

The background of the slide is a dense, vibrant green forest floor covered with various types of ferns. The lighting is soft, creating a natural and serene atmosphere. The text is centered and stands out prominently against the foliage.

**2014 Native  
Hawaiian  
Education Summit**

# Opening Remarks

**The MC's for  
today are the:**

***lovely,  
effervescent  
'Ekela with the  
dashing, joyful  
Hau'oli.***



# Opening Remarks

**Morning  
Protocol led by:**

***Kalani Akana***



# Keynote: Dr. Kalehua Krug



Kalehua is a resident of beautiful Wai‘anae and a father of three haumāna in Ka Papahana Kaiapuni at Ke Kula Kaiapuni ‘o Ānuenuē. He spends much of his time establishing the Hawaiian language and culture as the foundation of the lifestyle and core values of his ‘ohana through kākau uhi Hawai‘i, mele Hawai‘i and many other traditional practices. Kalehua currently sits as the Chair of the ‘Aha Kauleo Hawaiian Immersion Advisory Council and from there, advocates for the equitable resourcing and administration of Hawaiian Language Education initiatives. He is a faculty member at the College of Education at the University of Hawai‘i at Mānoa and focuses much of his work on the research and development of appropriate methods of curriculum construction, assessment and teacher education for Ka Papahana Kaiapuni.

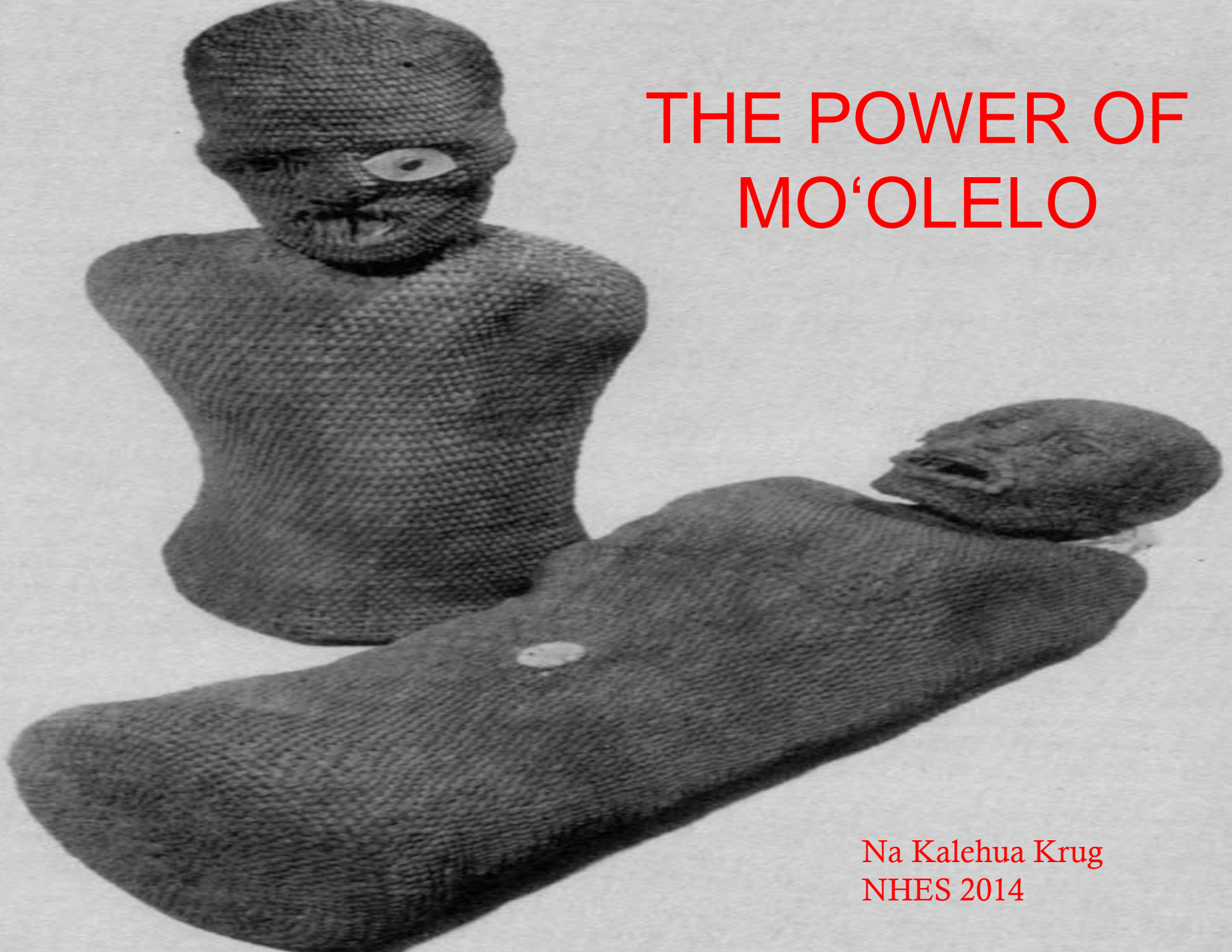
# Keynote: Question & Answer

## Process:

1. On a notecard, legibly write a single question.
2. Pass the notecard/question forward to one of the ushers...who will pass it to us/MC's.
3. We will try to ask Kalehua as many questions as possible in the 10-15 minutes we have.



# THE POWER OF MO'OLELO



Na Kalehua Krug  
NHES 2014

# Aloha Kakahiaka

- ❖ What are mo‘olelo?
- ❖ Who are they for?
- ❖ What was their function and what purpose did they serve?
- ❖ What function do they serve for us today?
- ❖ What have we learned from our mo‘olelo?

# He Mo'olelo no Tita





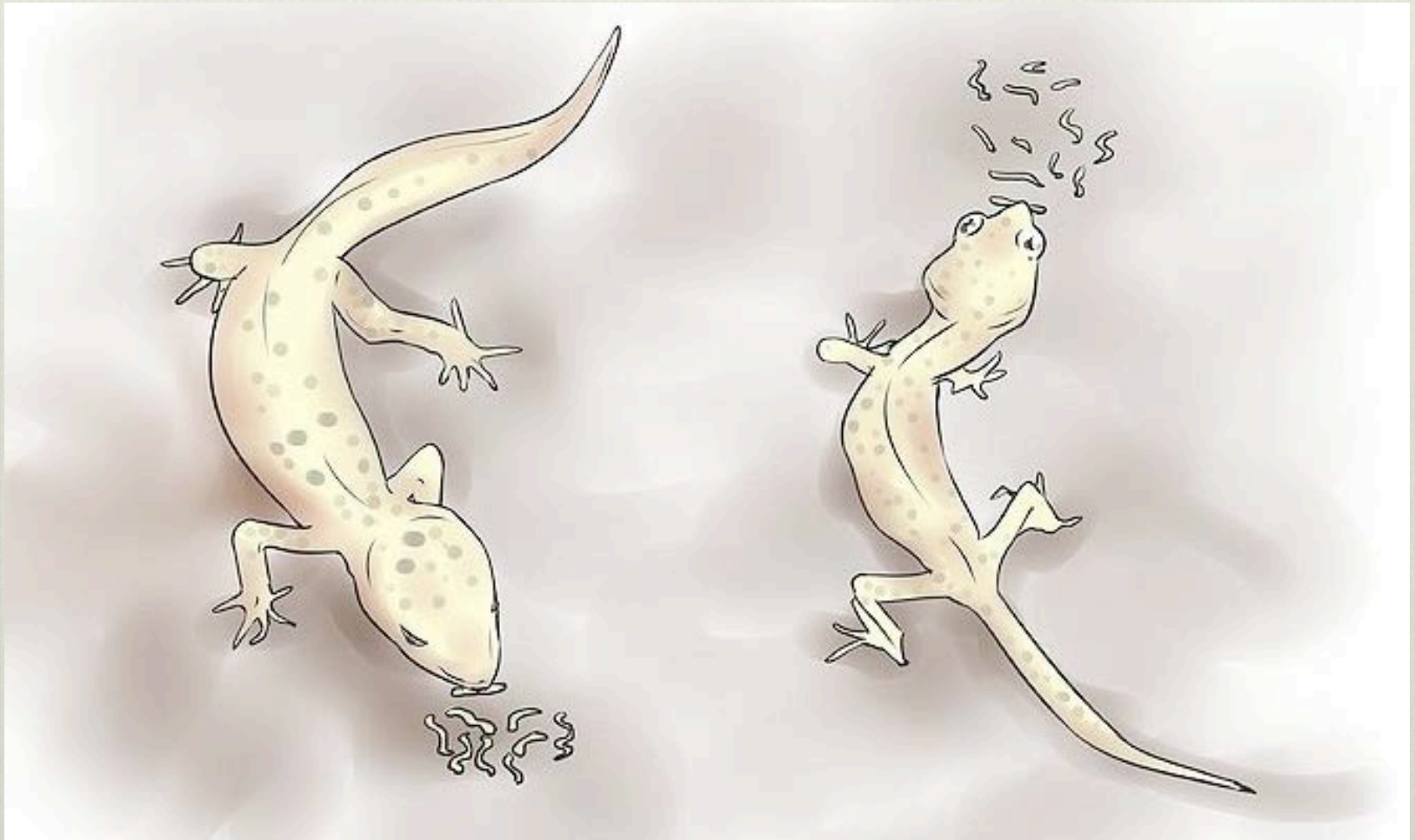
# Ka Manō o ‘Ōhikilolo



# Ka Pueo o Kohala



# Nā Mo‘o o Waiiau



Some first thoughts...

# Mo'olelo?

- MO'OLELO = STORY?
- MO'OLELO = HISTORY?
- MO'OLELO = LEGEND?
- MO'OLELO = TRUTH?

# Mo‘o ‘Ōlelo

## ❖ Mo‘o...

-Succession, series, especially a genealogical line, lineage

-Story, tradition, legend

## ❖ ‘Ōlelo...

-Language, speech, word, quotation, statement, utterance, term, tidings; to speak, say, state, talk, mention, quote, converse, tell; oral, verbatim, verbal, motion

*(Pūku ‘i, 2003)*

# Mo‘olelo?

❖ “O kaao, he mea haku wale no ia; a o moolelo hoi, he mea oiaio maoli no ia.” *A. Panui, Kuokoa, 10 Iulai 1875*

❖ “Hawaiians regarded the lore of their ancestors as sacred and guarded it jealously.”

*Pūku‘i, Bishop Museum HEN I: 1602*

# Mo‘olelo for whom?

- ❖ ‘Ai‘ai, Punia, Kalapana and ‘Aukelenuia‘īkū; courageous young boys that perform wondrous acts.
- ❖ Hi‘iakaikapoliopole; Lā‘ieikawai, Ka‘ala; addressing issues of femininity and the beauty of adolescence.
- ❖ Kamapua‘a and Ka‘ehuikimanōopu‘uloa; young kūpua that express youthful qualities



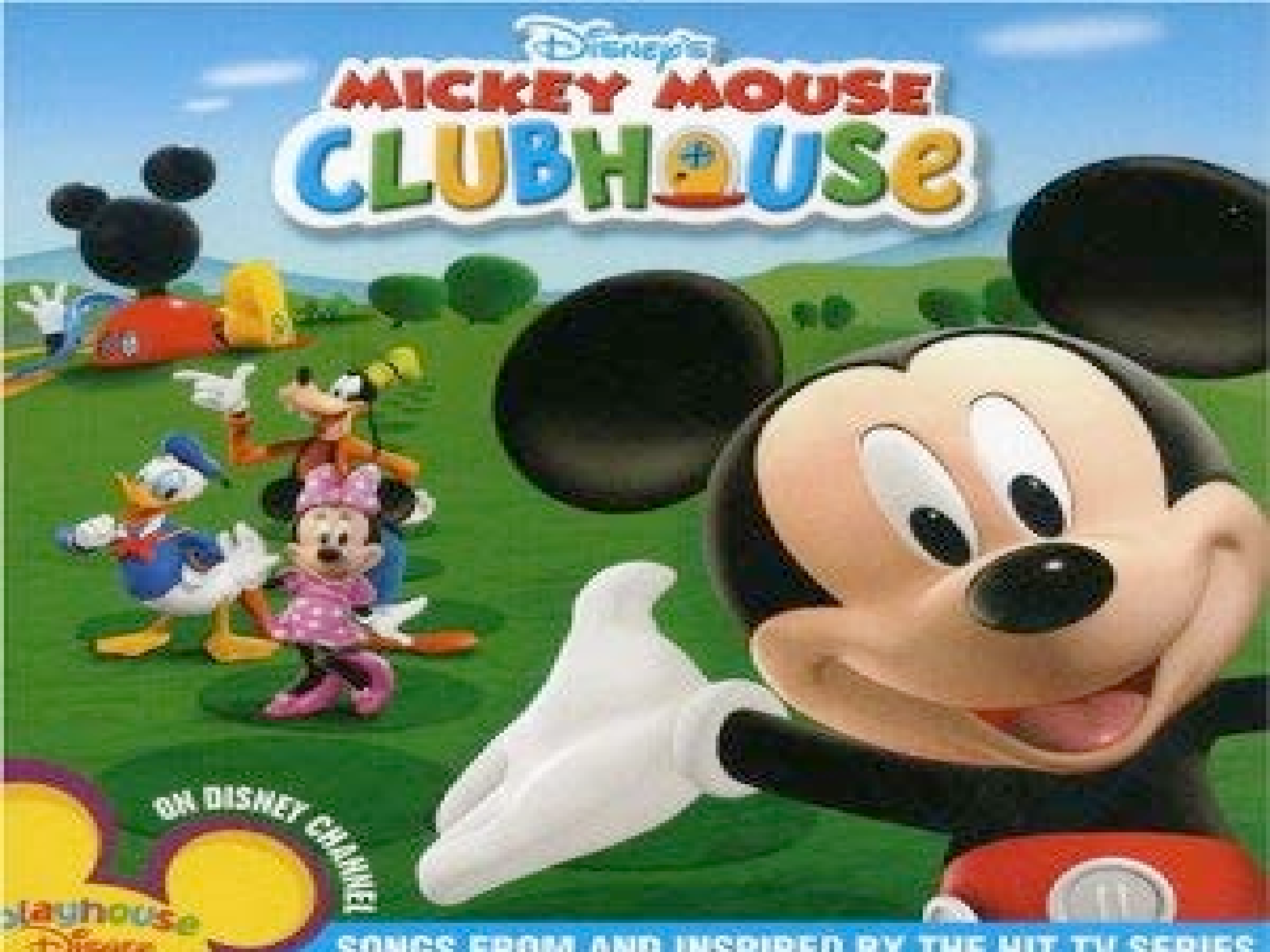
*Consider this...*



Disney  
**SHAKE  
IT UP**



Disney's  
**MICKEY MOUSE  
CLUBHOUSE**



ON DISNEY CHANNEL

clubhouse  
songs

SONGS FROM AND INSPIRED BY THE HIT TV SERIES

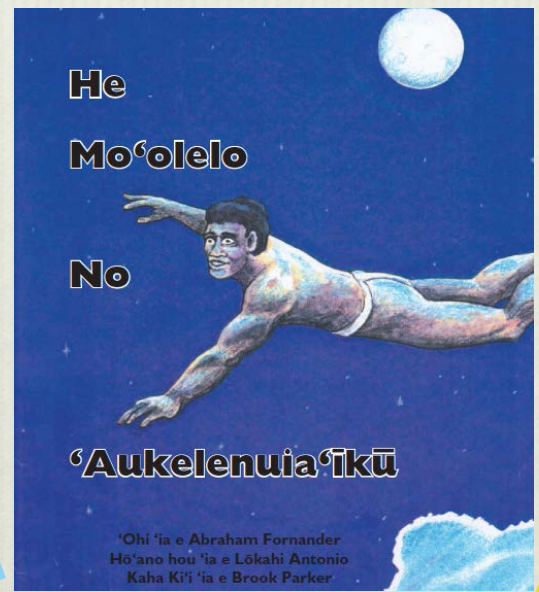
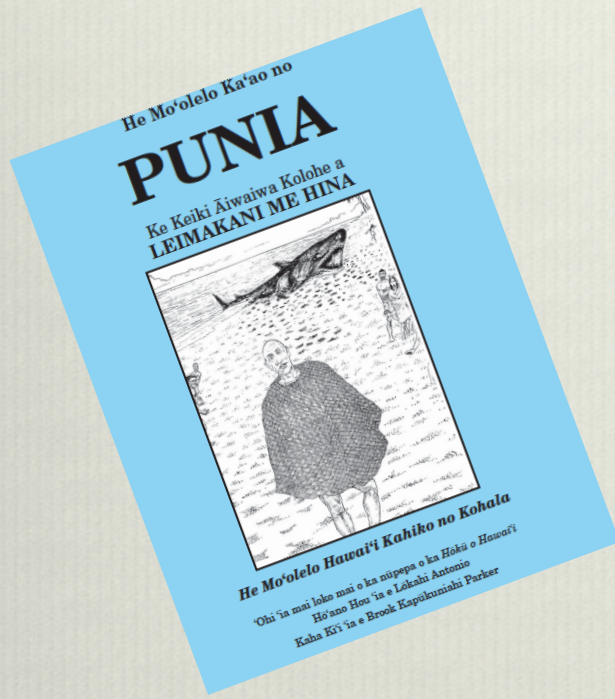
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- ❖ Kamapua‘a and Ka‘ehuikimanōopu‘uloa; young kūpua that express youthful qualities



STUDENT SCHOOL  
2008-2009

# Mo'olelo: Lessons to live by



# No Punia

He Mo'olelo Ka'ao no

## PUNIA

Ke Keiki Āiwaiwa Kolohe a  
LEIMAKANI ME HINA



*He Mo'olelo Hawai'i Kahiko no Kohala*

'Ohi 'ia mai loko mai o ka nūpepa o ka *Hōkū o Hawai'i*

Hō'ano Hou 'ia e Lōkahi Antonio

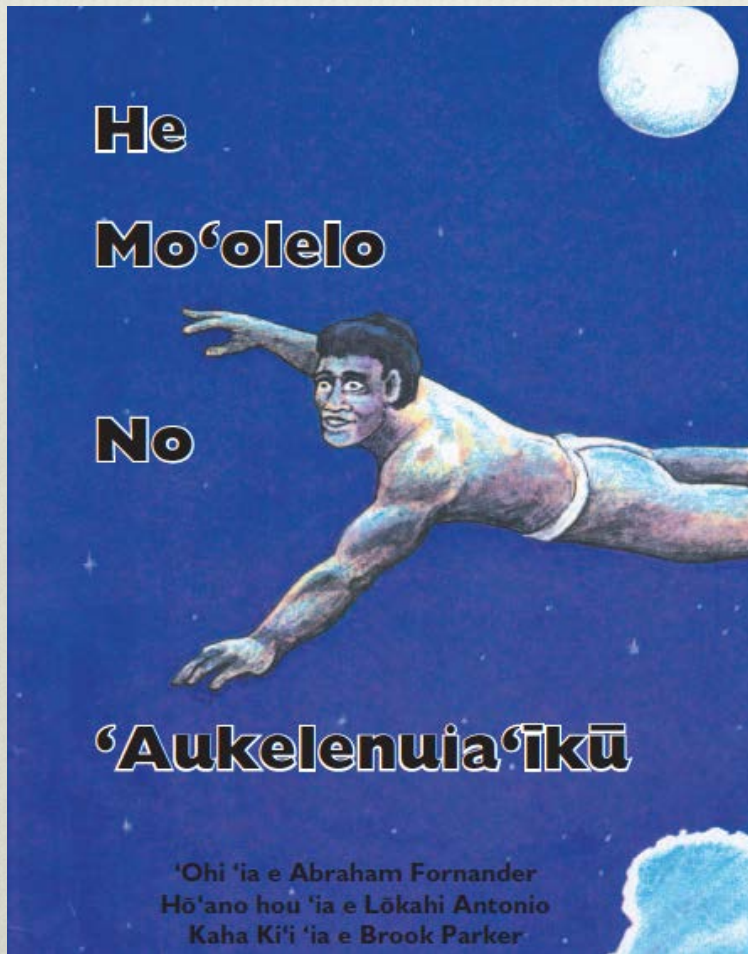
Kaha Kī 'ia e Brook Kapūkuniāhi Parker

“A‘ole ‘o ia i like me  
nā kamali‘i ‘ē a‘e, ka  
lilo nui o ka mana‘o i  
ka pā‘ani.”

“...ua aloha nō nā  
Akua o ko kāua mau  
kūpuna ma ka hā‘awi  
‘ana mai iā kāua he  
keiki maika‘i, he keiki  
hana a aloha makua.”



# No ‘Aukelenuia‘īkū



“No laila, ke nonoi aku nei au, ‘o au kekahi e holo me ‘oukou. I make ‘oukou, ko‘u po‘e kaikua‘ana, a laila, e make pū au.”

*Na ‘Aukele iā ‘Īkūmailani*

“E ola ia‘u, i kanaka o kai (Kanakanakai), eia mai ka ‘ai lā”  
*-he pule na ‘Aukele e pākele ai i nā kaikunane a me nā kauā a Nāmakaokaha ‘i*

# No Kalapana

Mo'olelo Hawai'i o

## Kalapana

Ke Keiki Ho'opāpā o Puna

Ka mea nāna ka 'ōlelo kaulana,  
*Mō ke kī lā make,*  
a me kāna ipu ho'opāpā i kapa 'ia 'o  
Lonoaipu



Ke kama'eu nāna i ho'opahu'a 'o  
Kalaniali'iloa  
ke ali'i ho'opāpā o Kaua'i

'Ohi 'ia, wae 'ia, a ho'oponopono 'ia e  
Moses K. Nāku'ina

“...e holo ‘oe i ko  
makuahine i Hilo, iā  
Kalaoa... ‘Ae, ua pono ‘oe.  
E hele au e huli i nā ‘ike a  
pau, no ka mea, aia i laila  
ko‘u pono.”

“Ola ko‘u mau lā hāpauea  
inā na‘u kēlā wahi keiki.”  
*Na kekahi ‘elemakule i  
kekahi*

Mo‘olelo for us today...

Can we learn from the mākua  
characters of these mo‘olelo?

*The ones who raised these  
awesome keiki!*

# No Punia

He Mo'olelo Ka'ao no

## PUNIA

Ke Keiki Āiwaiwa Kolohe a  
LEIMAKANI ME HINA



*He Mo'olelo Hawai'i Kahiko no Kohala*

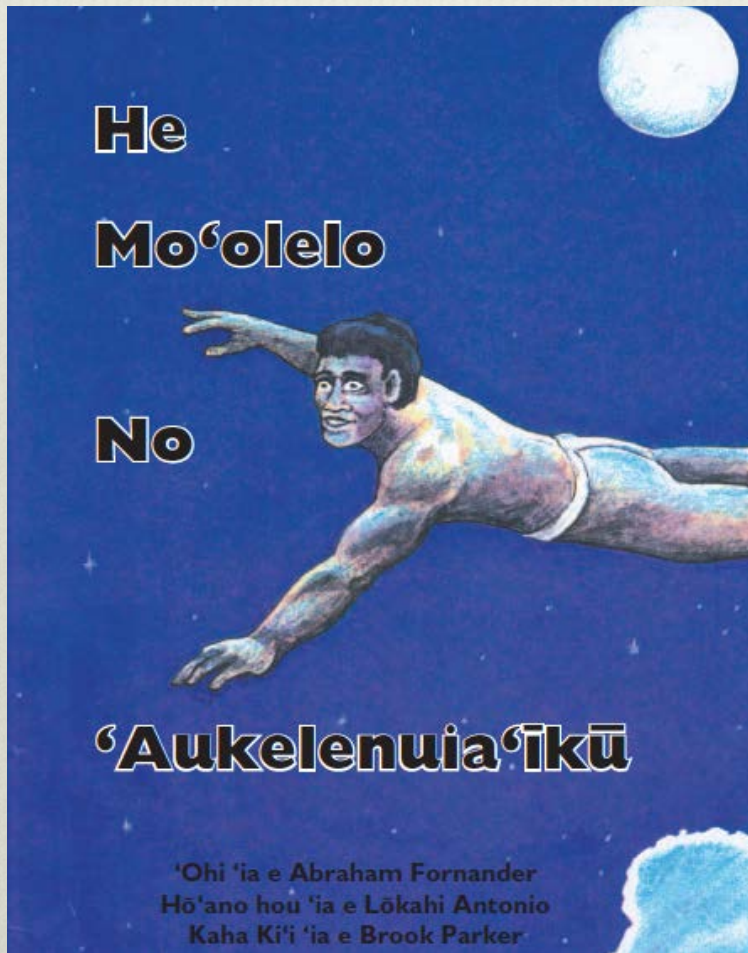
'Ohi 'ia mai loko mai o ka nūpepa o ka *Hōkū o Hawai'i*

Hō'ano Hou 'ia e Lōkahi Antonio

Kaha Kī 'ia e Brook Kapūkuniāhi Parker

“...‘a‘ole ‘oia i a‘o i ka palaualelo a moe wale paha i ka hale...a ma muli nō o ia ‘ano ma‘amaui i ka makuakāne i ka hana, no laila, ‘a‘ole ‘o ia i ho‘omailani na‘aupō wale aku i kāna keiki.”

# No ‘Aukelenuia‘Īkū



“A  
iā ‘Aukelenuia‘Īkū,  
mālama ‘o ‘Īkū,  
lawelawe a hi‘i, a  
ho‘oili i kona kapu a  
me ka ‘āina nona.”

# No Kalapana

Mo'olelo Hawai'i o

## Kalapana

Ke Keiki Ho'opāpā o Puna

Ka mea nāna ka 'ōlelo kaulana,  
*Mō ke kī lā make,*  
a me kāna ipu ho'opāpā i kapa 'ia 'o  
Lonoaipu



Ke kama'eu nāna i ho'opahu'a 'o  
Kalaniali'iloa  
ke ali'i ho'opāpā o Kaua'i

'Ohi 'ia, wae 'ia, a ho'oponopono 'ia e  
Moses K. Nāku'ina

“E aho paha e holo  
mua ‘oe i ko wahine  
i Hilo, iā Kalaoa, no  
ka mea, ‘o ia a me  
nā kaikuanāne o  
māua kai a‘o mua ‘ia  
e nā mākou o  
mākou.”

So, what have we learned?



# Our Mo‘olelo...

- ❖ Needs to be purposeful and intentional so that the following generations learn from our achievements (and mistakes).
- ❖ Needs to be a waihona of knowledge (he ‘umeke kā‘eo).
- ❖ Needs to represent US as ‘ōiwi to the fullest and be relevant and useful. (AND USED...no leave ‘em on the shelf ah!)
- ❖ Needs to be an iwi kuamo‘o for our future endeavors.



# Ko Kamalei Mo‘olelo



Her mo‘olelo will not only provide her with a wealth of knowledge about her people, her land, her beliefs and her kuleana. It will also fill her with the necessary emotion, courage and strength to continue on in our footsteps.

“He pāo‘o ka i‘a ‘a‘ohe kāheka lēhei ‘ole ‘ia.”

*Pūku‘i, ‘Ōlelo No‘eau, 1983 #885*

# Mo'olelo?

- ❖ MO'OLELO = EMPOWERMENT
- ❖ MO'OLELO = COLLABORATION
  - ❖ MO'OLELO = LEGITEMACY
- ❖ MO'OLELO = ACHIEVEMENT
  - ❖ MO'OLELO = MANA

# My story...

- ❖ Hawaiian Immersion schools unite again under the ‘Aha Kauleo.
  - ❖ Intra-University barriers fall and strong bonds of collaborative aloha form once again
    - ❖ Board of Education policies changed
- ❖ Legitimate discussions around the forming of a Hawaiian Education network of Kaiapuni schools, Charter schools and Kamehameha Schools.
- ❖ \$3.3 million granted for appropriate Hawaiian language assessments

# What I have learned...

- ❖ Together we are strong, apart we are weak
- ❖ We are our kūpuna, we endure through adversity
- ❖ There is a new wind carrying us forward together,

*“he au hou kēia, he huilau”*

- ❖ Philosophies are changing, eyes are opening and we are influential in our advocacy
- ❖ Our mo‘olelo is still being told, so we can make it whatever we want and need it to be!

ALOHA

ME KA

MAHALO PŪ!



**Break**

**Please be back in your seats by 9:50**

# Panel: Mo'olelo of Practice



MEHANA HIND,  
MODERATOR



KANA'E KEAWE,  
PANELIST



PI'ILANI SMITH,  
PANELIST



KEONE NUNES,  
PANELIST

# **Panel: Mo'olelo of Practice**

## **Questions:**

- **What are the sources of knowledge you use to inform your practice?**
- **Often, those that do not understand Native Hawaiian Education assume that it's simply supplemental (something you teach in isolation/on the side/separate from) to mainstream education. Can you respond to this perspective and explain what Native Hawaiian Education looks like in practice?**
- **In 10 years, what do you envision the mo'olelo would be for Hawaiian Education?**



# Panel: Mo'olelo of Practice

## Question & Answer Session Guidelines again...

- The steering committee members will distribute notecards to write your question on and return to them as soon as done.
- Once Mehana receives them, she'll try to ask as many questions as possible, within the next 10 minutes!

# **Ho<sup>o</sup>omaha Iki**

***From 11:05 to 11:15***

# Panel: Mo'olelo in Practice



**Noelani  
Iokepa-  
Guerrero,  
Panelist**



**'Ululani  
Victor,  
Panelist**

**Ka'imipono Ka'iwi,  
Panelist**



**Mahina  
Duarte,  
Moderator**

**'Ānela Iwane, Panelist**



# **Panel: Mo'olelo in Practice**

## **Questions:**

- **What are the sources of knowledge you use to inform your practice?**
- **Often, those that do not understand Native Hawaiian Education assume that it's simply supplemental (something you teach in isolation/on the side/separate from) to mainstream education. Can you respond to this perspective and explain what Native Hawaiian Education looks like in practice?**
- **In 10 years, what do you envision the mo'olelo would be for Hawaiian Education?**

# **Panel: Mo'olelo in Practice**

## **Question & Answer Session Guidelines**

- **The steering committee members will distribute notecards, you write your question, and send them up.**
- **Once Mahina receives them, she'll ask as many questions as possible.**

The background of the slide is a dense, vibrant green forest floor covered with various types of ferns. The lighting is soft, highlighting the intricate patterns and textures of the fronds.

# **‘Āina Awakea me Ho‘olauna**

**12:30 to 1:10**

# **Facilitated Conversations**

**Mahina Duarte & Mehana Hind...**

**Focus: 5-6 Components of a  
Strategic Vision**

The background of the slide is a dense, close-up photograph of green ferns. The fronds are intricate and layered, creating a textured, natural setting. The lighting is soft, highlighting the vibrant green color of the leaves.

# **Ho<sup>o</sup>omaha Iki**

***From 2:15 to 2:30***



The background of the slide is a close-up, slightly blurred photograph of numerous green fern fronds. The fronds are densely packed and fill the entire frame, creating a textured, naturalistic backdrop. The lighting is soft, highlighting the intricate patterns of the fern leaves.

# **Interactive Agreements**

**Aaron Mersberg**

# Work Groups

**Two Work Groups convening this afternoon from *2:50 to 3:50* are:**

**Native Hawaiian Education Council will be in room \_\_\_\_\_.**

**Hawai'i Department of Education Policy 4000 will be in room \_\_\_\_\_.**