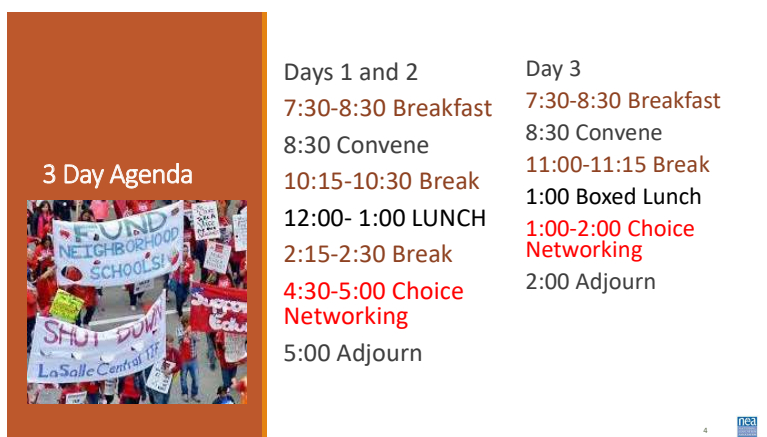
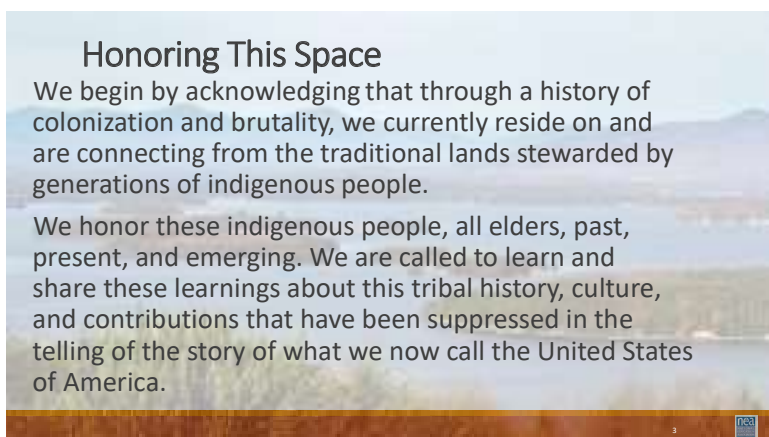
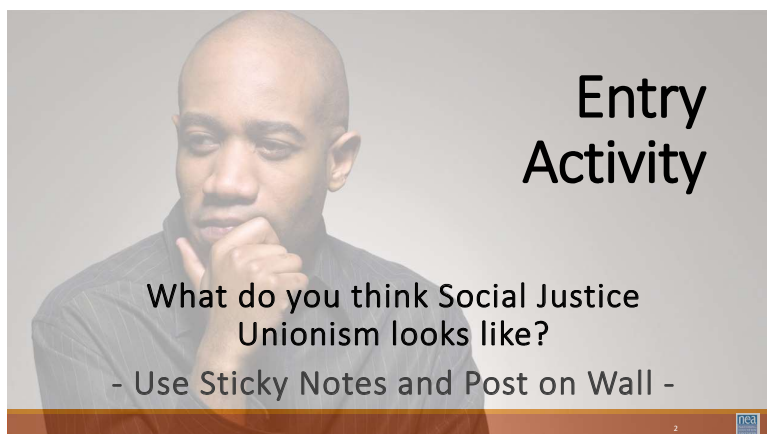




Today's Outcomes



What is Social Justice Unionism?
What would it take to move to that?
Who are the leaders we need?
What makes a successful campaign?
What is my role as a staff person?

5



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



7



One Revolution Around the Room

Name
Required Pronoun
Native Land if You Know it

8



Jessica



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.)



9



10



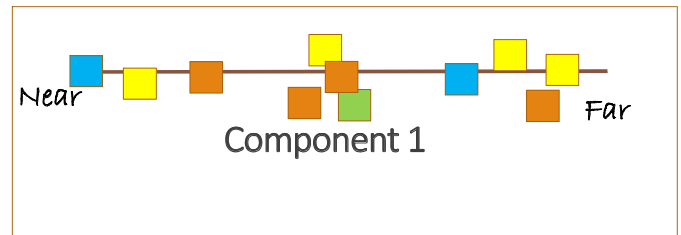
7 Components of Social Justice Unionism p. 75

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.

11



How Near and How Far?



12



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.

13



15



Shelly



Why do we need Social Justice Unionism?

16



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 forswear 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)

17



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.



18



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

20



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.	Orientation Emphasizes and defends teacher professionalism and promotes teacher leadership at school and district levels through union/district mentoring programs, etc.	Orientation 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.	View of Management Encourages management labor cooperation for promote quality programs and achievement.	View of Management Partners with management when they promote anti-racist social justice policies, and organizes with parents and communities against management when they don't.
Bargaining Adversarial bargaining with emphasis on broad and-better issues of salary, hours, and working conditions. Views the contract as way to institutionalize changes.	Bargaining 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 Bargaining for the common good. Bargains broad and-better 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.

21



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?



22



Key Points

This is not a linear process.

Context matters.

This is a framework to help organize thinking and work.



24



Toney



Who are the people we need?

25



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)

26



❑ 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?

What is THE staff role?



27



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.

28



Leaders, Mobilizers, and Activists – Scenarios



29



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?

30



Assessing Your Current Worksites (Ellen)



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?

31



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. . .

32



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?

33



Ella Baker Debrief

34



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



35





Yvie

What is your role?

Advocacy, Mobilizing, Organizing Pg 248-251



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-convicted 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.

41



Ellen



Leaders and Structures

Who are leaders?



Leaders are those who take responsibility for enabling others to achieve purpose in the face of uncertainty

43



Organizing is...

...identifying leaders and coordinating them into leadership teams, building community and commitment around common goals, building power from the resources of that community, using that power strategically to make concrete change in the world,

THEN



Leadership in organizing is...

...taking responsibility for enabling others to achieve shared purpose in the face of uncertainty.

The members who can lead most successfully are those who already have followers, i.e. people who trust and respect them.



They do this through structures...

Structures allow for the distribution of power and responsibility and prioritizes leadership development. Structures are how people use their agency in support of the issues they feel are important. Because we think about organizing as a leadership practice that enables people to turn the resources they have into the power to make the change they want... structures are typically “groups of people” organized around a common purpose or value, using their agency to take action. Teams, committees, networks, boards, coalitions ... etc.



Natural Leader ID Review – Pg 274-282

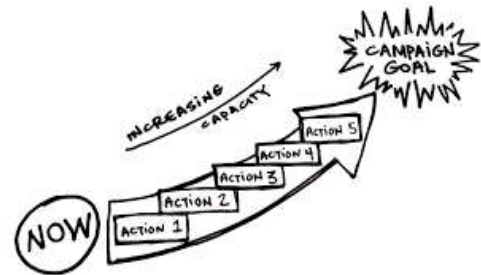
“Who here is trusted and respected?”

Izaak



What is Required in Social Justice Campaigns

8 Cases of Social Justice Wins



49



50



Cases

- A. 113 Teacher Community Unionism
- B. 120 Cincinnati Teacher-Led School
- C. 138 Improving Our Practice: Parent Teacher Home Visits
- D. 148 Community Schools, Teacher Unions, and Black Lives Matter
- E. 158 "You Have to Stop. You Have to Create Space."
- F. 165 Teacher Strikes Boost Fight for Racial Justice in Schools
- G. 189 You Need Rank and File to Win
- H. 227 "It's Not Magic. It's Organizing!"

51



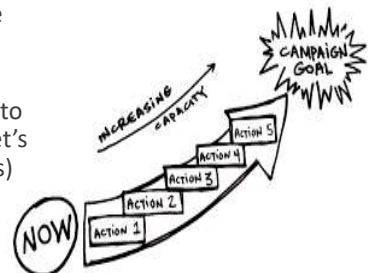
What are the key issues that this story "wins"?

What are the small steps along the way (tactics) that were put in place?

What was the overall narrative of this story? (Example – those closest to the work should lead the work, so let's fight for site-based leadership teams)

What do you think are the specific roles that staff played in this story?

Social Justice Wins

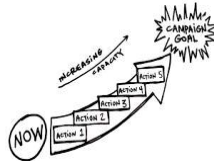


52



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 Baker)
- ❑ Gradual escalation of tactics
- ❑ Workers have power



53



Revitalized Union Movement – pg. 239-240

“Social Justice Unionism is an organizing model that calls for the radical boost in internal union democracy and increased member participation. This contrasts to a business model that is so dependent on staff providing services that it disempowers members and concentrates power in the hands of a small group of elected leaders and/or paid staff. An organizing model, while still providing service to members, focuses on building union power at the school level in alliance with parents, community groups, and other social movements.”

Three components of social justice unionism are like the legs of a stool. Unions need all three to be balanced and strong:

- We organize around bread-and-butter issues.
- We organize around teaching and learning issues to reclaim our profession and our classrooms.
- We organize for social justice in our community and our curriculum.” (Peterson)

54



For Further Thought (Ellen)

Consider the following “requirements” for the Social Justice Unionism Organizing Model:

- Internal Union Democracy
- Increased Member Participation
- Building Power at the School Site Level in Alliance with Parents, Community Groups, and Social Movements

What do each of those look like and what are the implications for you as you do your work?

To what extent do these exist in the locals you work with?

55



As we debrief – Lessons from the UTLA Strike pg. 255

“As word of our new mission spread, we attracted top-notch staff with organizing and campaign experience to work at UTLA. At the same time, we undertook the very difficult process of letting go of staff members who could not buy in to our new union vision. While this process was sometimes painful, we learned from allies around the country willing to share their experiences, that it would be a mistake not to clean house from the start. The talent and skills of our new staff have been a tremendous asset in building our union’s capacity and power.” (Inouye)

56



❑ What are the types of work Staff people are engaged in that support and cultivate the types of leaders and structures outlined in these cases.

❑ 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?

What is THE staff role?



57



Ending it Right

- Choice Networking
- Housekeeping
- Feedback via email

58



“The opposite of
networking is
NOT working”

– Someone smart

Choice Network Time

59

