



**TĀTOU TĀTOU:
GROUPING FOR EQUITABLE
OUTCOMES IN AOTEAROA**

KAUPAPA | PHILOSOPHY

This resource was developed by a group of education experts whose view of education is informed by the following, taken from the foreword of Te Whāriki (2017):

Te Whāriki expresses our vision that all tamariki grow up in Aotearoa New Zealand as competent and confident learners, strong in their identity, language and culture. It emphasises our bicultural foundation, our multicultural present and the shared future we are creating. It encourages all tamariki to learn in their own ways, supported by adults who know them well and have their best interests at heart.

As a collective to respond to the call from He Whakaarara for Aotearoa educators to rise up, listen and respond to the voices of tamariki and whānau enduring educational inequity.

The purpose of this resource is to build awareness of harmful grouping practices, and to provide some suggested alternative approaches for ensuring equitable outcomes in the classroom.



He Whakaarara. (2024). He Whakaarara: Tōkeke – Realising education equity for whānau Māori (Version 2.4, October 2024) [PDF]. https://cdn.prod.website-files.com/666adee6661cb482c0f-59b2a/68506e56d7b5be8f7864ef6d_He%20Whakaarara%20Report_V2.4%20Final_Oct_2024.pdf

Ministry of Education. (2017). Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa: Early childhood curriculum (PDF). Ministry of Education, New Zealand. <https://tewhariki.tki.org.nz/assets/Key-documents/Files/Te-Whariki-Early-Childhood-Curriculum.pdf>

HOW TO USE THIS RESOURCE

This resource is intended to be helpful for teachers, ākonga/student teachers, teacher educators, ākonga, whānau, schools, centres, kura and anyone with an interest in educating for equity and inclusion in Aotearoa.

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AOTEAROA CONTEXT

Compared to other countries, streaming is very common in NZ schools. **According to the OECD (2018)*, 83.5% OF NEW ZEALAND SCHOOLS STREAMED SOME OR ALL SUBJECTS. This is considerably higher than the 54% average for OECD countries.**

In 2018, New Zealand was ranked 33rd out of 38 developed countries for its overall educational inequality because there are inequities in ākongā achievement.

(Office of the Auditor General)*.

Organisation for Economic Co-operation and Development. (2019). PISA 2018 country note: New Zealand [PDF]. OECD.
https://www.oecd.org/content/dam/oecd/en/about/programmes/edu/pisa/publications/national-reports/pisa-2018/featured-country-specific-overviews/PISA2018_CN_NZL.pdf

Office of the Auditor-General New Zealand. (2023, February 9). Our intentions: Looking at how the Ministry of Education uses information to address inequities in education.
<https://oag.parliament.nz/media/2023/inequities-in-education>

Streaming, among other education policies has seriously impeded the academic growth and educational achievement of Māori for almost 200 years (C Rubie-Davies and H O'Regan, 2025). What follows is a summary of key actions that provide some context:

Period / Year	Policy or Practice	Impact on Māori Learners
1847	Education Ordinance	Assimilation prioritised; Māori language and culture marginalised
1862	Government inspector reports	Māori deemed unsuited to academic education
1867	Native Schools Act	English-only schooling; focus on manual/domestic labour
1903	School discipline policies	Māori punished for speaking te reo Māori
1906	Royal Commission (Te Aute College)	Academic pathways for Māori deliberately restricted
1915–1930	Education policy statements	Māori positioned for labouring roles; te reo Māori dismissed
1945	Te reo Māori in School Certificate	Classified as non-academic; limited progression
1930s–1970s	Systemic policy bias	Low expectations, early exit from schooling, widening achievement gaps
1970	Language decline	Fewer than 5% of Māori children speak te reo Māori
1977–1993	Māori-led revitalisation	Bilingual schools, kōhanga reo, kura kaupapa, wharekura (underfunded)
2002	Introduction of NCEA	Te reo Māori recognised as an academic subject
2000s–present	Ongoing system practices	Streaming, low expectations, inequitable pathways persist

WHAT IS STREAMING/HARMFUL ABILITY GROUPING?



WHAT IS STREAMING

This is the term we most commonly use in Aotearoa New Zealand to cover harmful fixed-ability grouping, banding, and the inflexible use of prerequisites in education – all practices whereby ākonga are sorted into different classes or placed into in-class ability-based groups for sustained periods of time based on teacher perceptions of ability and assessment data.

([Kokirihiā website](#))

Kōkirihiā. (n.d.). Kōkirihiā for educators. <https://www.kokirihiā.com/kokirihiā-for/educators> O'Regan, H. (2023). Intro to Equity for Leaders with Dr Hana O'Regan [Webinar]. Boma. <https://nz.boma.global/all-events/2406-intro-to-equity-for-leaders>



WHY THE NEED TO EXAMINE STREAMING CRITICALLY?

The research evidence is unequivocal that harmful fixed-ability grouping in any form does not work for the vast majority, and any advantages for high achievers are minimal. While the negative impacts are widespread among all demographics, the research shows that streaming is particularly damaging for Māori and Pacific ākonga as they are more likely to be incorrectly placed in lower ability groups and streams than their Pākehā and Asian peers.

Streaming practices and beliefs significantly impact learner self-esteem, self-belief, and potential, and create trauma. Further, it inhibits choice, social cohesion, success and actualisation of potential to be confident citizens of Aotearoa. The result is an education system with huge disparities and inequities.

The flipside of the evidence clearly shows that when ākonga are taught in mixed but flexible achievement groups, and have teachers who expect all ākonga to make large gains, they often surpass even their teachers' high expectations.

“FIRST, DO NO HARM..” - AN ETHICAL APPROACH TO GROUPING

The harmful effects of streaming and ability grouping include:

- **Reduced self-esteem in ākongā/students**
- **Limited access to a rich curriculum**
- **Stigmatisation of ākongā/students**
- **Decreased motivation**
- **Reduced fluidity and mobility**
- **Reinforcement of social inequalities.**



(O’Connell et al, 2023; Hamilton et al., 2011; Zubair et al., 2023).

RANGATAHI VOICE: EXPERIENCE OF STREAMING

“Streaming puts your confidence down...doesn’t make you want to go for things that you could go for... everyone looks down on you when you’re in low classes. They just think you are dumb, but you are not, you’re just in the wrong environment.”

“I think it (streaming) is racist, I do not think it is explicitly racist, but I do think it is systemically.”

(Pāngarau Unleashed Yr 13 Rangatahi, 2022).

“The effect of streaming for me at high school was I did get streamed into the top class but it alienated me from many of my friends and so by fifth form, my pool of mates had disappeared or dwindled. By the time I got to seventh form there were only two of us Māori left.” (Kōkirihiā.com)

Rangatahi video

Kōkirihiā. (n.d.). Kōkirihiā for rangatahi. <https://www.kokirihiā.com/for-rangatahi>

Marae Official. (2020). Our rangatahi are going to be the ones who carry Aotearoa forward. [Video]. Facebook. <https://www.facebook.com/maraeofficial/videos/604811996873565/>

CONSIDER YOUR OWN EXPERIENCE

*In a group, set up a large piece of paper as a **Plus, Minus, Interesting (PMI) chart**. Share your own experiences with ability grouping or streaming.*

*Put brief summaries on to your chart - were they good (**P**), bad (**M**) or neither good nor bad (**I**).*

After a few minutes, consider others' experiences and place them on your PMI:

- Those placed in low-ability groups or low-streamed classes
- Those placed in high-ability groups or high-streamed classes
- The kaiako (teacher)

Plus	Minus	Interesting

WELLBEING

Streaming undermines ākonga and whānau wellbeing by entrenching inequity and limiting pathways, conflicting with holistic approaches that support learners' cognitive, social, emotional, physical and cultural development towards reaching their full academic potential.

ĀKONGA WELLBEING

Ākonga wellbeing is essential to achievement; supportive and culturally responsive practices improve engagement and learning outcomes (Macfarlane, 2004).

*Ko te ahurei o te tamaiti ka ārahi i ā tātou mahi -
Let the uniqueness of the child guide our work*

(Ministry of Education, Te Whāriki, 1996, 2017)

Reflective Question

Are the grouping practices I have observed expanding opportunity or limiting it?

Kōkirihiā. (n.d.). Te Komanawa Rowley School. <https://www.kokirihiā.com/case-study/te-komanawa-rowley-school>

Macfarlane, A. H. (2004). Kia hiwa rā! Listen to culture: Māori students' plea to educators. NZCER Press.

Ministry of Education. (n.d.). How you view the child: Kaiako mindsets matter. Te Whāriki Online. <https://tewhariki.tahurangi.education.govt.nz/how-you-view-the-child-kaiako-mindsets-matter/5637164840.p>

RESEARCH

Being research-informed helps us (kaiāko) relect critically and make decisions that best support ākonga to reach their unlimited potential.

TE KOTAHITANGA ([2012](#)): KEY FINDINGS

What follows summarises the best evidence we currently have on what constitutes good teaching practice in Aotearoa.

- 1. Ākonga/Student voice should always be a central evidence source in understanding effective teaching.**
- 2. Effective teaching requires relational (mātauranga Māori) and responsive strategies that place learner identity at the centre of learning.**
- 3. Ongoing Professional Development for kaiāko works when it comes to addressing inequitable outcomes for ākonga.**
- 4. Strong school leadership is essential for sustaining change.**
- 5. Grouping for inclusion, well-being and cultural responsiveness builds whanaungatanga, manaakitanga and kotahitanga.**

A RAPID REVIEW OF GROUPING PRACTICES FOR EQUITABLE OUTCOMES

A working paper published in 2023 to inform the Contributor Groups working with the Ministry of Education to develop a Common Practice Model for the teaching of Literacy & Communication and Maths.

[Link](#)

HE WHAKAARO: DOES STREAMING WORK? A REVIEW OF THE EVIDENCE

He Whakaaro describes the evidence relating to fixed ability grouping, and in particular, streaming practices in Aotearoa New Zealand and around the world. The report summarises existing research literature on the impacts of fixed ability grouping, particularly streaming, on learners and the education system.

[Link](#)

HE AWA ARA RAU – A JOURNEY OF MANY PATHS REPORT

This 2019 report tracked almost 80,000 rangatahi on their journey through education and into employment. The key findings were as follows:

- **Streaming Māori rangatahi into low-expectation classes significantly limits their educational opportunities**
[kokirihiā.com], [waikatotainui.com]
- **High rates of disengagement and low progression to tertiary study**
[waikatotainui.com], [maorifutures.co.nz]
- **Addressing inequities could close a \$2.6 billion annual income gap**
[knowledgea...and.org.nz], [waikatotainui.com]

HE AU NUI, HE AU ORA

[He au nui, he au ora](#) (2025) follows the pathways of 707,400 young New Zealanders from 2007 to 2023 using data created for research purposes by the Integrated Data Infrastructure (IDI), managed by Statistics New Zealand. It tells a compelling story of positive learning outcomes for those who experience education settings aligned with their culture. The key findings of the research were:

- **Rangatahi Māori flourish in culturally enriched learning environments**
- **Persistent streaming still undermines equity**
- **Education must be redesigned to empower all learners through strong identity alignment**



Knowledge Auckland. (2019). He awa ara rau: A journey of many paths – The journey of our rangatahi Māori through our education system. <https://knowledgeauckland.org.nz/publications/he-awa-ara-rau-a-journey-of-many-paths-the-journey-of-our-rangatahi-maori-through-our-education-system/>

Kōkirihiā. (2023). He au nui, he au ora. <https://www.kokirihiā.com/news/he-au-nui-he-au-ora>

Tokona Te Raki. (n.d.). Tokona Te Raki. <https://www.tokonateraki.com/>

Waikato-Tainui. (n.d.). Waikato-Tainui. <https://waikatotainui.com/>

FLEXIBLE GROUPING AND EFFECTIVE PRACTICES

John Hattie's 2012 research demonstrated positive overlaps between flexible grouping and the following effective practices:

- **Self-reported grades/ākonga/student expectations**
- **Providing formative evaluation**
- **Feedback**
- **Teacher-ākonga/student relationships**
- **Acceleration**
- **Not labeling ākonga/students**
- **Peer tutoring**
- **Co-operative [vs competitive] learning .54 ākonga/student-centred teaching**
- **Small group learning**
- **Holding high teacher expectations**

Conversely, ability grouping for gifted ākonga and for all ākonga fell below the median for effective practices with regards raising ākonga/student achievement. NB Both ability grouping for gifted ākonga/students (.30) and ability grouping for all ākonga/students (.12) fell below the median (.40) for effective practices in terms of raising ākonga/student achievement.

INTERNATIONAL RESEARCH

- **Non-streamed groups and classes can support high and equitable achievement**

Boaler, J. (2008). Promoting 'relational equity' and high mathematics achievement through an innovative mixed-ability approach. In L. English (Ed.), Handbook of international research in mathematics education (2nd ed., pp. 465–494). Routledge.

- **Giving ākonga/students work that is 'too hard' can accelerate their learning**

Coles, A., & Brown, L. (2021). Differentiation from an advanced standpoint: Outcomes of mathematics teachers' action research studies aimed at raising attainment. Mathematics Teacher Education and Development, 23(3), 166–181. <https://files.eric.ed.gov/fulltext/EJ1320663.pdf>

- **High-achieving ākonga/students can learn from low-achieving ākonga/students, not just the other way around**

(Barclay, 2021) Barclay, N. (2021). Valid and valuable: Lower attaining pupils' contributions to mixed attainment mathematics in primary schools. Research in Mathematics Education, 23(2), 208–225. <https://doi.org/10.1080/14794802.2021.1897035>

- **Non-streamed learning can have benefits for prosocial behaviour**

Boaler, J. (2008). Promoting 'relational equity' and high mathematics achievement through an innovative mixed-ability approach. British Educational Research Journal, 34(2), 167–194.*

TYPES OF GROUPING PRACTICES

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1. ABILITY GROUPING

Arranging ākongā in groups according to achievement levels or perceived ability. Grouped together, ākongā of similar achievement levels can be given tasks that target their specific learning pathways – this instructional practice is commonly referred to as ‘ability grouping’ or ‘homogeneous grouping’.

2. RANDOMISED

Assigning ākongā to classes or groups within classes randomly or on some basis other than ability or achievement eg: friendship.

3. STRENGTHS BASED, CAPABILITIES FOCUSED AND SOCIAL GROUPING

Recognising that all ākongā/students have strengths and capabilities, and determining groups based on the strengths and capabilities each child will bring to the group. This might be processes, dispositions and social strengths and capabilities.

4. SELF SELECTED GROUPS

Based on common specific learning goals, or teacher or ākongā/ student set criteria such as mixed gender, mixed age etc.

5. PIA- PUKENGA

A collaborative form of teaching and learning founded on traditional Māori pedagogy. Pia- Apprentice/ Novice, Pūkenga- Skilled/ Versed In.

The Pia - Pūkenga concept is similar to the tuākana - tēina reciprocal relationship, where the more skilled person/s take on mentorship or support of those that are still developing (and vice versa). The Pia - Pūkenga concept does not however have reference to age or sibling relationship like tuākana-tēina infers. This relationship supports well-being and culturally safe learning spaces.

6. 'WHĀNAU-BASED' COLLECTIVE RESPONSIBILITY TOWARDS COLLECTIVE SUCCESS

A pedagogical approach based upon ‘whanaungatanga’.

“In terms of Pacific and Māori people...some of our brothers and sisters (are) dropping out because they don’t feel like they have the potential...that sucks because they just become another stat and so (it’s) not just my opportunities, but my brothers and sister’s opportunities. You know what I mean?”

(Pāngarau Unleashed, Yr 13 Rangatahi, 2022).

Bishop, R., & Berryman, M. (n.d.). Creating culturally-safe schools for Māori students. ResearchGate. https://www.researchgate.net/publication/37913011_Creating_Culturally-Safe_Schools_for_Maori_Students

Education Gazette. (2022). Ākongā build a love of learning through tuākana-tēina. <https://gazette.education.govt.nz/articles/akonga-build-a-love-of-learning-through-tuakana-teina/>

GROUPING PRACTICES - PERSONAL EXPERIENCES

- Think about how you recall being grouped at school. Or think about how your tamariki are grouped at school now.
- What were the different types of groupings you experienced?
- What impact did these groupings have on you personally? Think motivation, engagement, self belief.
- What were the pros and cons of these different grouping types?
- Why do you think your kaiako grouped in this way?

GROUPING FOR EQUITABLE OUTCOMES

PRINCIPLES OF GROUPING FOR EQUITABLE OUTCOMES

GROUPS MUST:

- Promote ākonga/student agency/rangatiratanga
- Be strengths-based, capability-focused, oriented to next steps for learning
- Have a clear learning purpose
- Be temporary, flexible and responsive
- Uphold high expectations and provide strong support
- Protect the mana and dignity of ākonga.

GROUPS MUST NOT:

- Be labelled high/middle/low
- Be fixed or permanent

PUTTING PRINCIPLES INTO PRACTICE

- **Movement and flexibility:** ākonga move in and out of groups as needed
- **Responsive to learning:** group composition changes based on progress, interests, or next steps
- **Varied grouping approaches:** ākonga/student choice within guidelines, randomised, strengths-based, social, or task-focused
- **Ongoing review:** grouping is evaluated and adapted frequently
- **Learner identity:** no single group defines a learner; each ākonga is seen holistically.
- **He waka eke noa** - We (learners and kaiako) are all moving and learning together.



HIGH EXPECTATIONS

FORMATION OF EXPECTATIONS

Expectations are often formed on the following basis:

GREATER INFLUENCES

- Portfolio information
- Diagnostic labels
- Social class
- Ethnicity
- Gender

LESSER INFLUENCES

- Attractiveness
- Siblings
- Names
- Language style
- Personality and social skills
- Teacher/Ākonga/Student background



HIGH EXPECTATION TEACHING: PROFESSOR CHRISTINE RUBIE DAVIES

CONTRASTING CLASSROOMS

HIGH EXPECTATION TEACHERS

- Flexible ability groupings
- Work with a variety of peers
- Choices in learning experiences
- Asking open questions that challenged thinking
- Extended explanations of new concepts
- Intrinsically motivated
- Well-defined learning goals
- Responsibility for learning
- Frequent feedback
- Positive social climate
- Clearly established routines

LOW EXPECTATION TEACHERS

- Work in ability groups
- Little interaction with peers in other groups
- Teacher selected learning activities
- Asking closed questions requiring limited thinking
- Limited explanations of new concepts
- Extrinsically motivated
- Unsure of learning direction
- Less ownership of learning
- Limited feedback
- Negative social climate
- Plenty of procedural directions



RANGATAHI VOICE - HIGH EXPECTATIONS

“Whenever we begin to put ourselves down it would be like, ‘oh I can’t do this’, he would turn to us and he would be like ‘yet, you can’t do it yet’ and I used to get so annoyed and I was like ‘oh my gosh I don’t want to do this, I can’t do it’, and he goes ‘yet’ and then it just like, I don’t know, it just opened up a door for me, just like to feel confident in being able to do something.”

(Pāngarau Unleashed, Year 13 rangatahi, 2022.)

KAIAKO BELIEFS ABOUT ĀKONGA: HIGH VS LOW EXPECTATIONS

Task - Individual thinking

Provide a short written response for each question. Write 2-3 ideas for each.

- A kaiako with high expectations believes that ākonga...
- A kaiako with low expectations believes that ākonga...

Be specific. Think about what this might look like in classroom practice.

DR CAROL DWECK'S GROWTH MINDSET

PERSONAL REFLECTION

Read the summary to the right and ask yourself where you lie on the mindset continuum.

SUMMARY OF DWECK'S MINDSET

Fixed

ability is static

avoids challenges

gives up easily

sees effort as fruitless

ignores useful criticism

threatened by others

VS

Growth

ability is developed

embraces challenges

persists in obstacles

sees effort as necessary

learns from criticism

inspired by others' success

PĀNGARAU – MATHEMATICS

PĀNGARAU – MATHEMATICS

The curriculum slides begin with pāngarau intentionally: it is a highly streamed subject in Aotearoa, and using the Māori term highlights how mathematics can connect with Māori language, culture and ways of knowing, challenging conventional norms and fostering culturally grounded learning experiences (Allen, 2022)

Ākonga/Student-led goals-driven approach: ākonga set goals with kaiako support, curriculum driven.

Setting norms for group work: Māori and Pasifika values based. [Establishing Norms for Group Work](#),

Rich Tasks (High ceiling/Low floor, multiple entry points) <https://cerme.nz/dmic/dmic-resources/>

Culturally Sustaining, Funds of Knowledge, Funds of Identity, Community-based learning as contexts for mathematics problem-solving and rich tasks.

Orchestrating a problem-solving lesson (launch to ensure all can access learning. Solve in small groups with norms set for group work. Share back so that everyone can access range of thinking. Connect: Explicit Teaching of key mathematics concepts, reflect engagement and participation)

<https://www.educationcounts.govt.nz/topics/bes/developing-mathematical-inquiry-communities>

Strengths-based/Social Grouping/Randomised Grouping (see earlier slide)

Teacher as a facilitator using Talk Moves to enhance participation, engagement and access to learning. Practice tasks accessible to all, ākonga/student choice but levelled according to the curriculum, mild, medium, spicy.

<https://teachsimple.com/blog/teaching-strategies/talk-moves/?srsltid=AfmBOoqmi3ksn3KcQq7moNMRiqqZWhojSafzalclF0J6XsFnVLB7PwFx>

Assessment: Show us your learning (new thinking, strategies, understanding of key mathematics concepts and use of mathematical processes).

Allen, P., & Trinick, T.(2022). Creating space for indigenous knowledge in Māori-medium mathematics classrooms. International Journal of Qualitative Studies in Education. Advance online publication. <https://doi.org/10.1080/09518398.2022.2025473>

Centre for Research in Mathematics Education. (n.d.). DMIC resources NZ. CeRME. <https://cerme.nz/dmic/dmic-resources/dmic-resources-nz/>

Ministry of Education. (n.d.). Developing mathematical inquiry communities. Education Counts. <https://www.educationcounts.govt.nz/topics/bes/developing-mathematical-inquiry-communities>

Ministry of Education. (n.d.). Group norms. Education Counts. <https://www.educationcounts.govt.nz/topics/bes/developing-mathematical-inquiry-communities/09-group-norms>
Teach Simple. (n.d.). Talk moves. <https://teachsimple.com/blog/teaching-strategies/talk-moves/>

PĀNGARAU - SECONDARY

Pāngarau Unleashed: NZ study of non-streamed secondary maths

Planning:

- A common year-level curriculum
- Accessible and transparent: all ākonga can access all tasks
- Sometimes parallel options (mild, medium, spicy!), sometimes sequential.

PĀNGARAU (SECONDARY): TEACHING

- Whole class explicit teaching, sometimes
- Traditional tasks (worksheets, textbooks) and rich tasks (see previous slides)
- Looks 'normal' - doesn't need to revolutionise teaching

PĀNGARAU (SECONDARY): ASSESSMENT

- Assess 'hard' maths - offer opportunities even if it feels risky
- Assess when ready
- Assess progress

PĀNUI - READING

Pānui/reading is meaning making shaped by children’s cultural, social and linguistic contexts, with culturally responsive teaching supporting engagement and equity in reading (Gillon et.al., 2022).

READING

Transactional Strategy Instruction or Reciprocal Reading

<https://youtu.be/7XUIPHETpdg?si=OAV1ogxsp5VsBCJ>

Self-elected groups (interest-based, inquiry-based)

Christine's videos on teaching without ability grouping and high expectation teaching.

<https://theeducationhub.org.nz/?s=Christine+Rubie+Davies>

<https://theeducationhub.org.nz/how-teachers-can-move-away-from-ability-grouping-by-prof-christine-rubie-davies/>

SECONDARY ENGLISH ADDITIONAL READINGS

Halligan, C., & Baines, E. (2023). How do teachers engage ākonga/students in the lowest attaining English sets in high achieving schools? A mixed methods, multiple case study. *Cambridge Journal of Education*, 53(1), 97-116.

<https://doi.org/10.1080/0305764X.2022.2083076>

Bourchier Street Primary School. (2022). Reciprocal Reading Session 1 [Video]. YouTube. <https://www.youtube.com/watch?v=7XUIPHETpdg>

Baines, E., & Halligan, C. (2022). How do teachers engage students in the lowest attaining English sets in high achieving schools? A mixed methods, multiple case study. *Oxford Review of Education*. Advance online publication. <https://doi.org/10.1080/0305764X.2022.2083076>

TUHITUHI - WRITING

Tuhituhi supports ākonga to write with creativity, depth, and personal voice, fostering meaningful learning opportunities for all. Intentional writing pedagogy supports better outcomes for ākonga/students (Parr et al., 2018).

WRITING

Authorship, promoting the writing process from drafting to seeking feedback to publishing. Emulating the process that published authors follow.

Daily Explicit Modelling whole class (Gail Loane, 2016): Think alouds, behaviours and techniques of a writer and genre features, individual goal setting.

Ākonga/Student-led group conferencing (feedback/feed forward on content, when they are ready for feedback, randomised based on who is ready, teacher models process initially).

1:1 conferencing (kaiako/ākonga, surface features and final conference pre publishing).

Publishing books (ākonga as author illustrator, impacts motivation to write and become an author).

Pouārahi Pouārahi: Supporting Ākonga Māori in Writing - Curriculum Insights (2025)

Loane, G., & Muir, S. (2016). Developing young writers in the classroom. Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9781315623528/developing-young-writers-classroom-gail-loane-sally-muir>

Curriculum Insights and Progress Study. (2025). Pouarahi: Supporting ākonga Māori in writing. Curriculum Insights, University of Otago. <https://curriculuminsights.otago.ac.nz/news/pouarahi-supporting-akonga-maori-in-writing/>

PŪTAIAO - SCIENCE

Equitable science learning in Aotearoa thrives when ākonga explore deeply and draw on diverse knowledge/s including mātauranga Māori, learn in and with the environment and are not limited by streamed classrooms/ groups (Hipkins et al., 2022).

KEY TAKEAWAYS

Learners are complex, not categories ([Tomlinson, 2014](#)).

Grouping for equitable outcomes with high expectations:

- Protects the **mana of all ākonga**
- Builds **equity and access**
- Strengthens **whanaungatanga**
- Raises **achievement for all** learners

FINAL REFLECTION

Complete this sentence:

Grouping for equitable outcomes requires me, as a kaiako, to believe that...

REFERENCES

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