

# Hybrid learning 2022

Continuing learning while your kura or school is open



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## We can expect to have changeable teaching and learning circumstances during the 2022 school year with Omicron in the community and the move to traffic light settings rather than lockdowns.

This means we can expect to have periods of student and staff absences due to the need to isolate (if they have been a contact of a case, or are positive but asymptomatic) or because they are unwell.

When students or staff need to isolate but are well, they should still expect to be able to learn and teach. This will require an approach to learning that includes online, remote, face-to-face and onsite learning so learners can transition between settings with minimal interruption to their learning.

Learning that is delivered in these multiple modes is commonly known as '**hybrid learning**'. Hybrid learning is an educational approach in which schools (not necessarily the same teacher) provide remote and onsite learning at the same time, using a range of technologies and approaches, including paper-based learning.

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### A hybrid learning approach where online is available

Though the situation for schooling in 2022 is likely to be very different there is much to learn from teachers' and leaders' past experiences at alert level 4, and the partial re-openings at alert level 3 of the 2021 covid protection framework.

However, a major shift will be a change from thinking about face-to-face/onsite learning as the dominant way that learning is delivered, to one where learning is designed from the outset to be delivered seamlessly in three ways (onsite, online and paper based) where required.

### Definitions

Here is a definition of terms for the purposes of this advice\*:

- **Online learning** is learning that is accessed by the learner via the internet, whether remotely or onsite at school.
- **Remote learning** is learning that takes place away from school, whether via the internet or paper based.
- **Face-to-face learning** is learning that takes place with the teacher, whether online or in person.
- **Onsite learning** is learning that happens at school.

*\* These terms are not always defined this way, but these definitions help clarify an approach to learning that is quite complex.*

**Hybrid learning** sounds like a lot of extra work, however, there are ways to make it simple:

- Use online learning as a significant part of face-to-face learning – an advantage is that by engaging onsite learners with online learning, teachers will be freed up to meet online with remote learners.
- Video face-to-face classroom lessons and provide them online for learners to access remotely, or live-stream lessons. Note: making the recording available (rather than live-streaming) enables much greater flexibility for the learner/family/whānau.
- Use the same online platform for accessing learning and resources for remote as well as onsite learning. This consistency also helps parents/whānau support their children's learning.
- Schools share templates, resources, experiences and learnings of what has worked and what hasn't in hybrid learning.
- Have a teacher or teachers dedicated to hybrid teaching.

When the core structure for organising learning is online first, it is easier to move fluidly between the modes than when starting with face-to-face learning and translating it for online use.

The hybrid learning strategy of a 'flipped' classroom also helps. In flipped learning there is a focus on delivering content and resources online (by video, for example), regardless of whether a learner is in the classroom or at home, and then going deeper into this content through face-to-face interactions (online and onsite), often with the teacher but also collaboratively with peers.

The benefits of a flipped classroom approach means that face-to-face instruction can be spent delving deeper into the learning, as opposed to delivering content. It also gives learners the opportunity to 'rewind' learning and revisit the online content at their own pace.

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## **Provide learning programmes for students without access to a device and/or internet**

In many schools, planning for remote learning must include options for students who do not have sufficient access to a device or internet. To ensure quality learning and equity, these students must be considered from the outset of learning design, rather than as an add-on later.

Suggestions include the following:

- Maintain updated records about such access for all students. For example, will they have access to a phone or television if remote learning is required?
- When planning, choose online materials that are available in easily downloadable and printable formats, such as PDFs.
- Always include some paper-based activities in the design of learning so there are some activities that easily translate for these students. For example, we know that paper-based notetaking helps to ensure engagement with lesson content, embeds learning and encourages active listening even for online students.

- Include episodes of [Home Learning TV](#) as learning resources, and provide families with instructions for access.
- Have some generic printed learning packs already available for quick and easy access. Keep a record of what students have used during self-isolation.
- Develop a school plan to have a safe process and central location for picking up learning materials, or develop a delivery plan, such as mail, courier or a staff member to deliver packs to letterboxes.
- Students with devices but no internet can access Google Drive files offline. Teachers can easily locate downloading instructions online. This requires internet for the initial set up.
- Given that most families/whānau have a phone, plan to make phone calls for social and learning check-ins. Include a small group of peers on speaker mode where possible to maintain social connections.
- Ensure video sessions are accessible by phone. Note: encourage students to download and watch, so they can access it multiple times and use less data.
- Use online learning and other independent activities onsite to give teachers time during the day to check in with remote students.

Consider the needs of students with limited or no access right from the beginning of the design and planning process rather than as an add on later.

## Organise teachers and teaching to avoid increased workload

Teachers, and how they teach, can be organised in ways that avoid some workload issues.

Suggestions include the following:

- Work in teams, share the planning, and utilise strengths and capabilities to deliver the range of learning modes.
- Enable flexibility in teachers' roles – for example, teachers deliver the online learning programme or do additional planning when they are self-isolating and able to work.
- Use cross-curricular planning and implementation to create teams in secondary and primary schools. At a simple level this may involve planning together across just a couple of curriculum areas. At a more sophisticated level, it could include thematic projects that involve a number of different curriculum areas.

A further advantage of setting up teams of teachers who work together, is that learning can continue more smoothly when a teacher within a team must self-isolate (especially if relievers are not readily available).

## Being prepared: knowing your learners and whānau

If you have not already done so, we strongly encourage teachers to gather updated information about each learner's access to online learning (devices and internet), communication preferences, and what learning support is likely be available during periods of remote learning. We recommend gathering this information on a regular basis, as it could well change depending on the situation when/if the need for isolation eventuates.

Teachers could also gain information from previous teachers about what worked well for each learner during previous periods of remote learning.

## Where might you start?

- Try recording yourself delivering a lesson or creating a content video and share the lesson online for learners both inside and outside of the classroom. Note: don't spend too much time on the quality of the video, it just needs to be good enough.
- Include some online learning as part of your onsite programme.
- Give your learners more opportunities and experiences to develop agency and self-directedness when they are onsite. This will prepare them for remote learning.
- If you haven't already, consider forming teams of teachers who collaborate on planning and delivering learning programmes.
- Ensure you have all the information you need about individual learners and their whānau, so you are prepared for a seamless transition to remote learning for every learner that takes account of their circumstances.
- Gain familiarity with one new tool for online learning, such as Zoom or Teams. Alternatively, try something you haven't done before with a familiar tool, such as using the breakout room functionality.



### Support available

Schools and kura can access Professional Learning & Support (PLD) for up to 25 PLD hours if they need help with hybrid teaching and/or teaching under the 'Red' traffic light setting.

The information on how to apply for this support is on the PLD website. [🔗 Id.education.govt.nz/news/distance-learning-pld-support/](https://www.ed.govt.nz/news/distance-learning-pld-support/)

### For more information on hybrid learning:

[🔗 Resilience Planning for Schools](#) - Derek Wenmoth

[🔗 More on Resilience Planning for Schools](#) - Derek Wenmoth

[🔗 Online interview with Derek Wenmoth](#) - on the Ministry of Education's Learning from Home website