

Second-Order Barriers: Questions for Consideration

What kinds of implicit messages are being communicated to students and families in the hypothetical scenarios regarding second-order barriers on page 15?

What are some of the key refrains or euphemisms you hear in your school or district that represent deficit thinking, fixed mindsets, or protection of existing conditions such as “it’s always worked before, why change now?” or “we should stick to what we know”?

What are the biggest equity-related second-order truths people are unwilling to acknowledge in your setting that impede progress or change?

To what extent has your organization changed because of the COVID-19 pandemic in terms of how people believe schools should exist and function? How have the shifts resulted in increased or decreased equitable conditions for students?