

Teacher notes: **Learner profiles**

Story of myself as a learner

This task aims to:

1. Support students to develop career-related self-awareness.
2. Support students to develop self-advocacy skills.

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.

Scaffolding

Most of our student worksheets have at least two versions.
Each version is differentiated according to the level of scaffolding it provides.



1 Hand = least amount of scaffolding



2 Hand = moderate scaffolding



3 Hand = greatest amount of scaffolding

Scaffolding may refer to:

- Level of language used on the sheet
- Use of visual supports
- Structure by way of tick boxes etc.
- Or a combination of these.

PTO for steps and lesson elements

Steps

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

They may need a week to do this, and you can encourage them to talk to friends/family to assist them to complete the task. 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. Students develop their self-advocacy skills by presenting 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*.