

# Inclusive strategy: Scheduling

Catering for diversity using the Australian Curriculum

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## Scheduling

Scheduling is one of five inclusive strategies which refer to the conditions under which students with disabilities engage in learning experiences and assessment tasks. This resource provides:

- a description and examples of the Scheduling inclusive strategy
- examples of adjustment considerations using QCAA exemplar Australian Curriculum year plans
- examples of adjusted learning experiences using QCAA exemplar Australian Curriculum unit overviews.

## Adjustments

The Scheduling inclusive strategy focuses on adjustments to *when* assessment occurs. When making adjustments related to scheduling, teachers may consider the number of sessions and the order of sessions.

### Number of sessions

Adjustments to the number of sessions used to complete an assessment can be made in different ways. An assessment may be completed over several sessions or over several days. A teacher may also break up a large assessment into smaller sections.

A teacher may make adjustments to the number of sessions for the following reasons.

- The assessment is complex, with multiple steps or stages.
- The student does not attend school on a full-time basis.
- The student's anxiety levels may impact on the quality of the response to the assessment.
- The student fatigues easily which impacts on the response to the assessment.

For example, a student may complete a test that requires handwritten responses over several days or complete sections of a large report over a number of weeks.

### Order of sessions

Adjustments to the order of sessions can include:

- starting an assessment with a section that engages the student
- starting an assessment with a section that the student finds easier
- choosing a time of the day that suits the physical or medical needs of the student.

A teacher may need to make adjustments to the order of sessions for the following reasons.

- The student's medical treatment impacts on their ability to complete the assessment.
- The student has strong areas of interest that need to be capitalised upon.

For example, a student may complete the research section of an assessment at a certain time of day to optimise the effects of medication.

## Examples

### Australian Curriculum year plans

Table 1 shows examples of how to adjust a year plan to suit students' needs.

**Table 1: Examples of teacher considerations when developing and reviewing a year plan**

Scheduling	Year plan considerations
<b>Number of sessions</b>	Adjustments may include: <ul style="list-style-type: none"> <li>increasing the number of lessons in a unit, including follow-up lessons and one-to-one lessons.</li> </ul>
<b>Order of sessions</b>	Adjustments may include: <ul style="list-style-type: none"> <li>progressing learning from easy to more difficult, familiar to unfamiliar, routine to non-routine</li> <li>identifying a student's prior knowledge and how that will impact on the order (and number) of sessions</li> <li>considering the student's ability to transfer knowledge and the order of sessions.</li> </ul>

### Australian Curriculum unit overviews

Table 2 and Table 3 show how selected learning experiences and assessment from two exemplar unit overviews can be adjusted to suit students' needs.

**Table 2: Examples of adjustments — Year 1 Mathematics: Measure and compare drink bottles**

Timing	Learning experience/assessment	Adjustments may include:
<b>Number of sessions</b>	<ul style="list-style-type: none"> <li>Express findings on a number line (p.5)</li> </ul>	<ul style="list-style-type: none"> <li>providing extra sessions, prior to assessment taking place, to learn about ways to use a number line to record measurements</li> </ul>
	<ul style="list-style-type: none"> <li>Actively measure using uniform informal units (p.7)</li> </ul>	<ul style="list-style-type: none"> <li>providing extra sessions when measuring with uniform informal units</li> </ul>
<b>Order of sessions</b>	<ul style="list-style-type: none"> <li>Explore the differences in measurement when using non-uniform units and uniform informal units. Link this to real-life applications and the need for accurate measurement (p.7)</li> </ul>	<ul style="list-style-type: none"> <li>considering which non-uniform units and uniform informal units are taught first</li> <li>designing activities that move from the familiar to the unfamiliar.</li> </ul>

**Table 3: Examples of adjustments — Year 6 English: Online news**

Timing	Learning experience/assessment	Adjustments may include:
<b>Number of sessions</b>	<ul style="list-style-type: none"> <li>Compare the print-based and online newspaper media and record findings (p.6)</li> </ul>	<ul style="list-style-type: none"> <li>providing extra sessions to focus on specific categories or focuses for comparison</li> <li>providing extra sessions for reading and text processing</li> </ul>
	<ul style="list-style-type: none"> <li>Explicitly teach the structure and language of a news report (p.6)</li> </ul>	<ul style="list-style-type: none"> <li>providing extra sessions to learn the expectations of the structure of the news report</li> <li>providing extra sessions to practise the language used to develop, present or write the news report</li> </ul>

The QCAA exemplar Australian Curriculum year plans and unit overviews are available on the QCAA website: [www.qcaa.qld.edu.au/13534.html](http://www.qcaa.qld.edu.au/13534.html)

## More information

Please email the Australian Curriculum Branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au) or phone 07 3864 0462.