

Culturally Responsive Blended Learning Framework: a planned fusion between offline and online learning

This framework is designed to be used as a planner and a checklist for teachers.

1. Planning			
Self-evaluation Prompts	Statement of effective practice/provision	Reflections on my practice/provision	Comments for future development; use this column to identify key action points
1.1 Is there a clear rationale for using blended learning rather than any other approach to learning? (e.g. to make the learning more inclusive, encourage greater learner autonomy?)	<ul style="list-style-type: none"> Clearly articulating the benefits of blended learning to students and parents, such as increased flexibility and access to resources and more opportunities for individualised learning. Adapting blended learning activities to meet the diverse needs of students, such as providing different types of online resources and activities to accommodate different learners. 	<p>Needs Attention ()</p> <p>Satisfactory ()</p> <p>Working well ()</p>	<Use this space to note suggestions for future work>
1.2 Have you ensured that all the class has adequate access to digital devices? (including mobile phones where this is appropriate)	<ul style="list-style-type: none"> Ensuring that all students have access to digital devices and reliable internet connections to participate in blended learning activities. Providing equitable options for all students through a range of blended 	<p>Needs Attention ()</p> <p>Satisfactory ()</p> <p>Working well ()</p>	<Use this space to note suggestions for future work>

	options.		
1.3 Is there a clear rationale as to which parts of the learning are offline and which parts are online?	<ul style="list-style-type: none"> • Creating a clear schedule or plan that outlines which parts of the learning will be conducted online and which will be done offline. • Ensuring that the online and offline components of the learning are logically connected and build upon each other to create a cohesive learning experience. 	<i>Needs Attention</i> () <i>Satisfactory</i> () <i>Working well</i> ()	<Use this space to note suggestions for future work>
1.4 Where resources are shared with the class, have you ‘curated’ them to ensure they are suitable for the age, ability and diversity in the class?	<ul style="list-style-type: none"> • Conducting research and selecting or creating high-quality online resources that are appropriate for the age, ability, and diversity of students. • Modifying or adapting online resources to better meet the needs of students with different learning needs. 	<i>Needs Attention</i> () <i>Satisfactory</i> () <i>Working well</i> ()	<Use this space to note suggestions for future work>
1.5 Have you given clear online instructions on what the class has to do with the resources, e.g. how and when they should interact with other learners	<ul style="list-style-type: none"> • Providing detailed instructions for how to use online resources, including when and how to interact with other learners. • Encouraging and modelling positive online communication and collaboration among students. 	<i>Needs Attention</i> () <i>Satisfactory</i> () <i>Working well</i> ()	<Use this space to note suggestions for future work>
1.6 Is there clear information on how work is to be assessed for ALL the class, including	<ul style="list-style-type: none"> • Providing clear and specific criteria for how work will be assessed and 	<i>Needs Attention</i> ()	<Use this space to note suggestions for

<p>those with different learning needs?</p> <p>Is the assessment fair, equitable, and culturally responsive to the diverse backgrounds and experiences of all students?</p>	<p>graded.</p> <ul style="list-style-type: none"> Personalising assessments to meet the needs of students with different learning needs and abilities, such as providing alternative assignments, multiple means of representation and allowing for extended deadlines. 	<p><i>Satisfactory</i> ()</p> <p><i>Working well</i> ()</p> <p><i>Needs Attention</i> ()</p> <p><i>Satisfactory</i> ()</p> <p><i>Working well</i> ()</p>	<p><i>future work</i>></p>
<p>1.7 Has student voice been incorporated into the planning process?</p>	<ul style="list-style-type: none"> Incorporating student voice into the design and implementation of blended learning activities to increase their engagement and ownership of the learning process. Soliciting feedback from students on their experience with blended learning and making adjustments based on their input. 	<p><i>Needs Attention</i> ()</p> <p><i>Satisfactory</i> ()</p> <p><i>Working well</i> ()</p>	<p><<i>Use this space to note suggestions for future work</i>></p>
<p>1.8 If the work involves online learning outside the school, is there an agreed policy with parents?</p>	<ul style="list-style-type: none"> Establishing clear policies and guidelines for online learning outside of school hours in collaboration with parents, including expectations for communication and monitoring. Ensuring that parents have access to the necessary resources and support to help their child engage in online learning activities. 	<p><i>Needs Attention</i> ()</p> <p><i>Satisfactory</i> ()</p> <p><i>Working well</i> ()</p>	<p><<i>Use this space to note suggestions for future work</i>></p>
<p>1.9 Is all the planned work in a suitably protected learning environment?</p>	<ul style="list-style-type: none"> Creating a protected learning environment that ensures the safety and privacy of students' personal 	<p><i>Needs Attention</i> ()</p> <p><i>Satisfactory</i> ()</p>	<p><<i>Use this space to note suggestions for future work</i>></p>

	<p>information and learning materials.</p> <ul style="list-style-type: none"> Adhering to established data protection and privacy policies to protect student data and maintain confidentiality. 	<p><i>Working well ()</i></p>	
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2. Teacher Practice

Self-evaluation Prompts	<i>Statement of effective practice/provision</i>	<i>Reflections on my practice/provision</i>	<i>Comments for future development; use this column to identify key action points</i>
2.1 How do you integrate your pedagogical, technological, and content knowledge in your teaching? How does this contribute to student learning?	<ul style="list-style-type: none"> Teaching shows evidence of effective integrative approaches such as the TPACK model, which brings together pedagogical, technological and content knowledge. 	<p><i>Needs Attention ()</i></p> <p><i>Satisfactory ()</i></p> <p><i>Working well ()</i></p>	<p><i><Use this space to note suggestions for future work></i></p>
2.2 How do you consider the prior knowledge of your students when planning for blended learning?	<ul style="list-style-type: none"> Taking account of the learners' prior knowledge of the topic and uses of ICT. 	<p><i>Needs Attention ()</i></p> <p><i>Satisfactory ()</i></p> <p><i>Working well ()</i></p>	<p><i><Use this space to note suggestions for future work></i></p>
2.3 How do you ensure a logical flow between offline and online aspects of learning in your	<ul style="list-style-type: none"> Ensuring a logical flow between the offline and online aspects of the 	<p><i>Needs Attention ()</i></p>	<p><i><Use this space to note suggestions for</i></p>

classroom? What strategies do you use to facilitate a smooth transition between these modes of instruction?	learning. <ul style="list-style-type: none"> Adopting an appropriate blended learning model to meet the learning needs of the students. 	<i>Satisfactory</i> () <i>Working well</i> ()	<i>future work</i> >
2.4 How do you promote respect among students in both online and offline settings? What steps do you take to ensure that all students feel valued and included in the classroom community?	<ul style="list-style-type: none"> Reinforcing the need to show respect to all other members of the class both online and offline. Modeling good practice when communicating online and offline. Implementing clear policies and guidelines when communicating online and offline e.g. Code of Conduct. 	<i>Needs Attention</i> () <i>Satisfactory</i> () <i>Working well</i> ()	<i><Use this space to note suggestions for future work></i>
2.5 How do you plan to monitor student engagement in blended learning in your classroom? What methods do you use to encourage participation and keep students actively involved in the learning process?	<ul style="list-style-type: none"> Regularly monitoring and supporting learner engagement. Varying learning activities designed to encourage participation. 	<i>Needs Attention</i> () <i>Satisfactory</i> () <i>Working well</i> ()	<i><Use this space to note suggestions for future work></i>

3. Learner Practice

Self-evaluation Prompts	<i>Statement of effective practice/provision</i>	<i>Reflections on my practice/provision</i>	<i>Comments for future development; use this column to identify key</i>
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			<i>action points</i>
3.1 How do you create a culturally responsive blended learning environment that values and respects diversity? What strategies do you use to promote inclusion and equity in your classroom?	<ul style="list-style-type: none"> ● Promoting respectful interactions ● Harnessing the experiences of all learners ● Implementing opportunities for multiple means of engagement, representation and expression. 	<i>Needs Attention</i> () <i>Satisfactory</i> () <i>Working well</i> ()	<Use this space to note suggestions for future work>
3.2 How do you help students reflect on their progress as learners? What strategies do you use to encourage metacognition and self-assessment?	<ul style="list-style-type: none"> ● Supporting students with the use of their prior knowledge. ● Assisting students with their planning process ● Providing opportunities for guided and independent reflective practice. ● Providing opportunities and frameworks for reflection. 	<i>Needs Attention</i> () <i>Satisfactory</i> () <i>Working well</i> ()	<Use this space to note suggestions for future work>
3.3 How do you facilitate respectful interactions among students in a blended learning environment? What strategies do you use to promote positive communication and collaboration among students from different backgrounds?	<ul style="list-style-type: none"> ● Incorporating the cultures, traditions, and experiences of all students. ● Creating a safe and supportive environment where students can express their thoughts, feelings, and experiences. ● Supporting students to understand and respect the perspectives and experiences of others. 	<i>Needs Attention</i> () <i>Satisfactory</i> () <i>Working well</i> ()	<Use this space to note suggestions for future work>

<p>2.4 How do you challenge and support students in a blended learning environment to help them grow as learners? What strategies do you use to differentiate instruction and meet the individual needs of your students?</p>	<ul style="list-style-type: none"> • Using blended learning to create personalised learning paths for students based on their interests, strengths, and needs. • Encouraging collaboration through group projects, peer feedback, and online discussion forums. • Providing resources and opportunities for students to explore topics of interest in depth to promote self-directed learning. 	<p><i>Needs Attention ()</i></p> <p><i>Satisfactory ()</i></p> <p><i>Working well ()</i></p>	<p><i><Use this space to note suggestions for future work></i></p>
<p>2.5 How do you promote a sense of ownership and responsibility for learning in your students? What strategies do you use to empower students to take control of their learning and become self-directed learners?</p>	<ul style="list-style-type: none"> • Assisting students with setting specific, measurable, attainable, relevant, and time-bound (SMART) goals. • Encouraging students to monitor their progress towards their goals regularly. • Promoting regular reflection on progress. • Promoting a culture of curiosity and inquiry. Encourage students to ask questions, explore their interests, and dive deeper into topics of interest. 	<p><i>Needs Attention ()</i></p> <p><i>Satisfactory ()</i></p> <p><i>Working well ()</i></p>	<p><i><Use this space to note suggestions for future work></i></p>

