

Gather information to guide hybrid approaches

A suggestion for implementing the strategy

'Use hybrid learning approaches' from the

Guide: [Curriculum accessibility](#)

Includes:

Partner with whānau

Identify the support needed

Conduct a Learning Conditions Audit

Monitor impacts on student learning

Keep records up to date

Useful resources

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Guide: [Curriculum accessibility](#)

Strategy: [Use hybrid learning approaches](#)

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Date

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Partner with whānau

Build and maintain effective relationships with whānau to sustain hybrid learning approaches.

Some discussion points for whānau conversations:

- The level of ākonga independence when learning remotely or from home. This will vary by age as well as other factors.
- The people or community who support ākonga when learning remotely.
- The resources available in the home or community, such as spaces, devices, wifi, books and learning materials.
- Cultural expectations and protocols.
- Preferred forms of communication, both to and from whānau.
- How to track communications.

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Identify the support needed

Work with students, whānau and community to identify available resources and the right supports for learners.

Having knowledge (preferably in advance) of the personal support community that will likely be available to a student during a remote learning period will help teachers to quickly ensure that their support goes where it is most needed.

Source:

[Using information to provide the right supports for remote learners | Learning from home](#)

<https://learningfromhome.govt.nz/distance-learning/advice-for-teachers/Principles-practices-hybrid-learning/using-information-to-provide-support-for-remote-learners>

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Conduct a Learning Conditions Audit

	Actions...
	<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>

Source:

futuremakers.nz, Derek Wenmoth 2022

<https://futuremakers.nz/wp-content/uploads/2022/02/Getting-Started-with-Hybrid-Learning-compressed-1.pdf>

[View full image \(116 KB\)](#)

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Monitor impacts on student learning

Understand and respond to the impact of working at home compared to working at school for different learners.

It pays to adjust your expectations. Some students will do better at home than they did at school. Others will produce less than they did at school. Some reasons for this include fewer distractions, reduced availability of support from teachers and more difficulty accessing teacher aides.

Jane, Learning Support Coordinator

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Keep records up to date

Record hybrid learning needs of students and staff for easy access.

Maintain a strong system to keep records up to date using regular checkpoints.

- ✓ Build a whole school information system
- ✓ Ensure information is easy to access by staff and leaders
- ✓ Continually update information as some situations may be quite fluid
- ✓ Use the information to provide appropriate hybrid learning support for students

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Useful resources



How does communication support ākonga, whānau, and kaiako with hybrid learning?

Suggestions for optimising communications between staff, students and whānau.

[Visit website](#)



Using information to provide the right supports for remote learners

Suggestions for determining the level of help needed for each student.

[Visit website](#)



Hybrid learning from a te ao Māori perspective

Suggestions for incorporating a te ao Māori perspective in online teaching and learning.

[Visit website](#)



Hybrid learning thought pieces

A series of thought pieces and step by step guides by Derek Wenmouth on hybrid learning and resilient schools.

[Visit website](#)

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