

Design with ākongā variability in mind

A suggestion for implementing the strategy
'Use hybrid learning approaches' from the
Guide: [Curriculum accessibility](#)

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- Includes:**
- Create a predictable whole-school hybrid approach
 - Plan inclusive school-wide supports
 - Use five key pedagogies
 - Consider variability when creating content
 - Make content accessible
 - Useful resources

Inclusive Education

From

Guide: [Curriculum accessibility](#)

Strategy: [Use hybrid learning approaches](#)

Suggestion: [Design with ākonga variability in mind](#)

Date

12 July 2026

Link

inclusive.tki.org.nz/guides/curriculum-accessibility/design-with-akonga-variability-in-mind

Create a predictable whole-school hybrid approach

“Consistency of learning design helps students make sense of learning tasks and saves time interpreting many ‘ways of doing’.”

Quote source: [Hybrid Learning Guide](#)

- ✓ Create a digital platform for sharing teaching and learning. For example, Google Classroom, Microsoft Teams or the school website.
- ✓ Develop clear expectations or best practice guides for teachers and students.
- ✓ Empower students and whānau by making learning visible. For example, consistently share information such as learning objectives, progressions and quality criteria.
- ✓ Design for flexibility. Take into account diverse students and the demands of varied environments.
- ✓ Create systems for student tracking or milestone completion as well as pastoral support so that needs can be identified and support can be given when and where it is required.
- ✓ Create support systems that meet students needs regardless of where the learning occurs.
- ✓ Design systems for students to demonstrate success and show learning within your hybrid approach.

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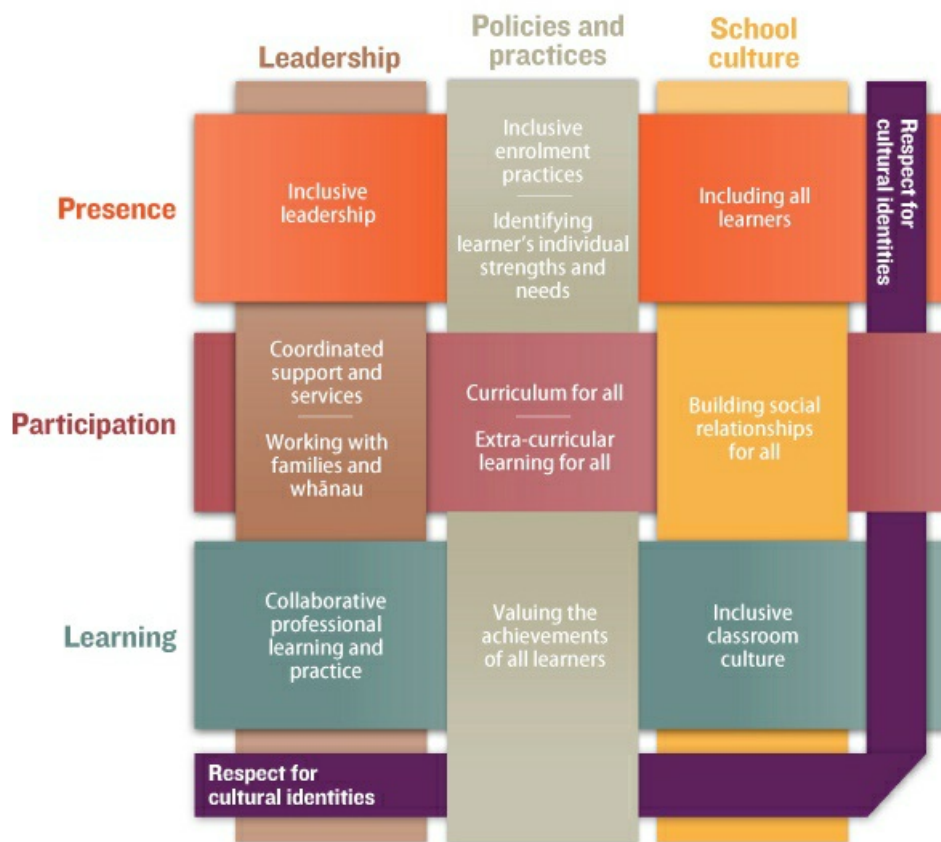
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Plan inclusive school-wide supports



Source:

[Wellbeing@School](#)

<https://wellbeingatschool.org.nz/themes-and-sub-concepts-explored-inclusive-practices-tools>

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School-wide supports should work for students whether working remotely, working from home or physically at school

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Use five key pedagogies

Five pedagogies are central to hybrid learning. Each pedagogy provides flexibility that can support diverse learners.

Flipped learning

- Resources for learning such as videos, screencasts and readings are in an online hub that can be accessed independently at any time.
- Ākonga can use the resources in class or at home, at the same time as their peers or at different times.
- Students can access learning at their own level, in their own time and rewind it to gain understanding.
- Teachers provide rich in-class experience to take the learning deeper through discussions, hands-on activities and collaboration.

Personalising learning

- Personalising learning tailors learning to each student's individual needs, skills and interests, and provides the flexibility for students to tailor their own learning
- Ākonga needs and goals, and progress towards them, are highly visible and easily accessible to teachers, as well as to students and their whānau.

Student agency

- Student agency, voice and self-directedness promotes and scaffolds learners to take ownership of their learning.
- Hybrid design includes robust and continual feedback loops that gather information about how students are experiencing the learning programme and whether it is meeting their needs

Active learning

- Active learning means students are doing something rather than just listening or responding.
- For example, students may be answering questions while listening, learning through play, or engaging in group work or inquiry learning.

Enriched virtual learning

- Enriched virtual learning where online learning is the backbone of the learning programme.
- There is a seamless transition between school and home settings.

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Consider variability when creating content

Accessible Education Materials

- designed for widest range of individual variability
- accessibility designed from the start



[Welcome Mat | Dru Rhornfield | Flickr](#)

For more information see: [National Center on Accessible Educational Materials](#)

Source:

[Accessible slide design](#)

<https://learningfromhome.govt.nz/distance-learning/technology>

[View full image \(156 KB\)](#)

Consider the variability of the students you are planning for and make content easy to access and use.

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Make content accessible

Consider the needs of every student and common accessibility tips as you design learning materials.

Slides

- Use consistent styles, for example, use built in layouts in Powerpoint and Google slides or create your own custom styles
- Declutter slides to focus on one key idea
- Minimise the amount of text and use large, easy to read font sizes
- Check for high contrast between foreground and background colours.

Documents

- Use headings and subheadings to break up the content and support navigation
- Avoid overuse of italics and underline for emphasis – use bold sparingly, if necessary
- Left-align content for improved readability
- Write descriptive links to show where links will take the reader.

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Useful resources



Creating accessible resources

An introduction to creating accessible slides and documents using the SLIDE mnemonic.

[Visit website](#)



Make your PowerPoint presentations accessible

Step-by-step instructions and best practices for making your PowerPoint presentations accessible.

Publisher: Microsoft

[Visit website](#)



Accessible slide design

Considerations for accessible slide design.

[Visit website](#)

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