

## NARRATIVE CONVERSATION GUIDE – ONE HOUR VERSION

Context: Our Union has short term goals and long term goals. Negotiations and trainings have long term implications, but are more immediate in the results we can see. But if we are to survive and truly cause change in how teachers are viewed and valued we need to take on broader long term goals and discussions. This conversation is a step in that direction.

10 min

**What is meaningful to you about teaching?** What keeps you coming to school every day? What motivates you to teach? Open ended - draw out their values and passions. Try to get a number of people to talk but don't worry if not everyone can name it.

10 min

We've been noticing that the things we hear about public education, teachers and educators and our union have developed into a narrative or story that paints a very different picture than what we signed up for. **What do you often hear about public education, educators and the union?** If needed use some questions to help draw out:

- what is said about the union and the role it plays in education reform
- what is said about teachers and their ability to teach kids
- what is said about public education – it's purpose and how it is doing

5 min

**How does this narrative make you feel?** Probe for angry, sad, frustrated, other.

5 min

Some of us have been talking about how this story actually limits the possibility of change. Ideas and even what we do as teachers is ignored or treated as suspect. We've even noticed that since we are living within this story we sometimes are complicit in it – we re-enforce. **How do you see us reinforcing this narrative?** Have an example ready for yourself.

5 min

We've also begun to develop a new narrative about ourselves and public education. One that is grounded in our own passions, value and beliefs – like the ones you named in the beginning. I want to share this with you and see what you think. *Handout narrative and have people take turns reading it out loud together. Make sure they have pens/pencils and ask them to underline words or phrases that speak to them.*

10 min

**What did you underline and why? Does this narrative reflect your own view of public education and our role in it? Why or why not?** *Call on folks to ask what they underlined if they don't talk on their own.*

10 min

**What might be different – what would seem possible – if we were to operate out of this narrative?**

5 min

Some sort of closing and thanks. Remind them this is still a work-in-progress and that we're beginning to use this in our work – offer an example. Have people offer any feedback on the conversation.

## NARRATIVE CONVERSATION GUIDE – 45 MINUTE VERSION

Context: Our Union has both short term goals and long term goals. Negotiations and trainings have long term implications, but are more immediate in the results we can see. But if we are to survive and truly cause change in how teachers are viewed and valued we need to take on broader long term goals and discussions. This conversation is a step in that direction.

5 min

**What is meaningful to you about teaching?** What keeps you coming to school every day? What motivates you to teach? Open ended - draw out their values and passions. Try to get a number of people to talk but don't worry if not everyone can name it.

10 min

We've been noticing that the things we hear about public education, teachers and educators and our union have developed into a narrative or story that paints a very different picture than what we signed up for. **What do you often hear about public education, educators and the union?** If needed use some questions to help draw out:

- what is said about the union and the role it plays in education reform
- what is said about teachers and their ability to teach kids
- what is said about public education – it's purpose and how it is doing

5 min

**How does this narrative make you feel?** Probe for angry, sad, frustrated, other.

5 min

Some of us have been talking about how this story actually limits the possibility of change. Ideas and even what we do as teachers is ignored or treated as suspect. We've even noticed that since we are living within this story we sometimes are complicit in it – we re-enforce. **How do you see us reinforcing this narrative?** Have an example ready for yourself.

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We've also begun to develop a new narrative about ourselves and public education. One that is grounded in our own passions, value and beliefs – like the ones you named in the beginning. I want to share this with you and see what you think. *Handout narrative and have people take turns reading it out loud together Make sure they have pens/pencils and ask them to underline words or phrases that speak to them*

10 min

**What did you underline and why? What might be different – what would seem possible – if we were to operate out of this narrative?** *Call on folks to ask what they underlined if they don't talk on their own.*

5 min

Some sort of closing and thanks. Remind them this is still a work-in-progress and that we're beginning to use this in our work – offer an example. Have people offer any feedback on the conversation..