

He Huliau: Culture-based Education in Hawai'i's Schools

A photograph of three young people, two boys and one girl, smiling and making hand gestures. They are wearing blue t-shirts. The background is dark. The text is overlaid on the image.

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Hawaiian Cultural Influences
in Education:

**What are we trying to
find out?**



- What kinds of cultural strategies are be used in Hawai'i's classrooms?
- How do cultural approaches affect student development
 - school engagement
 - self-esteem
 - cultural identity
 - connection to place
 - academic growth

What do we know about culture-based education?



PROPOSED DEFINITION

Culture-based education is the grounding of instruction and student learning in the values, norms, knowledge, beliefs, practices, and language that are the foundation of a(n) indigenous) culture.

- **FOUR CORE ELEMENTS**
- **Language:** Recognizing and using native language
- **Family and Community:** Actively involving family and community in the development of curricula and everyday learning
- **Content:** Making learning meaningful and relevant through cultural content
- **Context:** Structuring the learning environment to reflect the values and ways of the cultural group

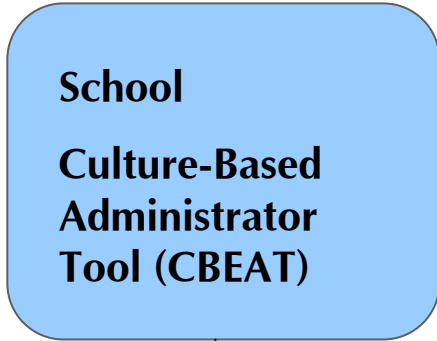
What methods were used in this study?

Participatory mixed methods approach

Theoretical Development	<ul style="list-style-type: none">■ Commissioned advisory group to help KS research team develop indigenous teaching rubric to serve as the analytical framework■ Input from Nā Lei Na'auao
Instrument Development	<ul style="list-style-type: none">■ Convened school-based and research advisory group and Dept of Psychiatry to develop psychometrically reliable instruments to measure student outcomes■ Resulted in set of tools called the CBEST, CBEPT, CBETT, CBEAT -- student, parent, teacher and administrator instruments to measure cultural strategies and outcomes
Data Collection	<ul style="list-style-type: none">■ Survey data■ Classroom observations

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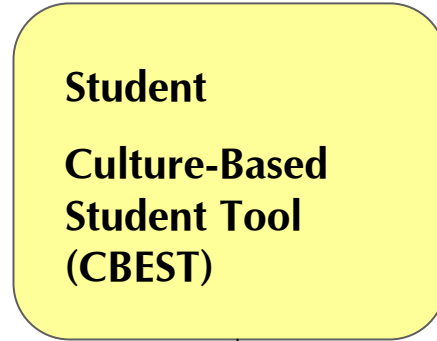
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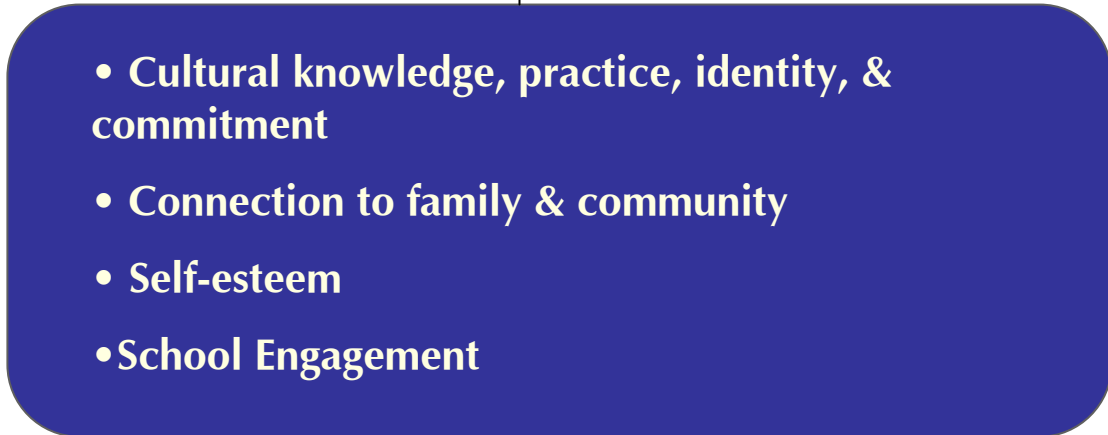
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What can the survey data tell us?

When linked together the surveys offer a more holistic and integrated understanding of culture-based education from different perspectives...

- School level data
- Student level data
- Parent/home level data

Each component is important and can be taken into account during data analysis

Where are we at with the study?

Phase 1: Research design + community input

Phase 2: Data collection


Phase 3: Data analysis

Phase 4: Data reporting + community give back



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What does Hawaiian education “look like” from a teacher’s perspective?

Domain Name				
Critical Indicators	None	Low	Medium	High
a. b. c.				

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Hawaiian Indigenous Education: Teaching Rubric

1. Language: use of heritage language

Indicators	None	Low	Medium	High
Integration of Hawaiian language, materials and resources	I do not use Hawaiian language because it's not relevant to my class	I use simple Hawaiian words to expose students to the language	I speak and display Hawaiian language in the learning environment	I teach and communicate with students in Hawaiian language
Philosophy on language	Hawaiian language is less relevant to core academic subjects	I believe it is important for students to be exposed to Hawaiian language	My teaching is grounded in the belief that students should have basic Hawaiian language competency	My teaching is grounded in the belief that students should be proficient in Hawaiian language

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Hawaiian Indigenous Education: Teaching Rubric

2. 'Ohana & Community Involvement

Indicators	None	Low	Medium	High
Integration in curriculum Relationship & communication b/w teacher and 'ohana	As a teacher my relationship with students does not extend beyond the classroom	I provide families with information about how they can support their child's education at home	I invite family members into the learning environment and try to create a sense of 'ohana	I routinely integrate 'ohana, kupuna, and community members into the learning experience for my students

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Hawaiian Indigenous Education: Teaching Rubric

3. Culture *in content*

Indicators	None	Low	Medium	High
Curriculum, Place-based, Philosophy of culture in class	I use textbook based lectures & discussions in my class	I design my class to support students' diverse cultural backgrounds	I use culturally appropriate curricula with Hawaiian cultural content	I embed Hawaiian values knowledge & practices

4. Culture *in context*

Indicators	None	Low	Medium	High
Culturally grounded and relevant context, Philosophy of the teacher	My teaching has little to do with Hawaiian culture	I facilitate student discussions using a "talk story" format	I integrate Hawaiian practices rituals and protocol in my classes	I am responsible for developing in my students' a strong cultural identity

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Hawaiian Indigenous Education: Teaching Rubric

5. Data and accountability				
Indicators	None	Low	Medium	High
Indigenous assessment	I use multiple choice and other paper and pencil tests to assess students	I assess students with projects and performances that: require a range of skills	I use assess students with projects and performances that: require a range of skills AND demonstrate meaningful understanding of the material	I use assess students with projects and performances that: require a range of skills AND demonstrate meaningful understanding of the material AND are culturally purposeful and useful

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Nā Lei Na'auao: Hawaiian charter school alliance

Ka'iulani Pahiō, KALO



Talk story time...

What kinds of culture-based education projects, performances and assessments do you use?

What kinds of data would be most useful to the educational work that you do?

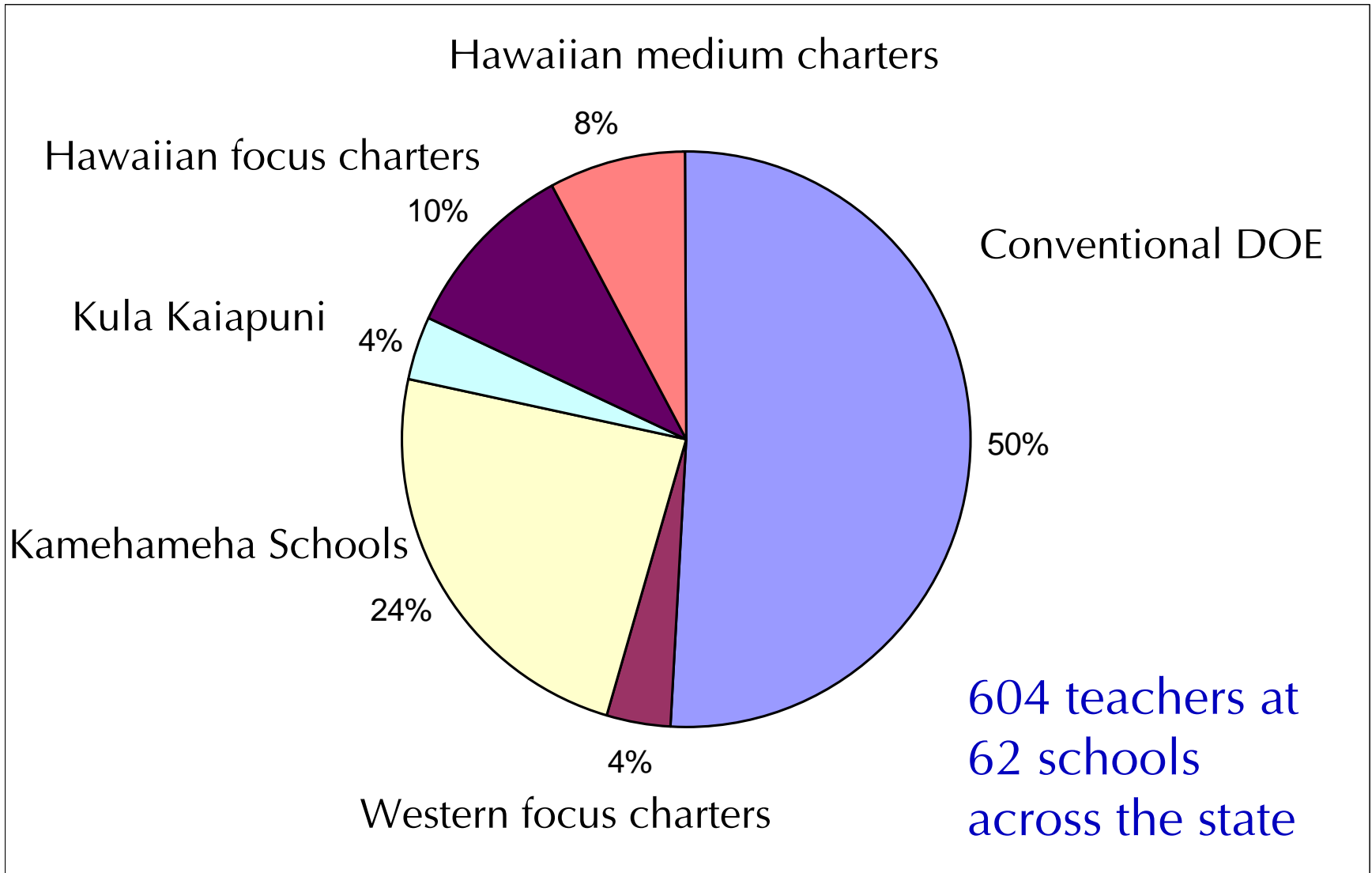
Preliminary Findings

Data analysis is *ongoing*
but we can share
some...

1. Teacher survey findings
2. Student analysis plan



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What kinds of culturally purposeful projects are teachers using in schools across the state?

Five main categories:

1. **Haku** / Original compositions
2. **Mālama 'Āina** / Environ-based projects
3. **Hana Kaiāulu** / Community service
4. **Hō'ike** / Performances & demonstrations
5. **Pilina 'Ohana** / Family involvement

Haku / Original compositions:

Students...

- Write oli/pule/mele for their school to be shared at a school event
- Compose poetry based on cultural experiences
- Create a book about their Hawaiian-focused charter school
- Make original Hawaiian crafts (e.g., feather lei)

Haku / Original compositions:

“Video productions/skits/class presentations/portfolio (lōkahi portfolio).”

“Assessment project examples include preparing costumes for an interactive story telling about parts of the ahupua‘a that include kai and uka. Additionally, students were characters in the interactive storytelling as well.”

“We [our students] have documented and produced many culturally based documentaries.”

Mālama 'Āina / Environ-based projects

Students...

- Maintain a lo'i kalo or māla at school where they learn and practice mahi 'ai
- Learn about science and the ocean working at a loko i'a
- Go on huaka'i to learn about conservation and sustainability
- Study native plants and their medicinal uses while learning about invasive species

Mālama 'Āina / Environ-based projects

“Students do projects and each project has to identify how it connects to the community and Hawaiian culture or mālama 'āina.”

“Community clean ups at beaches and parks. Excursions to areas with Hawaiian plants and interaction with local caretakers. Making crafts with Hawaiian plants (kukui, coconut, etc.).”

“I have and maintain a Hawaiian garden where we grow endangered plants and kalo. Every year, we eat from the garden and plant food.”

Hana Kaiāulu / Community service

Students...

- Perform Hawaiian songs for kūpuna at hospitals and care homes
- Do beach clean ups
- Recycle cans and donate the funds to the local homeless shelter
- Develop lesson plans for kids at Hawaiian immersion schools

Hana Kaiāulu / Community service

“We have a field trip connected to our team's service learning project on the ahupua'a. Five community members were docents on a taro field trip to provide background information. Kūpuna from the Hawaiian Studies Institute also came in to present information.”

“Visit Palolo Chinese Home, the kūpuna there.”

“I have initiated a volunteer program for students to help out with the Hawaiian immersion school so that they could utilize their Hawaiian language and values. Students produce a lesson plan and follow through using the Hawaiian Language.”

Hō'ike / Performances & Demonstrations

Students...

- Act out stories they are reading for each other in hanakeaka
- Recite mo'olelo or family genealogy
- Design PowerPoint presentations on topics like Hawaiian voyaging
- Present speeches in Hawaiian language at public events
- Dance hula

Hō'ike / Performances & Demonstrations

- “We have ‘student led conferences’ where the families come in and the student will lead the conference. The student will show the family what he/she has accomplished, set goals and discuss what's going on at school.”
- “Kī Hō‘alu performers, Kanikapila and ‘concert’ performances, Hawaiian music performances and evaluations, creating CD covers that may have Hawaiian themes.”
- “Each morning, my students oli in during protocol. We sing a mele, then the teachers oli them in.”

Piina 'Ohana / Family involvement

Students...

- Celebrate family on 'ohana day by inviting them to school
- Complete family history projects interviewing kūpuna
- Learn about inoa (family names)
- Do projects on the health concerns of their family
- Participate in a kūpuna in-school visiting program

Pilina 'Ohana / Family involvement

“Twice yearly we have the entire school family and community attend theatre night sponsored by our middle school at KMC theatre.”

“Students interview 'ohana (kūpuna, mākua, 'ōpio) to develop an understanding of Hawaiian identity. A group of 4 students work on this final group project. Also involves making an iMovie. I teach part of the unit in 'ōlelo Hawai'i.”

More mana'o from teachers:

“I tell my students that our class is ‘ohana so we don't leave anyone behind (in terms of understanding mathematical concepts).”

“Build relationships with students and parents. Observe or be a part of their lives outside of school (i.e., attend football or sporting events, visit them in the hospital, etc.).”

“Get to know your students personally. Value who they are and what they have to say. If you give respect. You'll get respect. Be consistent with policies and guidelines. Be consistent with teaching. Always let your students know your expectations.”

“Be accountable to the things you teach. If you teach on mālama ‘āina then make sure there is follow-through on your part.”

Hawaiian Cultural Influences in Education: Teacher Findings

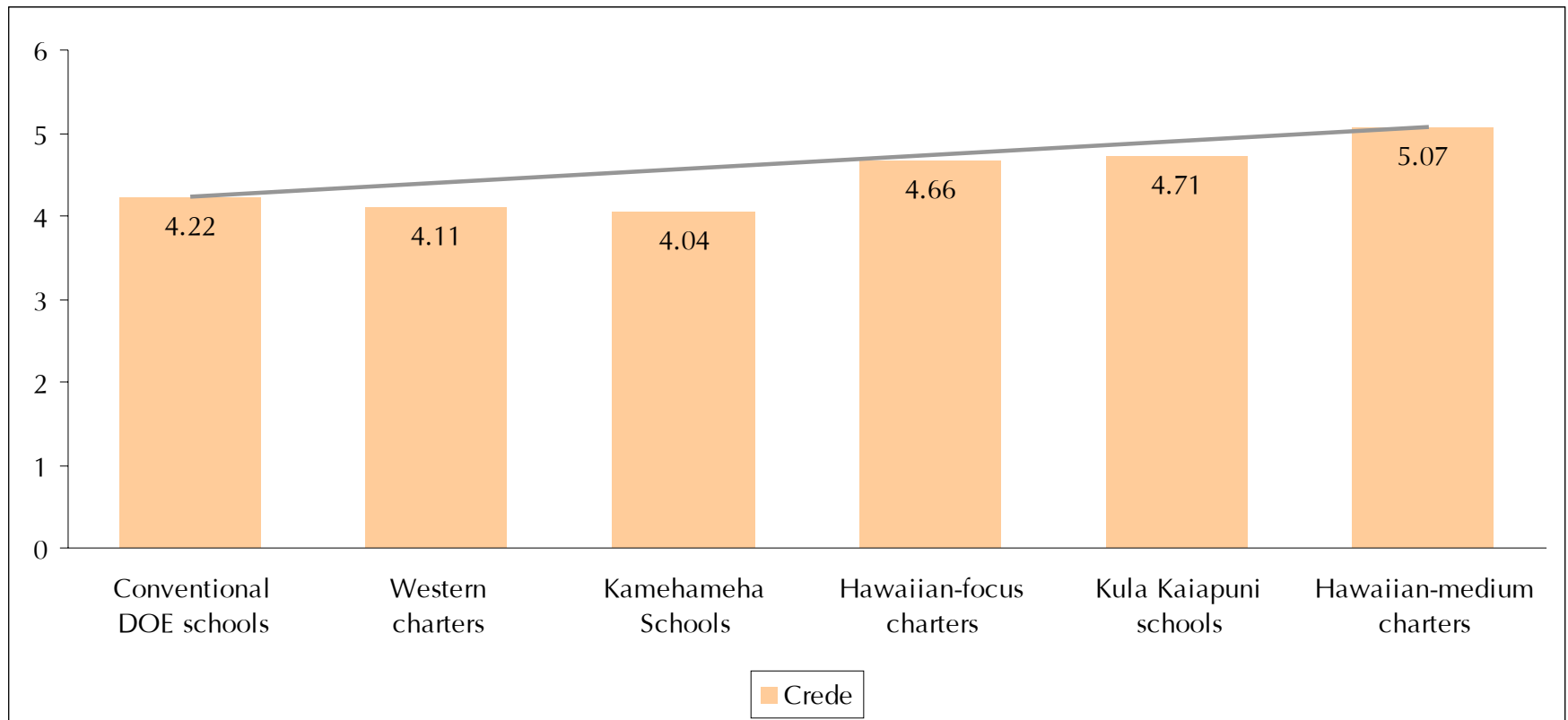
Teacher responses can be analyzed several ways:

1. **Raw Score**
2. **Mean score of domains (by grouping related questions)**
3. **Summative score (by weighting questions)**

Broad Themes: Teacher Findings

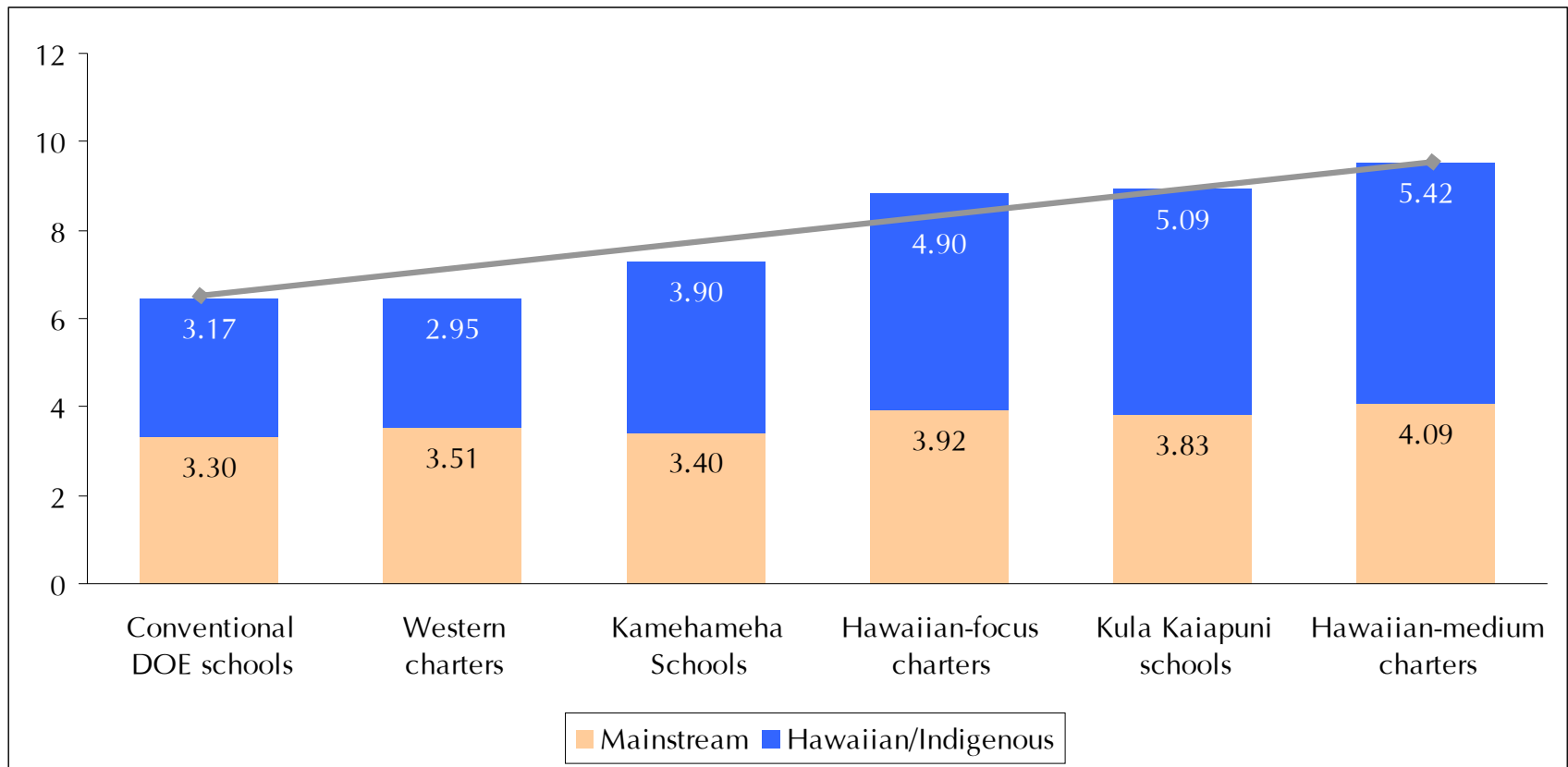
- Teachers are using a mix of Western and Hawaiian indigenous strategies
- The data indicate no trade off between research-based “best practices” & culture-based approaches
- In fact, there may be a real “double win” effect when combining the two

CREDE "Best Practices"



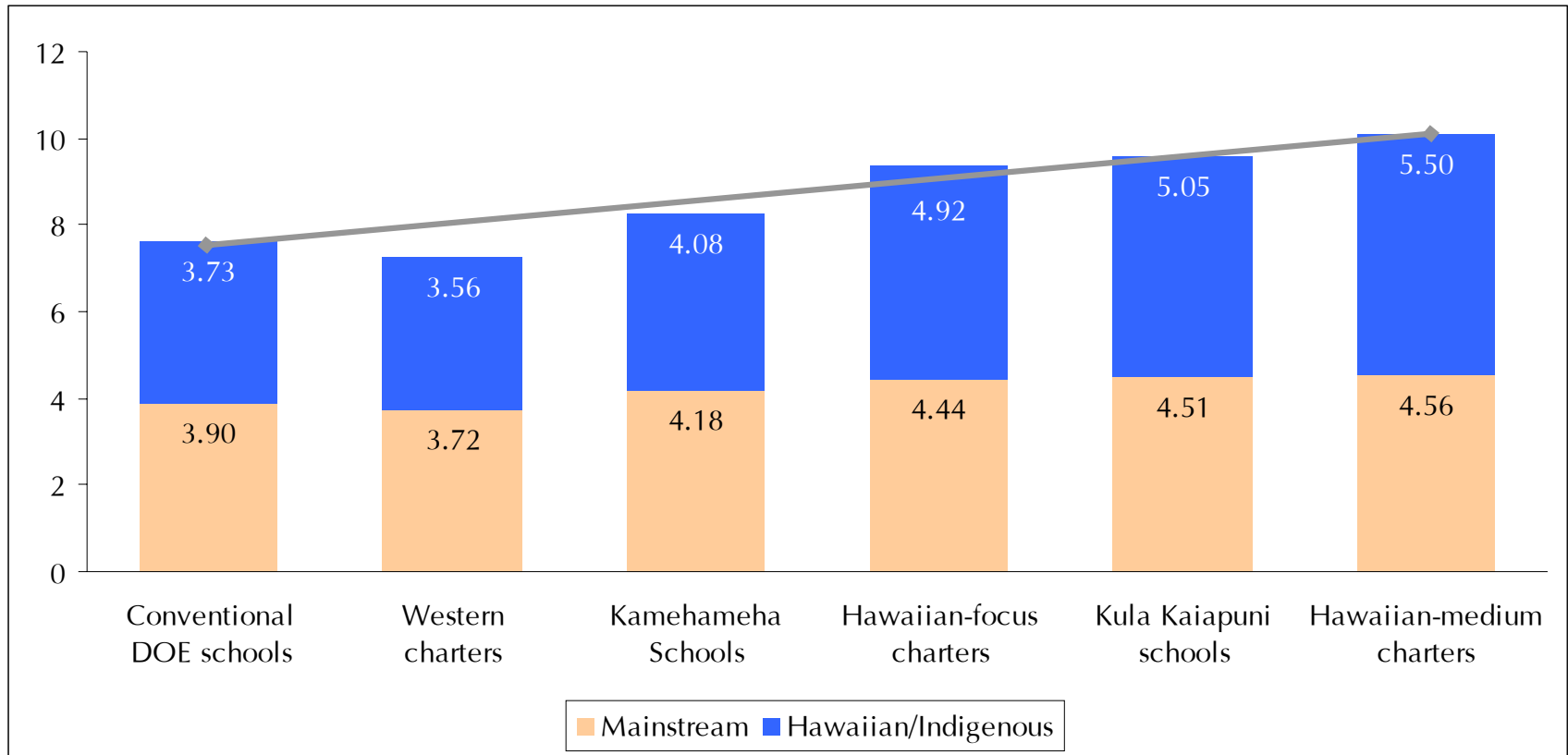
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Content



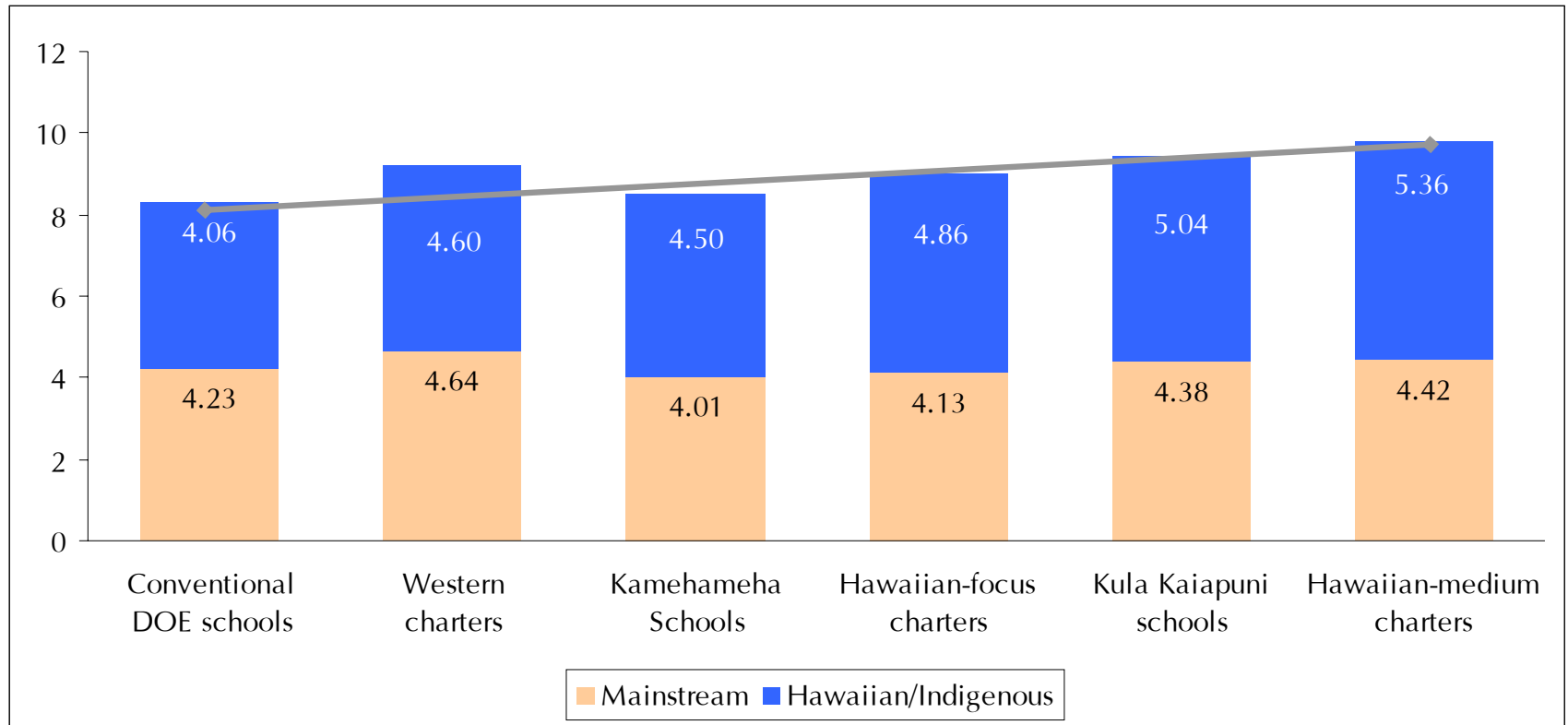
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Context

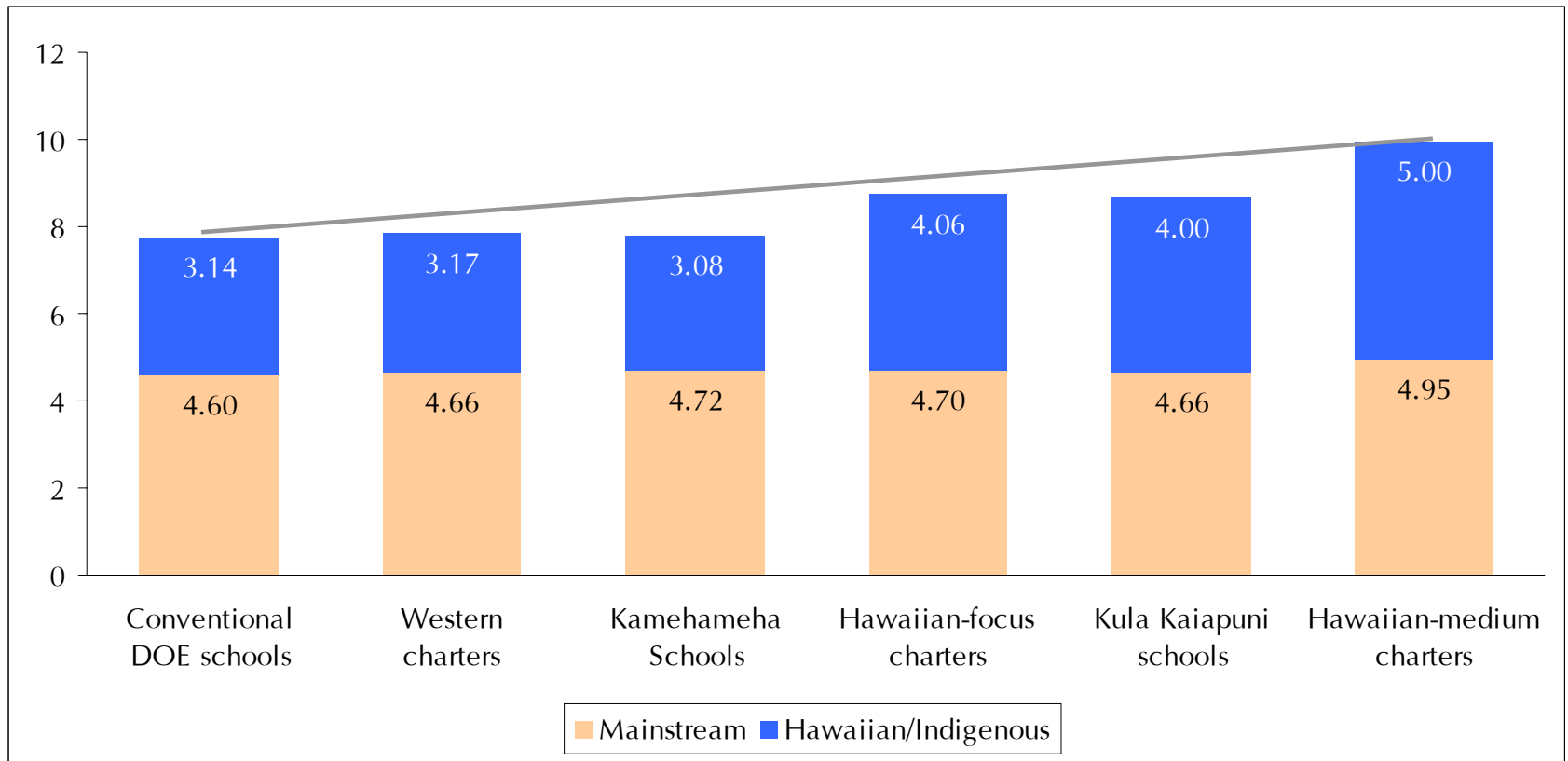


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Assessment

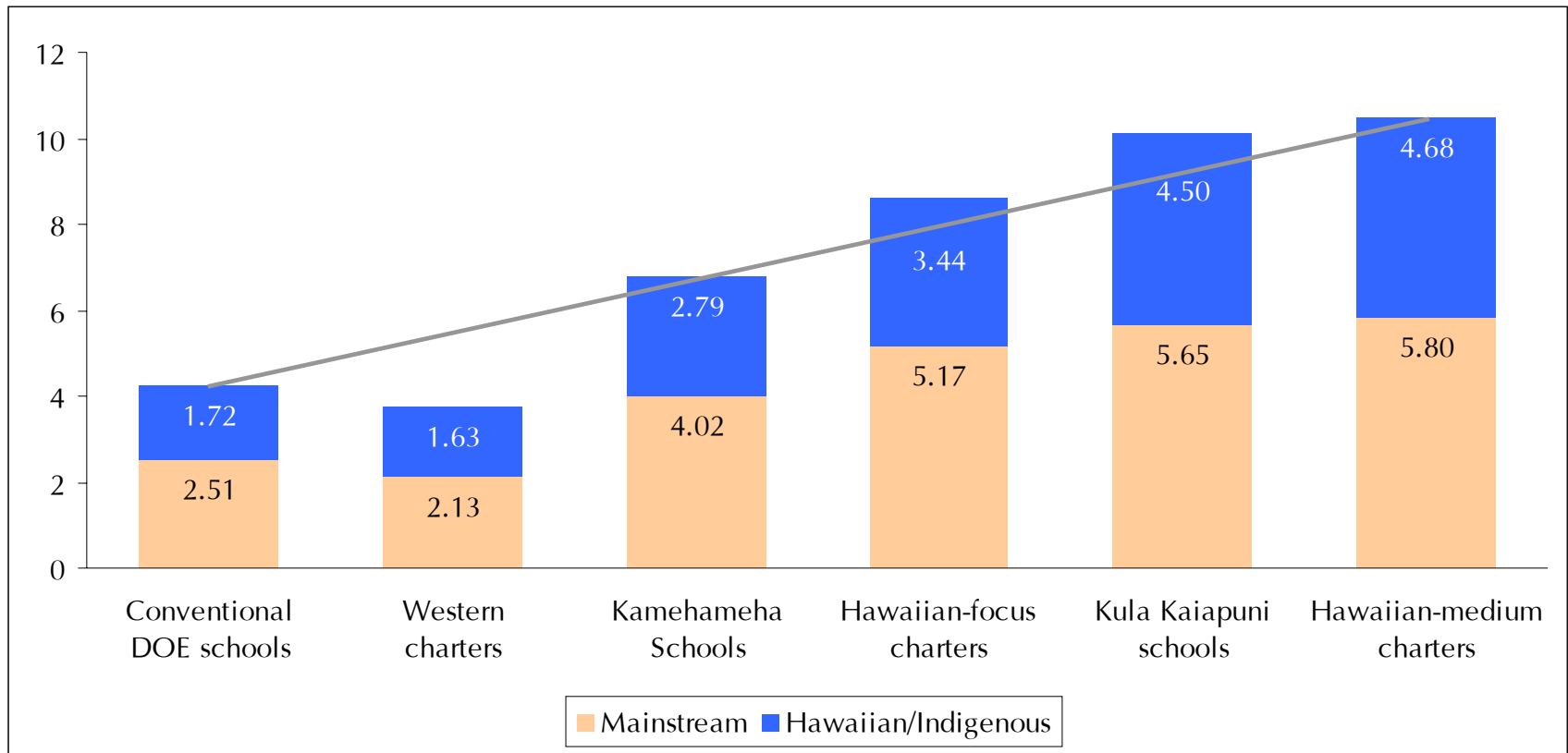


Family & Community



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Language



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How many people are participating in the student and parent surveys?



From **604** responding teachers

8,992 potential students are invited to participate

Along with one parent or caregiver in their household (add **8992** for **17,984** combined)

25 percent of surveys are *matched* (about **4,560** student and parent surveys combined)

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QUESTIONS, COMMENTS?



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Research Advisory Group

- Pua Higa
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- Nāmaka Rawlins
 - 'Aha Pūnana Leo
- Lisa Watkins-Victorino
 - Hawai'i Department of Education

**MAHALO for your time
and mana'o!**

Charter School Task Force

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- Leinani Makekai-Whittaker, Ka 'Umeke Kā'eo
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