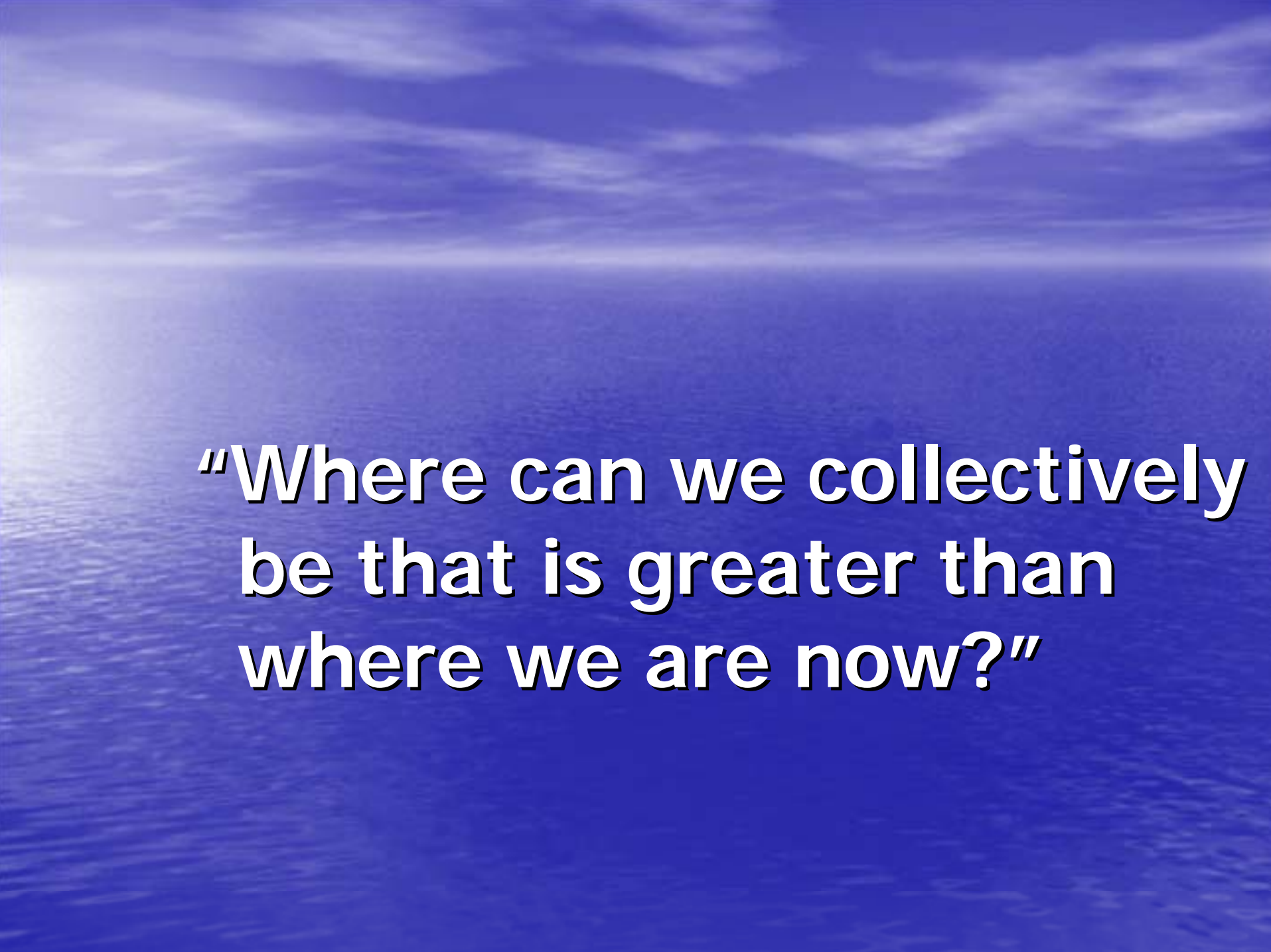


**Educational Policy and  
Practice implications on  
Native Hawaiian choice.**

**Alternative frames of  
organizational leadership.**

**“Culturally Responsible”  
approaches to leading and  
learning.**



**“Where can we collectively  
be that is greater than  
where we are now?”**

- **Knowledge and Cultural Literacy**
- **Accountability and Value**
- **Alliances and Market Forces**



# **Knowledge and Cultural Literacy**

- **Indigenous Knowledge Generation, Language and Cultural Literacy**
- **Intercultural Knowledge**
- **Digital Literacy**

**Studies that link native ways of knowing with the sciences that impact how we teach and lead to better understanding of culture based education on the academic performance of Native Hawaiian children and youth.**

- **Alice Kawakami**
- **William Demmert and John Towner  
from Western Washington**
- **Gregory Cajete from Santa Clara  
Pueblo [Look to the Mountain:  
An Ecology of Indigenous Education]**
- **and others**

**Studies that examines pedagogies that build cultural and multiple language literacy and develops strong comprehension skills.**

**Need to study of cooperative teaching methods, language instruction, interdisciplinary strategies, multicultural and culture specific learning models, noncompetitive assessment strategies, visual and spatial literacy.**

- Lois Yamauchi and Kathy Au
- Karen Swisher, Standing Rock Sioux, at Haskell Indian Nations University
- Donna Dehyle at the University of Utah
- Jerry Lipka
- Emerging scholars Linda Skinner and Tara Jean Yazzie

**Need educative dialogue that has  
aesthetic value and contributes  
significantly to the cultural  
and spiritual sustenance of what it  
means to be Hawaiian.**

- **Manu Meyer**
- **Lilikala Kame`eleihiwa**
- **David Sing**
- **Davianna McGregor**
- **Gina Cantoni**  
[Stabilizing Indian Languages]
- **Estrada Vasquez**  
[tribal language and culture realize greater student success]
- **Lois Wong Filmore**  
[work with Yu'pik communities in Alaska and the Pueblos in New Mexico]

- **Resource learning**
- **Acknowledge and address social injustice**
- **Value intercultural learning**

Henrietta Mann

**“The pain of one is the pain of all, and the honor of one is the honor of all.”**



# **Accountability and Value**

- **Multidimensional approaches to accessing outcomes**
- **Building strong bridges between standards and cultural core**
- **Participation of teachers and students in assessment processes**

- **Accountable to whom?**
- **If this element is truly valued how do those involved learn to meet the particular goals?**
- **How is data codified?**
- **How is what we are doing and learning interconnected with the other ripples or layers in the pond as well as relevant to other ripples in other ponds?**

# School Mission

- What does the mission statement mean and is it relevant?
- How does it define our collective organizational identity and our individual passions and expertise?
- How does it drive policy and practice?
- In what ways can we see/measure the achievement of this mission?

# Classroom

- What is the student learning (cognitively, affectively, and culturally)?
- Can they demonstrate what they are learning?
- How does this meet the school's mission?
- To what extent does the process and the outcomes meet state, national, and global expectations and standards?

# School Organization

- What is the climate of the school and how does it foster engaged learning?

# School and Community Relations

- How is the school engaged with the community to help strengthen social, economical, political, and cultural capital?
- How is the school working with its communities to create a sense of hope and willingness to take responsibility to create meaningful change

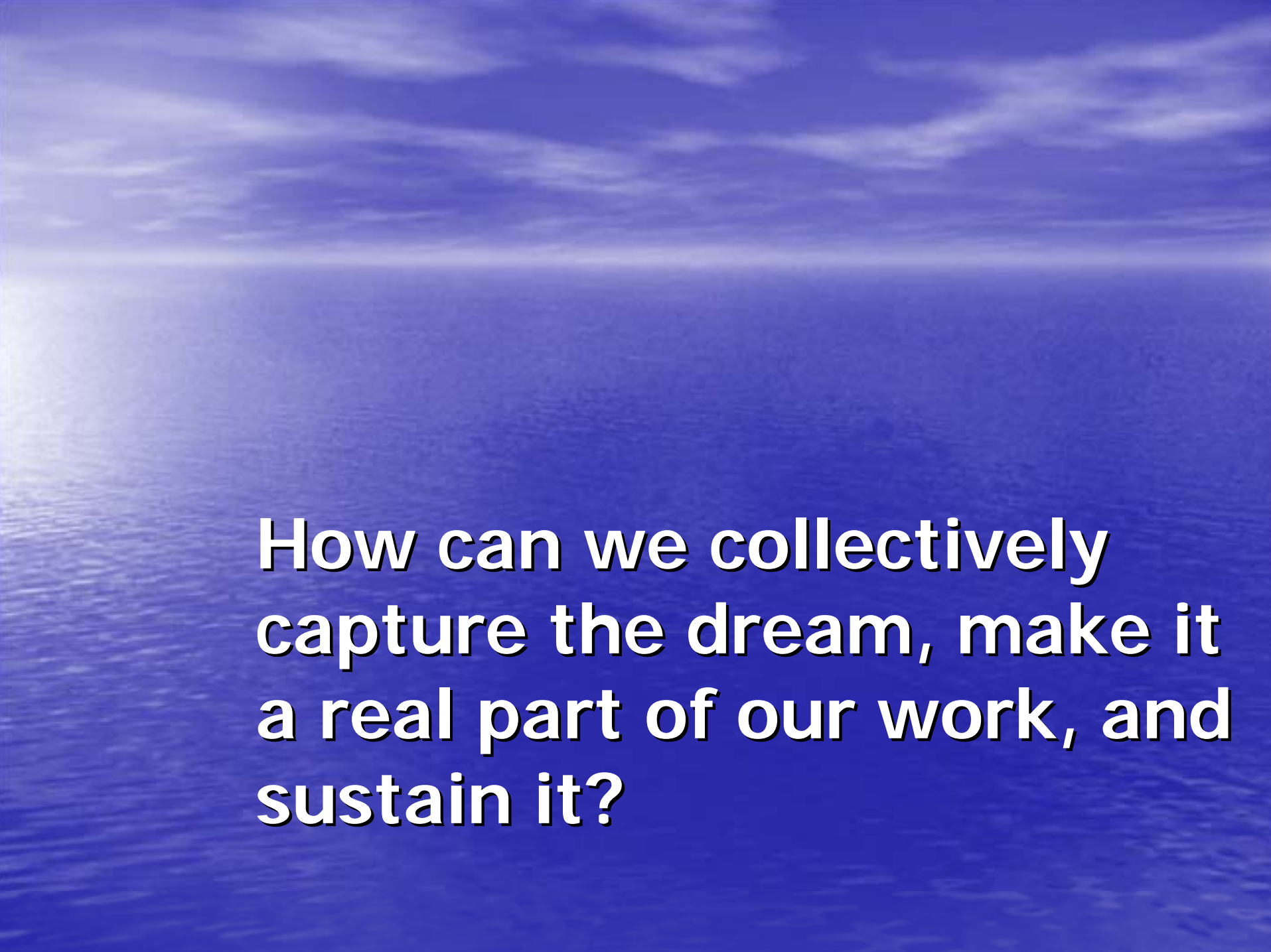
- Laurie McCubbin's study on educational resilience
- Katherine Tibbetts work that looks at student performance and implications for post-secondary education
- Margaret Maaka's work with Pamela Lipka and Kathryn Au that examines student-centered approaches and research on teacher education for the Hawaiian community

**The fox knows many things, but the hedgehog knows one big thing.**



# **Alliances and Market Forces**

- **New ways to frame our school organizations**
- **Draw on the goodness of our cultural traditions, diversity of our settings, and capacities of the people**
- **Define sustainable, generous and interdependent organizations**

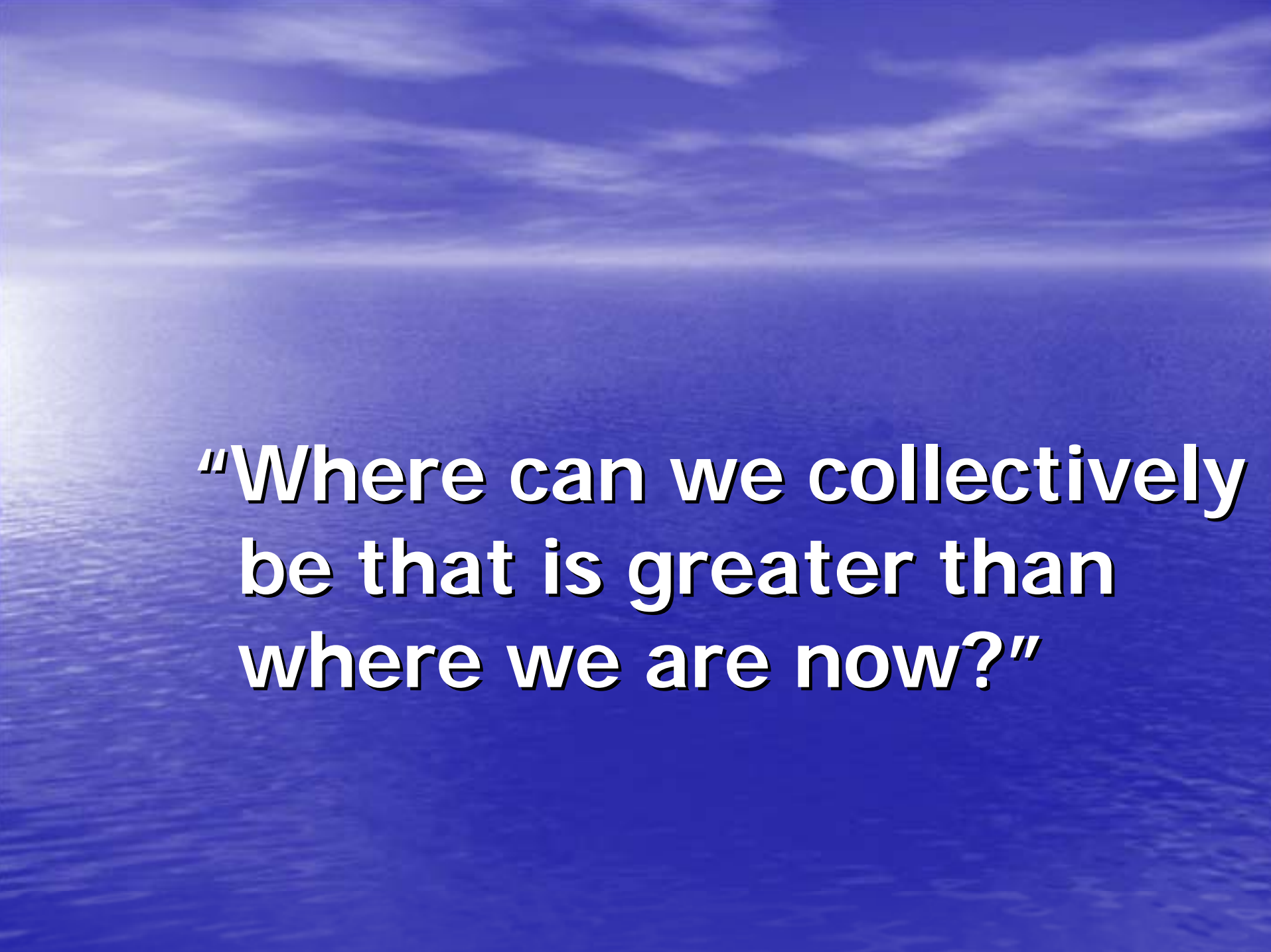


**How can we collectively capture the dream, make it a real part of our work, and sustain it?**

- **Knowledge and Cultural Literacy**
- **Accountability and Value**
- **Alliances and Market Forces**

A background image showing a vast blue ocean meeting a blue sky with light, wispy clouds. The sun is visible on the left side, creating a bright glow and a reflection on the water's surface.

**If it is not us, then who?**



**“Where can we collectively  
be that is greater than  
where we are now?”**