



ENDING STREAMING IN AOTEAROA

“Streaming impacted my self-esteem and mental wellbeing. It still affects me to this day”

(Harmony)



TOKONA TE RAKI
Maori Futures Collective

FOREWORD

Tokona Te Raki is built on a founding premise that it is the birth-right of all rangatahi to live their best life - to be empowered to realise their full potential, whatever the journey they choose. It's what every parent wants for their tamariki and what they should expect. Fundamental to this, is the right to a fair and equitable education, which we assume is a given in Aotearoa.

Unfortunately, our research and the lived experiences of many of our whānau tell us that this is not a reality for many of our rangatahi. One of the key reasons is the outdated and biased practice of streaming – sorting rangatahi into classes based on their perceived abilities. The data shows that disproportionate numbers of our rangatahi Māori and Pasifika end up being placed in foundation classes. This has proven to have a negative impact on their education outcomes and, therefore, limits their school and life choices.

Ironically, streaming is not a requirement of New Zealand's education system but rather a practice that appears to be deeply ingrained in the majority of our schools. It sees many educators reluctant to break with tradition and move to a more strengths-based future-focused approach to teaching and learning.

As we head towards 2040 and marking 200 years since the signing of the Treaty of Waitangi, I believe we also have the opportunity to realise

the promise of true partnership by coming together to advance a shared vision of supporting our rangatahi to build a better future. We all have a responsibility – decision-makers, educators, iwi and whānau to raise the gaze and create an Aotearoa where we all thrive. Uniting to abolish streaming from our schools would be a great start!

Emava

Dr Eruera Tarena

Executive Director
Tokona Te Raki



FROM ADRIENNE ALTON-LEE

English-medium education in Aotearoa is one of the most streamed education systems in the world. Leading educational researchers and economists have quantified the harm of streaming in lost opportunity to learn, bullying and stigma affecting the future of children with costs to the whole of society. It pervades across primary, intermediate and secondary schooling with ability grouping even in early learning.

In 2013, the *National Monitoring Study of Student Achievement: Mathematics and Statistics* found the practice of grouping the lowest achievers in mathematics to learn with teacher aides, rather than qualified teachers, was widely prevalent following various policy initiatives.

Government policy is that schools in New Zealand should not be streaming. It is the how of change that is the challenge.

Tokona Te Raki is leading a 'call to action'. The four cases of de-streaming in secondary mathematics in this publication are inspirational. Care for students and culturally responsive teaching are foremost. The cases highlight the importance of Heads of Departments, effective professional development and the criticality of bringing all leaders, educators and whānau on board. Despite the early challenges in bringing parents and whānau on board, all are reporting positive shifts in ākonga attendance, engagement, wellbeing and achievement. These case studies are a taonga for system learning.

To successfully change the system requires a new and inclusive approach that targets diverse groups of learners through early learning, primary and intermediate schooling. We have seen what is possible with younger children through the Developing Mathematical Inquiry Communities (DMIC) pedagogy. The *National Monitoring Study of Student Achievement: Mathematics and Statistics* (https://nmssa.otago.ac.nz/reports/2018/2018_NMSSA_MATHEMATICS.pdf) found the percentage of Pacific learners achieving curriculum standards at Year 8 has more than doubled nationally from 11 percent to nearly 24 percent.

Critical to success are: collaborative leadership; culturally responsive practices; and expert professional development, including advanced study and in-class observation and mentoring. The first year of change is challenging, but the rewards of embedding such change include accelerated achievement, a decrease in bullying, and an increase in learners' sense of belonging at school. *Hangaia Te Urupounamu Pāngarau Mō Tātou* (<https://www.educationcounts.govt.nz/topics/BES/introduction>) is another great example of evidence in action and well worth a view.

In this succinct and compelling publication, Tokona Te Raki is shining a light on the possibilities and calling for more urgency and action across policy and practice in Aotearoa.

Dr Adrienne Alton-Lee

INTRODUCTION

In 2019 Tokana Te Raki published a research report, *He Awa Ara Rau - A Journey of many Paths*, in collaboration with Waikato-Tainui, BERL and The Southern Institute. The report tracked 70,000+ rangatahi Māori on their journey through education and into employment, with a view to better understanding what propels them forward, the barriers to success they encounter, and the potential levers for change. One of the most significant barriers identified was the negative impacts of streaming - a pedagogy, that despite a wealth of global research data highlighting the harms it can do, remains a common practice in Aotearoa schools. At every level of our schooling system, including 'innovative learning environments', the norm is for students to be placed in classes or groups based on 'perceived' ability. Evidence suggests that this practice is incredibly damaging educationally, especially for Māori and Pasifika students.

The purpose of this report is to gain greater insight into streaming and its harmful impacts through a series of case studies of schools that are taking positive steps to find a fair and equitable approach to learning for their students. In conducting our research, we met some courageous school principals and heads of department who believe streaming is morally and educationally wrong. Despite strong opposition at times, they have moved ahead regardless. Stated one principal, 'If I don't, who will?' This report

includes four case studies. Other schools have generously shared their experiences and data but asked to remain anonymous for fear of retribution from those opposing change.

The four schools profiled have chosen to remove streaming in their mathematics classes. Streaming is most prevalent in mathematics and science but less so in English. Mathematics and science are both STEM subjects and are highly relevant to jobs of the future in this growing digital world.

While each story is unique in both approach and outcomes, a number of common themes have emerged after abandoning streaming, including the negativity and resistance they have all encountered along the journey. These can be summarised as follows:

- Academic achievement improved especially for Māori and Pasifika students with increased numbers of merit and excellence grades in NCEA.
- Student self-belief, motivation and aspiration improved.
- Decline in social and ethnic barriers.
- Strong resistance encountered from groups of parents and teachers.

The momentum for change is building and we need to ensure it continues to gain traction until streaming is removed entirely from our education system. The Minister of Education has publicly stated that streaming is 'wrong, it's discriminatory, it's unfair.' Given the growing and youthful Māori population, along with the aging Pākehā population, rangatahi Māori will fast become the backbone and leaders of New Zealand's economy. Therefore, this issue is vital to the future of our nation and if we don't do anything now, there will be a heavy price to pay for all New Zealanders in the near future.

This report is intended to raise awareness to support this drive for change. It is an impassioned plea based on our learning and observation over the past three years. Our hope is that the government, educators, influencers, iwi, whānau, rangatahi and others with an interest in creating a positive future. find the value in our report.

OUR APPROACH

This report follows on from *He Awa Ara Rau – A Journey of Many Paths*. The project spans three years of research and was sparked by a school visit on a day when a number of Māori students had just been informed they had been placed in a foundation maths class and were angry at this decision.

In conducting the *research*, Tokona Te Raki worked with the Association of NZ Mathematics Teachers to identify secondary schools that had stopped the practice of streaming within their mathematics programmes. These schools were asked five generic questions, and through their answers, each tells their own story.

THE STREAMING OF THE AWA

As a nation, we pride ourselves on being fair. We want to believe that no matter where you are born or into what circumstances, we all have an equal opportunity to achieve our potential. Fairness and getting a fair go, is a key New Zealand value.

But sometimes, as a nation and as educators, we let ourselves down. We have all seen the data that shows such a huge disparity in our education system between Māori and Pākehā. Decade after decade, in both high and low decile schools, there has been, and still is, a significant disparity.

One of the reasons for this disparity is streaming. Streaming is a systemic barrier to Māori success that operates at every level in our schools, particularly in mathematics and science. At primary school it is often called in-class grouping. From earliest days, students know if they are in the top or bottom group for reading or mathematics. The top groups get more challenging work and the expectations are higher. At secondary school, it is often known as banding. There is the extension class, a middle band, and the foundation class, sometimes referred to by students as the 'cabbage class'. How we stream students is in itself, a dangerously flawed process with the result that there are schools in New Zealand where over 40 percent of the Year 9 Māori cohort are placed in foundation classes.

"All of the international research is very clear, streaming does more harm than good, it isn't justified, it's wrong, it's discriminatory, it's unfair and... I acknowledge in the NZ context where streaming exists, and it shouldn't exist, that it's Māori and Pasifika who are disadvantaged by that. NZ based research has been very, very clear, streaming leads to lower expectations for Māori and Pasifika students and that's not okay." [sic]

(Education Minister, The Hon Chris Hipkins)

"Streaming is one of the most destructive things in our education system... Research tells us that streaming does not do anything for anybody – not even the good students and it does a lot of destructive things for the poor students."

*(Professor Bill Barton,
The University of Auckland)*

"We have more streaming than any other country in the world."

(Professor John Hattie)

THE IMPACT ON MĀORI

For Māori, streaming is especially damning. Stereotyping, deficit thinking, and racism all play a role that leads to extension classes being predominantly European and foundation classes largely Māori and Pasifika. This leads to further stereotyping and to the risk of Māori and Pasifika students internalising these stereotypes.

Streaming also acts as a gatekeeper. Many of those students who have been labelled by teachers as low ability, do not or cannot enter full NCEA courses. Career choices are significantly narrowed to low skill, low paid, and high risk jobs and employment. The impact on our society and economy is huge. This is not fair. Yet, despite the evidence, schools continue with this system.

In 2019, one-third of Year 11 Māori students were not entered for a full NCEA mathematics course.

"In your head, you're saying, I'm in the cab class, I'm dumb so I'm not going to try."

"By Y10, I actually proved to them that I wasn't meant to be in that class and ended up in the top class."

"All the smart classes have all the white people in it. It is true but it's not fair. Being in that A Band, I'm proud of myself being there but I look back at my friends and think how are they not here? A lot of my teachers expect me not to do good, not to pass. They expect me not to hand stuff in and when I do, they are surprised."



CASE STUDIES

Whilst resistance to change can be strong, there is a growing number of schools, both primary and secondary, making a shift away from streaming. What follows are four case studies, mostly of secondary mathematics programmes.

The intention is that these will provide encouragement and confidence to other schools in making the change, and will begin to provide a roadmap to make the journey easier and manageable.

It is also intended that whānau will be empowered by these stories to ask questions of their schools and engage in discussions to navigate learning courses that will result in greater success for their tamariki/mokopuna.

HOROWHENUA COLLEGE

*Ko Thar tōku koraha
Ko Arabian tōku moana
Ko Anwar tōku matua
Ko Noor Jehan tōku whaea
Ko Adam tōku hoa rangatira
Ko Maya rāua ko Maha āku mahanga
Ko Misbah Sadat tōku ingoa
Nō Karachi ahau*

Why did you decide to end streaming in maths?

When you work in a school like Horowhenua College, where your student body is approximately 50 percent Māori and Pasifika and you see the configuration of the classes, the inequity smacks you in the face. This was sanctified racism. Streaming is based on bias and low expectations and I cannot understand how it upholds the Treaty or promotes equity for Māori. Most of the students in the lowest class had been put there because of behavioural issues and we were determining their destiny on data that may not tell us the whole picture. Once you put a student in lower ability groupings it is extremely difficult to break the glass ceiling. The behaviour in those lower classes was so poor that we arranged a system where we could transfer students to breakout rooms for us to work with in our non-contact hours.

"You have divided society into 'haves' and 'have-nots'. And the students know that!"

"They didn't believe in themselves because nobody believed in them."

How did you manage the shift from streaming?

As a team we sat down and agreed that we did not want to see such classes again at Year 11. We then spent two terms learning all the standards available for NCEA Level 1 so we prepared to teach two or three different standards at the same time in class. We then went to the Senior Leadership Team with our data and they supported us 100 percent. The students were put in lines based on their option subjects. Because we had a maths class on each line, we ended up with really nice numbers in our classes since students were almost evenly divided among the six lines.

We abolished all deadlines and assessment dates and decided to only assess students when ready. We mentored students on what their passions and dreams were and spoke to them about what they needed to do in maths to attain those dreams. Back then, we had booklets that we made ourselves. Now we have videos and work that we put up on Google classroom. We also made sure we were tracking students, so we were not letting any fall behind, and we offered tutoring sessions outside of class if students wanted to catch up.

What was the outcome?

Motivation was very high. Students who previously we would never have offered a standard to, like linear algebra for example, were asking us to have a try at the standard. We saw social and class barriers coming down over time as pupils sat where they wanted and worked in an 'ako' environment. Our results for both Māori and Pākehā improved that year and we had a higher intake of students wanting to do level 2 algebra and calculus. We saw a significant increase of Māori students in calculus. We do not engage with MCAT but make our own assessment that tells us if the students are capable of Level 2 algebra. At the end of 2019, we had 89 out of 95 students in front of us asking to do at least one external assessment. In 2020 we opted for not streaming Year 10.

"Student engagement went through the roof."

"I tell you we have beaten the national stats for achieve, merit and excellence across the board for males, females, Māori, European and Pasifika"

What challenges did you face?

We have buses for parents to send their kids out of the area if they're not happy so there is pressure to perform for what are seen as the 'top kids'. We've also had push-back from mainly Pākehā parents wanting their children to be in a top class, especially Year 9 and Year 10 because they feel that otherwise their children will not be extended. Although in our college, English and maths are not streamed, other faculties like science still are, which means regardless of our successes in mathematics, the possibility of going into the STEM subjects for Māori and Pasifika students, in particular, is still very low.

We have a high staff turn-over so finding teachers trained in maths is a challenge.

Next steps

- We are currently undergoing PLD in culturally responsive practice for our faculty.
- We are coming up with ideas to incorporate local Māori contexts into our teaching and assessment tasks to come up with an authentic place based curriculum.
- We want to work more closely with our feeder primary schools.
- We intend to extend non streaming from Year 9 to NCEA Level 2.

WELLINGTON HIGH SCHOOL

Tēnā koutou katoa

Ko wai au?

Ko Tararua te pae maunga

Ko Mangatainoka te awa

Ko Wills te whānau

Nō Pahiatua ahau

Ko Bernie Wills tōku ingoa

Why did you decide to end streaming in maths?

I had been teaching mathematics for some time and had been doing post grad study which challenged participants to question the status quo, lead change and not wait for someone else. At the same time, swapping miserable maths stories one day, because everyone hates the maths teacher, myself and a fellow maths teacher decided to change the way we taught and introduce 'flipped learning' and student choice in assessments.

"It was the day after school finished and we went in to tidy up. We realised neither of us was happy with the way we were teaching. By the end of the day we had come up with a new course."

After a trial with our own classes we asked if any other maths staff were interested and got an overwhelming and positive response. Plans were refined and presented to the senior leadership team and got their full support.

Flipped learning means reversing traditional class work and homework with students learning out of class, usually with video content by their teacher, and doing activities based on this content in class. This means the teacher has the whole period free to talk to each student and build up a totally individual maths programme for that year, designed to support each student's career path.

How did you manage the change?

We began by combining our own Year 9 and Year 10 classes and asked students what their ideal classroom would look like. We got new, distinctive furniture to help make the point that this course would be new. Because so many teachers were keen to be involved, we made one class for all Year 11 and Year 12 students. We decided which standards to offer and broke them into individual skills.

Teachers then chose which skills they felt comfortable recording videos for. Weekly meetings were held for all teachers to discuss issues as they arose and to share resources. Teachers met with students to design their individual plan for the year based on their proposed career path and held parent information evenings. Students worked at their own pace and sat assessments when ready and, before their final assessment, complete practice tasks and receive feedback.

What was the outcome?

Especially for Māori and Pasifika students, there is a much higher proportion of merit and excellence grades with fewer not completing assessments. Many students are choosing standards that previously would not have been available to them. Levels of absenteeism absolutely dropped, and students felt more ownership and were generally better engaged. Teachers now comment that they know their students far better.

“Instead of being the class to skip whenever things are difficult, maths has become a ‘safe’ place for many students.”

What were the challenges?

There has been some resistance to change and some students and whānau have said they just want to be told what to do. We need to get whānau more connected and make the course content more readily available to them and unfortunately, there is still a lot of pressure from parents who want to send their children to ‘the best schools’.

Student voice

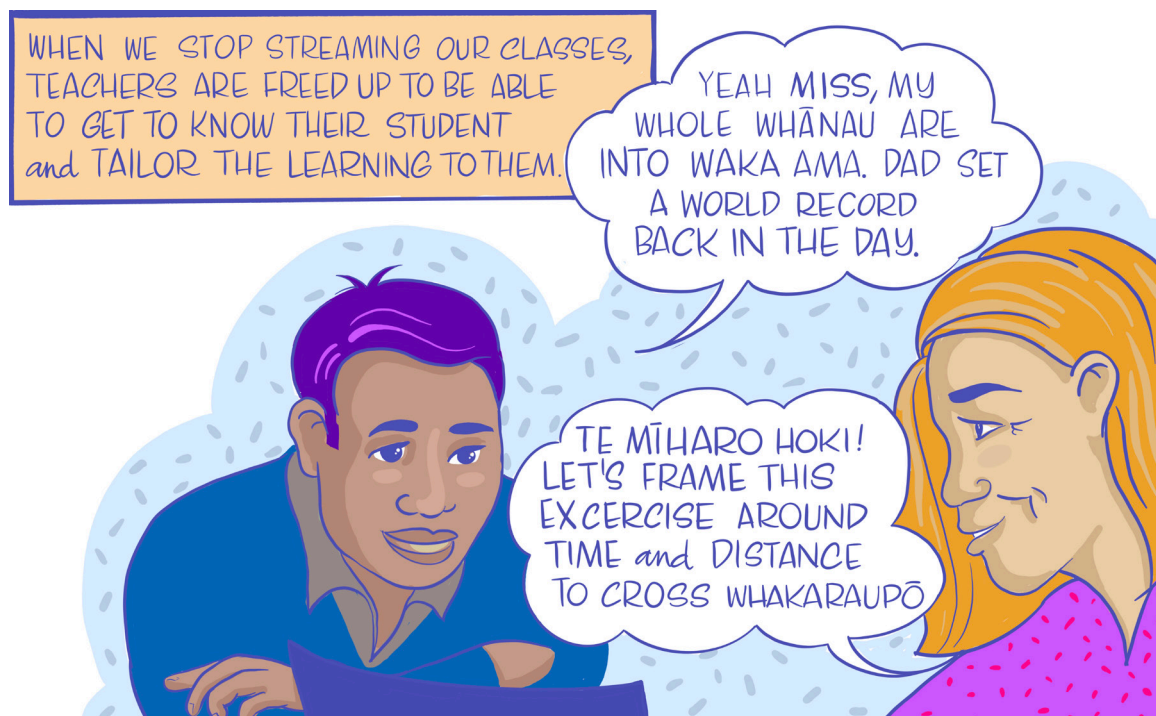
A number of students kindly shared their thoughts on the changes with us. These included the following:

“More pressure on me to perform and get the work done. You own the learning.”

“We do a lot more group work in this class.”

“There is more on-task discussion now.”

“We design our own assessment, in discussion with the teacher. We essentially write our own based on a context.”



HASTINGS GIRLS HIGH SCHOOL

*Ko Lago Maggiore te moana
Ko rio Itacumbu te awa
Ko cerro de Montevideo te maunga
Nō Uruguay ahau
Ko Gabriela Isolabella tōku ingoa*

*Ko Dartmoor te maunga
Ko Exe te awa
Ko Air NZ te waka
Nō Ingarangi ahau
Ko Catherine Kelsey tōku ingoa*

Why did you decide to end streaming in maths?

Māori students make up 60 percent and Pasifika students 17 percent of our school population. By putting students in low stream classes, our research and student voice was showing their self-esteem was impacted and their expectations were lowered.

It 'put a lid on their future success'. The students in the lower streams tended to be more disruptive and junior maths results showed students going backwards. Teachers of lower stream classes were lowering their expectations and giving less challenging work.

How was the decision made?

The decision was made by the principal and senior leadership team to make the school an unstreamed institution, so no streaming at all! This was supported by the HOD maths but most maths teachers were either hesitant or disagreed. A common reason given by teachers was worry that 'good students would be taken to other schools by their parents'. They also felt it easier to teach students of the same ability.

How was this decision made?

The senior leadership team met with HODs to inform them the school would end streaming. HODs were supportive and the decision was communicated in a meeting with all staff. The maths HOD met with maths staff to discuss and make plans and revising the junior maths programme became a priority. A maths PLD facilitator was engaged and teacher workshops were held to support them to manage the change. Parents were informed at an open evening and via email and website. We changed the timetable from four spells to two 100-minute blocks per week.

What was the outcome?

The first Year 9 cohort made better than expected NZC gains and the second Year 9 cohort improved on this.

One effect was seen in the way students from different ethnicities are now working and talking together – great conversations and high expectations.

Confidence for Māori students improved as did a belief in their success and results for Māori are well above the national average. For Pasifika students, in every single course, we are seeing fabulous numbers when compared to the national average.

Stand downs have dramatically reduced.

What have you learnt?

- Mixed ability teaching works!
- PLD for staff is essential.
- The HOD needs to lead this and work with individual staff about using data and having conversations with students.
- It is important to work closely with disaffected parents.

Next steps

- Strengthen culturally responsive practice.
- Good pastoral care sits alongside de-streaming and culturally responsive practice.

INGLEWOOD HIGH SCHOOL

*Tēnā koutou katoa
Ko Tokatoka te maunga
Ko Wairoa te awa
Ko Francis Leslie-Ellis taku ingoa
Nō Dublin tōku whānau*

This case study of Inglewood High School illustrates a different approach where streaming has been removed at Year 9 and Year 10 and modules have been introduced.

Up until 2019, Inglewood High School streamed with a top class taken out at Year 9 and Year 10. One of the problems was that students weren't strong across all the core subjects and very rarely were all 25 students 'above average'. There were challenges with student engagement in the junior classes with very little shift showing in terms of behaviour, results, and work habits. There was not a lot of incentive for teachers to change what they did in the classroom and this in turn meant that students did not get access to changes in pedagogy.

At the beginning of 2018, the deputy principal from Ōpunake High School spoke to the staff about how they were teaching in the junior school using modules. This engaged the staff and they agreed to shift towards this idea as well. At the start of 2020, the school changed how Year 9 and 10 students worked at school. There are no streamed classes, and the students do 12 modules over a year (six in Semester 1 and six in Semester 2). Students get to choose what modules they do within predefined criteria related to learning areas. There are no restrictions for any module, some being more challenging than others and Year 9 and Year 10 students can be in the same classes. At Year 10, students get much greater freedom to choose what they are passionate about.

Although the first semester was disrupted due to COVID-19 lockdown, the results for the students are looking promising. The majority of the teachers have enjoyed teaching things they are passionate about and this passion

has been passed onto many students. There is greater emphasis on formative assessments using professional judgement or students' self-assessment. The behaviour and engagement of students has improved when compared to the same period in 2019 and the number of referrals for classroom behaviour has dropped.

Next year, we are offering more modules and more cross curricular modules. We are tracking the students' curriculum coverage and tweaking some of their choices to ensure a good spread of learning and to ensure they are challenged at their appropriate level.

We are watching what happens with the Review of Achievement Standards as this will shift what we do in Year 9 and 10 (although not by much) and obviously will have a bearing on what we do in Years 11 - 13. There is a growing desire to go with modules in the senior school.

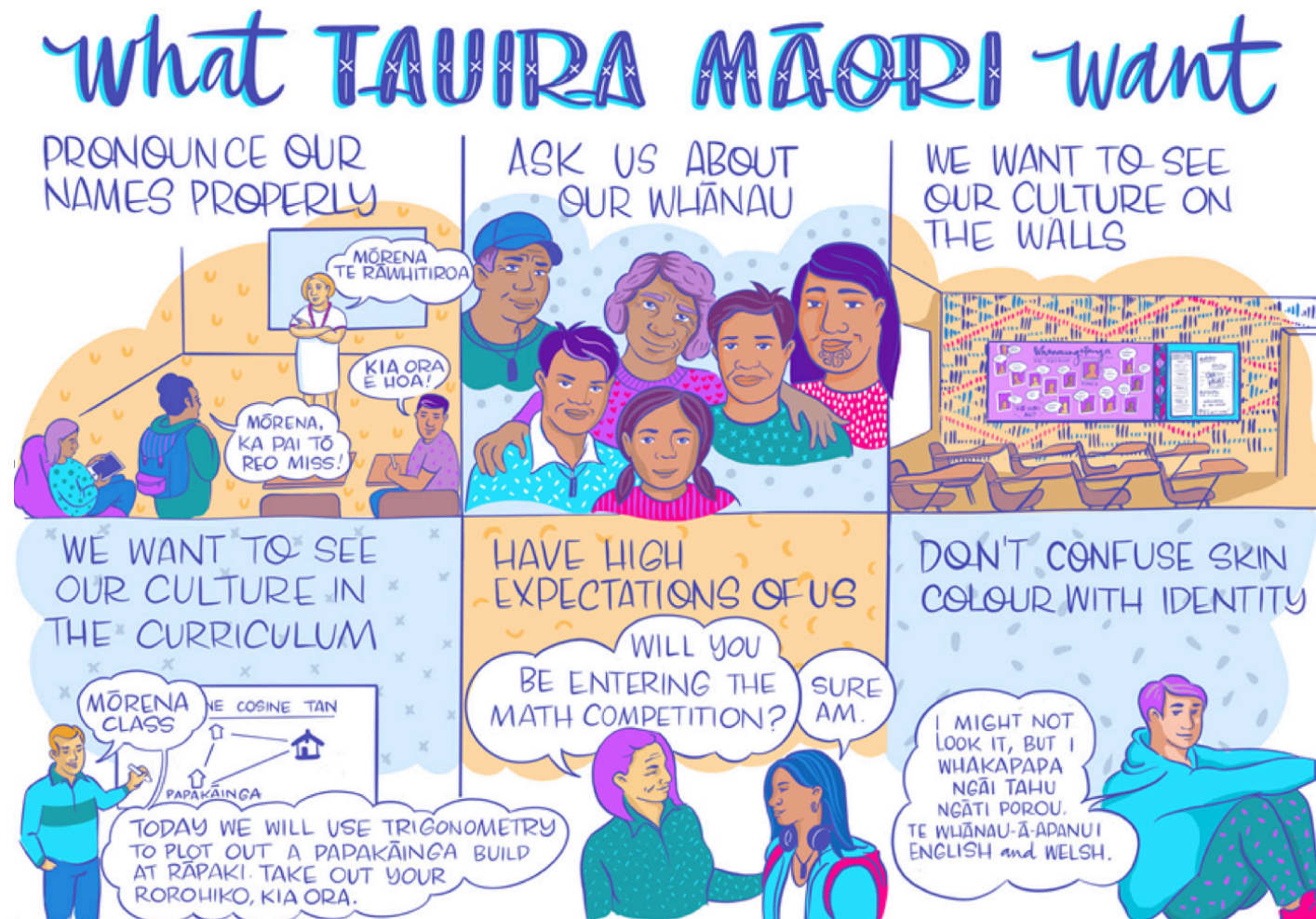
KEY THEMES

A number of key themes emerged from the four case studies. These are:

- Academic achievement improved especially for Māori and Pasifika students with more NCEA merits and excellences.
- Māori and Pasifika students continued studying mathematics for longer.
- Student self-belief, motivation and aspiration improved. They gained the confidence to tackle more challenging work and assessments, particularly externals.
- Social and ethnic barriers came down as students worked cooperatively in heterogeneous classes.
- The importance of ending streaming for all subjects in a school, not just some.
- All experienced resistance from some groups of parents and teachers at some point in the change journey.
- Professional development is key in supporting teachers in the transition away from streaming and into culturally responsive practice.

CULTURALLY RESPONSIVE PRACTICE

Ending streaming alone will not create equity in our education system. There is no silver bullet, but removing streaming and embedding strong culturally responsive practice is a huge step in the right direction. This is how one group of Māori students defined culturally responsive practice:



The following is one student's personal account of two different learning environments. It speaks to the positive impact of culturally responsive teaching.

For Year 9 maths I went to a decile 10 school

I was really lost. I was in the middle class, cos they split them up like top, middle and low. The teacher couldn't really pronounce my name properly and that's all they knew, my first name – and that was it! It's harder learning when the teacher doesn't know you. I like it when I know a teacher, when I trust a teacher and I feel comfortable talking to them. But that teacher I just knew nothing about – just knew his name. There was hardly anytime the teacher came across [the classroom to help me] because there were so many kids in the class. By the time he got to me, pretty much the class would be over.

[In terms of speaking te reo] the teacher just used little words like kia ora. The teacher wanted me to succeed but I don't know about expected me to succeed. It was all serious, just about work, study. It wasn't fun at all. I felt sad, annoyed and dumb. I just didn't want to be there, just wanted to leave. Usually we were in seating arrangements. I didn't really know anyone, pretty much for the whole year. It was more like individual work pretty much. You got given a task and you had to finish it, get it done – next task. Most of the time I'd just sit there and be confused, sit there and do nothing. There was nothing ever to do with Māori.

For Year 11 maths, I went to a kura kaupapa

There was this book 'Tihei Pāngarau' - it's written in Māori so I understood it better. They also teach you in English and Māori. If I got stuck on the Māori word, I could go to the English one.

[The teacher] she knows my family, she knows what type of person I am. There's a lot of humour, sometimes more humour than work. Like its interesting and you just want to stay there - you're having fun in class.

This year we did MCAT which I passed, and I was really surprised but in the test they gave us a Māori side and an English side. That really helped us a lot. We also had a lot of tutorials,

teachers come in and show us a few things, that was really good. After school on a Monday with one of the past students, she helped us and she was really good at maths. She knows both Māori and English so could help us out. Not everyone passed MCAT – about half the class.

When I walk into exams I don't feel confident but when we get the exam results, half the time we actually pass.

We all sit together pretty much – we ask a lot of questions to the teacher and each other. If you're stuck, you just ask the person next to you. She always says in class that everyone can pass this.



THE IMPLICATIONS OF THE EDUCATION AND TRAINING ACT 2020

For boards of trustees and principals, the Education and Training Act 2020 has implications in terms of streaming. The Act requires that boards 'take all reasonable steps to eliminate racism' and achieve 'equitable outcomes for Māori students.'

The Education and Training Act 2020 rightly sets a high bar for schools. Every school is expected to be emotionally safe and inclusive, free from racism, stigma, and discrimination. We welcome these expectations, which are causing schools to examine their practices. Streaming is an anachronism that sifts and sorts young people by perceived ability. Education should hold the highest aspiration for all young people and, above all, help them understand that anything is possible. I am proud that educators are increasingly calling out the damage that streaming has wrought and are moving quickly to support approaches that nurture the potential and efficacy of every young person in Aotearoa, New Zealand.

Perry Rush, President, New Zealand Principals' Federation

STREAMING ON THE GLOBAL LANDSCAPE

Streaming is not unique to New Zealand, it is also common practice in countries such as the United Kingdom, Netherlands and the United States. It is particularly well researched in America where they use the term 'tracking' instead of 'streaming'. While many of the issues are very similar to those experienced in New Zealand schools, a major concern is segregation. The 1954 Brown vs Board of Education case ended segregation between schools and since that decision, tracking has become more common and has been used as a mechanism to resegregate schools with black and white students separated within the same building. Michelson (2002) argued that tracking has been 'used as a tool to maintain white privilege by placing African-American students in lower academic tracks.'

Canada is another country with a history of streaming. In 2020, however, Ontario became the final province to end the Canadian practice of separating students into a hands-on applied stream or an academic stream – a practice their Education Minister acknowledged was 'racist, discriminatory'. 'While this is a big and brave step in the right direction, ending streaming is only the first step to dismantling systemic racism in Ontario schools'. (Professor Carl James)

THE CALL TO ACTION

We want all rangatahi to be inspired by their futures. We want them to be thriving in their education, confident in their culture and determining their own path. Streaming is a barrier to this vision, and it needs to end. This is about us as a nation and what we value. It is about being fair.

Our approach to change needs to be collaborative – bringing together the many stakeholders - and it will take time. Many Crown agencies, organisations and individuals have played a role in embedding and sustaining streaming and so must shoulder a respective share of the responsibility for change. It needs to be well researched, well planned and well resourced.

Tokona Te Raki is uniquely positioned to champion this important kaupapa. However, we cannot do it alone and to be successful, we need the support and action of all those who strive for a better future for our rangatahi. This is our invitation to you, to come on board the waka and embark on this journey with us.

EKEA TE WAKA. HOEA!

Whānau can:

- call out racist/biased/discriminatory behaviours
- ask your local schools and ECEs if they stream or ability group.

Educators can:

- stop streaming by choosing to adopt a better way where the focus is on scaffolding students to greater achievement
- choose to lead by example.

Government can:

- design policy that advocates for the removal of streaming practices from the education system
- prioritise the issue at the highest level.

Iwi can :

- advocate for the rights of rangatahi to a fair and equitable education that empowers them to realise their potential.

Ehara taku toa i te toa takitahi, engari he toa takitini e!
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Inglewood High School

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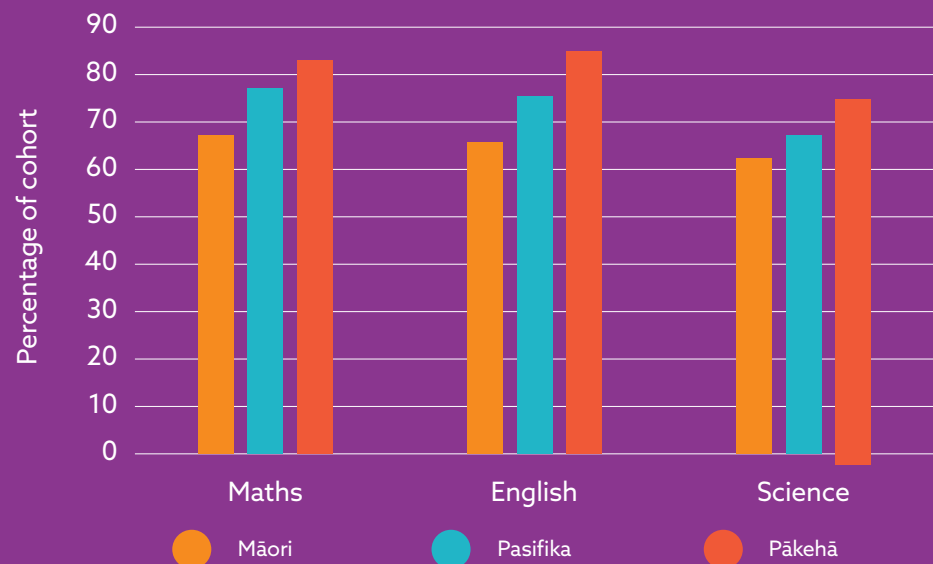
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Appendices

Year 11 students engaged in full NCEA Level 1 courses - 2019



Full course defined as being entered for 14 or more credits from standards in the subject.

Source: New Zealand Qualifications Authority

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