

- 8:30 CONVENE
- 11:00-11:15 BREAK
- 11:15 RE-CONVENE
- 1:00 LUNCH & CHOICE NETWORKING

Today's Agenda



- Who is winning?
- What are successful strategies for taking on big fights?
- What is my role as a staff person?

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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

Shared Day 1 feedback with you – good feedback about changing your groups more often – and that you appreciate the movement activities.

Maybe make a stronger connection to why the Cases presented on Day 1 were examples of Successful Campaigns.

Day 2 – so far - some suggestions about moving the Poster Walk to before lunch, and for using the Pillars Poster as a way to debrief the Poster Walk – also making the little lectures into "you teach each other" segments.

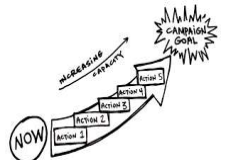
Other thoughts?

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Lessons Learned on Campaign Cases

- ☐ The workers, their energy, and their leadership must be at the front of the campaign – they are OFTEN insurgent leaders
- ☐ 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



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Let's Reflect

Learned

Feel

Believe

Next Step



Jessica



Who is winning?

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Taking on the System

5 Teams— Could use p.79 in RG

Standardized Testing Wins— Pages 324-333 (Seattle and Las Cruces)

School Take Over Wins— 320-324 (Milwaukee)

School Funding Wins— 353-362 (Massachusetts)

Racial Justice Wins— 165-168 (UTLA)

School Funding Wins - 362-365 (East Baton Rouge)

Present (3-5 Minutes Each)

Issues, Powerholders, Tactics employed to shift the power, Win

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Debrief Conversation

If you could ask the narrator of one of these stories one question, which story would it be and what would you ask?

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Izaak



Transformation and Agency

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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

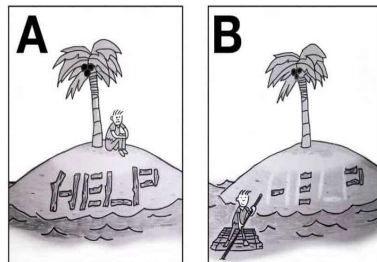
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Agency within Teachers Unions

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.



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Structure Test Breakout 10 Minutes- Pg 423

- ☐ 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?
- ☐ P. 67 of handouts

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Toney



How do we win more?
Bargaining for the Common Good

17



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Why should Bargaining for the Common Good be a strategy for expanding expectations for our unions?



7 Elements of a Common Good Campaign pp. 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



7 Elements Carousel

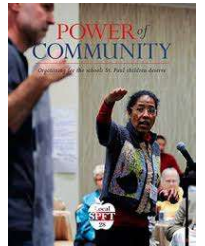
Go to your starting chart – Make a vertical line down the middle

- Introduce yourselves
- What are the opportunities that this element COULD provide your affiliates?
- What are the potential challenges this element could provide your affiliates?
- 3 MINUTES – GO!



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



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



Exploring and Discussion (On your own)

- 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?

- Explore the BCG Webpage

<https://www.nea.org/your-rights-workplace/bargaining-for-the-common-good/educator-voice/bargaining-common-good>



What is THE staff role?

- ❑ What are the types of work Staff people are engaged in that support and cultivate a Bargaining for the Common Good Strategy?
- ❑ 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?



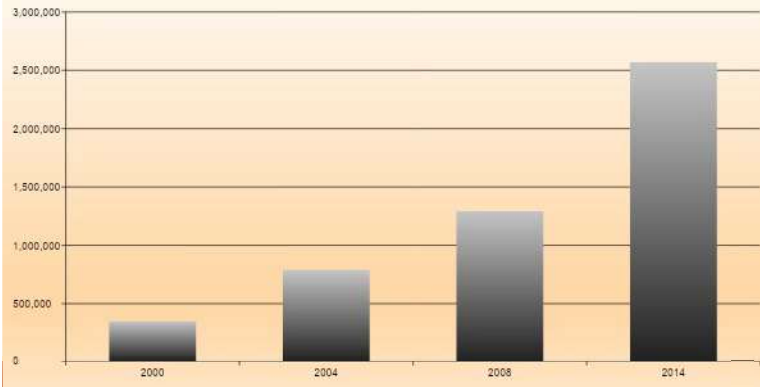
Yvie



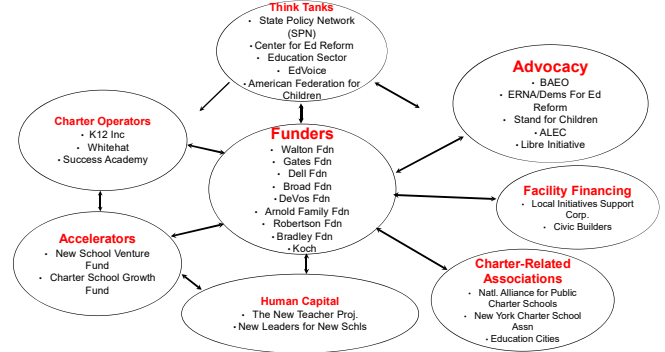
How do we win more?
Community Schools



Charter Student Enrollment



The Education-Industry Complex



Defining Community Schools

- “Every system is perfectly designed to get the results it gets.”
 - W. Edwards Deming
- Community Schools deeply understand the systems that they are operating within, they develop a holistic vision for their schools and communities, and they problem solve changes to their system to achieve their vision.

What are community schools?

What are Community Schools?

1. Community School Coordinator
2. Grassroots Visioning & Needs/Asset Assessment
3. Grassroots & Grasstops Problem-Solving to Achieve the Vision
4. Stakeholder/Partner Coordination



NEA's Six Pillars

1. Strengthened curriculum and academic programs (culturally relevant and engaging).
2. An emphasis on high-quality teaching, not on high-stakes testing.
3. Coordinated & integrated wrap-around supports such as health care, eye care and social and emotional services.
4. Positive behavior practices such as restorative practices.
5. Transformational family, student and community engagement.
6. Shared leadership philosophy.



6 Pillars of Community Schools Carousel

Go to your starting chart – Make a vertical line down the middle

- Introduce yourselves
- What are the opportunities that this pillar COULD provide your affiliates?
- What are the potential challenges this pillar could provide your affiliates?
- 3 MINUTES – GO!



Why Community Schools?



Exploring and Discussion (On your own)

- 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?
- Explore NEA Community School Webpage
<https://www.nea.org/student-success/great-public-schools/community-schools>



What is THE staff role?

- ▣ What are the types of work Staff people are engaged in that support and cultivate a Community Schools Strategy?
- ▣ 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?



Coalitions and Allies



For you to consider at home:

One theme that persists through this text is the development of Allies and Coalitions.

There are some good resources in the RG pp. 69-78.

Key Points



These strategies are done with locals that are already towards the fighting union end of the continuum.

These strategies are only achievable in coalition with other groups.

Shelly



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.

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Bill Fletcher

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

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.



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Leaders we Need

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 – 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

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Why do we run Common Good Campaigns?

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- This is the best way for us to WIN more for all!
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Coalition Building

Objectives

- Review the role of coalitions
- Explore the types of coalitions
- Conduct an inventory of coalition partners

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Coalitions

An alliance of two or more groups organized for a common action or to accomplish a mutual goal.

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Why have a coalition?

"I don't have it, why should you?" to "I do have it and you should too!"

"Where should cuts be made in education- from school employees or students?" to "Who should pay for all the services we all need?"

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Why have a coalition?

- Builds powerbase of coalition partners
- Advances common goals
- More effective strategy (e.g. resources, shared media)
- More organizations, more actions, more opportunities for member engagement
- Coalitions can be the voice of the voiceless

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Suffolk RO
nysut
A Union of Professionals



New York State Constitutional
Convention: An Opportunity
that built lasting coalitions.



Power to the People!

[Minneapolis SRP Campaign](#)

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Casual Coalition

- Leaders and organizations are loosely connected by their environment, situation or events
- No defined goals or expectations of either group



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Traditional Coalition

- Help each other when in need
- Work to achieve a short-term goal
- Often temporary
- Usually formed for a particular reason



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Allies

- Strong relationships amongst leaders
- Long-standing organizational relationships
- Organizations deeply connected based on common values, interests and issues
- Working side-by-side to move an agenda forward

Reflecting on Coalitions

Move to the corner based on the questions below:

1. Which type of coalition does your local THINK they have with other organizations?
2. Which type of coalition does your local ACTUALLY have with other organizations?
3. Which type of coalition would you like your local to have with other organizations?

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Build a Foundation

- Support other groups, organizations and local efforts.
- Visibility/recognition
- Building long-term relationships
- Building a greater appreciation of SRPs, teachers and schools within the community.

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Establishing a coalition

- What is the issue?
- Brainstorm potential partners
- Invite people to join
- Identify purpose
- Define expectations
- Strategic Planning
- Develop an action plan

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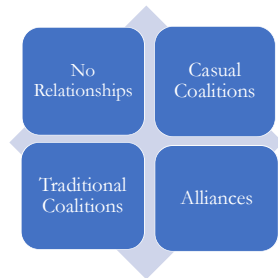
Activity: Coalition Inventory

- Are there any organizations where no relationship currently exists (potential partner)?
- Which organizational relationships have the potential of becoming allies with your local?
- Which traditional coalitions have the potential of becoming allies with your local?
- Which would you consider existing allies?

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Taking Inventory of Relationships



Comparing Coalitions: Table Talk

- Which organizations tend to be in the same quadrant of the chart within your Leadership Institute group?
- Which organizations tend to be scattered amongst the quadrants within your Leadership Institute group?



How Do We Grow Our Coalitions?

- Common Concerns
 - Values
 - Interests
 - Issues
- Strategies
 - One-on-One Conversations
 - Establish Structures
 - Campaign Escalation
- Social Media
 - Facebook
 - Twitter



RED for ED

Community Outreach... Who will do it?

- Local Association Membership
- Officers/Executive Board
- PAC Committee
- Solidarity Committee
- Association members affiliated with allied community organizations
- New association members
- Regional retiree council (if applicable)
- Veteran activists of the local

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Questions??

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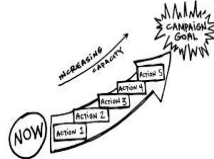
Thank You!

Why Community Schools?



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



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What is YOUR role?

Use the Reflection and Consideration Handout on p.80 to bring together your thoughts about:

- ❑ Advocacy, Mobilizing, and Organizing
- ❑ Three Frames of Unionism
- ❑ Social Justice Readiness Assessment



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Ellen



Taking you Home

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Ending it Right

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