



It is the position of the *Council of Ontario Drama and Dance Educators* that education in the hybrid form is inequitable, unsafe and does not represent best practice or meet student needs. Hybrid learning is not about pedagogy or student success. It is about saving money. Everyone is underserved in a hybrid model - the teachers, the students in their classrooms, and the students on-line in their homes.

In an article in [The Conversation](#) (16/08/2021), Bonnie Stewart, University of Windsor, points out that *“face-to-face strategies effective teachers use to encourage participation and engagement are not the same things that work for online teaching and learning”* and that *“Hybrid learning plans that have been announced in Ontario also operate on a flawed assumption: they presume kindergarten to Grade 12 teaching is fundamentally about delivery of content. It isn’t.”*

Drama and dance require the creation of a safe space. These spaces are places of vulnerability; of courage; of creative risk. The creative process and critical thinking are integral to student work and life-long skill building. Neither emotional or physical safety can be achieved by splitting focus and having some students working online and others in person.

Hybrid learning is a choice that does not support equitable and sound pedagogy. It combines two ways to teach and learn and two distinct student groups. School boards must create *Virtual Schools* as an alternative for students who cannot or will not return to their classrooms at this time. Our students and our teachers deserve better.

CODE’s mandate is to support our drama and dance teachers across the province. Under protest, we will develop strategies and resources to support our members forced to teach in a hybrid model. We will help them do the best they can for their students in a deeply flawed system for learning that delivers a significantly depleted educational experience.

It is CODE’s unwavering belief that hybrid learning is detrimental to everyone involved. Hybrid learning will ultimately lead to lower levels of student engagement and success, and have economic and social ramifications that will be felt in Ontario for years to come. The money saved through its implementation will pale in comparison to the personal, social, educational, and economic costs.

**The Council of Ontario Drama and Dance Teachers (CODE) [Mission Statement](#)**

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