

DE-STREAMING

RESOURCE: HE WHAKAARO - ENGAGING TEACHER BELIEFS

I orea te tuatara ka puta ki waho

A problem is solved by continuing to find solutions.

Purpose *(Why you might use this resource)*

Exploring He Whakaaro with a focus on expectations of teachers, learners and peers in order to engage beliefs about learning

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

Facilitators, teachers, leaders

Key Points

- 'Teachers have expectations about what (learners) can do dependent on what group they are in, rather than what they are doing.' Anthony and Hunter (2017) He Whakaaro p. 6
- Learners respond to the expectations – Those in a 'lower' group have less confidence in their academic achievement
- Teacher expectations of learners are linked to their beliefs about the learning process and how knowledge is acquired.

Link(s) to key documents

1. [He Whakaaro: Does streaming work? A review of the evidence | Education Counts](#)

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

1. Focus on this paragraph (page 6)

Teacher expectations of learners are linked to their beliefs about the learning process and how knowledge is acquired. Fixed ability grouping and streaming practices are grounded in an assumption that ability to learn is fixed and can be fairly and accurately measured at a single point in time (Wilkinson & Penney, 2014; Francis et al., 2020). However, research has shown that the most motivated and resilient learners are those who believe the learning process is active and their abilities can be developed through their own effort (have a growth mindset; Hong et al., 1999). Learners who believed their abilities in mathematics could be developed through effort were more likely to score higher in NMSSA than learners who believed their ability to learn was fixed (Educational Assessment Research Unit, 2015 pg. 73).

Key questions: (Work in small groups)

- What are your thoughts and theories about how students learn? How do students learn best?
- What are your thoughts about grouping students?
- How does this impact on what happens in the classroom?
- How do you support all learners to be successful?

2. Focus on this paragraph

Fixed ability grouping can socially ostracise some learners, create the basis for bullying behaviours, and compromise social skills, disrupting the learning community (Hattie et al., 2017). Learners' educational aspirations may be lower, as a result of the stigma created through publicly labelling learners by placing them in ability groups or streams (Hattie, 2009; Ball, 1981). Being wrongly allocated into a low ability group can drive learners who would otherwise perform highly to lose motivation and become disengaged in their learning, due to lack of challenge and low expectations (Reis & McCoach, 2000). Because of the detrimental impact on their aspirations, Ball (1981) found that learners placed in lower ability groups could develop anti-school dispositions and become disengaged from education. Streaming can also have a negative impact on learners placed in high ability groups through high expectations, fast pace of lessons, and pressure to succeed (Boaler & Wiliam, 2001).

Key questions:

- Have you had similar experiences as a learner, or teacher? How should we respond?