

PEDAGOGY OF ALOHA

Enriching Hawai'i's
Children and Youth

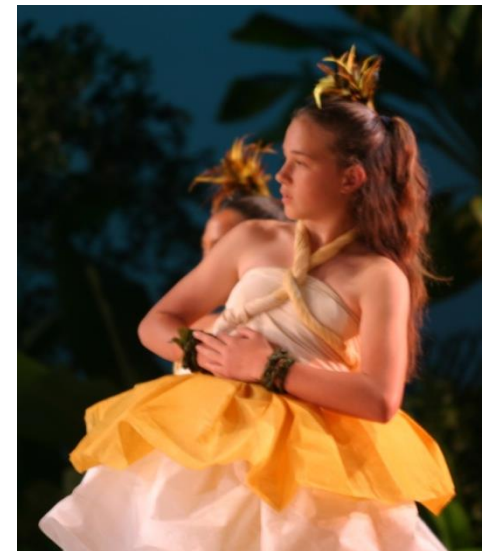
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APRIL 2016

OBJECTIVE

To provide students with a quality 21st century education, congruent with Hawaiian cultural values, so that they can achieve success and happiness in life.



LONG-TERM GOAL

Educated 21st century Hawai'i citizens ready, willing and able to:

- perpetuate native language & cultural knowledge
- re-create island sustainability
- thrive in a global society
- be anything they want to be



PEDAGOGICAL FOUNDATION

- Hawaiian values and traditions as guidelines for **instruction** and interpersonal relations
- Hawaiian knowledge as foundation of **curriculum**
- Hawaiian authentic, performance-based **assessment** as model for evaluation



AUTHENTIC LEARNING

Learning in the context of task completion rather than learning for the purpose of learning.



Ma ka hana ka 'ike.
By doing one learns.



INDUCTIVE LEARNING

General rules and principles are derived from experiences.

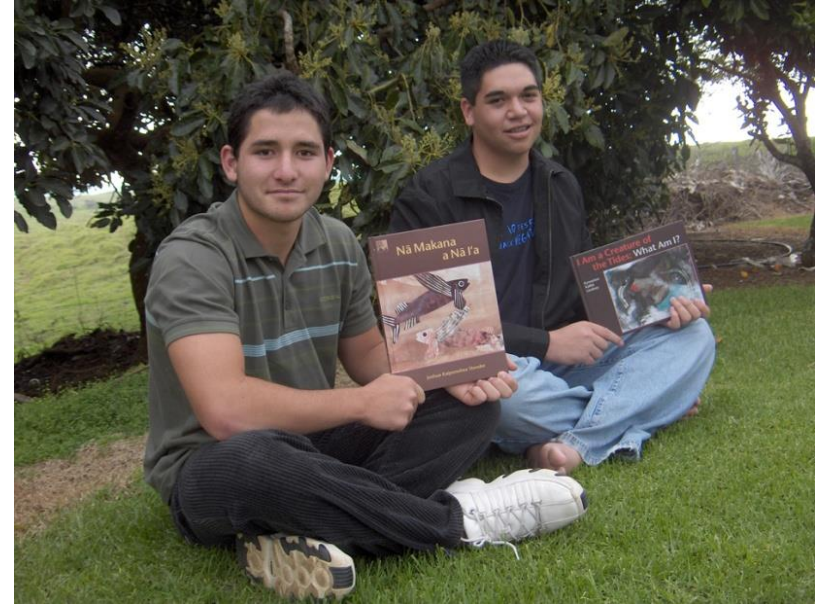


PRACTICE before THEORY

APPLIED LEARNING

Hana a mikioi, lawe a 'auli'i.

Work on things until they are excellent, do things until they are exquisite.



VISUAL LEARNING

Nānā ka maka, ho'olohe ka
pepeiao, pa'a ka waha.

*Observe with the eyes; listen
with the ears; shut the mouth.
Thus one learns.*



AURAL/ORAL LEARNING

Ho'olohe a ho'opili mai.
Listen and repeat.



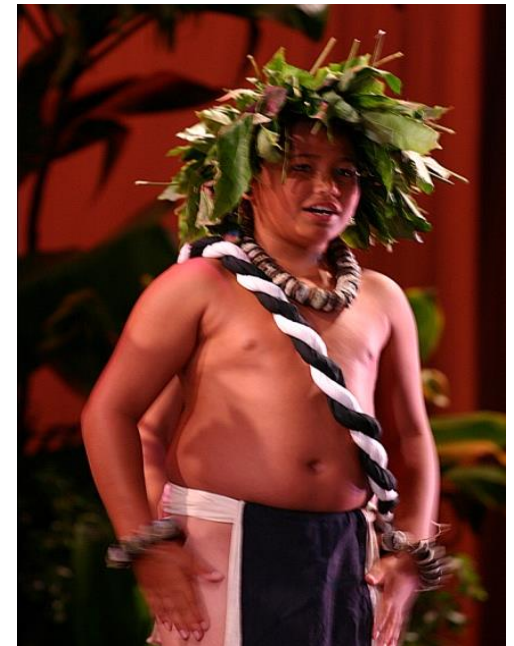
THE Rs

1. RELATIONS
2. RELEVANCE
3. RESPONSIBILITY
4. RIGOR



RELATIONS

- Self
- Peers
- Teachers/Staff
- Family
- Community
- Environment



BEHAVIORAL EXPECTATIONS

- ALOHA (love of self, others & environment)
- KŌKUA (reciprocal help)
- KULEANA (individual & collective responsibility)
- MAHALO (gratitude & appreciation)



GROUP LEARNING

- Group success before individual achievement
- Casual settings foster group effort and group achievement



Pūpūkahi i holomua! *United we progress!*



MULTI-AGE LEARNING



Multi-age peer teaching and learning allows students to share their knowledge and skills in non-competitive settings.

ADULT-STUDENT RELATIONS

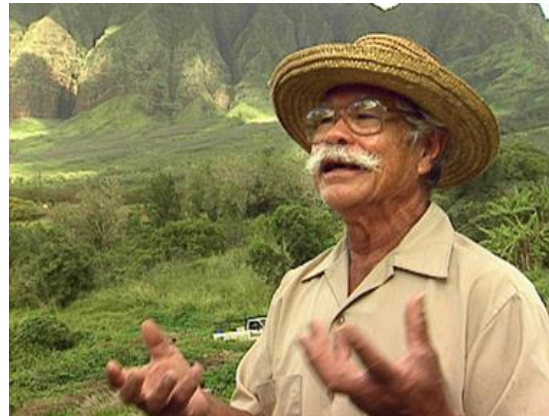
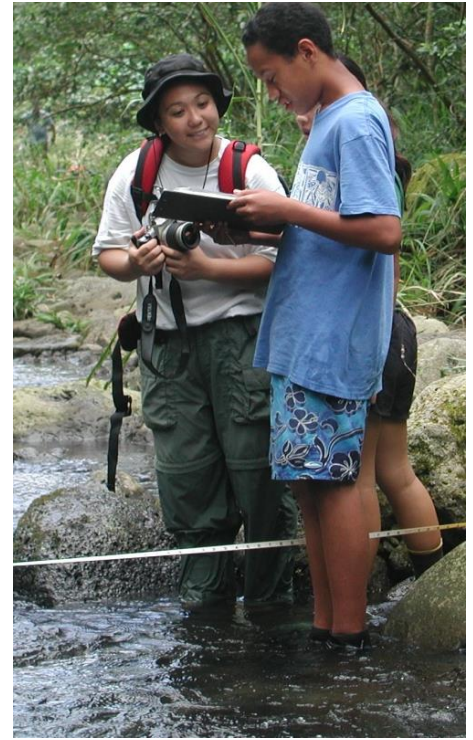
Adult as mentor and co-learner, i.e. “guide on the side” versus “sage on the stage.”



He lani ke keiki, he milimili na ka makua.
A child requires as much care as a chief

FAMILIAL SALUTATIONS

- ‘Anakala – Uncle (all men)
- ‘Anakē – Aunty (all women)
- Kupuna/Tutu – Grandparent (all elders)
- Tita – Sister (all girls)
- Palala/Brah – Brother (all boys)

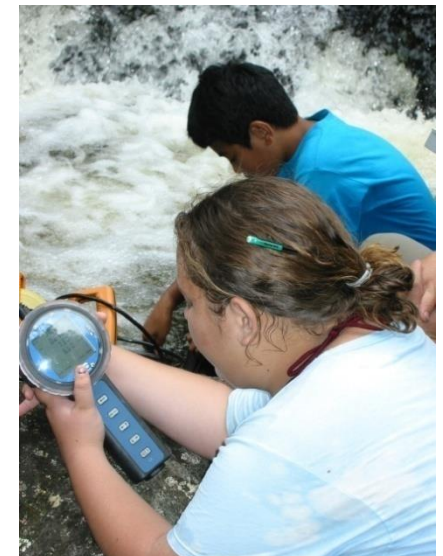


LEARNING IN AND FROM THE ENVIRONMENT



RELEVANCE

- authentic
- passion-driven
- place-based
- applied/project-based
- active exploration
- performance-based
- impact-oriented
- preparation for future



HAWAI'I - CENTRIC



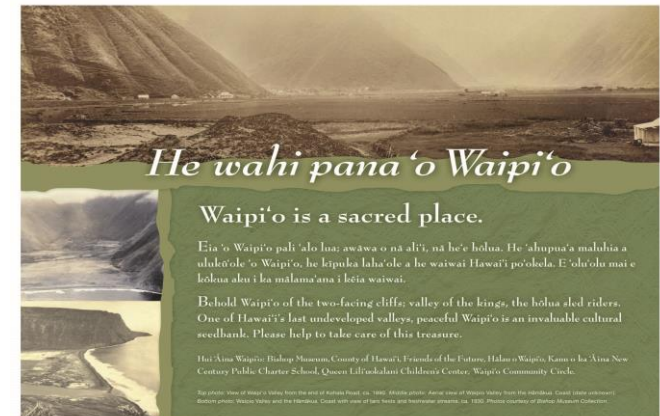
PROJECT-BASED LEARNING

- creativity & innovation
- critical thinking & problem solving
- communication & collaboration



COMMUNITY-BASED

- living learning laboratory
- assets enrich programs
- programs solve community problems
- stronger, more resilient community
- community monitors/evaluates programs



SUSTAINABILITY EFFORTS

- Waste Audits
- Recycling Projects
(Paper, Milk...)
- Green Machine



WORKING TOWARDS FOOD SOVEREIGNTY



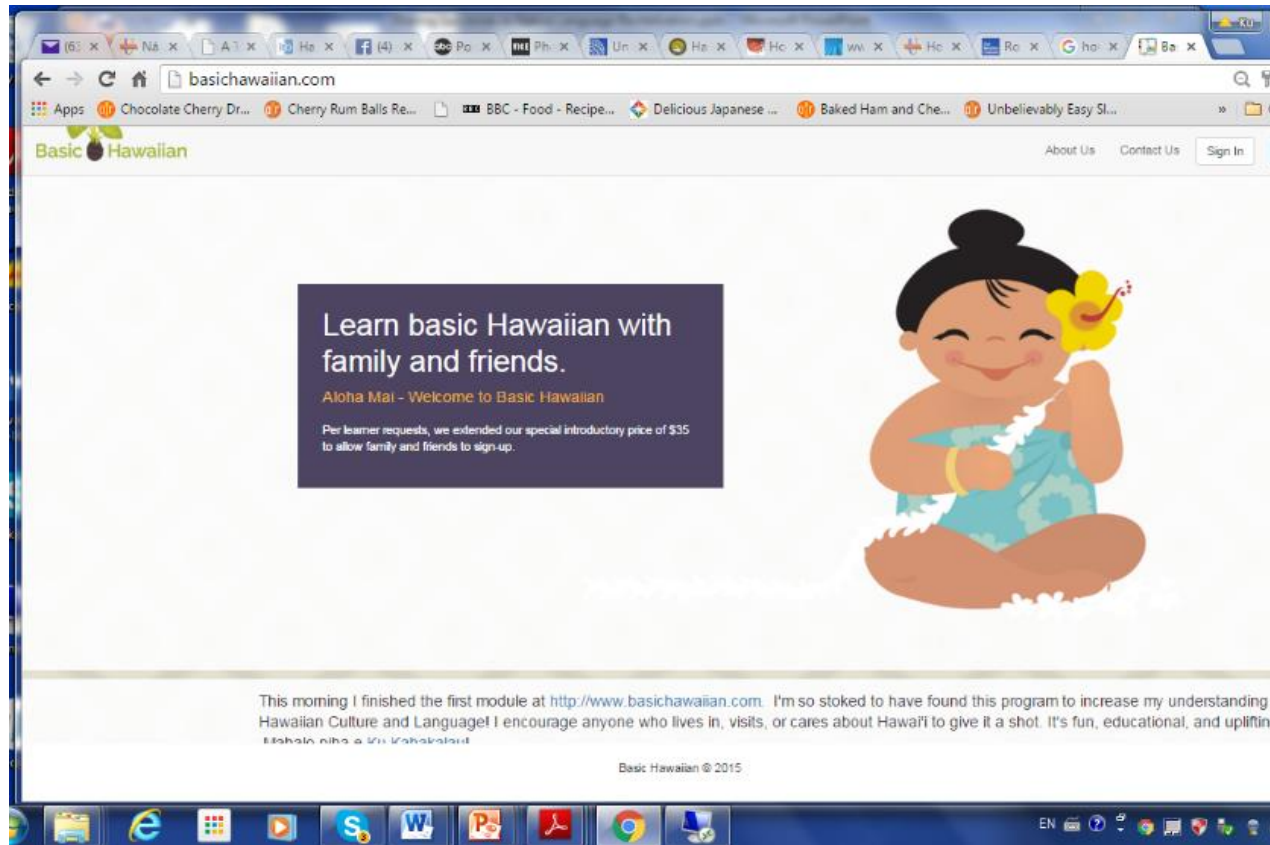
STUDENTS AS PRODUCERS

Use of technology to create authentic materials

- advertisements
- calendars
- greeting cards
- T-shirts/hats
- posters, banners, buttons, bumperstickers...

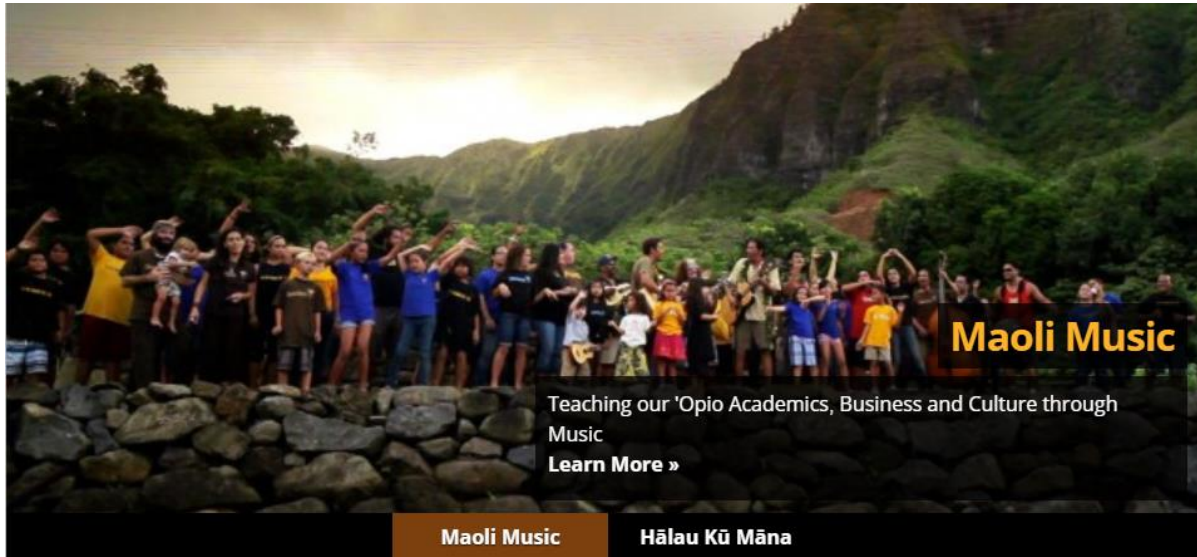


TECHNOLOGY AS TOOL TO LEARN LANGUAGE & CULTURE



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MANA MELE



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RIGOR

HIGH EXPECTATIONS GROWTH MODEL

Focus on:

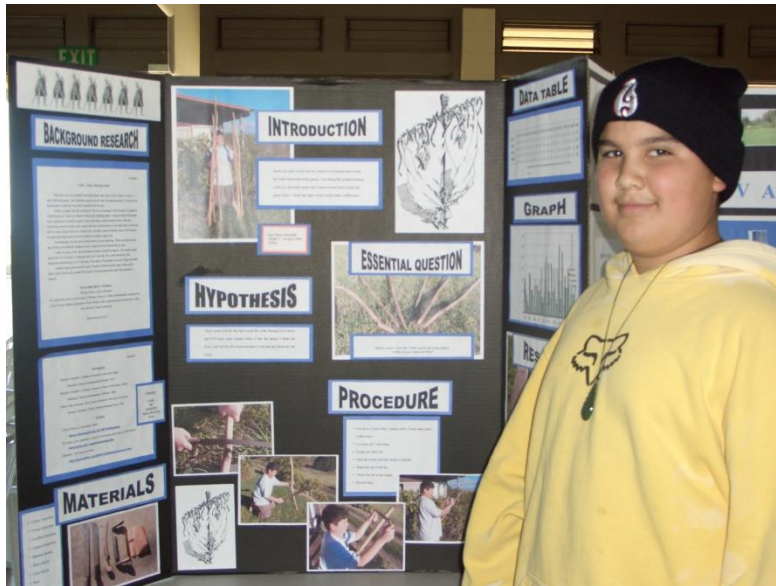
- individual passion
- existing knowledge & assets
- multi-intelligences
- cultural affinity



Kūlia i ka nu'u. Strive to reach your highest

AUTHENTIC ASSESSMENT

- Exhibitions
- Demonstrations
- Performances



PEDAGOGY OF ALOHA

- successful, research-based, intergenerational
- reflects, respects and embraces Hawaiian cultural values, philosophies and ideologies
- advances Hawaiian culture and island sustainability
- contributes to a positive future
- supports all students to reach their highest level



KŪ-A-KANAKA



For a copy of the PPT, questions or to inquire about consulting services, contact:

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