

Inclusive strategy: Timing

Catering for diversity using the Australian Curriculum

Timing

Timing 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 Timing 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 Timing inclusive strategy focuses on adjustments to the amount of *time allocated* for an assessment. When making adjustments related to timing, teachers may consider allowing additional time and frequent breaks.

Additional time

Adjustments to timing may include allowing a student with disabilities additional time to complete an assessment or sections of an assessment. This may involve allowing:

- a brief extension to the overall time needed to complete an assessment
- additional time so the assessment can be completed in smaller sections
- additional time to allow for other adjustments that impact on the time it takes to complete the assessment.

For example, a student who may use a scribe to record their answers requires more assessment time, so adjustments to timing would be made and additional time would be allocated.

Frequent breaks

Adjustments to timing may be required for a student who needs frequent breaks to complete an assessment. The teacher may need to make adjustments to timing for the following reasons.

- The student fatigues easily, which impacts on their response to the assessment.
- The student's anxiety levels may impact on the quality of their response to the assessment.
- The student has difficulty maintaining concentration during a lengthy activity.
- The student requires time for ongoing feedback.

For example, a student may need a five-minute break between sections of a written test in order to get a drink, use the toilet, eat, or listen to music.

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

Timing	Year plan considerations
Additional time	Adjustments may include: <ul style="list-style-type: none"> reminders to regularly ask the student or support teachers whether additional time to complete a task is required ensuring that the tasks developed can be completed in the time required, based on the student's disabilities.
Frequent breaks	Adjustments may include: <ul style="list-style-type: none"> reminders to regularly ask whether the student needs a break during the assessment task, ensuring not to break the student's concentration on the task ensuring the student is informed in advance when breaks are coming ensuring breaks are given with a purpose, i.e. ensuring that a break meets the support needs, for example quiet time, reflection, reorganisation, remembering instructions, reconsidering safety protocols, taking medication, toileting requirements.

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 Science: Hot stuff

Timing	Learning experience/assessment	Adjustments may include:
Additional time	<ul style="list-style-type: none"> Represent learning through labelled diagrams (p.5) 	<ul style="list-style-type: none"> allowing the student additional time to locate and copy words from wall charts or paste word labels onto diagrams
	<ul style="list-style-type: none"> Collate the home audit as a class pictograph (p.7) 	<ul style="list-style-type: none"> allowing the student additional time to sort the photographs of the home audit
Frequent breaks	<ul style="list-style-type: none"> Safely use the solar ovens constructed in class to conduct the experiment (p.5) 	<ul style="list-style-type: none"> ensuring the student takes frequent breaks to remove any safety clothing, refresh, or reflect on safety procedures and expectations
	<ul style="list-style-type: none"> Build solar ovens based on different design principles (p.8) 	<ul style="list-style-type: none"> ensuring the student takes frequent breaks to refresh, review construction plans, check the strength of the construction, or talk to peers about strategies to use.

Table 3: Examples of adjustments — Year 9 Mathematics: Pythagoras’ Theorem, linear graphs and direct proportion

Timing	Learning experience/assessment	Adjustments may include:
Additional time	<ul style="list-style-type: none"> Investigate right-angled triangles to become familiar with Pythagoras’ Theorem (p.6) 	<ul style="list-style-type: none"> allowing the student additional time to investigate right-angled triangles allowing the student additional time to use right-angled 3-D shapes to reinforce initial understandings
Frequent breaks	<ul style="list-style-type: none"> Investigate the ‘golden ratio’, including: <ul style="list-style-type: none"> – using a spreadsheet to show how this relates to the Fibonacci sequence – the perfect rectangle – a series paper (p.7) 	<ul style="list-style-type: none"> allowing the student frequent breaks to investigate ‘golden ratio’. Breaks may be used to: <ul style="list-style-type: none"> – discuss the use of spreadsheets with peers – reflect upon their working.

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.