It Takes the WHOLE COMMUNITY

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LEADING OUR PROFESSIONS
CT1 - Foundational: Builds capacity for continual Improvement and learning

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Leading Our Professions: Foundational

• Understands the value of continuous learning and improvement in our professions.

• Understands historic, current and emerging role that the union plays in our profession.

• Understands the policies and strategies that impact our professions and student learning.

• Understands that research, policies and trends impact public education.
AGREEMENTS: Taking Care of Each Other

- Signal System
  - Raised fist
  - Focus fully (no work, no talking)
  - Signal to others

- Cell phones/ tablets
Building Awareness of Your Power

- The role we play in educating the whole child/student
- Relationships (internal and external)
- Your voice in school
- Advocating for:
  - Professional and personal needs
  - Student needs
Over 1.2 million* public school children in the U.S. are homeless.
(The highest number ever)

According to the National Center for Homeless Education, as cited in A High School for the Homeless from The Atlantic.
Hierarchy of Needs

**PHYSIOLOGICAL** needs are to do with the maintenance of the human body. If we are unwell, then little else matters until we recover.

**SAFETY** needs are about putting a roof over our heads and keeping us from harm. If we are rich, strong and powerful, or have good friends, we can make ourselves safe.

**BELONGING** needs introduce our tribal nature. If we are helpful and kind to others they will want us as friends.

**ESTEEM** needs are for a higher position within a group. If people respect us, we have greater power.

**SELF-ACTUALIZATION** needs are to ‘become what we are capable of becoming’, which would be our greatest achievement.
Whole Child Tenet #1
HEALTHY
Each student enters school healthy and learns about and practices a healthy lifestyle.

Whole Child Tenet #2
SAFE
Each student learns in an environment that is physically and emotionally safe for students and adults.

Whole Child Tenet #3
ENGAGED
Each student is actively engaged in learning and is connected to the school and broader community.

Whole Child Tenet #4
SUPPORTED
Each student has access to personalized learning and is supported by qualified, caring adults.

Whole Child Tenet #5
CHALLENGED
Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.
SOMETHING IMPORTANT HAPPENS HERE VIDEO
Public Support for Public Education

- ESPs Meeting the Needs of the Whole Student
- ESPs Implement School Change
- ESPs Influencing Policy and Practice
- High Quality ESP Workforce
- Full Inclusion of ESPs in the School Workforce

ESP keep students healthy, safe, engaged, supported, and challenged so they are ready to learn!
What do you see as your role in educating the WHOLE STUDENT?
MAKING CONNECTIONS
What are We Talking About?

How are we viewed?
Internally/ Externally/ Community

Where do we start?
MAKING CONNECTIONS: POP CORN

Why Build Relationships?
MAKING CONNECTIONS
Relationships...

• Increase our Association’s power and elevate the standing of educators
• Advocate for students and educator needs before important decisions are made
• Build partnerships
• Stronger together than individually
MAKING CONNECTIONS
Utilizing Relationships

• Ensure better communication
• Gain respect for the work we do
• Provide opportunities for improving community conditions
• Create support for bargaining
• Support job retention and prevent outsourcing/privatization
MAKING CONNECTIONS
More Reasons

• Endorse worthy candidates
• Access community resources
• Make the school a center for community activities
• Partner with community groups to strengthen families and support student success
MAKING CONNECTIONS: POP CORN

What are some Opportunities for Building Relationships?
MAKING CONNECTIONS
Creating Opportunities for Building Relationships

- Back to school events, parent nights, plays, fairs
- Community events (fairs, holiday celebrations)
- Partnering with parent organizations
- Brochures on educational topics
- Local business outreach
- Door to door informational handouts
- Local press- print media, blogs, web sites, community access cable TV
MAKING CONNECTIONS
Engaging in One-on-Ones...

- Are about finding out what they think and what they want
- Are about being genuine - allow you to make real connections
- Must be non-threatening - are about creating a relationship of trust
- Are a conversation, not an interview, not a debate
- Should have mutual benefit
- Are an opportunity to build rapport, gauge interest, talk through key issues, etc.
MAKING CONNECTIONS
Start with your Members

Survey your membership

• Learn who you are
• Identify your members’ skills and interests
• Identify your members’ community connections
MAKING CONNECTIONS
External Partnerships

Create an environment in which individuals can empower themselves to address their own needs, their organization’s needs, and their community’s needs to reach a common goal for meeting the needs of the whole student.
MAKING CONNECTIONS
What Skills are Needed to be a Partner?

• Share your ideas with your partners
• Share one thing you learned from your partners
MAKING CONNECTIONS
Skills Needed to be a Partner?

• A willingness to examine and challenge your own assumptions, opinions and beliefs
• A genuine respect for all community members
• An understanding that different people have different views and perspectives
• A non-judgmental and accepting approach
• A belief that coalition building can make a difference
MAKING CONNECTIONS
Skills Needed to be a Partner, cont.? 

- Good communication skills, especially listening
- Good facilitation skills to enable groups to conduct their own analysis of their lives and situations
- The ability to challenge assumptions
- The ability to help facilitate awareness of political, gender and cultural issues; and the impact on relationships
MAKING CONNECTIONS

Take a look around you. Who are some potential partners?

Identify potential partners:

• Within your district?
• Community organizations?
• Community leaders?
Making Connections
Potential Partners

- ESPs
- Teachers
- Retirees
- PTA/PTO
- Other parent groups
- Community
- Service clubs
- Labor unions/council
- Media
- Elected Officials
- Community–based organizations and lodges
- Police/fire departments/first responders
- Chambers of Commerce
- Business Leaders
- Faith-based groups
- Real Estate Associations
GOALS AND MESSAGING

What is a Goal?

A good goal is specific and measurable.
You can tell whether or not you did it.

Fuzzy goal: “To make the School Board more sympathetic.”

Clear goal: “To create a majority of the School Board that is opposed to privatization.”
GOALS AND MESSAGING

Setting Goals

• Use your members’ concerns, interests, skills and connections to help establish goals

• Long-terms goals: building understanding and respect for what we do; developing personal relationships with allies

• Short-terms goals: electing school board members, creating support for bargaining, influencing job retention, stopping privatization
GOALS AND MESSAGING

Developing a Positive Message

• Your short-term message
  • Focuses on a specific goal
    • A clear, focused, powerful message
    • Something simple to remember and makes your point

• Your long-term message
  • Be straightforward; You want the community to know:
    • Who you are and what you do
    • You make essential contributions to the community both on and off the job

• Remember!
  • Messages should always be in Student-centered tone
  • A ‘message’ is different than ‘talking points’
GOALS AND MESSAGING
Getting the word out. Tell your Story & Use the Media

• Use feedback from member surveys and one on ones to showcase member contributions, skills, accomplishments, & connections
• Distribute ‘Who We Are’ publications; use pictures, quick points, catchy headlines & make it easy to read
• Emphasize educators are neighbors and valuable community members
• Branding your campaign—use a consistent visual element
• Using traditional news outlets and 21st century technology
• Develop a list of media contacts; be helpful & develop relationships
• Using earned media and electronic media v. paid media
GOALS AND MESSAGING

Elements of a Plan

• Goals
• Targets
• Message
• Plan your communications
• Activities
• Implement your activity (who, what, where, when)
• Calendar/Timeline
• Budget
• Evaluation-did you meet your goal(s)?
I Plan to ______________________
Relationships Can Make it Happen!

Awareness of our contributions to the whole student

Respect for who we are and what we do

Safe working conditions for staff and safe learning conditions for students

Adequate compensation

Inclusion in building and district decision-making
What Have We Learned

What are the 5 tenets of the whole child?

Why are one-on-ones important?

What are the skills needed to be a partner?

Who are some potential partners?
Session Outcomes

• Understand why making community connections are critical for education and educators.
• Learn how to build those connections and relationships in the community.
Please complete the evaluation for this breakout session!