

Constructing “Progressive Unionism” Out of Three Frames

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Industrial Unionism <i>“Collective power to meet bread and butter needs and ensure fairness from management”</i>	Professional Unionism <i>“Control of the profession to ensure quality”</i>	Social Justice Unionism <i>“Equity for our students through active engagement in the community”</i>
<p style="text-align: center;">ORIENTATION</p> <ul style="list-style-type: none"> ▪Emphasizes separation of management and union roles in defining teacher work. “Boards make policy, administrators lead, teachers teach.” ▪The role of the union is to limit what teachers can be asked to do and to increase the pay they get for doing it. 	<p style="text-align: center;">ORIENTATION</p> <ul style="list-style-type: none"> ▪Emphasizes building professional learning communities and building the craft and the profession of teaching. ▪Union promotes and protects high quality teaching as a craft, resists threats to teacher professionalism and asserts teacher leadership. Conflicts between teachers and administrators can become de-emphasized. 	<p style="text-align: center;">ORIENTATION</p> <ul style="list-style-type: none"> ▪Emphasizes alliances with parents and the community to organize for social justice to help all children succeed – schools and the conditions around schools must both change to improve educational outcomes. ▪Race and class challenges and socio-economic segregation must be addressed if achievement gaps are to be narrowed.
<p style="text-align: center;">VIEW OF MANAGEMENT</p> <ul style="list-style-type: none"> ▪Assumes labor-management relations are hostile and adversarial. Defends teacher rights & responds to grievances. ▪Fights for teacher priorities and standard of living in the budget. Organize teachers as an independent force. 	<p style="text-align: center;">VIEW OF MANAGEMENT</p> <ul style="list-style-type: none"> ▪Values labor-management collaboration and partnership to improve and preserve public education and the profession. ▪Emphasizes programs and priorities to improve school quality and student achievement in the public interest 	<p style="text-align: center;">VIEW OF MANAGEMENT</p> <ul style="list-style-type: none"> ▪Management and labor are partners in engaging families, community and ethnic groups to build support for public education. ▪Advocate together for levy referenda, grants, foundation support, and to resist inequitable solutions based on race & class.
<p style="text-align: center;">ROLE OF PARENTS</p> <ul style="list-style-type: none"> ▪Parent outreach when we’re in bargaining crisis or labor/mgmt. conflict. ▪Limit parent intrusions into the classroom to protect teacher autonomy. 	<p style="text-align: center;">ROLE OF PARENTS</p> <ul style="list-style-type: none"> ▪Works with parents to improve individual parent support for their child’s learning, but believes professionals have unique expertise. 	<p style="text-align: center;">ROLE OF PARENTS</p> <ul style="list-style-type: none"> ▪Reaches out to community allies in strategic alliances to improve the quality of teaching and teacher cultural competency. ▪Seeks to maximize parent role in improving school effectiveness.
<p style="text-align: center;">BARGAINING</p> <ul style="list-style-type: none"> ▪Win/lose bargaining; ▪Limit scope of bargaining to bread and butter issues of salary, hours, and “working conditions.” ▪Views the teacher contract as way to institutionalize all changes. 	<p style="text-align: center;">BARGAINING</p> <ul style="list-style-type: none"> ▪Broad scope and interest-based bargaining are a way to address teaching quality and support issues. ▪Agreements outside contract. ▪Contracts are a way to codify change once the bugs have been worked out. 	<p style="text-align: center;">BARGAINING</p> <ul style="list-style-type: none"> ▪Infuse bargaining with concerns that address race, class, democracy, empowerment and equity issues. ▪Change can only be institutionalized and sustained by organizing rank-and-file members and the community.
<p style="text-align: center;">DECISION MAKING</p> <p>Management prerogatives respected on a school and district level. Teachers grieve management decisions through their union.</p>	<p style="text-align: center;">DECISION MAKING</p> <p>Expands teacher decision-making and instructional leadership at school and district level. Joint decision making expands teacher and union ownership.</p>	<p style="text-align: center;">DECISION MAKING</p> <p>Democratic input by all stakeholders creates processes for institutionalized teacher, parent, and student empowerment.</p>

The “Three Frames” document was developed by the Mooney Institute for Teacher and Union Leadership July, 2005, for use in leadership training. A teaching tool and a work-in-progress, it may be used freely with attribution. Questions: Phone 240-603-6450.

Industrial Unionism	Professional Unionism	Social Justice Unionism
<p style="text-align: center;">TEACHING AND THE ACHIEVEMENT GAP</p> <ul style="list-style-type: none"> ▪Teachers have limited ability to control conditions that cause the gap. If students come to school unable or unwilling to learn, or if school conditions aren't adequate, teachers must not be blamed. ▪Efforts to close the achievement gap must not be based on unreasonable expectations and the union's role is to ensure that training and accountability measures don't contribute to an un-sustainable working and learning environment. 	<p style="text-align: center;">TEACHING AND THE ACHIEVEMENT GAP</p> <ul style="list-style-type: none"> ▪Quality teaching is critical to closing the achievement gap. It is possible to define and measure quality teaching. The union's role is to make sure good methods are used, and that tools like "value-added-modeling" are used judiciously and carefully. ▪Union takes a leadership role in improving the quality of teaching/learning and professional development. 	<p style="text-align: center;">TEACHING AND THE ACHIEVEMENT GAP</p> <ul style="list-style-type: none"> ▪Belief in "effort-based intelligence"--all students can learn if adequate resources are equitably distributed and available. ▪Cultural competency/proficiency for teachers to reach all students. ▪School district funding, equitable distribution of accomplished teachers and school resources are priorities.
<p style="text-align: center;">TEACHING WORKING CONDITONS</p> <ul style="list-style-type: none"> ▪The union works to improve conditions of teaching (Class size, adequate text books and supplies, hours, etc.) ▪Union emphasizes protection of teachers' rights – files grievances to resolve conflicts. ▪Seniority provisions are the best protection against employer favoritism. 	<p style="text-align: center;">TEACHING WORKING CONDITONS</p> <ul style="list-style-type: none"> ▪The union is willing to take control of the improvement of teaching, support for teacher effectiveness, and quality control in the profession. ▪Alternatives to seniority-based transfer, assignment and layoff procedures are developed by the union to balance needs of younger and older teachers and the program needs of the educational enterprise. 	<p style="text-align: center;">TEACHING WORKING CONDITONS</p> <ul style="list-style-type: none"> ▪Assignment of teachers to schools ensures high-quality, experienced teachers in hard-to-staff schools. ▪The union supports preferential teaching and learning conditions (e.g. lower class sizes) for high poverty schools. ▪Seniority-based reductions in force will be modified by the union so as not to disproportionately impact high-poverty, high-turnover schools.
<p style="text-align: center;">CURRICULUM, INSTRUCTION AND ASSESSMENT OF STUDENT LEARNING</p> <ul style="list-style-type: none"> ▪Primary role of union is to improve wages, benefits, retirement, and equal treatment for all members. ▪Curriculum, professional development, assessment and grading policy are the responsibility of the district management. ▪Teachers are responsible for teaching and students are responsible for learning. ▪Teachers must not be evaluated primarily based on student test scores because that unfairly and inaccurately credits teachers for low performance that has other causes. 	<p style="text-align: center;">CURRICULUM, INSTRUCTION AND ASSESSMENT OF STUDENT LEARNING</p> <ul style="list-style-type: none"> ▪Union promotes additional responsibility and pay for teacher instructional leaders. ▪Union brings the teachers' voice to the design, implementation and evaluation of curriculum, assessment and instruction. ▪The role of student test scores and other factors in teacher evaluation is negotiated and monitored by the union. ▪Union accepts necessary role of student achievement/learning in teacher and school accountability, because that is how public schools are judged. 	<p style="text-align: center;">CURRICULUM, INSTRUCTION AND ASSESSMENT OF STUDENT LEARNING</p> <ul style="list-style-type: none"> ▪ Union safeguards teachers' role in promoting critical thinking, critical pedagogy, and a broad curriculum, not aimed primarily at standardized tests. ▪Teachers encouraged to make curriculum relevant to students' lives and to incorporate student's lives into learning – cultural competence. ▪Union advocates for a "Broader Bolder Approach" to building a movement to improve the social context for schooling – health care, jobs, housing, etc.

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