

Inclusive strategy: Setting

Catering for diversity using the Australian Curriculum

Setting

Setting 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 Setting 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 Setting inclusive strategy focuses on adjustments to where an assessment is completed. When making adjustments related to setting, teachers may consider location and seating.

Location: Furniture, resources, supervision

Some students with disabilities may require an adjustment to the location where some or all of the learning and assessment are completed. This may include the use of a separate location, such as a vacant classroom or conference room for small groups and individuals.

Adjusting the location requires pre-planning to ensure that the adjusted setting has adequate furniture, resources and supervision.

A teacher may need to make adjustments to location for the following reasons. To:

- reduce distractions
- minimise background noise
- provide wheelchair access
- reduce the anxiety of the student.

For example, a student with visual impairment uses a personal computer with text-to-speech software to read instructions. Even though the student uses headphones, it might be easier for them to work in a quieter room with better lighting.

Seating: Placement

Adjustments to seating may take the form of changing where a student sits to complete some or all of their learning and assessment. In some situations, it may include the use of specialised chairs or furniture to enable the student to complete an assessment more comfortably or efficiently.

A teacher may need to make adjustments to seating for the following reasons. The student:

- has sensory or physical needs that impact on their ability to complete the assessment

- may engage in behaviours that distract other students.

For example, a student may need to sit in a position away from a distracting object (such as a window) when completing a reading activity, or sit closer to the teacher during highly structured learning experiences or assessment.

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 or reviewing a year plan

Setting	Year plan considerations
Location: Furniture, resources, supervision	Adjustments may include: <ul style="list-style-type: none"> • considering the appropriateness of locations related to the implementation of units, including assessment • identifying furniture, resources and equipment appropriate to the implementation of units, including assessment • considering the supervision that students require during the implementation of units, including assessment.
Seating: Placement	Adjustments may include: <ul style="list-style-type: none"> • planning the placement of seating to maximise visibility, audibility and physical access to resources, learning opportunities and support (adults or peers), as required.

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 3 English: Action stories

Setting	Learning experience/assessment	Adjustments may include:
Location: Furniture, resources, supervision	<ul style="list-style-type: none"> • Work collaboratively in paired, group and whole-class contexts (p.2) 	<ul style="list-style-type: none"> • using specialist furniture, such as desks, and considering wheelchair access to allow the student to share ideas and work collaboratively • creating space within the learning environment to allow students to easily move around in order to share ideas and work collaboratively
	<ul style="list-style-type: none"> • Work in pairs to re-create a conversation between characters, where one asks questions about the event and the other creates dialogue for characters (p.8) 	<ul style="list-style-type: none"> • prompting students to take turns, work in pairs, take on particular roles and ask relevant questions
Seating: Placement	<ul style="list-style-type: none"> • Provide access to a range of narrative texts in print, audio, electronic and digital format for students to read, view, listen to and express personal preferences (p.8) 	<ul style="list-style-type: none"> • placing the student close to an adult or peer or in a position in the classroom where easy access to learning resources can be maintained

Table 3: Examples of adjustments — Year 6 Mathematics: The importance of zero

Setting	Learning experience/assessment	Adjustments may include:
Location: Furniture, resources, supervision	<ul style="list-style-type: none"> Consider and discuss other everyday situations in which negative numbers may be used or seen (p.6) 	<ul style="list-style-type: none"> providing the experience in real life, or through visual media that are accessible, to promote the discussion
Seating: Placement	<ul style="list-style-type: none"> Set up a giant number line in an outdoor location where students, in small groups, use the number line to move forward and backwards from zero (p.6) 	<ul style="list-style-type: none"> placing the student close to an adult or peer where easy access to the number line can be maintained physically supporting the student to move forward and backwards along the number line
	<ul style="list-style-type: none"> Play a game with two different-coloured dice where the score from one dice is positive and the other is negative. Devise a method to record progress scores through the game (p.6) 	<ul style="list-style-type: none"> working on the floor or providing a non-slip mat so the dice are contained within easy reach.

The QCAA exemplar Australian Curriculum year plans and unit overviews are available on the QCAA website: www.qcaa.qld.edu.au/13653.html

More information

Please email the Australian Curriculum Branch at australiancurriculum@qcaa.qld.edu.au or phone 07 3864 0462.