Enterprise Team Task

Student Exemplar

Excerpt from student blog

**Tuesday, 29th April, 2014**

Developing Personal and Learning Goals (DP2)

Interacts with others in developing strategies.

We had our first team meeting today, it was pretty bad!

Everybody was shouting to get their ideas heard and it

wasn’t very organised! XXXXX took charge but we still

couldn’t agree on a product or any ideas to go with.

**Friday, 2nd May, 2014**

We met again today and it worked out better. I drew

up a mind map of all the ideas and their good

and bad points. We are going to go with the

magnetic jewellery holder. I am stoked that my idea was

chosen! **Tuesday, 6th May, 2014**

Developing Personal and Learning Goals (DP3)

Develops the **critical and creative thinking capability** in an organised and creative way.

We’ve chosen a name, Jazzy Jewels and XXXXX is

going to design the logo. I’ve been chosen by the team

to design the jewellery holder, probably because I’m

the best at art! It suits me, I love drawing and want to

do an art course when I finish at school.

**Developing Personal and Learning Goals (DP1)**

Develops some effective strategies to achieve personal and learning goals.

**Friday, 9th May, 2014**

I spent today’s lesson planning and designing the

jewellery holder. I also did some searching on the internet to

find cheap magnetic boards and ordered two. I found

some material at home that I can use and this will help

to keep the costs down. It was good fun drawing and

designing, I just hope the team like my ideas!



Developing Personal and Learning Goals (DP3)

Develops the **critical and creative thinking capability** in an organised and creative way.

Developing Personal and Learning Goals (DP2)

Interacts with others in refining strategies.

**Tuesday, 13th May, 2014**

Today was my turn to share my work with the team. I

showed my drawings and design ideas and everybody

loved them. Some gave me good ideas about how to

add to the designs and I will try them out. I’m

good to go as soon as the magnetic boards arrive.

**Developing Personal and Learning Goals (DP1)**

Develops at least one effective strategy to achieve personal and learning goals.

**Thursday, 15th May – Sunday, 18th May, 2014**

The boards arrived and I spent most of the weekend

making the jewellery holder, it took longer than I

expected! I had lots of problems, the boards were too

big and had to be cut down. They were also quite thin

so the sides of the holder were not strong. I sewed the

sides up the wrong way because I was rushing but I

think it still looks good. My stitching was a bit crooked

and it definitely wasn’t my best sewing!

Reviewing the Learning (RL1)

Reviews, with some reflection, the effectiveness of strategies to achieve personal and learning goals.



Developing Personal and Learning Goals

Generally interacts effectively with others. DP2

**Monday, 19th May, 2014**

I brought the jewellery holder to the meeting today and

everybody seemed to like it. I was given part of the

power point for the pitch to write up. I’m not looking forward

to doing the pitch, I really don’t like speaking in front of people!

Developing Personal and Learning Goals (DP1)

Continues to develop an effective strategy to achieve personal and learning goals.

**Friday, 30th May, 2014**

Today was pitch day! I was nervous but it went ok. I was

able to keep to the time limit and answer all the

questions from the teachers. Hopefully I helped the team

to win the competition, we find out who won tomorrow.

 



**Friday, 6th June, 2014**

After much delay we finally found out today which team won.

It was US!! We couldn’t believe it and are going to celebrate

at the end of term! Once the excitement settled down I

started to work on my review of my personal and learning

goals.

**Review of my personal and learning goals and the strategies I used to achieve them**

1 *What worked?*

Reviewing the Learning (RL1)

Reviews personal and learning goals, with some reflection on the effectiveness of strategies to achieve them.

Our jewellery holder was a success as it was the winning product. We worked well as a team once we got sorted out and were able to share our ideas. I used my art skills to design the jewellery holder and enjoyed drawing the designs. I managed to make the holder in time and overcame the problems I faced.

*What didn’t work?*

 Sometimes our discussions were loud and some people shouted too much. I had some problems making the holder but I sorted these and I think the holder ended up looking just as good. The quilted material ended up on the outside rather than inside of the holder. I ran out of time at the end and had to use a ribbon to tie-up rather than a button.

*2 How did team members help you to develop and refine your strategies to achieve your goals?*

 My main goal was to develop my skills to help me with my art because this is what I want to do when I leave school. The team chose me to design the jewellery holder which I was happy about. They gave me some more ideas on how to improve it and I made changes to my drawings to make it better. Actually making the jewellery holder is something which will help me when I go to TAFE to do an art course. I think I worked well with the other people in my team.

Review of how I developed the capability and how it helped me to achieve my goals

Reviewing the Learning (RL2)

Reviews the development of the **critical and creative thinking capability**, with an idea about how this helps to achieve his or her goals.

1. *How did I develop my critical and creative thinking skills?*

I was able to make decisions when I had problems making the jewellery holder and I managed to do this even when I was running out of time. I developed my drawing skills when designing the holder and these are things I will use at TAFE. Making the jewellery holder will help me in my design and technology course at school.

1. *How will these skills help me to achieve my future goals?*

Through this chance to be creative I have thought about what I want to do in the future and I think I know what to do to get there. I worked hard on my drawing when I was designing the jewellery holder and this should help me improve my grades at school. If I can improve my grades this will make it easier for me to get on the course I want at TAFE.

*3 How could I use this learning in the future?*

 I want to set up my own jewellery shop eventually and I learned a lot about how to sell a product and also about cost. I am more confident in speaking to people and selling to them. I have learned how to promote a product and this will help me when I have my own jewellery to sell. I did a lot of work on designing and making the jewellery holder and I know that the ability to work hard will help me when I have my own business in the future.

**Overall the evidence of learning for this task matches the C standard**.

**Performance Standards for the Stage 1 Personal Learning Plan**

Assessment Type 1: Folio Assessment Type 2: Review

|  | **Understanding the Capabilities** | **Developing Personal and Learning Goals** | **Reviewing the Learning** |
| --- | --- | --- | --- |
| **A** | Clearly explains understanding of the selected capability or capabilities, with insightful and detailed examples. | Clearly identifies personal and learning goals and purposefully explores them in detail. Develops a range of effective strategies to achieve them.Interacts purposefully with others, in developing and refining strategies.Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways. | Clearly reviews personal and learning goals with insightful reflection on the effectiveness of strategies to achieve them.Reviews the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals. |
| **B** | Explains understanding of the selected capability or capabilities, with some detailed examples. | Identifies personal and learning goals and explores them in some detail. Develops some effective strategies to achieve them.Generally interacts effectively with others, in developing and refining strategies.Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that is mostly effective, and generally organised or creative. | Reviews personal and learning goals, with some insights into the effectiveness of strategies to achieve them. Reviews the development of the selected capability or capabilities, with some ideas about how this helps to achieve his or her goals. |
| **C** | Gives some explanation of what the selected capability or capabilities are, with brief examples. | Identifies personal and learning goals and explores some aspects of these goals. Develops at least one effective strategy to achieve them.Interacts with others, in developing and making some refinement to strategies.Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that has some effectiveness, and some organisation or creativity. | Reviews personal and learning goals, with some reflection on the effectiveness of the strategy or strategies to achieve them.Reviews the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals. |
| **D** | Gives some basic description of the selected capability or capabilities, with limited examples. | Identifies one or more personal or learning goals and locates some information that may be relevant to the goal(s). Describes aspects of a possible strategy that may help to achieve the goal(s).Interacts with others with limited effectiveness, to talk about possible strategies. Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear. | Describes one or more personal or learning goals with some recount of learning in the subject.Describes own participation in an activity to develop the selected capability or capabilities, with a vague link to goals. |
| **E** | Attempts to describe at least one capability and give an example. | Identifies a personal or learning goal without any realistic strategies to achieve it. Attempts to locate information that may be relevant to the goal.Gives limited responses to questions from others about possible strategies. Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal. | Gives limited responses to questions about learning in the subject.Gives limited responses to questions about own participation in an activity to develop the selected capability or capabilities. Makes a superficial statement about a selected capability in attempting to identify a link to a goal. |