



HĀ Presentation



10.18..2019

OHE Representative(s):

Ka'anohi Kalama-Macomber



HĀ Presentation - Setting Conditions for Success


MANA'O NUI / CONCEPT	
<p>Ho'ohanohano Hawai'i <i>Honoring Hawai'i</i></p>	
MANA'O HO'OKŌ / INTENT	
<p>Deepening our understanding of transforming learning environments that honor Hawai'i and allow individuals to make connections to the content.</p>	
KUMUHANA HA'AWINA / CONTENT & SKILLS	
<ul style="list-style-type: none"> • Ho'olauna • Setting Context • Nā Hopena A'o Overview 	<ul style="list-style-type: none"> • B-R-E-A-T-H Outcomes • Shifting Conditions
NĪNAU KO'IKO'I / ESSENTIAL QUESTION	
<p>How might our environments as well as our connection to place and to one another strengthen the content that we produce?</p>	

Agenda



9:40am	<p><u>Wehena</u></p> <ul style="list-style-type: none"> • Aloha Circle - Group Share <ul style="list-style-type: none"> ◦ 3 names (Inoa, 'āina, kūpuna) • HĀ Video • Setting Context
9:55am	<p><u>Nā Hopena A'o Overview</u></p> <ul style="list-style-type: none"> • Importance of Mo'olelo/Pilina • HĀ: Why it was created? • Emphasis on a system focused on strengths, gifts, and skill-sets • Shifting - Concept of "ME" to "We"
10:05am	<p><u>BREATH Outcomes</u></p>

	<ul style="list-style-type: none"> ● BREATH Statements
10:30am	<u>Connecting to HĀ</u> <ul style="list-style-type: none"> ● What learning environments do you enjoy learning in?
10:40am	<u>Action Planning</u> <ul style="list-style-type: none"> ● Kuleana Card Activity ● Setting intentions for next steps <u>Mahalo Circle</u>

Wehena - Setting Sacred Space



Setting Sacred Space: Aloha Circle




Bringing forth 3 inoa (names)

- Your name and your role
- The name of your 'āina
- Someone you bring with you today

• Adapted from Ho'oulu 'Āina Aloha Circle

Link to [HĀ Video](https://bit.ly/NaHopenaAo) - <https://bit.ly/NaHopenaAo>

What Makes Hawai'i Unique?

When I walk into [insert Hawai'i community], I know that I'm in [insert Hawai'i community] and not somewhere else because..."



- What does it look/feel/sound like?
- Why is it important?

- Diversity coupled with warmth & welcoming
- 'Ōlelo
- Supportive community
- Family style learning/environment
- ALOHA
- Love of culture
- 'Ohana
- Cultural identity
- Self-expression
- ALL our keiki are ALL our keiki
- Greeting all, strangers included
- Youngsters address elders as "aunty" & "uncle"
- Respect for land
- Pidgin
- Island remixes
- MO'OLELO

	→ Natural, organic, colorful → Space for all
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Questions to consider:

- Are we doing all we can do / Are we being provided the opportunities to make sure that the uniqueness of Hawai‘i is the context that we utilize for successful learning?
- How do we contextualize the learning?
 - Examples:
 - Mea pā‘ani Hawai‘i
 - Nane Hawai‘i

 <p>He Mau Nane Hawai‘i</p> <p>Ku‘u pūnāwai <i>My freshwater spring</i></p> <p>Kau i ka lewa <i>Hung up in the air</i></p> <p>He aha wau? <i>What am I?</i></p>	 <p>He Mau Nane Hawai‘i</p> <p>‘Eko lu pā a loa‘a ka wai. <i>Three walls and you reach the water.</i></p> <p>He aha wau? <i>What am I?</i></p>
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HE NIU!!!


Examples for further learning:

- Freshwater studies
- Properties of coconut water
- Multiple uses of coconut

Nā Hopena A‘o Overview

Pilina - Mo‘olelo

 <h3>Pilina</h3> <ul style="list-style-type: none">• pili (nvi) –to cling, stick, adhere, touch, join, adjoin, cleave to, associate with, be with, be close or adjacent; clinging, sticking; close relationship, relative, thing belonging to. Cf. ‘aupili, piliwale. Pili‘ana, connection.• pilina(n) –association, relationship, union, connection, meeting, joining, adhering, fitting. Cf. pili 1. He pilinawehena‘ole, an unseverable relationship.	 <h3>Mo‘olelo</h3> <ul style="list-style-type: none">• Mo‘olelo (noun) Story, tale, myth, history, tradition, literature, legend, journal, log, yarn, fable, essay, chronicle, record, article; minutes, as of a meeting<ul style="list-style-type: none">◦ From mo‘o ‘ōlelo, succession of talk• Mo‘o (noun) Succession, series, especially a genealogical line, lineage
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CATEGORY 6:

Sense of Hawai‘i

Guiding Principal 9: Staff is encouraged to provide opportunities for children and youth to develop an appreciation for Hawai‘i’s rich history, diversity and indigenous language and culture.

“Hawai‘i Nei”

Quality Guidelines 9.1. Staff and children/youth pronounce and learn Hawaiian everyday conversational words.


- Staff uses Hawaiian words appropriate to their task.
- Staff provides children/youth with activities where they can learn names, stories, special characteristics and the importance of places in Hawai‘i

Quality Guidelines 9.2. Children/youth participates in activity selection, organization, and leadership. Staff and children/youth appreciate different points of views, cultures and their contributions.

- Staff and children/youth engage in activities appreciating different cultures.




Quality Guidelines 9.3. Staff and children/youth treat Hawai‘i with pride and respect.

- Staff and children/youth call Hawai‘i home.
- Hawaiian values are practiced by staff and children/youth.



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Nā Hopena A'o

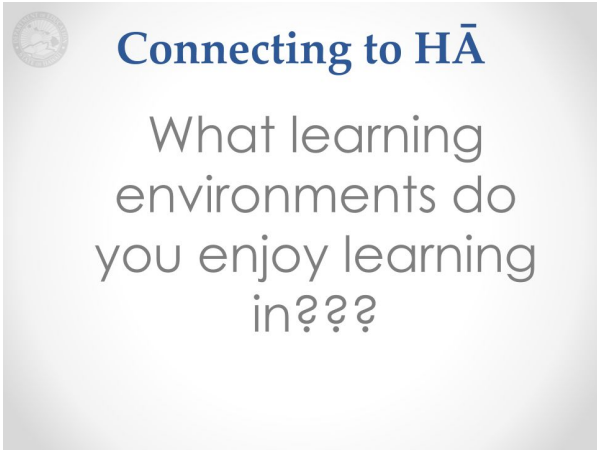
 <h3>Nā Hopena A'o</h3> <p>Nā: the (plural)</p> <p>Hopena: end goals, the result of an action, state of being as the result of an action or set of actions</p> <p>A'o: learning, teaching, symbiotic in nature, two way (a'o aku, a'o mai)</p>	 <h3>Strengthened Sense of:</h3> <p>Belonging Responsibility Excellence Aloha Total Well Being Hawai'i</p>  <p>BREATH / Nā Hopena A'o HĀ – Breath, breathe, life</p>	 <h3>Driving Question</h3> <p>"How are we transforming as a system to provide more flexibility, equity, and choice in designing learning environments where all learners can succeed?"</p>
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BREATH Outcomes

Strengthened Sense of	Belonging	<ul style="list-style-type: none"> → He pili wehena 'ole → A relationship that cannot be undone → Kūpa'a au i ko'u wahi no ka pono o ka 'ohana, ke kaiāulu, ka 'āina a me ka honua nei → I stand firm in my position/place with moral/goodness in my family, community, the land, and the world
	Responsibility ...Is my burden...Is my PRIVILEGE	<ul style="list-style-type: none"> → Ma ka hana ka 'ike, ma ka 'imi ka loa'a → In working one learns, through initiative one acquires → 'Auamo au i ko'u kuleana no ka ho'okō pono 'ana i ia kuleana mai ka mua a ka hope → I carry my responsibilities as it is my privilege and fulfill them rightfully from beginning to end.
	Excellence Strength/Gift-based	<ul style="list-style-type: none"> → 'A'ohe 'ulu e loa'a i ka pōkole o ka lou → There is no success without preparation → Noke au ma ke ala kūpono e hiki aku ai au i ko'u kūlana po'okela iho nō → I persevere along the appropriate path with the tools and skills needed in order to achieve my best.
	Aloha Akahai; Lōkahi; 'Olu'olu; Ha'aha'a; Ahonui	<ul style="list-style-type: none"> → E 'ōpū ali'i → Have the heart of a chief → Hana au me ke aloha e ili nā hopena maika'i ma luna o'u, o ka 'ohana, ke kaiāulu, ko'u 'āina a me ka honua nei → I do things with love so that good results may fall upon me, my family, my community, my land and the world.
	Total Well-being Piko 'Ī, 'Ō, 'Ā	<ul style="list-style-type: none"> → Ua ola loko i ke aloha → Love is imperative to one's mental and physical welfare → Mālama au i ka no'ono'o, ka na'au, ke kino a me ka pilina 'uhane me ke aloha i pono ko'u ola → I nurture my heart & mind, my body, and a positive spiritual relationship for a healthy life.


	Hawai'i	<ul style="list-style-type: none"> → 'O Hawai'i ku'u 'āina kilohana → Hawai'i is my prized place. → Hō'ike au i ke aloha a me ka mahalo no ko'u 'āina kilohana 'o Hawai'i nei → I show my love and appreciation for my beloved home called Hawai'i.
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Connecting to HĀ


 <p>Connecting to HĀ</p> <p>What learning environments do you enjoy learning in???</p>	<ul style="list-style-type: none"> → Oral → Hands-on → Dialoguing with others → Outside in the community → FUN! → With others - collaborative → Outside - Quiet → Environments that allow learners to express self in ways that work for them → Studying at a busy starbucks → Spending time with kupuna → Rainforest → Cane & pineapple fields → Project-based → Small, caring, encouraging → Being able to see the ocean → Working with a team
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Something to consider: With all of the growth in technology, are we forgetting the role 'āina plays in our lives? How do we utilize the mo'olelo of our 'āina and our connection to it to inform our use of technology

Action Planning



Action Planning



*Photo courtesy of 'Āina Aloha West
Hawai'i Pu'u Wa'awa'a

Kuleana Card

- How does Hawai'i show up in my work?
- What would I like to change in my setting?
- What environments do I thrive in as a learner?
- What is one action I commit to in order to strengthen my personal sense of HĀ?

Importance of environments and conditions we learn in




Nurturing the Bamboo

The first year of planting bamboo... the root system begins to take hold
The second year... the root system deepens and spreads
The third year... the root system deepens and spreads further
If the conditions have been nurtured over the three years...
THE STALKS GROW 90 FEET IN 6 WEEKS




Mahalo Circle



Mahalo Circle: One Word Reflection

How do you feel about HĀ and the idea of setting conditions grounded in Hawai'i...



HĀ-BREATH
Nā Hopema Kō

* Journal: Pūko, L. M., (2022). "Olelo Kō'ia: Hawaiian Proverbs & Practical Insights." Honolulu, Hawaii: Bishop Museum Press.

1 Word Reflections

<ul style="list-style-type: none"> • Thankful • Safe • Maika'i • Improvement • More • Honored • Optimistic • Remembrance • Excited • Grateful 	<ul style="list-style-type: none"> • Mmmm • Guiding • Positive • Humbled • Framework • Guided • Inspired • Pilina • Validation • connection
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Next Steps:

- Complete the kuleana cards from the slide above
- Plan for small shifts in your practice where you are incorporating Hawai'i into your context in order for students to see themselves in the content
- Look into Aunty Puanani Burgess' "Building Beloved Communities"
- Think of the stories in your life that allow you to feel a strengthened sense of HĀ
 - What were some learning environments you were put in that allow you to feel that?
 - What were the conditions that were set for you?
 - How might you use those stories to inform how you do what you do?