

# Ask the student 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](#)

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## **Includes:**

- Ask what helps
- What to include in a learner profile
- Build the learner profile over time
- Let students 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 student what will help and consider a learner profile](#)

Date

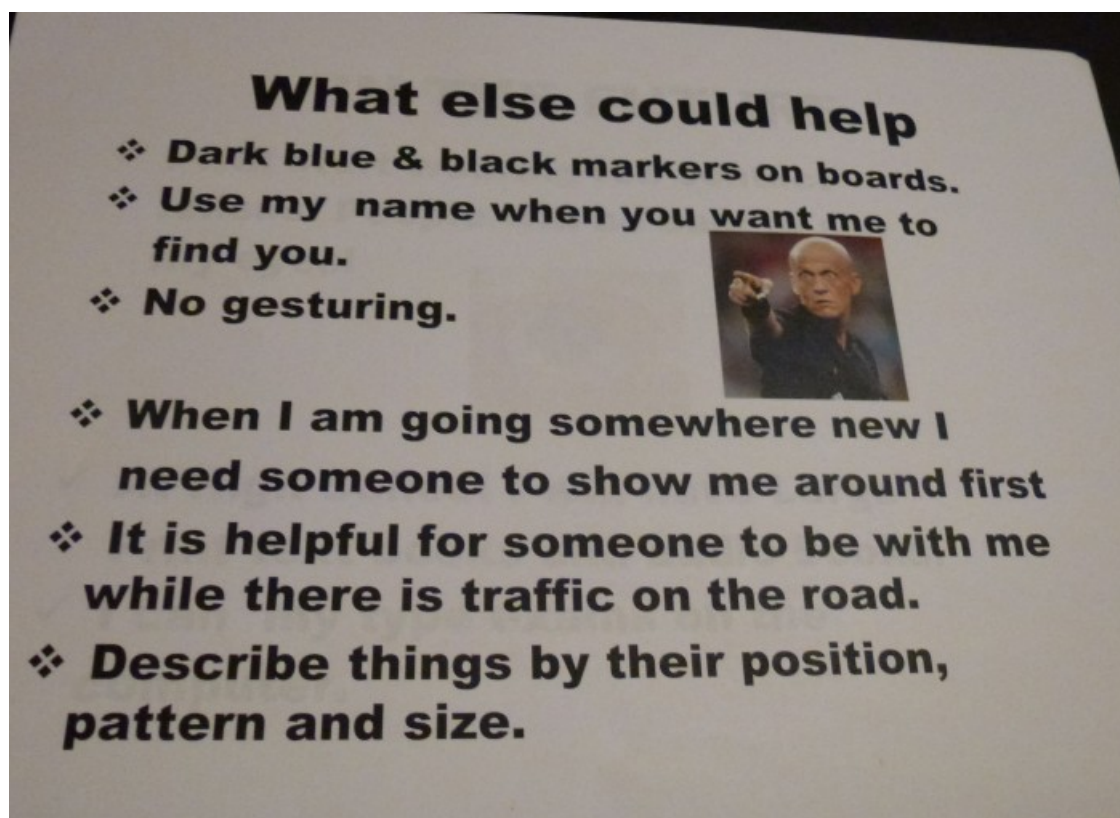
25 March 2025

Link

[inclusive.tki.org.nz/guides/low-vision-and-learning/ask-the-student-what-will-help-and-consider-a-learner-profile](http://inclusive.tki.org.nz/guides/low-vision-and-learning/ask-the-student-what-will-help-and-consider-a-learner-profile)

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## Ask what helps



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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# What to include in a learner profile

Discuss with the student and their whānau what to include in a learner profile.

- ✓ 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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# Build the learner profile over time

Learner profiles can help school staff build relationships with ākonga and their whānau, understand their perspectives and design learning to meet student needs.

Considerations for learner profiles.

- Provide multiple opportunities and methods to develop the profile.
- Prioritise information from students by using effective communication techniques, for example, point to select, or communication boards.
- Revisit the profile on a regular basis to add depth and new insights.
- Use a range of input methods such as conversations, observations, formal reviews and regular surveys.
- Encourage students to understand their needs and preferences as a learner.
- Act on information that is shared so students can see how their voice helps you design learning experiences that work for them.

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# Let students personalise learner profiles



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

<https://inclusive-live-storagestack-assetstorages3bucket-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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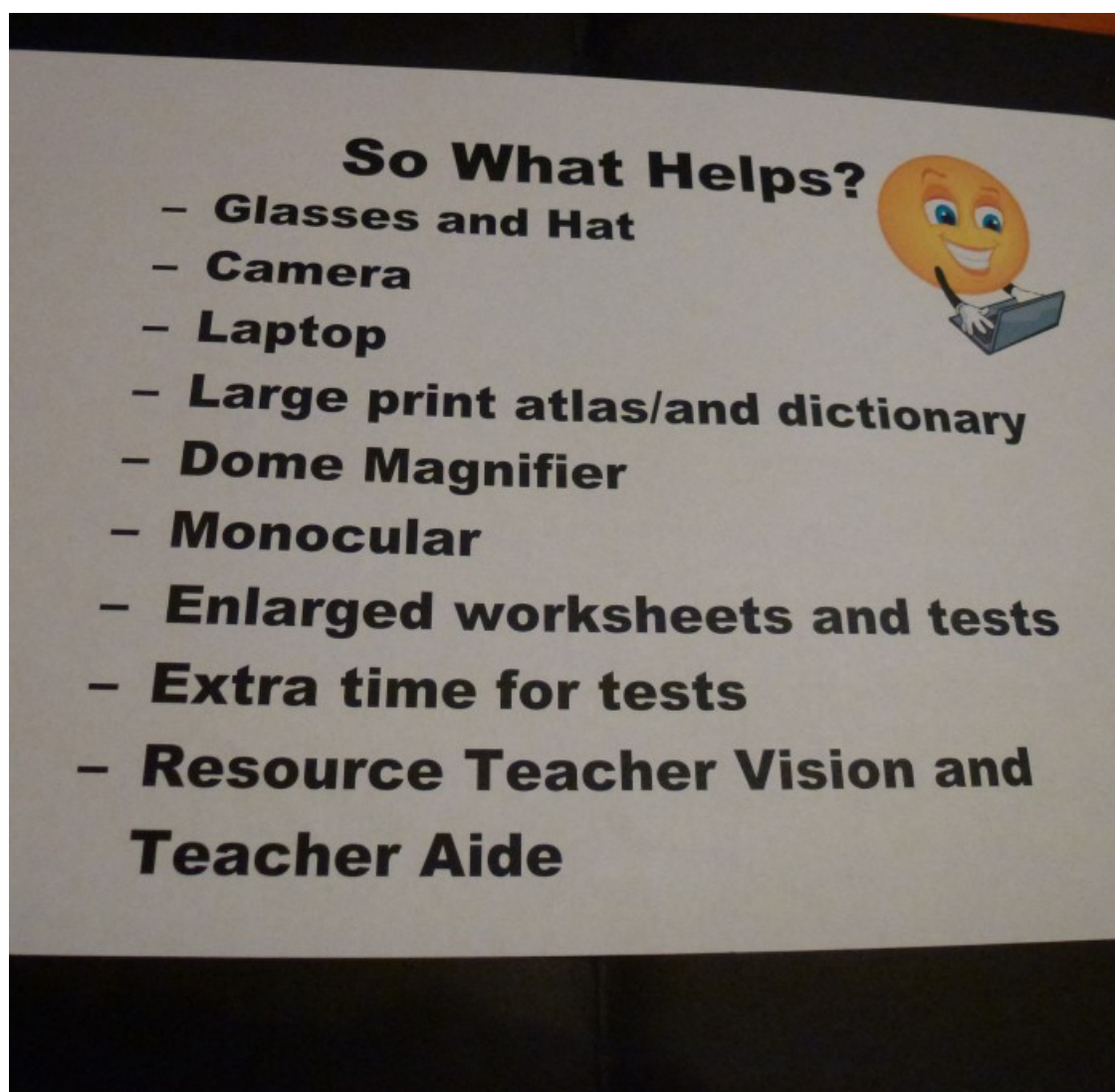
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## Utilise digital technologies



Source:

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## Useful resources



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

An 11-year-old with low vision creates a PowerPoint presentation to explain her eye condition.

Publisher: BLENNZ: Blind and Low Vision Education Network NZ

[Visit website](#)



### Developing learner profiles

Read time: 3 min

This document provides general support and guidance when developing a learner profile. It includes prompts and questions, alongside purpose and benefits for students.

[Download](#) PDF (211 KB)



### About me

This learner profile template is a companion to "Developing learner profiles". It is an interactive PDF with questions for students to answer.

[Download](#) PDF (596 KB)

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