

Kamehameha Schools
Framework for Implementation of Hawaiian Culture-Based Education
DRAFT June 30, 2015

Overarching Statement

Kamehameha Schools is an organization where all leaders, staff and students are committed to educational excellence through strong teaching and meaningful learning that supports the renewed vibrancy of Hawai'i's indigenous people and their lifelong success in the 21st century world. Within 25 years, KS envisions a thriving lāhui where learners achieve postsecondary educational success, enabling good life and career choices in order to contribute to their community locally and globally.

The commitment to high levels of achievement is established on the belief that a vibrant Hawaiian people (Lāhui Hawai'i), engaged in rigorous learning experiences, steeped in ancestral knowledge and understanding ('Ike Hawai'i) and rooted in their mother tongue ('Ōlelo Hawai'i), will continue to thrive in a living Hawaiian culture (Nohona Hawai'i).

How We Realize this Concept

Promote the practice, understanding, preservation, perpetuation, innovation and vibrancy of Hawaiian worldviews, culture and 'ōlelo through:

Distinguished Teaching and Leadership Practice that values and responds to the unique mo'olelo, strengths and aspirations of each learner; is culturally-grounded and supports renewed vibrancy of Hawai'i's indigenous people and their lifelong success; and values both professional learning opportunities and peer collaboration.

Rigorous and Meaningful Learning Experiences (formal and informal) steeped in ancestral knowledge and cultural values and principles (i.e., 'ike and nohona Hawai'i), rooted in 'Ōlelo Hawai'i, and engaging of 'ohana and community. Learners acquire and master a broad range of world knowledge in order to thrive and compete globally in ways that contribute to and enrich humankind.

Well-Designed and Maintained Learning Environments that support effective Hawaiian culture-based education (i.e., practices and content) provides for the interaction of diverse people and ideas, and promotes the effective development of the whole learner (physically, mentally, emotionally, culturally and spiritually).

Basic Assumptions

Kamehameha Schools Hawaiian culture-based education framework is established on the belief that leaders, faculty and staff will:

1. Promote and support opportunities for learners to achieve post-secondary success which lead to good career choices;
2. Encourage the acquisition and mastery of a broad range of world knowledge to forward the advancement of Native Hawaiians;
3. Support formal and informal cultural and educational efforts;
4. Introduce the WEO (Working Exit Outcomes) as a key framework for the KS education system;
5. Generate new, creative and innovative ways and approaches to cultural revitalization and educational achievement.
6. Affirm the understanding that exposure to diverse people and ideas creates an optimal environment for effective learning.
7. Establish an expectation that all staff and students commit to learning and practicing Nohona Hawai'i, 'Ike Hawai'i, and 'Ōlelo Hawai'i, as members of our Hawaiian school community.
8. Affirm those who are grounded in Hawaiian culture and may or may not have formal cultural training.
9. Affirm those who are devoted to Pauahi's mission and may or may not be grounded in Hawaiian culture.
10. Unify Kamehameha Schools' organization-wide efforts as they permeate the life and programs of the school community.
11. Frame "Kula Hawai'i" as a key strategy: The development of globally-connected, Hawaiian culture-based learning environments – kula Hawai'i – is a critical means by which to attain cultural vibrancy and ultimately achieve the mission of Kamehameha Schools.
12. Establishes an expectation that all who are in positions of leadership have a responsibility to facilitate and ensure that the learning and

practicing of Nohona Hawai'i, 'Ike Hawai'i, and 'Ōlelo Hawai'i within our Hawaiian school community is meaningful and prevalent.

13. Require leaders to actively model, support, and participate in Hawaiian cultural and language revitalization.
14. Presume that organizational leaders need to be models of cultural learning and practice and not necessarily cultural experts.