

# ENDING STREAMING IN AOTEAROA

The inaugural Ending Streaming Summit, held in Te Whanganui-a-Tara Wellington in June of 2023 can confidently be labelled a success. 122 delegates came together and took a difficult conversation into a more secure place of understanding.

## **Hei Tīmatanga – Beginning Our Journey**

We approached Te Huarahi through Te Kaihautū Māori Miriama Barton who provided us with the te reo names for our planned four-summit structure.

Hei Tīmatanga – Beginning Our Journey will be followed by:

- He waka eke noa - karawhiua! – Setting off on our journey, full of ideas
- Hei tirohanga - kua ea? – Checking in to see where we are
- Ekea te tāpuhipuhi – Reaching our goal

In the planning of the first summit, the ‘why’ was very important, and even though some of the feedback felt that this had already been answered, the organising committee felt it was important that we give the kaupapa secure footing.

Despite a unanimous conference decision to pass the paper *Ending Streaming in Aotearoa*, we know that there were some members who questioned this. We cannot expect that the entire membership can make the pedagogical shift required to teach in a purely ‘destreamed’ way without first providing the support and the time to make that shift. This is why 2030 was chosen as the [first] goal for the mahi; change is difficult, and people need time to adjust.

## **Structure of the Summit**

The pōwhiri set the tone for the two days, with an impressive welcome thanks to the organisation of Whaea Gazala, Matua Anthony, Whaea Miriama, and Te Kāhui Kuratea.







After our welcome and morning tea the delegates gathered in Kauri for the opening speeches and first keynote.

**Acting President Chris Abercrombie and Secondary Principals' Council Chair Kate Gainsford** opened the summit and reiterated the importance of the mahi, underlining the support of both PPTA Te Wehengarua and the Secondary Principals' Council in ensuring we get this right.





## Keynote Speaker

**Karen Littlewood, President Ontario Secondary School Teachers Federation (OSSTF/FEESO)**

### The Ontarian Experience of Destreaming

Ontario is in a considerably different position to Aotearoa New Zealand – they have been going through a “process of implementing destreaming” where the provincial government has brought in the change with very little time and a lack of the necessary resources to ensure it is a successful change.



OSSTF/FEESO had adopted a policy against streaming for much the same reasons we had – education unions’ priorities have ‘evolved to recognise the primacy of equity and inclusion’. It was great to hear directly from a union colleague who was dealing with the implementation of a destreaming program but a little disheartening to hear the similarity of our issues.

Ontario tried destreaming in 1993-94 but there was inadequate support and planning, and poor stakeholder buy-in. In 1995 the progressive conservative government ended destreaming, responding to reaction from the community. A subsequent progressive conservative government introduced destreaming again in 2021 but it is not quite working – “it takes time and you can’t be rushing”.

The hard part was convincing their own membership. Teachers’ reluctance to destream was based on earlier experience and lack of support. Parents remain guarded about how destreaming would affect their own children.

The 2020s was the point where they felt they could have been on the path to real success. But not so. The Government’s lack of transparency and a failure to communicate clearly with parents about destreaming has not been accidental. Once you start talking about it, you have to explain why you’re not funding and supporting it adequately.

Ontario teachers’ advice: You need to demand consultation, demand a regular review of the work you are doing. Demand commitment from the MoE to provide the resources and support you need: PLD, class sizes, time for reflection, investment in education.



## Panel One – Towards Kōkirihiā



Following on from Karen’s keynote, we went into Panel One. Apart from having too small a stage and too many great speakers, it was interesting for the delegates to hear from some of the groups who had been involved in the development of Kōkirihiā. We also felt it was important to acknowledge the incredible work that has gone into the development of this publication.



The members of the design team present were:

- Grant Congdon (Principal)
- Richard Crawford (Principal)
- Dr Pam O’Connell (CORE Education Tātai Aho Rau)
- Dr David Pomeroy (University of Canterbury)
- Tainui Pompey (Tokona te Raki)
- Piripi Prendergast (Tokona te Raki)
- Professor Christine Rubie-Davies (University of Auckland)
- Misbah Sadat (Deputy Principal)
- Dr Shannon Walsh (NZEI)

It was clear to the delegates that the design team were a group of people who were committed to the mahi and had contributed an impressive amount of expertise to the development of Kōkirihiā.



## Workshop One – Tahī *Preparing the Soil*



Many of the delegates have expressed their enjoyment of the workshops and feedback suggested that they would like more time to work alongside peers and colleagues. The workshops were planned to provide an example of how you might roll out a similar course of professional development for teachers in a school that was looking to destream.

We organised the summit delegates into three clusters, using coloured stickers on their nametags. This allowed for a balance of participants and for groups to actually get to know each other.

Workshop One began with a presentation from David Pomeroy from University of Canterbury and Dr Shannon Walsh from NZEI, reporting on some of the findings of the survey that had been conducted in 2022.



We then moved into whakawhanaungatanga. In the pre-summit email, we informed participants that they would be expected to introduce themselves with a pepeha, this worked well to prepare delegates. Following this, there was a warmup activity where people placed themselves on a continuum line according to their beliefs.



Questions were on a range of topics such as 'It is important that my ākongā like me' to 'I feel confident that I could teach in a destreamed school next year'. This activity provided for conversation and for those ideas to be brought into the workshop.

In this first workshop, we were looking for a definition of streaming according to participants. Discussion was held around what that looked like.

The sessions were then planned for participants to look at NELPS and the PPTA Te Wehengarua policy. Unfortunately, most of the groups ran out of time and we did not get to cover these.

Like many new teachers, we tried to pack too much in. It was noted in some of the feedback that it seemed like we were still trying to determine the 'why' when they felt that the summit delegates were already there. This might be true for some but feedback from other delegates was that they now felt better able to have wider conversations with colleagues – armed with a more secure understanding of streaming. We also knew that there were some delegates who were *not* already convinced.

**Keynote Speaker – Welby Ings, Professor of Design at AUT**

**The flotsam of streaming: Forms of intelligence that pay the price**

Welby has spoken at a few PPTA Te Wehengarua events over the years and is always well received by delegates. As always, his presentation was a challenge to educators to recognise the diversity of the learners in our classrooms and schools.

When we stream students based on ‘logical reasoning and ‘linear verbal literacy’ we fail to see those students in our classrooms with different ways of thinking, working and being.

Welby challenged us to look beyond our obsession with assessment and think about how we can better serve our ākonga and society as a whole.

Welby spoke about being put in the rhinoceros group at primary school. At age 12 the ‘rhino kids’ were still playing with cuisenaire rods, they were the schoolground monitors, they were the servants; so hungry to be told they were good.

Young Welby’s school reports said “tries hard and is nice” but no-one talked about his intelligence. The rhino kids eventually become a problem. They either become invisible or naughty.

Welby went on to share that if you are the kid in the rhinoceros group you come to think that what happens at school is where you learn, but that’s not true. A large proportion of learning that any child does, on any given day, is not in a classroom. “Before I started school I had learned how to imagine and I had social skills. Most of our reading skills are developed outside school, we learn how to read diagrams, being able to strategically estimate things. There are rich environments outside school that we are also learning in and they are not streamed”.

*The tyranny of the linear permeates our education system.* Indeed, Welby noted that “everyone is at this destreaming summit because you are running against the grain. We are a better nation because of you.”





**Guest Speaker – Professor Christine Rubie-Davies, University of Auckland MNZM, PhD**

**Raising Expectations for All Tamariki**



Having been very involved as a member of the design team that worked towards the publication of Kōkirihiā, Christine was a natural fit to have as a speaker at the summit.

Christine discussed how teachers will create different kinds of opportunities to learn depending on what they believe about the students in front of them. This is taking place not just within a class's instructional environment but also within its socio-emotional environment.

Prior achievement information has the biggest effect on teachers' expectations. When teachers have low expectations of kids it results in a reduced opportunity to learn. Students in lower streams have much less positive interactions with their teachers. They have more quantity of teachers' time but far less quality time. Low expectations are reflected in the kinds of tasks students are given.

High expectations increase quality of learning support even in simple things like wait time when kids are answering questions. Teachers don't want to embarrass kids who seem to be struggling with the answers so they move on quickly. High achievers get more cognitive processing time every day.

Having an awareness of our subconscious bias and actively working to prevent this having a negative impact on our students is important if we are to make the changes we need to make.



**Workshop Two – Using the PPTA Te Wehengarua Change Management Toolkit to plan for effective educational change.**

Starting off together in the main room, James Morris presented on the use of the PPTA Te Wehengarua Change Management Toolkit to plan for effective educational change. Workshop two focused on this best practice model for change management in our sector.

As the three groups had diverged a little, session two was slightly different depending on which group the delegates were in and how much of workshop one had been worked through.

The intention of Workshop Two was to work through a template and discuss the use of the toolkit.



As we often find in the classroom, sometimes the most useful and meaningful discussion is that which occurs spontaneously. Discussion was also carried on from day one, further developing the ideas that had been teased out in the first sessions.

Many of the delegates said that they found this extremely useful. There was some discussion about the need to have Māori models of leadership in the toolkit and this has been conveyed to the committee responsible for the updating of the toolkit.





**Keynote Speaker – Professor Mere Berryman ONZM, PHD University of Waikato School of Education**

**Ngāi Tūhoe, Ngāti Awa, Ngāti Whare**

**Understanding Entrenched Historical Narratives that Continue to Perpetuate Disparity through Racialised Structures in our Education System**

*Titiro whakamuri, kia haere whakamua. I walk backwards in to the future with my eyes fixed on the past.*



Any teacher in Aotearoa New Zealand knows the work of Mere Berryman, and it was a privilege to have her speak at the summit. Mere was aware of the work being promoted and achieved by Tokona te Raki and she was equally enthusiastic about her involvement in our mahi.

Mere stated that ‘for the acknowledgement of streaming and the movement to end streaming, it is a miracle’. Streaming has had such a profound impact on so many, it has steered and (mis-)directed people’s lives for so long, that it is a miracle that we are seeking to end this practice.

If we don’t understand and acknowledge the racism and marginalisation of the education system in the past, how can we progress and change going into the future? A reminder too, that relationships are not *just* in the classroom – but those relationships that you have with your ākonga inform how you (and they) participate in the classroom. Students are more than how they present to you. What you might see are words, tone, and body language; what is under the surface are beliefs, values, biases, prejudices, experiences, fears, dreams, and feelings.

With a startling presentation of statistics that clearly show the educational disparities for Māori ākonga, as well as her own personal story, Mere’s presentation was not a revelation to most of us in the room, but it did underline our reasons for being there and galvanised the resolve we had for the work we are doing.

Māori make up about 17.1% of the national population (2021) but in schooling they make up 25.02% with only 3% in Māori medium (Kura, Level 1 and 2). Unfortunately, according to Education Counts, 5.1% of Māori students are stood down or suspended from schooling before their sixteenth birthday. A further 0.5% of Māori are excluded or expelled and a shocking 70% of learners in Alternative Education identify as Māori. Mere labelled this a serious indictment of our system and not many could or would disagree. This continues to position Māori at the bottom in terms of achievement and participation in the state education system.

Mere also acknowledged that, while PPTA Te Wehengarua as an association is supporting this kaupapa, it is a very different reality for our teachers in their classrooms and schools. We must support staff not to be overwhelmed with the sheer amount of change – we must balance the wellbeing of staff with the need for change.

The power of the state has been instrumental in ensuring that the education system has never worked *for* Māori. From Native Schools right through to the current situation – with the ‘factory model’ of education creating a massive disservice to our youth.

With major changes coming into the system, as a way of starting to right the historical wrongs, our educational professionals need to be prepared for these new priorities.



## Panel Two – Leading Change



We were fortunate to have such a good range of leaders to share their thoughts on the issue of leadership within schools.

The members of the ‘leading change’ panel were:

- Kathleen Kaveney, Chair
- Grant Congdon, Principal Horowhenua College
- Misbah Sadat, Deputy Principal Onslow College
- Richard Crawford, Principal Fairfield College
- Kate Gainsford, Principal Aotea College, SPC Chair
- Alice Cade, Deputy Principal Tauranga Girls’ College



The panel spoke about needing to be courageous in decision making, about bringing your teachers along with you – and that required time and learning. If you do not prepare the soil, you will lose otherwise good staff (and possibly students) who will flee in a state of fear. Change needs to be transparent and gradual.

### **Workshop Three – *Laying the Foundations***



Intended to follow on from the panel ‘Leading Change’, this workshop was designed to enable facilitated discussion around the next steps for summit delegates.

The guiding questions were:

- Where to now? How to begin?
- Developing personal and school-wide commitments to ending streaming (building on workshop two).
- Examples of change practice – how different schools have approached streaming.

Delegates looked at how the summit might change their own personal practice and what approach they might take with their schools and their communities following the summit.

Some delegates spoke about how their eyes had been opened to the concept of ‘sneaky streaming’ through practice such as pre-requisites and entrance testing. Definitions of what streaming ‘is’ had been broadened.

In terms of who will be driving the destreaming mahi in schools, questions were raised about how you can go about creating change if it is not being led by the principal or SLT.

Some principals in the sessions felt that it was both appropriate and possible for kaiako to drive change – especially at a branch level or if there were a group of teachers who were committed to the mahi.

At the board level, while the boards might not go looking for this work – it would not be a hard decision for a board to make if the principal leads them to it.

Questions were raised about the next summit and who might attend. Would it be the same delegates or new teachers on that journey towards destreaming. The answer is ‘both’ though we need to ensure that many of those who attended Hei Timatanga will return – allowing for the tuakana-teina model to be engaged.



More than one group raised the possibility of PPTA Te Wehengarua creating a PLD programme for destreaming that could be rolled out to willing schools. The complexity of the mahi was also acknowledged and an awareness that we (as a collective of attendees at the summit) are ahead of many of our colleagues. Professional learning was a common idea raised by all the groups – how do we upskill our teachers amid all the other changes happening in the sector?

Student voice was also a common thread – in the beginning/planning phase, we should be speaking with ākonga and listening to what they have to say. Another idea that was raised was a cross-union and MOE task force to implement and communicate the actions required by schools to meet that 2030 target.

### **Pulling the Threads together**

This final session allowed for the delegates to share what they had learned and what it meant to their practice. Similar to workshop three, thoughts turned to what the next summit might be like as well as how much delegates' understanding of 'what streaming is' had changed over the two days.

One of the goals of the summit was to create a group of 'destreaming champions' who would go back into their communities and continue the conversation around destreaming and other equity issues in education.

It was clear from this session that we had succeeded in planting those seeds.





## Next Steps

The organising committee will be coming together in August to debrief and begin to develop a one-day wānanga for regional delivery as a follow-up to the summit. One will be delivered as a trial using funding already tagged to the destreaming mahi in 2023.

At the time of writing this report an HX is due to be presented to the PPTA Te Wehengarua national executive seeking funding for the delivery of ongoing wānanga.



These wānanga will be a condensed version of the summit, perhaps with the ability for schools to send a group who can work together on the day and then take that knowledge back to their schools. Regional organising and delivery teams will be brought together, with our summit organising team being involved in their regions.

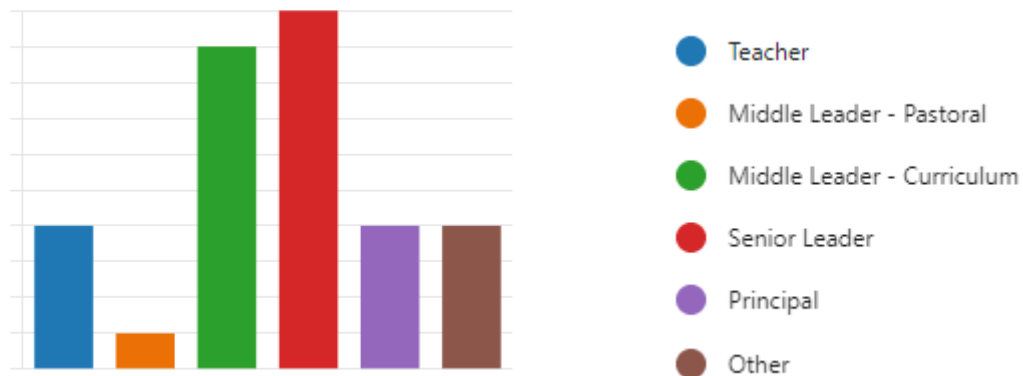
PPTA Te Wehengarua also continues to be involved with the work being done by Tokona te Raki and has committed to the implementation phase of Kōkirihiā along with many other sector groups.



## Post-Summit Survey Results

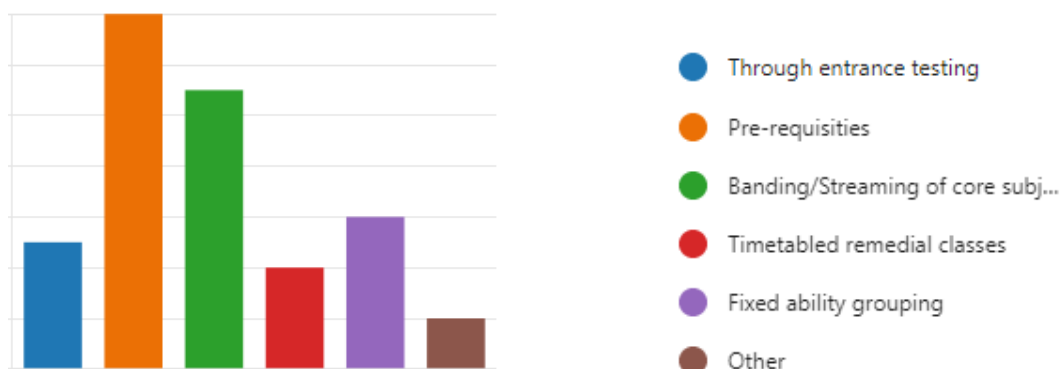
We can look no further for signs of success than in the post-summit survey. 94% of attendees were happy for us to share their contact details with other delegates, which will allow them to continue networking as the mahi continues out in the sector.

In terms of attendees at the summit, we had a good mix of senior and middle leaders, as well as classroom teachers. More than one of our delegates made a note that it was good to be in professional development alongside principals and teachers and everything in between.



The majority of our attendees were from secondary schools, though we did have a few area schools and our NZEI counterparts of course were in the primary context.

When asked if (and how) their schools currently stream students, the answers were interesting.



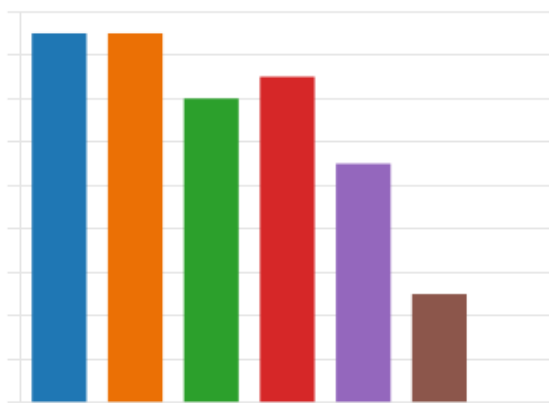


Better still, when asked if their schools had plans to stop streaming (at this point in time), 57% responded 'yes' and only 4% said no. With 26% saying 'maybe' we can see that these schools are one of our targets for the mahi in the near future.

When asked what the 'main barriers' to ending streaming in their schools, responses were even across the board. Clearly, we have some ways to go!



- Principal/Leadership
- Teaching staff
- Community
- Other



- PLD on mixed-ability teaching
- PLD on why destreaming is imp...
- Leadership mentoring to develo...
- More resources to share with yo...
- Networking with other schools ...
- Mentoring from schools who ha...
- Other

Respondents were clear on what they think they needed to assist their schools on their destreaming journeys. Professional learning, mentoring for leaders and resources. Networking and mentoring from other schools featured but not as highly.

When asked why they wanted to attend the summit, answers were generally around having a greater understanding of streaming and what was happening in this space.

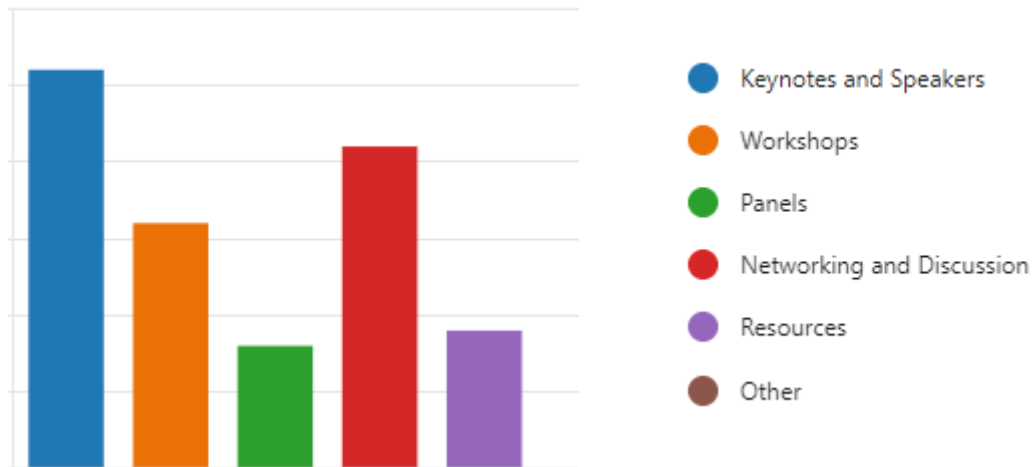
*I attended the summit because I have been fighting for the end of streaming at my school for 15 years. We started the de-streaming process in 2022 and I want to support our move to a de-streamed school the best way I can.*

*I firmly believe that secondary education needs to become de-streamed. I am concerned by the lack of movement in my school regarding de-streaming and I wanted to be better informed and be able to contribute effectively to the de-streaming process in my school.*

*To get a better definition of what streaming looks like and gather strategies and tools to help the process of removing streaming from my department and then eventually school-wide.*

*As a core subject teacher, I wanted to develop confidence to destream senior classes (juniors are already unstreamed)*

When asked what they liked most about the event, answers were fairly even. As you would expect, the keynotes were well received but the workshops and networking also featured highly. The respondents were allowed to choose more than one answer).



When asked for the commitment they made to themselves on leaving the summit a couple of answers stood out:

*To use the running of a conference by PPTA / SPC as an example of what actions organisations and agencies can take themselves to do what is right and to end streaming.*

*Meeting with the teachers who went with me to unpack; to speak with my head of department about prerequisites.*

Of the respondents, 81% intend to attend the next summit and in terms of suggestions for future events:

*Perhaps a little bit more space to think and reflect. Every speaker was so fabulous but I didn't necessarily get time to process it all.*

*This was a well organized, well run event. A good mix of speakers, panels, and workshops, with some opportunities for networking as well. One possible option to introduce would be a carousel of speakers from different schools where there could be mini-workshops where they could share their experiences and provide one or two examples of strategies that have worked related to destreaming - improvement in student outcomes, messages that brought parents/communities on board, etc.*

*More opportunities for networking / informal chats. Was quite a crowded schedule with very little downtime to decompress / having thinking time.*

*the workshops were great, I like the format.*

All in all, the feedback has been overwhelmingly positive. The organising committee deserve congratulations and we are very lucky that they have all agreed to continue working together on future events.



## Acknowledgments

Ngā mihi nui to all of the teachers and school leaders who gave up their weekend towards the end of an incredibly difficult school term. It was incredible to see the energy in the room on the Sunday. While we know that it was a 'very crowded schedule', we wanted there to be as much exposure to as many ideas as possible at this early stage. Thank you also to the staff at PPTA Te Wehengarua for their ongoing support and commitment to this mahi.

We have been able to learn from the experience (and the feedback) and will plan our future summits, wānanga and workshops accordingly.

Ngā mihi nui also to the organising committee who have stepped forward to take up this mahi and the success of the summit is due to their commitment, ideas and innovation.



*L-R Fiona Wolff (Field Officer, Kirikiriroa Hamilton), Shanna Rope (Te Huarahi Māori Motuhake, One Tree Hill College, Tāmaki Makaurau Auckland), Caitlin Soulsby (Mana College, Porirua), Bronwyn Davies (Sacred Heart College, Te Awa Kairangi ki Tai Lower Hutt), Chris Abercrombie, (Acting PPTA Te Wehengarua President, Waihōpai Invercargill), Philippa Wintle (Albany Senior College, Tāmaki Makaurau Auckland), Emma Setterfield (Executive Member, Waimate College, Waimate), Tania Rae (Executive Member, Mt. Maunganui College, Mt. Maunganui), Amy Huse, (Horowhenua College, Horowhenua), Kylee Houpapa (Advisory Officer, PPTA Te Wehengarua), Alice Cade (Tauranga Girls' College, Tauranga), Andrew Ricciardi (Nayland College, Nelson), Kathleen Kaveney (Advisory Officer, PPTA Te Wehengarua)*

The committee have agreed to continue in this role and are looking forward to the first regional wānanga, planned for later this year.

We must also thank the PPTA Te Wehengarua negotiators who secured a lump sum of funding towards the summit from the Ministry of Education when settling the Secondary Principals' Collective Agreement.



