

PEDAGOGY OF ALOHA



**Professional
Development**

July 4, 2024

Kū Kahakalau, Ph.D.

PAPA MANAWA

Opening Protocol & Introductions

Introduction to Pedagogy of Aloha

Building Relations with People, Environment and Unseen

Creating Relevant Curriculum using PBL

Teaching Responsibility

Assessing Rigor

Having Fun

WS Evaluation

Closing Protocol



LEARN AND LAUGH WITH

Aunty Kū



Hanu mai i ka pono

Hanu aku i nā mea pono 'ole.

Greeting Chant: ALOHA E

Composers: Nālei and Kū Kahakalau

Aloha e

Aloha e nā akua

Aloha e nā 'aumākua

Aloha e nā ali'i o Hawai'i

Aloha e nā kūpuna

Aloha e nā mākua

Aloha e ka lehulehu

Aloha e.

Greetings

Greetings deities

Greeting ancestors

Greetings leaders of Hawai'i

Greetings elders

Greetings adults

Greetings to the multitudes

Greetings.



Centering Chant: E HŌ MAI

Composer: Edith Kanaka'ole

E hō mai ka 'ike mai luna mai e

Grant us knowledge from above

'O nā mea huna no'eau o nā mele e

Of the hidden wisdom of our chants

E hō mai, e hō mai, e hō mai e.

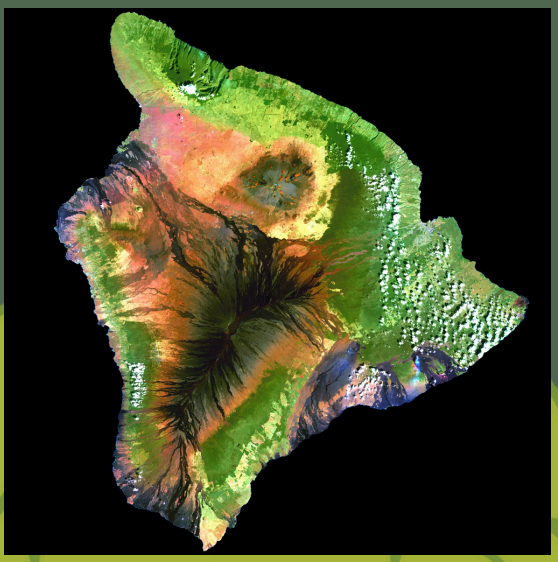
Grant it, grant it, grant it.

Repeated three times, with each repetition starting a semitone higher)





About *Aunty Kū*





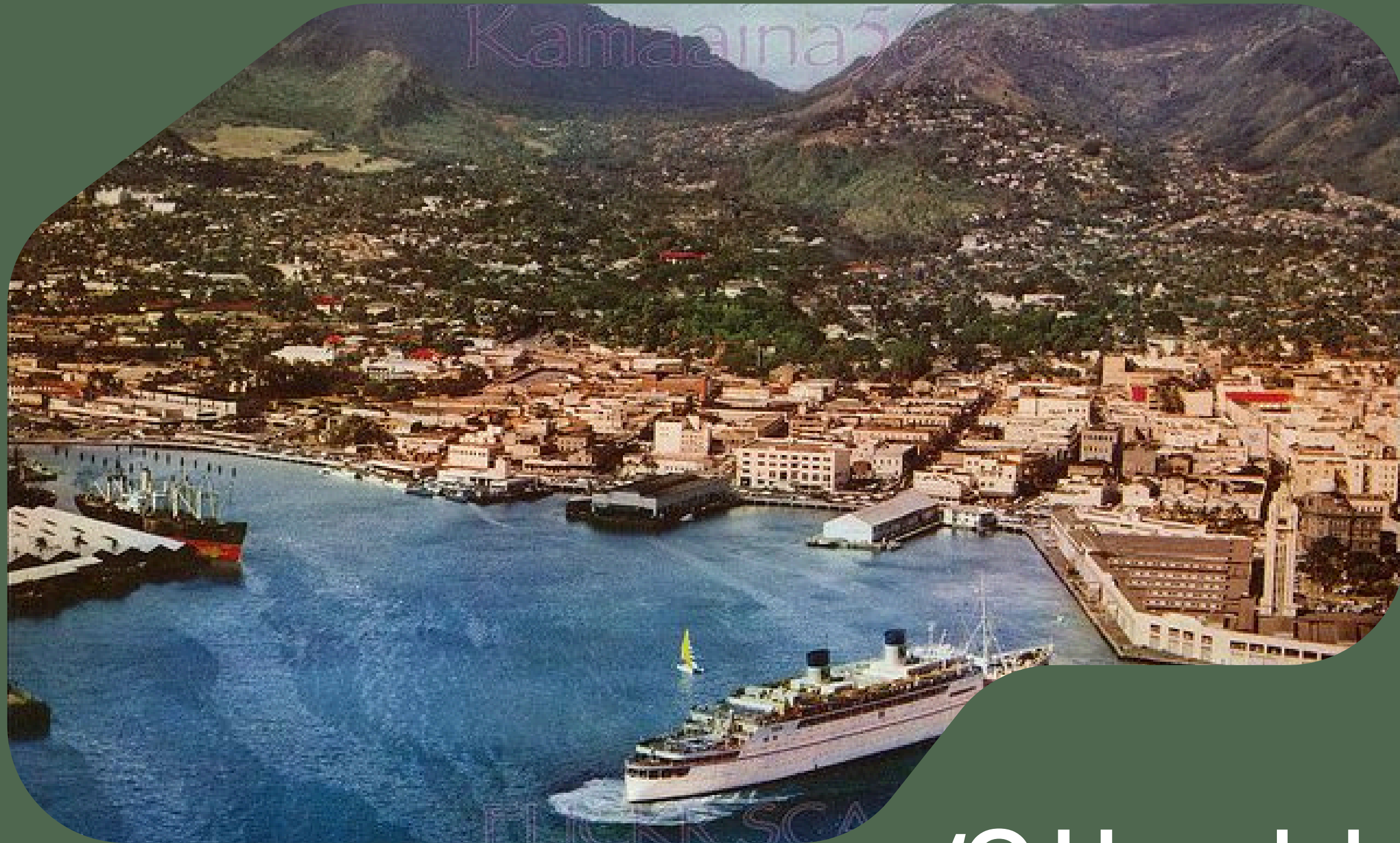
'O Kū Hinahinakūikahakai Kahakalau ko'u inoa.

SIGNIFICANCE OF NAMES



Hina-hina-kū-i-kahakai

HINA: to lean; female energy
KŪ: to stand upright; male energy



‘O Honolulu ku‘u one hānau.

My birthplace is Honolulu.



'O Hawai'i ku'u mokupuni.

My island is Hawai'i.



‘O Hāmākua ku‘u moku.

My district is Hāmākua.



‘O Waipi’o ku’u awāwa.

My valley is Waipi’o.



‘O Hi’ilawe ku’u wailele.

My waterfall is Hi’ilawe.



‘O Kīlauea ku‘u mauna.

My mountain is Kīlauea.



Introduce yourself by sharing your full name and the places that have shaped you into who you are today.





'ŌLELO NO'EAU

Hawaiian proverbs and wise sayings passed down verbatim from generation to generation:

- specify values and philosophy of our ancestors
- guide Hawaiian behavior (past, present, future)
- help us determine modern approaches to living in Hawai'i
- reveal that ancient is modern



'A'ohe pau ka 'ike i ka hālau ho'okahi.

*Not all knowledge is contained in one
school.*

One can learn from many sources.



Lehulehu a manomano ka 'ikena
a ka *Hawai'i*.

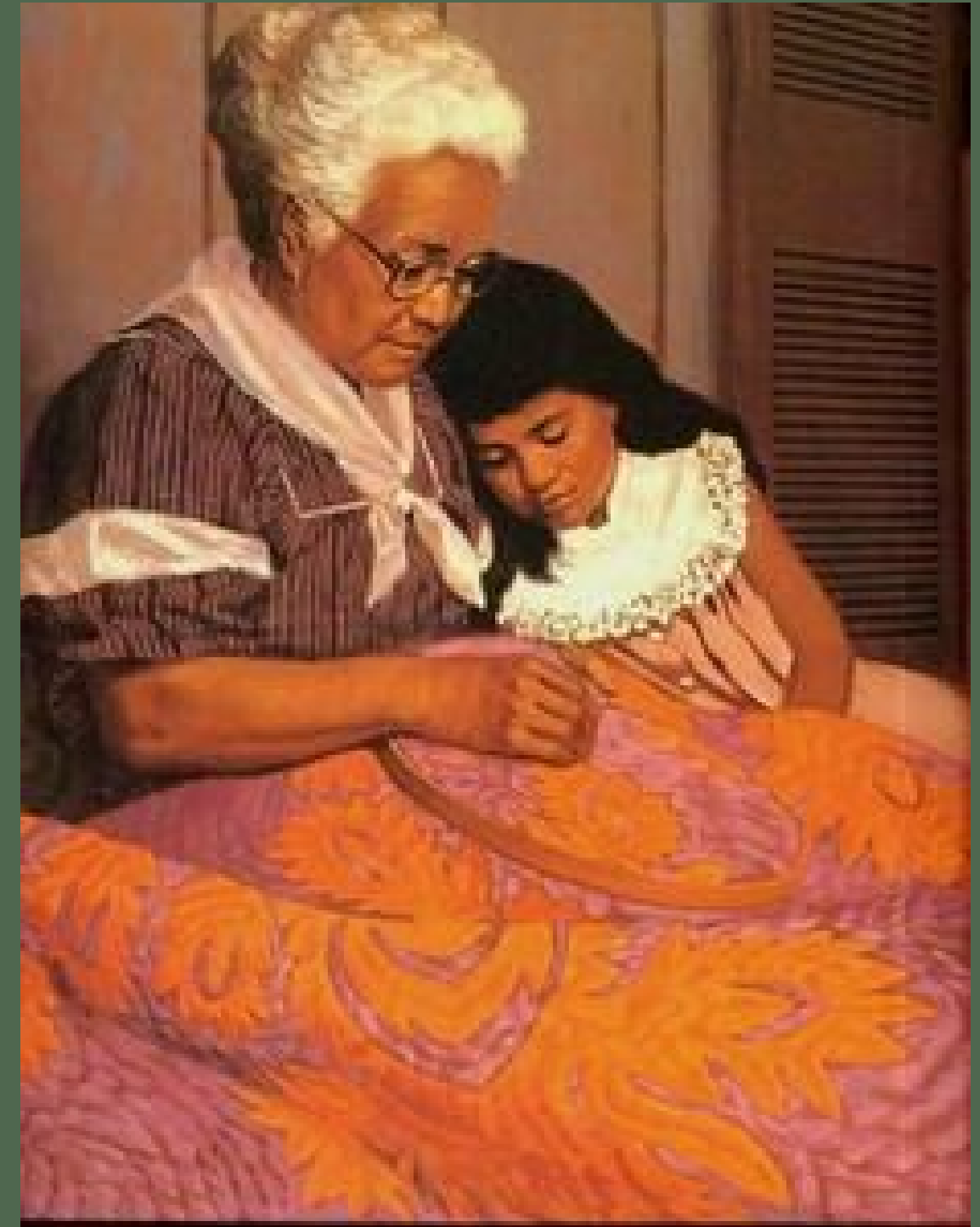
*Great and numerous is the
knowledge of the Hawaiians.*



TRADITIONAL HAWAIIAN EDUCATION

- Informal
- Personalized
- Relevant
- Place-based
- Project-based
- Values-based
- Fun
- Rigorous: Hō'ike (Performance-based Assessment)

Ancient is Modern!



TRADITIONAL HAWAIIAN EDUCATION

(Pre-Contact, prior to 1778)



resulted in:

- thriving, 100% self-sufficient societies
- exceptional general health and welfare
- abundance of food, water and happiness

HAWAIIAN KINGDOM EDUCATION

(1840 - 1893)

Establishment of Hawaiian Public School System



resulted in:

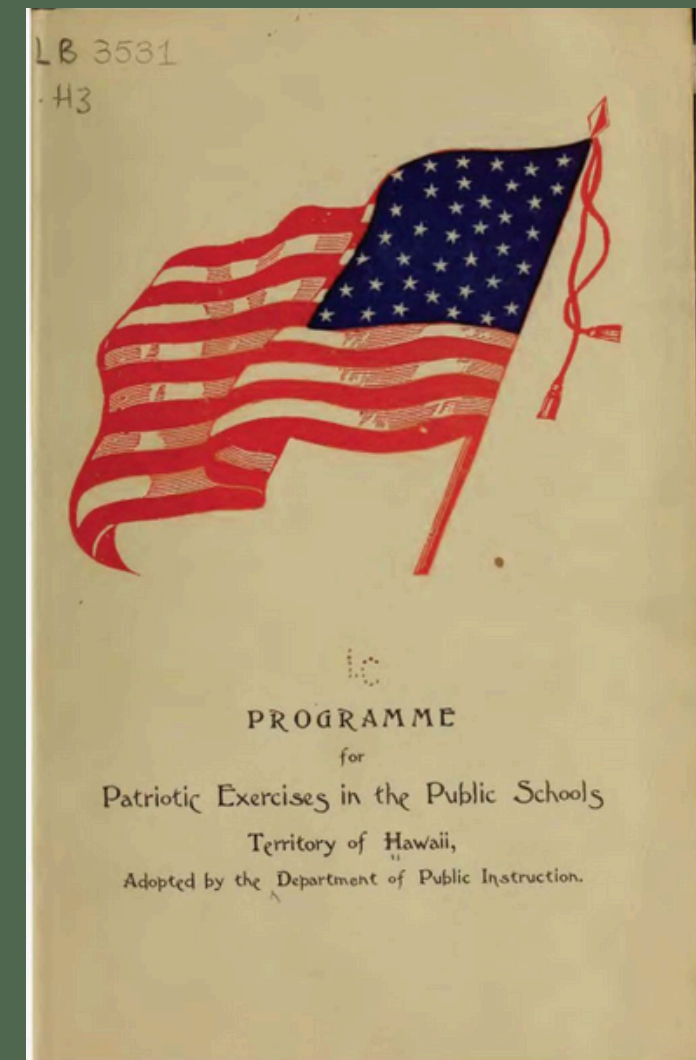
- free, universal public school system for boys and girls
- many Hawaiians multi-lingual (Hawaiian, English, Chinese...)
- highest literacy rates in the world along with Scotland and New England

AMERICAN EDUCATION

(Post Overthrow, after 1893 - present)

resulted in:

- Native Hawaiians most under- and uneducated major ethnic group
- lowest positive performance indicators, highest negative indicators
- highest percentage of houseless, incarcerated, teenage pregnancies
- 57% of native Hawaiians economic refugees on US continent



Different ways of teaching and learning.

WESTERN EDUCATION

Sources: teacher, books, digital sources
Location: in classroom
Formation: same age
Emphasis: individual achievement
Approach: theory before practice
Focus: learn for learning sake



HAWAIIAN/INDIGENOUS ED

people, nature, spiritual world
in nature, real world
multi-age, intergenerational
collective achievement
practice before theory
learn to create positive change

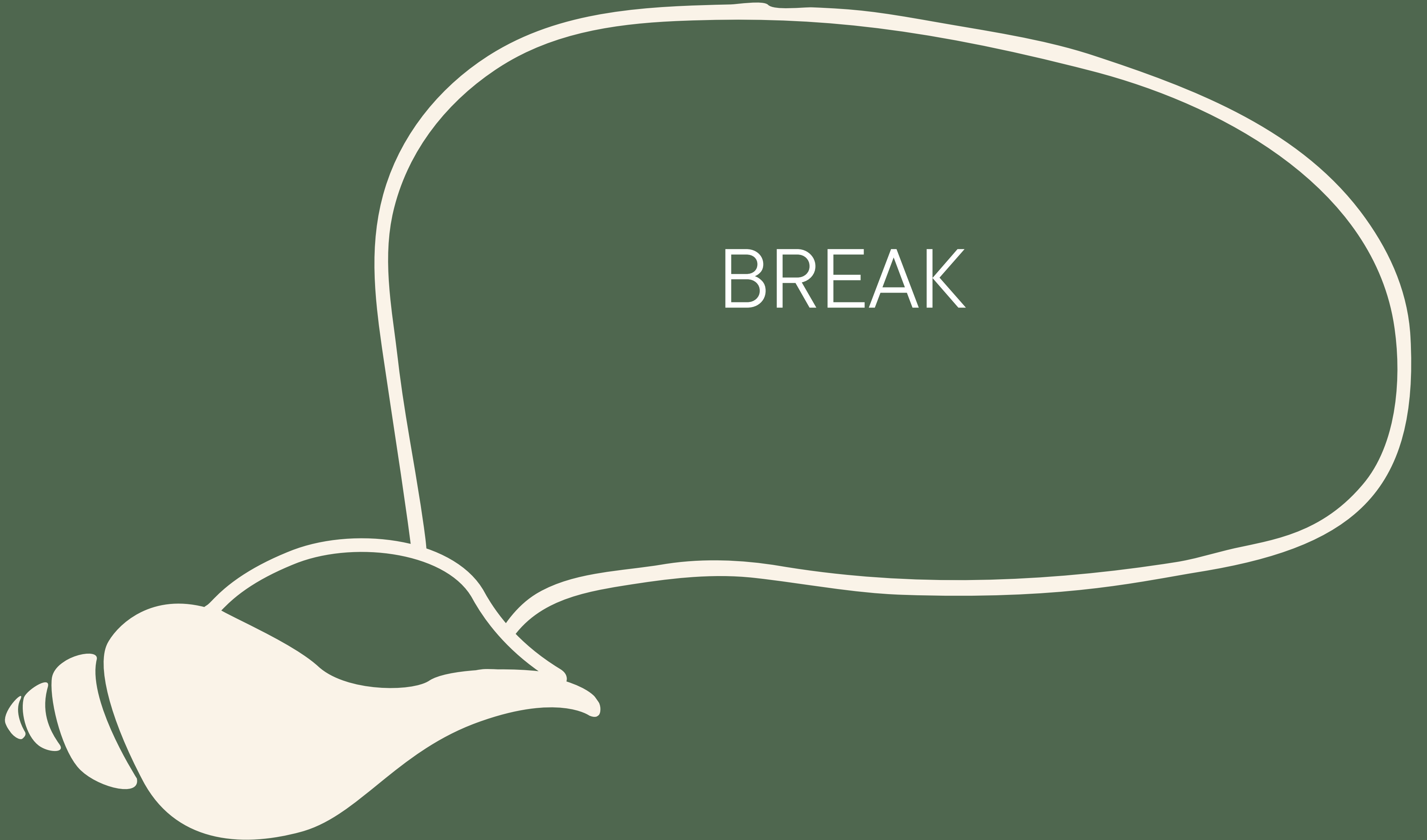


DISCUSSION DYADS

Share with your partner:

What are some changes you can make, to align your way of teaching with Indigenous ways of education, which research shows are more effective for your students?





BREAK



PEDAGOGY OF ALOHA
RELATIONS + RELEVANCE
+ RESPONSIBILITY
= RIGOR + FUN



BUILDING RELATIONS

- PEOPLE
- ENVIRONMENT
- SPIRITUAL WORLD



He lei poina'ole ke keiki.

The child is a never forgotten lei.

Every child is worthy of love and
great care.



**Ua ola nō i ka pane
a ke aloha.**

There is life in a kindly reply.

Though one may have no gift to
offer to a friend, a kind word, or a
friendly greeting is just as
important.



Ua ola loko i ke aloha.

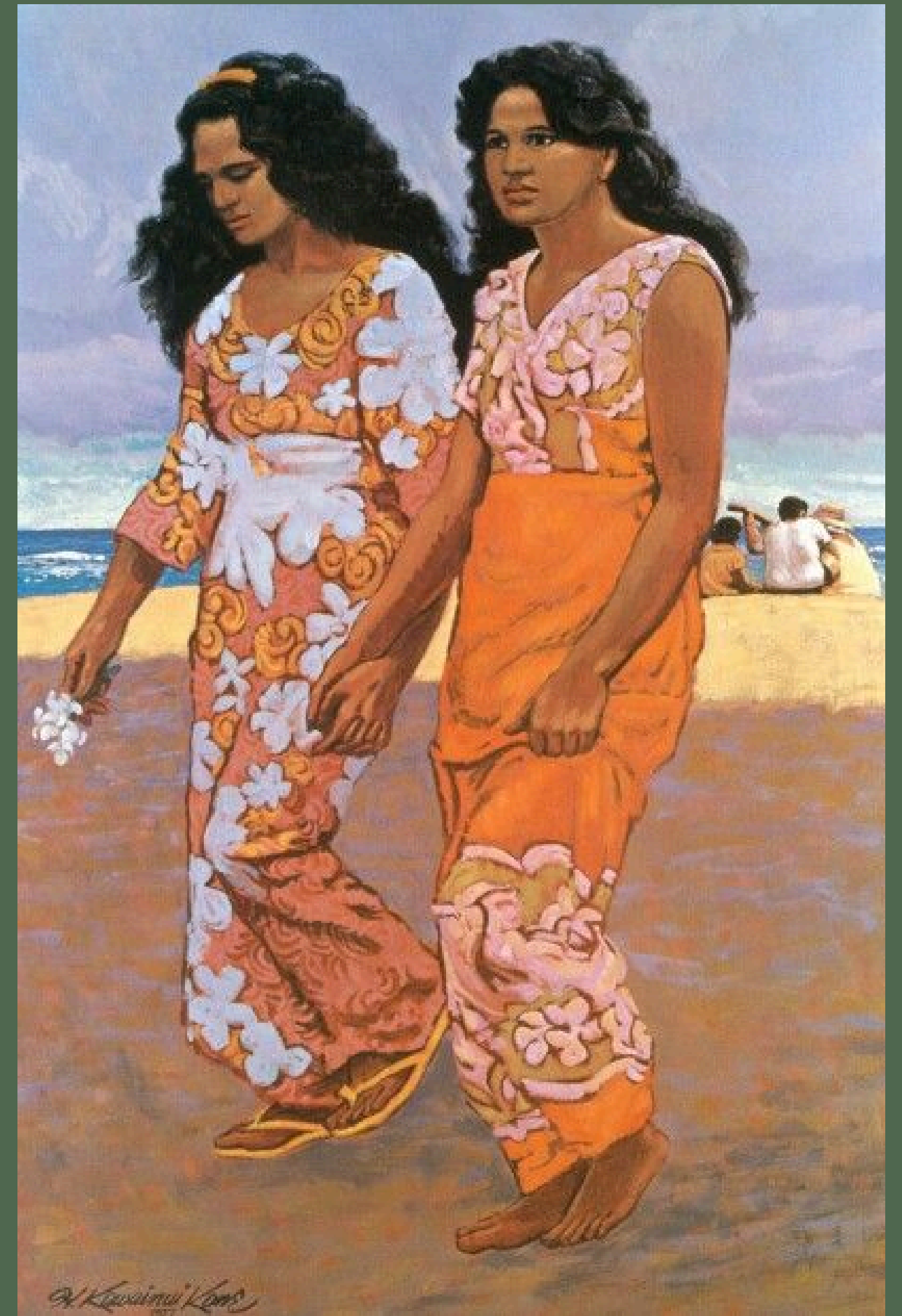
Love gives life within.

Love is imperative to one's mental
and physical welfare.



**Aloha mai nō, aloha aku,
'o ka huhū ka mea e ola 'ole ai.**

*When love is given, love should be returned;
anger is the thing that gives no life.*



BE A TEACHER WHO IS:

- caring
- kind
- helpful
- understanding
- respectful
- supportive
- gentle
- patient
- compassionate
- generous
- hospitable





DISCUSSION DYADS

Share with your partner:

How do you show aloha (compassion, kindness) to your students and make sure that everyone feels respected and cared for.



COLLECTIVE BEHAVIORAL EXPECTATIONS

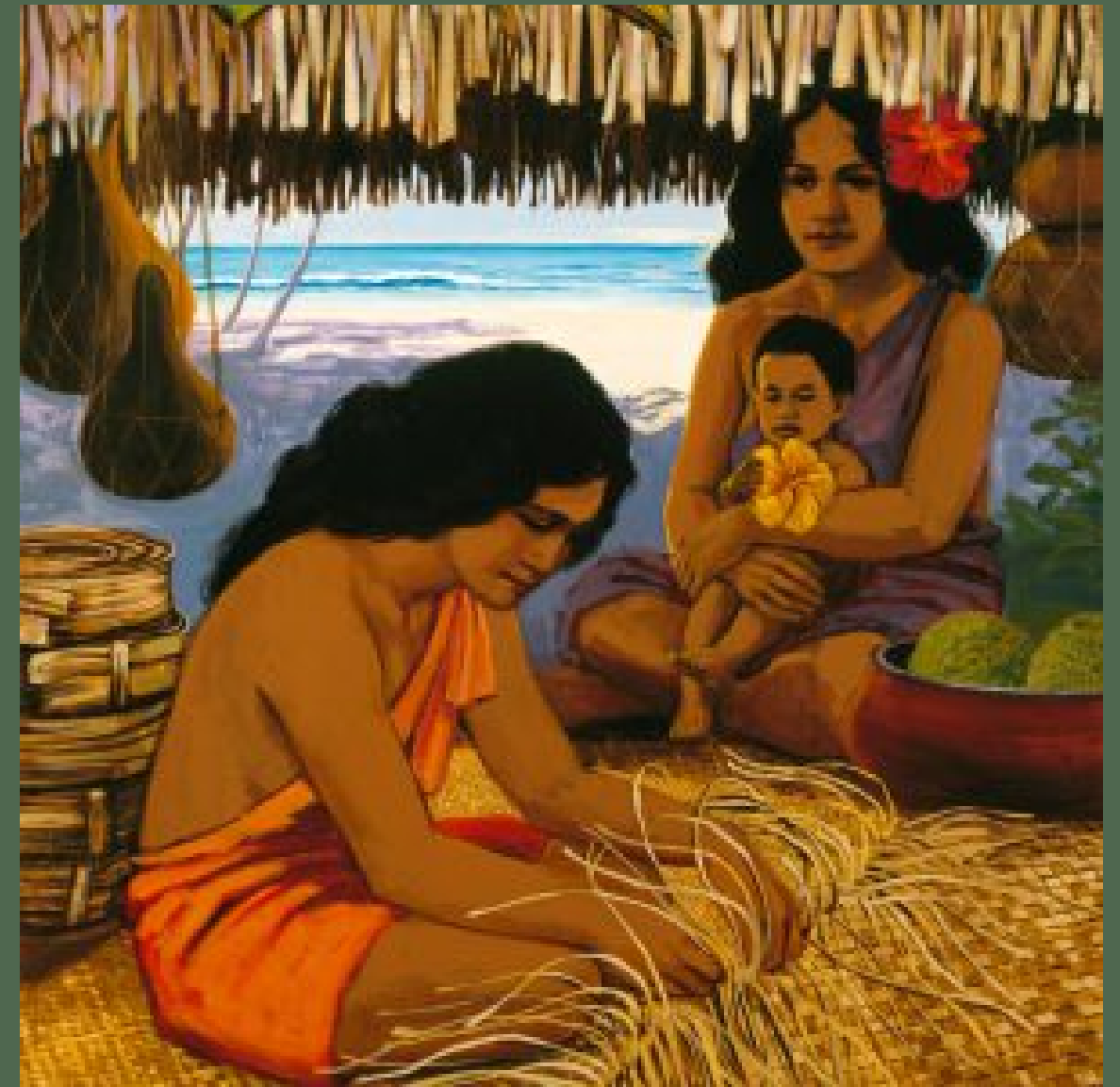
- **Aloha kekahi i kekahi.** Love one another.
- **Kōkua aku, kōkua mai.** Give and receive help.
- **E mālama i kou kuleana.** Take care of your responsibilities.
- **Mahalo i ka mea loa'a.** Be thankful for what you have.



AFFILIATION-FOCUSED LEARNING

Aloha kekahi i kekahi.

Love one another.



Ongoing relation building throughout school year.



AFFILIATION-FOCUSED LEARNING

Pūpūkahi i holomua.

United we progress.

Group success before individual success.



AFFILIATION-FOCUSED LEARNING

Kōkua aku, kōkua mai.

Give and receive help.



Multi-age peer teaching and learning allows students to share their knowledge and skills in safe, non-competitive setting.

TEACHER AS CO-LEARNER

Teachers and students participate in common, authentic tasks.



COMMUNITY AS CO-TEACHERS

Elders and cultural experts share valuable
ancestral knowledge with students





DISCUSSION DYADS

What kind of opportunities/activities can you provide for your students to build and maintain relations with others throughout the school year?



RELATIONS - ALOHA 'ĀINA

Build and maintain relations with the environment by:

- knowing your place
- improving your place
- allowing your place to reach its highest potential
- being responsible for your place



KNOWLEDGE OF PLACE

- place names
- stories, histories
- chants, songs
- proverbs, expressions
- elements (winds, rains..)
- land tenure, soil ...
- significant people



DISCUSSION DYADS

Share with your partner what you know about this picture

- Where did this happen?
- When did this happen
- Who is fighting?
- What is the name of the battle?
- What is name of peak?
- Who painted the picture?
- Any other info?



Lanihuli, Ko'olau, O'ahu

Battle of Ka-lele-ka-'anae

Nu'uaniu Pali, May 1795

Kamehameha I against Kalanikupule

1898 Pali Road Construction found

800 skulls





PLACE-BASED / LAND-BASED EDUCATION

- Environment/Place as text and inspiration
- Real world learning positively impacting the environment
- Authentic research with students as co-researchers
- Support of families, elders and community experts

DISCUSSION DYADS

Share with your partner:

- ideas to integrate the area, where your school is located -or people, places, stories etc. from this area - into your curriculum



RELATIONS - ALOHA AKUA

Build and maintain relationships with the unseen world through:

- Protocol
- Kilo (Observation of Environment)
- Ceremonies/Rituals



KILO (OBSERVATION)

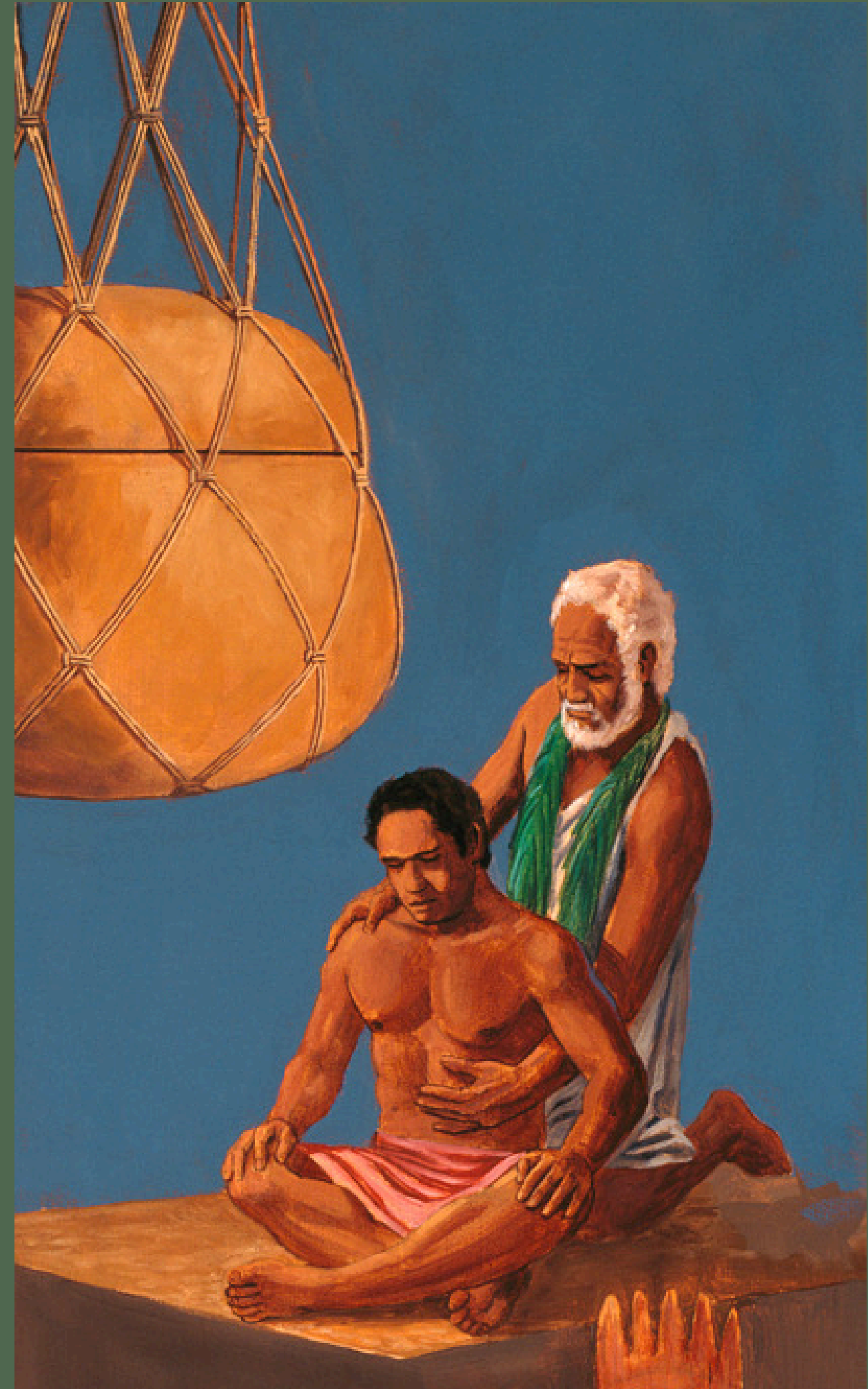
- Go outside and find a quiet, comfortable spot
- Turn off all of your gadgets
- Sit in complete silence for 10 minutes
- Breathe
- Observe what you see
- Observe what you hear
- Observe what you smell



HAKI KINO

Total Physical Response (TPR)

- pahupahu
- kikokiko
- ku'iku'i
- 'oki'oki
- hamohamo



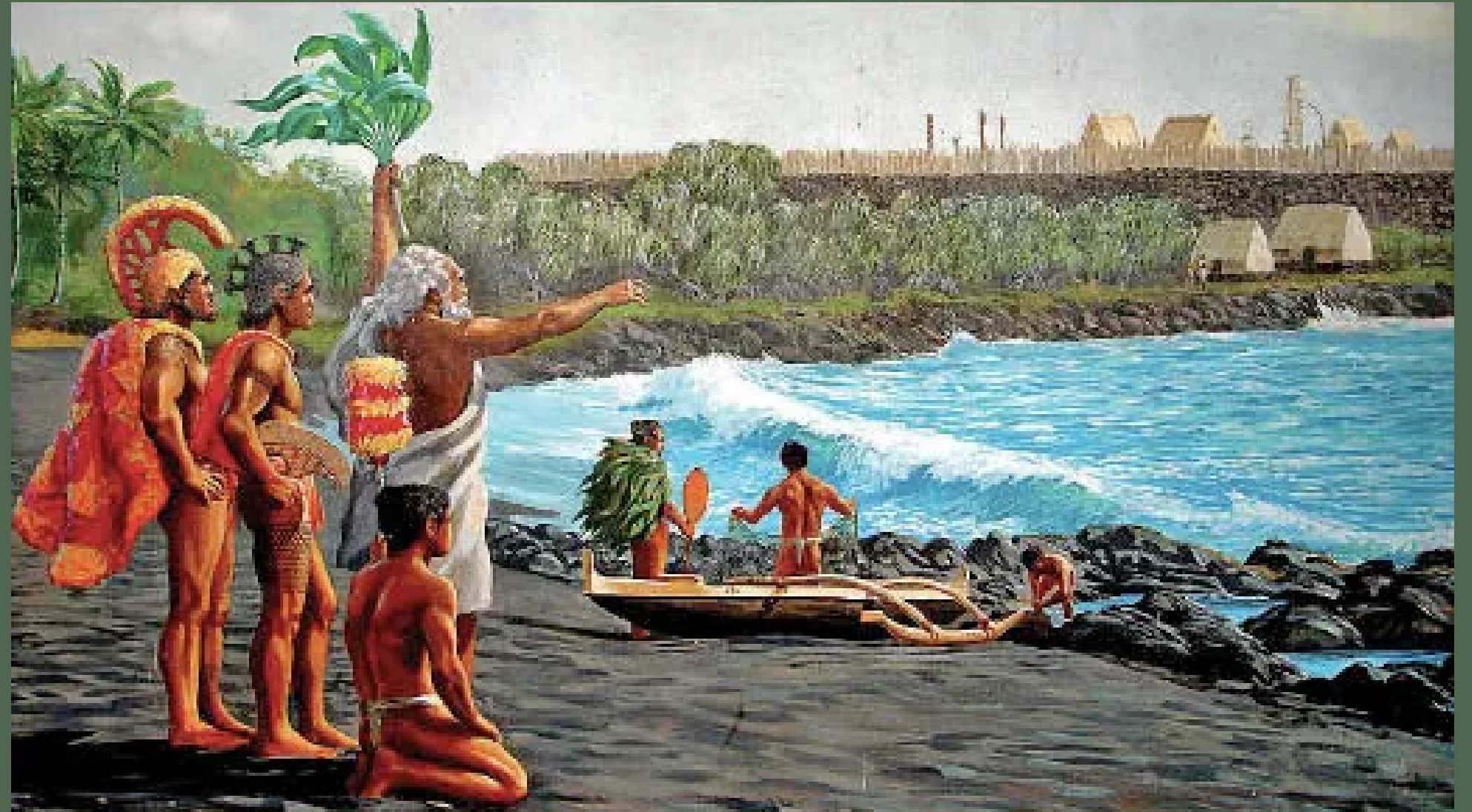
BENEFITS of HAKI KINO:

- Increases ability to focus
- Relieves stress and reduces anxiety
- Improves test scores and student work
- Better student behavior



CREATING RELEVANT CURRICULUM

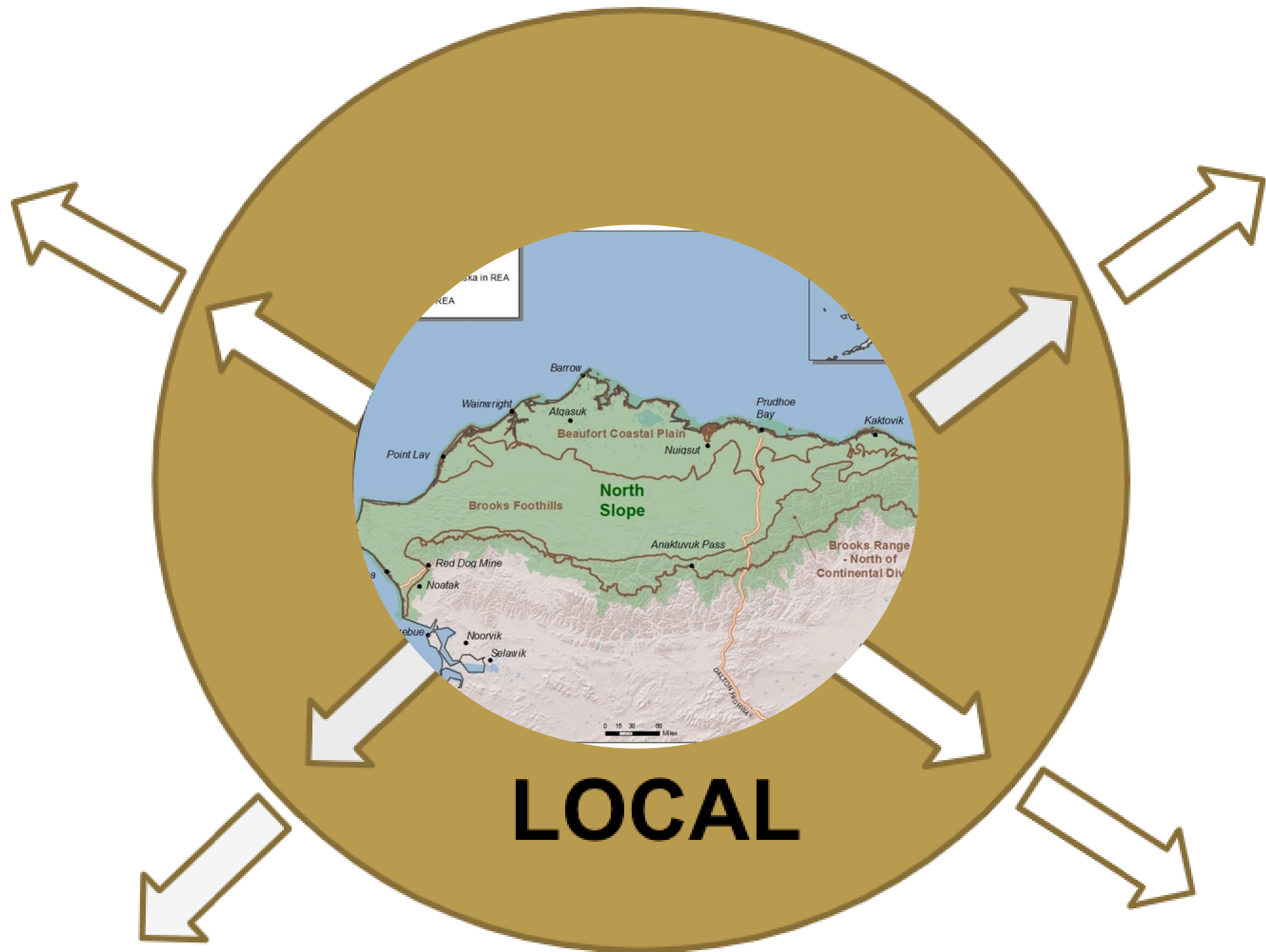
- culturally-driven
- place-based
- project-based
- community-based
- in-the-environment
- hands-on
- makes sense



RELEVANT ISLAND-CENTERED CURRICULUM

- Hawaiian knowledge as foundation of curriculum
- Integration of Hawaiian language and culture into all content areas
- Local knowledge, history and strengths emphasized (place-based)
- Hands-on, project-based learning in the environment to develop relationship with the land
- Students become creators of information about their place and their culture





GLOBAL

PLACE-CENTRIC

all content areas



LEARNING IN AND FROM THE ENVIRONMENT

- Extensive time in environment (50%)
- Journaling (writing and drawing) in nature
- Daily KILO hones observation skills



Ma ka hana ka 'ike.

By working one learns.



PROJECT-BASED LEARNING (PBL)

PBL is NOT a single lesson or a project done at the end of a unit.

In PBL, the project IS the unit.

Projects can be completed over:

- one quarter (limited scope)
- one semester (still limited)
- one school year (ideal)
- multiple school years (can involve different students)

PROJECT-BASED LEARNING (PBL)

- fosters **RELATION BUILDING** through Peer Teaching and Peer Learning.
- requires team work and ability to work with diverse teams.
- provides common experiences among peers.
- allows students to become comfortable in group settings.
- requires students to develop communication skills through conversations.
- encourages students to learn academic content with and from one another.
- trains students to participate and lead multidisciplinary teams.
- teaches students conflict resolution and how to share power.

PROJECT-BASED LEARNING (PBL)

- **increases CULTURAL LITERACY**
- familiarizes student with Hawai'i's native people, culture and traditions.
- allows students to learn about Hawai'i and the place they live.
- helps students to identify Hawai'i issues.
- empowers students to find solutions to the issues facing island residents.
- allows students to discover new facts and new truths about Hawai'i.

PROJECT-BASED LEARNING (PBL)

- **increases SELF-EFFICACY, self-esteem and self-understanding**
- creates a supportive learning environment
- highlights personal capacities, gifts and talents
- allows students to contribute based on their strengths
- increases students willingness to take risks
- encourages mastery experiences
- makes students proud of their accomplishments
- allows students to share their accomplishments with family and community

PROJECT-BASED LEARNING (PBL)

- **fosters SELF-DIRECTION**
- teaches students to be creative when solving problems
- prepares students to think out of the box to find solutions
- helps students to prioritize tasks at hand and things to do
- empowers students to make smart choices in complex situations
- teaches students to exercise control over time and amount of work spent on tasks
- helps students to become flexible and adaptable

PROJECT-BASED LEARNING (PBL)

- **increases PROBLEM SOLVING ABILITIES.**
- helps students to learn how to set goals, make decisions and determine what needs to be done next.
- engages students in accomplishing next steps and achieving goals.
- requires students to implement their resolution to the problem in the form of a realistic product or a performance (Hō'ike).

PROJECT-BASED LEARNING (PBL)

- prepares students for real world, team-based projects, becoming more and more prevalent in the 21st century workplace.
- requires work on a long-term project that involves in-depth inquiry into a topic.
- actively engages students in real-world and personally meaningful projects.
- empowers and engages students in authentic real-world problem-solving that can span multiple content area.
- increases students sense of social, civic, political, ethical and diversity awareness

Impact of PBL

- has a profound influence on the learner
- enables growth of future leaders
- is an excellent method of active learning
- greatly facilitates application and retention of theory
- improves essential life skills
- allows students to deeply engage in writing, inquiry, collaboration, organization, and reading, and apply what they have learned to their future careers and lives

THINGS STUDENTS LIKE ABOUT PBL:

- Participation based on personal strengths and interests.
- Projects make a difference and positively impact people, land, culture....
- Inclusive participation and shifting of roles.
- Collaboration and helping one another rather than competing against one another.
- Informal leadership, i.e students learn how to influence others without formal power

KULEANA OF PBL TEACHERS:

- display growth mindset
- co-design project collaboratively with students
- have clear standards and learning goals students have to achieve
- decide how in-depth and long the project will be
- be aware of the resources are needed
- do lots of planning upfront, but allow students to do the heavy lifting during the project
- make sure learning is student-centered, empowers students and engages them in authentic learning that will truly prepare them for college, careers, and life.

I OLA NŌ KE KINO (Larry Kimura)

I ola nō ke kino,
I ka mā'ona o ka 'ōpū,
I mā'ona nō ka 'ōpū,
Me ke aloha o ka mākua,
E pū pa'akai kākou,
Me ka mahalo
Ua loa'a ho'i iā kākou,
Ka 'ai a me ke aloha
Āmama, ua noa/Āmene

The body is nourished
When the stomach is satisfied
The stomach is satisfied
Because of the love of the parents
Let us share this food together
With thanks
That we have
Food and love.
It is said, it is free (of kapu)/Amen





Lunch

PBL versus Standard Learning

Curriculum

PBL: tailored to project with project driving instruction

Standard: pre-determined, specific content that students must learn

Emphasis:

PBL: problem-solving and critical thinking skills

Standard: memorization and knowledge reproduction

PBL versus Standard Learning

Participation:

PBL: active learning, students participate in hands-on activities and applied learning

Standard: passive learning, students listen to lectures and complete worksheets

Collaboration

PBL: encourages collaboration and teamwork

Standard: focuses on individual achievement

PBL versus Standard Learning

Centering:

PBL: Student centered, allowing students to take an active role in their own learning

Standard: Teacher-centered with the teacher as primary source of knowledge

Assessment:

PBL: based on the project and how well the students applied the content

Standard: standardized tests as a one-size-fits-all approach to assess learning

EXAMPLES OF PBL

STUDENTS COMPLETE MULTI-MEDIA PROJECTS (PSAs, Tik Toks, Podcasts, Videos, Websites...)

- Anti-Vaping Campaign
- Covid Safety Rules
- Recycling Tips
- Mālama 'Āina Messages
- Teaching Hawaiian Language
- Important Dates in Hawai'i History



TikTok

**‘Ōlelo Hawai’i
with your ‘īlio**



https://www.facebook.com/iinimaikalani.kahakalau/videos/2969515093147757/?q=lini%20Kahakalau&epa=SEARCH_BOX

Students create content-
related Tik Toks to share
on Social Media.

GAME CREATION:

Students develop content-related games to play with peers, family and friends

- CARD GAMES (Go Fish)
- BOARD GAMES
- BALL GAMES



**E ho'oheno
kekahi i kekahi**

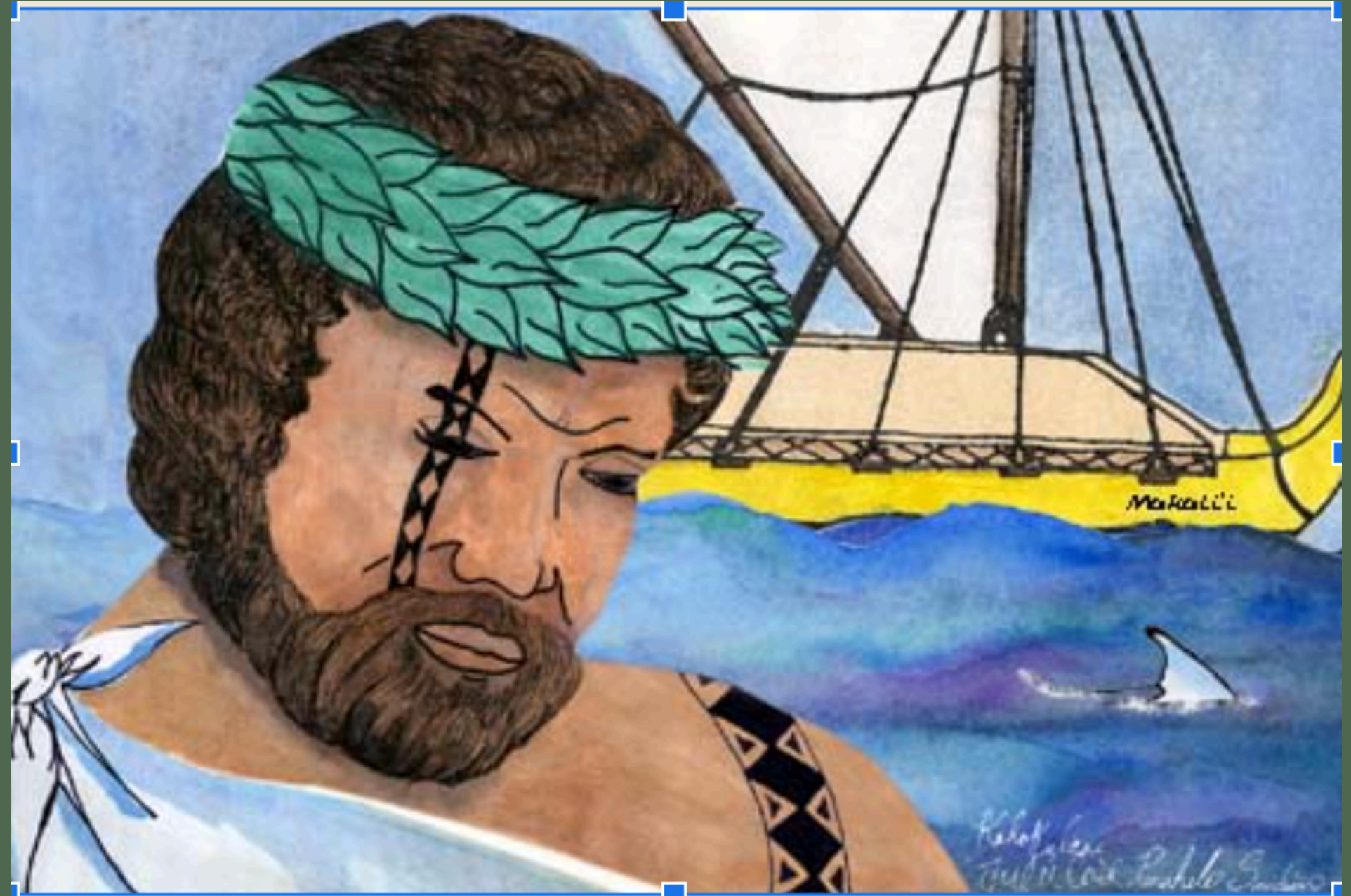
POSTER CREATION:

Students develop content-related
POSTERS to display in classrooms
and/or to generate income



GREETING CARDS:

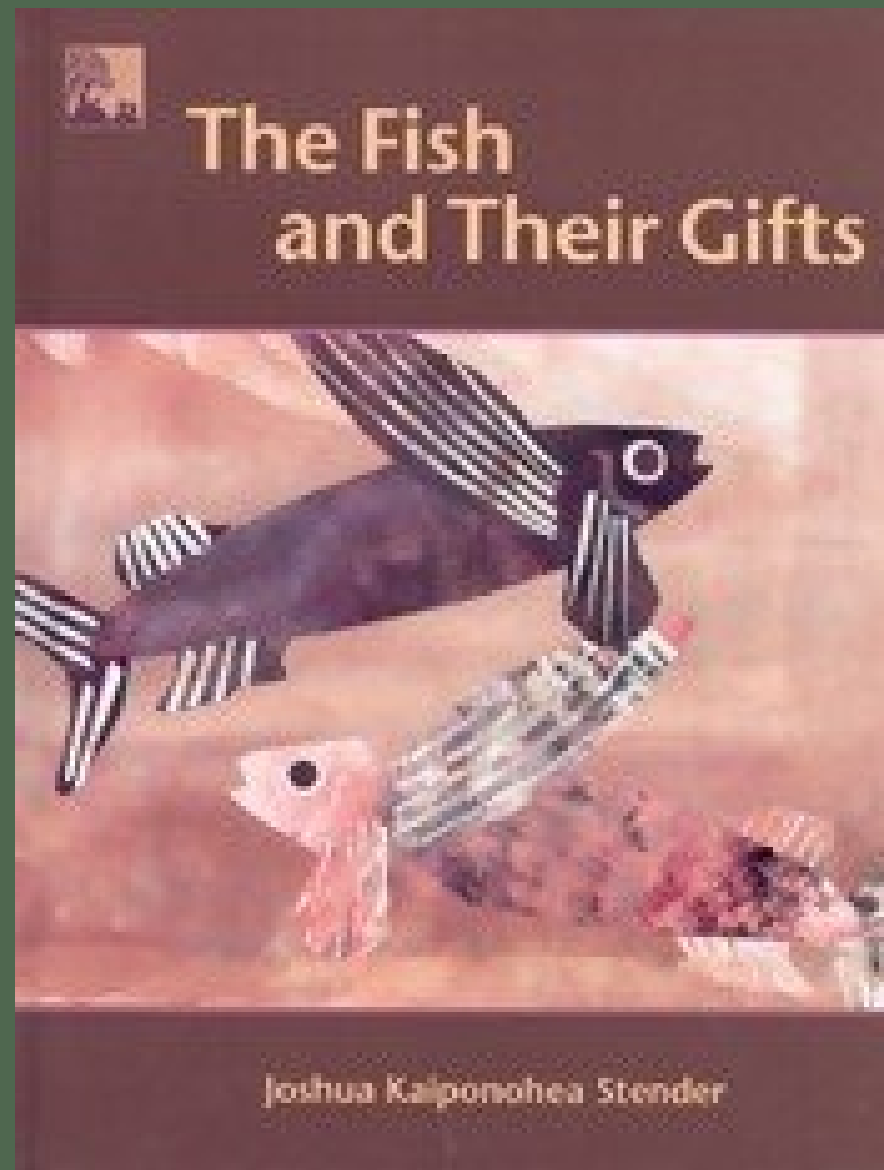
Students develop content-related GREETING CARDS for family and friends and/or to generate income.



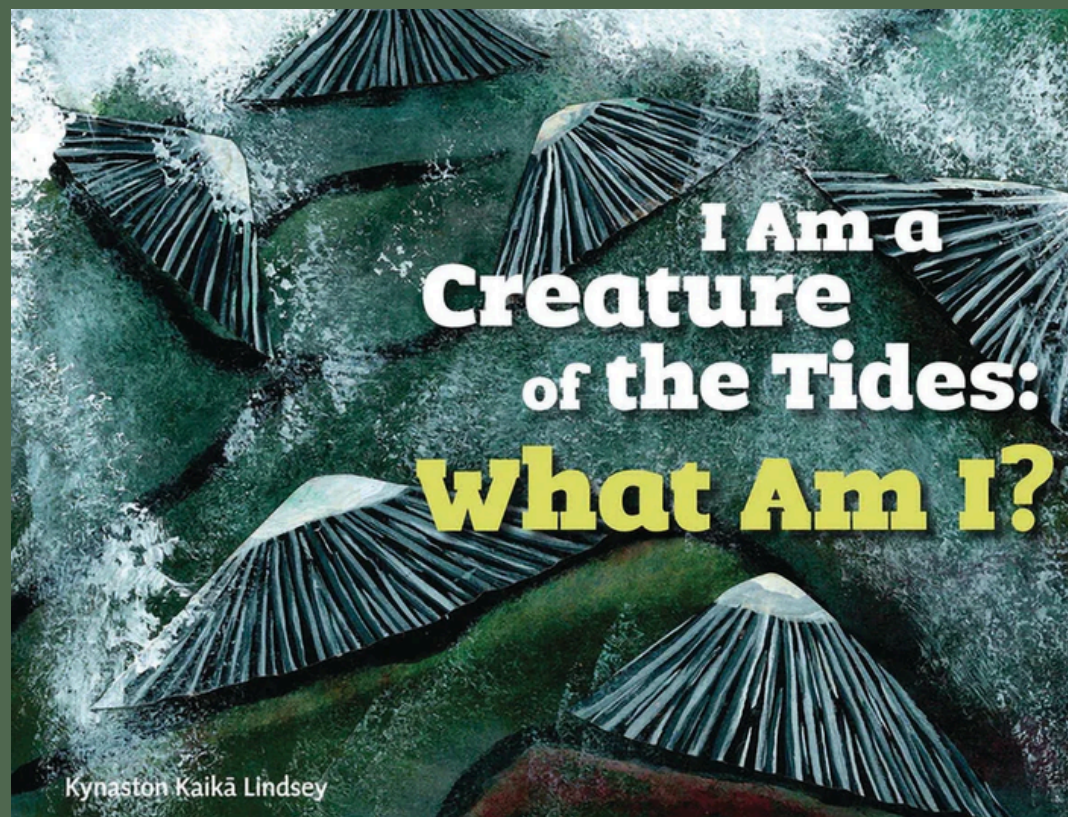
BOOK PUBLISHING



Middle and high school students write and illustrate bilingual, hardcover books.



**Nā Pōmaika'i o nā I'a.
The Fish and Their Gifts.**



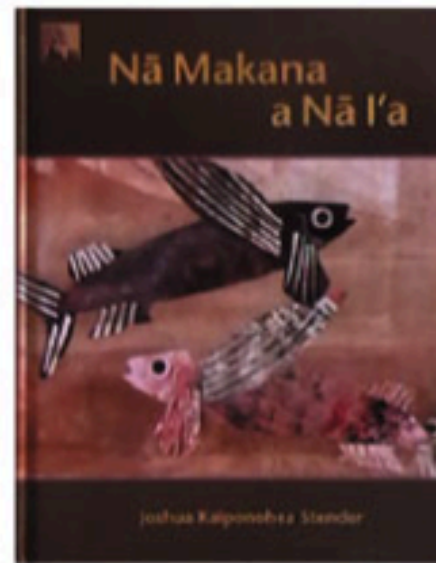
**I am a Creature of the Tides: What Am I?
He I'a Wau: E Kuailo Mai i Ku'u Inoa!**

KS Publishing



**Join Us for a Special
Hawaiian Story Telling**
featuring
the newly printed
Nā Makana a Nā I'a
The Fish and Their Gifts

**Parker Ranch Center
Fireside Foodcourt**
WEDNESDAY
DECEMBER 15, 2004
6 pm - 7 pm



Student author Joshua Kaiponaha Stender and student illustrators celebrate literacy with a presentation reading from their student-produced book, *The Fish and Their Gifts*. When flipped over, *Nā Makana a Nā I'a*, a Hawaiian translation of the book reveals itself.

Come Celebrate Literacy!

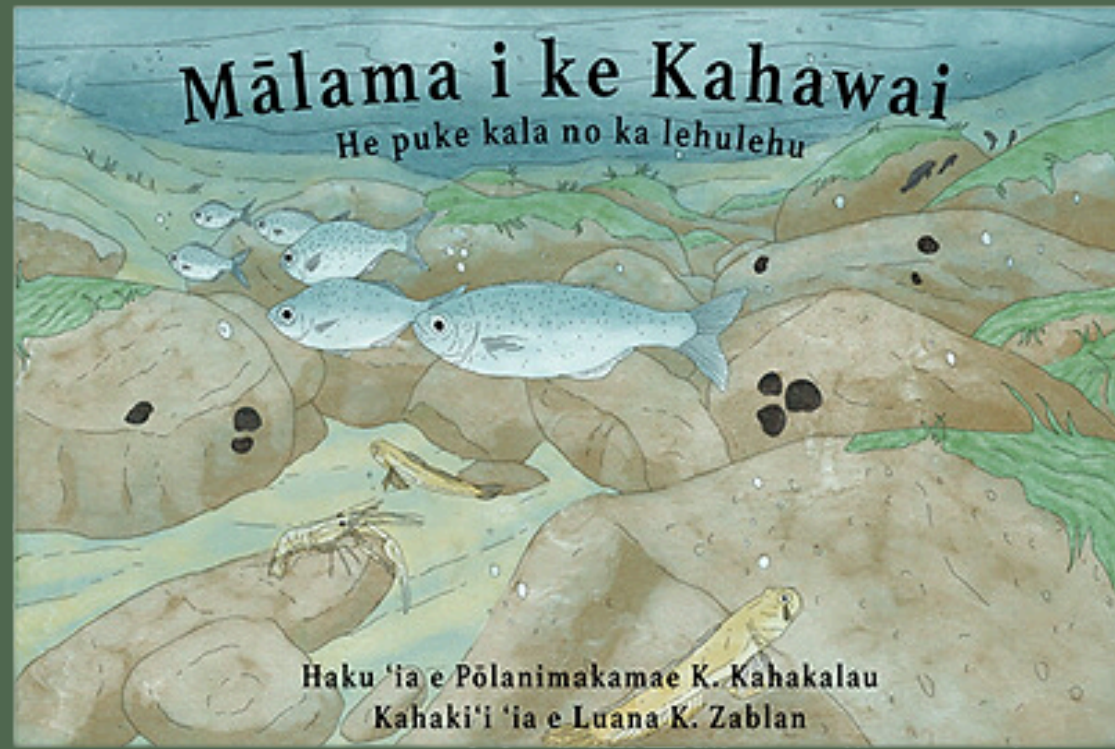
Event is sponsored by Kanu o ka 'Āina 887-8144



Multi-age Reading

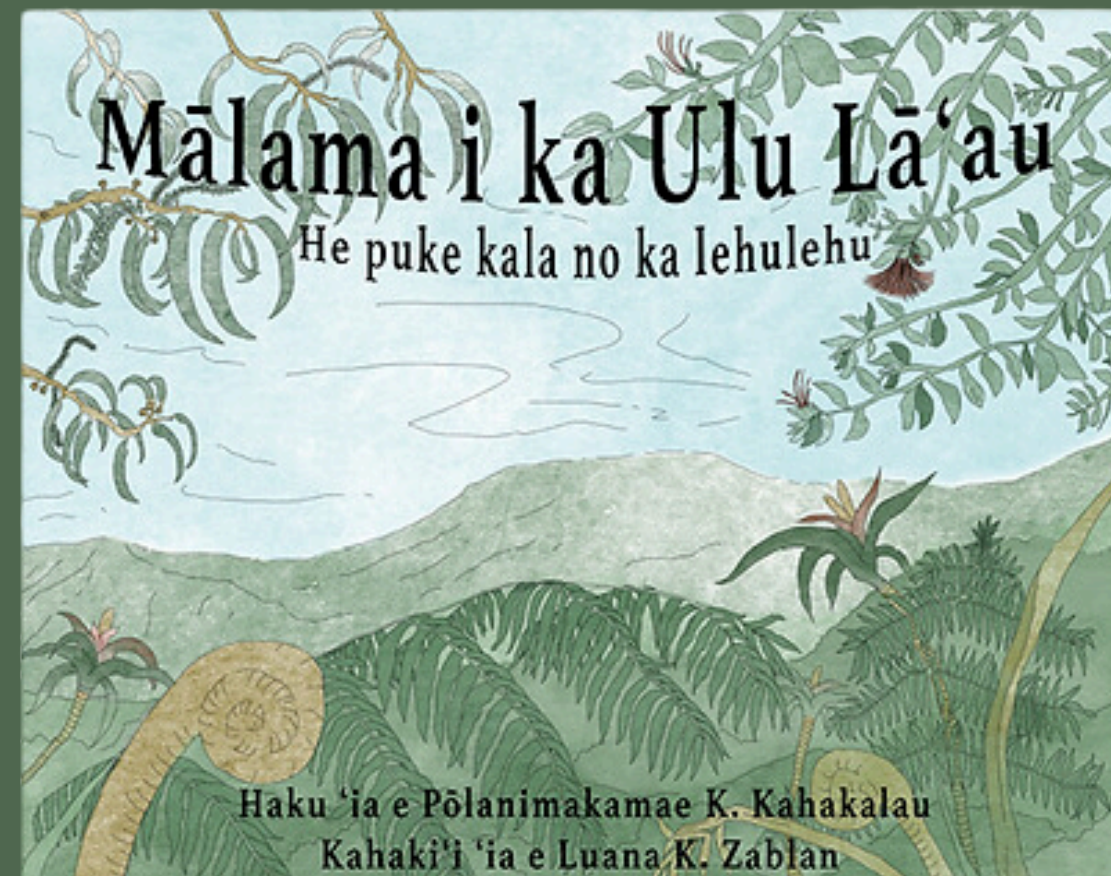
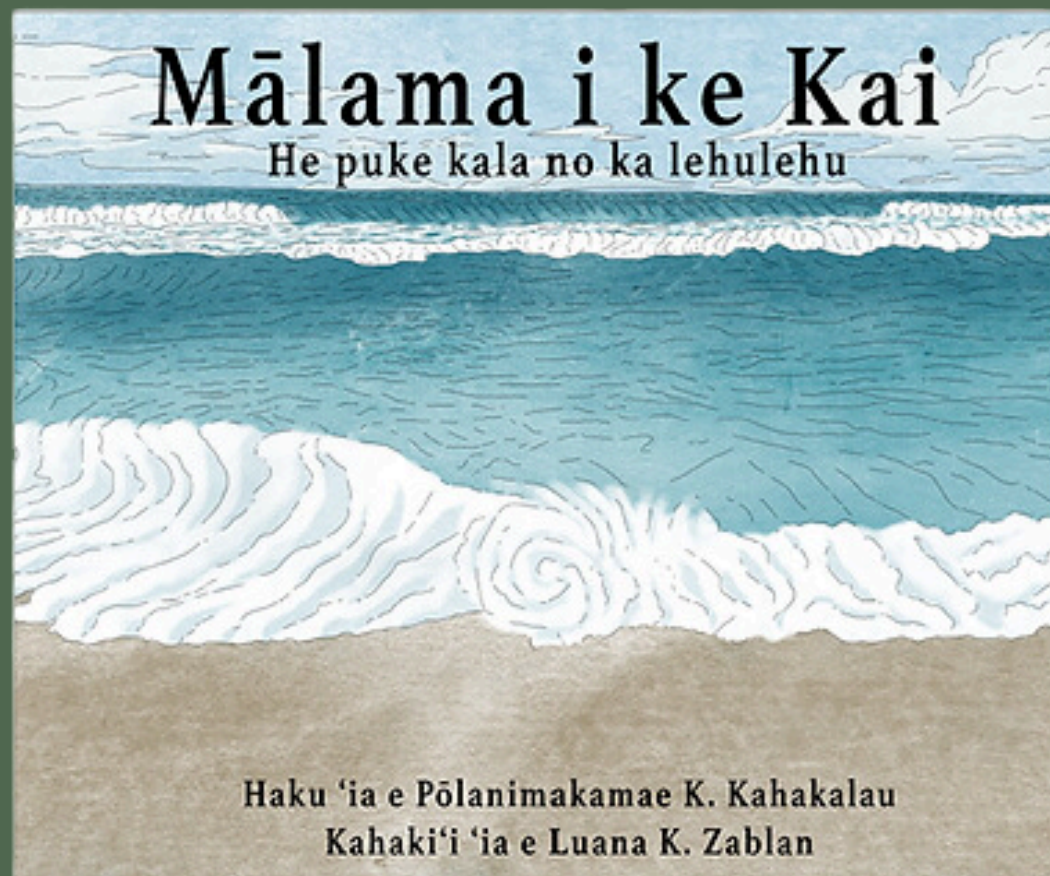


BI-LINGUAL COLORING BOOKS



FOCUS: Taking Care of the Environment

www.kuakanaka.com



Educational Signage



He wahi pana 'o Waipi'o

Waipi'o is a sacred place.

Eia 'o Waipi'o pali 'alo lua; awāwa o nā ali'i, nā he'e hōlua. He 'ahupua'a maluhia a ulukū'ole 'o Waipi'o, he kīpuka laha'ole a he waiwai Hawai'i po'okela. E 'olu'olu mai e kōkua aku i ka mālama'ana i kēia waiwai.

Behold Waipi'o of the two-facing cliffs; valley of the kings, the hōlua sled riders. One of Hawai'i's last undeveloped valleys, peaceful Waipi'o is an invaluable cultural seedbank. Please help to take care of this treasure.

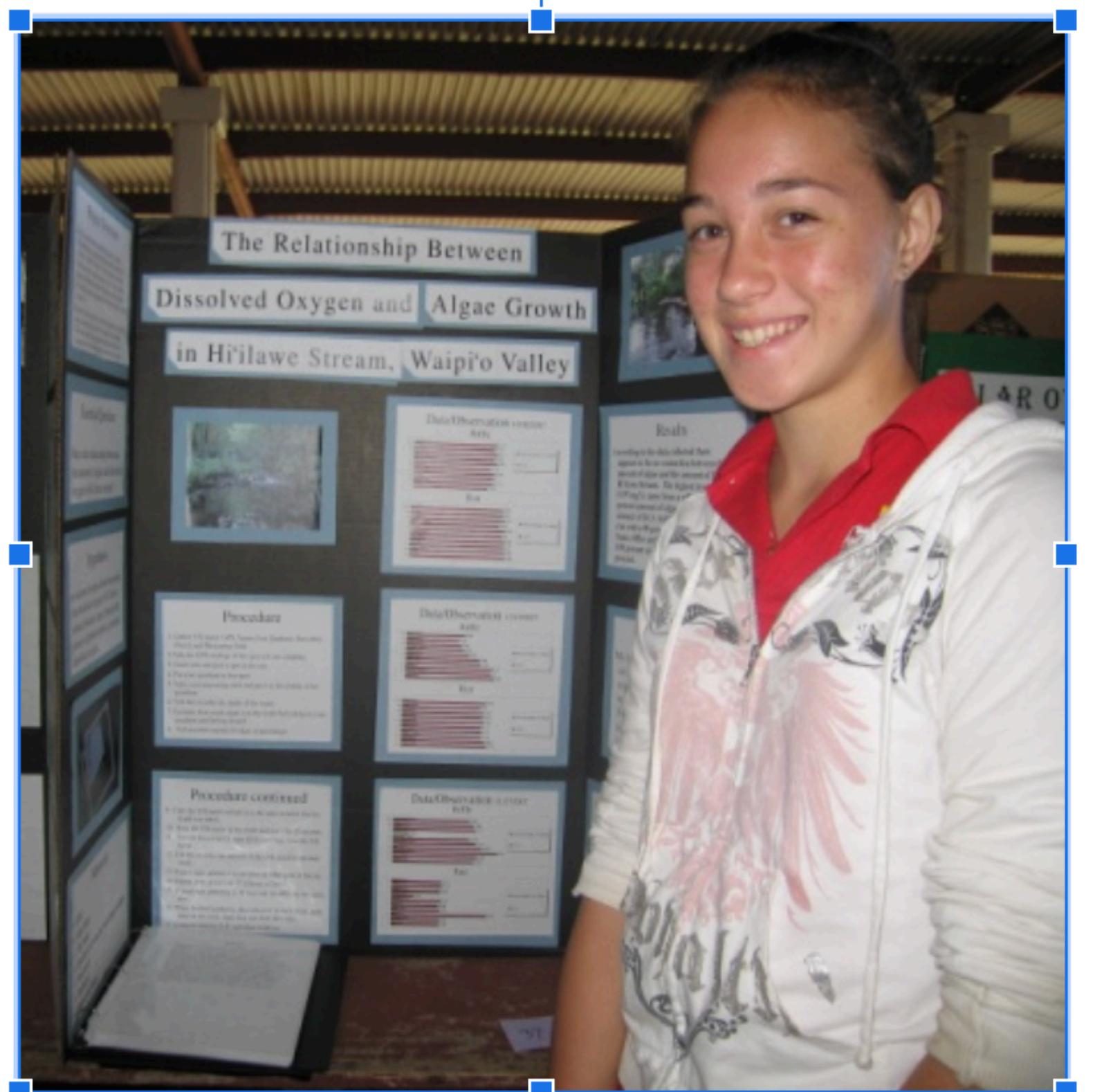
Hui 'Āina Waipi'o: Bishop Museum, County of Hawai'i, Friends of the Future, Halau o Waipi'o, Kanu o ka 'Āina New Century Public Charter School, Queen Lili'uokalani Children's Center, Waipi'o Community Circle.

Top photo: View of Waipi'o Valley from the end of Kohala Road, ca. 1890. Middle photo: Aerial view of Waipi'o Valley from the Hāmākuia Coast (date unknown). Bottom photo: Waipi'o Valley and the Hāmākuia Coast with view of taro fields and freshwater streams, ca. 1930. Photos courtesy of Bishop Museum Collection.

SCIENCE PROJECTS



SCIENCE PROJECTS



2003-2013 WAIFI'O WATER STUDY

Project-Based Learning in the Environment



Historic Stream
Study

SCHOOL GARDENS



SUSTAINABILITY PROJECTS

- Waste Audits
- Recycling Projects



HANDS-ON LEARNING stimulates:

- creativity and innovation
- critical thinking and problem solving
- communication and collaboration



DISCUSSION DYADS

Share with your partner:

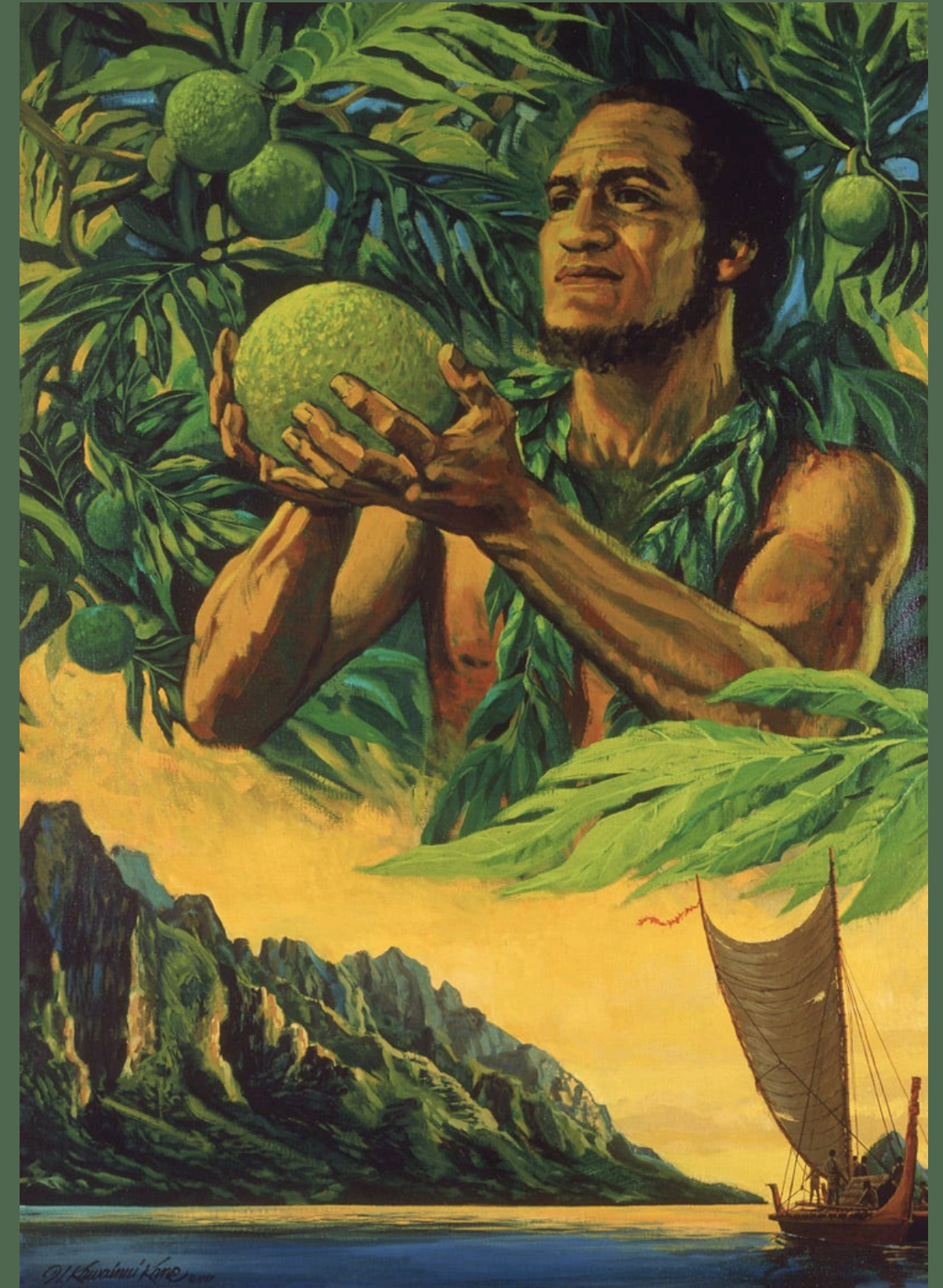
- Ideas for projects you can engage your students in.



TEACHING RESPONSIBILITY

Engage students in projects that have:

- cultural impact
- social impact
- community impact
- environmental impact
- increase island sustainability



Collective KULEANA to take care of people, land and spiritual world:

- contribute to family, school, community, nation, world
- practice love/care for land, water, ocean ...
- work towards island sustainability and food sovereignty
- practice and revitalize Hawaiian language and culture
- strive towards self-determination and world peace





Ka nui e pa'a ai i nā niu 'elua.

The size that enables one to carry two coconuts..

Said of a child of about five.





Ka nui e 'auamo ai i ke keiki i ke kua.

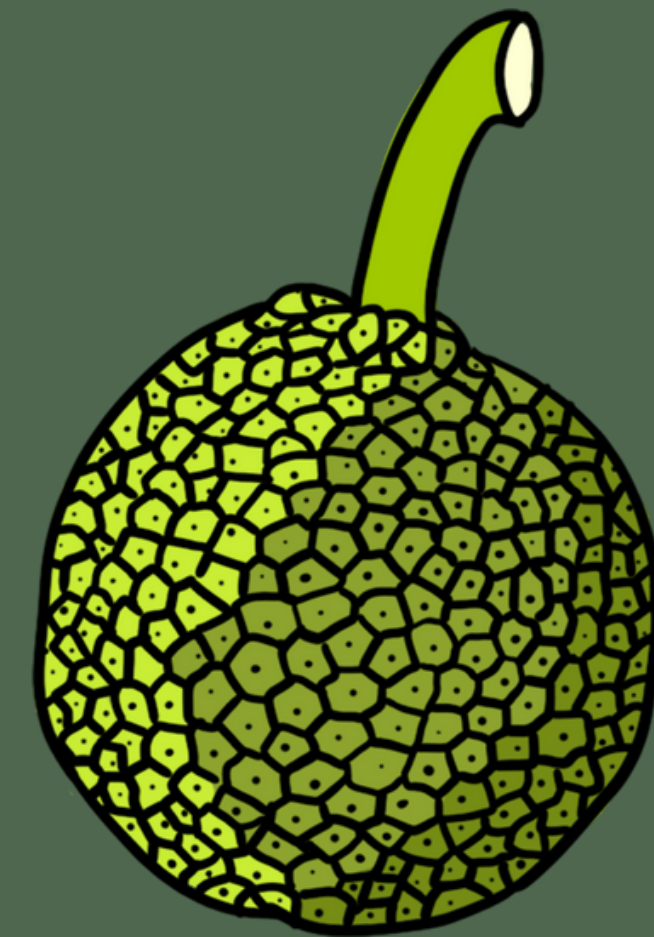
*The size that enables one to carry a smaller
child on the back.*

Said of a child about ten years old,
who has grown big enough to carry
a younger sibling on his back.

Ka nui e mo'a ai ka pūlehu.

The size when one is old enough to broil food.

Old enough to have a mate.



DISCUSSION DYADS

Share with your partner:

how you CAN make your students responsible and accountable for their learning by applying what they have learned in their personal lives.



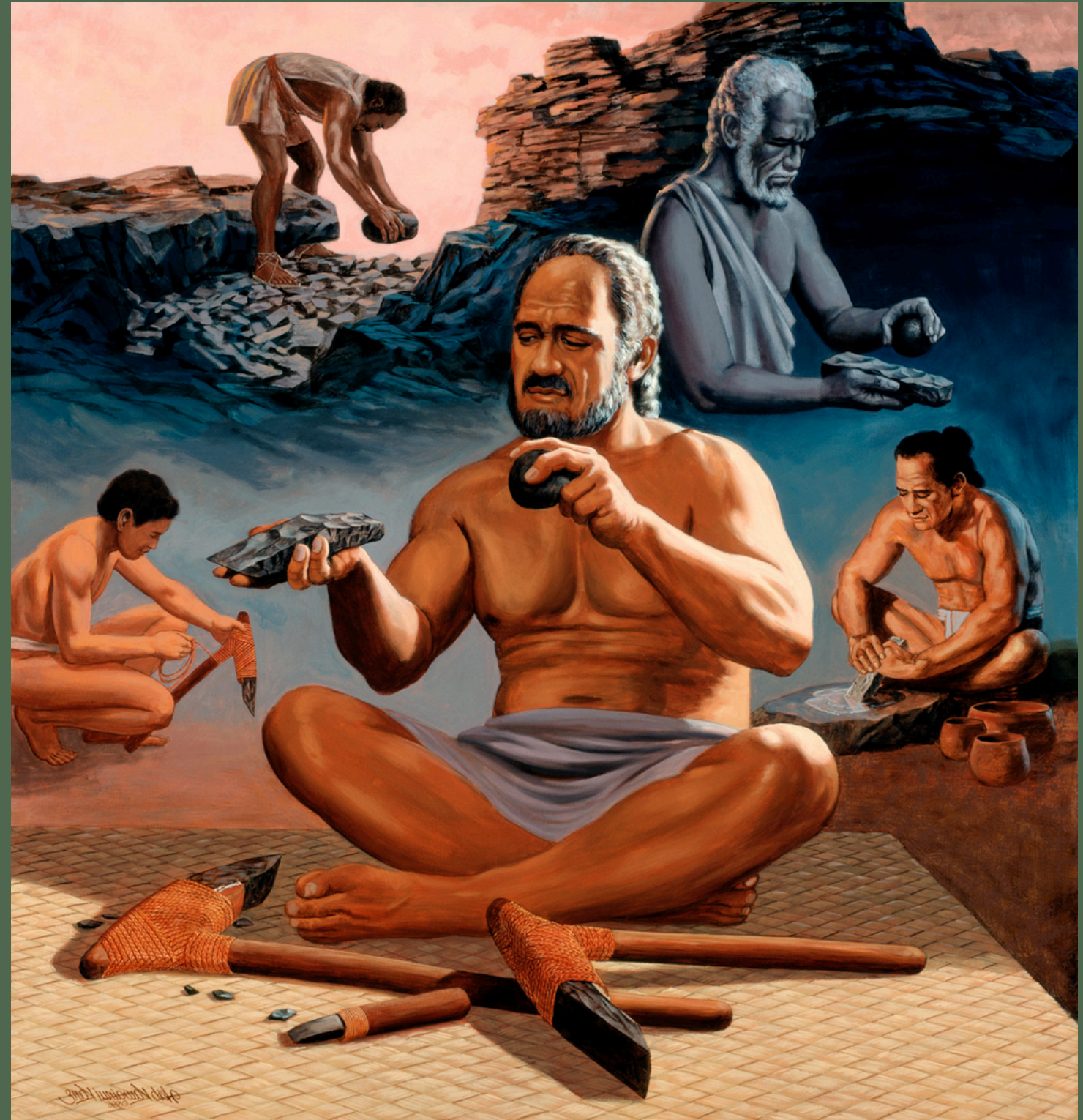
FOCUS ON RIGOR

Contemporary:

- Global, 21st Century Competencies

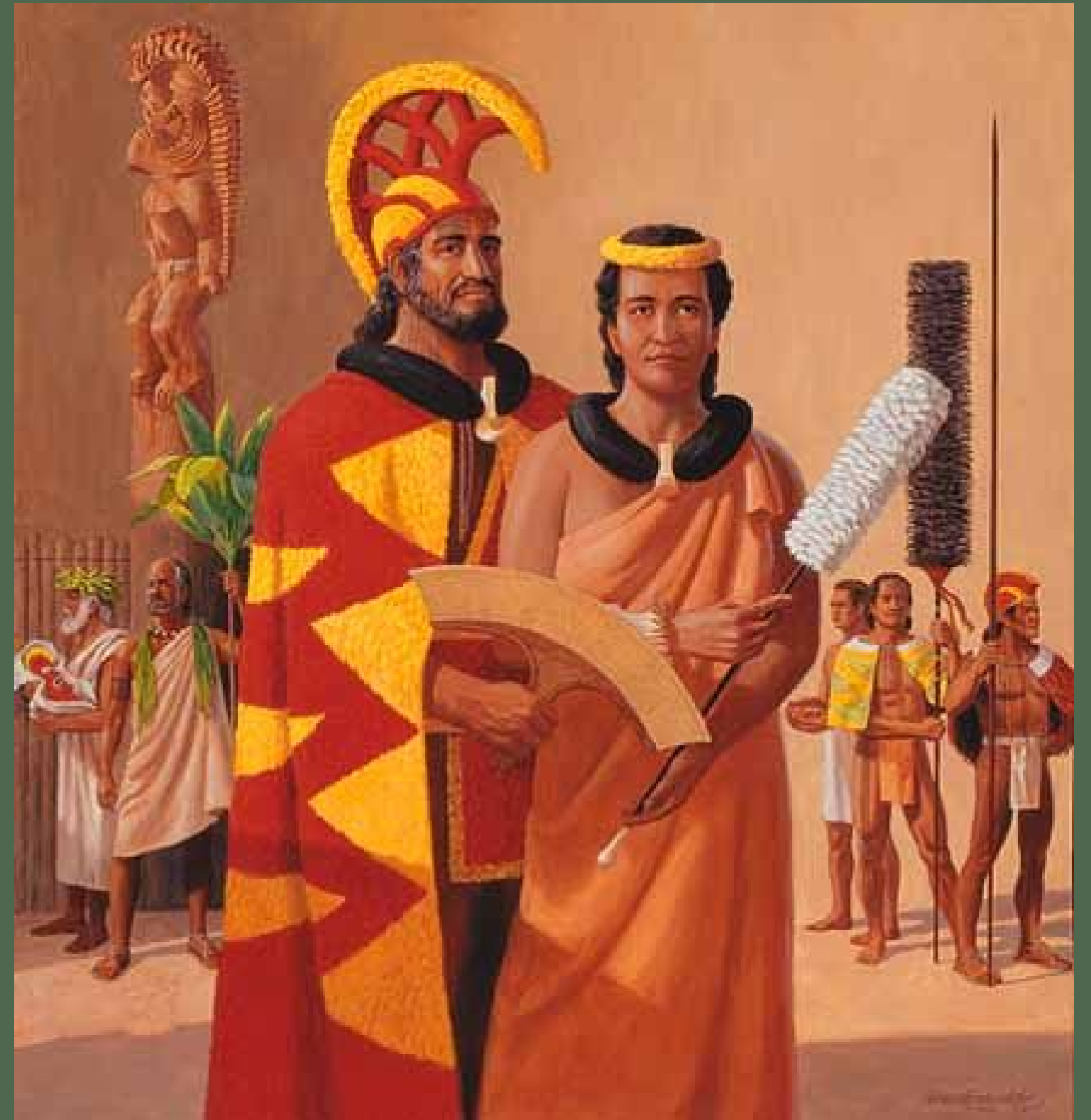
Traditional:

- Hawaiian, Indigenous Competencies



Kūlia i ka nu'u

Strive to reach your highest.



ASSESSMENT PRACTICES - MEASURING AND EVALUATING RIGOR

Projects, exhibitions and performances are:

- purposeful
- useful
- student-centered
- focus on what students know
- multi-sensory
- personalized





**STUDENTS AS CREATORS
OF INFORMATION AND
KNOWLEDGE**



HŌ'IKE

PERFORMANCE-BASED ASSESSMENT TO AUTHENTIC AUDIENCES



MAKING LEARNING FUN

- Humor, Joyful Atmosphere,
- Jokes, Fun Activities,
- Lots of Games and Physical Movement



Have fun engaging in HAWAIIAN GAMES AND SPORTS





Have fun learning about
growing food and
engaging in **HAWAIIAN**
FOOD PREPARATION





DISCUSSION DYADS

Share with your partner:

Most important take-aways from today's workshop
that you can incorporate into your teaching.



21st Century Skills furthered by PBL

- Critical thinking
- Communication skills
- Creativity
- Problem solving
- Perseverance
- Collaboration
- Information literacy
- Technology skills and digital literacy
- Media literacy
- Global awareness
- Self-direction
- Social skills
- Literacy skills
- Social responsibility
- Innovation skills
- Thinking skills
- **Transitioning skills**



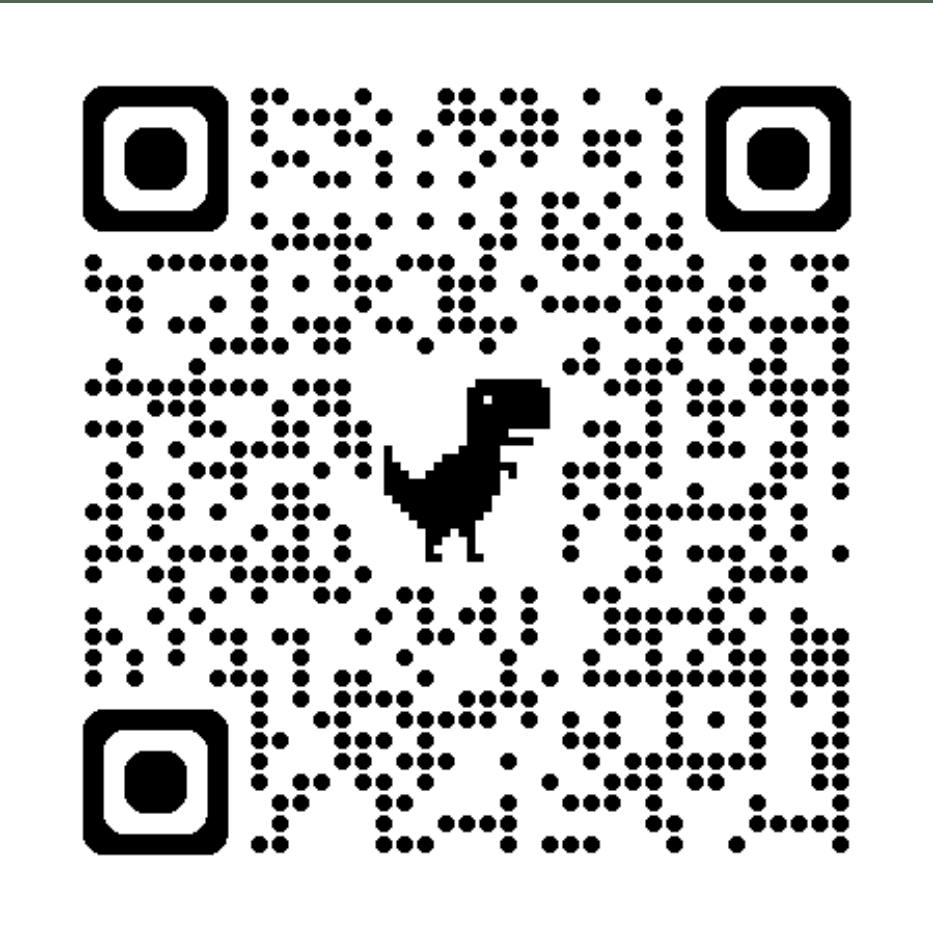
King Liholiho – Kamehameha II:

**Na wai ho'i ka 'ole o ke akamai,
he alahele i ma'a i ka hele 'ia
e o'u mau makua.**

Who would not be wise on a path
walked upon by my parents and
ancestors?

(1797-1824)

REFLECTION



Let us know how we can improve.

Gratitude Chant: MAHALO E

Nālei and Kū Kahakalau

Mahalo e

Mahalo e ka lehulehu

Mahalo e nā makua

Mahalo e nā kūpuna

Mahalo e nā ali'i o Hawai'i

Mahalo e nā 'aumākua

Mahalo e nā akua

Mahalo e.

Gratitude

Gratitude to the multitudes

Gratitude adults

Gratitude elders

Gratitude leaders of Hawai'i

Gratitude ancestors

Gratitude deities

Gratitude.



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