



DE-STREAMING RESOURCE

Useful readings

He aha te kai a te rangatira?

He kōrero, he kōrero, he kōrero.

What is the food of the leader? It is knowledge, it is communication.

Structural change is needed to change thinking about streaming to encourage schools to move to ending streaming. Having positive examples of different ways of learning will help. Note that high achievers also benefit from mixed ability groupings.

The following is a list of useful readings about destreaming.

Title	Author	Date	Weblink	Brief description
Kōkirihiā The plan for removing streaming from	Tokana Te Raki - Māori Futures Collective	Dec 2022	Kokirihiā.pdf	In early 2021, representatives from the Ministry of Education and the Mātauranga Iwi Leaders Group came to Tokona te Raki with a tono – to bring together the education leaders across the sector and

our schools				design the action plan to drive the desired outcome – ending streaming in Aotearoa. The plan which includes the whakapapa of streaming is designed to grow awareness of the issue, showcase alternatives, and outline the actions the key agencies have committed to, to ensure the end goal of removing streaming from schools is achieved by 2030. It was launched in March 2023.
Nau Mai Te Anamata Tomorrow's skills	Tokana Te Raki - Māori Futures Collective	April 2022	Nau-Mai-Te-Anamata.pdf	Details the negative impact on student well-being, qualifications, careers, incomes and whānau. Streaming is no longer acceptable or morally defensible. Our research shows this does not have to be the way we do things and that there is a better path for us to follow.
He Awa Ara Rau - A journey of many paths	Tokana Te Raki - Māori Futures Collective	2020	He-Awa-Ara-Rau-A-Journey-of-Many-Paths-Nov-2019.pdf (maorifutures.co.nz)	
Putā i Tua	Tokana Te Raki - Māori Futures Collective	2021	Putā i Tua: Regional Skills Strategy	A regional skills strategy designed to address Māori economic vulnerability in the wake of the global COVID-19 pandemic, and pave the way for a better future for Māori living in the Ngāi Tahu takiwā.
He Whakaaro: Does Streaming Work?	MOE	2021	He Whakaaro: Does Streaming Work? (educationcounts.govt.nz)	MOE published information on ending streaming. The MoE does not support <i>fixed</i> ability grouping. This is recommended reading.
Destreaming in Secondary	Grow Waitaha	Dec 7 2022	Part 1 Destreaming in Secondary	Christchurch Girls' High School Te Kura O Hine Waiora share the successes and challenges in the

<p>Schools Aotearoa NZ</p>		<p>Feb 1 2023</p>	<p>Schools Aotearoa NZ - YouTube</p> <p>Part 2 Destreaming in Secondary Schools Aotearoa NZ - YouTube</p>	<p>change process including whānau communication and impacts on teaching practice.</p> <p>Listen to the honest kōrero by Tokona Te Raki http://www.maorifutures.co.nz/ The team share their national blueprint for change linked to ākonga experiences of the impacts of streaming as outlined in their report “Ending Streaming in Aotearoa”.</p>
<p>Time to raise the gaze</p>	<p>Ngāi Tahu Te Karaka - Kaituhi Kim Victoria reports.</p>	<p>2020</p>	<p>Time to raise the gaze - Te Rūnanga o Ngāi Tahu (ngaitahu.iwi.nz)</p>	<p>The practice of sorting students into classes based on their perceived abilities – streaming – has been the status quo in schools throughout Aotearoa for many years. New research reveals that this age-old practice is biased and as a result negatively impacting the educational potential of many of our rangatahi.</p>
<p>Could academic streaming in NZ schools be on the way out? Evidence suggests it should be.</p>	<p>University of Canterbury: Pomeroy et al.</p>	<p>2020</p>	<p>Could academic streaming in New Zealand schools be on the way out? The evidence suggests it should be (theconversation.com)</p>	<p>Māori and Pasifika students are over-represented in low-stream classes and therefore experience the predictable and well-established harmful impacts of streaming.</p>
<p>Streaming in school decides futures at age five</p>	<p>Professor Christine</p>	<p>2021</p>	<p>https://www.newsroom.co.nz/streaming-</p>	<p>As soon as students are put into different ability groups, they are taught different things, making it eventually impossible for the lowest groups to ever catch up. Christine Rubie-Davies questions a system</p>

	Rubie-Davies on The Newsroom		in-schools-decides-futures-at-age-five	that strips young people of motivation and self-belief.
The misallocation of students to academic sets in maths	Connolly, P., Taylor, B., Francis, B., Archer, L., Hodgen, J., Mazenod, A., & Tereshchenko, A. (2019).	2019	The misallocation of students to academic sets in maths: A study of secondary schools in England - Connolly - 2019 - British Educational Research Journal - Wiley Online Library	Based on the counterfactual case whereby students are allocated solely on the basis of their prior attainment, this study has found that significant proportions of students have been misallocated, representing nearly a third (31.2%) of all students. This, in turn, is in line with the findings of previous studies where some teachers have reported that their setting decisions are based on their assessments of the students' 'ability' and wider behaviour and attitudes as well as on their actual prior attainment (Muijs & Dunne, 2010). The present study has not only provided confirmatory evidence of such practices, but also the extent of misallocation.
Attainment Grouping as self-fulfilling prophecy?	Francis, et al. <i>International Journal of Educational Research</i> , 86, 96-108	2017	https://doi.org/10.1016/j.ijer.2017.09.001	A mixed methods exploration of self-confidence and set level among Year 7 students. This paper focuses on the 'internalisation' of a low ability label, how being in a low stream knocks self-confidence, and also that most students in top streams don't see why streaming is a problem.
Lower attaining pupils' contributions to mixed attainment mathematics in primary schools.	Barclay, N. <i>Research in Mathematics Education</i> , 1-18	2021	https://doi.org/10.1080/14794802.2021.1897035	This is a smaller scale qualitative study but makes the point that high achieving students benefit from mixed grouping, and not just because they 'learn by teaching' but because the 'low attaining' tamariki actually have great ideas

Groupwork and 'complex instruction'	Jo Boaler & Megan Staple's research	2008	Creating Mathematical Futures p 628-636	An effort to better the field's understanding of equitable and successful teaching, we conducted a longitudinal study of three high schools.
Collaboration	Jo Boaler et al's research	2022	Education Sciences Studying the Impact of a Short College Intervention (mdpi.com)	Students' prior experiences and misconceptions can then negatively impact their experiences in university STEM courses. A different approach significantly changed students' ideas about mathematics, their own potential, and the value of collaboration. It also allowed students to believe in their own potential and to approach mathematics with a growth mindset, suggesting a role for such interventions in students' mathematics pathways.
What does the research say about the impact of streaming, setting and attainment grouping on students?	Nina Hood - The Education Hub	2020	What does the research say about the impact of streaming, setting and attainment grouping on students? - THE EDUCATION HUB	Overall, the evidence demonstrates that streaming or setting has little if any overall benefit in terms of student academic outcomes. Digging a bit deeper, the research suggests that while there may be small achievement gains for higher attaining students, the impact on students in lower attaining groups is negative.
Educational Equity in New Zealand: Successes, Challenges and opportunities	Bolton, S.	2017	https://www.fulbright.org.nz/wp-content/uploads/2017/08/BOLTON-Educational-Equity-in-New-Zealand-Successes-Challenges-and-Opportunities.pdf	Nelson Mandela said that 'education is the most powerful weapon we can use to change the world.' That power is greatest when all children and young people, no matter their ethnicity, where they live or how much money their parents make, have access to a high-quality education that meets their unique needs. Importantly for New Zealand, decreased educational inequity would also mean progress towards more fully realising the promise of the Treaty of Waitangi.

<p>Equity, excellence, respect and success through mixed ability groups</p>	<p>Hunter, J., Hunter, R., Anthony, G.</p>	<p>2019</p>	<p>https://www.educationcounts.govt.nz/topics/BES/accessible-ambitious-mathematics-ratios,-decimals,-fractions-and-time-for-taovala-learning-from-pacific-expertise-in-education/the-children-explain</p>	<p>Summary of the findings. Several OECD reports have raised concerns about the prevalence of ability grouping in New Zealand education and the cost of this stratification strategy to children's identity, opportunity to learn and respect for each other. Decreased educational inequity would also mean progress towards more fully realising the promise of the Treaty of Waitangi.</p>
<p>School streaming destroys kids self-belief</p>	<p>Ben Leonard - Newsroom</p>	<p>2021</p>	<p>Study: School streaming destroys kids' self-belief</p>	<p>This report from Ngāi Tahu-led education research group Tokona Te Raki suggests that streaming gives an unfair advantage to some students, leading to significant inequities later in life. It looks at the experience of four high schools that have ended academic streaming in mathematics; Horowhenua College, Wellington High School, Hastings Girls High School, and Inglewood High School in Taranaki.</p>
<p>School streaming is a fast track to no-where</p>	<p>Dave Armstrong - Stuff</p>	<p>2021</p>	<p>https://www.stuff.co.nz/national/education/124882131/school-streaming-a-fast-track-to-nowhere</p>	<p>This opinion piece is hard-hitting and is a commentary on the book Streaming in Aotearoa.</p>
<p>To Stream or not to Stream</p>	<p>Education Gazette</p>	<p>2021</p>	<p>https://gazette.education.govt.nz/articles/to-stream-or-not-to-stream/</p>	<p>The March Education Gazette has a school case study linking to te Tiriti</p>

Destreaming	Grow Waitaha	2022	Christchurch Girls' High School Te Kura O Hine Waiora - De-streaming - Grow Waitaha	The school stance of de-streaming combined the 'push' of deficit positioning and 'pull' of giving expression to their values.
Horowhenua's bold step to remove streaming pays off	George Heagney - Stuff	2021	Horowhenua College's bold step to remove streaming pays off Stuff.co.nz	The removal of streaming at a Horowhenua high school has stopped students thinking they can't excel at maths and is encouraging success at higher levels.
A Policy to end streaming in Aotearoa	PPTA Conference	2022	PPTA Paper Recommending Streaming Should End by 2030 PDF (scribd.com)	<p>The majority of member feedback has been markedly in favour of destreaming, with a handful who believe that there is a place for streaming based on ability, and being able to focus learning in a way that matches the needs of the students. There is no question that the teachers spoken to have been professional and wanting the best for their students, based on their experiences and teaching preferences.</p> <p>The majority of teachers reported streaming happening in their schools in some form or another. This was mostly seen in banding across the cohort, with one or two 'low-achieving' classes, one or two 'high-achieving' classes and then a mix of the remaining students that was largely timetable driven.</p> <p>Other examples that are not always thought of as 'streaming' are the use of pre-requisites to enter (usually) senior secondary classes, and this is perhaps the easiest 'first step' to move towards more equitable outcomes for our rangatahi. This was most</p>

				<p>prevalent in language, science and mathematics courses.</p> <p>Fears were expressed that without more targeted teaching, students would not be able to ‘keep up’ with learning that not happened in previous years. This is an area that will require a great deal of thought, and resourcing. Making changes here does not mean students will be placed in classes they have no intention of working in. What it means is that students who have a desire to learn, to achieve, are not prevented from doing so by arbitrary measures.</p>
Ontario to end academic streaming	CBC News article	2021	Ontario to end academic streaming for Grade 9 students starting next school year CBC News	<p>Streaming – in which students must choose to pursue either an "academic" or "applied" track when they begin high school – has been shown to disproportionately affect Black and low-income students when it comes to graduation rates and the chance of going to a post-secondary institution. Many parents and advocates have criticized the practice as discriminatory.</p>
The benefits of grouping students by ability	Joyette Helen Fabien	2011	Streaming in Schools: The Benefits of Grouping Students by Ability - WeHaveKids	<p>Against the grain #1 - A teacher’s beliefs that don’t align with the research.</p> <p>Not all teachers have the innate ability to effectively teach diverse, mixed ability learners, and teachers can learn to do it well. Therefore, supporting teachers to develop their capability to create and teach with flexible groupings is important</p>
Advantages of streaming	Matthew Lynch	2021	Advantages Of Streaming In Schools - The	<p>Against the grain #2 - A teacher’s beliefs that don’t align with the research</p>

			Edvocate (theedadvocate.org)	
What is flexible grouping?	Amanda Morin - Understood	2023	What Is Flexible Grouping? Understood	Flexible grouping is a data-driven teaching practice. With this practice, you put students into <i>temporary</i> groups to work together for only as long as is needed for them to develop an identified skill or to complete a learning activity. The groups can be heterogeneous (made up of varying skill levels) or homogeneous (made up of the same skill level). The groups change often based on the learning objective and students' needs or interests.
How to use flexible grouping	Jessica Hockett, Kristina Doubet - teacherthought	2017	How To Use Flexible Grouping In The Classroom - (teachthought.com)	Flexible grouping organizes students intentionally and fluidly for different learning experiences over a relatively short timeframe (e.g., two weeks). Groupings are well-matched to task purpose and fueled by classroom assessment results and other student characteristics.
Ability grouping, tracking and grouping alternatives	Learning for Justice	2010	Ability grouping, tracking and grouping alternatives - YouTube	This video explores the history, practice, perils and alternatives to grouping students for classroom instruction according to their perceived abilities.
Maths Ability Grouping	Jo Boaler	2014	Maths Ability Grouping: Setting Ability Groups - YouTube	The Dangers of ability grouping in Maths

<p>Flexible grouping: a responsive strategy to meet student needs in real time</p>	<p>National Centre for Learning Disabilities</p>	<p>2021</p>	<p>Flexible Grouping: A Responsive Strategy to Meet Student Needs in Real Time - NCLD</p>	<p>Flexible grouping is a highly effective strategy for creating an inclusive classroom culture that honors learner variability. Use data to put students into small groups for instruction. Your groups should change frequently in response to the lesson outcome and student needs. Students can be grouped at the same skill level or with varying skill levels.</p>
<p>High expectation teaching</p>	<p>Education hub - Dr Nina Hood</p>	<p>2019</p>	<p>How-to-develop-high-expectations-teaching.pdf (theeducationhub.org.nz) & High-expectation teaching - THE EDUCATION HUB</p>	<p>How to engage with diverse learners using high expectations teaching.</p>
<p>Raising the bar with flexible grouping</p>	<p>Christine Rubie-Davies</p>	<p>2017</p>	<p>Raising the bar with flexible grouping / NZC Online blog / Curriculum resources / Kia ora - NZ Curriculum Online (tki.org.nz)</p>	<p>High expectation teachers use flexible forms of grouping instead of grouping students by ability. Sometimes they'll group students socially. Sometimes they will have mixed ability grouping. Sometimes they'll pair students with someone who is not at the same achievement level and sometimes they'll have whole class activities.</p>
<p>Collaborative Learning</p>	<p>Dylan Wiliam</p>	<p>2016</p>	<p>Dylan Wiliam: Collaborative learning - YouTube</p>	<p>Dylan Wiliam's views on the benefits of learners working in group situations and the importance of group goals and individual accountability.</p>

Five Key Strategies of Formative Assessment	Tom Sherrington	2019	Revisiting Dylan William's Five Brilliant Formative Assessment Strategies. - teacherhead	<p>Among the important things every teacher should know, the five strategies should be there, part of the core curriculum for teacher development. Here's how it all connects...</p> <p>Strategy 4 in particular 'Activating students as learning resources for one another' embraces well-designed collaborative learning which is well suited to flexible grouping.</p>
De Streaming in Secondary Schools Aotearoa	Grow Waitaha		Part 1 Destreaming in Secondary Schools Aotearoa NZ - YouTube Part 2 Destreaming in Secondary Schools Aotearoa NZ - YouTube	