

# *Education & Labor Collaborative Forum*

Preparing Teachers to Educate and Organize for Social Justice

**March 28 & 29, 2008**

**United Federation of Teachers**

52 Broadway, 5<sup>th</sup> floor, New York, NY 10004

## *Program*



<http://organizingthecurriculum.org>

***The Education and Labor Collaborative Forum***  
Preparing Teachers to Educate and Organize for Social Justice  
Program

***Friday, March 28, 2008***

***Registration***

***Social Hour with Exhibits & Posters***

***Performance by the New York City  
Labor Chorus***



***Introduction and Welcome***

**Leigh Benin, Adelphi University**

***Plenary Panel: Building an Education and Labor Coalition***

**Panelists**

**Mike Mulgrew, United Federation of Teachers**

**Susan Schurman, Rutgers University**

**Patrick Finn, University at Buffalo**

**John Mayher, New York University**

**Daniel Walkowitz, New York University**

**Moderator**

**Joel Sosinsky, International Brotherhood of Teamsters**

***Discussion and follow-up with Plenary panelists***

*The Forum Planning Committee wishes to thank its sponsors, contributors, planners and participants. We hope this event has encouraged everyone connected with the Education and Labor Collaborative to engage in organizing activities that advance labor, social justice, and education for children and working families around the world. Please continue to be involved. Our website is <http://organizingthecurriculum.org>*

# *The Education and Labor Collaborative Forum*

Preparing Teachers to Educate and Organize for Social Justice  
Program

*Saturday, March 29, 2008*

*Registration*

*Continental Breakfast, Exhibits and Posters*

*Introduction and Welcome*

**Kevin O'Sullivan, Laborers International Union**

*Panel: Working Together for Students from Working Families*

**Panelists**

**Stanley Aronowitz, City University of New York**

**Ed Ott, New York City Central Labor Council**

**Cesar Rossatto, University of Texas at El Paso**

**Bill Scheuerman, National Labor College**

**Andi Sosin, Adelphi University**

**Moderator**

**Mary Finn, University at Buffalo**

**Refreshment Break**

*Workshops – Session 1*

**Refreshment Break**

*Workshops – Session 2*

*Reconvene: Sharing Projects & Action Plans*

**Moderators**

**Rob Linne, Adelphi University &**

**Lauri Johnson, University at Buffalo**

*Closing with Labor Songs*



# ***The Education and Labor Collaborative Forum***

**Preparing Teachers to Educate and Organize for Social Justice**

**Program**

***Saturday, March 29, 2008***

**Registration 8 – 8:45 AM**

**Introduction & Welcome 8:45 AM**

**Plenary Panel 9 – 10 AM**

## **WORKSHOPS: Session 1 (10:15-11:15 am)**

**All workshops are on the 5<sup>th</sup> floor of 52 Broadway.**

**Classrooms have signs designating the workshop scheduled for each session.**

### **Using our words: Two decades of the California Federation of Teachers' Labor in the Schools Committee**

*Getting labor into the K-12 classroom is as much about teaching adult organizations to work together as it is face time with kids. This workshop will be in two parts. In the first half we'll briefly show and tell the materials produced by committee members and talk about our experiences running our curricula with K-12 students. In the second part we'll discuss how we have leveraged our connections with teacher unions, the broader labor movement, and public education and government agencies to create public policy and disseminate labor education more widely than a small group of teachers can do on their own.*

Fred Glass, Communications Director, California Federation of Teachers, and Labor and Community Studies Department, City College of San Francisco

Linda Tubach, Los Angeles Unified School District, and Director, Collective Bargaining Education Project

Bill Morgan, San Francisco Unified School District

**LOCATION: AUDITORIUM**

### **Preparing teachers to educate and organize for social justice**

*This interactive session will focus on the question: What can teacher unions and teacher/ leadership education programs do to engage teachers in activism around neoliberalism and international solidarity with teacher unions and global justice movements? The session takes up this issue, looking at how teacher unions can move beyond "preaching to the choir." Following brief commentaries from the organizers, the session will engage participants in a discussion about what each of us is doing to engage teachers in activism related to neoliberalism and social justice.*

Wendy Poole, University of British Columbia, will discuss findings from a study of teachers who self-identify as social activists in British Columbia.

Dave Edwards, NEA, will describe work with NEA members and teacher unionists in other countries.

Lois Weiner, New Jersey City University and AFT, will draw on "The Global Assault on Teaching, Teachers, and Unions: Stories for Resistance," (March 2008, Palgrave Macmillan).

**LOCATION: Classroom A**

# ***The Education and Labor Collaborative Forum***

## **Preparing Teachers to Educate and Organize for Social Justice Program**

### **Campaign Planning Tools**

*This one-hour session focuses on how to use campaign planning tools such as Oppenheimer and Lakey's Spectrum of Allies analysis, Martin Luther King's Six stage campaign planning framework, campaign strategy sheets, and a Steps in Organizing a Demonstration check list. These tools can be used in union campaigns, social justice and community group planning meetings, high school courses, etc. The session features two current campaigns against Deep Integration (NAFTA Plus): the Security and Prosperity Partnership (SPP) and Atlantica.*

Robert Hatfield, Education Director, Communications, Energy and Paperworkers Union of Canada

**LOCATION: Classroom B**

### **Organizing the Curriculum**

*This workshop will feature the work of contributors to Organizing the Curriculum. The purpose of OtC is to engage teacher educators, pre and in-service teachers, and K-12 students in cross-curricular activities that critically examine working class issues and fairly treat organized labor institutions to meet social justice goals and prepare youth for the concrete exigencies of adult work.*

*Introduction & Rationale:* Rob Linné, Leigh Benin and Andi Sosin, Adelphi University;  
*Explaining Unions, Labor and the Law:* Joel Sosinsky, International Brotherhood of Teamsters;  
*Reading the Labor Movement: Critical Literacy Instruction:* Miriam Pepper-Sanello, Lucia Buttaro, Pat Deleo, Adelphi University; *Mathematics & Labor:* Bob Klein, Ohio University;  
*Impacting Student Attitudes towards Labor through Art:* Elsa Bekkala, Lehman High School, New York City

**LOCATION: Classroom D**

### **Resources for High School Labour and Social Justice Education from the Aspen Foundation for Labour Education (AFLE), Alberta, Canada**

*The AFLE has produced 3 teaching resources related to labour and social justice education. With the support of the trade union movement and the Alberta Teachers' Association, they have been distributed to approximately 600 high schools in our province. This presentation will discuss the development of these resources and our web site ([www.afle.ca](http://www.afle.ca)). It will also discuss how we have built support for our work and for the AFLE amongst diverse groups.*

Gary Hansen, Executive Director, Aspen Foundation for Labour Education

**LOCATION: Classroom E**

### **Union Summers in New York City: SEIU Local 32 BJ's Youth Brigade**

*SEIU Local 32 BJ's Youth Brigade is a six-week summer internship that recruits young people and puts them to work on 32 BJ organizing campaigns around New York City. The Youth Brigade differs from programs such as Union Summer in that most participants are people of color drawn from the city that they will be organizing in, few are activists, many have never attended college, and many are children of SEIU members. This presentation discusses the Youth Brigade's structure and goals, and presents evidence suggesting that the program has a profound impact on participants.*

Stuart Eimer, Associate Professor of Sociology, Widener University

Max Mishler was a Youth Brigade participant in 2001 and coordinated the Youth Brigade from 2002-2004, and again in 2006. Until February 2008 he was an organizer with SEIU Local 32 BJ.

**LOCATION: Classroom F**

# ***The Education and Labor Collaborative Forum***

## **Preparing Teachers to Educate and Organize for Social Justice Program**

### **Action Plan Networking**

*This room will be used for recording participants' activities, interviews and creating a database of projects to connect participants following the Forum.*

*Please take a few minutes during the breaks to talk to a Forum staff member, describe your project, and make sure your project or organization is included in the database.*

*Thank you.*

**LOCATION: Classroom C**

**Refreshment Break: 11:15-11:30 am**

## **WORKSHOPS: Session 2 (11:30 am-12:30 pm)**

### **Integrating Labor Studies into the K-12 Curriculum**

*Using the American Labor Studies Center's web site ([www.labor-studies.org](http://www.labor-studies.org)) and a variety of handouts, this workshop will explore a variety of curriculum materials and strategies focusing on labor history and labor studies including lessons, simulations on organizing and collective bargaining, a bibliography, filmography, biographies, photos, original documents, labor songs, labor quotes, a timeline, child labor, human rights and a guide to youth employment rights among many others.*

Paul F. Cole, Executive Director, American Labor Studies Center and Secretary-Treasurer Emeritus, New York State AFL-CIO

**LOCATION: AUDITORIUM**

### ***Social justice unionism: What is it? And what does it look like when we see it?***

*In this workshop we will engage participants a practical and theoretically rigorous analysis of social justice teacher unionism. We will begin by exploring the connections between Cribb and Gerwitz's (2003) model of social justice and the realities of union policy and activity in a range of contexts. Next, we will facilitate a discussion about how our contextually grounded framework reflects the lived experiences of workshop participants. Our over-riding aim is to develop a more robust analysis of what social justice unionism is, at both a conceptual and practical level, and to test and refine this analysis through discussion with those involved in the praxis of social justice unionism.*

Cindy Rottmann, OISE/University of Toronto, Canada

Howard Stevenson, University of Lincoln, UK

**LOCATION: Classroom A**

### **Bringing Labor Studies to the Community Colleges**

*More working students enroll in the community college system than any other higher education institution. How do community colleges and the labor movement work together to bring labor studies to these students? This workshop discusses approaches to getting labor studies into the community college curriculum.*

John Delloro, Executive Director, Dolores Huerta Labor Institute, Los Angeles

Kenadi Le, Program Coordinator, Dolores Huerta Labor Institute, Los Angeles

**LOCATION: Classroom B**

# ***The Education and Labor Collaborative Forum***

## **Preparing Teachers to Educate and Organize for Social Justice Program**

### **The Forum Club: A Model for Political Organizing in Public High Schools**

*The Forum Club provides students excited by classroom discussions of social justice and democratic rights, or who are upset by events in their high school with a place where they can further explore their questions and act based on their beliefs. The practitioners of this model will share their experiences and suggest ideas for successful replication.*

Alan Singer, Hofstra University, Hempstead, New York

Michael Pezone, Law, Government and Community Service Magnet High School, Cambria Heights, New York

**LOCATION: Classroom D**

### **Interactive Dialogue: Learning Power & Organizing to Challenge Inequities**

*This Dialogue session will explore ways teachers can be prepared to organize colleagues, students, and parents to demand social justice. Two cases, one rural, one urban, will be described where John Dewey's 'communities of interest' and 'participatory social inquiry' was the basis for teaching organizing for social action. Expanding this work through collaboration with labor activists is the goal. Participants will consider how teacher educators can work toward achieving this goal.*

Rosalie Romano, Ohio University

Mary Finn, University at Buffalo & Antioch University, Los Angeles

**LOCATION: Classroom E**

### **Interactive construction of a digital video composition related to labor**

*This session will offer suggestions for digital video authoring for students to communicate their knowledge of labor's ideals. DV authoring is a high-status social and cultural practice with powerful attention-getting qualities that connects to youth media culture, creating a high-interest endeavor that draws on students' out-of-school knowledge with potential to make a seamless connection to in-school processes.*

Ann Marie Lauricella, D'Youville College, Buffalo, New York

**LOCATION: Classroom F**

### **Action Plan Networking**

*This room will be used for recording participants' activities, interviews and creating a database of projects to connect participants following the Forum.*

*Please take a few minutes during the breaks to talk to a Forum staff member, describe your project, and make sure your project or organization is included in the database.*

*Thank you.*

**LOCATION: Classroom C**

## **ACTION PLANNING (12:30 -2:00 pm)**

*Please reconvene to share ideas and projects, and to initiate action plans to follow up the Forum.*

Moderators: Rob Linné, Adelphi University and Lauri Johnson, University at Buffalo

**LOCATION: AUDITORIUM**

# *The Education and Labor Collaborative Forum*

## **Preparing Teachers to Educate and Organize for Social Justice**

### **Program**

#### *Goals Statement*

The goals of the *Education and Labor Collaborative* are to link teachers, teacher educators, university and community college faculty, labor educators, and unionists to prepare and assist teachers to infuse knowledge about and positive attitudes towards unions into classrooms and lessons; to help children and youth advocate in their collective self-interest; to develop collaborative action plans for social justice projects; and to form bonds that increase labor union power and resources of working families.

**GOAL 1.** *As a result of the Education and Labor Collaborative Forum, labor unionists and educators will each see the benefits to themselves and to a democratic society from collaboration on social justice issues that goes beyond policy changes, to on-the-ground participation in educational and direct action organizing campaigns.*

- Both labor unionists and educators have social justice interests, such as the government's health, wage, and tax policies, for example, that directly impact the welfare of working families.
- Both know children fare better in school when parents are economically secure and able to participate in their children's schooling.
- Both endorse policy reforms that promote greater social justice and work politically to get social justice policies implemented at various levels of government.
- But there is little or no face-to-face interaction between union members and teachers to ensure that socially and economically just policies are implemented and that democratic decision-making is strengthened in the process.

**GOAL 2.** *As a result of the Education and Labor Collaborative Forum, educators and labor unionists will begin the process of collaboration with plans for programs in their local areas that construct models that can be replicated in other locales.*

One way to open the lines of communication between educators and union leaders and organizers is to provide opportunities for alliance building between teachers/teacher educators/ teacher education students and union members and prospective members who are parents/grandparents/guardians of school-aged children. For example,

- Teacher educators can meet their classes in local union halls and involve their students in campaigns to increase union member parents' participation in school policies, from discipline, to curriculum, to budget, giving union parents a collective voice in their children's education.
- Alliances can be built between union leaders and organizers and teachers of their members' children in campaigns around issues that contribute to improving the economic resources and welfare of the families of the teachers' students.
- Union hall meetings can be called for dialogue between teachers and parents about local school issues; union member parents can combine the "disruptive knowledge" that educators are able to generate through research and inquiry, with union activist skills to create campaigns for equitable education outcomes.
- The first hand familiarity with union issues and organizing strategies that educators develop through collaboration with unionists can be infused into curricular materials and pedagogies that inform students about work, their job rights, the labor movement, and union advantages.
- Classroom teachers, teacher educators, and college faculty can conduct workshops on powerful literacy to help union parents participate effectively in their child's education.

*Educator/Labor Collaboration thus brings benefits to both parties: The labor movement benefits from a more union-friendly educated public and from alliances with activist teachers. Classroom teachers benefit from better resourced families that can provide the support for their children's education that is needed for greater school and life success.*

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## ***Sponsors & Partners***

The following organizations have made this forum possible as part of an “alliance of sympathy” and are united under a common belief in the power of dialogue and collective action to transform society. The forum organizers offer their gratitude to these organizations for helping to make this event possible.

*We thank the following organizations for their generous support:*



### ***The Forum Planning Committee***

- Leigh Benin (Adelphi University)
- Christopher Church (Adelphi University)
- Mary Finn (University at Buffalo)
- Patrick Finn (University at Buffalo)
- Bob Klein (Ohio University)
- Rob Linné (Adelphi University)
- Kevin O’Sullivan (Laborer’s International Union of North America)
- Andi Sosin (Adelphi University)
- Joel Sosinsky (International Brotherhood of Teamsters)