

# DE-STREAMING

## RESOURCE: HIGH EXPECTATION TEACHING

Ko tōu reo, Kō tōku reo, Te tuakiri tangata,  
Tīhei uriuri, Tīhei nakonako  
Your voice, my voice, It is an expression of identity.  
Behold, the message and the messenger

### **Purpose** *(Why you might use this resource)*

To

- Facilitate discussion about the effect of teacher expectation on student performance and learning
- Support teachers with high expectation teaching to cater for all students in their classrooms and have high expectations of all

In order to ensure we can reduce disparity, is to begin the process of de-streaming. This will mean teachers having the support and ability to cater for all students in their classrooms and have high expectations of all.

*“The existence of a teacher expectation for a particular student’s performance increases the probability that the students performance will move in the direction expected and not in the opposite direction (Brophy, 1983 p 633).*

### **Audience** *(Could be one intended, or several)*

Classroom teachers

PLD facilitators

SLT

## Link(s) to key documents

1. [High Expectation Teaching infographic - THE EDUCATION HUB](#)
2. <https://www.youtube.com/watch?v=B8SeUlbwNy8>
3. [Practical strategies for high expectation teaching - THE EDUCATION HUB](#)
4. [High expectations self assessment checklist - THE EDUCATION HUB](#)
5. [Time to raise the gaze - Te Rūnanga o Ngāi Tahu](#)

## Suggestions for Use

### Potential activity - High expectation teaching

#### Objectives:

- Discuss what impact deficit theorising might have on Maori learners
- Identify what high expectation teaching is
- Explore and discuss how high expectation teaching could be promoted in schools

#### Provocation: Read the quote from Bishop et al , 2003 and discuss using the questions below;

*“Deficit theorising is the major impediment to Māori students educational achievement for it results in teachers having low expectations of Māori students and reduced feelings of agency which in turn creates a downward, spiralling, self fulfilling, prophecy of Māori student achievement and failure (Bishop, Berrymand, Tiakiwai and Richardson, 2003)*

1. Do you agree/disagree with this quote? Why?
2. How does this relate to your own experiences?

In small groups, watch the youtube clip [High Expectation Teaching](#) and then examine the infographic from the Education Hub website on ‘high expectation teaching’ and discuss the following questions.

1. What do you like about the infographic?
2. What do you think is missing from the infographic?

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3. How could an infographic like this be used to promote High expectation teaching in your setting? How could you adapt it?
  4. How could you make a similar infographic, but designed for students and to place in classrooms, about what a high expectation classroom looks like?
  5. Complete the [High expectations self assessment checklist](#). This can be used to evaluate where you are with your practice and could be a good conversation starter.

## Potential activity - Reading activity

### Objectives:

- Compare views, experiences and issues with streaming, destreaming and high expectation teaching
- Raise questions for further exploration

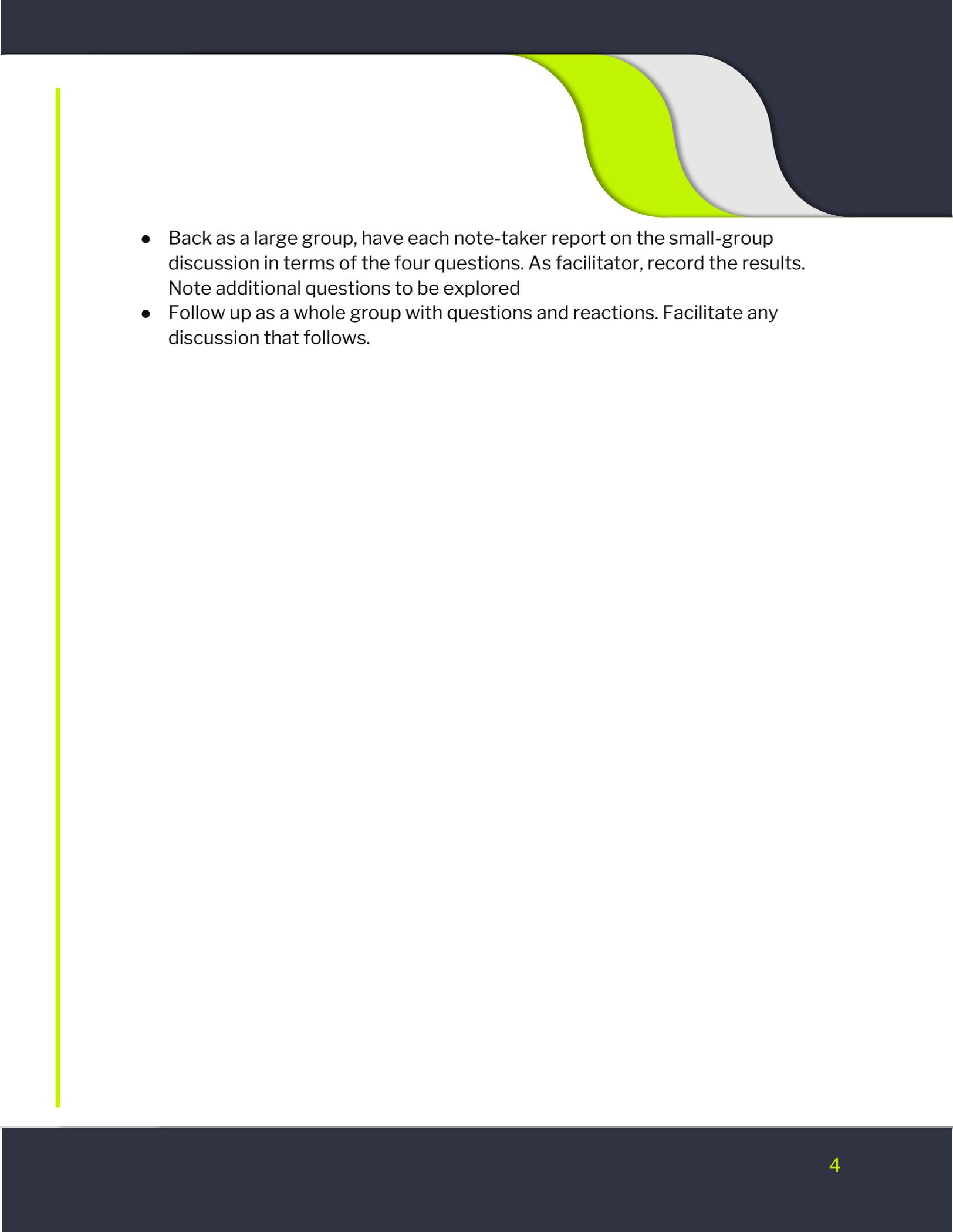
### 1. Give individual reading time to read the following article

[https://ngaitahu.iwi.nz/our\\_stories/time-to-raise-the-gaze-tk85/](https://ngaitahu.iwi.nz/our_stories/time-to-raise-the-gaze-tk85/)

- o As you read make a note of which issues in the article pertaining to your own context, setting and situation.

### 2. Post reading discussion

- Share back issues addressed that relate to you. List them on a whiteboard/paper/digital device.
- As a group choose the four most important issues.
- Divide into four groups by issue. In each group, choose a note-taker who will report back to the whole group. Each group can then discuss their issue in terms of four questions:
  1. What does the reading have to say on the issue?
  2. Do you agree with the reading? What is your evidence in support of your opinion?
  3. How have you dealt with this issue in your setting?
  4. Are there any additional issues related to this topic that the whole group should explore?

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- Back as a large group, have each note-taker report on the small-group discussion in terms of the four questions. As facilitator, record the results. Note additional questions to be explored
  - Follow up as a whole group with questions and reactions. Facilitate any discussion that follows.