



OJC GRADUATE PROFILE BADGES **HAUORA**

Language used in criteria refers to the NZC level 4 [junior] & level 5 [senior]. This aims to show an intentional progression.

OJC Value **Hauora** Holistic all-rounder, who understands the 'why'

HAUORA 1 JUNIOR BADGE CRITERIA



Learner demonstrates an understanding of the value of maintaining and enjoying regular physical exercise

I can demonstrate a positive attitude and contribute to my group's experience during Whanau Ora..

I can demonstrate that I have taken steps to improve my personal fitness.

I can identify & describe risks to my safety while participating in physical activity.



HAUORA 1 SENIOR BADGE CRITERIA



Learner maintains regular involvement in and enjoys regular physical exercise

I can demonstrate enthusiastic participation and contribute to my group's experience during Whanau Ora.

I can prove that I have taken advice & improved my skills in a sport.

I can show I have taken steps to improve my personal fitness.

I can identify & manage risks to my safety while participating in physical activity.



HAUORA 2 JUNIOR BADGE CRITERIA



Learner demonstrates a positive attitude towards their own hauora

I can describe the domains of Te Whare Tapa Wha in relation to my own Hauora.

I can participate & apply Mindfulness Techniques that work for me when I need them.

I can identify and describe my own personal attitudes and values that make me who I am.



HAUORA 2 SENIOR BADGE CRITERIA



Learner demonstrates a respectful & proactive approach towards their own hauora

I can describe & evaluate the domains of Te Whare Tapa Wha in relation to my own Hauora.

I can participate & apply Mindfulness Techniques that work for me when I need them.

I can reflect on & adapt the informed choices I make to support my well-being in each domain of Te Whare Tapa Wha.

I can express and celebrate my own personal attitudes and values that make me who I am.



HAUORA 3 JUNIOR BADGE CRITERIA



Learner demonstrate positive interactions with others & contributes to healthy communities & environments

I can contribute meaningfully & genuinely to key groups and communities that I belong to.

I can identify perspectives and points of view within society that are not my own and can demonstrate awareness of the value of these different perspectives.



HAUORA 3 SENIOR BADGE CRITERIA



Learner enhances interactions & relationships with others & takes social actions to contribute to healthy communities and environments.

I can describe and share my experiences of key groups and communities that I belong to and how these experiences enhance my life and my learning.

I can take purposeful & planned social actions that contribute meaningfully to the key groups & communities that I belong to.

I can recognise & explain a range of different perspectives and points of view within society.





OJC GRADUATE PROFILE BADGES **RELATIONSHIPS**

Language used in criteria refers to the NZC level 4 [junior] & level 5 [senior]. This aims to show an intentional progression.

OJC Value **Relationships** Whanaungatanga - a learner who values and acts as if people were taonga

RELATIONSHIPS 1 JUNIOR BADGE CRITERIA



Learner demonstrates an awareness of how societies work and how to gather, interpret and express information

I can describe how different societies evolve, develop and grow OR how different trends in societies evolve, develop and grow.

I can gather, interpret and express information about societies, or trends in societies accurately.

I can identify cultural, ethical, technological, environmental, political & economic influences on society or social trends.



RELATIONSHIPS 1 SENIOR BADGE CRITERIA



Learner demonstrates an understanding of how societies work and how to gather, interpret and express accurate information

I can analyse knowledge about how different societies evolve, develop and grow OR how different trends in societies evolve, develop and grow.

I can gather, interpret & express a wide range of information, with discernment, about societies, or trends in societies accurately.

I can identify relevant cultural, ethical, technological, environmental political & economic influences on society or social trends and thereciprocal relationship of this.



RELATIONSHIPS 2 JUNIOR BADGE CRITERIA



Learner is developing skills and strategies for successful collaboration

I can identify the benefits of good collaboration

I can identify and describe what successful collaboration looks like.

I can develop personal strategies for collaboration.

I can explain my own perspective and point of view with respect.



RELATIONSHIPS 2 SENIOR BADGE CRITERIA



Learner has a range of skills and strategies & can apply them for successful collaboration

I can recognise, understand & explain the benefits of good collaboration

I can recognise, understand and explain what successful collaboration looks like.

I can develop personal strategies for effective collaboration.

I can advocate for my own perspective and point of view with integrity & respect.



RELATIONSHIPS 3 JUNIOR BADGE CRITERIA



Learner communicates actively with people from different cultures

I can make a considered effort to work with different people in different groups often.

I can use appropriate strategies to support effective communication with different people.

I can make a considered effort to learn more about languages that are new to me.



RELATIONSHIPS 3 SENIOR BADGE CRITERIA



Learner communicates with empathy and effectively with people from different cultures

I can make a considered effort to work with different people in different groups often.

I can appreciate the diversity of others and the positive impact this has on my learning.

I appreciate that language and culture is used to achieve meaning for people and can use appropriate strategies to support effective communication.

I recognise that learning new languages introduces me to new ways of knowing and more about my own capabilities.



RELATIONSHIPS 4 JUNIOR BADGE CRITERIA



Learner demonstrates an awareness of biculturalism in Aotearoa

I can make a considered effort to describe tikanga, Te Reo Māori & the bicultural nature of Aotearoa.

I can use Te Reo Māori where appropriate.

I can orally discuss the Ngāi Tai Ki Tāmaki narrative and make links between our local iwi and our school.

I can identify the role of partnership, protection and participation in relation to Te Tiriti o Waitangi.



RELATIONSHIPS 4 SENIOR BADGE CRITERIA



Learner demonstrates an appreciation of biculturalism in Aotearoa

I can make a considered effort to develop an understanding of tikanga, Te Reo Māori & the bicultural nature of Aotearoa.

I can use Te Reo Māori to stretch my learning and recognise that it enables me to think in different ways.

I can orally discuss the Ngāi Tai Ki Tāmaki narrative and make links between our local iwi and our school.

I can explain the role of partnership, protection and participation in relation to Te Tiriti o Waitangi.





OJC GRADUATE PROFILE BADGES **INNOVATION**

Language used in criteria refers to the NZC level 4 [junior] & level 5 [senior]. This aims to show an intentional progression.

OJC Value **Innovation** Auaha - a learner who intentionally solves problems

INNOVATION 1 JUNIOR BADGE CRITERIA



Learner uses ICT confidently as a tool for creation and communication

I can use a variety of platforms to effectively plan digitally & collaboratively across OJC learning areas.



I can use my device to express problems and formulate solutions digitally.



INNOVATION 1 SENIOR BADGE CRITERIA



Learner uses ICT confidently and competently as a tool for effective and purposeful creation and communication

I can use a variety of platforms to effectively plan digitally & collaboratively across OJC learning areas & justify my reasoning why a particular platform is best.



I can use my device and computational thinking skills to express problems and formulate achievable and scalable solutions digitally.



INNOVATION 2 JUNIOR BADGE CRITERIA



Learner uses established arts practices elements, techniques, conventions, devices and structures - to develop and express ideas with creativity

I can experience, explore and experiment with a range of artistic practices/processes.



I can develop and refine ideas in response to a brief or creative challenge by applying practical artistic knowledge.



I can communicate through the creation of expressive works, in appropriate presentation context(s).

Disciplines in the arts: Dance, Drama, Music - Sound Arts, Visual Arts

INNOVATION 2 SENIOR BADGE CRITERIA



Learner thinks critically & uses established arts practices - elements, techniques, conventions, devices and structures - to develop and express ideas with creativity

I can experience, explore and experiment with a range of artistic practices/processes and identify how these inform or influence my creative thinking and outcomes.



I can develop and refine ideas in response to a brief or creative challenge by applying practical artistic knowledge.



I can communicate layered meaning through the creation of expressive works, in appropriate presentation context(s).

Disciplines in the arts: Dance, Drama, Music - Sound Arts, Visual Arts

INNOVATION 3 JUNIOR BADGE CRITERIA



Learner can investigate by using scientific knowledge

I can record detailed observations and can identify the difference between observation and inference.



I can support my ideas with evidence.

I can interpret, findings, evidence and data in science.



I can explain the role of relevance & trustworthiness in scientific findings.

I can utilise scientific processes to challenge or address a scientific hypothesis.

INNOVATION 3 SENIOR BADGE CRITERIA



Learner can demonstrate their scientific knowledge by applying it through a variety of investigations

I can record careful and detailed observations & differentiate between observation and inference.



I can support my ideas with evidence and can find evidence to support the scientific explanations of others.



I can interpret, evaluate & critique findings, evidence & data in science, determining the relevance and trustworthiness in those findings.

I can utilise scientific processes and ways of organising and developing scientific knowledge in order to prove, disprove or debate a scientific hypothesis.

INNOVATION 4 JUNIOR BADGE CRITERIA



Learner recognises that innovation & adaptation are important in technological practice

I can utilise functional modelling and prototyping to help me understand how and why things work.



I can iterate, reflect and re-iterate multiple times to improve my outcomes.



I can explain why I have chosen specific materials that I use in my technological practice.

INNOVATION 4 SENIOR BADGE CRITERIA



Learner recognises that innovation & adaptation are at the heart of technological practice.

I can utilise functional modelling and prototyping to understand how and why things work.



I can iterate, reflect & re-iterate multiple times to improve my outcomes and to meet the needs of stakeholders.



I can evaluate and justify the choice of materials that I use in my technological practice.



OJC GRADUATE PROFILE BADGES **INTEGRITY**

Language used in criteria refers to the NZC level 4 [junior] & level 5 [senior]. This aims to show an intentional progression.

OJC Value **Integrity** Ngakau Tapatahi - a learner of high moral character

INTEGRITY 1 JUNIOR BADGE CRITERIA



Learner can plan a technological intervention

I can research existing models, systems, solutions, interventions, theories or outcomes to tackle the problem I have identified.



I can describe how existing solutions have tried to address stakeholder concerns.



I can use this research to develop an iteration, solution, intervention or outcome and can create a plan to address stakeholder needs.

INTEGRITY 1 SENIOR BADGE CRITERIA



Learner can strategically plan a technological intervention that is informed, critical & creative

I can research and evaluate relevant existing models, systems, solutions, interventions, theories or outcomes to tackle the problem I have identified and determine how and why these work the way they do.



I can evaluate how well these existing solutions have addressed stakeholder concerns.



I can use this research to develop a unique iteration, solution, intervention or outcome and can create an appropriate plan which is fit for purpose and addresses stakeholder needs.

INTEGRITY 2 JUNIOR BADGE CRITERIA



Learner confidently and competently uses ICT and other technology for information research and presentation

I can store, check, paraphrase and evaluate digital content to address an issue.



I can use the OJC core apps to create outcomes for my learning. e.g Explain Everything, Notability, Book Creator, Pages, Keynote, Numbers, iMovie, Flipaclilp, Canva, Adobe spark and Padlet, etc.



INTEGRITY 2 SENIOR BADGE CRITERIA



Learner confidently and competently uses ICT and other technology for information access, presentation and analysis

I can store, test, paraphrase and evaluate digital content to address an issue with discernment.



I can use the OJC core apps to create effective outcomes for my learning. e.g. Explain Everything, Notability, Book Creator, Pages, Keynote, Numbers, iMovie, Flipaclilp, Canva, Adobe Spark and Padlet, etc.

INTEGRITY 3 SENIOR BADGE CRITERIA ONLY



Learner recognises the ways in which people participate in economic activities

I can explain the relationship between economic activities and issues of sustainability, enterprise and innovation.



I can set goals in relation to relevant financial decisions in my own life and can carry out actions that support these goals.



I can delay gratification by putting off short term wants to fulfil longer term financial goals.



OJC GRADUATE PROFILE BADGES **INSPIRATION**

Language used in criteria refers to the NZC level 4 [junior] & level 5 [senior]. This aims to show an intentional progression.

OJC Value **Inspiration** Wana - influences and impels further action

INSPIRATION 1 JUNIOR BADGE CRITERIA



Learner describes the characteristics, purpose and function of the arts by comparing and contrasting how they are made, viewed and valued in a range of contexts (social, historical, political, cultural etc)

I can demonstrate multi-literate understanding of features and aspects of the arts.



I can express the developments and changes that have occurred in the arts, and provide reasons for these.



I can reflect on my experiences with the arts as a medium to stimulate intuitive and creative thought and action that allows audiences to view the world from new or different perspectives.

Disciplines in the arts: Dance, Drama, Music - Sound Arts, Visual Arts

INSPIRATION 1 SENIOR BADGE CRITERIA



Learner evaluates the characteristics, purpose & function of the arts by comparing & contrasting how they are made, viewed & valued in a range of contexts (social, historical, political, cultural etc)

I can demonstrate multi-literate understanding of features and aspects of the arts & the reasons for these.



I can express the developments and changes that have occurred in the arts, in a specified context/period & provide reasons for these in including contemporary/modern applications.



I can reflect on my experiences with the arts as a medium to stimulate intuitive & creative thought & action that allows audiences to view the world from new or different perspectives.

Disciplines in the arts: Dance, Drama, Music - Sound Arts, Visual Arts

INSPIRATION 2 JUNIOR BADGE CRITERIA



Learner demonstrates awareness of capabilities for living and lifelong learning

I can step out of my comfort zone to pursue new learning experiences with a positive attitude to develop new skills and strategies.



I can identify and explain relevant dispositions and learning habits to support my learning



INSPIRATION 2 SENIOR BADGE CRITERIA



Learner demonstrates capabilities for living and lifelong learning

I can step out of my comfort zone to pursue new learning experiences with a positive attitude to develop new skills and strategies.



I know when to lead, when to follow, when & how to act independently.



I can utilise dispositions and learning habits appropriately to support my learning

INSPIRATION 3 JUNIOR BADGE CRITERIA



Learner demonstrates awareness of science and the scientific world

I can describe an understanding of the world built on current scientific knowledge.



I can represent and communicate my scientific ideas and understandings.



I can use my scientific knowledge and skills to reflect on how science relates to my own life, my own culture and the sustainability of the environment.

INSPIRATION 3 SENIOR BADGE CRITERIA



Learner can engage with science and the scientific world

I can develop and express an understanding of the world built on current scientific knowledge.



I can represent and communicate my scientific ideas and understandings in a variety of appropriate ways.



I can use my scientific knowledge and skills to suggest solutions to problems and develop further knowledge, particularly reflecting on how science relates to my own life, my own culture and the sustainability of the environment.



OJC GRADUATE PROFILE BADGES **EXCELLENCE**

Language used in criteria refers to the NZC level 4 [junior] & level 5 [senior]. This aims to show an intentional progression.

OJC Value **Excellence** Hiranga - producing the highest possible quality outcome or result

EXCELLENCE 1 JUNIOR BADGE CRITERIA



Learner chooses organisational approaches to develop deeper understanding in a range of contexts

I can organise and share my learning.



I can use a range of tools for organisation AND productivity to support my learning.



I can make learning goals.

EXCELLENCE 1 SENIOR BADGE CRITERIA



Learner chooses the most productive organisational approaches to develop deeper understanding in a range of contexts

I can organise and share my learning.



I can use a range of tools (both digital and non-digital) for organisation AND productivity to support my thinking and learning.



I can make plans to meet my learning goals

EXCELLENCE 2 JUNIOR BADGE CRITERIA



Learner can think critically about appropriate strategies, tools or models to deepen their own learning

I can identify and describe inquiry models that I use for my learning.



I can explain how inquiry models help support my own learning.



EXCELLENCE 2 SENIOR BADGE CRITERIA



Learner can think critically to choose appropriate strategies, tools or models to deepen their own learning

I can utilise and explain a variety of inquiry models for different purposes.



I can utilise a variety of thinking strategies and cognitive tools to deepen my own learning.



EXCELLENCE 3 JUNIOR BADGE CRITERIA



Learner utilises strategies to gather insights and key opportunities from stakeholders

I am able to engage with stakeholders to determine what they need or want.



I can reflect on and improve my designs myself and then get input from both specialists inside the school AND experts outside the school.



I can communicate with experts who I have contacted to help deepen my learning.

EXCELLENCE 3 SENIOR BADGE CRITERIA



Learner design ways to gather insights and key opportunities from stakeholders and analyse these

I have a range of strategies to determine what stakeholders really need or want.



I can improve on designs and processes as well as my thinking and learning by critically evaluating my designs myself and then getting input from both specialists inside the school AND experts outside the school.



I can communicate effectively with experts who I have contacted to help deepen my learning.



OJC GRADUATE PROFILE BADGE **POSSIBLE INDICATORS**

Language used in criteria refers to the NZC level 4 [junior] & level 5 [senior]. This aims to show an intentional progression.

Some **Possible Indicators** from learners may be ...

EMERGING

I am developing
an understanding
of the badge

- I make a genuine, sensible attempt at the badge.
- I may only have one or two examples of evidence.
- I articulate what I did, rather than what I learned.
- I have some evidence for the badge statement and criteria.
- I may need some questioning & support to get to the point.
- I may need to re-pitch during the day - if I haven't provided evidence that shows my understanding of the badge statement.

EFFECTIVE

I consistently show a
detailed understanding
of the badge

- I can explain and show understanding of the badge statement.
- I have multiple examples of my learning.
- I am starting to articulate what I have learned, emphasising it over what I did.
- I can show evidence of analysing or applying evidence in some situations.
- I may still need help from my coach to draw strong connections between my areas of learning.
- The content for my pitch presentation is organised coherently.

EXEMPLARY

I connect my learning,
showing and applying a
deeper understanding
of the badge

- I can show my understanding of the badge statement, by clearly unpacking it (*as evidenced through the examples I use*).
- I have relevant & specific examples of my learning.
- I can apply my learning, (*possibly by teaching someone else a skill I have acquired*).
- I can make independent connections between learning areas.
- I can demonstrate consistency, by always presenting high quality evidence.
- I can identify and explain why my learning is authentic to me.
- I am selective in my choice of content and context.