

# OJC Jr. Graduate Profile Badges

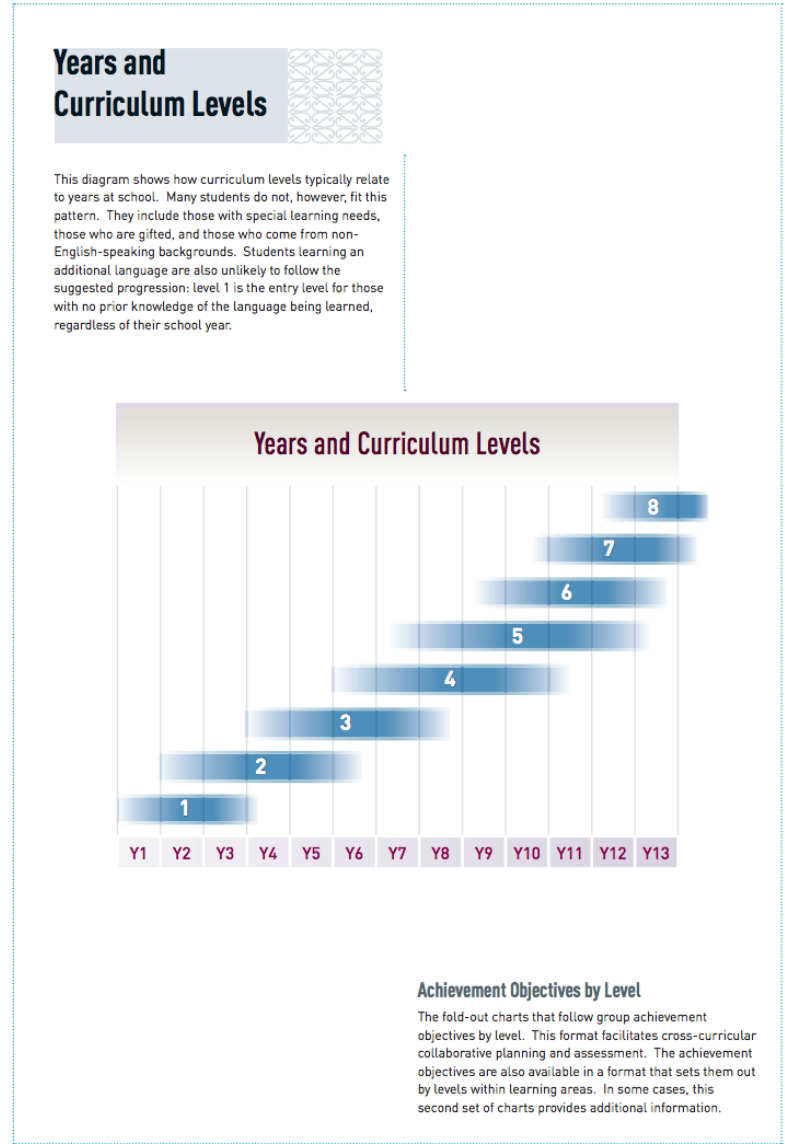
| Title                  | Description                                                                                                                                                      | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Emerging                                                                              | Effective                                                                             | Exemplary                                                                             |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Hauora 1</b>        | Understands the importance of and enjoys regular physical exercise                                                                                               | I can demonstrate a positive attitude towards participating and "giving it a go" during Whanau Ora<br>I can identify and plan to improve my own components of fitness<br>I can identify risks to my safety<br>I can take advice and improve my skills in a sport.                                                                                                                                                                                                                                                         |    |    |    |
| <b>Hauora 2</b>        | Has a positive attitude towards their own hauora                                                                                                                 | I can identify the domains of Te Whare Tapa Wha in relation to my own Hauora.<br>I can make informed choices to support my well-being in each domain of Te Whare Tapa Wha.<br>I can participate respectfully during OJC Mindful Moments<br>I have completed the OJC PBS program                                                                                                                                                                                                                                           |    |    |    |
| <b>Hauora 3</b>        | Celebrates their own personal individuality                                                                                                                      | I can connect my learning to my life and experiences outside of school so that I have a deeper understanding<br>I can reflect on the values and experiences that make me who I am<br>I can show respect for and understanding of myself                                                                                                                                                                                                                                                                                   |    |    |    |
| <b>Hauora 4</b>        | Knows who they are, what they value and why, and where they fit in                                                                                               | I can identify important personal elements that make up my Taha Whanau (eg: Ancestry, Ethnicity, Nationality, Culture, or other personally identified elements of importance.)<br>I can identify my likes and dislikes, challenges, and strengths and explain where these have come from<br>I can identify key groups and communities that I belong to, and support networks within these. (teams, groups, classes, friends, family, etc.)                                                                                |   |   |   |
| <b>Relationships 1</b> | Understands that events in the past, present and future shape the world we live in today and demonstrates curiosity about our world and the societies within it. | I can evidence the relationships between cause and effect through different approaches eg: a venn diagram; flow chart, etc.<br>I can identify similarities between historical events, current events, and potential future outcomes.<br>I can explore and express knowledge about how different societies evolve, develop and grow.                                                                                                                                                                                       |  |  |  |
| <b>Relationships 2</b> | Has a repertoire of skills and strategies for collaboration                                                                                                      | I can negotiate and collaborate to create and adhere to group norms for the groups I am in, including setting and meeting milestones, assigning roles and using organisational tools.<br>I can use listening and speaking tools and strategies to work effectively and empathetically with the groups I am in.<br>I can express myself using a range of verbal, visual, digital, and written methods for collaboration.<br>I can contribute and support a group to create a shared vision and goals for our work together |  |  |  |
| <b>Relationships 3</b> | Takes action to address issues that concern them and their communities                                                                                           | I can gather insights from groups and communities to identify needs and issues or concerns.<br>I can create and implement action plans to address issues or concerns in communities.<br>I can think about the impact of personal and collective actions on others and environments                                                                                                                                                                                                                                        |  |  |  |

|                        |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                       |                                                                                       |                                                                                       |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Relationships 4</b> | <p>Communicates appropriately with people from another culture and another language</p> <p>Recognises differences and appreciates that diversity is a resource to be treasured</p> | <p>I can show an awareness of how my words and actions affect others and advocate for my point of view with understanding and empathy, and apologise with integrity when necessary.</p> <p>I can show an understanding of and respect for concepts of spirituality, culture, ethnicity, nationality, and other unique aspects of culture</p> <p>I can use English, and basic Te Reo Maori and NZSL to communicate and I can use cross-lingual tools like text, translations, dictionaries and images to support communication with speakers of other languages.</p> <p>I can interact with, listen to and share ideas and experiences with other people and identify and appreciate when someone else has another perspective to mine.</p> <p>I can identify ways in which diversity can help support improved outcomes and collaboration. I can imagine what it feels like to walk in another person's shoes.</p> |    |    |    |
| <b>Integrity 1</b>     | Has a more developed view about how to tackle challenges they face                                                                                                                 | <p>I can identify and define problems or challenges that I face and create action plans and products to address the problems.</p> <p>I can dream of possible interventions and solutions and ask questions about how they might look.</p> <p>I can deliver and apply a product, process, presentation, or publication which addresses a challenge.</p> <p>I can debrief and evaluate how I approached a challenge and reflect to learn from my own experiences. (Based on solution fluency)</p> <p>I can identify challenges and roadblocks and overcome these through perseverance with a positive mindset.</p>                                                                                                                                                                                                                                                                                                   |    |    |    |
| <b>Integrity 2</b>     | Confidently uses ICT and other technology for information access.                                                                                                                  | <p>I can use a variety of searching and researching skills to access appropriate, credible and accurate information.</p> <p>I am able to use ICT and other technology with integrity.</p> <p>I can use ICT and other technology to express appropriate and credible information in a variety of mediums.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |    |    |
| <b>Integrity 3</b>     | Tolerates uncertainty and Accepts that mistakes or dead ends are an important part of learning                                                                                     | <p>I can consider and understand other people and groups' voices, ideas, values, and perspectives in different situations.</p> <p>I am comfortable when there is no clear correct answer or there are multiple possible outcomes in my learning.</p> <p>I can ask open ended questions about new information, and question knowledge claims rather than taking them at face value.</p> <p>I can identify and evaluate mis-takes and re-takes, errors or deadends and how they supported my learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |  |
| <b>Innovation 1</b>    | Uses ICT as a tool for communication in a range of contexts                                                                                                                        | <p>I can label and use notability to type, write, highlight, draw, insert images or videos and upload this onto my drive.</p> <p>I can keep my Google Drive and Google Classroom organised and attach, upload, and download a variety of documents and files from it easily and quickly on request. I can use Google Classroom or iTunes U to submit my work on time.</p> <p>I can create multi-media presentations using apps like explain everything to share, reflect and express my learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |
| <b>Innovation 2</b>    | Develops their artistic ideas into their own creative expressions                                                                                                                  | <p>I can use a range of artistic processes and techniques to express my ideas.</p> <p>I can develop and express my ideas by using artistic conventions and a range of mediums.</p> <p>I can consider the relationship between art and its contexts and influences.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |

|                      |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                       |                                                                                       |                                                                                       |
|----------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Innovation 3</b>  | Appreciates that scientific knowledge and investigations are a way of explaining the world | <p>I can make sense of the physical,natural, material, and astrological world around me through proof and explanations that show my scientific knowledge and processes.</p> <p>I can use logical and systematic work to understand science concepts and carry out experiments.</p> <p>I can participate and take action to address scientific issues and communicate my scientific understandings.</p> |     |     |     |
| <b>Innovation 4</b>  | Describes key needs or opportunities of stakeholders before creating a product             | <p>I can gather insights into stakeholders' needs for design purposes.</p> <p>I can identify issues and use them to design solutions or products to target those issues</p> <p>I can evaluate the effectiveness of my solutions</p>                                                                                                                                                                    |    |    |    |
| <b>Inspiration 1</b> | Identifies and describes elements of the arts - how they are made, viewed and valued       | <p>I can identify mediums, processes, and their purposes and contexts in a range of arts.</p>                                                                                                                                                                                                                                                                                                          |    |    |    |
| <b>Inspiration 2</b> | Is open to new learning and experiences                                                    | <p>I am willing to give new things a go and step out of my comfort zone with a positive attitude to pursue new learning and experiences.</p> <p>I can evaluate my understanding of the world and create proposals, pitches and action plans to deepen my understanding of new learning.</p>                                                                                                            |    |    |    |
| <b>Inspiration 3</b> | Can see that technology draws on knowledge from a wide range of disciplines                | <p>I can use my knowledge from a range of contexts and combine that with technological thinking to achieve desired goals and outcomes.</p>                                                                                                                                                                                                                                                             |   |   |   |
| <b>Excellence 1</b>  | Utilises organisations and productive thinking approaches to reach their learning goals.   | <p>I can organise my learning by using labels, colours, folders, and physical space well.</p> <p>I can use graphic organisers, charts and graphs to support my thinking and learning</p> <p>I can choose and use digital productivity tools to support my learning (calendars, kanbans, lists, etc) I can make plans to meet my own learning goals.</p>                                                |  |  |  |
| <b>Excellence 2</b>  | Thinks critically and creatively to explore ideas to reach their learning goals.           | <p>I can use the OJC Learning Design (the 5 Es) to describe my thinking and choose appropriate thinking tools</p> <p>I can identify and use different thinking strategies and use them appropriately. (Blooms, Thinking Hats, Learning Design, Graphic Organisers, SOLO, etc)</p>                                                                                                                      |  |  |  |
| <b>Excellence 3</b>  | Utilises outside experts to help deepen their learning.                                    | <p>I can improve on previous designs and processes by critically evaluating them myself and getting input from outside experts.</p> <p>I can utilise and communicate with community experts to help deepen my learning.</p>                                                                                                                                                                            |  |  |  |

The OJC **Junior Graduate Profile** Badges are aligned with the New Zealand Curriculum Document Level 4 criteria and curriculum areas. They are a tool for ensuring personal tracking of learner progress over their two Senior Years at OJC.

Learners curate and reflect on their learning progress towards achieving the criteria for each badge. This is done through their Compass Conversations. Badges are also a way of OJC Learners and Whanau keeping track of their learner interests, strengths, challenges and next steps throughout their journey at OJC.



Junior Set

- Hauora - 4
- Inspiration - 4
- Excellence - 5
- Innovation - 5
- Relationship - 4
- Integrity - 3

TOTAL SET: 26

Total: