

# Taking an Inventory on My WCHCBE Pedagogical Continuum

Essential Question: Where am I on this WCHCBE curriculum and instruction continuum? Where do I feel strongest at, and where can I continue to strengthen?

Objectives: Negotiating & reflecting on different perspectives and pedagogical frameworks within our personal teaching journey here at Kamehameha

TODAY: 1) Establish a Framework, 2) Brainstorm, 3) Reflect, 4) Talk Story

**What is the framework, lens, perspective, or pedagogy that I normally negotiate, filter, use, fall back on, or operate from as a teacher?**

**BLOOM'S TAXONOMY LENS**

**VALUES BASED FRAMEWORK**

**SCIENTIFIC METHOD FRAMEWORK**

**SPECIAL NEEDS/LEARNING DISABILITY PERSPECTIVES**

**PROCESS-ORIENTED LEARNING**

**CULTURALLY RELEVANT PEDAGOGY**

**COACHING LENS**

Define PEDAGOGY: THE ART AND SCIENCE  
OF TEACHING

Define WCHCBE: WORLD CLASS  
HAWAIIAN CULTURE BASED EDUCATION

Big Idea → WCHCBE Pedagogy → **the  
thought process, method and practice  
of teaching using WCHCBE as the  
framework for working with native  
Hawaiian learners**

**“ ... through a learner’s lens ... ”**

“ ... refocus learning through student-centered, culturally rich experiences and opportunities inspired by students’ unique interests and talents, preparing each student to meet their highest potential through diverse academic, athletic, artistic, and co-curricular programs ... ”

- **implement 21st century, K-12 world-class, Hawaiian culture-based education programs featuring challenging, personalized, culturally-rich, flexible learning environments**
- **create systems to empower our haumana to identify and express their unique abilities and aspirations for learning and participate in the process**
- **develop “real world” Hawaiian culture-based experiences to expose students to variety of 21st century, project based, ‘āina-based learning, technology, and internships that prepare them for postsecondary success, good careers, and servant leadership**

## **CHALLENGING**

ADVANCED PLACEMENT, DUAL CREDIT, INQUIRY-BASED, INTERDISCIPLINARY LEARNING

## **PERSONALIZED**

DIFFERENTIATION, STUDENT-CHOICE, READING/WRITING/RESEARCH WORKSHOP & PROCESS, STUDENT-LED PROJECTS & ASSESSMENT

## **CULTURALLY RICH**

STUDENT-CHOICE, 'ĀINA-BASED LEARNING, DIVERSE PERSPECTIVES, PROBLEM-BASED LEARNING

## **FLEXIBLE LEARNING**

KAUHALE, FLIPPED LEARNING, DUAL-CREDIT, GAME-BASED LEARNING, ONLINE LEARNING, MULTIPLE PATHWAYS, 'ĀINA-BASED LEARNING

# WCHCBE INVENTORY

Incorporating or Improving WCHCBE PEDAGOGY?

**PARADIGM SHIFT OR REFLECTIVE PRACTICE?**

HOW CAN I LAYER IN ASPECTS OF WCHBE INTO MY PRACTICE?

WHERE AM I MOST COMFORTABLE?

WHERE AM I MOST UNCOMFORTABLE?

HOW CAN I SUPPORT MY PEERS?

HOW CAN I COLLABORATE WITH OTHERS?

## LET'S PLAY 4-CORNERS!

- 1) Further define your “corner” WCHCBE pedagogical element method → 5 minutes worth
- 2) Talk Story about the best advantage with using a certain element/method → 5 min worth
- 3) Talk Story about the challenges associated with the element(s)/method(s)→ 5 min worth
- 4) Jot down notes as to how you might incorporate or layer in 1-3 of any of the elements into your teaching this year → 5 minutes worth
- 5) Guiding questions → PICK ONE TO DISCUSS IN YOUR GROUP → 5 minutes worth
  - ? How might this incorporation, layering, enhancement, or shifting connect to a possible Successfactor goal?
  - ? How might this mindset help me in my K-12 articulation at Kumu2Kumu?
  - ? How might I collaborate with my peers to possibly parallel a project or team teach this year?
  - ? How much help do I need in shifting my framework?
  - ? How much direct assistance do I need to help set up actual units, lessons, and assessments?
  - ? How much kōkua do I need in learning and getting feedback on instructional strategies?