



# 2022 / 2023 LEARNING PLAN

Learner name: Amy Sheardown 🧐

## Statement of Learning Intent

I have been in PLP for three years now, and I like learning. I am determined and excited to produce work that I can see evidence of, not only myself and what I can bring to different assignments, but clear corroborations of my growth as a learner. This is what I love to do. Especially this year, when my learning is viewed more and more as a gateway to post-secondary, I am excited to produce the best work that I can possibly produce; not only work that shows my learning, but work that creates an impact and carries a lasting message with it. I genuinely want to feel like I have accomplished strong work that shows who I am and what I want to become, and I want my learning plan to support that. I also want to show personal growth, particularly in regards to my relationship with work and failure. When we were in Loon Lake last year, my little bit of (infamous) failure taught me so much about how I view failure, and in retrospect, how damaging my relationship with failure is to my own mental state, as well as how it prohibits me from taking some really cool risks with my learning. I want to achieve a lot this year, and that includes a high grade, but it also includes failure. I know, crazy, right? Achieving failure? Basically an oxymoron. I don't want to burnout. I don't want to drive myself and the people around me crazy. I don't want to stay up wildly late trying to make everything perfect. I want to create stronger and better work habits that allow me to create a higher standard of work than I have been, while also allowing my brain to accept failure. Last year, I set my desired grade in my learning plan for higher than I thought would achieve, and I found that setting myself up for success in that way led me to attain a higher proficiency in my work, which is why I am aiming for a higher proficiency in my learning this year.

## This year, I plan my learning to look like:

Communication	Thinking	Personal and Social
<b>Communicating:</b> Profile 6: I communicate with intentional impact, in well-constructed forms that are effective in terms of my audience and in relation to my purpose.	<b>Creative Thinking:</b> Profile 6: I can develop a body of creative work over time in an area of interest or passion.	<b>Personal Awareness and Responsibility:</b> Profile 5: I recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.
<b>Collaborating:</b> Profile 5: I can facilitate group processes and encourage collective responsibility for our progress.	<b>Critical and Reflective Thinking:</b> Profile 6: I can examine evidence from various perspectives to analyze and make well-supported judgments about and interpretations of complex issues.	<b>Positive Personal and Cultural Identity:</b> Profile 5: I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices and contribute to making me a unique individual.
		<b>Social Awareness and Responsibility:</b> Profile 5: I can advocate and take action for my communities and the natural world. I expect to make a difference.

## Humanities 11



Strengths	Growth	Support
<ul style="list-style-type: none"> <li>I think that my strengths in Humanities lie in dedication. I am so dedicated to PLP. I am so dedicated to my learning and the success of the people who I am learning with. I am so dedicated to my work, and pushing out the greatest possible work that I can. I am also aware of how that dedication and perfectionism is detrimental to my learning at the same time. This ties back into my overall goal of growth in myself; I want to lean into how dedicated I am to my work, but I don't want to let it get the best of me. I am proud of my accomplishments in school, but I don't want to let them define who I am. I am proud of my accomplishments, but I don't like the rhetoric that I have created in my brain that I am only deserving of those if I am absolutely entirely perfect. I think that my strengths of dedication, work ethic, and personal connection to my work are the things that are helping me as well as hurting me the most. I want my strengths to be the same, but I want to work towards redefining what I mean by success, dedication, work ethic, and personal connections.</li> </ul>	<ul style="list-style-type: none"> <li>I struggle a lot with allowing myself to be okay with my work. I am still working on narrowing down what exactly it is that won't allow me to accept my brain's definition of 'subpar' work, and that mindset has caused some really negative experiences for me in the past. It is so wildly outside of my comfort zone for me to fail at something in a traditional way, and I know that I need to do that this year. I also know that allowing myself to fail does not mean that I have accepted failure. Grade 11 is a tough year, and I am aware of that, and while the last thing that I want to do is fail, I know that I need to allow myself to do so at some point. I desperately want to take risks with my learning that might not pay off how I want them too; such as trying to accomplish something that I am not entirely positive that I can do, pushing myself out of my comfort zone when it comes to confronting my own issues with failure, as well as learning that it is okay to ask for help when I need it. And I know that I will need it. I obviously want to see my growth in my learning, but I also really want to see growth in myself; my relationship to work and failure, my paradigms expanding, and how my work ethic can shift if I allow it to.</li> </ul>	<ul style="list-style-type: none"> <li>As previously mentioned, I want to entirely redefine my relationship with school work, and push myself to create some really cool work, while still allowing myself to fail. In order to do that, I need to make sure that I am showing my work to teachers when I am unsure about what I have done, and confirming that my work is up to the standards that I would like it to be. I also need to break my slightly bad habit of going ahead and doing some big crazy project that could possibly distract me from the current project, and instead asking teachers for confirmation before doing something that could lead to derailment. I would also like to make sure that I am checking in with teachers in tutorial time and conferences, and that I am allowing myself to ask for help when needed.</li> </ul>

## To achieve this plan, I will:

Disposition	Habits	Systems
<ul style="list-style-type: none"> <li>Future Amy is a proactive person. She is really intellectually curious, is constantly learning from everything and everyone, and has a brain like a sponge. She creates work that is risky, and is not afraid of failure. She writes and reads all the time, and make notes on everything that she learns and everyone who she learns from, and connects it to prior and future knowledge. She has allowed herself to see the benefits of failure, and used that mentality to expand her comfort zone of what she thought that she was capable of. Future Amy is not as worried about things being perfect, she just wants things to be impactful, interesting, and representative of who she is. She is confident in who she is, who she want to become, and what she believes in. She has a plan for life, and knows what she needs to do to get there.</li> </ul>	<ul style="list-style-type: none"> <li>I need to adopt habits that will allow me to achieve my goal; both my grade goal and my personal and learning goals. The habits that I want to implement are more personal habits, such as waking up earlier, or making sure that I eat breakfast; and doing those things are going to lead to having a more enjoyable experience at school and with my learning. I also have habits that are more school related, like doing all of my homework at the earliest possible time, making as many notes as possible in my Zettelkasten, getting home each night and looking over each of my notes from the day and turning them into permanent notes, as well as making sure that I am taking the time to understand what and why we are learning what we are learning.</li> </ul>	<ul style="list-style-type: none"> <li>The number one system that I want to implement into my life is my notes. I want to strengthen my notes to the point of being able to have all of my information in that one place. I want to develop skills with my notes that will allow me to tag, connect, write, and make stronger notes.</li> <li>This tab is going to be one of my systems. I am not exactly sure what my habits are going to be yet, because I feel like I have not spent enough time actively in school to learn what my habits could be. That also means that this tab is a work in progress.</li> </ul>

## Success Behaviours of an Accomplished Learner (not used to determine achievement grade)

Agency	Engagement	Conduct
<b>Seeking help:</b> <ul style="list-style-type: none"> <li>Seeks extra help when needed.</li> </ul> <b>Completing assignments</b> <ul style="list-style-type: none"> <li>Completes assignments on time to the best of their ability.</li> </ul> <b>Goals and self-assessing :</b> <ul style="list-style-type: none"> <li>Sets goals and self-assesses using criteria.</li> </ul> <b>Accepting feedback:</b> <ul style="list-style-type: none"> <li>Accepts feedback and makes revisions .</li> </ul> <b>Ownership:</b> <ul style="list-style-type: none"> <li>Hands in work featuring their own thoughts and ideas and giving others credit for theirs.</li> </ul>	<b>Contributions:</b> <ul style="list-style-type: none"> <li>Contributes ideas and thoughts.</li> </ul> <b>Helpfulness:</b> <ul style="list-style-type: none"> <li>Helpful to other students and in creating a positive and supportive learning community.</li> </ul> <b>Evidence of a Thinking Learner:</b> <ul style="list-style-type: none"> <li>Provide evidence of independent thinking relevant to classroom prompts and topics that includes consideration from different perspectives.</li> </ul>	<b>Respect:</b> <ul style="list-style-type: none"> <li>Respects the rights and opinions of others; always listens when others are speaking.</li> </ul> <b>Focus:</b> <ul style="list-style-type: none"> <li>Focuses on task at hand.</li> </ul> <b>Evidence of Growth as a Learner</b> <ul style="list-style-type: none"> <li>Demonstrate growth as a learner with regular learning reflection posts that document the process of learning.</li> </ul>
Preparation	Attendance	Punctuality
<ul style="list-style-type: none"> <li>Comes to class prepared to learn and ready to participate</li> </ul>	<ul style="list-style-type: none"> <li>Attend all classes (excluding rare excused absences).</li> <li>Communicates with teachers pro-actively in advance of absences and completes missed work.</li> </ul>	<ul style="list-style-type: none"> <li>On time and ready to learn at the bell.</li> <li>Returns from breaks on time and without prompting.</li> </ul>

  
**Beginning**

  
**Almost**

  
**Effective**

  
**Sophisticated**

Proficiency Scale	Emerging	Developing	Accomplished	Extending
	The student demonstrates an <b>initial</b> understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>partial</b> understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>complete</b> understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>sophisticated</b> understanding of the concepts and competencies relevant to the expected learning.
<b>What does work at this level look like?</b>	Minimal Basic Superficial Nominal Narrow Incoherent Formless Paltry	Vague Partial Inconsistent Limited Moderate Erratic Undeveloped Simple	Competent Complete Comprehensive Solid Detailed Proficient Thoughtful Mainstream	Cogent Authentic Real-World Deep Exemplary Lucid Insightful Beautiful