

Hybrid Learning Support for Educators

On-site Learning Environment

WHO IS THIS FOR?

Teachers/Kaiako
Leaders/Tumuaki

WHAT IS THIS ABOUT?

Why does making learning visible matter?

What does/could visible learning look like?

What simple, readily available tools could kaiako and kura use?

WHY IS IT IMPORTANT?

For hybrid learning to be successful it needs to be more than remote delivery of content. With less face-to-face teacher/learner interaction, learner motivation becomes more challenging, as learners have a much easier pathway to disengagement. Making learning visible and accessible to students, whānau, and other teachers is central to quality hybrid learning

Visible learning enables students to be more self-directed in their learning. It offers agency, rangatiratanga, to learners, which supports engagement, and a less stressful workload for teachers.

Hybrid learning opens up opportunities for innovation and creativity in both pedagogy, and consequent learner activity.

Making Learning Visible

Ensuring that learners (and whānau) are able to access their learning anywhere, anytime

Supporting teachers to engage in making learning visible

Making learning visible must not be seen as 'yet another thing for teachers to do', but rather as a way of being, as a part of the organisational culture of a school or kura, and as 'the way we do things around here'. For many it may represent a significant shift in pedagogy, as the teacher is genuinely no longer so much the 'sage on the stage' but also the 'guide on the side'. This can be experienced as empowering, rather than threatening, by the teacher. The learning is accessible anywhere, any time, and learners have 'agency', the power to determine to some degree their pathway into their learning, within the limits of 'prior knowledge'.

Pedagogy

Begin with a kōrero on pedagogy: what are your agreed mechanisms for causing learning. What are your non-negotiables? This is the shared understanding of how you will cause learning in this hybrid environment. Visible learning is one such pedagogical approach.

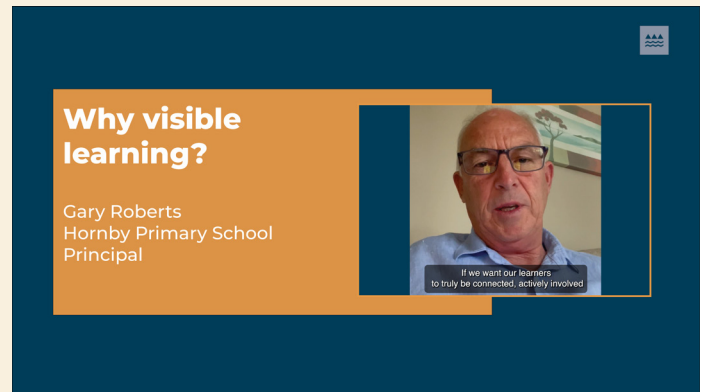
Follow this [link](#) to hear kāhui ako Education Programme Lead, Angela Taylor, share about the connections between hybrid learning and visible learning. (Video duration, 2:13 minutes).



When we make learning visible, what could this look like?

Content and learning activities are accessible to the learner, and to whānau, anywhere, any time. Interaction between the ākonga and kaiako, whānau, and a range of real world elements, is also enabled anywhere, any time. These are all enabled, and the impact amplified, using a range of digital devices and tools.

Follow this [link](#) to see principal Gary Roberts share about the benefits of visible learning. (Video duration, 1:37 minutes).



The right tools for the job

Choose the platform and tools you will use and ensure that these are used consistently by all staff across the whole kura. Do not accept the 'oh no, this other tool works better for me' response. Remember that schools are primarily for learners, not teachers. From a leadership perspective, sometimes you just have to bite the bullet, to be directive.

From the learner's perspective, consistency is essential. In the hybrid environment, it is confusing for the learner to be expected to use different tools, to see the learning content and engagement tools laid out using different tools, different vehicles, different 'portals' of access, depending on 'whose class' they are 'attending'. This gets in the way of the learning.

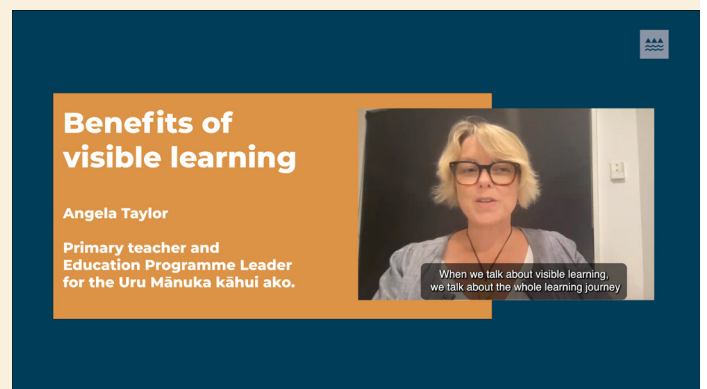
Follow this [link](#) to see principal Gary Roberts share about the importance of leadership. (Video duration, 0:58 minutes).



Leveraging the benefits for all of your learners

Talk with those other kura in your kāhui ako: if you are an intermediate or secondary school, those schools from whom most of your intake come; or, as a primary school, those schools to whom most of your children progress. See if you can agree on common tools and pedagogies. There is much power to be gained in terms of impact on learning by offering the learner a coherent approach to learning, a consistent 'portal' to, and set of tools for, learning regardless of age and stage.

Follow this [link](#) to hear Angela Taylor, kāhui ako Education Programme Leader talk about the benefits of visible learning. (Video duration, 2:12 minutes).



Where might you start?

- » **START!!** Do something; make a beginning.
- » **Begin with the pedagogy;** otherwise, the digital tools become the end in and of themselves. So, what is your pedagogy?
- » **Choose/agree on a common set of tools and a platform that you will use.** Top starters are most probably either the Google or the Microsoft suites. Google offers the ability to easily generate 'teacher sites' that become the 'containers' for all content and activity. Blogging tools offer the opportunity to make learning visible to the real world, and to generate real world engagement for the learner, whether whānau members, or real world 'experts'. (Note the age limitations for Google's own 'Blogger' tool.)
- » **Support staff with investment in skills development.**
- » **Be relentless in your focus.**

Further Information

Why visible learning, Gary Roberts, Hornby Primary School Principal. (Video duration, 1:37 minutes).

Leadership and visible learning, Gary Roberts, Hornby Primary School Principal. (Video duration, 0:58 minutes).

Visible learning and hybrid learning connections, Angela Taylor, primary teacher and Education Programme Leader for the Uru Mānuka kāhui ako. (Video duration, 2:13 minutes).

Benefits of visible learning Angela Taylor, a primary teacher and Education Programme Leader for the Uru Mānuka kāhui ako. (Video duration, 2:12 minutes).

The Manaiakalani Programme has a rich set of resources that adapt readily to hybrid learning and because they are themselves 'visible' they are available to everyone. <https://www.manaiakalani.org/>

