



wwetb

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Waterford and Wexford
Education and Training Board

FET BLENDED LEARNING

PLD FRAMEWORK



VERSION AND APPROVAL DETAILS

Version	Reviewed by	Approved by	Last Modification Date	Approval Date
1.0	Quality Team, TEL Team	Quality Team, TEL Team	December 2025	5 th December 2025



INTRODUCTION

PURPOSE

This framework serves as a guide for implementing a professional development (PD) program that equips teachers with the knowledge, skills, and tools to effectively integrate **blended learning**—a strategic combination of in-person and online instruction that enables personalisation of learning experiences for learners.

Definition

Blended learning combines traditional face-to-face classroom instruction with online learning. This method allows flexibility, with some learning occurring in the classroom and other parts being online.

Vision

To cultivate a learning environment where technology enhances instructional quality, promotes learner agency, and extends learning beyond traditional classroom walls.

CORE PRINCIPLES OF BLENDED LEARNING

1. **Learner-Centred Design**

Instruction is personalised to meet diverse learning needs, preferences, and paces.

2. **Intentional Integration**

Technology and in-person learning are purposefully designed to complement, not replace, each other.

3. **Data-Informed Decision-Making**

Educators use digital tools to gather data, inform instruction, and support continuous improvement.

4. **Collaboration and Reflection**

Teachers and learners engage in ongoing dialogue, peer learning, and reflective practice.

5. **Equity and Accessibility**

Every learner has equitable access to digital tools, resources, and support.

FRAMEWORK OVERVIEW

The framework is structured around **four phases** of professional growth:

Phase	Focus	Goal
I. Awareness	Understanding blended learning concepts	Build foundational knowledge
II. Implementation	Applying blended learning in practice	Experiment, adapt, and refine

AWARENESS

The Awareness section lays the foundation for this transformation. It encourages teachers to explore what blended learning truly means and how they can use it effectively to improve learner engagement. Teachers should engage with available learning content to gain a better understanding of:

- What Blended Learning is
- The tools used to both create and deliver content digitally
- The use of AI (Artificial Intelligence) in education
- Academic Integrity Principles.

Objectives

- Build foundational conceptual knowledge and shared understanding of blended learning.
- Define blended learning and its models (e.g. Flipped Classroom, Flex Model).
- Recognize the benefits and challenges.
- Explore success stories and best practices.

Mandatory Training

Teachers/Course Designers are required to familiarise themselves with the Blended Learning Strategy and to engage with all freely available resources to ensure they are best positioned to create/deliver content/courses digitally.

- [WWETB FET Benefits and Risks of Blended Learning](#)
- [WWETB FET Blended Learning Guide for Practitioners for Online Learning](#)
- [WWETB FET Blended Learning Specification Guide](#)
- [WWETB Blended Learning Digital Toolkit](#)

WWETB Blended Learning Teacher Training Plan

Before a teacher can deliver content via blended learning they must have completed the following mandatory training.

MODULE 1: INTRODUCTION & OVERVIEW

Objective: Establish foundational understanding of blended learning.

Topics:

1. **Blended Learning**
 - What is blended learning?
 - Benefits: flexibility, personalised learning, enhanced engagement.
2. **WWETB Blended Learning Policy & National Standards**
 - Overview of WWETB policy.
 - Alignment with broader educational standards in Ireland.
3. **Virtual Learning Environment (VLE) Overview**
 - Introduction to Moodle & MS Teams.
 - Benefits for course delivery, resource management, and communication.

MODULE 2: PEDAGOGICAL APPROACHES & ASSESSMENT

Objective: Develop effective teaching and assessment strategies for blended learning.

Topics:

1. **Effective Teaching Strategies**
 - Blended Learning Pedagogies
 - Integrating face-to-face and online components.
 - Active teaching and engagement strategies.

2. **Assessment Design and Implementation**

- Formative and summative assessment methods for blended learning.
- Authentic assessments and feedback strategies.

3. **Accessibility & Universal Design for Learning (UDL)**

- Ensuring equitable access for all learners.
- Practical strategies for inclusive lesson design.

MODULE 3: TECHNOLOGY & REMOTE TOOLS

Objective: Build skills and competency with remote technologies, AI, and IT tools.

Topics:

1. **Remote Technologies & Collaboration Tools**

- Microsoft Teams, and other WWETB-supported platforms.
- Online group work, discussions, and synchronous/asynchronous engagement.

2. **Artificial Intelligence in Blended Learning**

- Enhancing engagement via AI-driven interactive content and simulations.
- Supporting collaborative projects and personalized learning.
- Introduction to approved AI Tools (as per WWETB Guidelines).

3. **Virtual Learning Environment (VLE) Practical Use**

- Course creation, resource uploads, assignments, and grade tracking.
- Monitoring attendance and engagement effectively.

4. **IT Support & Cybersecurity**

- Overview of WWETB IT services and troubleshooting.
- Cybersecurity best practices.

MODULE 4: ETHICAL & ONLINE CONDUCT

Objective: Equip teachers to maintain ethical, safe, fair and compliant online learning.

Topics:

1. **Academic Integrity**

- Introduction to Academic Integrity and WWETB policies.
- Practical strategies for preventing plagiarism and Academic Misconduct.

2. **GDPR & Data Protection**

- Handling student data securely and compliantly.
- Guidelines for online platforms and communication.

3. **Netiquette & Positive Online Environment**

- Encouraging respectful communication in forums and group activities.

MODULE 5: PROFESSIONAL DEVELOPMENT & PEER SUPPORT

Objective: Promote continuous learning.

Topics:

1. WWETB Professional Development Opportunities

- Workshops, tutorials, and ongoing training for blended learning skills.

2. Challenges and Solutions

- Addressing common barriers: resistance to change, technology access.
- Clear communication and ongoing support strategies.

QQI Level 6 Synchronous Blended Learning Design

Cavan and Monaghan Education and Training Board have created a QQI PDAS Level 6 module for Synchronous Blended Learning Design, we plan to implement this micro credential once available for differential evaluation.

This module will also be mandatory for those who have not completed any training on blended learning.

Resources and Further Reading

Additional freely available blended learning collateral i.e. AI, accessibility, and assessment resources are available. See suggestions below.

WWETB Learning

Universal Design for Learning (UDL)

Here, AHEAD provides a suite of learning collateral on the topics of UDL

Technology Enhanced Learning (TEL)

Here you will find a suite of content topics such as Moodle and MS Teams.

GDPR

Here WWETB provides a video briefing on GDPR.

FET Professional Development – Digital Learning

FET Professional Development team have a dedicated Digital Learning section on MS Teams.

ECollege

ECollege offers the following 3 course on AI:

- AI Basics in Everyday Applications
- AI for Career Growth
- Exploring AI with Microsoft

AHEAD Learning

Universal Design for Learning (UDL)

Here, AHEAD provides a suite of learning collateral on the topics of UDL

Accessibility and Disability Supports & Services

Here, AHEAD have gathered some useful information for staff new to the area covering the role of the services, and the different types of supports and assistive technology available to students with disabilities.

Free Course | Designing Course Layouts for Learner Success - AHEAD

This course is targeted at education staff who will be designing or modifying mainly online course content and the importance of course design and Executive Functioning in students/learners.

Accessibility Legislation: About the Web Directive - AHEAD

The EU Web Accessibility Directive (Directive (EU) 2016/2102) has been signed into Irish Law. The directive affords people with disabilities with improved access to websites and mobiles apps of public services.

Free Course: Digital Accessibility for Educators - AHEAD

This 90 -120 minute online course will impart information and skills about digital accessibility awareness.

LinkedIn Learning

Teaching Techniques: Blended Learning

This course by Chris Mattia introduces blended learning models, helps you explore how to combine face-to-face and online instruction, and offers strategies for creating dynamic, learner-centred blended lessons.

Blended Learning (in “Converting Face-to-Face Training into Digital Learning”)

A focused segment on what “blended learning” means in the context of converting traditional training to digital/hybrid formats.

Blended Learning (LinkedIn Learning tutorial / overview)

A shorter, high-level video to introduce key concepts and definitions.

Teaching with Technology (LinkedIn Learning) — early units

This course covers foundational ideas around integrating technology into instruction (e.g. “Putting the ‘tech’ into ‘teach’”) and helps educators begin thinking about how tech can support pedagogy.

Open Courses

[Getting started with Online Teaching.](#)

This Open Course is for anyone supporting teaching or other support staff to take the first steps into online teaching.

[GenAI for Teaching and Learning: How to do it right.](#)

This open course is designed to facilitate the development of your Artificial Intelligence (AI) literacy so that you can explore and innovate using Generative AI (GenAI) within your teaching, learning, and assessment practices.

[AI Fluency: Framework & Foundations](#)

The course is suitable for all learners curious about AI. It can be used by educators, academic developers, instructional designers, and others to build personal AI Fluency and apply it in their professional practice, and also to share directly with learners to help them build AI Fluency and apply it in their academic setting.

[Understanding Academic Integrity \(Learners\).](#)

This course introduces the concept of Academic Integrity and what it means for learners navigating the education system with the use of AI tools.

[Understanding Academic Integrity \(Staff\).](#)

This course introduces the concept of Academic Integrity and what it means for staff/teachers creating, delivering and assessing content.

[Cyber Security Awareness for Teaching and Learning in Higher Education.](#)

This course equips educators with essential knowledge and skills to navigate the digital landscape securely, ensuring the safety of instructional materials and learners.

Additional Free Content

[Introducing Teachers to Blended Learning.](#) (Alison.com)

Discover the strategies and opportunities around powerful learning and blended learning as an educator in this free online course. We discuss the role of a teacher in a blended learning classroom. We explore how to develop powerful learning experiences that incorporate technology in ways that contribute to closing the digital learning gap.

[Take your Teaching Online.](#) (The Open University)

This course is suitable for anyone moving teaching online, including educators, collaborators/support staff and leaders. In the course, you will be introduced to online education, hear about the experiences of other educators, and learn about principles of effective, inclusive and accessible online education.

[MOOC and Blended Learning.](#) (Coursera.org)

This course is for anyone looking to gain an understanding of Blended Learning, and particularly the practice of Online Education.

PHASE 2: IMPLEMENTATION

Objectives

- Deliver Content/Courses through blended models as set out in the approved strategy.
- Use formative data to adjust instruction.
- Support learner engagement and accountability in both online and in-person environments.
- Support learner engagement in both Synchronous and Asynchronous content.

PD Activities

- **Action Research:** Teachers track/record implementation results.
- **Retrospectives:** Teachers & Learners share feedback on learning experiences.
- **Learning Communities:** Regular collaboration to share challenges and successes.

Outcomes

- Improved instructional practice.
- Evidence of increased learner engagement and autonomy.
- Strengthened teacher collaboration networks.

ROLES AND RESPONSIBILITIES

Role	Key Responsibilities
Teachers	Design and implement blended instruction, Reflect on impact
TEL Coordinator	Provide guidance, support, facilitate collaboration.
FET Coordinator/Manager	Allocate resources, set vision, monitor progress.
IT	Support digital infrastructure and troubleshooting.
Leaners	Engage actively and take ownership of learning.

CONCLUSION

Blended learning is a transformation in mindset and pedagogy. This professional development framework ensures teachers are supported through every stage of this transformation, fostering a sustainable culture of innovation, reflection, and continuous improvement.

