



Getting Started with Hybrid Learning: A teacher guide

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***Disclaimer:** the content of this paper represents my own thinking and does not reflect the position of any group or agency that I work with currently or in the past. This is a document in development which may be expanded upon in future based on feedback and demand. Any queries please feel free to contact derek@futuremakers.nz*

Introduction

This guide has been written in response to requests of many educators after reading the previous document titled **Resilience Planning for Schools in an age of COVID-2019**¹, and expands in more detail the advice provided in the section titled “Bringing it all together”.

It is an attempt to provide some practical advice and guidance for educators faced with the challenge of having to deal with students learning from home **and** in classroom settings due to the requirements for self-isolation during the pandemic response.

To the extent that it is possible the guidance should apply to all levels of the education system, however, in some circumstances the examples provided will be more suited to a particular level than another, and so should be regarded as a model to use for your own context.

There is currently a great deal of emphasis being put on making the physical spaces of schools as safe as possible through the adoption of policies and practices around physical distancing, personal hygiene, mask wearing, improved air quality etc.

Physical schools provide the best place for young people able to interact socially and learn with and from each other in these social settings, so it is important that we endorse the efforts being taken to make schools as safe as possible for those who attend there (staff and students) through these mitigation strategies.

The challenge remains, however, that for the short to mid-term future at least, there will be significant numbers of students (and teachers) who are unable to attend physically – either as a result of contracting the virus themselves or while they are required to meet the self-isolation requirements during COVID as a result of being a close contact of someone who has.

The approach advocated in this guide is to embrace a hybrid learning strategy, where students and teachers are able to continue in their roles regardless of where they are physically located.

This is not a ‘short-term’ fix for the current environment of COVID. While it has certainly been prompted by the urgency around needing to meet the needs of students (and teachers) in the current pandemic situation, this is about reaching for a much longer term, transformational view of what school could be, and what the experience of learning and teaching could be.

All of the actions outlined in this guide are based on thinking that has been informing the design of learner-centred systems over the past couple of decades. It is not new, but the current needs in our system provide an opportunity to accelerate our thinking and action in this direction.

A final caveat

This guide has been produced with haste given the current circumstances schools are facing. It is based on the personal views and experiences of the author and does not attempt to represent the complexity of our wider education system and the specific actions that may be required in every circumstance. It is offered here as a conceptual guide, to be engaged with, argued about, pulled apart and re-constructed to suit the needs of local contexts.

¹ Download here: <https://futuremakers.nz/wp-content/uploads/2021/12/Resilience-Planning-compressed.pdf>

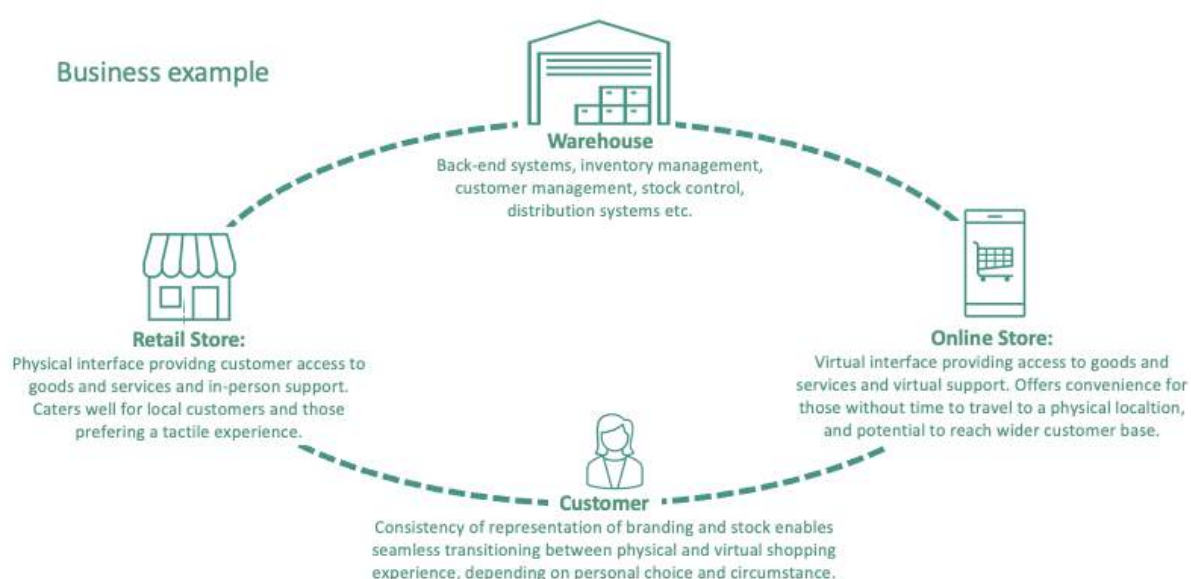
What is hybrid learning?

To start, it's important to attempt to define what is meant by hybrid learning in the context of this document. As explained in the previous document, the notion of hybrid learning is interpreted differently in many contexts, but in the context of this paper a simple definition from biology helps:

“a thing made by combining two different elements”

We can see examples of this in the business world. A hybrid business is a company that has both an Internet-front end as well as its bricks and mortar premises. In other words, a business with a strong online presence and also warehouses and retail shops.

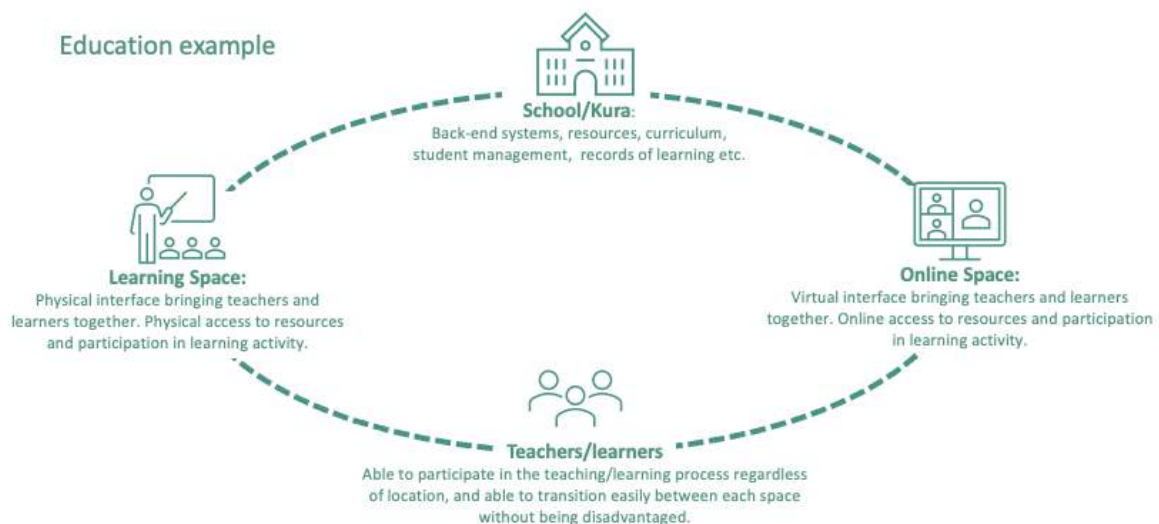
Taking that metaphor a little further, the most successful hybrid businesses are designed to provide customers with a seamless experience, whether visiting the store in person or online – the branding, presentation, range of stock, pricing etc. is the same and thus customers can expect an experience that is familiar in either context (see example below)



The secret of success here lies in the ‘back end’ systems that support both the physical and online environments. Stock inventory, pricing, customer details etc. are all stored digitally and accessible from within the store and online. These systems also allow the store to understand their customers better, and so make adjustments to the stock they handle, the way it is displayed and promoted and the way it is marketed, based on the understandings of these needs.

For schools the challenge is the same. How do you create an experience for your learners that is ‘familiar’ whether online or in-person? And what are the ‘back end’ systems that need to be aligned and streamlined to make it happen? That is the challenge for hybrid learning design, and is the perspective taken in the guidance provided in this document.

It pre-supposes that at any given time, learners (and teachers) will operate effectively in either environment, and be able to transfer seamlessly between the modalities rather than having to adapt to an entirely different set of expectations and demands in each setting. (See example on the following page.)



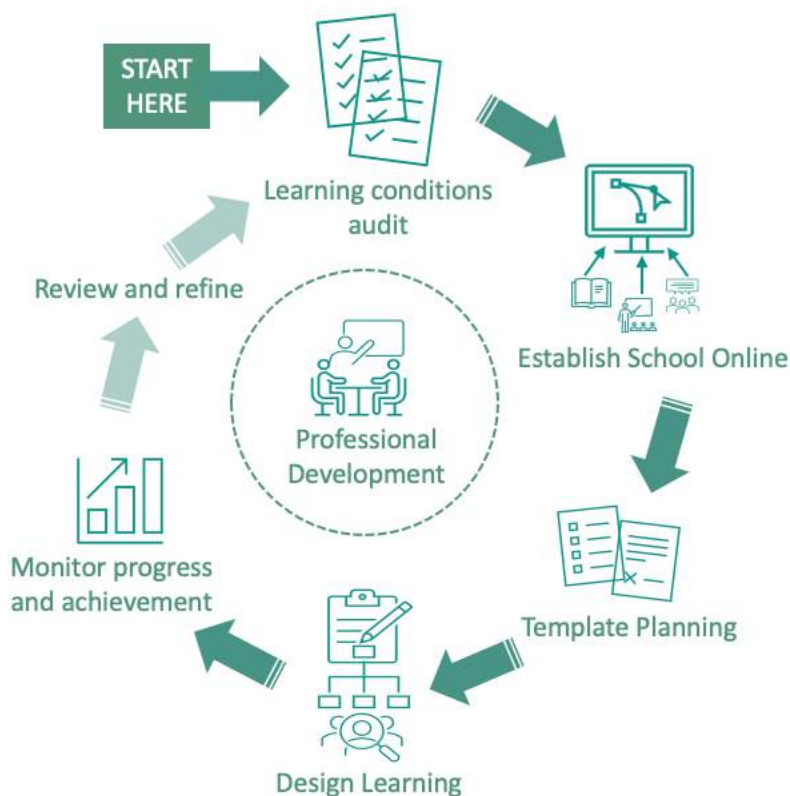
In this illustration the school/kura exists as the central hub for managing all of the things the school/kura is responsible for – curriculum, student and staff management, organisation of learning programmes etc., but instead of assuming it provides a single interface for learners, it is represented both physically and virtually – in much the same way as the modern business example on the previous page. By differentiating the functions of the school as an organisation from the provision of physical spaces for learning, we are able to think differently about the environments in which learning can happen – where teachers, learners and access to the curriculum and resources can occur. If the design is sufficiently well managed and thought through, a similar experience for learners can be achieved as for the customers in the business example. It offers flexibility and freedom of choice to match the learners’ needs, dispositions and circumstance, and recognises that they may wish to transition seamlessly between environments given these things.

Another caveat:

Hybrid learning does not necessarily mean teaching both in-person and virtually simultaneously. As noted in the earlier document, there are examples of some schools and jurisdictions promoting this approach, mounting cameras and extra monitors in classrooms so that students online can ‘participate’ virtually in what is happening in the classroom. While this approach can work in some circumstances, it is not what is being recommended in this paper.

Taking action

The guide is broken down into six sections, each of which provides an expansion of the thinking introduced in the first document, with some examples and templates to use as a start point for planning what you might do in your own context.



The sections provide more detail about the actions that teachers and school leaders may take to have a resilience plan in place that will ensure the needs of all staff and all learners are adequately and effectively catered for in the presence of COVID-19 in communities.

With that in mind, the following actions are designed to support a hybrid approach, taking account of learners who are at school *and* at home, and whose movement between these settings is entirely unpredictable.


At the heart of this approach is the need to establish your school's presence online, so that there is a common point of reference for those at school and those at home to be able to access the guidance and support for learning that they require.

This isn't about becoming an online school. It's about using the online environment as the primary point of connection and communication about the programmes of learning that your learners are to engage in. In effect, it's about establishing a single point of information about learning goals, content and activities for all learners, teachers and those who support learners. The goal being to enable a seamless transition between settings for students and teachers as they take the action required of them in terms of self-isolation and/or recovery from the virus.

While the actions that follow are presented in a sequence that may be helpful to follow, you are encouraged to take whatever advice is helpful to you from this list and use that as a start point for planning your hybrid learning approach.

1. Learning Conditions Audit

Before any steps are taken to plan for or implement a hybrid learning approach it is important to undertake an audit of the current conditions that support learning for your students. The purpose of these audits is to establish what is available to the school and its community upon which a successful hybrid approach can be developed – for example, staff and community expertise, online access etc.

	Actions...	Considerations...
	<p>Learning Conditions Audit</p> <p>Undertake a process of building a clear picture of the conditions under which learners and teachers will be working from home.</p> <p>This may involve surveys, interviews, phone calls etc, as well as drawing from existing data that the school/kura/centre holds.</p> <p>Needs to take account of both the context of learners as well as the context of teachers as some of them will likely need to work from home during periods of isolation.</p>	<ul style="list-style-type: none"> • What devices are available to teachers and learners? Are they 'fit for purpose'? • Do all learners/teachers have access to high speed internet connectivity at home? What factors might impact its performance? • Do all teachers/learners have access to a dedicated workspace at home? Does it meet health and safety requirements? • How can learning content and resources be made available to those who need them? • What forms of support are available to learners at home? What expectations should teachers have here?

While some schools have gathered this information as a regular part of their enrolment and parent communications processes, others may need to start from a lower baseline. In either case, the sort of information required here needs continual updating to ensure it is current and accurate, as some students and families come and go and for others their circumstances change which may impact their ability to provide devices and internet connectivity at home for example.

The template on the following page provides a start point for thinking about the information that will be important for you as you begin your planning for hybrid learning. You may choose to use the questions provided here as a start point for creating a survey for students and whānau, or you may simply use it as a checklist to summarise the information as you gather it in from various sources.

However you make use of it, it is important that consideration is given to these questions, and that the information that is gathered is then used to inform the decisions made in each of the steps that follow.

It is important to note that these questions are designed to help dig down to create a more detailed picture of the context for teaching and learning that exists out of school. Simply discovering who has a device available at home isn't very helpful without knowing if that device is internet capable, if there is actually an internet connection available and if so, what is its capacity, and also, how many others in the household are needing to share the device and make demands on the internet connection.

Learning Conditions Survey

The questions below may be used to gather information from individual learners **and** teachers, then collated to provide an organisation-wide overview.

Dimension	Questions (for example...)	Why ask this...
Access to technology	<ul style="list-style-type: none"> Do you have a digital device available to you at home that you can use for learning? Is it a... laptop, tablet, smart phone, other (describe) How old is it? Is it available to you to use or do you have to share it with others in your household? 	Need to determine whether each learner and/or teacher has access to a device for personal use and that the device is 'fit for purpose', capable of enabling engagement with the various forms of online content and tools that will be used.
Internet access	<ul style="list-style-type: none"> Is there an internet connection where you are living/staying? Is it... ultrafast broadband, ADSL, data connection via smart phone, other (Describe)? What speed does it operate at? How much data is available to use? Is there a wireless connection available? Does it reach all parts of the house? How many people are sharing this connection? 	<p>Not all internet connections are created equal. Need to determine the availability and quality of internet access and not make assumptions about access based on data that indicates simply that a connection may exist.</p> <p>Poor quality connections can be distracting and off-putting for learners and teachers resulting in lack of engagement and participation.</p>
Work space(s)	<ul style="list-style-type: none"> Describe where you set yourself up to teach/learn from home... Do you have a dedicated study space at home? Can you work un-interrupted when on a webinar or when focused on a teaching/learning task? Is there a desk/table you can use? Is there adequate lighting and ventilation? 	Important from the perspective of health and wellbeing – need to understand the context of each learner and teacher to ensure they are not going to be disadvantaged if required to spend extended periods of time studying (either online or paper based).
Support	<ul style="list-style-type: none"> Who is available to help you with what you need at home (e.g. parent, sibling, neighbour etc.)? Do you have any special support needs (e.g. mobility, vision/hearing, motor skills etc.)? 	On-site, just-in-time support that is usually available from teachers in classrooms needs to be considered in the home environment. Learners can experience 'blocks' to learning when their immediate questions/needs can't be addressed.

Resources	<ul style="list-style-type: none"> • Apart from the technology, what other resources do you require to support your learning? (e.g. instruments for music, tools for technology, specialist equipment for science etc.) • Do you have access to any of these things at home? • What could you substitute with for the period of time you are not able to attend school physically? 	<p>Important not to make assumptions about what learners may or may not have access to at home. Lack of access to specialist equipment/resources will limit a learner's ability to participate, so need to establish exactly what is required and whether there are alternative ways of addressing this.</p>
Online tools and environments	<ul style="list-style-type: none"> • What tools or environments for creating/accessing content and courses do you have already (e.g. MS teams, G-classroom, Hapara, Moodle) • What tools or environments are you familiar with for connecting synchronously (e.g. MS teams, G-Meet, Zoom etc.)? • What other learning/curriculum tools/applications are already in use by staff/students (e.g. Mathletics, Education Perfect, Khan Academy etc.) • Do all staff have access to devices and connectivity at home to enable them to teach remotely as required? • Are there any online tools or environments we need to incorporate to address 'gaps' in how we might collaborate and engage in learning? 	<p>Important to leverage what is already used and is familiar. Use of some commercial/licensed products can be helpful to use for individualised learning – and can be particularly useful when learners are spread between home and school.</p> <p>Using tools/environments in uniform and coherent ways across the whole organisation improves the learner experience and provides consistency from the perspective of parents/whānau.</p>
Other...	<ul style="list-style-type: none"> • Are there circumstances in your home that may impact on the way we share and communicate with each other, e.g. <ul style="list-style-type: none"> ○ Cultural expectations about virtual visitors to a home – protocols to be observed etc? ○ Demands on parents as front-line/essential workers affecting availability for support, increased risks of infection, need for quiet due to shift work etc. ○ Multi-generational living arrangements impacting use of space, noise levels, care requirements etc. ○ What is/are the preferred forms of communication for parents/whānau? 	<p>Each home environment is different and it is essential that there is a clear understanding of how this will support learning/teaching from home. Important to understand so that accommodations can be made for each context and to avoid placing unrealistic or inappropriate expectations on parents/whānau.</p>


2. Establish your ‘school’ online

The first practical step towards developing a hybrid learning experience is to consider how best to represent your school/kura online.

The intent here is to provide the greatest level of transparency for all participants – teachers, students, parents/whānau – about what is happening and the expectations of learners and their learning.

When a learner attends the physical School, much of what determines how things are organised or operate is implicit in the way the learning spaces and learning time is organised. It becomes so familiar and routine that learners and teachers simply work within those structures (classrooms, timetables, desks, library, etc.)

This is an important part of understanding conceptually what is to be achieved using the online environment. Does the structure and iconography look familiar across the whole environment? Does the way things are organised or presented provide implicit guidance for those who are accessing it – in much the same way as the familiar structures of the school buildings, entrance way, classroom interior etc provides that in the physical setting?

	Actions...	Considerations...
	<p>Establish your “school” online</p> <p>Utilise your existing online platforms where possible to create a unified view of your school online, including links to content, community spaces, whānau connection etc.</p> <p>This should be designed as the single point of reference to all staff or students, whether on-site or remote.</p> <p>Include ways of linking to or with existing information bases such as the school website. Some of this may need to be updated or repurposed to support the new approach.</p>	<ul style="list-style-type: none"> • What tools or environments for delivering content and courses do you have already (e.g. MS teams, G-classroom, Hapara, Moodle) • What tools or environments do you use for connecting synchronously (e.g. MS teams, G-Meet, Zoom etc.)? • What other learning/curriculum tools/applications are used by staff and students (e.g. Mathletics, Education Perfect, Khan Academy etc.) • What new or different environments might we need to consider? • Will all staff and students have the required level of internet and device access to participate remotely?

While many schools/kura/centres are already making effective use of online environments to allow learners to access their learning from home, and to enable efficient home-school communications with parents/whānau, others are yet to fully implement this. In both cases the focus needs to be on creating a unified, coherent approach that minimises or eliminates the need for learners to operate in multiple environments. The goal is to provide an online experience that is ‘familiar’ regardless of which class or teacher they may be participating with.

Starting with what is familiar will help with the process of building confidence in and use of the hybrid online environment, but as things are developed further there are a number of key things to consider. The table on the following page outlines what some of these things are and why they are important.

Choosing and using online tools and environments

The following table is intended as a guide when making decisions about your online environment. Use the final column to note specifically the things that stand out for you and that you will need to address in your context.

The first section focuses on the specific tools and environments that may be considered, and the second section highlights specific areas of concern for leaders and those responsible for digital support to be aware of.

Tools	Considerations	What applies in my context?
Tools for delivering content	Good use can be made of existing and widely used tools such as Google Classroom, Office365, Onenote, Mahara or Moodle for example. How can a unified view of what is being provided be achieved? Who will take responsibility for this? What extra support and upskilling will staff require?	
Tools for communication	Existing tools such as Google Meet, MS Teams or Zoom are familiar and easy to use. They also have a number of features incorporated into them that make 'layered' forms of communication possible (e.g. chat, screen sharing etc.) Which will your organisation choose to work with, and what sort of upskilling is required for staff, students and whānau to ensure it is used appropriately? Are there any licensing issues (number of seats etc.)? Can sessions be recorded? Where will the recordings reside and who can access them?	
Curriculum tools and content providers	There is a wide range of online learning applications available and being used by schools – some commercial, and some free for use (e.g. Mathletics, Education Perfect, Khan Academy etc.) These may be valuable to use to augment or supplement programmes designed by teachers – but need to consider licencing and access requirements requiring unique user names and passwords.	


The section on the next page draws attention to some of the things that will need to be addressed as an online representation of school is developed. We take for granted the legislative requirements and building codes that must be adhered to in order to ensure the safety and comfort of our physical buildings and learning spaces – the same applies when we move online. It is not simply a case of 'putting something up there' and assuming the structures, systems and processes in place behind what we see will keep our staff and students 'safe'.

Concerns	Considerations	What do I need to consider?
Interoperability	As more and more use is made of online tools and environments the issue of how these might 'talk' to each other and allow for the exchange of data between them becomes important. This is important as we consider the extent to which data about students and their learning may be captured in each of these systems, and the benefit there is or could be in ensuring this information is readily available across multiple systems.	
Identity and access	As teachers and schools make use of an ever-expanding range of tools and environments to access their learning online, consideration needs to be given to the difficulties that can be experienced as a result of having multiple usernames and passwords. This can lead to frustrations as these are forgotten and lost, and access denied. Schools should be considering how they might mitigate this risk through secure forms of single sign on for example.	
Privacy and data protection	There are risks associated with using any online environment that requires the input of personal data or where information about the user is captured during engagement in the system. Schools should ensure that teachers/learners are aware of these, and that mitigations are in place, including policy statements etc. and a robust process for approving what will be used.	
Student achievement data	Linked with the issue of interoperability – it is important to consider where and how student achievement data will be captured and stored so that a consistent view of this is available.	
Intellectual property rights	While it can be tempting to simply copy images and use content that is available online in our online learning materials it is essential that schools adopt a policy around copyright and ensure all staff are familiar with and observe it.	
Hosting and support	With increasing use of cloud-based tools and environments it is also important to consider the implications in terms of cost and vulnerabilities in terms of hosting and the support offered.	

3. Template Planning

The idea of templates isn't always popular with educators who can feel constrained by having to conform to a set way of doing something, but in the case of seeking to accelerate the adoption of hybrid learning practices they can be a valuable resource.

Essentially the templated approach being advocated here relates to the approach to planning, and will therefore be somewhat familiar to most educators.

	Actions...	Considerations...
	<p>Template Planning</p> <p>Begin with a common template for planning to be used by all teachers, that references school and curriculum goals, and provides coherence across all areas of the school.</p> <p>Develop a template for the presentation of online courses/lessons/themes that makes it easy for teachers to upload the material aligned with their planning, and which provides a coherent and unified experience for learners.</p>	<ul style="list-style-type: none"> • What information needs to be in the planning template? • Who will see this information? Ideally the plan should be available online – or at least, specific sections of it – for everyone to see (teachers, students, whānau) • Does your school adhere to a particular pedagogical framework or model? How could this be used to help with the design of the online learning template?

The use of a templated approach to planning – as a school, a department, syndicate or simply as individual teachers is standard practice for most educators. The focus in this stage is on adopting a templated approach to planning across the whole school in order to achieve the following benefits:

- Transparency of intent and process for all who are impacted by the planning, including teachers, students and parents/whānau as appropriate.
- Empowering learners with a stronger understanding of the purpose and intentions of the learning experience, including how it will be assessed.
- Enabling teachers (including relievers) to quickly understand the structure and intentions of the learning experience so that they can easily support what is happening or take responsibility as required.

Adopting a common approach across the whole organisation will allow for a more seamless and unified approach to planning by all staff, and create opportunities for...

- Cross curricular approaches involving staff from different areas of the school (particularly relevant for secondary schools)
- Multi-age approaches designed to include tuakana-teina support
- Inclusion in planning of an emphasis on things like graduate profile statements and school values as areas to be addressed and monitored in a consistent manner

The use of the templated approach to planning will also create the basis of a more focused and rigorous approach to designing the learning activity (step 4) and should align strongly with the architecture used for the online learning environment used to represent the school online.

I acknowledge that many organisations and educators will already use their own planning templates, and many of these will have detail that is additional to the template shown on the following page. What this template serves to illustrate is the planning that connects the learning goals and intentions with the learning content, activity and approach to assessment which will then be useful when it comes to designing and representing this to the learners (more on this in the steps that follow).

Planning Template Blank


Learning Goals	Specific Learning Outcomes	Learning Content	Teaching and Learning Sequence/ activity	Measuring success/ Assessment
<i>What are broad learning goals that will be focused on in this learning experience – generally taken from curriculum frameworks.</i>	<i>How will these learning goals be broken down into specific and observable teaching and learning foci?</i>	<i>What are the particular areas of knowledge and/or learning content that will be shared with the learner? What resources are required to access this?</i>	<i>What learning activities will engage the learner with the content and provide opportunity to demonstrate their understanding and/or competence?</i>	<i>How will learners demonstrate success, and how will this be recognised?</i>
<p>From NZC e.g. AO 1: Level x.x</p> <p>AO 2: Level x.x</p>	<p>e.g.:</p> <ul style="list-style-type: none"> • At the end of the unit, students will be able to... • We are learning to... 	<p>Identify the specific ideas and knowledge to be introduced/learned, and list specific resources (documents, websites, literature etc.) Include opportunity for students to contribute/create resources as appropriate.</p>	<p>Describe specific learning tasks and activities you will use to engage learners to access this knowledge and to construct their own understandings and meaning. Consider the value of collaborative activity here.</p>	<p>How will you assess the SLOs? e.g.</p> <ul style="list-style-type: none"> • Rubric(s) with criteria, indicators and progressions • Prior/Formative/Summative • Self/Peer/Teacher • Learning journals
<p>Highlight the ONE competency from our graduate profile or key competency list to focus on: e.g.</p> <ul style="list-style-type: none"> • Thinking • Relating to others • Using language, symbols & text • Managing self • Participating and contributing 	<p>Within the chosen competency, which aspect(s) will you focus on?</p>	<p>Identify the specific ways in which you will introduce or reinforce the importance of these competencies and build the learners understanding of what they are about and how they can be observed or demonstrated..</p>	<p>How this competency will be incorporated in the teaching and learning etc.:</p> <ul style="list-style-type: none"> • Modelling • Explicit teaching • Observation and feedback 	<p>How will you use the learning progressions (student/teacher) to assess progress towards the competency? (as above)</p>

4. Design Learning

The design of learning is the fundamental task of teachers – they do it every day, sometimes explicitly as an extension of their planning, but more often it's what happens almost naturally as a result of the structures and systems that exist in most classrooms, for example:

- The layout of the learning space (group tables, individual tables, withdrawal spaces, specialist areas etc.)
- The timetable – allocated slots of time determine the scope of the learning activity that can be engaged in.
- The visual prompts and cues available (e.g. wall charts, rosters etc.)
- The role adopted by the teacher – frequently acts as the 'explainer' or 'describer' of the learning activity at the beginning of the experience, and from there may adopt any one of a range of approaches from instructional to coach to facilitator to group manager etc.

The shift to hybrid learning means that all of these things can (and should) be thought about and approached differently.

	Actions...	Considerations...
	<p>Designing Learning</p> <p>Lesson/topic design should be designed with both on-site and remote learners in mind, unconstrained by the traditional structures of on-site only learning.</p> <p>Transparency is key – there must be a clear line of sight between expectations, learning activity and measures of success.</p> <p>To the extent possible, this will involve a 'shift in ownership' of learning, with greater emphasis given to self-managed, self-paced, self-directed forms of learning.</p>	<ul style="list-style-type: none"> • What pedagogical approach(es) are appropriate for what is being taught? Is this appropriate in a hybrid context? • How might what is done currently need to be adapted? • How agentic are your learners currently? What will they need to be able to be more self-managing? • What additional levels of support will be required? Who can be available to provide this? • What opportunities are there for cross-curricular or thematic approaches to be taken here?

Design principles

From the outset it is important to emphasise two key principles that should inform your approach to the design of learning in a hybrid approach.

1. Learner at the centre

This may sound like an 'over-used' phrase in education circles, but if ever there was a time to genuinely engage with and understand the significance of this in our work as educators it is now.

Rather than try to repeat what is readily available in numerous books, documents and websites here, I'll simply pose some questions to prompt your thinking about the extent to which the 'shift in ownership of learning' that occurs when we place the learner at the centre is reflected in your approach.

- How well do you know your learners in terms of their background, home situation, cultural context, learning preferences etc.? (see section one – learning conditions audit).

- How does your knowledge of these things inform the planning and implementation of learning programmes currently? In what ways are the individual differences accommodated?
- Is there flexibility and choice provided for learners to enable them to engage in learning in the way(s) that best suit them?
- Have you considered the diversity of your learners?
- Are the activities you select or design accessible to all, and recognise and uphold the range of people’s cultures and different ways of being?
- Do you use the principles of UDL² to meet the diverse and variable needs of all students in your classroom?
- Does your approach allow for learners to work at their own pace, at an appropriate level, and to complete work in different timeframes?

2. Transparency

So much of what we do in the in-person settings of classrooms and schools is implicitly guided by the systems and structures in place and familiar to all involved. Whether it is the routines determined by timetable, classroom layout and/or the custom and practice associated with things such as the marking of work for example, in every context there are a myriad of things that apparently happen without having to be explained each time.

There have for some time been efforts made by educators to use strategies that ensure learners are aware of what is being learned, why and how it will be assessed. Examples include the daily timetable being displayed, the use of schemas such as WALTs (we are learning to...) to focus on purpose and the sharing of assessment criteria to focus attention on what needs to be demonstrated.

All of these things are examples of the sorts of strategies that can be used to increase the level of transparency in the way we design our learning programmes.

Transparency is important in a hybrid situation as we need to be planning so that our students, their parents/whānau and other teachers can all readily understand what is happening. Besides being empowering for the learner and enabling support from those close to her/him, increasing transparency diminishes the demands on the teacher to be constantly referred to for guidance on ‘next steps’ or reminders about what needs to be done.

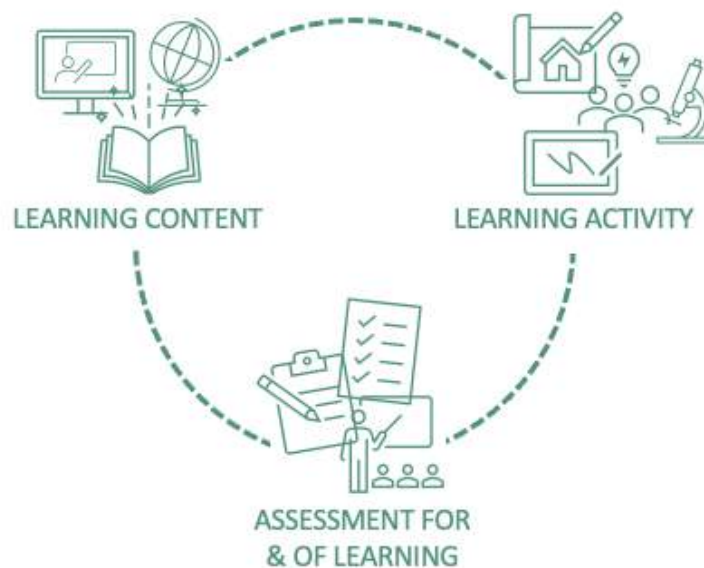
Achieving transparency in this way is a key reason for taking an **online first** approach when designing for a hybrid approach. Using an online environment to share planning, content and teacher guidance means that students, parents/whānau and others supporting the learning all have access to what they need to know and understand about the learning activity.

***TIP** – so often in an in-person setting the teacher operates with the planning in her/his head and provides instructions at various points during the experience about what needs to be done and why. Preparing short video presentations where this information is shared ahead of time and included in the online environment achieves transparency, and allows learners to ‘rewind’ the instructions that so often they mis-hear or forget. By creating these short videos to accompany a set of written instructions you are also reflecting a key principle of UDL by providing multiple ways of engaging with the learning materials.*

² Universal Design for Learning – see <https://inclusive.tki.org.nz/guides/universal-design-for-learning/>

Design Approach

When it comes to actually designing learning that can be shared online and used in either in-person or remote settings it is helpful to focus on the three key dimensions illustrated below (note that these are the three dimensions used in the planning template in section 2 previously).



1. Learning content

Learning content refers broadly to what is taught (or intended to be learned) in the learning experience. This may be understood to be the representation of knowledge, skills and/or competencies that learners will engage or require access to during the learning experience.

“Good” learning content should be selected for learners, first and foremost. This requires that you have a good understanding of their needs, goals, and preferences. Content should be relevant, engaging, available on-demand, integrated with your learners' workflows, and bite-sized.

In many traditional contexts learning content has been represented in the form of text books or direct instruction from a teacher for example. Many educators take pride in creating their own content that is tailored to their specific approach and to the needs of their students. While this can be extremely effective, it can also take a lot of time and effort.

With the steady rise of the WWW and the availability of internet capable devices in the hands of learners, the use of content available online has become popular. The use of content that is available online is particularly beneficial when planning for hybrid learning as it is easier to access for both on-site and remote learners.

Before embarking on creating a lot of your own content to support a hybrid approach you should consider what is available already online, and what you might be able to use, re-purpose or reference for the learning experiences you are designing.

Given there is such a vast amount of content now available online, it is important to consider what will best meet the needs of your learners and the learning objectives of the learning experience. The table on the following page illustrates the range of types of online content you may use – and provides some thoughts on the value of each.

Content Type	Example	Advantage/disadvantage
Freely available	Anything accessible on the web, with particular focus on free or open source content under a Creative Commons license e.g. OER Commons, images on Unsplash, Duolingo for language teaching, talks on TedTalks, iTunes etc.	Vast collections available which address issues of legal use for educators. Can take time to search for and locate things that are relevant to the needs of learners and their context. Quality can be variable.
Generic outsourced libraries	Largely generic online course materials, e.g. targeted lessons on Khan academy, free courses on Udemy or Coursera etc. Some online educational games fit this category.	Generally well instructionally designed linked to specific learning outcomes. May not apply to the particular needs or context of learners.
User generated content	Content created by teachers and/or learners themselves using services such as Slideshare, podcasts, blogs or simply collections of documents in school-based folders.	Can be highly relevant to local contexts and interests – problems with maintaining quality assurance processes and oversight of intellectual property re images etc.
Curated content sites	Mostly commercially available sites providing curriculum-related content – e.g. Education Perfect, Mathletics. May also include online offerings from Te Kura or the Open Polytechnic.	Generally high quality and curriculum related, many with assessment built in as part of the experience. Cost and issues of identity management may be factors to consider for some.
Internally created content	Collections specifically created to address the needs of the school/kura. May include content created by local teachers and external content accessed and curated specifically for the local context.	Good quality, curriculum content designed for local context and supporting local curriculum. Easy to locate and generally able to be re-purposed in specific contexts. Costly in terms of time to maintain.
Commissioned content	Likely to be content commissioned by the MoE to support the NZC – e.g. NZ histories, literacy, numeracy etc.	High quality, curriculum related content that meets the needs of the NZ context. Some ability to re-purpose for local context. Costs borne by MoE.

If you feel it is important to create some of your own content, then consider how you might use some of the following applications to add variety and make your content more engaging for your learners:

- **Slideshows** – these can be very useful to convey key ideas in a simple format. Google Slides can be viewed online, or PowerPoint slides uploaded to an environment such as SlideShare to be viewed online and embedded into online documents. It is also possible to record a commentary with some applications, adding another dimension of value for learners.
- **Video** – this is a particularly popular medium and can be very effective for establishing a more personal connection with learners, as well as providing a medium for modelling and demonstrating things. Videos can be created easily using a good mobile phone and edited if required using freely available tools such as iMovie, Lightworks or Videopad for example. Videos can be uploaded and curated in online spaces such as YouTube or Vimeo and the embed code used to place these within the context of an online learning sequence.

- **Images** - You can get free images that depict your content or even better create images with free online tools. Tools like Canva, Adobe Spark, and Infographia can be used to create graphics and infographics easily and for free.
- **Text** – there are a multitude of word processors and text editors you can use, some of which are cloud based and therefore are already ‘published’ on the web for access by others (e.g. Google Docs). Web based tools such as these also allow you to embed slideshows, images and video which can add an extra dimension to your content. If you are creating text-based content for wider distribution, consider saving it as a PDF which will provide more universal sharing opportunities.
- **e-Books** - these apps enable teachers and students to create products that combine writing, illustration, photography, media and more. Most apps have an option to create a PDF file that can be downloaded, shared and printed. Book Creator is one of the most popular book creation tools in the education world at present.
- **Quizzes** – there are many quiz or puzzle creation tools available on the web. These provide a very effective way of creating content elements that can help engage learners and provide them with feedback on their learning as a part of the formative process. These tools can also be useful to share with learners to have them create their own quiz or puzzle as a demonstration of what they have learned.

2. Learning activity

Having decided on what content you may want your learners to engage with, the next step is to engage them in the material they are learning in active ways - through problem-solving activities, writing assignments, group discussion, reflection activities, and any other task that promotes critical thinking about the subject.

Active learning is an approach that emphasises the importance of learning through **experience**. Considerable amounts of research shows that digital learning is most effective when it is active. An active approach requires that students **do** something that develops their skills, as opposed to passive learning where information is merely transmitted to students. This is different from the passive approach that is observed in some classrooms – the differences are illustrated in the table below:

ACTIVE LEARNING	PASSIVE LEARNING
Focus on the learning process.	Focus on content and presentation.
Focus on communication & interactions	Focus on access and download
Emphasis on reflection and sense making	Emphasis on remembering and recall
Learners engaged in answering and asking questions, thinking about and solving problems and explaining and reflecting on what they are learning.	Teacher delivers course content through direct instruction and presentations.
Learning content is available to learners at any time to allow them to work with it at their own place and pace.	Different pieces of learning content treated as separate units, relying on teacher guidance to ‘weave’ it all together.
Learners make a conscious effort to make sense of what they learn.	Learners repeat information they often don’t understand.
Helps learners think in terms of the big picture and draw connections with the world.	Helps developing writing, listening and organisation skills.

By adopting an active learning mindset, students can learn to process thoughts and analyse arguments better. They can also more easily apply theoretical concepts to the situations which they encounter in their daily lives.

When students realise how active learning can contribute to their personal development and overall well-being, they would put in more effort and take greater ownership of their learning.

Some of the benefits of active learning include:

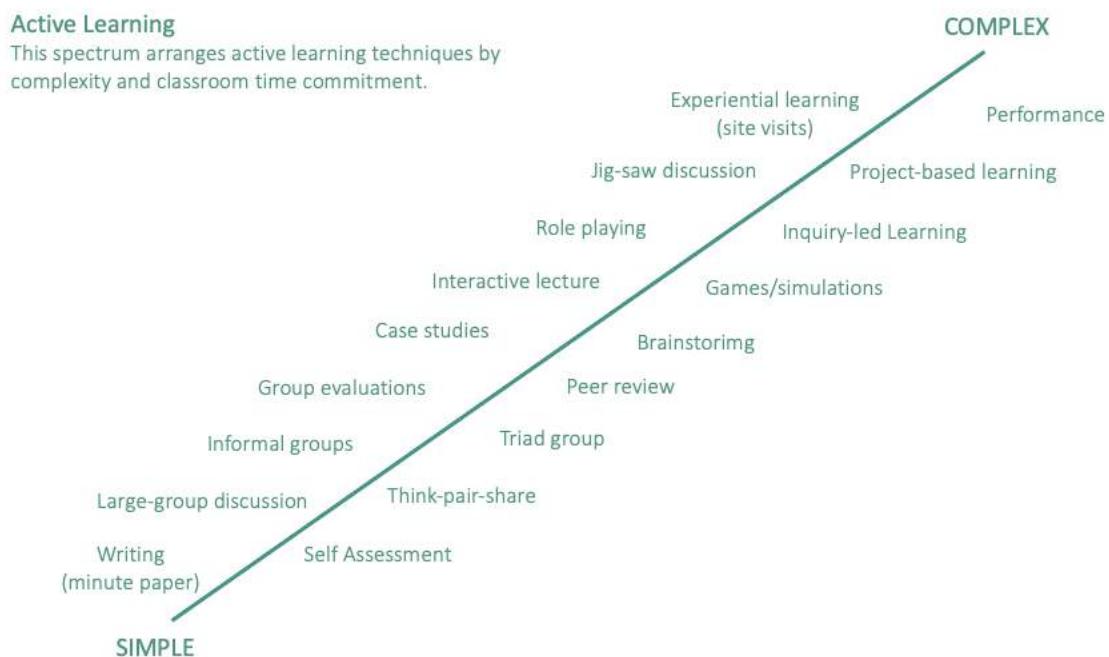
- Active learning helps students to develop their collaborative skills
- Students will learn to take risks and build self-confidence
- Students will gain motivation as they prepare ahead of time
- Active learning can boost creative thinking skills
- Students can take greater ownership of their learning
- Active learning improves critical thinking and decision-making skills
- Active learning promotes real world problem-solving

Active learning in a hybrid approach is a powerful way of enabling learners to take responsibility for their learning, to become self-directed and self-managing and less reliant on the constant presence of a teacher to tell them what to do and how to do it.

Selecting activities

Based on the learning objectives you have determined, you must decide on the activities that will best support these objectives. Consider things such as learner comfort and confidence in the learning environment, and the skills and knowledge you want to highlight, practice and reactivate.

The image below illustrates some of the sorts of learning activity you might choose – and shows how this activity may be thought of along a continuum from simple to complex. The type of activity you select will depend on factors such as the age and ability of your learners, the time available to undertake the task and the prior knowledge and experience in completing this sort of activity.



Based on work by Chris O'Neil and Terisha Pinder-Grover, Centre for Research on Learning and Teaching, University of Michigan.

You should remember that if the activity format is unfamiliar to your learners then a part of the learning time must be devoted to actually explaining/teaching the activity, and allowing time to practice and become familiar with what is involved.

You should articulate expectations clearly to ensure positive outcomes for your students, be explicit about what you want them to do. Plan to model the activity wherever possible. Source exemplars, demonstrations and other learning support if needed. Be clear about the scope and constraints of the active learning activities you have selected.

By focusing on the learning activity you not only make the learning experience more engaging and more meaningful for the learner, but you create more time in the teaching/learning process for relationship building between yourself and the learners – including one on one time with individuals or groups, providing immediate feedback and personalised support instead of feeling the pressure of having to be available to teach the next part of the lesson (i.e. content) to the whole class.

You can also introduce and model strategies that the learners themselves can adopt to support each other and help solve the problems they may be facing.

3. Assessment for and of learning

Within the three-fold approach to learning design outlined here, assessment should be thought of as something that is designed to help our students learn, not just measure how well they have learned after the learning is over. This is consistent with the two design principles outlined at the start of this section:

- **Learner centred** – Rather than focusing on making sure all learners are equipped to pass the test or meet a particular standard, the use of formative assessment strategies focuses on providing the feedback and support that individual learners need.
- **Transparency** – by ensuring the expectations and learning goals are clearly stated from the beginning, with criteria and indicators of success shared with learners at the start of the learning experience, learners (and those supporting them) have a clear understanding of what is required and how it is going to be assessed – and can use this information to plan their approach to the learning activity.

Planning for assessment should not be left until the end of your learning design. It should be an integral part of how you design the learning experience. There should be clear ‘lines of sight’ between the learning objectives and the criteria for assessment you plan to use, and there should be clear connections between the learning activity and the ways in which learners can collect evidence of their learning along the way to use for assessment.

Here are some learner-centred approaches to assessment you might consider in your learning design:

- **Formative snapshots** – this is a term I use to describe any of those ‘micro’ assessment activities that can be included throughout the learning process. This includes things such as quizzes, two-minute conferences, structured learning reflections using reflection protocols to keep focus. The key here is that each activity provides a snapshot of the learning at that particular point. A quiz, for example, can provide a snapshot of what has been learned from engaging with a particular resource, while a two-minute conference can provide a snapshot of thinking that has emerged or reflect on how a problem has been tackled etc. Each snapshot provides the sort of feedback for the learner to inform them of their progress and include feed-forward to inform next steps.


- **Process portfolios** – I am a great fan of process portfolios. These are simply a record kept of progress throughout the learning process and may be recorded in the form of blogs, slideshows (individual or collaborative) or shared documents etc. A very simple activity here might include learners involved in some sort of collaborative activity taking a photograph on their phone at each step of the learning journey – of their group meeting to discuss an approach, of the materials they collect to create something new, of the steps in the process as the new thing takes shape etc. These photos can be uploaded as slides on a slide show, with the comments area used for learners to add their explanations and reflections. Annotation tools can be used to highlight features on the photos as well. In this way the slideshow as it grows actually tells the story of the individual or group learning story, and elements of this can be used also as evidence to illustrate progress against the criteria for the task.
- **Self-assessment** – the key to self-assessment lies with learners having a clear understanding of the criteria they are required to demonstrate in their learning. Rubrics provide a powerful way of representing this – providing transparency around the criteria and what progress might look like in each area. (see section 6 for more detail on this).

Self-assessment may be carried out by the individual learner – or engaged in as a collaborative activity, either peer-to-peer or as a whole group. The secret here is that everyone involved has access to the rubric and understands what the learning intentions are and what might be required to demonstrate success at each level. The learning conversations that can be activated as a result contribute significantly to the learner’s development as a self-directed, self-managing learner. In addition, they reduce the burden on teachers to make summative judgements about a learner’s efforts, often in the absence of such rigor around the identification of progressions and indicators. The extra time required to construct such rubrics pays huge dividends in terms of time gained in other areas where teachers can be more involved as a coach, mentor, facilitator etc.

5. Encourage participation and contribution

The experience of emergency remote teaching and learning revealed a great deal about how important it is to maintain connections with learners and their parents/whānau. We must ensure we take note of this in a hybrid model, and include in our learning design a range of ways to ensure clear and regular two-way communications are maintained.

This occurs not simply by sending out newsletters or having regular webinar catch ups (as useful as these are). We must be thoughtful in our learning design to ensure we are intentional about including ways that encourage participation and contribution from our learners, so that they don't simply revert to being passive learners. The list of actions and considerations in the panel below are key to achieving this.

	Actions...	Considerations...
	<p>Encourage participation and contribution</p> <p>Create a schedule of connections that will apply for both on-site and remote learners and advertise this well in all communications.</p> <p>Consider benefits of simultaneous connections to in-class sessions – including live streaming lessons as they are taught.</p> <p>Ensure there are adequate opportunities for engaging with parents/whānau included (forums, live chat, feedback within platforms etc.)</p>	<ul style="list-style-type: none"> • Have you considered the following in your plan for collaboration: <ul style="list-style-type: none"> ○ Synchronous and asynchronous opportunities ○ On-site and remote forms of participation • Will there need to be moderation of contributions? How will this be done? By whom? • What are your expectations of people to attend and contribute? Compulsory or voluntary? • How will participation and contribution count towards a record of learning?

Experience would suggest that participation and contribution doesn't occur naturally (for most) as part of the learning process unless we have been intentional about creating the opportunity for it to happen and have worked to establish the environment and protocols where learners see the value it provides and feel safe in doing so.

Some of the ways you can achieve this may include:

- Make use of the forums, chat, comment and/or feedback features of the online environment(s) you use to anchor your hybrid experience.
- Gamify aspects of the learning design to promote contributions to discussions etc and ensure you model desired behaviours by providing timely and appropriate feedback and encouragement when contributions are made.
- Where possible design learning activity that involves collaborative activity – in pairs or small groups. Make sure you design the activity so that it will require regular connections between group members, and provide guidance and support to make this happen.
- Include parents/whānau in your scope of activity here to ensure they are also involved in this process – either in their communications with you or in the process of providing feedback and support for their own children.
- Make use of both synchronous (e.g. webinars, phone calls etc.) and asynchronous (e.g. forums, emails, chat) forms of communication and provide choice and options that will suit the context of learners who may have personal or cultural reasons for preferring one over the other.
- Establish a schedule of times and opportunities for such connections to be made – making participation voluntary except on occasions where it is important for all to participate.

- Consider the value of regular connection times that are focused specifically on wellbeing and social connection rather than having a specific learning focus. For example, you could contemplate an assembly at the beginning of the day with all students who are attending in-person and live-stream it out to those who are working from home. Use this opportunity to share karakia to help centre the community thoughts on the day and what it holds, and feature mini-celebrations to recognise learning progress being made etc.
- Create a process where learners (on-site or off-site) can book time for a one-on-one conversation with you as the teacher. This can be done by creating a simple online form with times and a space to include what the conversation might be about. Include parents/whānau in this invitation.
- Most schools maintain a regular newsletter to home – consider ways you could make this more regular and ‘up-beat’. A blog can be useful for this purpose – and don’t forget to engage the learners in contributing. In the online environment it’s easy to include images and insert video to make these communications more engaging and relevant.

Use the technology flexibly


Online technologies can be used effectively to support learning in-school and at-home. There’s no reason why a group may not consist of learners in both environments, and so their ability to continue working together can be supported through the use of both synchronous and asynchronous tools.

These technologies don’t have to be used in isolation. When involved in a webinar, for example, make sure there is a shared, online document available in the background for group members to contribute ideas, links and decisions on as they discuss things. Or use other forms of online collaboration tools such as a Jamboard to capture and process ideas and thinking in a similar way as they might if all were present in the classroom with a whiteboard and sticky notes.

6. Monitoring student progress and assessment

In a hybrid learning environment it becomes even more important that we understand the need to ensure that the task of monitoring progress and achievement is a shared responsibility, and not simply the domain of the teacher. In addition, this activity must be embedded within the whole of the learning process, not simply left until the end.

The panel below summarises key actions and considerations to achieve this – these are expanded on in the section below.

	Actions...	Considerations...
	<p>Monitoring student progress and assessment</p> <p>Again, transparency is the key here. The objectives/goals/outcomes for each learning experience should be made clear at the beginning, with clear links to the method of assessment that will be used.</p> <p>Consider a rubric-based approach that empowers learners to identify where they are on a progression framework by bringing supporting evidence.</p> <p>Encourage student use of online folders to store, manage and present their work for assessment.</p> <p>Include planned time for providing asynchronous feedback to students, as well as feedback in planned presentations of completed work – both on-site and online.</p>	<ul style="list-style-type: none"> • What assessment approaches are the ‘best fit’ for what is being learned? (summative test, quiz, presentation, rubric...?) • How will you plan to provide feedback to each student throughout the learning process? How will this be recorded and conveyed to them? • What platform or environment can be used as a portfolio for student work? How secure is it? • What online tools may prove effective for monitoring student participation and progress over time?

Achieving the state where everyone involved in the process has a role to play requires **transparency** at all levels. Progress and achievement can only be monitored and reported on when everyone in that process is aware of the purpose, goals and indicators of success. It also requires good systems and processes in place to make it easier for everyone to do what is required and for good records to be kept.

Many educators use a variety of strategies to share the learning goals and expectations with learners already, for example³:

- **ABCD cards** Students answer multiple choice questions by choosing A, B, C or D
- **Entry and exit slips** Students respond to questions or prompts at the beginning or end of learning
- **Gallery walk** Students respond to prompts and questions on images and displays to engage in the feedback and reflection process
- **Learning intentions and success criteria** Teachers and students use explicit learning goals and criteria to assess against expected learning
- **Learning logs** Students record observations and reflect on their learning
- **Mini whiteboards** A simple device for students to show working out, write responses and/or ask questions
- **Observation** Teachers observe and record evidence of student learning against specific learning intention, success criteria and/or learning goal

³ <https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/Formative-assessment-strategies.pdf>

- **Peer feedback** Students use criteria or a rubric to review peer’s work
- **Polya questioning** Students demonstrate their understanding through a questioning method incorporating a four-step problem-solving technique
- **Portfolios** Students collate work, such as, files, images, voice recordings, reflections, to demonstrate their learning progress over time Quizzes and polls Students attempt questions that test knowledge about a topic and provide instant feedback
- **Rubrics** Teachers and students use criteria along a continuum of proficiency to communicate and evaluate student learning Strategic questioning and statements A deliberate way for the teacher to find out what students know, understand and are able to do
- **Student self-assessment** Student self-monitoring, self-assessment and self-evaluation, which can help students take ownership of their learning What’s the question? Students formulate questions based on key terms and content.

Many of these will be familiar to classroom practitioners – and most can easily be adapted to be a part of the learning design in a hybrid environment.

The one thing all of these have in common is that the criteria for assessment is available to all involved and the observations/reflections/feedback/assessments made are done so on the basis of that criteria.

Using rubrics

Rubrics provide one of the most effective ways of doing this. A well constructed rubric doesn’t simply list the criteria, but also provides sets of indicators across a row to provide very clear understanding of what performance at that level might ‘look like’. The image below illustrates how this works:

Structure of a Rubric

Progression headings – used consistently across all learning experiences, providing clarity in distinguishing between each level

Criteria	Not Yet	Emerging	Developing	Proficient
	<i>Haven't got to starting this yet.</i>	<i>Making a start. Working with many of the parts to build towards the whole.</i>	<i>Making sense of it all now. Signs of making it all work together.</i>	<i>Nailed it! This is now a part of how I work all the time.</i>
Undertake research to build understanding of what is required.	No research completed yet.	A range of questions asked, but not all have clear links to the design.	Sufficient research completed to help inform the design. Some questions missing.	Research well planned and executed. Provides a clear direction for design work.
Create a drawing/plan that conveys the design, and shows links with the research findings.	No plan completed yet.	Basic drawing/plan to convey the idea of what is being built. Few, if any, links to research evident in the design.	Drawing/plan is sufficient to guide the build, but some detail missing. More links to research would be helpful.	Comprehensive drawing/plan represents everything required to build the product. Clear links in the design to research.
Competently use tools and materials through the creating process.	Not yet demonstrated.	Prepared to have a go with a range of tools. Learning to select the right tool for right purpose.	Developing confidence, prepared to seek advice when needed. Generally selects the right tool for the right purpose.	Confidently and consistently uses tools in the right way and for the right purpose. Demonstrates care of tools.
Produce a quality final product that matches what was planned.	Not yet completed	Final product lacks attention to finishing detail. Evidence of mistakes and repairs made.	Final product matches what was planned with only minor imperfections.	Final product is of high quality. Finishing work is of a high standard.

Criteria statements – based on the specific learning objectives identified in the planning template.

Indicator statements – illustrating what the evidence of success might look like at each level for each of the criteria.

As they engage in their learning, students can use the rubric as a reference point to ensure they are on track to be able to provide the evidence to support where they believe they are on the progression continuum.

Rubrics help learners to:

- Understand expectations and components of the learning experience.
- Develop awareness of their own learning process and progress.
- Improve work through timely and detailed feedback.

Rubrics help teachers to:

- Assess consistently from student-to-student.
- Give timely, effective feedback and promote student learning in a sustainable way.
- Clarify expectations and components of an assignment for learners and those supporting their learning (parents/whānau, support staff etc.)

When developing rubrics you should consider the following:

- Although it takes time to build a rubric, time will be saved in the long run as providing feedback on student work will become more streamlined.
- Rubrics can be created in a number of ways that make them portable and sharable in a digital world, for example, 'fillable' pdfs or online forms.
- Rubrics are not simply a tool for summative assessment, they can and should be used throughout the learning process to encourage formative feedback and reflection. For example:
 - They can be used for peer or self-assessment to improve personal performance and learning.
 - Students can feel motivated to improve their work by using rubric feedback to resubmit their work incorporating the feedback.
 - Parents/whānau can feel more connected with their child's learning and informed about what is required and how it will be assessed.
 - Students can be encouraged to use the rubrics to assess their own work.

Gathering evidence

For a rubric-based approach to work well you must also plan for how your learners will gather and store the evidence of their learning throughout the process. In a regular classroom this has been done in the past using paper-based portfolios – or even the learner's exercise books and folders. In a hybrid learning environment the use of digital tools must be considered. This has a number of advantages:

- The material stored there can be made available to anyone to view from anywhere and at any time
- Connections can be made between the work created by the learner and their reflective comments or feedback from peers or others.
- Collections of evidence can be sequenced to show the progression being made, and tools used to highlight the specific events and points where growth was observed.
- The use of collaborative documents make it possible to provide more impactful feedback about group work.

Many teachers already use digital tools for evidence gathering, including:

- Slideshows that capture the learning journey at key points throughout and are annotated with feedback and reflective comments
- Blogs that contain reflections on progress and which can develop over time

- Podcasts used in the same way as blogs, but with an emphasis on the oral story telling. This format can be very engaging for learners from oral/aural traditions.
- Online folders to store documents – having appropriate protocols for naming and filing documents becomes very important here.

Any of the suggestions above can easily become a part of what a learner does throughout the learning process – and not become something that is ‘tacked on’ later.

System approach


In a hybrid learning environment schools/kura are encouraged to adopt a consistent approach to monitoring and assessing learning across all areas of the school. This coherence will ensure that the learners, their parents/whānau and wider support networks (including other teachers in the school) are familiar with what is required.

All of this must, of course, be linked to how the school/kura gathers and stores information about learners and their progress that is then used for summative reporting. Working together to develop seamless systems and processes for making this happen is key to leveraging the full benefits of an approach as suggested above.

7. Professional Development

Change of any kind requires careful planning and a strategy to manage the myriad of concerns of those involved. Your ability, as an educator, to take on board the things suggested in this document and implement them in your setting will depend on the ways in which you can have your questions answered, concerns addressed and are then empowered and enabled to take some risks as you try out new ideas and approaches.

The panel below summarises some of the key actions and considerations here:

	Actions...	Considerations...
	<p>Professional development</p> <p>Use a concern-based approach to identify the needs and concerns of staff as they are introduced to this way of working.</p> <p>Plan for the appropriate professional learning interventions to address these, including:</p> <ul style="list-style-type: none"> • Whole staff meetings • Focus groups • Use of external experts • Access to readings and research • Peer mentoring and support • Etc. <p>Implement an evidence-based professional inquiry approach to underpin all professional learning activity.</p>	<p>NOTE: to the extent that it is possible, professional learning opportunities should be made available to staff using the same hybrid methodologies as are being implemented for all students.</p> <ul style="list-style-type: none"> • How can you build an effective hybrid model of support for professional learning for staff, so that they are learning about and through the technology? • What are the specific areas that should be addressed first up in this transition? How will you identify them, and how will you ensure the needs of all staff are addressed? • How will you monitor and measure performance and progress towards the overarching goals of where you want to get to as a school?

Understand why

It is vital that all staff involved in this process understand what the drivers of change are, why this is necessary and how it will (ultimately) benefits learners and enable them to do their job more effectively.

Time must be set aside in the busy schedules of organisations to ensure there is adequate attention given to building a shared understanding about this.

Identify concerns

Research shows that the most effective way of achieving change in an organisation that is attempting to introduce an innovation is to listen to the concerns expressed by staff and find ways of responding to these. This is the premise of the Concerns Based Adoption Model⁴ (CBAM), a conceptual framework that provides tools and techniques for facilitating and assessing the implementation of new innovations or reform initiatives. The underlying premise of CBAM is that implementing a new initiative requires more than the provision of materials, resources, and training; it requires the understanding that each person involved will respond to the new initiative with unique attitudes and beliefs. Moreover, each person will use a new program differently.

Change such as is being introduced here will inevitably cause tensions. The challenge is to confront these tensions honestly, recognise what is causing them and address them in ways that honour the

⁴ <https://www.air.org/resource/cbam-concerns-based-adoption-model>

efforts of all involved. Some key tensions educators will face when embracing the hybrid approach include:

- The tension between allowing both staff and students to work where and when they want *and* expecting them to be available all the time.
- The tension between staff and students feeling isolated when working remotely *and* feeling invaded by communications technologies.
- The tension between what practices are possible in the hybrid learning environment *and* what is preferred and beneficial.

In addition, there will be a number of concerns that cause anxiety until a satisfactory outcome can be established, for example:

- How to provide support for learners with special learning needs when they are working remotely?
- How to ensure equity of access to digital technologies in order to participate?
- How to provide quality experiences in areas of learning that require access to physical resources (e.g. technical subjects, music, specialist science labs etc.)?
- How to monitor group work that involves on-site and remote learners collaborating at the same time?
- Etc.

These are examples of the sorts of concerns expressed by staff when facing this sort of change. It's important to acknowledge the genuineness of these concerns and the anxiety they can create while being addressed. It's also important to actually do something about addressing them and not simply expect the answer to be provided by someone else.

Learning together

What can be done to ensure the professional learning needs of staff are met?

As an individual, you should:

- Identify what your concerns are and prioritise these
- Develop a professional learning plan that identifies ways in which you can address your concerns (see next section on schools)
- Stay informed. Extend your network to become connected to others who are making these changes and tune into what they are saying. (KEY ADVICE HERE – avoid networks that are simply repeating questions, or complaints. Look for networks that are solution focused and offering ideas that can be adopted. Feed yourself on positivity!)
- Use a 'teaching as inquiry' approach – not all ideas will work immediately. Be prepared to give things a try, and use the TAI framework⁵ to guide how you decide on what to try and how you monitor its effectiveness.

As a collective you could:

- Form groups to undertake collaborative TAI – focusing on agreed areas for action.
- Hold regular meet up sessions to share experiences and offer new ideas – some groups gather for breakfast one day in the week, while others make it an after school commitment.

⁵ <https://nzcurriculum.tki.org.nz/Teaching-as-inquiry#collapsible1>

- Establish a shared 'knowledge base' – a place where key readings and resources are curated and available for staff.
- Circulate key readings or articles and hold informal discussion groups to extract meaning for your context.
- Find out what's happening elsewhere – connect with other schools and share ideas/experiences.
- Involve your community – circulate questions/surveys, invite them in for conversations, maintain good communications.
- Hold professional learning sessions using the technology – model good practice to reinforce what is possible when working with learners.
- Invite external people to contribute to your PLD sessions using the technology.
- Regularly survey students (without making it a burden!!) to check with them about how things are going and the impact this is having on their learning. Include them in ideation discussions and seek their input and ideas.

End note

If you’ve managed to read to this point of the document I’m sure many readers will be questioning “this is all familiar, we’re already doing it aren’t we?”

If you are, then great! I’m fully aware that there are many educators and some schools that have been operating in these sorts of ways for a while now – sometimes under the guise of flipped learning, blended learning etc.

What this paper supports (and the previous paper advocates) is a more thorough, systematic and intentional approach to shifting the way we work as organisations, leaving nothing to chance in order to achieve a hybrid learning future. It’s about **system change**.

This isn’t about short-term, temporary fixes. It’s about transforming how we think about our organisations to ensure they are more resilient in the face of unforeseen circumstances such as earthquakes or pandemics, **and** that they evolve to be more agile, inclusive and responsive to the needs of learners as we prepare them to thrive into the future.

What needs to change?

The following table appeared in the previous document and is included here as a summary of the dimensions of our current approach in which change will be required. The need to cater for learners in contexts at home or at school creates an exciting new opportunity to take a new look at some of the pedagogical shifts that have been spoken about for some time as illustrated in the table below:

Dimension	Current on-site practice	Hybrid learning
Learning environment: Where does learning predominately take place, and how do these environments support the pedagogical design and preferences of learners?	The school/classroom setting is the primary focus for learning, with some use of specialist spaces (e.g., library, computer lab). Some learning tasks are assigned to be completed at home or on student’s own time.	Learning occurs in a range of settings designed to support the learning activity. Learners have increasing choice about which environment(s) they may use. This includes settings outside of school, including online.
Learning Design: what frameworks are used to inform the design of learning programmes? What are some of the implicit influences at work?	Learning design is predicated on the systems and structures of the school – hours at school, timetable, classes and teachers, subjects, assessment deadlines etc. Access to learning experience is often limited by the influence of these design decisions.	Learning design is based around the needs of individual learners, with the primary connection being online. There is greater transparency of expectations and what is required to achieve outcomes. Access to learning content and opportunities to participate in learning experiences not limited by physical location.
Curriculum: What form does the curriculum take? What framework(s) are used to specify the desired outcomes, and to guide selection of learning content and design of learning sequences? Who is involved?	Emphasis on meeting externally mandated requirements, resulting in curriculum ‘coverage’, organised around the parameters of the school timetable. Emphasis on the transfer of knowledge and development of skills required for gaining employment and being successful in life.	Learners often included in the process of local curriculum design. Content and resources can be contextually selected, drawing on the expertise of local people and ensuring learning is authentic to the learners’ context and experience. Emphasis on development of capabilities, preparing learners as capable, confident, self-directed learners.

<p>Learning activity: What will students be doing as they engage with the learning materials and respond to direction of the teacher?</p>	<p>Learning activity determined by the timetable and resources available on-site.</p> <p>Specialist rooms and equipment provide learners with access to facilities and opportunities they may not have elsewhere.</p> <p>Collaborative and group activity enabled by physical presence.</p> <p>Opportunity for sustained, in-depth engagement limited by timetable constraints.</p>	<p>Learning activity mediated online, designed to cater for students working on-site or from home.</p> <p>Group/collaborative projects may be in-person on virtually enabled.</p> <p>Increased focus on inquiry-based and project-based learning.</p> <p>Flexible options for managing time create opportunity for sustained, in-depth engagement.</p> <p>Options made available for providing access to specialist facilities or resources for remote learners.</p>
<p>Acts of teaching: What are the pedagogical approaches used to stimulate and engage learners?</p>	<p>Teacher’s primary role is instructional, taking full responsibility for decisions about what is learned and how it is to be learned. Dominant pedagogical practices are didactic, with a focus on the role of the teacher as director and manager of learning.</p>	<p>A range of pedagogical approaches are employed, depending on the scope and nature of the learning activity. Teachers are active in scaffolding the learning process and increasingly act as facilitator, coach or guide. Learners more actively engaged in designing and monitoring their own learning – and in providing support for other learners.</p>
<p>Support and supervision: What systems and processes are in place to ensure the learner is supported and that that they are progressing at an appropriate pace?</p>	<p>Teachers are the primary source of feedback and support for learners. Decisions about the timing and nature of support provided are generally left to the teacher based on professional observation and judgement.</p>	<p>Learners are increasingly self-managing, and can identify where support is required and seek support/feedback from the best person to guide them. Learners recognize other students’ learning and support this through effective personalized feedback/forward, questioning. Parents/caregivers are recognized as partners in learning.</p>
<p>Assessment: What approach(es) are employed to demonstrate success in learning and provide evidence to support this? Where is the record of learning stored and who manages this?</p>	<p>Pursuit of learning objectives/intentions substitutes for success criteria. Teachers make all judgments as to when these are met.</p>	<p>Learners capable of constructing or co-constructing their own success criteria, with the support of peers or teacher as required. Focus is on learners’ ability to succeed, with levels of performance (success) recorded in rubrics.</p>
<p>Monitoring progress: How is progress in learning supervised and monitored?</p>	<p>Teachers maintain systems for monitoring and recording progress and achievement – and for reporting on this. Often a big emphasis on ‘sampling’ as time limit’s ability to engage deeply with each learner.</p>	<p>Self-assessment and monitoring are an embedded part of the learning process. Learners use a variety of tools and frameworks (e.g., portfolios, rubrics) to accurately identify and record their own progress and achievement. Learners are active in maintaining and curating their own record of learning.</p>

The indicators in the table above are very generalised, and provide only a limited perspective into the many aspects of change that need to be considered, but they do provide a useful starting point for thinking about the specific areas that may be addressed by a school at the beginning of their journey to operating in a hybrid model.