

## History to Support WEO-Standards Connection

### Kamehameha Schools Strategic Plan (2000)

“Goal 3: Kamehameha Schools will cultivate, nurture, perpetuate, and practice ‘Ike Hawai‘i (which includes Hawaiian culture, values, history, language, oral traditions, literature and wahi pana--significant cultural and historical places--etc.)”

### Kamehameha Schools Kula Hawai‘--Tri-Campus (2004)

“Our mission is to improve the capability and well-being of Native Hawaiians, and we recognize that vibrancy of language and culture is vital to the total well being of our people. We accept Kamehameha’s special kuleana as a Hawaiian institution for renewing vibrancy.”

“...we will be continue to infuse Hawaiian language and culture as embodied by ‘ike and nohona Hawai‘i into our learning and all that we do at Kamehameha.”

### Lāhui Vision (2006)--Ho‘okahua--Hawaiian Cultural Development (KS)

“As a vibrant Hawaiian society, that includes all people who share and actively support this vision, we...

- #9 Reflect our ancestral heritage daily
- #10 Are creative, innovative, and firmly rooted in tradition
- #15 Actively communicate, engage, and exchange with the global community

### “Starting Point” (April 2009)--KS Campus Strategies

“Working Exit Outcomes must be embedded in any recommended set of standards. Moreover, a set of Hawaiian content standards must be infused into the adopted academic content standards” (Kaohi, Kuoha, Otani, Schumacher and Shigematsu-Miyashita 4).

“While many education institutions focus on addressing the content first, best practices at the Kamehameha schools must **center on context and process** as integral components in implementing a standards-based educational system within Kula Hawai‘i (Hawaiian school)” (Kaohi, Kuoha, Otani, Schumacher and Shigematsu-Miyashita 4)

### Efforts of VP of Campus Strategies and Academic Affairs and Kalei‘aoua (Aug 09)

“...Establish global and indigenous learning standards that set a framework for new levels of achievement for our haumana” (Mailer)