

Teacher notes: **Learner profiles**

Story of myself as a learner

This activity aims to support students to develop career-related self-awareness.

This task supports students to gain an understanding of those elements which may have contributed to success in past learning environments. This knowledge is a preliminary step to the development of self-advocacy. Self-advocacy skills are important for all students, but essential for students who may require adjustments to their future study or workplace environments due to having a learning difference or disability.

Step 1. Encourage students to complete the *Me as a Learner* worksheet.

Encourage them to talk to friends/family to assist them to complete the task. Provide sufficient time for the activity. For your reference, some fictional examples of responses to the sentence starters follow.

My happiest memory of learning is:

“Outdoor Education in year 10. I loved that we got to learn really practical things like, how to build a campfire; basic first aid, and how to read maps. I loved that we did all these tasks in teams, it was really fun working with others to get a job done. I much prefer being outdoors than being in the classroom, it was never boring and I felt like I was learning really useful things all the time.”

“Painting in kinder. I have such strong memories of feeling happy when doing painting in my kinder class. My teacher was lovely, and always said such encouraging things to me. I loved having my work displayed on the classroom walls. We wouldn’t be graded so I never felt anxious about my work.”

I learn best when:

“I think I learn best when I am working in teams. When I’m by myself I can get a bit off-task. I also think I need more time to read and write than many other students. This is why I often don’t finish my work in class. I like the practical subjects at school, like cooking and technology, when we actually get to make things – I think this is because I learn best by doing things or making things.”

Step 2. Students develop a *Story of myself as a learner* using notes from their *Me as a learner* worksheet.

This story can take a variety of forms depending on the interests of the student, for example:

- Short story.
- “Talking head” video.
- Visual representation, for example, a graphic narrative or short animation.
- Another format of their choosing.

Step 3. Extension: Students present their *Story of myself as a learner* to a teacher of their choosing. This teacher provides written feedback to the student using the *Teacher feedback worksheet*.

Me as a learner

Student worksheet

Write a short paragraph or a series of dot-point in each box using the sentence starters provided:

My happiest memory of learning is:

I learn best when:



You as a learner

Teacher feedback worksheet

Please provide written feedback to the student in short sentences or dot-points using the sentence starters as a guide.

What I learned about you as a learner:

What I can do to support you as a learner:

