



# 2023 / 2024 LEARNING PLAN

**Learner name:** Matteo Aure

## Statement of Learning Intent

I intend for my learning this year to be a year for me to stretch out of my comfort zone as much as possible and improve my work habits even more (trying to get more work done in class, for example). I believe if I continue to push myself out of my comfort zone, it will allow me to grow and meet some goals I've set that I've been speaking about since last year's MPoL. One of my main goals was to take more risks and create work that's more original. Another one was to improve my problem-solving skills, which I think is something I can still grow on over the year.

## This year, my learning will look like:

### AGENCY

Strengths	Growth	Support
<ul style="list-style-type: none"> <li>I am quite good at accepting and carrying out revisions in my work and improving my work based on feedback given to me.</li> <li>I would like to build on my ability to be resilient when faced with challenges and setbacks.</li> </ul>	<ul style="list-style-type: none"> <li>The next thing I want to improve on is accepting help. Although I'm not bad at it, it's something I can definitely improve on.</li> <li>I think I can stretch myself beyond my comfort zone by creating and completing more ambitious goals.</li> </ul>	<ul style="list-style-type: none"> <li>I'd say I may sometimes need support in seeking help in work because sometimes I do need help and I don't ask for it. Like maybe ask every now and then "How's it going on that Matteo?" This support would come from teachers.</li> </ul>

### ENGAGEMENT

Strengths	Growth	Support
<ul style="list-style-type: none"> <li>I am fairly enthusiastic when it comes to learning, and I am also an active listener in class most of the time.</li> <li>I would like to build on my active listening ability since my mind still tends to wonder sometimes during class. I know it's inevitable, but I could definitely work to reduce how much it happens.</li> </ul>	<ul style="list-style-type: none"> <li>I would like to participate more in class (ask or try to answer more questions), since that's something I do not do too much of.</li> <li>Probably by setting a goal like trying to answer one question per day (a random number), I get more used to answering questions in class.</li> </ul>	<ul style="list-style-type: none"> <li>Maybe occasionally try to get me to participate? Like call on me sometimes during class? That's a great way to get me out of my comfort zone.</li> <li>This support would come from teachers.</li> </ul>

### CONDUCT, ETHICS, and INTEGRITY

Strengths	Growth	Support
<ul style="list-style-type: none"> <li>I'm good at being present in class via actively listening and participating.</li> <li>I plan to build on my ability to create more original or out-of-the box work. Meaning I make my work more unique, like for a random example, instead of using an image, I use a 3D scan or 3D model to capture a location.</li> </ul>	<ul style="list-style-type: none"> <li>Though I'm not bad at this I could probably be a bit more respectful to peers, I can be a bit to sarcastic sometimes.</li> <li>I could probably stretch out of my comfort zone by participating a bit more and ignoring my fear of being laughed at or whatever if I am wrong.</li> </ul>	<ul style="list-style-type: none"> <li>Since I spoke about being more respectful, if a teacher overhears me being a bit too sarcastic or something, they can just be like, "Don't forget about your learning plan, Matteo!" or something like that.</li> <li>Mainly teachers.</li> </ul>

### PREPARATION

Strengths	Growth	Support
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**This year, my learning will look like:**

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| <ul style="list-style-type: none"> <li>• I always come to class prepared with a charged iPad, ready to learn and collaborate with students and teachers.</li> <li>• I would like to build on my ability to manage time effectively, though I'm quite alright with this I can definitely still use my time more productively.</li> </ul> | <ul style="list-style-type: none"> <li>• One thing I could improve at is using things and the tools provided to me more. I usually work in an organized digital workspace, but I am sure I could integrate things into my workflow and benefit from it.</li> <li>• I could stretch beyond my comfort zone by trying to use the tools accessible to me outside of school activities as well so I can learn to use them better.</li> </ul> | <ul style="list-style-type: none"> <li>• Some support that may be useful is just a "check in", to see if I've been using apps like Things in projects for organizing.</li> <li>• Support for this would come from both parents and teachers.</li> </ul> |
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**SELF-REGULATION**

<b>Strengths</b>	<b>Growth</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>• I'm pretty good at identifying sources of stress and creating coping strategies to combat said stress.</li> <li>• I plan to build on my ability to separate school and personal activities more. I'm going to try and take more breaks and bring back the 20-minute work/5-minute break strategy we used in science.</li> </ul>	<ul style="list-style-type: none"> <li>• Though I'm not too bad, I am not great with managing distractions. Usually when procrastinating on work I instead play a game of Chess or do a Duolingo lesson (technically semi productive procrastination but it's still procrastination) since I am still learning something.</li> <li>• I often play chess or do a Duolingo lesson to temporarily get away from my work, especially if it's more stressful than usual. To bring myself out of my comfort zone, I've made an automation that counts how many times I've entered <a href="https://www.chess.com">chess.com</a> or Duolingo in the last 4 hours; if it's over a specific number, it doesn't let me in the apps.</li> </ul>	<ul style="list-style-type: none"> <li>• I would probably need support when talking too much when we're doing silent work. When I'm talking to group people too much (helping them doesn't count), You could maybe just move me to an empty table.</li> <li>• This support would come from teachers.</li> </ul>

**COMMUNICATION and COLLABORATION**

<b>Strengths</b>	<b>Growth</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>• I am good at collaborating with peers on group projects and being a reliable and trustworthy group member.</li> <li>• Over the last year, I have improved my ability to effectively share ideas and feedback with other group members, and I am now much more comfortable communicating with them.</li> </ul>	<ul style="list-style-type: none"> <li>• The next thing I would like to grow in would be being able to be more of a leader in a group, which is also something that can let me stretch beyond my comfort zone.</li> </ul>	<ul style="list-style-type: none"> <li>• When collaborating with other students, I may at some point need support from teachers if I'm ever paired with people who aren't really willing to do any work for the group. That support would probably be just a simple "Guys! Time to get to work!".</li> <li>• This support would come from teachers.</li> </ul>

## Success Behaviours of a Proficient Learner

AGENCY	ENGAGEMENT	CONDUCT, ETHICS, and INTEGRITY
<p><b>Ownership and Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Takes responsibility for own learning and actions.</li> <li>• Completes assignments on time to the best of their ability.</li> </ul> <p><b>Goals and self-assessing :</b></p> <ul style="list-style-type: none"> <li>• Sets realistic goals and self-assesses using criteria to achieve them.</li> </ul> <p><b>Seeking help:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates initiative in seeking help when needed.</li> </ul> <p><b>Accepting feedback:</b></p> <ul style="list-style-type: none"> <li>• Accepts feedback and makes revisions.</li> </ul> <p><b>Resilience:</b></p> <ul style="list-style-type: none"> <li>• Shows resilience and persistence in the face of challenges and setbacks.</li> </ul>	<p><b>Contributions:</b></p> <ul style="list-style-type: none"> <li>• Actively participates in discussions and activities and contributes evidence of independent ideas and thoughts relevant to the learning.</li> </ul> <p><b>Enthusiasm:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates enthusiasm and curiosity for learning.</li> </ul> <p><b>Helpfulness:</b></p> <ul style="list-style-type: none"> <li>• Helpful to other students and in creating a positive and supportive learning community.</li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates growth as a learner across time with regular learning reflection posts and Presentations of Learning that document the process of learning.</li> </ul>	<p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>• Always listens when others are speaking.</li> <li>• Treats peers, teachers, and the community with kindness, courtesy, and respect.</li> <li>• Values diversity and appreciates different cultures, backgrounds, perspectives, and the opinions of others.</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Focuses on the task at hand.</li> <li>• Is present when learning is happening.</li> </ul> <p><b>Citizenship:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates leadership by setting a positive example for others to follow.</li> <li>• Encourages and supports classmates in their academic and personal pursuits.</li> </ul> <p><b>Integrity:</b></p> <ul style="list-style-type: none"> <li>• Takes pride in original work featuring their own thoughts and ideas and gives credit to others for theirs.</li> <li>• Reports any instances of academic dishonesty, breaches of codes of conduct, or contraventions of team norms.</li> </ul>
PREPARATION	SELF-REGULATION	COMMUNICATION and COLLABORATION
<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Attends all classes (excluding rare excused absences) and PLP community events.</li> <li>• Comes to class prepared to learn and ready to participate.</li> <li>• Arrives on time and ready to learn at the bell.</li> <li>• Returns from breaks on time and without prompting.</li> </ul> <p><b>After Class:</b></p> <ul style="list-style-type: none"> <li>• Manages time effectively to meet deadlines and complete tasks.</li> <li>• Utilizes organizational tools such as Things, Calendar, and other tools to stay on top of assignments.</li> </ul>	<p><b>Balance:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates self-discipline in managing distractions.</li> <li>• Sets healthy boundaries between academic work and personal life and seeks balance in extracurricular activities, school, and social life.</li> </ul> <p><b>Self-care:</b></p> <ul style="list-style-type: none"> <li>• Identifies sources of stress and develops coping strategies.</li> <li>• Knows when to seek help from teachers, school counsellors, or mental health professionals if stress or anxiety becomes overwhelming.</li> </ul>	<p><b>With Peers:</b></p> <ul style="list-style-type: none"> <li>• Provides constructive feedback to peers and accepts feedback graciously.</li> <li>• Is a reliable and trusted team member during group work.</li> </ul> <p><b>With Teachers:</b></p> <ul style="list-style-type: none"> <li>• Communicates with teachers proactively in advance of absences and completes missed work.</li> <li>• Demonstrates independence and self-advocacy by communicating directly with teachers (not relying on parents to communicate with teachers).</li> </ul> <p><b>With Technology:</b></p> <ul style="list-style-type: none"> <li>• Utilizes digital communication tools professionally and responsibly.</li> </ul>