ANNUAL REPORT 2024

KŌKIRIHIA

TOKONA TE RAKI

INTRODUCTION

PIRIPI PRENDERGAST

Kōkirihia Project Lead

Nau mai and welcome to our first Kōkirihia annual report. We are delighted to share the progress our movement has made during this first year of implementation to improve education outcomes. This first stage has been about raising awareness of the practice of harmful streaming and ability grouping in our schools, and embedding alternative evidence-based approaches to replace it. It has been a huge year but one that we are ending on an optimistic and confident note.

There is without a doubt a growing movement towards improving education outcomes and we have been witnessing this first-hand through our visits to schools. We have been amazed at the work of school leaders, teachers, parents, boards, communities and of course students – how uplifting it has been to see them thriving in schools that have abandoned streaming and ability grouping. We have captured a small sample of these stories within this report.

Another highlight was being featured as a case study in the OECD 2022 PISA Report published late last year. We have no idea how this came about but we have appreciated the international recognition of our work, and the collaborative approach we have taken. Complementing this was the series of articles on Māori education featured in North & South magazine by journalist Aaron Smale.

We were hugely encouraged to read in the PISA Report that there was a 23 percent decrease in the number of schools streaming between 2015 - 2022. While we still have a way to go this number indicates a significant positive shift in the right direction.

Kaya Renata-Staples and her team have done an amazing job piloting how to mobilise rangatahi to advocate for equity in education. The groundwork has been laid and has enabled us to secure funding to scale up our approach to reach a wider cohort. The numbers of rangatahi wanting to be involved is growing with every opportunity for engagement.

Something we have been regularly challenged on is staying connected to the realities of schools. In response we have established a School Advisory Group of principals and senior leaders. This group offers invaluable insights into the wider education landscape as both practitioners and as staunch advocates who work incredibly hard to ensure access to the best education outcomes for all students. Their willingness to share and bring others on the journey is admirable. To further support schools on their de-streaming journey, we are close to completing a toolkit of practical resources such as case-studies, which will be accessible via our Tokona te Raki website.

The team that was established to lead the implementation of Kōkirihia has been meeting regularly over the past year, both online and in person. Twenty organisations now have representation including most government agencies, teacher unions, principal organisations, universities, PLD providers, school boards and more. All have either stated what they will commit to in terms of supporting ending streaming or are in the process of doing this. It has been a challenging environment to work in recently, but we have found that our annual goals set a clear path for us to stay focused on. We are seeing increasing collaboration among our members with subgroups forming to work on kaupapa such as round two of the teacher survey, and an events rōpū tasked with exploring the possibilities of a potential event later in the year. Research and data remain a key focus as we move into our second year of implementation. In particular, gathering more studies that support effective transition away from streaming.

Finally, we remind ourselves that Kōkirihia owes its beginnings to the Mātauranga Iwi Leaders Group who took the tono to end streaming to the Ministry of Education. Together they came to Tokona te Raki with a request to lead this work.

THE POWER OF COLLABORATION

WAIHO I TE TOIPOTO, KAUA I TE TOIROA
Let us keep close together, not wide apart

As someone embedded in the educational research space, I know how difficult and long the process of enacting change in our education sector can be – especially when it comes to issues of equity. Yet over the last few years I have seen Tokona te Raki Māori Futures Collective go from strength-to-strength with the implementation of Kōkirihia — the plan to remove streaming from our schools. This kaupapa is effecting real change and a burgeoning movement that is connecting with the hearts and minds of educators and ākonga in Aotearoa to end streaming.

He Awa Ara Rau published in 2019 identified the practice of streaming as one of four key factors negatively impacting Māori educational achievement and success, that if addressed, could significantly change Māori student outcomes. The Mātauranga Iwi Leaders Group (MILG) picked up this recommendation and sought endorsement from the National Iwi Chairs forum to support Tokona te Raki's call to end the practice of streaming ahead of advocating it as a priority with the Ministry of Education (MOE). MOE agreed and along with MILG representatives met with Tokona te Raki to discuss how the support might manifest. And the rest as they say is history.

It has been a real pleasure being among the numerous education leaders who have enthusiastically embraced Kōkirihia. With over 20 groups and organisations now involved, each contributing their expertise, resources, and unwavering dedication, our shared mission continues to gain credible strength.

That isn't just my biased perspective as a member of Kōkirihia – the OECD took notice last year, calling Kōkirihia "an innovative approach to create systemic change." As a collective, we have a positive vision for the future, a plan to 2030, academic rigour, and grassroots initiatives, all contributing to tangible results via our individual and collective commitments to end streaming.

Over the last year, being a part of the implementation team has been a wonderful experience of collaboration that doesn't require a policy change, or to rely on the broader winds of change for transformation in education. He tangata, he tangata, he tangata. We know the collaborative, wrap-around approach is often the best approach for our ākonga – and it is not often we get to see it work at this level, this effectively, and this enjoyably. I'm humbled to be able to be a part of this collective.

GRAEME COSSLETT

Tumuaki – Director
Rangahau Mātauranga o Aotearoa, NZCER

IMPLEMENTATION TEAM

PROGRESS REPORT

Key outcomes

5
in person wānanga
with implementation team

3
online hui
with implementation team

39
one–on–one meetings
with member organisations

9
events attended
where we presented or ran workshops

7
schools visited

TRIPLE A FRAMEWORK

The Kōkirihia action plan was developed using a Triple A framework:

AWARENESS
Understanding the problem or issue through lived experience

ALTERNATIVES
Offering proven alternative approaches that provide desired outcomes

ACTIONS
The things that need to happen to make the change

Within the framework we identified three key levers of change:
1. Whānau, students and community – the users of our system
2. Practice or pedagogy – our teaching practices
3. System – the structure within which our schools sit

DR DAVID POMEROY

Senior Lecturer, Faculty of Education
University of Canterbury

Educational researchers have paid streaming a lot of attention over the years — no surprise given the relationship between streaming and wider social inequalities. The field is very active at present with new insights and nuances being added, however there are some established findings with a very high level of consensus internationally.

First and foremost: **Streaming widens existing educational inequalities and does not raise achievement overall** [1-6].

Secondly, **streaming affects how students view themselves as learners — students in low streams come to believe that they are not academically capable** [7-11].

In Aotearoa, these findings mean that streaming discriminates against Māori, Pacific, and low-SES students, who are over-represented in low streams. However, regardless of ethnic or socio-economic identity, any student in a low stream is trapped on a low-achieving pathway that is difficult to escape from.

Recent studies have taken streaming research in some sobering directions, arguing that streaming can harm friendships [12] and enjoyment of school [13], and cause children to feel shame [9, 10]. Researchers have developed an understanding of streaming and racial inequalities among Roma communities in Slovakia [14] and Black Caribbean students in London [15]. Although this picture is bleak there are also sources for hope, for example studies documenting the capacity of 'low achieving' students to teach their higher-achieving peers [16] and for students to make surprising achievement gains when taught material that would normally be considered 'too hard' [17].

While the research field is large and complex, we need to make decisions about how to run our kura and schools. We already have the evidence to support ending streaming on the basis that it actively undermines the moral and legal obligation of those with influence in education to work towards equitable outcomes, including for Māori and Pacific students. We don't yet have quantitative evidence from Aotearoa that replicates international findings about streaming and academic achievement — such research would be valuable, but we can't wait to act until such studies are carried out. Top of the research agenda should be studies that can support effective de-streaming transitions, in particular: 1) case studies of effective non-streamed teaching practices; and 2) cases of effective leadership of de-streaming transitions. We also need to learn more about how ākonga and whānau view and experience streaming and de-streaming.

see appendix for references

SHAME AND ENTITLEMENT

Our colleagues at the University of Canterbury, School of Education, published a paper earlier in the year that provides new insights into our understanding of the practice of streaming in mathematics. The paper examines how streaming 'engenders an emotional response' from students and explores the concepts of 'shame' and 'entitlement'. It describes shame as an 'emotional response to a perceived failure to live up to our expectations of ourselves, resulting in the perception that there is something wrong with us.' In contrast, 'public affirmation that we have succeeded in living up to our expectations for ourselves can engender entitlement. For example, the feeling that allocation to a top stream class is a fair response to our hard work.'

In Aotearoa New Zealand, how do these emotional responses correlate to race? The authors found that streaming 'engenders an emotional response of entitlement for high stream students, especially if they are Pākehā, and shame for low stream students, especially if they are Māori who perceive themselves as failures, and that those in higher streams make jokes about them. They also believed their teachers thought they were dumb and did not enjoy teaching them.

The notable over-representation of Māori students who are channelled into lower streams contributed to a feeling of failure that was collective and racialised. Also identified was a dilemma that streaming forced on some Māori students – do they go into a high stream class and be the only Māori student, or do they stay with their Māori peers in a low stream class. Here, students choose a feeling of safety and belonging over being seen as smart. To read more about their research, *click here.*
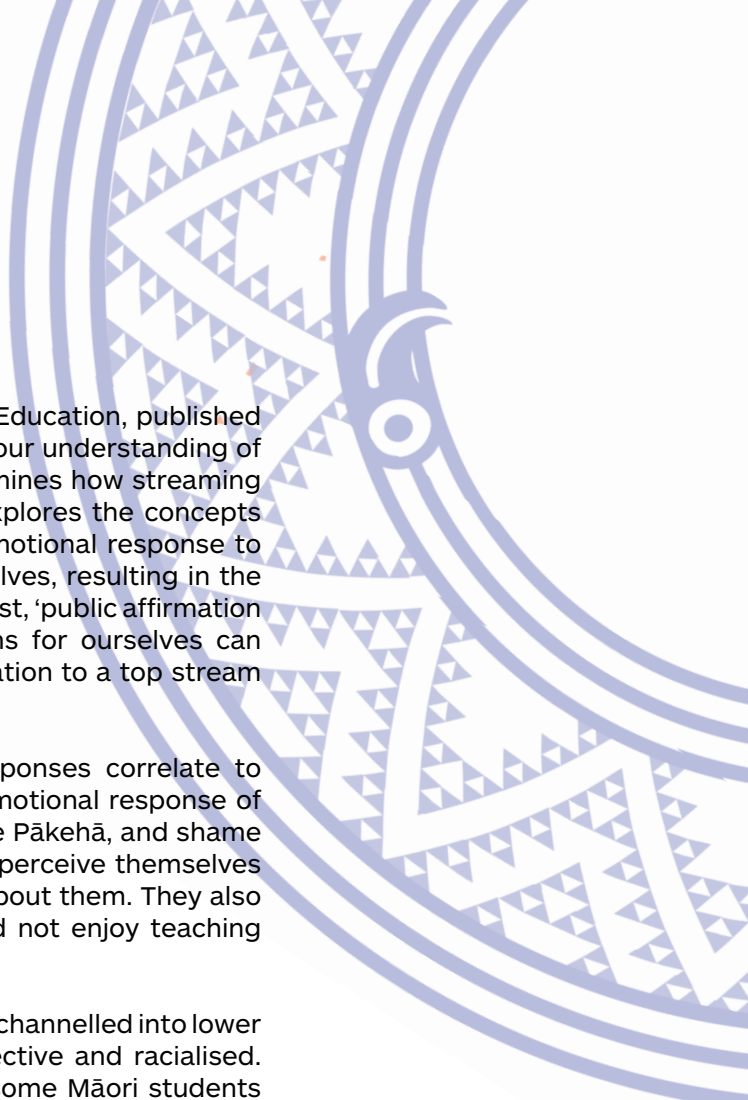
OECD PISA REPORT 2022

The OECD Pisa Report released late last year shared data that shows streaming declined in Aotearoa New Zealand by 23 percent between 2015 to 2022, the second largest decline across the OECD. However, the data also shows that 67 percent of New Zealand 15-year-old students attended schools that streamed students which indicates there is still considerable work to be done. This figure closely aligns with the survey conducted in 2022 by the NZEI and PPTA.

Also in the Pisa Report was a case study about Kōkirihia and our collaborative approach to ending streaming. To have our work profiled in this OECD report was a huge accolade and testament to all those who have made the commitment to making positive changes in education for our tamariki and rangatahi.

'This initiative showcases how systemic change can be produced not with the typical policy levers of legislation and regulation, but with collaboration in pursuit of a common goal.'

Click here to read the 2022 PISA Report

↓23%
decline in streaming
between 2015-2022 in Aotearoa New Zealand

ENGAGEMENT

Kokirihia has featured in two recent North & South articles written by Aaron Smale.

Click here to read the first article: *Low Expectations for Māori Students*

Click here to read the second article: *Great Expectations*

End School Streaming – let all our tamariki thrive. This is our *petition* set up three years ago via Action Station.

At the time of publishing there were **3960** signatures. The plan is that **when we reach 5000 this will go to the House of Representatives.**

SHARING THE MESSAGE

It was an honour for our Tokona te Raki team to be invited by the School Boards Association to present a keynote followed by two workshops at their annual conference – Te Whakarōpūtanga. It was our biggest audience yet with over 1000 people seated in the Wellington Tākina Convention Centre. We followed an impressive lineup starting with the Minister of Education, followed by the Associate Minister of Education and ahead of us, the wonderful Dr Keri Milne-Ihimaera.

It was such a great opportunity to reach a new and large audience with our ending streaming message. There were some anxious moments as we were all very aware that we carried a huge responsibility to all our tamariki, our mokopuna and our whānau to rise to the occasion and present to this important and influential audience.

ALTERNATIVES

High Expectation Teaching – enabling all students to succeed

High Expectation Teaching (HET) is an Aotearoa New Zealand pedagogy offering a viable alternative to the current ways of grouping, and an empirically proven means of lifting achievement.

Developed following the early work of Christine Rubie-Davies (2006, 2007; Rubie-Davies et al, 2007) that showed students with high expectation teachers made more than two years' academic growth in one year, compared with students in other classes who made little progress over one year.

Observations and interviews showed very different beliefs and classroom structures between these and other teachers. An experimental study (Rubie-Davies et al. 2015; Rubie-Davies & Rosenthal, 2016), showed that all teachers could be trained to become high expectation teachers ,and that when they did, student achievement improved significantly.

Three key principles:
1) Using mixed ability and flexible grouping coupled with high-level learning activities for all students
2) Fostering a warm, supportive class climate where teachers form close relationships with all students but also where peers support each other
3) Using skill-based goal setting coupled with teacher monitoring and feedback to develop student motivation, engagement, and autonomy.

These three key principles are interwoven. Using mixed and flexible forms of grouping means that students often work together on collaborative activities, supporting each other to be successful. This significantly impacts student achievement (d=0.54; Hattie, 2009). Interesting, exciting, and suitably challenging activities enable all to experience the pleasure of accomplishment. While goal setting serves to strengthen the relationship between teacher and student with students understanding how to improve, and seeing themselves making gains results in them being motivated and engaged in their learning. Both goal setting (d=0.56) and feedback (d=0.73) have large effects on student learning as does a supportive teacher-student relationship (d=0.72).

see appendix for references

PROFESSOR CHRISTINE RUBIE–DAVIES HAS DELIVERED:

55
presentations to various education organisations
(including kāhui ako)

30
presentations internationally

65
presentations to individual schools throughout Aotearoa

PROFESSOR JODIE HUNTER

Lecturer, Institute of Education

Massey University

DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES

Developing Mathematical Inquiry Communities (DMIC) is a research-based professional development and pedagogical change initiative (Hunter et al., 2018). Funded by the Ministry of Education (MoE) DMIC has evolved in response to the persistent inequities for Māori and Pacific students with those schools with large Pacific communities prioritised for inclusion in the professional learning development (PLD). DMIC uses a whole-school approach and predominantly involves teachers of primary, middle, and lower secondary school students. The PLD uses in-class mentoring and practice-based pedagogies to support teacher uptake of culturally sustaining and ambitious mathematics pedagogy (Hunter et al., 2018; Hunter & Hunter, 2023).

The use of ability grouping as a key pedagogical practice has been prevalent in mathematics classrooms in Aotearoa New Zealand for many years.

Interview data with Pacific students highlights the dissonance that students experience when required to work in an individualistic and competitive atmosphere of ability grouping (Hunter & Hunter, 2018). A key aspect of DMIC PLD is challenging the use of ability-grouping in mathematics and instead transforming practice to support teachers to recognise and build on the strengths of students from diverse cultural backgrounds to develop equitable outcomes. As shown in Hunter et al (2020) and Fitzgerald et al., (2021) shifting classroom practices away from ability grouping takes both time and specific attention to pedagogical practices. This includes supporting teachers to notice student strengths, redesigning assessment, and introducing new classroom structures for managing interactions. These studies also show how teacher beliefs related to ability grouping can change as teachers enact a new approach.

*see appendix for references

TE KŌMANAWA ROWLEY SCHOOL

FLIPPING THE NARRATIVE AND RESTORING PRIDE

"It's all interwoven, culture is really important, and the de-streaming just supports the culture."
(Graeme Norman, Principal)

What is unique about Te Kōmanawa Rowley is that the transition away from streaming was natural with the shift of culture in the school, and the shift in attitude towards tamariki and their rights to their education. When principal Graeme Norman arrived at Rowley he had one relatively simple goal – How do we get children to school to learn? This simple pātai encouraged them to ensure that when tamariki enter Te Kōmanawa that "the kids can come in and see themselves."

When you walk into the kura, you are greeted with multiple reo — te reo Māori, Gagana Samoa, Lea Faka-Tonga, and English. You can't help but think that when whānau come into the kura that they can see themselves too which is a true testament to the strides that Graeme and deputy principal Niki Penny have made to build trust within the community. There has been a significant transformation to create quality relationships especially with diverse groups of people who will have their own unique stories.

"It was probably an unconscious decision because it is what worked for our kids. But mixed ability grouping

was a no-brainer for us because culturally it made sense for our kids. That is where their strengths laid," says Niki.

Retrospectively she believes that having a strong foundation during their culture shift contributed to a smooth transition, "the year prior to becoming a DMIC school, our Head of Math had already started talking to our staff about mixed ability grouping and the idea of communities working together to solve problems, using our oral language and building that knowledge in our kids so they can succeed and grow further." There is a real focus on building leadership at all levels, "we believe in our staff as experts – we upskill our staff so that they can lead our staff, because they understand our context and know how to make it work.

"Mixed ability grouping for some, is a very foreign idea, and the idea that you should set a math's problem that challenges your top mathematician when you've got so many kids down here but it's that idea of you as a teacher, are putting that barrier in place for the children, rather than the work being the barrier, because if you are only ever teaching them at that level, they're only ever gonna achieve at that level."

CHRIST'S COLLEGE

EMPOWERING OUTCOMES THROUGH CREATING CHOICE

In 2022, the Christ's College Diploma was brought to fruition. After many years of research and planning, we were ready to put our new revised Year 10 and 11 curriculum into practice.

The initial development of the Christ's College Diploma arose from teacher consensus that Level 1 NCEA was no longer necessary in a world where Level 2 was really the entry qualification for next steps. We worried that the gap between Level 1 and Level 2 was too great, and the three years of continual assessment eroded the boys' engagement with their learning. The idea emerged that we replace Level 1 with a two-year Diploma in which we could tailor content to better prepare students for Level 2 as well as focus on character development.

In the Diploma students are given a choice of course wherever possible. All learning areas are compulsory, but within many of these, boys can choose the context of their learning. For example, in Geography they can study "Megacity Madness" or "Extreme Natural Events" in Digital Technology they can focus on either robotics or website development. What this has enabled is a programme where boys self-select and classes are truly mixed ability, including a mix of Year 10 and 11 students in several of the courses. Early survey data suggests that our Diploma students are our most motivated and engaged and anecdotally our first full two-year cohort has started their NCEA with greater focus and effort.

Current Year 13 student, Nick Sharr shared his reflections on this move to mixed ability (having been in a 'top band' in Year 9 prior to our change). "It gave me a chance to understand the ideas a lot better rather than just rote learning which happened a lot in the streamed environment due to the speed we went through things."

The development of our bespoke curriculum has also enabled us to include compulsory courses in areas we feel contribute to all-round development. Te ao Māori, MindFit (aka wellbeing), and Financial Literacy were all new additions.

We recognised that learning also happens outside the classroom and part of the Diploma experience is completing Ngā Miha Mātauranga, comprised of six elements: Character & Leadership, Community & Service, Discovery & Challenge, Global Citizenship, Sustainable Futures, and Taha Māori. When boys go above and beyond the compulsory experiences in these elements, their initiative and impact are recognised with a Silver or Gold Diploma. This has really encouraged boys to see beyond themselves and make greater contributions than we had traditionally witnessed at this age.

Year 12 student, Jack Hastie, feels that "doing these activities [for Ngā Miha Mātauranga] has really helped me to look at other aspects of life rather than just traditional learning."

FAIRFIELD COLLEGE

DE–STREAMING – ENABLING EQUITY OF LEARNING OPPORTUNITY

In 2020, the Fairfield College Board of Trustees approved my recommendation that from 2021 Fairfield College would commence a process of de-streaming. My recommendation was based on the support that I received from Fairfield College's deputy principals, faculty leaders, and deans. Yes, there were doubts that we had to overcome because we were seeking to disrupt the embedded practice we previously believed enabled optimal learning and achievement outcomes for all students. However, viewing our data through a learning opportunity lens, showed that this was not the case and instead streaming was contributing to many of our students, and particularly our Māori and Pacific students being excluded from the science 101, mathematics 101, and English 101 classes that staircases students to tertiary level studies. Furthermore, Waikato-Tainui were inviting schools to stop streaming their tamariki and mokopuna because they believed the practice diminished student, whānau, hapū, and iwi mana, and was contributing to students being placed in classes that limited their progress and future pathways. Our streaming structured class grouping data gave life to Waikato-Tainui concerns and this further convinced us of the urgency to de-stream.

In 2022, we invited Poutama Pounamu to support Fairfield College in reviewing our effectiveness in transitioning from a streamed to a de-streamed school. Voices of students, teachers, board members, whānau, and mana whenua affirmed the equity drivers that underpinned the de-streaming pathway that we were taking. However, the review also confirmed that some staff, students, and whānau continued to subscribe to a fixed mindset belief of student learning potential and capability. Yes, we could dismantle streaming structures that sustained the practice, but dismantling teacher pedagogy that maintained the exclusion of streaming and replace this with more inclusive and responsive pedagogy would require a school wide unrelenting focus to achieve.

In 2024, we continue to implement mahi-tahi (collaborative) teams to reduce the variance of student learning experiences that we believe are determined largely by teacher pedagogy from class-to-class, subject-to-subject, and teacher-to-teacher. Our achievement results do not yet show the narrowing of the achievement gaps that underpin the school's de-streaming journey, but we are affirmed by the narrowing, if not elimination of the learning opportunity gaps that prevailed largely unquestioned under our previous streaming framework.

The data demonstrates the narrowing of the learning opportunity gap in Year 12 mathematics. It is affirming that there are more students in this room, but we continue to strengthen school-wide pedagogy so that more students can engage in the learning benefits of them being in the room.

FAIRFIELD COLLEGE YEAR 12, NCEA LEVEL 2 MATHEMATICS (2020–2023)

% of Year 12 – comparing all, Māori, & Pacific students

2022 is the first year of de-streaming in Mathematics at Year 12 which resulted in students studying a mathematics course that stair cased to a year 13 UE approved mathematics course: Calculus, Statistics, 300 Mathematics

YEAR	ALL	MĀORI	PACIFIC
2020	30	15	25
2021	18	8	31
2022	70	64	79
2023	91	80	80

FAIRFIELD COLLEGE YEAR 12, NCEA LEVEL 2 MATHEMATICS (2020–2023)
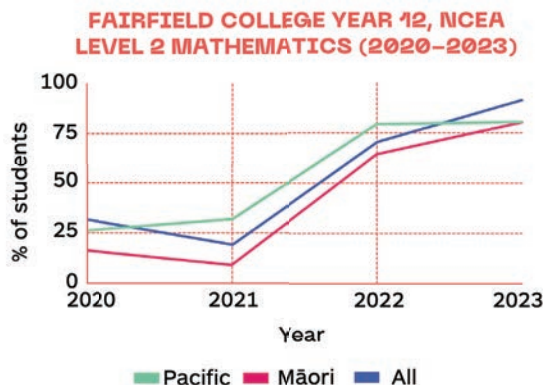
A CONVINCING ARGUMENT

It was the principal who brought this idea (de-streaming) to us, and when he came to the board with the idea of de-streaming, he also came with a whole lot of research he had done. He had evidence from Horowhenua College, he had international evidence. He had statements from Tainui and the iwi saying that streaming was not helping Māori and Pacific Island children. He had done a lot of homework and research to show us why he thought it was a good idea. He had some videos from overseas universities that explained it pretty well. He said he had looked at the research and it was a good idea and something that should be done, and he needed our support to do that. We signed off on it but without the buy-in from the staff it wouldn't have worked. Some parents were concerned about their high achieving students not achieving as highly as they wanted but again, that was something (the principal) came along with the research showing those students were not really affected by de-streaming, it was the ones that weren't achieving that were the most affected.

I didn't actually realise what streaming was, but it immediately made my high school years come into focus when I realised what was going on and, yes, yes, yes, this is definitely something that needs to be put in place. Anything that gives kids more opportunity is a good thing and streaming limits that. I was pretty sure I was streamed when I was at high school, and I didn't know what it was. I was 40 before I realised I wasn't average. I could have done all sorts of things if I'd realised sooner or had been encouraged. I didn't realise I was capable of a higher level of learning.

It does depend on the leadership. If the leadership isn't interested in change or if it's something the Ministry is pushing on us, then it's not going to work. You need the support from the top. If the leadership doesn't provide the support for the teachers, then nothing is going to change – it won't work. If you just de-stream the classes and don't change the teaching, nothing is going to improve, it won't fix anything.

DEBORAH FISHER,
Board Member, Fairfield College

RANGATAHI AGENCY

Manaaki Waretini-Beaumont's experience of being streamed at secondary school, sparked a passion to advocate for Māori and Pacific educational success. This in turn, led to her appointment as Māori student representative on the Avonside Girls' High School board. Previously there had been no such position, but as part of a wider equity change process there are now two Māori voices on the board reinforcing the school's commitment to Te Tiriti o Waitangi.

Manaaki noted the challenges with the previous process of appointing a student representative including ensuring a diversity of student views were able to be accessed by the board. She knew there was rangatahi knowledge and experience that was important to surface but the vehicle to do so hadn't previously existed. "I could see that it was very selective what voices were heard and there were many things for schools to consider when bringing students to the board table." Her appointment as the first Māori student representative was the start of a richer connection between the school and tauira Māori.

ACTIONS

Building a rangatahi movement

Shifting systems requires bringing people on the journey – engaging hearts and minds to find collective solutions and build momentum. We know that to make the required shift in our education system we need to empower rangatahi to have a voice as part of the solution.

A pilot programme was developed in 2023 with a group of rangatahi in Ōtautahi. The pilot involved a series of wānanga where school leaders from several Ōtautahi secondary schools came together to grow their awareness of the issues relating to harmful streaming, and to come up with a range of creative solutions about how to build a rangatahi movement to a) ensure widespread awareness among rangatahi about their rights to a fair and just education, and b) create momentum to build a movement using digital media channels.

Ultimately the purpose was to create a mechanism that ensures rangatahi have autonomy over their future, and to support them to shape that future by being part of the design and decision-making in their education outcomes. We provided a space to empower them to see their experiences and voices as tools for change.

Just as Kōkirihia is a blueprint for ending streaming in our schools, we see this kaupapa as a blueprint for activating rangatahi agency in education. The role of Tokona te Raki is as the connector to bring rangatahi together and to support them to take the lead. This is about activating a rangatahi-led movement for social and system change.

This is not a new idea. We have tested the kaupapa, built the relationships, created the case for change, and have momentum. We are now in a position to advance this kaupapa by sharing the knowledge and designing solutions and ways to engage further across the motu.

At the time of writing this report we are delighted to share that we have been successful in obtaining philanthropic funding to build the movement.

Rangatahi have the potential to be powerful levers for change that will ensure every single child has access to a fair and equitable education experience.

KAYA STAPLES
Kāi Tahu, Te Arawa and Ngāpuhi

Kaya has been part of this kaupapa for the past three years and naturally connected to the Kōkirihia vision. She sees working in this space as being a privilege having been a victim of streaming and now an advocate for equity in education. Her focus is on creating spaces that empower the voices of today, to connect and build an online network of rangatahi to fight for tomorrows tamariki, to receive the education they deserve! The past three years of learnings, her own personal experience and being a māmā are her driving force to be part of this change.

MANAAKI WARETINI–BEAUMONT
Te Āti Haunui a Pāpārangi, Ngāti Rangi, Ngāti Uenuku, Ngāti Apa

Manaaki is a dedicated, hard-working wahine who is a first year student at Te Whare Wānanga o Waitaha studying towards a Bachelor of Environmental Science with Honours. Manaaki wants to uplift and support other young Māori to achieve their goals through being a strong role model. She believes that all tauira have the right to be unapologetically themselves in any environment they find themselves in. Manaaki has significant leadership qualities and is committed to the mahi she does. Being streamed through her junior years at high school, she is passionate about ensuring students can embark on the academic journey they choose.

RANGIMARIE ELVIN
Ngāi Te Rangi, Ngāti Ranginui, Ngāti Pūkenga, Kāi Tahu, Te Arawa

Coming from a whakapapa of educators and storytellers, Rangimārie believes in the power of rangatahi voice and how effective stories can be to unravel systems that have been historically damaging, especially indigenous young people. Although teetering on the edge of rangatahi and pakeke, she hopes to utilise the aunty vibes she gives to open space for rangatahi to thrive. Her experience being streamed meant that an ultimatum was laid down in front of her, "be yourself and be Māori" or "be successful." Having been on a journey to find herself again after thinking she had to choose the latter, she now wants to make sure that ultimatum is never laid down again for rangatahi of yesterday, today and tomorrow.

IMPLEMENTATION TEAM ACTIVITIES

In this section we highlight just a few of the activities our partner organisations have undertaken over the past year to support the goal of ending streaming. These are intended to demonstrate the determined commitment across the education landscape rather than provide an exhaustive list. The priority for the year as outlined in the Kōkirihia road map was to raise awareness by sharing Kōkirihia with all schools across Aotearoa, and to encourage principals to have the conversation with their staff regarding how they might go about making the shift.

School Boards Association
- Annual conference with over 1000 attendees – keynote presentation from Kōkirihia

DMIC/Massey University
- 100+ schools supported to introduce DMIC (Developing Mathematical Inquiry Communities)

University of Canterbury
- Pāngarau Unleashed – bringing together secondary schools that have stopped streaming mathematics to support and learn from each other

NZEI
- Delivering a series of regional workshops for primary and ECE teachers on 'Equity in Education'

Auckland University
- Professor Christine Rubie-Davies emailed all Auckland schools asking the question whether they were working towards de streaming. Next steps – send to all Aotearoa schools and to create a database

Tātai Aho Rau – CORE Education
- Building awareness through speaking engagements
- Providing PLD support and resources for teachers de-streaming

PPTA
- Two-day ending streaming symposium for secondary teachers

Teaching Council Matatū and Te Akatea
- Phase 2 of Unteach Racism

PLANZ
- De-streaming rōpū created

ERO
- Has completed its research and field work for the good practice report. It is scheduled for publication later in 2024.

SCHOOL ADVISORY GROUP

As per our contractual obligations we have established an advisory group made up of school leaders who come together once per term to provide guidance to our team. Our founding three members are all wahine at the top of their game in terms of leading bold change in education to ensure positive outcomes. This group has been instrumental in guiding the development of our 'Toolkit' — a series of online resources designed to support our kaupapa.

MISBAH SADAT

Misbah Sadat has been teaching in Aotearoa for the past 15 years. She is passionate about equitable outcomes for students particularly in STEM subjects. Misbah was previously the Head of Faculty Mathematics at Horowhenua College, and is currently a Deputy Principal at Onslow College. She has been active in encouraging the de-streaming of schools and having high expectations of all students. Misbah is the president of the Wellington Mathematics Association.

CATHERINE LAW

Catherine Law is currently the Tumuaki/Principal of Avonside Girls' High School in Christchurch. Originally she is from the UK and has taught in London, East Africa and then New Zealand. She has worked in two Auckland secondary schools before becoming Deputy Principal at Hastings Girls' High School in Hawkes Bay where her mahi started on dismantling the structures of streaming and providing high expectation curriculum for all. She has recently completed her PhD on Teacher Expertise in Curriculum Design through the University of Auckland.

NIKI PENNY

Niki has been an educator for over 20 years. She is a passionate advocate for children receiving a high quality public education that upholds their identity and values the aspirations of students, whānau and communities. She is currently the Deputy Principal/ SENCO at Te Kōmanawa Rowley School and is an NZEI TE Riu Roa appointee on the Kōkirihia implementation team.

TOOLKIT

Over the past 12+ months we have been developing a series of resources that can be found on the Tokona te Raki website. These include case studies of schools that have made the shift away from streaming, FAQ's to help build an understanding of what streaming is, alternative approaches, and helpful research for those wanting a deeper understanding. We are currently in the process of designing a new look repository on our website to house all of this content in a simple, easy to navigate way for our many audiences.

LEARNING AS WE GO

Tokona te Raki as a social innovation organisation has developed a kaupapa Māori way of incorporating developmental evaluation as a key learning tool to enable us to learn as we go – applying this learning methodology across the streaming kaupapa is no different. As Kōkirihia is a unique collaboration across the education sector, we knew we needed a way to understand how our approach as the backbone organisation supports the group to meet its intended Te Pae Tawhiti. We know that we don't always get it right but having a solid learning methodology allows us to capture feedback regularly so that we can reflect and adapt as we go rather than waiting until the end of the project to find out what worked and what didn't. Our learning approach helps us to better understand the perceptions and experiences of the Kōkirihia members both internally as a team and externally as a group. We also use it as a mechanism for tracking the number of schools that have stopped streaming over time, keep up-to-date records of the individual members actions and insights ,and use all of this information to help guide our approach to maintaining positive alignment with the intended goals of the kaupapa.

To date we have conducted two rounds of progress reporting with team members, and two surveys to help understand the landscape and engagement impacts.

WHAT'S NEXT?

Over the next 12 months we will remain focused on activities that contribute towards achieving our goal of ending streaming in Aotearoa by 2030. Our immediate priorities are:

1. To go live with the 'toolkit' web resources.
2. Undertake the second / follow-up survey of teachers to further build our understanding of how many schools continue to stream and additionally, how many are aware of Kōkirihia and have engaged with the plan in some way.
3. Organise a webinar for teachers and school leaders.
4. Develop a database of schools that are on the journey to end streaming.
5. Continue to convene hui for the Implementation Team, the School Advisory Group and rangatahi.

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TOKONA TE RAKI

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