OVERVIEW

Major Themes........................................................................................................

- **Talk**
  “Communication is action: talk about (and with) young people shape their lives. Schools are where we shape the next generation and through them, the world. And the most basic thing we do all day in schools is talk.”

- **Flipping scripts: Countering fundamental misinformation about young people**
  “In our schooltalk, all of us sometimes repeat common, habitual comments about young people or their communities that are fundamentally inaccurate and underinformed. Such ‘scripts’ are the simplifying, familiar claims we reach for when we talk about young people and about education. Dangerously, scripts misrepresenting young people in general can keep adults from fully supporting actual young people – and keep young people believing falsehoods about themselves.”

- **Designing schooltalk infrastructure: Enabling routinely informed schooltalk that supports young people**
  “Schooltalk infrastructure can steer people to communicate in new ways face-to-face, on paper, and using technology. Like adding new pipes to a building to carry water to new places, schooltalk infrastructure helps necessary information flow as needed between potential partners, improving student support.”

- Other themes:
  - Discourse, equity, inclusion, identity and identity development

DISCUSSION QUESTIONS

- Pollock claims that “people sometimes repeat common, habitual comments about young people or their communities that are fundamentally inaccurate and misinformed.” Have you ever experienced this? How might someone challenge a common comment about young people as harmful?
- A substantial portion of the book talks about core tensions, which are unsolvable dilemmas in equity efforts. What are some core tensions that you deal with in your work?
- Flipping the script counters fundamental misinformation about young people with more fact-based talk. Why might this be a struggle for some higher education professionals?
- Designing school talk infrastructures includes discussions on data talk and equity, specifically in regard to sorting students into “types” to enable group comparisons. What concerns might there be about sorting and grouping people when it comes to issues related to equity?
- At the conclusion of the book, Pollock writes “Go after the thing said, not the person who said it. Equity talk is full of common ‘scripts.’ ‘Attack’ the script, not the speaker.” What are your thoughts about this?