

A Conversation with Mica Pollock

Wednesday, March 17, 2021

Learning Opportunities

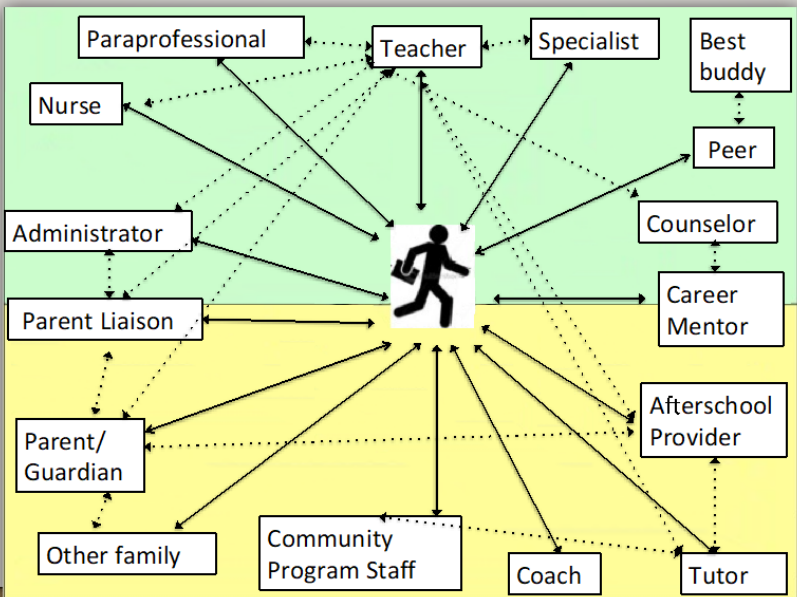
- Explore the principles of *Schooltalk: Rethinking What We Say About - And To - Students Every Day*
- Examine how one school used this as the foundational text for their equity journey
- Reflect on strategies to take actions that “keep equity at the center” of all that we do

Our Guests

Mica Pollock - *Schooltalk* author, Professor at University of California, San Diego
Candace Hunstad - Principal, Fairhill ES
Brigid Dux - Instructional Coach, Fairhill ES
Samantha Gauta - Equity Lead, Fairhill ES
Nina Thomas - Coordinator, Professional Learning & Cultural Responsiveness

Schooltalk Overview

FOR EQUITY, WHAT DO YOU WANT THESE FOLKS TALKING ABOUT?

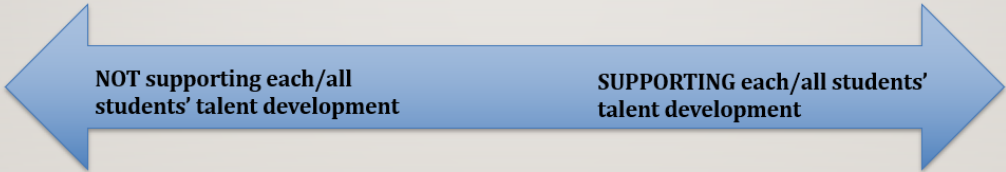


Slide 1

THE EQUITY LINE (P. 8)

Guiding Question

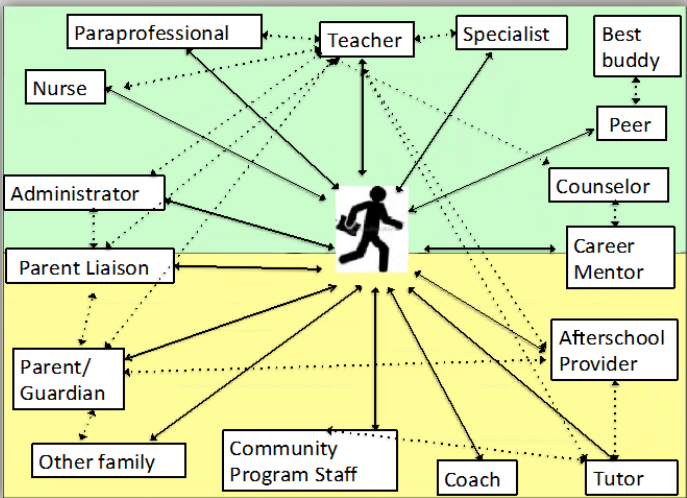
Does this **communication** help support **equity** (the full human talent development of every student and *all groups* of students)? Or not?



Slide 2

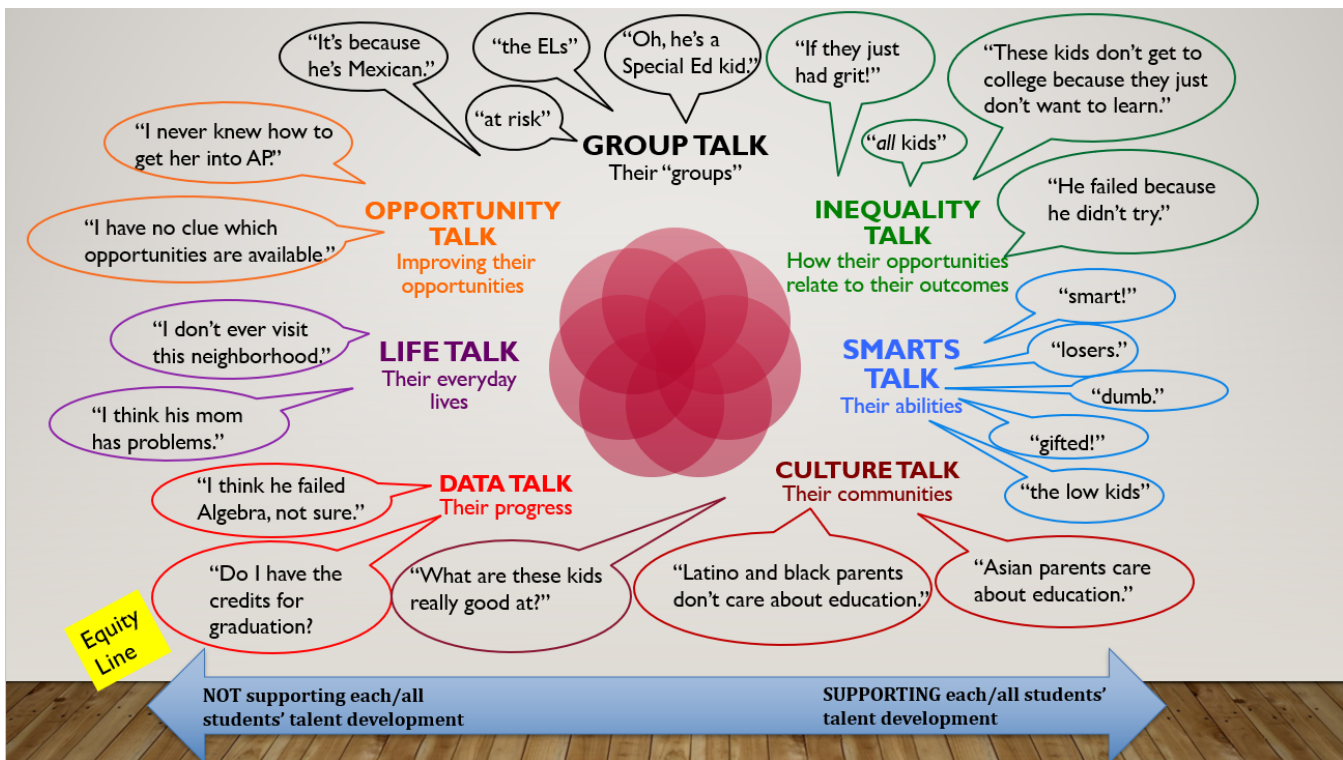
“every word we say, or *don’t* say, about young people in schools has consequences for how young people are treated.” (p. 15)

“Words lead to treatment and self-concepts, to expectations internalized by adults and students, and to the distribution of material resources by adults” (p. 4)



THINK/DISCUSS: Can *you* recall one comment or routine communication about *yourself* that was helpful or harmful to your success in school?

Slide 3



Slide 4

WHICH CONCERNS YOU MOST RIGHT NOW?

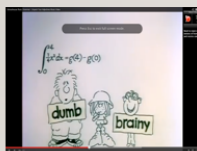
1. **Group Talk: labels.**
 - Ask: How do labels enable student support or get in the way? (p. 31)
2. **Inequality Talk: talk about opportunity & outcome.**
 - Work to make informed claims about the supports and opportunities young people have and need. (p.74)
3. **Smarts Talk: talk about ability.**
 - Gather and actively share accurate information to counter ill-defined and dangerous notions about intelligence. (p.126)
4. **Culture Talk: talk about communities.**
 - Reject simplistic claims about other “cultures” in school and start exploring people’s real experiences in specific contexts. (p.166)
5. **Data Talk: talk about progress.**
 - Help key people routinely get necessary information about specific students’ progress and development, so they can use that data to support young people. (p. 214)
6. **Life Talk: talk about lives.**
 - Design ways supporters can communicate with young people as needed about things young people are experiencing and supports they need. (p. 257)
7. **Opportunity Talk: talk about improving opportunities.**
 - Design inclusive and ongoing dialogue about increasing and spreading necessary opportunities to learn. (p.306)

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SMARTS TALK

“This school is where the dumb kids go.”
“They get the smart kids and we get the losers.”
“There are no gifted kids here.”
“The low kids...”

PRINCIPLE: Schooltalk for equity requires actively counteracting the myth that some young people or some groups are just “smarter” than others.
Stomp the myths.

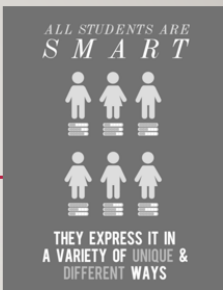


THINK/DISCUSS: What’s one adjustment you might make to how people in an education community you know measure or discuss student ability and skill?

STRATEGY: Actively reject the myth that intelligence is an easily measurable quantity of stuff “in the head.” Say out loud that no student is “smarter” than any other.

STRATEGY: Talk about abilities as *grown* through interaction and collective effort, not something fixed inside students.

STRATEGY: Say out loud that no *group* is “smarter” than any other. Actively reject the myth that intelligence is distributed differently to “groups.”



NOT supporting each/all students’ talent development

SUPPORTING each/all students’ talent development

Slide 6

Next Steps

Please take a moment to let us know your thoughts by completing this

[Exit Ticket](#)

Thank You
for joining us!