AUSTRALIA INDIA INSTITUTE

Australian Government
Department of Education

2.3. FLEXIBLE DESIGN FOR INCLUSIVE LEARNING

Flexible learning expands access to education through the provision of multiple pathways through and beyond school. It provides opportunities to build the confidence and autonomy of students with different abilities. Flexible learning promotes equity by valuing different ways of knowing and doing within a framework that ensures students develop the capacities they need to flourish in both work and their larger community.

PRACTICAL TIPS

- Present content in multiple formats.
  - » Combine text, visuals, models and videos so that students can access ideas through different sensory and cognitive pathways.
- Use outcome-based rubrics and provide students with at least three options to demonstrate their learning.
  - » Let students choose from reports, prototypes, presentations, or portfolios to match their abilities and comfort levels.
  - » Ensure you use an outcomes-based rubric to ensure fairness across different assessment tasks.
- Design scaffolded learning tasks to address different readiness levels.
  - » Adjust complexity and support without lowering expectations. This ensures that every learner can succeed at an appropriate challenge level.
- Provide timely, constructive feedback throughout the project.
  - » Regular feedback helps identify barriers early and allows you to adjust strategies to support continuous improvement.
- Use assistive tools and peer collaboration.
  - » Encourage technology use where appropriate and peer support systems so learners can access, express and engage in inclusive ways.

CASE STUDY: MODEL APPLIED LEARNING CURRICULUM FOR STUDENTS WITH VISUAL IMPAIRMENT

To prepare students to participate creatively in the digital age, ACM (Association for Computing Machinery) India has created a model curriculum to introduce Computational Thinking (CT) in schools through their CSpathshala initiative (cspathshala.org).

Over the past few years, Vision Empower (VE) has worked along with Microsoft Research India and IIIT-Bangalore to make CT accessible to children with visual impairment in special schools for the blind across India. To this end, VE has leveraged the play-based Ludic Design for Accessibility approach and designed multiple games covering concepts related to data, discrete modelling, estimation, measurement, number patterns, quantity discrimination, shapes and spatial understanding etc. Most of the games are modified versions of games popular in different regions of India, such as hop scotch, ludo, rummy, snakes & ladders, treasure hunt and many more.

In this flexible pedagogical technique, learning happens while the children play the game and improve their proficiency to negotiate through more difficult variants. The teacher assumes the role of an expert player and plays alongside the students. A list of these accessible CT games with detailed play plans and associated instructions is available on the Vision Empower site: visionempowertrust.org/ct-games.

To cite this Toolkit: Garner, A., Dubey, M., Leahy, M., Gillis, S., Harinandini, H., Sharma, R., & Sarangapani, P. (2026). Tools for Applied Learning in Secondary Schools. Melbourne: Australia India Institute.