Inspiration:

Representatives of the Kamehameha School in Honolulu, Hawai‘i, visited Worawa Aboriginal College during the 2008 World’s Indigenous Peoples Conference (WIPCE) held in Melbourne. Information was exchanged about the Worawa Aboriginal College’s Schools Partnerships Program and the desire to extend this program to include First Nations’ Schools across the globe was discussed.

Purpose & Intent: Look-Learn-Lead Schools Study Tour to HAWAI’I

The purpose of our study tour was to visit and engage with staff at the Kamehameha School in Honolulu (on the island of O‘ahu), the School of Hawaiian Languages (Hawai‘i University) and the Nawahiokalani‘opu‘u School in Hilo (both on the island of Hawai‘i) to LOOK at their schools and programs, to LEARN about Indigenous education programs and to exploit/extend that learning in/into our current LEADERSHIP roles and responsibilities in the Aboriginal Education context of Victoria and Australia.

Our specific intentions were to:

1. Gather and share information about; Indigenous culture, language and learning programs, independent school governance structures, and the policies and processes that support the strengthening of culture, cultural identity and language for students in these schools

2. Investigate the possibility of setting up Partnerships with both the Kamehameha school and the Nawahiokalani‘opu‘u School with the view of continuing our cultural exchange initially, through remote-access technologies and working towards cultural and sporting exchange visits to each other’s schools.

Worawa College Delegation

*Ms Lois Peeler, Executive Director
*Ms Pam Russel, Executive Officer, Worawa Academic Reference Group
*Ms Kathryn Gale, Head of Learning and Teaching
*Rani Nixon, Learning Facilitator (academic and boarding programs)

Proposed Itinerary:

6-7 April—Travel & Rest Day

8 April —1pm Meeting with Lynne Truair, Dr Trinidad Hunt (Consultant to DOE re Values Curriculum) & Susan Kitsu (Director of the Civil Rights Department of DOE).

9 April —Visit to Pearl Harbour & other cultural centres

10 April —Visit to Kamehameha Schools Campuses, including classroom & boarding house visits, meetings with members of the Executive.

11 April – Fly to island of Hawai‘i to visit to Ka Haka ‘Ula O Ke‘elikolani, the College of Hawaiian Language at the University of Hawai‘i in Hilo, and the Nawahiokalani‘opu‘u School

12 April —Rest Day

10-11 April —Travel home
RECORD OF:
Meetings, Visits, People Met, Activities, Observations, Discussions,
& Learning for Worawa Aboriginal College

April 8

Meeting with: Susan Kitsu – Director of Civil Rights
Department of the Hawaii DOE (Dept. of Education)

Facilitated by Dr. Trinidad Hunt & Ms Lynne Truair - They
conduct Professional Development seminars with the
Hawaii Department of Education. They will visit Worawa in
May.

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<th>Contact details: Ms Lynne Truair</th>
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Discussion & Learning for Worawa

The delivery of services through the Hawaii Department of Education has its basis in legal
decisions that all teachers are mandated to follow.
The discussion had with Susan, Trin & Lynne about Hawai’i DOE policy, program and
implementation strategies reinforced for us (and Worawa staff), the importance of
having a sound knowledge and understanding about policy affecting our students. The
need for having the capacity to implement policy, thereby providing a sound framework
for appropriate school /culture-based initiatives was also re-enforced through our
discussions.
April 10

Visit to:

KAMEHAMEHA SCHOOLS – Kapalama Middle & High School Campuses in Hololulu (on the island of O‘ahu)

Introduction

The Kamehameha School, founded in 1887, is a state-wide K – 12 independent school system with campuses on the Hawaiian Islands of O‘ahu, Hawai‘i and Maui. The school also operates 31 preschool sites state-wide. The combined 6,715 preschool to Year 12 student enrolment makes Kamehameha the largest independent school system in the United States. The Kamehameha Schools give preference to children of Hawaiian ancestry (to the extent permitted by law) and is supported by a $9.06 billion trust, endowed by Princess Bernice Pauahi Bishop.

We (Lois Peeler, Kathryn Gale, and Pam Russell & Rani Nixon) had the privilege of visiting the Middle and Senior schools of the Kapalama Campus on the island of O‘ahu in Honolulu. Set on 600 acres, high on the hillside above Honolulu, it caters for 3,200 students and offers a boarding program for 550 of these students who come from the other side of O‘ahu and the outlying islands in Hawai‘i.

Summary of Activities.

Upon our arrival at the school, we were greeted by a deputation of students from the Senior School who gave us an official Hawaiian welcome (the welina) and presented us with flower lais to wear around our necks for the duration of our stay. This was both a symbolic and a moving experience, considering that one of the purposes for our visit was to engage with the Hawaiian culture and language emphases of the school program.

The day’s proceedings began with a meeting with:

- Mr Melelani Pang (teacher of Hawaiian Language)
- Mr Ikaika Allen (Cultural Specialist Associate)
- Mr Kiala Kwan (Ku’e Pono Teacher)
- Dr. Pua Higa (Curriculum Coordinator)

[Photo: Melelani, Ikaika, Lois, Rani, Charmaine Wong (Head of Boarding), Pam & Kiala]

We were then given a tour of the senior school (high on the hills above Honolulu) with Melelani, Ikaika & Kiala, visiting the girls’ boarding house, the School Library and Cultural archive department, and a number of classrooms including:

- A Year 11/12 Wayfinding (history of the school) class
- An English Literature class
- A Health and Fitness session in the Gymnasium

[Photos: Classroom, Gymnasium]
Next, we were transported to the newly opened (Sept 2012) Ka‘iwikiloumoku Hawaiian Cultural Centre where we shared lunch and met with:

- Mr Earl Kim (recently appointed Head of School)
- Mr Randie Fong (Director of Hawaiian Cultural Development)
- Ms Jamie Fong (Manager of the Ka‘iwikiloumoku Hawaiian Cultural Centre)

Our last stop was the Middle School where we received a ‘Welcome’ from the Middle School students. We then had a meeting with the Head of Middle School, who then took us on a tour of their new buildings and state-of-the-art facilities and furnishings. Our visit to the Kamehameha schools ended as the students were dismissed from class at 3.30pm.
Observations & Learning

1. Hawaiian Cultural Perspectives are a part of every subject and classroom

In the English Literature class, the teacher Auli’i Hirahara, spoke with us about the way in which she integrates Hawaiian texts into her program to compliment and give a Hawaiian cultural perspective to the set English texts in the curriculum. Aspects of her class that were of particular interest were:

- Auli’i’s introductory work with classes is on their personal Hawaiian cultural identity. All students work on a personal project titled ‘Who I am’, investigating and acknowledging their personal cultural heritage. Their end-product (which is published into a hard-cover book), includes a biography of one significant family member, an article, a letter and student aspirations.

- With whatever set curriculum English Literature text the students are required to study (as per the set US-wide curriculum), Auli’i also uses a Hawaiian text to ensure that Hawaiian cultural perspectives are represented and appreciated for the students.

- The classroom had a very calm yet busy feel about it. The students knew exactly what they were doing for the lesson (outlined in initial class learning intentions), and worked quietly on their computer tasks to the sound of soft Hawaiian music in the background (which Auli’i maintains helps them work better).

- All students work on personal Apple Macbook Air laptops, and have work assigned to them and at the conclusion of the lesson, turn their work in online to ‘turnitin.com.’

- The classroom walls are decorated with student work which affirms their cultural identity.

Learning for Worawa:

Students proudly welcome visitors in their language. Worawa could establish a process where students are involved in the protocol of welcoming visitors. Students are comfortable with a laptop learning environment – this could be aspired towards at Worawa. Students explore their cultural heritage in a formal program and publish their outcome – this would be a good start for any new student to Worawa.

2. There is an emphasis upon Cultural ‘Vibrancy’ in the school, which carried over into the State and the World.

The Kamehameha School’s (kula Hawai‘i – Hawaiian school) Purpose Statement emphasises that the school is a place ‘where all leaders, staff and students are
committed to teaching and learning that supports the renewed **vibrancy** of Hawai‘i’s indigenous people and their life-long success in the 21st century world’.

This commitment is ‘established on the belief that a Hawaiian people (Lahui Hawai‘i), steeped in ancestral knowledge and understanding (‘Ike Hawai‘i) and rooted in their mother tongue (‘Olelo Hawai‘i), will continue to thrive in a living culture (Nohona Hawai‘i) enabling them to engage and compete globally in ways that contribute to and enrich humankind (WEO- Working Exit Outcomes).

This renewed **vibrancy** requires ‘educational opportunities that advance the social, cultural, economic & political status of Native Hawaiians in their own homeland and in the world’.

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**Learning for Worawa:**

Outward displays of culture and empowering students through the development of self-esteem and communal pride – increased use of signs and displays in language at Worawa could be instrumental in fostering such community participation / awareness at Worawa.

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3. **Student Health and Fitness**

The students monitor their own health and fitness program and their participation sporting events. These are negotiated with the teachers and fitness instructors. They clock on each time they visit the health centre and consult with the teachers when they clock off.

**Learning for Worawa:**

Students are required to participate in organised events such as Fun Runs and have to attend gym for minimum periods each week. Students fill in a sheet which allocates points for attendance – the sheet is to be signed off by the teacher. Students are responsible for tracking their own fitness programs. Worawa could make students more responsible for their own data tracking. The Worawa Digital Portfolio could be extended to incorporate a fitness folder.
4. Cultural Practice integrated in the daily school routines

Learning for Worawa:

Cultural practice provides an environment which affirms students whilst challenging them to live, learn and participate fully within culture/community. This learning enables students to develop / enhance the skills / knowledge to work / live within two worlds.

5. Cultural History – the good and the bad – is acknowledged and taught in order to lead a new generation into cultural pride and activism

Learning for Worawa:

The importance of historical accuracy within the understanding of the cultural context of the times. The recognition that the past informs the present which while in the present, students need to understand they have the capacity to contribute to / scope the future.

Kamehameha School Meetings

1. Meeting with:

Mr Melelani Pang - Teacher of Hawaiian Language
Mr Ikaika Allen - Cultural Specialist Associate
Mr Kiala Kwan - Ku’e Pono Teacher
Dr. Pua Higa - Curriculum & Instruction Coordinator

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2. Meeting with:

Mr Randie Kamuela Fong – Director, Ho’okahua – Hawaiian Cultural Development, Office of the CEO
Mrs Jamie Millani Fong – Manager, Ka’iwakiloumoku Hawaiian Cultural Centre
Mr Earl Kim – Head of School

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Sharing of similarities and differences in approaches to ensuring First Nation values are foundational to governance.
Positive discussions around partnership between Worawa and the Kamehameha Schools
April 11

Visit to:

1. **Ka Haka ‘Ula O Ke‘elikolani** – College of Hawaiian Language at the University of Hawai‘i in HILO (on the island of Hawai‘i)
2. **Nawahiokalani’opu School** – the independent K – 12 ‘Laboratory’ school associated with the Hawaiian School of Languages
3. **Hale Kuamo‘o** - Hawaiian Language Centre
4. **‘Imiloa Centre** – Astronomy Centre

1. **COLLEGE OF HAWAI‘IAN LANGUAGE - Ka Haka ‘Ula O Ke‘elikolani**
   University of Hawai‘i, Hilo

**Introduction**

‘O ka ‘ōlelo ke Ka‘ā o ka Mauli


Ma luna o ke kahua nui ākea he ‘ike ku‘una na nā kūpuna mai, he ‘imi nā kumu, nā haumāna a me nā limahana o Ka Haka ‘Ula O Ke‘elikōlani i ka ho‘okō ‘ia o ka nu‘ukia no ka pono o nā po‘e a pau o Hawai‘i nei.

**Language is the fibre that binds us to our cultural identity**

Established in 1997, UH Hilo’s **College of Hawaiian Language**, Ka Haka ‘Ula O Ke‘elikōlani, was named in honor of Ruth Ke‘elikōlani Keanolani Kanāhoahoa, the 19th century high chiefess known for her strong advocacy of Hawaiian language and culture.

Building upon the vast repository of traditional knowledge left by Elders, Ka Haka ‘Ula O Ke‘elikōlani faculty, staff and students seek to realize its vision statement for the benefit of all of Hawai‘i’s people.

**Summary of Activities.**

We were met at the Hilo airport and welcomed by Dr. William (Pila) Wilson (Chair of the Academic Division of the College) and his assistant, Punahele Neumann, then taken to the College of Hawaiian Language at the University of Hawai‘i in Hilo. We were formally welcomed (in song) by a group of senior students from the ‘upper division language section’ of the Languages Faculty of the University.

We were then taken to the University’s Kahuawaiola Indigenous Teacher Education Program offices for a meeting with the Associate Director, Makalapua Alencaster. She generously spent time with us, explaining about the important teacher training programs they offer students wanting to teach
We had the opportunity to visit several Language and Culture classes – some conducted in English (the lower division courses) and some conducted entirely in Hawaiian (the upper division courses). At the commencement of each of these classes, the students are required to request entry to the class by singing a Hawaiian song to the teacher. Some of the students’ language proficiency was very high, while other students were beginning of their journey of language learning. In all classes, the students’ pride in their Hawaiian cultural heritage and their desire to progress their cultural knowledge was evident.

**Learning for Worawa:**

Partnerships between institutions that link the education experiences from birth through to tertiary institutions; ensure strength of identity, and continuing cultural practices, knowledge, and languages for students. Worawa needs to maintain and continue to build upon our partnerships with home community schools, partner secondary schools and tertiary institutions.
Introduction

Nawahiokalani’opu School, is a ‘Community based, values driven and academically diverse Public Charter school. Hawaii’s 32 Public Charter Schools ‘offer educational programs reflective of the community from which they were established’. They blend the historic and culturally diverse landscape of Hawai’i’s past with innovation, new technologies and academic excellence to allow the students to attain the skills and knowledge necessary to succeed in a global world, while maintaining an appreciation and respect for the people, places and languages of Hawaii.

The school was established by a small core of families – all associated with the University’s College of Hawaiian Languages, and all having a desire for their own children to be educated in the Hawaiian language.

Summary of Activities

We were formally greeted at the school by a group of students, the Principal and some of the teachers. Three students were chosen to be our interpreters, telling us in English, what was being said (and sung) and instructing us about the appropriate protocols we should follow. We were very impressed with the students’ cultural and language confidence with visitors.

We then visited various classrooms, observing classes in action, with Hawaiian as the only language heard, except in English language classes. The cultural displays around the school were most impressive – a visible sign of cultural pride.
Learning for Worawa:

Hawaiian teachers, teaching Hawaiian students in an Hawaiian school is a powerful example of cultural strength and pride. We were so impressed by the cultural confidence of the students and teachers, and by their desire to maintain and strengthen their cultural understandings and practices. This level of cultural confidence, pride and competence is something for Worawa to aspire to.

Learning for Worawa -
*Visible cultural displays around the school, promotes cultural pride
*Students meeting, greeting and interpreting for visitors builds cultural confidence

3. HALE KUAMO’O - The Hawaiian Language Centre at the University of Hawai’i, Hilo.

Introduction

The Hale Kuamo’o Centre for Hawaiian language and culture is the support and research division of Ka Haka ‘Ula O Ke’elikolani – College of Hawaiian Language. It was established in 1989 by the Hawaiian State Legislature to provide educational support in the development of materials in Hawaiian. The Centre encourages and supports the expansion of Hawaiian Language as a medium of communication in education, business, government, and other contexts of social life in the public and private sectors of Hawai’i. The majority of the work, production and distribution of materials at the centre is funded through Grants.

Programs and activities of the centre include:

- Development production and distribution of instructional materials for implementation in Hawaiian medium/immersion schools
  The Hale Kuamo’o Centre is currently the largest publisher of books printed in the Hawaiian language in the State of Hawaii. Since opening in 1989, they have published close to 700 books and support materials from emergent readers to advanced high school texts. There are 20 Hawaiian language immersion schools in Hawaii and just in the last 6 years, the centre has sent over 130,000 books, free of charge, to these schools, families and communities, encouraging literacy in Hawaiian.

- The production of a student-focussed Hawaiian language newspaper
  Over the past 10 years, since beginning the newspaper production, 200,000 copies of the newspaper have been distributed. Articles include submissions from schools state-wide as well as from university students developing their journalism skills. Digital copies of the newspaper are available at www.scribd.com/HaleKuamoo
- Hawaiian language and teaching in-service training for teachers:
  The Centre offers PD opportunities specifically designed for teachers working in Hawaiian Language and Culture classrooms and schools. Specific focus is upon culture-based methodologies.

- Family workshops and the distribution of books and materials for the use of Hawaiian in homes. These workshops have been held on all 5 Hawaiian Islands, promoting and encouraging Hawaiian language use in homes, and providing families with books and materials.

- Hawaiian language research and development:
  The Centre coordinated the activities of the Lexicon Committee for the Hawaiian language and works on new vocabulary and contemporizing existing Hawaiian terms. These terms are then updated in the Hawaiian dictionary.

- Media and telecommunications in Hawaiian:
  The Centre works in partnership on projects that promote language and cultural growth through education. For example, with the Ulukau Hawaiian Electronic Library at [http://ulukau.org](http://ulukau.org). This website had over 80 million page views in 2012.

- A job experience and training centre for University students:
  The Centre provides training for university students who contribute to the many curriculum development and research projects of the Centre.

- Outreach and collaboration with Hawaiian and other cultural groups, including first-nation peoples in North America and the Pacific. The Secretariat of Polynesian Languages Forum, an organisation of government representatives from Polynesia’s fourteen nations, is headquartered at the University, and supported by the Centre. It promotes the region’s indigenous languages and hosts a bi-annual international conference.

**Summary of Activities**

We were most fortunate to be able to spend time with Director of the Hawaiian Language Centre – Alohalani Housman, who showed us around the Centre and spoke with us at length, about their valuable work. We saw the most impressive collection of books and materials (stored in shipping containers) that are made available to schools and communities, and Alohalani gave a presentation to us about the Centre’s vision, goals and emerging projects, such as the electronic and on-line resources being developed.

*With Alohalani Housman*
Learning for Worawa:

Indigenous languages, books, materials and electronic & on-line resources are powerful sources for promoting and encouraging cultural strength and language continuity. Despite the diversity of 30+ different languages represented at Worawa, there are still possibilities for us to:

* ensure the students have access to materials & resources in their home/heritage languages
* ensure the students have opportunities to produce languages materials & resources
* partner with parents and community language centres to access, produce and promote languages resources
*partner with a university to document, record and demonstrate the value and outcomes for students of our languages program

4. ‘IMILOA CENTRE’ – Astronomy Centre [http://www.imiloahawaii.org/]

Introduction

The ‘Imiloa Centre’ is an example of how science can be infused with language and culture, and can stand proudly and strongly with what has previously been seen as a predominantly western frame/context. The University was instrumental in assisting the Centre to incorporate Hawaiian language and cultural perspectives in the design, construction and development of the centre and its displays.

The Centre, with cultural representations through-out
Learning for Worawa:

Public displays of cultural knowledge, speaks volumes to the general public about pride in a national culture and language. Our students could work proudly in the development and interpretations of cultural displays. Our partnership with the Healesville Sanctuary and the opportunity for the students to work as cultural interpreters is an excellent training ground for them to gain confidence for similar work in the wider community.

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Lois Peeler, Pam Russell, Kathryn Gale and Rani Nixon would like to thank all those who welcomed us, shared their knowledge and experiences with us, and showed us such wonderful hospitality on our learning journey to Hawai‘i.