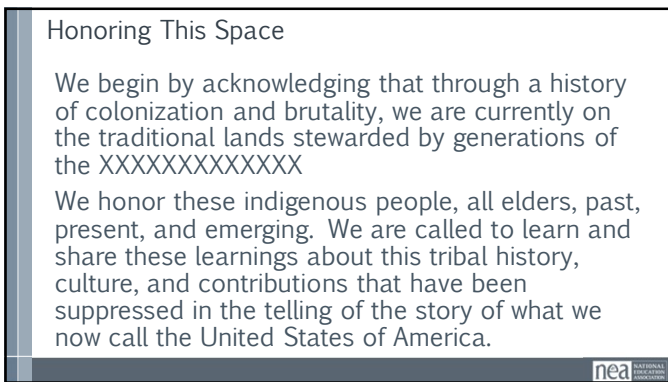
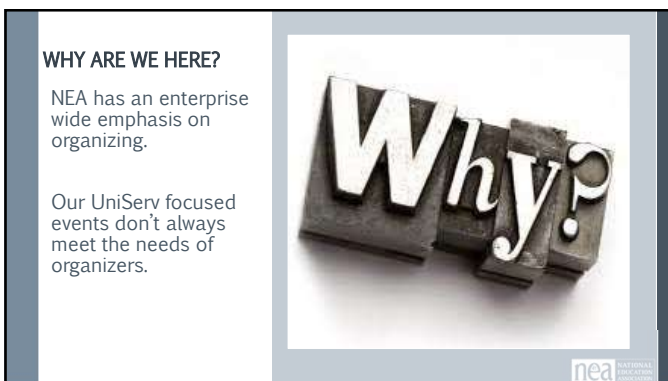




1



2



3

Logistics to Remember

- Questions to Ask
- Bathroom
- Materials
- Food
- Room Temperature
- Jasmine as a Resource
- Travel
- Vouchers

4

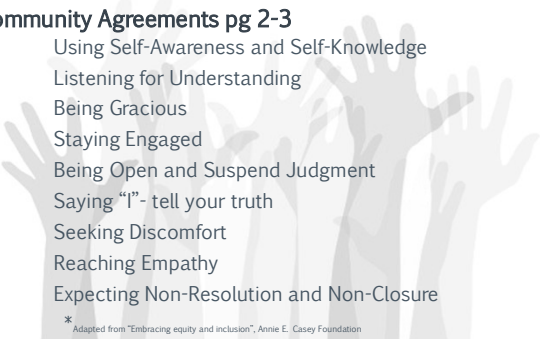
3 DAY AGENDA

Days 1 and 2	Day 3
7:30-8:30 Breakfast	7:30-8:30 Breakfast
8:30 Convene	8:30 Convene
10:15-10:30 Break	11:00-11:15 Break
12:00- 1:00 LUNCH	1:00 Boxed Lunch
2:15-2:30 Break	1:00-2:00 Choice Networking
4:30-5:00 Choice Networking	2:00 Adjourn
5:00 Adjourn	

5

TODAY'S OUTCOMES

6



Community Agreements pg 2-3

- 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



7



One Revolution Around the Room

Name _____

Required Pronoun _____

State _____



8





9

Picturing Power

At Your Tables – Each Person Picks 3 Pics

Each person shares Name, Pronouns, Location, and uses all three of Pics they Picked to define power.

Round 2 – Stand and form triads – share Name Pronouns, Location and Definition of Power with 3 Pics

Round 3 – Repeat Round 2



10

Whole Room Report

- ›What are some common themes you heard?
- ›What really surprised you OR left you wondering?



11



12

Power in Our Work p. 8-12

- › Move into quads (someone you are not currently sitting with and don't know well)
- › Each Person in the group develops a statement about how their employer defines power.
- › HOW does your employer want that power expressed? AKA what does power look like in action?
- › Each Team Creates a Poster
 - Each person draws their state and puts their name and statement about power in the state outline.



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13

Power in Our Work Closing Thoughts

For our time together we will use this definition:

Organizing and leadership are about accepting responsibility for enabling others to achieve shared purpose in the face of uncertainty.



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Power in Our Work Closing Thoughts

When we remove enabling -

Organizing and leadership are about accepting responsibility for others to achieve shared purpose in the face of uncertainty.

We lose agency, structures, teams, and shared accountability.



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15

Power in Our Work Closing Thoughts
When we take out “to achieve purpose”

Organizing and leadership are about accepting responsibility for enabling others in the face of uncertainty.

We lose our “why,” the issues, and the problems that matter.



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Power in Our Work Closing Thoughts
When we take out uncertainty

Organizing and leadership are about accepting responsibility for enabling others to achieve shared purpose.

It simply becomes socializing with a predictable outcome.



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17

KEY IDEAS



A number of examples you had were about power over, or using power.

Our final definition is about BUILDING power together in order to USE it to make change

Organizing is about shared risk and accountability in the face of uncertainty

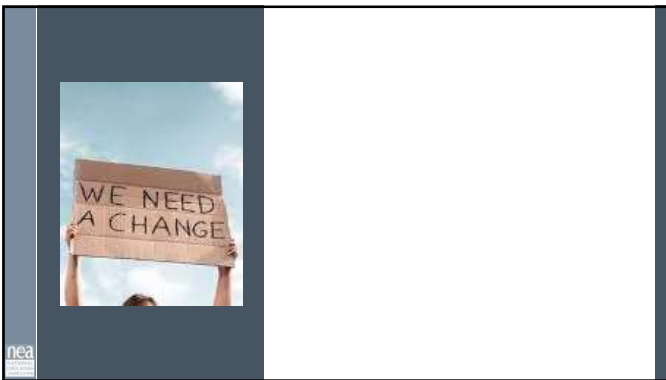
Unity is the basis of our power.

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18



19



20

Community and Constituency P. 13-17
Quick Table Talk and Article Review

What are the differences between community and constituency?

21

Defining Communities

A community shares values or interests.

Remember organizing? Enabling,
achieve shared purpose, uncertainty



22

Defining Constituency

Constituencies are communities, people who share common values or interests, organized to use its resources to act in their interests. Constituents are the heart of an organization, they have voice. If we treat people like customers (service model), they can only exit to make influence.



23

Pause to think:

Is the concept of power different in a
community vs. a constituency?



24

Constituencies: Their Values and Interests

Group Wall Charts

In one column brainstorm all the constituencies you are aware of in your work settings

In the second column, write the special core values, interests, or issues that each constituency has.

Look for what might be common in the second column

25

Community and Constituency Whole Room

What did you discover by listing these constituencies and their values, interests, and issues?

26

KEY IDEAS

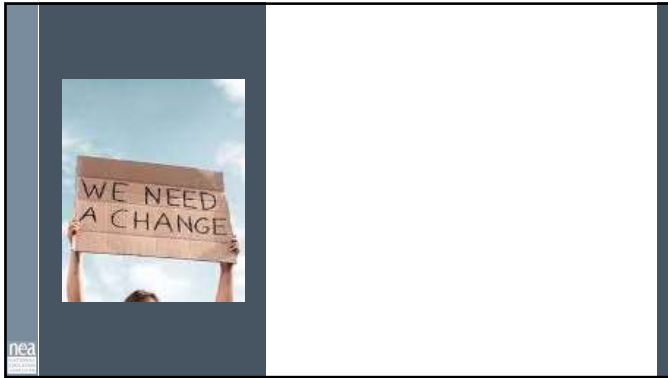
Constituencies are distinct from communities.

Organizing identifies their common values and interests builds structure to act. Building power.

When we treat constituents like customers, their only avenue is to exit. They relied on us to have power.

Only organizing small groups within the larger community limits power and gives us fewer resources to leverage for change.

27



28

Frames of Teacher Unionism

- › Using your brainstormed list of constituencies, work to identify which frame of teach unionism they are operating from.
- › Read the “indicator paragraphs” and if you think that represents a particular constituency, write its name there.
- › A single constituency may be in any of the columns, depending on the topic.
- › More than one constituency may be represented by an indicator in a topic.

A graphic showing three empty rectangular frames hanging on a light-colored brick wall. Above each frame is a single light bulb hanging from a cord. This graphic is part of a larger slide layout.

The logo for the National Education Association (NEA), featuring the letters "nea" in a stylized font.

29

Frames of Teacher Unionism Report Out

- › What are you noticing in working to identify where your constituencies lie within the three frames?
- › If we had asked you to assess which frame your employers say they are working in – or your locals – do you think they would be different?
- › If the whole organization is the community – how then do these constituencies contribute to the overall picture of power?

A graphic showing three empty rectangular frames hanging on a light-colored brick wall. Above each frame is a single light bulb hanging from a cord. This graphic is part of a larger slide layout.

The logo for the National Education Association (NEA), featuring the letters "nea" in a stylized font.

30

KEY IDEAS



Without consistent and intentional organizing, constituencies become separate entities from the larger union community.

Without intentional and consistent organizing, unions become separate entities from larger social movements (labor, class, race, gender)

31

Visions of Justice P. 22-32

Groups of 3 review article and answer:

How do the tensions of self-interest (industrial, and professionalism) and broader social justice concerns (social justice) make it difficult to move a community to constituency?

Across the history, as outlined in this article, when were the teachers most powerful? Least powerful? How did unity or the lack of it contribute to this?

How do you see these tensions in your own work with members?



32



33

Visions of Justice P. 22-32

Groups of 3

How do the tensions of self-interest (industrial, and professionalism) and broader social justice concerns(social justice) make it difficult to move a community to constituency?

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34

KEY IDEAS

Without consistent and intentional organizing, constituencies become separate entities from the larger union community.

Without intentional and consistent organizing, unions become separate entities from larger social movements (labor, class, race, gender)

Long lasting Unity within teacher unions requires BOTH a focus on self-interests and public interest.

35

36



Organizer Discourse

- › A conversation of professionals, not specifically led by any one person. These professionals share a particular way of working, values, language, and issues.
- › What are the challenges you are currently facing that you hoped this training would address?
- › In response you can
 - Question
 - Provide suggestion
 - Add to the story (me too, and...)

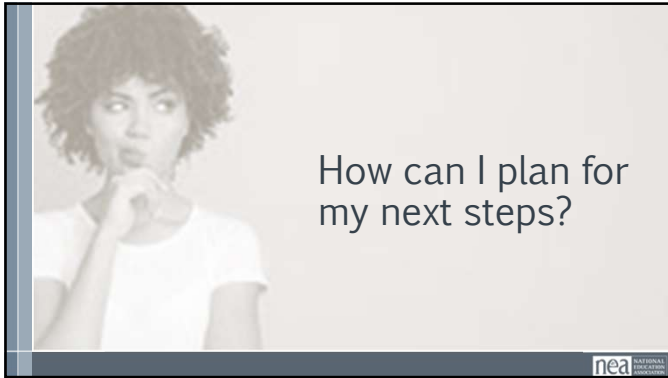
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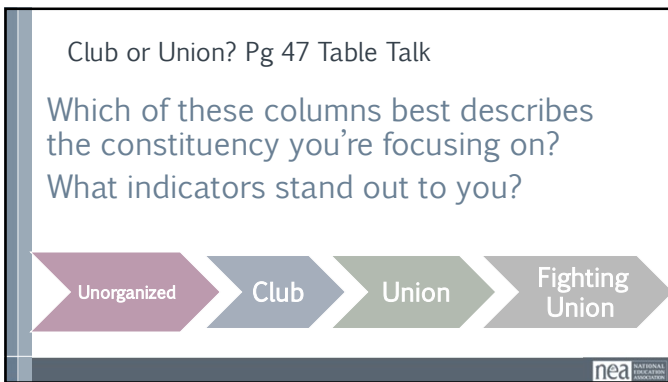
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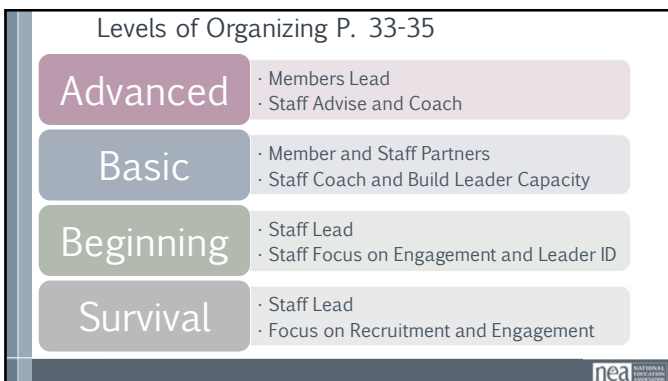
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40



41



42

Peer to Peer Planning

Advanced and Basic on the Right
Survival and Beginning on the Left

Form groups of 3 to 4, with at least one person from each side of the room on each team



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43

Planning to Move Up Levels of Organizing P. 36-38

Advanced

Basic

Beginning

Survival

Using the planning sheets, think through explicit ways you can make changes in your work that move you up a level.

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44

Advanced

Basic

Beginning

Survival

Whole Room Idea Sharing

What are some ideas you have for moving your work to a new level?

Unorganized

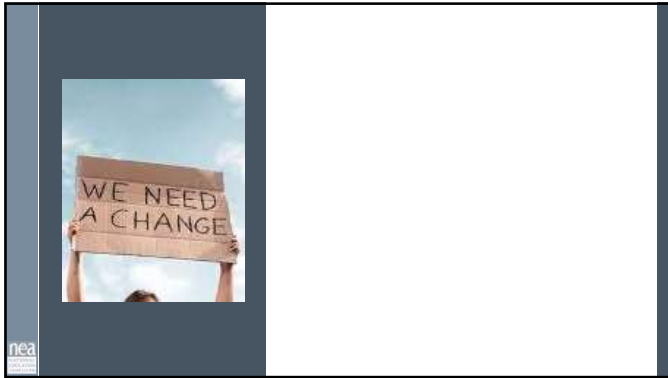
Club

Union

Fighting Union

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45



46

Levels of Commitment and Raising Expectations

LAE and NYSUT – Why Join Webpages p. 39-40

On the Club to Fighting Union grid, p. 47 – where would you place them?

What are the expectations set up by these two webpages?

Who has the responsibility for committing to make these expectations happen?

A photograph of two green directional signs mounted on a single post against a cloudy sky. The top sign is an arrow pointing to the right and says "EXPECTATION". The bottom sign is an arrow pointing to the left and says "REALITY".

47

Group Charts – What do you want to do?

What are the kind of actions and level of commitment you want to recruit/invite people to do back home?

We are going to use these ideas tomorrow in our one on one clinic, so please capture them on the charts.

A photograph of a white flip chart on a black metal easel. The chart is blank and ready for writing.

48

KEY IDEAS



Having low expectations for members or offering services does not set any expectation for involvement.

It is critical that we invite members in and set the expectation that involvement is key to power.

49



Ellen

50



Ending it Right

- Choice Networking
- Housekeeping
- Feedback via email

51

“The opposite of networking is **NOT working**”

– Someone smart

Choice Network Time



52



53
