

DE-STREAMING

RESOURCE: DIALOGUE TO EXPLORE BIASES AND ASSUMPTIONS

Ko te ahurei o te tamariki

arahia ō tātou māhi

Let the uniqueness of the child guide our mahi

Purpose - *Why you might use this resource*

To

- explore articles about destreaming and streaming
- consider the biases within and that I bring
- identify and test the assumptions and beliefs within and that I hold around these readings

Audience

Other PLD facilitators, teachers, leaders

Key Points

“If you take away the ceiling then students perform to their potential.” (Grant Congdon)

“Streaming contributes to inequitable outcomes, especially for Māori learners, Pacific learners, and learners with disabilities and or learning support needs who are disproportionately placed in lower streams.” (Andrea Schollmann)

[Horowhenua College's bold step to remove streaming pays off | Stuff.co.nz](https://www.stuff.co.nz/education/414141414)

“A lot of people are aware of their biases, but they don't realize the impact of them. So you have to be aware of the impact, then you can disrupt it. And what I mean by ‘disrupting’ is doing things consciously to make sure that even if you



have that bias, it is not impacting people in a negative way.” (Kelly Charles-Collins)

[\(65\) How to Identify and Tackle Your Unconscious Biases | LinkedIn](#)

“We're all unique, and I think that's what brings diversity, that's what brings unique ideas,” Freeman said. “But we have to be open and receptive to learning about different people.” (Misty D. Freeman)

[\(65\) How to Identify and Tackle Your Unconscious Biases | LinkedIn](#)

“We all have beliefs and biases that are based on ‘mental models’ which is how we see the world. Mental models are built throughout our lives and are influenced by our upbringing, experience and relationships with others. Our mental models pre-dispose us to making assumptions based on our beliefs.” (Peter Senge)

[Flow Coaching Academy](#)

Link(s) to key documents

1. How to test assumptions using the Ladder of Inference [Flow Coaching Academy](#)
2. With the grain...[Horowhenua College's bold step to remove streaming pays off | Stuff.co.nz](#)
3. With the grain... [Christchurch Girls' High School | Te Kura O Hine Waiora - De-streaming - Grow Waitaha](#)
4. [Study: School streaming destroys kids' self-belief | Stuff.co.nz](#)
5. [PPTA Paper Recommending Streaming Should End by 2030 | PDF \(scribd.com\)](#)
6. Against the grain... [Streaming in Schools: The Benefits of Grouping Students by Ability - WeHaveKids](#)
7. Against the grain... [Advantages Of Streaming In Schools - The Edvocate \(theadadvocate.org\)](#)
8. Appendix 1 - 'Equity Pause' questions

Suggestions for Use (Ideas for facilitators about how this resource could be used/ Examples of activities/Important questions to consider)

- Provocation: does streaming respond to the uniqueness of the child or the needs of adults and systems?
- Read the article about how to test assumptions using the ladder of inference
- Read 2x de-streaming and 2x streaming articles
- Individually write down your answers to the following important questions for each article

Important questions to think about and draw answers for, from each reading

1. Note the position of power in each article.
 2. Who benefits in each article?
 3. Whose voice is not present in each article?
 4. What assumptions exist in each article?
 5. What biases do you recognise that have been surfaced and disrupted versus not surfaced?
 6. What biases do I have, that were surfaced while reading these? How aware am I of the impact they have on others? Hurt? Influence (positive/negative)?
- As a group share your thinking and discuss commonality and difference using a strategy that enables safe sharing of thinking - Example Final Word Protocol
[Final Word – School Reform Initiative](#)
 - Scaffold dialogue with
 - State your ideas
 - Explain your reasoning
 - Test your thinking: Invite others to critique, seek clarification
 - Seek diverse perspectives
 - Use feedback to learn

Equity - Pause...

questions to prompt the questions we aren't asking ourselves yet

Awareness: What would we like to say that hasn't been said? Why is it important?

Inclusion: Who are we not hearing from? Why?

Relationships: Is this conversation/action/project moving towards relationship? How do we know?

Acknowledgments: Are we acknowledging the history? What and who would you like to acknowledge and celebrate? Why is this important?

Process & Practice: Are we on the right track? Do we need to update our practices and processes? What might this include? How do we know?

Goals: Are we moving towards more and/or improved equity and inclusion practices? How do we know?

Implicit Biases: Where are our blind spots and biases? How do we know?

End of academic streaming in sight

Annual Conference decided to advocate for the abolition of streaming in secondary schools by the end of 2030

When Daniel Hāpuka's son was in his last year of high school in 2015, he was told he was not a suitable candidate for NCEA Level 3 Maths and Science, despite having passed Levels 1 and 2.

"My wife and I kept fighting for this young Māori lad who was ours and we ended up sending him to another school – and he passed. Then he got his Geography and Geology degree within the three year time span and is now a geotech engineer making more than his mum and dad at the age of 25."

Daniel, an HOD Reo Māori and member of PPTA Te Wehengarua Te Huarahi Māori Motuhake, spoke at Annual Conference about the effects of streaming on three generations of his whānau.

"My father was born in 1944. He went to two high schools and the teachers and the schools were so fiercely opposed to Māori doing academic subjects from fifth form (Year II) onwards that Dad was actually required to leave because he didn't want to do any of the things that were offered. He was forced to go out and look for a job and employers expected School Certificate as a baseline so he went into forestry for a little bit and then he went into the army.

"When I started high school in 1990 I was part of the first bilingual unit ever to be established in the South Island with Tihi Puanaki and Willie Puanaki and we had amazing teachers. But if we got marks that were too high we would get questioned. In Year 10 we did PATs reading comprehension and I got the second highest mark across the Year 10 cohort and I got asked by my teacher whether I'd seen the forms beforehand and I said no. Of course he believed me and he backed me but the next day I ended up in the principal's office – because a kid learning Te Reo Māori in the immersion unit from Aranui with a single mother who's Māori shouldn't be getting these marks. He didn't believe me. I got so upset I had to go home.

"This is three generations of what it's like to be Māori within a system of systemic



racism. And I don't want it happening for a fourth generation – I don't want to look at my grandchildren and say, 'no moko you're not dumb, we just have to fight for you!'"

The historic and present harm caused to rangatahi Māori through the practice of streaming was formally acknowledged by PPTA Te Wehengarua Annual Conference. Conference decided to advocate for the removal of streaming in New Zealand secondary schools by 2030 and advocate for increased resourcing to enable schools to do this.

PPTA will work with Tokona Te Raki, the Ministry of Education and other organisations who are undertaking the mahi to destream Aotearoa New Zealand schools.

Daniel says the move away from streaming will require a significant education process for both parents and teachers. "No-one knows what an unstreamed system looks like. However, differentiated teaching in an unstreamed classroom is probably better than boring,

run of the mill, open your book, open your computer, type it out because it's at a higher level kind of thing. Proper interactive teaching for students works much much better than a copy and paste exercise.

"We should mimic society and let rangatahi actually choose what they want to do in terms of options and the way they prefer learning rather than getting stuck in this little box that they're expected to stay in."

