

# Support ākonga and whānau during hybrid learning

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

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## **Includes:**

- Build student and whānau confidence
- Maintain personal connections
- Support student agency
- Connect students and whānau with visible learning
- Strengthen information sharing
- Provide anywhere, any time rewindable learning

Inclusive Education

From

Guide: [Curriculum accessibility](#)

Strategy: [Use hybrid learning approaches](#)

Suggestion: [Support ākonga and whānau during hybrid learning](#)

Date

06 June 2026

Link

[inclusive.tki.org.nz/guides/curriculum-accessibility/support-akonga-and-whanau-during-hybrid-learning](https://inclusive.tki.org.nz/guides/curriculum-accessibility/support-akonga-and-whanau-during-hybrid-learning)

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## Build student and whānau confidence

Discuss with students what will support their participation and motivation, both at school and when working remotely.

Build these suggestions into your teacher practice.

- ✓ Familiarise your students and whānau with hybrid learning platforms and systems. For example accessing learning, feedback, reporting, support and pastoral care.
- ✓ Create visuals and step by step guides to help students remember systems.
- ✓ Empower ākonga by helping them to understand what helps them to learn both at school and when working remotely.
- ✓ Provide opportunities for ongoing student and whānau feedback to identify issues and opportunities for improving the hybrid approaches.
- ✓ Provide strategies, thinking frameworks and pathways for when students get stuck.
- ✓ Provide opportunities for students to collaborate, even when some or all are working remotely.

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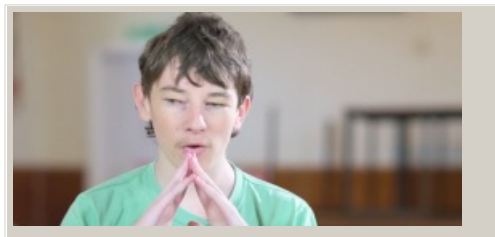
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## Maintain personal connections

Students benefit from a personal connection when learning in unfamiliar situations. Take time to connect and make them feel seen and heard.



Video hosted on Youtube <http://youtu.be/McAgVbOsLnc>

Closed Captions

Source:

[Inclusive Education Action Group \(NZ\)](https://ieag.org.nz/voices/videos/)  
<https://ieag.org.nz/voices/videos/>

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## Support student agency

Anne Williams, e-Dean at Ashburton College, explains the benefits for students of online learning. Anne comments, "Being an online learner really does give a lot of independence to students around their learning."



Video hosted on Vimeo <http://vimeo.com/173297132>

Closed Captions

Source:

[Enabling e-Learning](#)

<https://elearning.tki.org.nz/Teaching/Digital-fluency/Learning-with-digital-technologies-in-senior-secondary-school/Benefits-of-online-learning>

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## Connect students and whānau with visible learning

Principal Gary Roberts shares the benefits of visible learning to develop connected, actively involved lifelong learners.



Video hosted on Vimeo <http://vimeo.com/693776601>

Closed Captions

Source:

[Why visible learning](#)

<https://vimeo.com/693776601>

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## Strengthen information sharing

Communicate and share information in a meaningful way, demonstrating understanding and support for whānau concerns.

- ✓ Empower both ākongā and whānau by making learning visible. Make content, activities, learning outcomes and success criteria available anytime and anywhere.
- ✓ Develop systems for passing on information about a student's needs, progress and next steps.
- ✓ Create flexible systems to cater for different needs, age or stage and levels of autonomy.
- ✓ Encourage whānau to share what they have noticed or assessments they have had done outside school.

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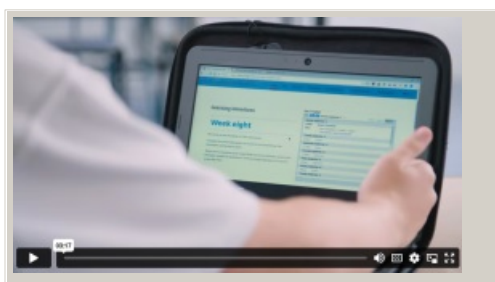
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## Provide anywhere, any time rewindable learning

Teachers, students, and parents from Bay of Islands College talk about rewindable learning and the benefits that it has for them.



Video hosted on Vimeo <http://vimeo.com/244757795>

[View transcript](#)

Source:

[Enabling eLearning - Rewindable learning](https://elearning.tki.org.nz/Teaching/Future-focused-learning/Flipped-learning/Rewindable-learning)

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