

DE-STREAMING RESOURCE:

NZQA STEM SYMPOSIUM

Kia manawaroa

Call to action, to remain strong in the face of adversity

Purpose *(Why you might use this resource)*

The purpose of this resource is to support facilitators and teachers raising the questions around how streaming and fixed ability grouping impacts on student achievement.

Audience

Facilitators and school leaders

Key Points

Some of the most frequently raised actions **to support Māori and Pacific student success in STEM** at the conclusion of the symposium included:

- Focusing on reducing or eliminating streaming
- Holding discussions with colleagues and/or Senior Leadership Teams to encourage change
- Building stronger relationships with Māori and Pacific students
- Setting and expressing higher expectations for Māori and Pacific student success
- Embracing disaggregated data to understand what's happening to Māori and Pacific students as they progress, and using this to inform actions/planning/programming
- Focusing on STEM and STEM careers to be sure programmes of learning align with expressed student career outcomes/preferences
- Making learning more relevant and developing resources that better engage Māori and Pacific students with STEM learning
- Improving the support structures available to students


Link(s) to key documents

[Equity in STEM Symposium » NZQA.](#)

A range of Video and symposium commentary materials

Suggestions for Use

1. Discuss - What is unconscious bias?

 [Understanding unconscious bias | The Royal Society](#)

Unconscious biases are **social stereotypes about certain groups of people that individuals form outside their own conscious awareness**. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing.

2. Video case study: A school perspective - Bayfield High School Achieving Equity



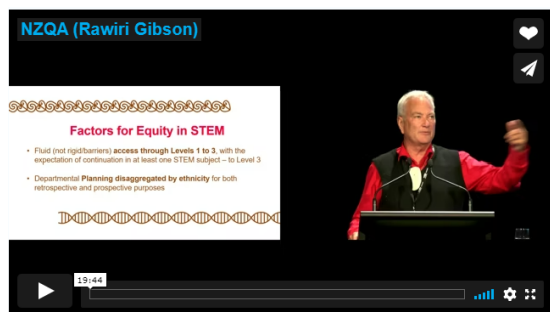
[Bayfield High School \(Mark Jones\) on Vimeo](#)

Principal Mark Jones and his staff discuss enabling pathways.

Watch this section of the video clip 00-1'.35" Unconscious bias and discuss the following:

- How do you currently decide on student placements in classes and courses?
- What data sources do you draw upon to make these decisions?
- Describe the assumptions made about student capability when making these decisions.
- Is there an element of unconscious bias in the actions you have undertaken in your system? If so how might you address this going forward?

3. A call to action: Rawiri Gibson



From this clip:

- What are the key drivers for change?
- How do you personally and institutionally demonstrate you value the culture of your Māori and Pasifika students?
- What key messages will you share and apply in your own setting?

Conclusion: Kia manawaroa

'Kia manawaroa' is a common phrase in te reo Māori – a call to action, to remain strong in the face of adversity.

1. What will you do now? With your team develop a short, medium and long term plan outlining how you will address equity issues for your students

Action	Who will be involved?	Desired outcomes
eg Review timetabling/ grouping policies and practices	SLT and leadership team leaders, timetable team	Policies and practices that will support equity of access to the curriculum for all, students