

Ask the learner what will help and consider a learner profile

A suggestion for implementing the strategy
'Identify needs and how to provide support'
from the Guide: [Low vision and learning](#)

Includes:

- Ask what helps
- What to include in a learner profile
- Innovate with getting to know your learner
- Let ākonga personalise learner profiles
- Utilise digital technologies
- Useful resources

Inclusive Education

From

Guide: [Low vision and learning](#)

Strategy: [Identify needs and how to provide support](#)

Suggestion: [Ask the learner what will help and consider a learner profile](#)

Date

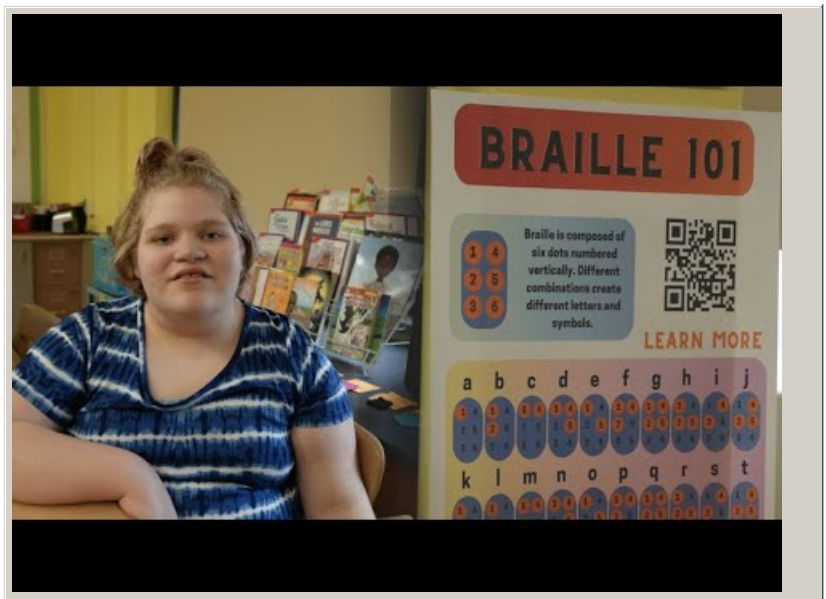
06 September 2025

Link

inclusive.tki.org.nz/guides/low-vision-and-learning/ask-the-student-what-will-help-and-consider-a-learner-profile

Ask what helps

Madison McCombs is helping her classmates understand what it's like to have different abilities. She has taken on the role of teacher and is teaching the class how to create braille.



Video hosted on Youtube <http://youtu.be/5ippC9X3Puk>

Closed Captions

Source:

[Everyone belongs here](#)

<https://www.youtube.com/watch?v=5ippC9X3Puk>

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What to include in a learner profile

Discuss with ākonga and their whānau what information will help inform their learning.

- ✓ Important people
- ✓ Cultural connections and experiences
- ✓ Languages spoken
- ✓ Things the student is good at
- ✓ Memorable life experiences
- ✓ How they like to unwind and relax
- ✓ Likes and interests
- ✓ Dislikes and things they avoid
- ✓ How they like to learn and what helps
- ✓ Things that make it hard for them to learn
- ✓ What they do when they need help.

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Innovate with getting to know your learner

Learner profiles can help school staff build relationships with ākonga and their whānau, understand their perspectives and design learning to meet learner needs. There are many creative and innovative ways to build knowledge about your learner.

Creative alternatives to learner profiles:

1. All About Me Interviews

- One-on-one chats with a teacher or peer using simple, structured questions.
- Use visuals or yes/no prompts.
- Record answers through voice, video, or drawing:
- "What do you like at school?"
- "What helps you learn?"

2. Video Introductions / Self-Presentations

- Learners record short videos introducing themselves.
- They can show their strengths, interests, and needs.
- Great for visual and verbal expression — use prompts or interview formats.

3. Photo Collages or Vision Boards

- Learners select photos of people, places, things, or activities they like.
- Use magazines, printed photos, or digital tools (like Canva or Book Creator).
- Add labels or short captions if appropriate.

4. Learning Choice Baskets

- Use a basket or box filled with objects that represent learning preferences (e.g., headphones, timer, picture of a friend, fidget, iPad).
- The learner selects what helps them learn best.
- You can record their choices as a profile.

5. Interactive Poster or Wall Display

Create a classroom wall or board where learners can add post-its or pictures under categories:

"I feel calm when..."

"I like learning with..."

"I want to get better at..."

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Let ākonga personalise learner profiles



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

<https://inclusive-live-storage-stack-asset-storage-s3bucket-3uty0hejzw6u.s3.ap-southeast-2.amazonaws.com/public/inclusive-education/resources/files/Example%2BLearner%2BProfile-Rachel.pdf>

[View full image \(1.2 MB\)](#)

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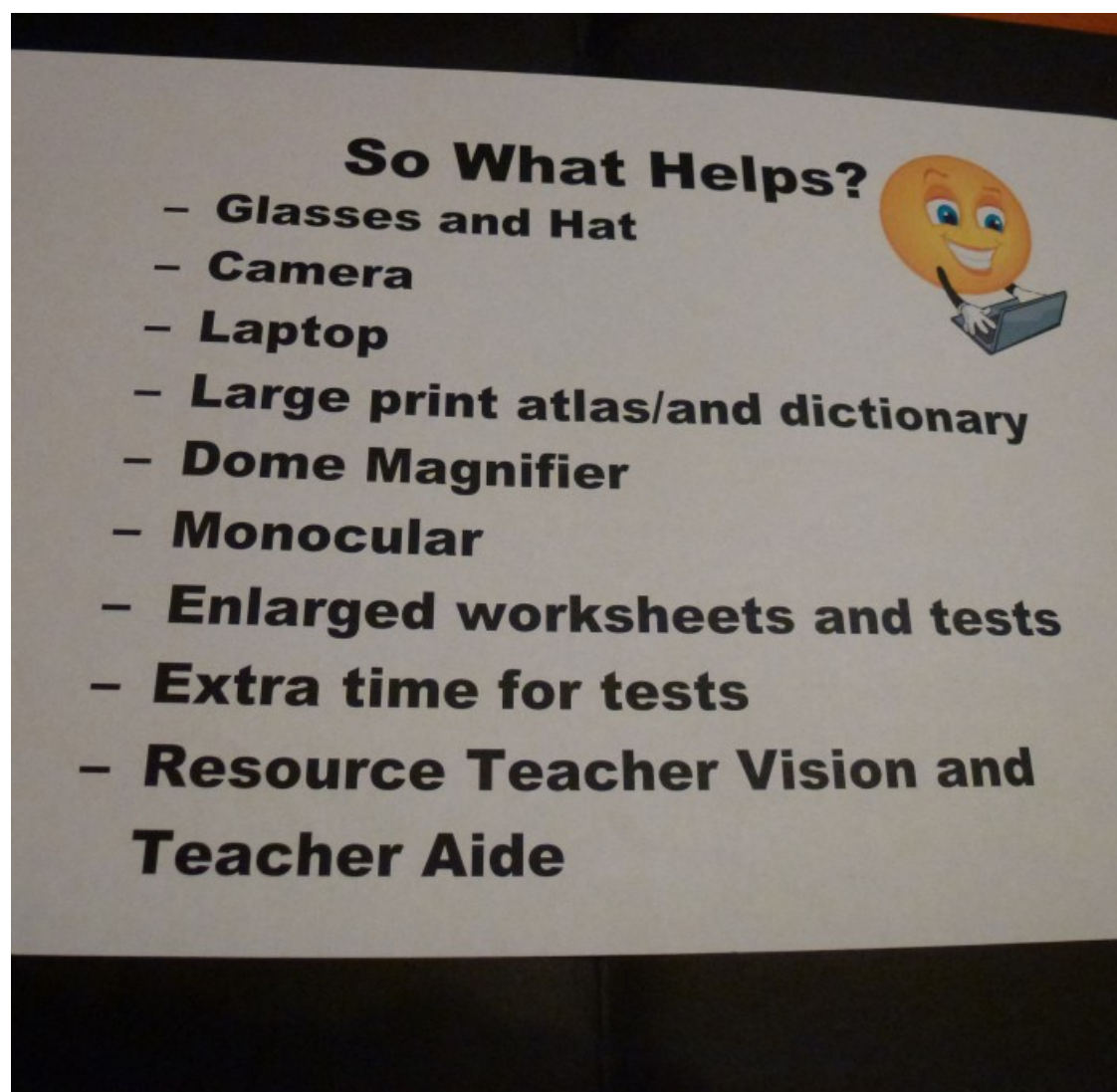
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Utilise digital technologies



Source:

[BLENNZ Learning Library](#)

<http://blennzonlinelearninglibrary.edublogs.org/2013/08/05/student-develops-technology-and-self-advocacy-skills-while-learning-about-her-visual-needs/>

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Useful resources



Student develops technology and self-advocacy skills while learning about her visual needs

Kate attends Whanganui High School. She explains how digital technology helps her with her learning and provides greater accessibility.

[Visit website](#)

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