



Photos courtesy of Kai Markell: Markell, K. (2007, March 3). *Ephemeral life in Hawai'i*. Retrieved from http://kaiana.blogspot.com/2007_03_01_archive.html

Ma Ka Mo'olelo 'Ana
Sharing Our Stories
October 6-8, 2014
Ko'olau Ballrooms

*A Summary Report of the 2014 Native
Hawaiian Education Summit*

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Summit background and purpose

The previous 2013 Native Hawaiian Education Summit provided participants an opportunity to understand Federal and State policies affecting Native education as well as devoted space and time for educational groups to engage in project work. The Hawaiian Language Immersion Program (HLIP) developed their Strategic Plan, a BOE member led a feedback and discussion session on the revised 2104 (Hawaiian language) and 2105 (Hawaiian Studies) policies, and Hawaiian Focused Charter Schools continued work on their indicator model.

Since that time, the approval and implementation of the HLIP Strategic Plan, the adoption of the revised 2104 and 2105 policies, the creation of an Office of Hawaiian Education under the Superintendent, the continued work toward the inclusion of cultural indicators as part of Hawaiian Focused Charter School accountability, and a contract to develop a Native Hawaiian assessment in language arts for grades 3 and 4 are a few of the systemic activities that have occurred. Although many of these events move Native Hawaiian education forward, challenges remain.

Increasingly, organizations and institutions serving and supporting Native Hawaiian students are engaging in collaborative efforts to ensure continued progress. Given the current collaborative environment and momentum, the 2014 Native Hawaiian Education Summit Planning Committee decided it was critical to (1) celebrate the work that had laid the groundwork for current successes, (2) establish as a collective educational community the vision and goals for the next decade of work, and (3) ensure that community leaders were made aware of and had opportunity to respond to these vision and goals.

The 2014 Native Hawaiian Education Summit (NHES) Planning Committee partners included the Office of Hawaiian Affairs, Kamehameha Schools, Hawai'i Department of Education, Ka Haka Ula O Ke'elikolani College of Hawaiian Language University of Hawai'i at Hilo, Native Hawaiian Education Council, Halau Ku Mana, University of Hawai'i at Manoa, and 'Aha Punana Leo. Mo'olelo was used to guide and organize the Summit. As a guide, mo'olelo was used to celebrate previous work, to organize current work by presenting its applicability in practice, of practice, as living legacy, and to frame future work via the visioning and goal setting sessions.

Keynote to set the context: Celebratory mo'olelo

Dr. Kalehua Krug grounded participants in the role of mo'olelo in transmitting Native Hawaiian values, practices, and expectations that is inherent in our shared mo'okuauhau. He further iterated that our mo'olelo of today express empowerment, collaboration, legitimacy, achievement, and mana.

Dr. Walter Kahumoku updated participants on the journey of research in Native Education from the days of non-Hawaiians defining success and conducting research to the current shift in research and pedagogy conducted and informed by Native Hawaiians.

**Keynote set the context:
Celebratory mo‘olelo (continued)**

Dr. Keiki Kawai‘ae‘a and Dr. Teresa and Makuakane-Drechsel provided a chronological history of Native Hawaiian education and highlighted key initiatives over the past 30 years. These initiatives included the 1993 and 1997 Summits, 2005 Ka Huaka‘i publication, and the 2006-07 Na Lau Lama process.

Mo‘olelo panels: Building today’s mo‘olelo

The foundational work described by Drs. Kahumoku, Kawai‘ae‘a, and Makuakane-Drechsel has led to a transformation in the discourse of Native Hawaiian education to, as Dr. Krug suggests, one of empowerment, achievement, mana. The possibilities and examples of how the current discourse is shaped by practitioners, teachers, and families were presented to attendees through the following three panels.

Mo‘olelo of Practice panelists Pi‘ilani Smith, Keone Nunes, and Dennis Kana‘e Keawe provided us with examples of how they as practitioners are informed by the mo‘olelo of their mo‘okuauhau.

Mo‘olelo in Practice panelists ‘Ululani Victor, ‘Anela Iwane, Noelani Iokepa-Guerrero, and Ka‘imipono Kaiwi, informed us how they use traditional mo‘olelo and/or create an evolving mo‘olelo processes with their respective students.

Living Mo‘olelo panelists, the Walk and the Rawlins ‘ohana, provided us with an example of ‘ohana committed to learning and living ‘olelo Hawai‘i.

**Community leaders panel:
Supporting mo‘olelo of the future**

A pre-briefing was held with Community Leaders prior to the panel presentation to inform them of the work done across the three days. Community leader panelists Dr. Kamana‘opono Crabbe, Jack Wong, Dr. Kauano‘e Kamana, Donalyn Dela Cruz, Dr. Peter Hanohano, and Donald Horner, spoke about how their respective organizations are committed to advancing Native Hawaiian education.

**Facilitated conversations and interactive
Agreements**

Facilitated conversations were used to (1) collect input and seek agreement on the essential components of the vision statement, (2) develop a rationale statement to contextualize and ground the selected vision statement, (3) draft conceptual goal statements and identify priority areas to address, and (4) share-out and celebrate the shared vision, rationale and goal statements.

The information collected from the facilitated conversations were gathered and presented to participants. An interactive agreements process via phone polling was used to:

Prioritize areas of focus for the vision and for the goals

Make **collective decision** about the vision and goal statements

Reflect and express our individual roles, functions and kuleana within the Native Hawaiian Education vision and goal statements

The facilitated conversations and interactive agreements allowed participants to collectively decide on a vision statement and associated goal statements. Participants further elected to provide a rationale for the vision statement rather than a direct translation.

Vision Statement

‘O Hawai‘i ke kahua o ka ho‘ona‘auao.

I nā makahiki he 10 e hiki mai ana e ‘ike ‘ia ai nā hanauna i mana i ka ‘ōlelo a me ka nohona Hawai‘i no ka ho‘omau ‘ana i ke ola pono o ka maui Hawai‘i.

Rationale

In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new ‘ike to sustain abundant communities.

Goal 1 ‘Ōlelo Hawai‘i—In the next 10 years, our learning systems will:

Advance ‘Ōlelo Hawai‘i Expectations

Actualize a Hawaiian Speaking Workforce

Amplify Access and Support

Achieve Normalization

Goal 2 ‘Ike Hawai‘i—In the next 10 years, our learning systems will:

Actualize ‘Ike Hawai‘i

Amplify Leo Hawai‘i

Advance Hana Hawai‘i

Moving forward

The 2014 NHES Planning Committee realized that while previous Summits were productive, there was no consistent follow-up to ensure that participants and stakeholders remained informed, connected, and engaged in efforts to move Native Hawaiian education forward.

Given the collectively agreed upon vision and goals, the 2014 NHES Planning Committee committed to ensuring that the vision and goals continue to guide the work of stakeholders over the next 10 years. The NHEC has committed to the short term website hosting of conference materials. The committee is discussing the development of a web page, seeking opportunities to align with other initiatives and strategic plans, and inviting other organizations to align with the summit's vision and goals.

Additionally, an evaluation survey was sent to participants via email after the conference. The results are reported in Appendix A. The results will be used to inform planning for the 2015 Native Hawaiian Education Summit.

Survey Respondents

Of the 181 participants that attended the Summit, 35.9% completed an evaluation survey. Figure 1 summarizes the attendees by their reported roles.

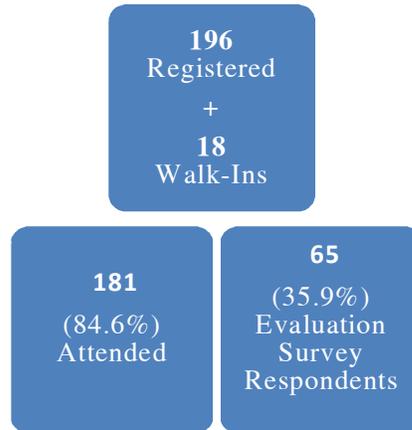
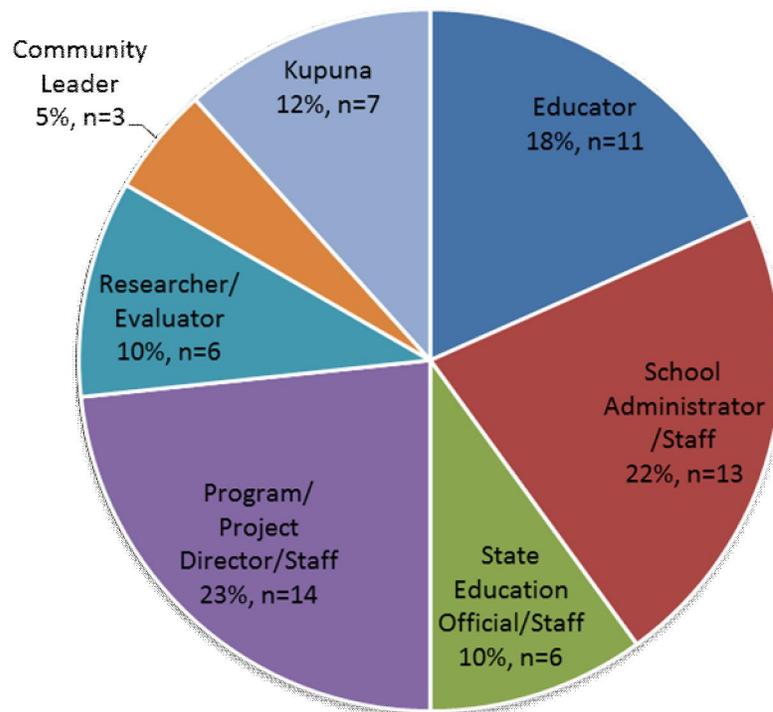


Figure 1. Attendees by role type



Keynote Presentations

As depicted in Table 1, 98.5% of respondents attended at least one of the keynote presentations provided by Dr. Kalehua Krug, Dr. Walter Kahumoku, Dr. Keiki Kawai‘ae‘a, or Dr. Teresa Makuakane-Drechsel. In general, over 90% of these respondents found the keynote presentations to be interesting, thought provoking, informative, and inspiring.

Table 1. Keynote attendance

Keynote Presentation	Count (n=64)	%
Dr. Kalehua Krug	55	85.9%
Dr. Walter Kahumoku	48	75.0%
Dr. Keiki Kawai‘ae‘a	47	73.4%
Dr. Teresa Makuakane-Drechsel	47	73.4%
Not present for any keynote presentations	4	6.3%

Participants were asked what resonated with them after hearing these presentations. Half of the responses (n=30) indicated that mo‘olelo and the transference of knowledge resonated with them. Thirty percent of the responses referenced the progress or journey of Hawaiian language, culture, and education; some of which also cited the continuation of the process. Over a quarter of the responses mentioned ‘ōlelo Hawai‘i, half of whom also mentioned the history, progress made, and continued journey of its revitalization and normalization. Other responses also included Traditional vs. Western concepts, being inspired, and Hawaiian ‘ike.

“ The presentation reminded me and also confirmed within me that our mo‘olelo Hawai‘i have many good lessons and characteristics that can be applied today in all areas of our lives.” - K-12 State Education Staff

Respondents also offered suggestions, including one comment on allowing table discussion after each speaker to reflect on the presentation. Another respondent mentioned not being prepared to share comments at the time of the survey and would have preferred to be provided the survey at the end of the Summit.

Panel Presentations

As shown in Table 2, 95.4% of the survey respondents attended at least one of the panels presenting on Mo‘olelo of Practice, Mo‘olelo in Practice, Living Mo‘olelo, or Community Leaders. In general, at least 90% of these respondents found the keynote panels to be interesting, thought provoking, informative, and inspiring.

Table 2. Attendance at panel presentations

Attended	Count (n=62)	%
Mo‘olelo of Practice	55	88.7%
Mo‘olelo in Practice	49	79.0%
Living Mo‘olelo	51	82.3%
Community Leaders	46	74.2%
Not present for any panel	1	1.6%

Participants were also asked what resonated with them after hearing the panel presentations. One-third of the responses (n=39) commented positively on the selection of panelists with almost half of these specifically noting the diversity of the speakers and knowledge. More than a quarter of the responses mention the support and overall dedication of both the ‘ohana and the leadership to Hawaiian education, with some responses further identifying the importance of leadership accountability and alignment, as well as acknowledging the sacrifice and commitment shown by the ‘ohana. Slightly more than a quarter also commented on the kuleana of perpetuating Hawaiian education between generations. Respondents also remarked that they felt inspired, motivated, admiration and pride.

Regarding the panel presentations, comments also included keeping the panel presentations and discussions focused, having more control over time-management, and the ability to access a taping of the sessions.

Summit ‘Take-Aways’

When asked for the three ‘take-aways‘ participants had from the Native Hawaiian Education Summit, more than one-third (n=61) mentioned the benefits of having defined a clear and common vision and related goals. Respondents commented that having a shared agreement on these statements will help to empower the community and move their work of Native Hawaiian education forward. More than one-third of the participants also commented on the movement or progression of Native Hawaiian Education; the progress seen in the work of the past and the work that will be needed in the future. One-fifth of survey respondents also took away from the event the importance and power of working collectively.

Many were inspired and saw the many advantages of collaboration. They also commented on the commitment they observed in the Summit speakers, panelist and participants.

Appendix A: Evaluation of the 2014 Native Hawaiian Education Summit^a

Others spoke of their own kuleana and the specific commitments that would be needed in future work, as well as the importance of mo‘olelo in Native Hawaiian Education, and feeling inspired and hopeful through their participation in the Summit.

“1) The power of community coming together with a commitment to co-create and advance a shared vision and goal, 2) the importance that everyone leads (not one organization or person), 3) the need to include/invite as many into this work and disband/dispel "us vs. them" language and mindsets.”

- K-12 Education Official

Other comments

Although comments were overall positive, there were a few participants who provided comments that may be helpful to the planning committee for the next conference. These comments indicated (1) the vision and goals should have been based on available data (n=2), (2) the summit focused only on the ideas of some, and the exclusion of others, including mainstream DOE education, kūpuna, and young scholars (n=4), and (3) some differing opinions on the length of the summit with two respondents reporting there was not enough time to complete the Summit tasks, and another individual reporting the Summit was too long.

General conclusion

The 2014 Native Hawaiian Education Summit was well attended with 181 of the 214 registered (includes the walk-ins) participating. The conference theme, Mo‘olelo: Sharing Our Stories, clearly resonated with survey respondents as did the presentations highlighting the progress of Hawaiian language and culture. The shared vision and goals agreed to by the participants was viewed as beneficial frame the ongoing good work and to help move the continued efforts of the community, schools, policy makers, educators, organizations, and others forward collectively.

^a Citation for the Appendix A: Haliniak, C., Hostetter, C, and Derrickson, J. (2014). Appendix A: Evaluation of the 2014 NHES Summit.