

Hawaiian Education

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In partial fulfillment for course requirements for

ETEC 600 – Fall Semester 2003

November 18, 2003

I certify that I have contributed 33.3% of the effort to the conceptualization, information, collection, analysis, and writing of this paper. I understand that I am responsible for all the contents and will be evaluated for the total project.

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Abstract

Hawaiian Education is a critical factor in the transmission and preservation of the unique culture of the Hawaiian Islands. This culture emphasizes family unity or ‘Ohana and serves as a model for today’s world society.

Examining what K-20 Teachers, and students are using in terms of resources for Hawaiian Education, it is clear that their usage of materials is not solely their decision. Many other entities influence their decision as to what is to be taught in the classroom. Through the analysis, it was determined that there is a lack of access to resources, artifacts, people, and materials that allows the Hawaiian culture to be retained and transmitted in the traditional Hawaiian way. New ways need to be used to communicate the old ways without compromising values and traditions.

The needs assessment results indicate that there are several solutions. A combination of solutions creates a strong network among the key change leaders and is reflective of the teaming that is practiced in the Hawaiian culture. The recommended solutions will provide coordinated access to a variety of non-print Hawaiian resources which would enable the K-20 Teachers to improve learning opportunities. These Hawaiian resources will assist in the process of instilling culture and values in today’s students. This culture keeps Hawaii’s people together as an ‘Ohana. It will provide and access to previously unavailable resources. Students are the hope for future of Hawaii’s society so they must understand Hawaiian culture and values because without it our island culture will die.

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Introduction

Hawaiian culture is an integral part of the lives of the people of Hawaii. This culture brings together the diverse languages, creed, and ethnicity of people of Hawaii. One of the major socializing entities that propagate the Hawaiian culture is the K-20 Teachers that teach Hawaiian Education. Unique Hawaiian resources are available to instill culture and values in today's students that foster a viable culture that keeps Hawai'i's people together as an 'Ohana. An 'Ohana is vibrant global model which illustrates that it is possible for diverse people to live in harmony.

Hawai'i's indigenous people are in jeopardy of losing their heritage although it is shared and cherished by the island population. The Hawaiian culture is in danger of being lost because students taking Hawaiian studies are being taught by a western culture bias with a heavy reliance on printed text. The transmission of the traditional Hawaiian culture is heavily dependent on oral traditions with a reliance on interpersonal relationships that is difficult to convey in printed words. Unfortunately, there are not enough people that can offer the oral histories and provide the interpersonal connections. Transmitting the Hawaiian culture in the traditional Hawaiian way is not feasible or practical. However, conveying the Hawaiian ways to students is critical to the survival of 'Ohana. New delivery systems need to be used to deliver the message of Hawaiian Education without compromising content.

Kupuna are Hawaiian elders knowledgeable of traditional Hawaiian culture. They are the traditional cultural transmitter of social mores, the customs and habitual practices, especially as they reflect moral standards. Kupuna are minimally used in the classroom due to the dwindling numbers available. They share their ancestors' and personal experiences

with students. Because of the Kupuna's impact on students, technologies are being used to preserve the vanishing legacies.

System Analysis

The interactive components of the system are the suprasystem, system, and subsystems of the Hawaiian Education are shown in the overview. (See Figure 1.) In this model the K-20 Teachers are the central subsystem and the intrinsic factors that affect them. The School and Institutional Standards Subsystem include the students, Kupuna, Resource Specialists, elementary and secondary education standards, and the University Focus area. Hawaiian Education System includes factors and groups of people that influence campus activities in relation to the Hawaiian curriculum. It includes instructional tutorials, educational standards, community resources, school resources, and resource specialists. The Hawaiian Resource Supporters Suprasystem is the external force that has broader influences on the educational system; this includes the K-20 Consortium, funding sources, governing entity, and pre-service and in-service teacher trainers.

Subsystem: K-20 Teachers

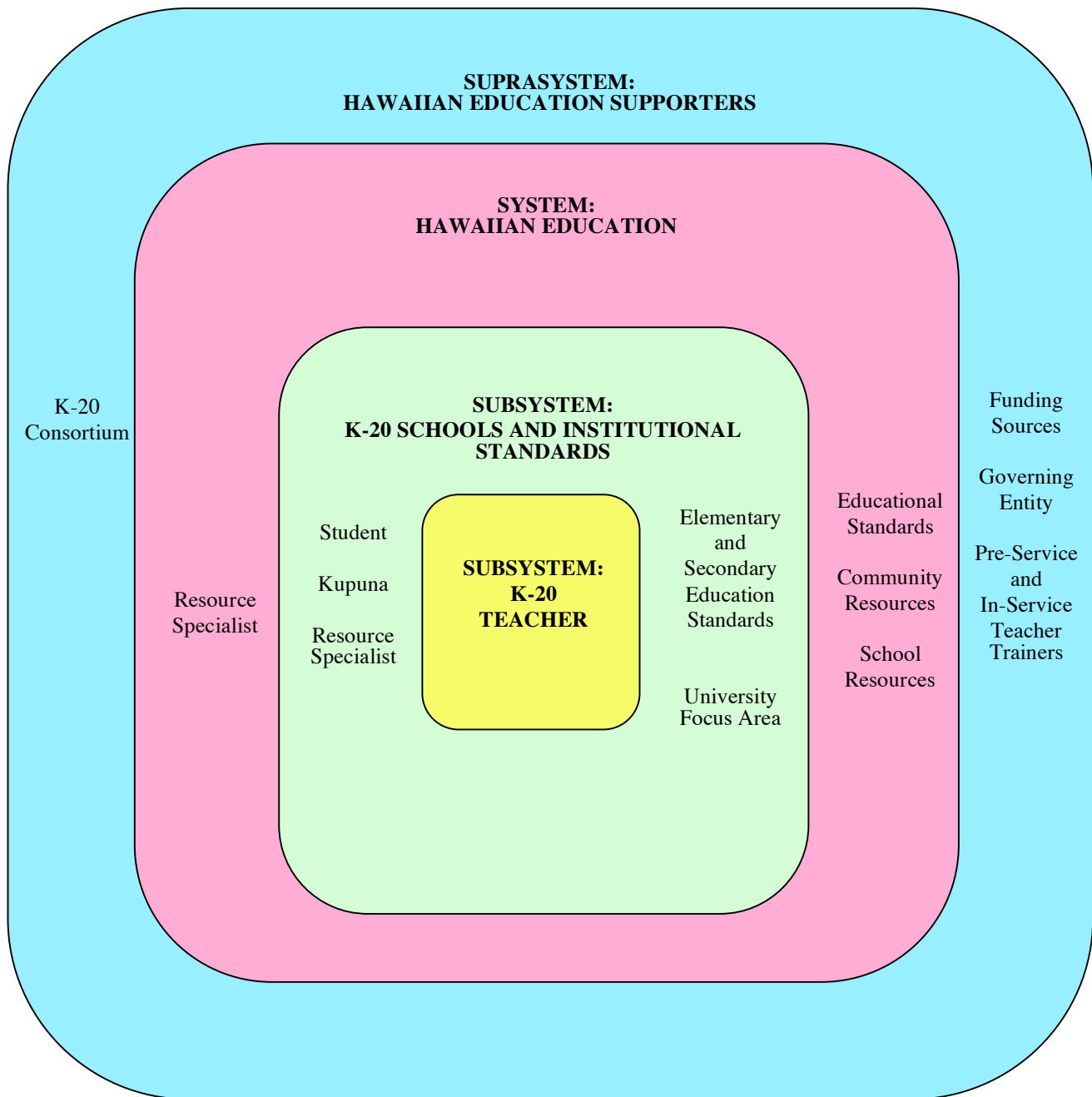
The K-20 Teachers are in the classroom working with students on the daily basis and are affected by the Hawaiian studies curriculum policy. The focus is on how the teachers access Hawaiian resources. These resources will further the goal of having students understand and internalize Hawaiian culture and values. Students must achieve a strong understanding of the bedrock culture and values that form the identity of this island state.

The K-20 Teachers access Hawaiian resources to further their goal of having students understand and internalize Hawaiian culture and values. For example, teachers struggle

OVERVIEW: HAWAIIAN EDUCATION SYSTEM

HUMAN ELEMENTS

NON-HUMAN ELEMENTS



LEGEND

- Subsystem: K-20 Teacher
- Subsystem: Schools and Institutional Standards
- System: Hawaiian Curriculum Resources (HCR)
- Suprasystem: Hawaiian Education Supporters

Figure 1. Overview: Hawaiian Education System

locating resources that have appropriate content and delivery method to convey lessons on Hawaiian culture and values. (See Figure 2.)

The Intrinsic Factors

The K-20 Teacher Subsystem in Figure 2 lists the intrinsic factors that affect these teachers' ability to convey the lesson of Hawaiian culture and values to the students. These intrinsic factors are multifold and reflect the teacher as an individual. The teachers, due to time constraints and conflicting demands, do not address many of these factors.

Understanding the organization of the resources. Teachers have difficulty locating and using resources. Often times, they may not understand the organization of the materials nor the relevance or value of the materials available for their usage.

Attitude towards using primary source materials. Primary materials, first person accounts from people or through video or audio recordings or artifacts that students can touch or at least view through video, have the power of capturing the original ideas in traditional ways. This is often times a great lure to students and captures their attention. The difficulty of interpreting and filling in the gaps when using first person sources deters the use of primary source materials that closely reflects the traditional culture. Currently, teachers are using materials in pre-packaged curriculum.

Attitude toward media and technology. Many teachers are uncomfortable around equipment, whether it is media, computers, or other technologies. Their attitude prevents usage of technologically based delivery systems which is appealing to most students.

Teachers' resistance to this delivery system, therefore, hinders students from using this tool to gain a wealth of information.

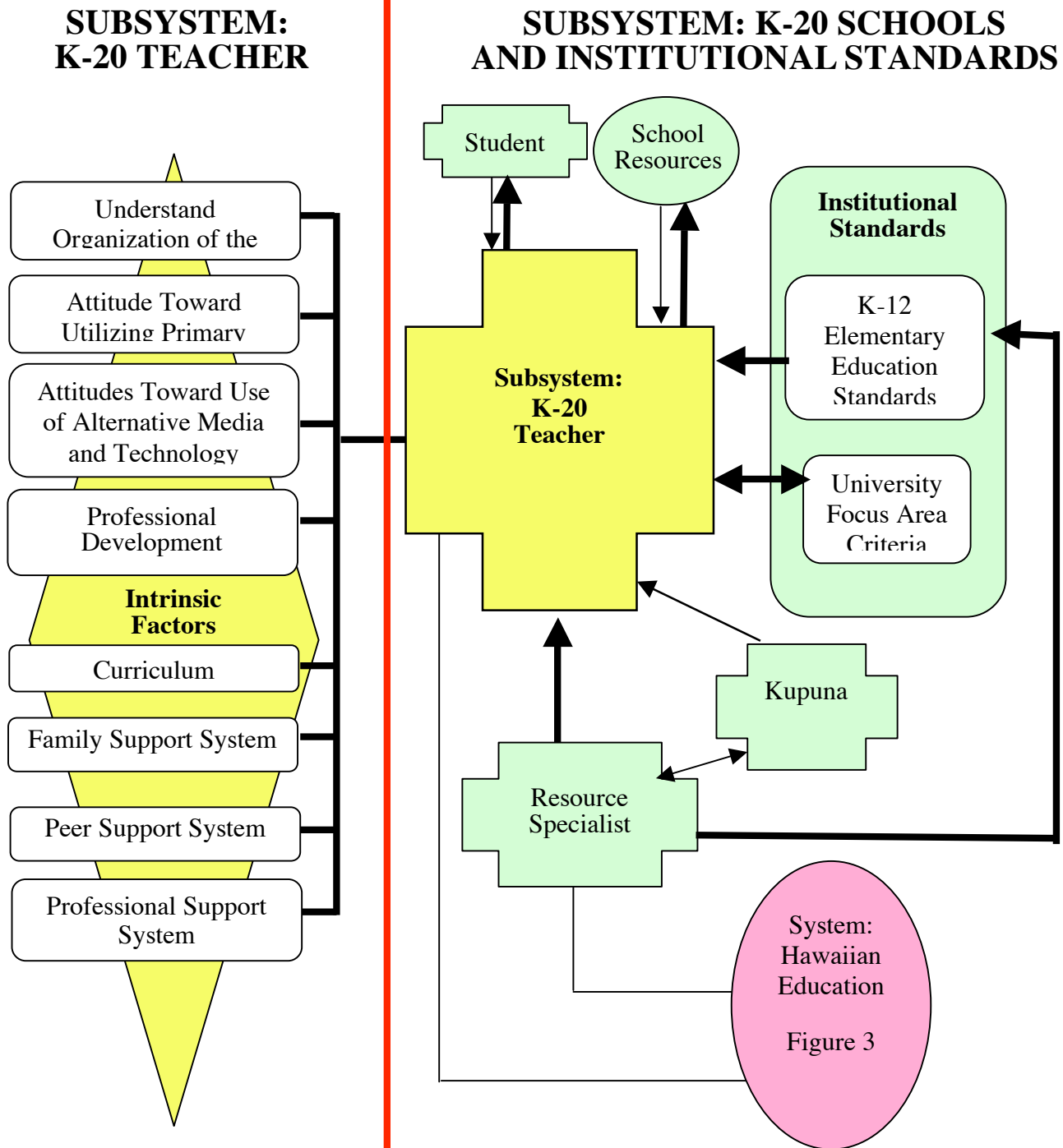
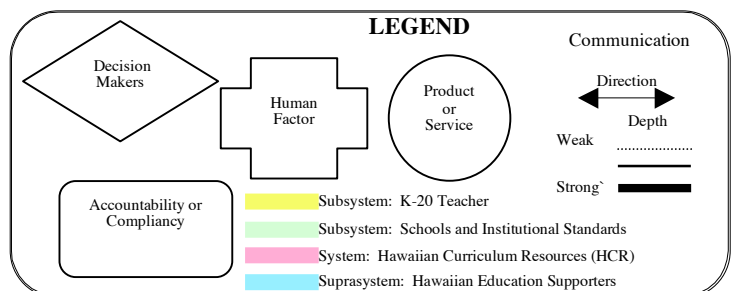


Figure 2.

Subsystem: K-20 Teacher

Subsystem: Schools and Institutional Standards



Professional development. Teachers are expected to continually improve their professional knowledge and skills as part of their job. For example, they are to take classes, prepare for tenure, publish articles, apply for and administering grants, and participate in professional organizations.

Curriculum development. Teachers have minimal time for curriculum development. Pre-service and in-service training does not provide adequate emphasis on updating curriculum. Curriculum is, therefore, rarely revised.

Family support system. Teachers with a strong family support system will have more time and are involved in many more institutional activities. Examples of family support include taking care of household chores, allowing a quiet place to study and understanding time away from family.

Peer support system. Peer influence each other. Teachers with an extensive peer support system have companions that build self-esteem by listening to them, sympathizing with them, and being supportive of their activities.

Professional support system. Professional colleagues provide a support system that allows for professional activities such as collaboration on research, projects, and publications as well as networking activities.

These intrinsic factors make up the characteristic of the teachers. These factors affect the teachers' ability to impart the culture and value of the Hawaiian society while making full use of traditional ways. Teachers are additionally impacted by the one-way communication from the K-20 Schools and Institutional Standards Subsystem.

Subsystem: K-20 Schools and Institutional Standards

This subsystem is depicted in Figure 2. As we go clockwise, this subsystem includes the students, external factors including K-12 Elementary Education Standards and University Focus area, Kupuna, Resource Specialists, and K-20 Teachers. This subsystem is connected to the Hawaiian Education System and has the most direct impact on the focal point of this analysis.

Students

Students are the recipients of the instruction from the K-20 Teachers. They are developing their personalities and identities and are the hope for the future of Hawai'i's society. Thus, they must understand the Hawaiian culture and values or the culture of our island state will die. The communication flow is largely one way from the teacher to the student. There is little feedback that affects the teacher.

K-12 Elementary Educational Standards

Standards are the content benchmarks of student achievement--what students need to know and be able to do. They are developed by the Resource Specialists. These standards have a direct influence on the K-12 Teachers. There is no communication with the development of the University Focus Area Criteria.

University Focus Area Criteria

This criterion defines the content benchmarks of University student achievement in the areas of Hawaiian studies. At the University level, there is a dynamic interplay between the University focus area and teachers. This is the direct result of the faculty having academic freedom for teaching their subject area. Teachers have major input into what is in the

University focus area because the faculty develops the criteria. Once the criteria is developed and approved at the campus level, it is incorporated into the focus area. The focus area can change at any time because the faculty determines what should be included in the curriculum. They are responsible to make Hawaiian studies a dynamic learning environment.

Kupuna

Kupuna are elders who have lived the Hawaiian way throughout their lives. They are living Hawaiian resources who work directly with K-12 teachers and to a limited extent with the Resource Specialists. They assist the teachers with instruction on Hawaiian ways by evaluating and recommending resources and materials. Often times they know about primary sources and other resources that might be used in a classroom.

Resource Specialists

Resource Specialists create and provide curriculum materials for the K-20 Teachers. Similar to the Kupuna, they are aware of additional resources available in the system. The Resource Specialists work with other agencies to identify what should be included in the curriculum for Hawai'i's children and set minimum standards. Teachers and Kupuna communicate to the resource specialist their needs and requests for additional assistance. The K-20 Teachers and Resource Specialist are key participants in the Hawaiian Education system.

K-20 Teachers

As stated previously, the K-20 Teachers are in the classroom working with students on the daily basis and are impacted by the degree and scope of the Hawaiian studies curriculum standard requirements. The success rate of teachers accessing Hawaiian resources

will determine the scope of the curriculum resource students will have to understand and internalize Hawaiian culture and values. Teachers play a critical role in ensuring that students achieve a strong understanding of the bedrock culture and values that form the identity of this island state. The K-20 Teachers utilize available Hawaiian resources for students to understand and internalize Hawaiian culture and values.

Unfortunately, teachers struggle with locating resources with appropriate content and search for delivery method to convey the lessons of Hawaiian culture and values. With limited resources, the communication flow is largely limited to direct instruction—from the teacher to the student.

System: Hawaiian Education

The system consists of all Hawaiian curriculum materials available to create learning experiences by cultural practitioners in the K-20 classrooms as well as funding and policy stakeholders of Hawaiian curriculum. There is no single entity but a conglomeration of Hawaiian resources housed and owned by institutions and organizations. No official governing or administrative body has oversight but each entity has a custodial agent determining lending policies for materials.

Hawaiian resources are an accumulated, preserved, and shared according to the custodian's vision of what is important to their organization and others. Examples of Hawaiian educational resource custodians are the Hawai'i Museum, University Libraries, Aloha Private Schools, Hawaiian Man Estate, etc. There is little communication among the custodial community organizations, funding and governing stakeholders. (See Figure 3.)

SYSTEM: HAWAIIAN EDUCATION

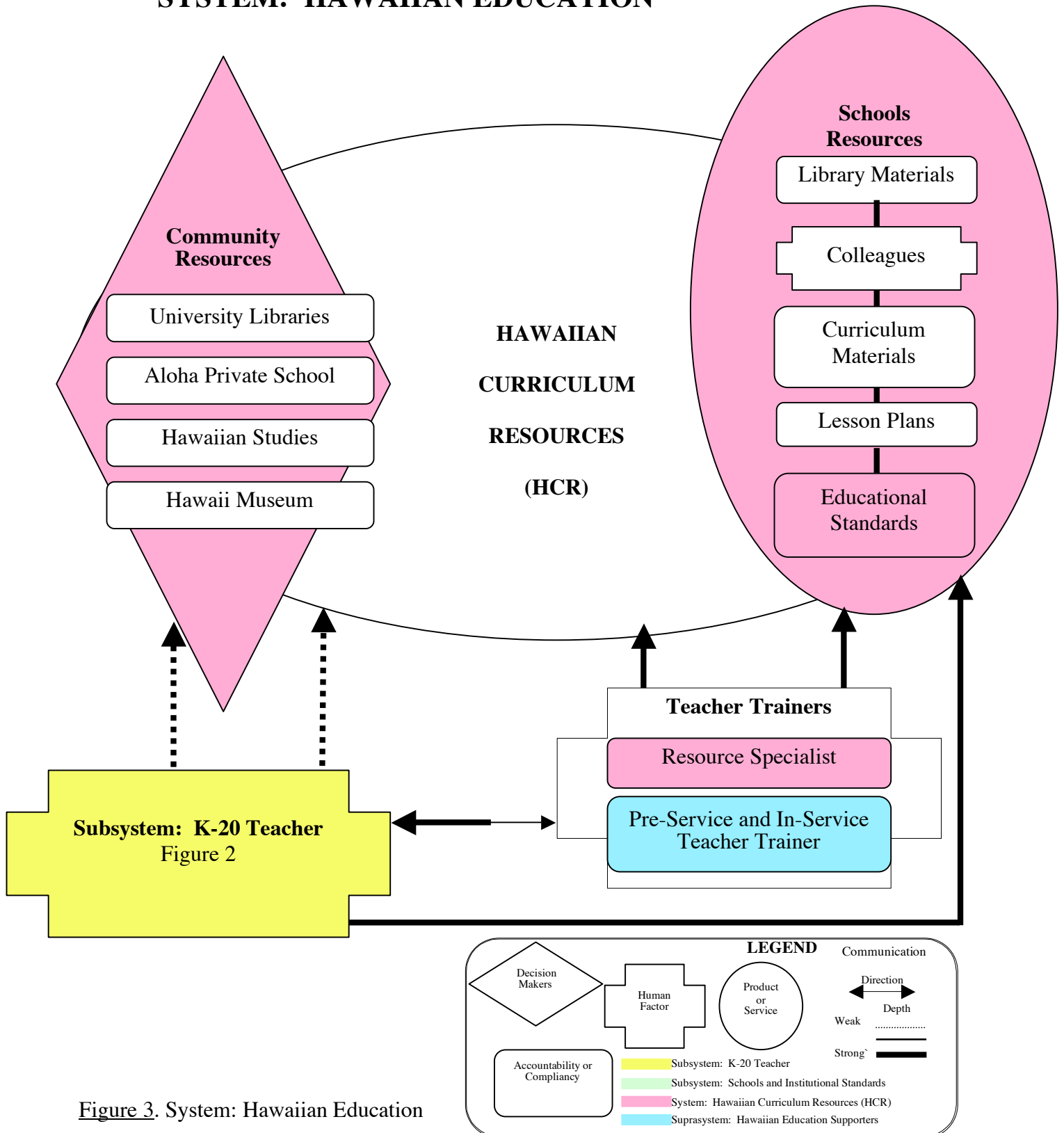


Figure 3. System: Hawaiian Education

Community Resources

Community Resources contain organizations and institutions who are current custodians and protectors of Hawaiian resources. The community members are Hawai'i University Libraries, Hawaiian Studies, Hawai'i museum, and Aloha Private Schools. Their decisions influence what is available for educators. Community Resources communicates and interactions with the subsystem K-20 Teachers minimally. Limited communication leaves teachers to limited access to additional resources.

School Resources

The school resources represent resources used on the various K-20 campuses for Hawaiian studies. These include library materials, colleagues, curriculum materials, lesson plans and instructional tutorials.

Library materials. Libraries collect, protect, house, and loan Hawaiian materials available to teachers. They have collection development policies that determine what is retained. They may have some restrictions as to who are their primary clientele. Librarians respond to teachers' requests and curriculum needs.

Colleagues. Colleagues in this context refer to teachers who are in the Hawaiian education field and act as resources for each other. They collaborate on joint curriculum projects and are referred to as experts in the field.

Curriculum materials. Curriculum materials are made up of the various assortments of materials. They include such items as tutorials, maps, artifacts, facsimile, books, videos, and audiotapes. These materials are personally owned or haphazardly developed. There is no coordination on the development or housing of the materials.

Lesson plans. Lesson plans are developed by teachers, resources specialists, and Kupuna. They address individual interests and needs. Rarely is a lesson plan completed as a product of a systemic content continuum or progression on the content including the total cultural, political, and economic issues of Hawaii.

All of the schools' resources have a connection with each other. However, they do not influence each other. If anything, they may discuss and share information and resources through the Education Standards and Resource Specialists.

Resource Specialists

They are considered the experts in the content area and sometimes are able to coordinate community and school resources for teachers. These people support teachers by developing educational standards and sharing curriculum materials developed by them.

Educational Standards

These reflect the student achievement benchmarks as described in the subsystem.

Subsystem: K-20 Teachers

K-20 teachers are slightly connected to community resources. There is a strong connection to the school resources because they can access and contribute to the school resources, as they are needed for the classroom usage.

Suprasystem: Hawaiian Education Supporters

The suprasystem is comprised of institutions and elements that influence the system and sub-system. It includes the K-20 consortium, funding sources, governing entity, and pre-service and in-service teacher trainers. (See Figure 4.)

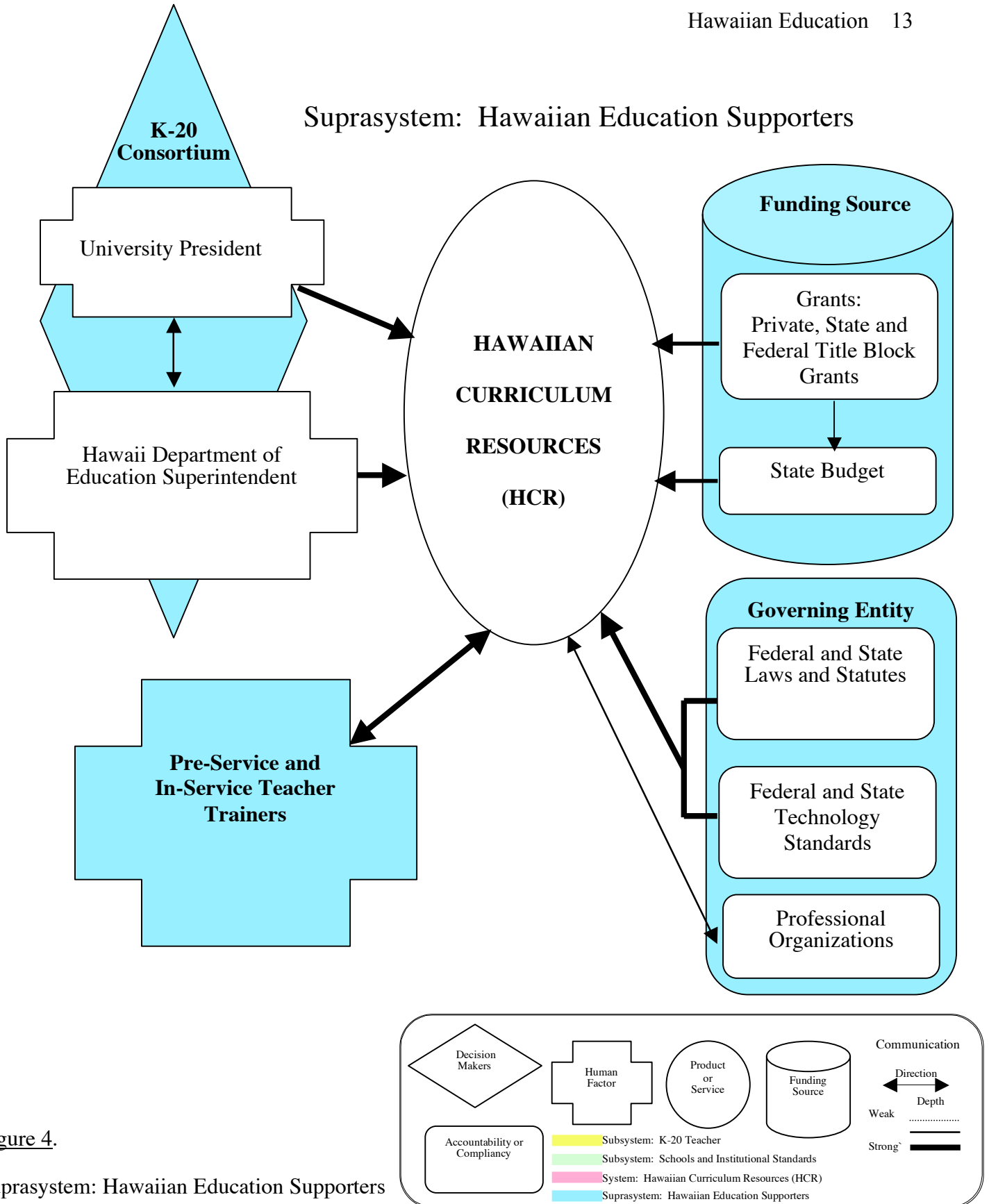


Figure 4.

Suprasystem: Hawaiian Education Supporters

K-20 Consortium

The K-20 Consortium members are the decision makers. It includes the University President and the Hawai'i Education Department Superintendent. These two major entities signed an agreement to make a concerted effort towards preserving the Hawaiian culture. Their major influence is as a policy maker and in their budgetary allocation specific for Hawaiian resources. They both have equal influence on the purchase of Hawaiian resources.

The President and Superintendent work well together as administrators for public educational institutions. They communicate on many educational issues and have worked collaboratively for many years to improve Hawai'i's educational system.

Funding Sources

Funding source includes grants and state budget. Grants may be from private institutions, state, and federal title block grants. Grants are awarded according to the needs of the program and how it matches with the qualifications set forth by the grantor. The state budget is determined by the legislators and Governor. The President and the Superintendent allocates funds to their campuses. The administrators at the various levels determine the amount of money to be awarded to a specific program.

If a federal grant is involved, there may also be some communication link between the grants and state budget. The communication link will occur in the situation where the state becomes the agent of the federal government to implement a specific type of program.

Governing Entity

The governing entity consists of special interest groups or laws that have a large influence on the Hawaiian curriculum. This includes the federal and state laws and statutes, federal and state technology standards, and professional organizations.

Federal and state laws and technology standards have a direct influence on the parameters that govern Hawaiian education. People involved in Hawaiian education do not influence these agents because they cannot change the laws or affect standards.

Professional organizations include organizations knowledgeable of the Hawaiian culture. They are very influential on the outcome of the Hawaiian curriculum because these private organizations in many cases consist of Kupuna and other cultural authorities. Various organizations involved in Hawaiian education communicate with these organizations for recommendations of the purchasing of Hawaiian materials and resources. It is common for Professional Organizations to create and use Hawaiian education resources.

Pre-service and In-Service Teacher Trainers

The pre-service trainers provide training for future Hawaiian Studies teachers. The in-service teacher trainers provide training for existing Hawaiian Studies teachers. These two groups communicate with the people and organizations involved in Hawaiian education. There is a strong link because teacher trainers are responsible for preparing teachers to reach the goal of fostering the Hawaiian culture.

Dissemination and Diffusion Plan

In order for change to take place, teachers must have understanding of the values of the culture and its supporting economic, political, and social structures and have access to the

resources so that it can be transmitted to and be internalized by the students in the K-20 continuum.

The success of the dissemination of the usage of the Hawaiian resources rests upon the process and methods used by change agents to inform users of the variety of curriculum resources available. These resources are used to create a deep understanding and internalization of the Hawaiian culture. Change is contingent upon the relationships among the people affecting Hawaiian Education. Using more Hawaiian resources to innovate Hawaiian studies depends on many groups of people. The three groups are 1) change agents, 2) gatekeepers or 3) blockers.

Change Leaders

The Change Leaders is a person who facilitates change in others to understand the importance and internalize traditional Hawaiian culture. Change leaders in this system are: University President, HDOE Superintendent, Resource Specialists, K-20 Teachers, Pre-service, In-service Teacher Trainers, and Students.

University President

The University President is the top administrator in the organization that houses a large percentage of Hawaiian resources. The President identifies emphasis for the University curriculum and supports traditional Hawaiian culture. As one of the President's top priorities, funds are allocated to transform Hawaiian education to be reflective of the culture. She provides the funding that supports teachers in implementing innovative ways of teaching Hawaiian culture and expects teachers to execute the promise of what Hawaiian culture and values means to our state.

Pre-service and In-service Teacher

Pre-service and In-service Teacher Trainers are charged with changing the way teachers view and do Hawaiian education. The trainers have a clear understanding of the modern culture and the need to integrate the traditional Hawaiian ways into the educational system. Training includes exposing teachers to numerous resources that require various delivery methods. Teachers are trained in using the delivery methods so that it is easy and comfortable for them to use a wide variety of resources in the classroom. Their key role is to facilitate teachers' personal growth and integration of Hawaiian cultural values and traditions.

Hawai'i Department of Education Superintendent

Hawai'i Department of Education (HDOE) Superintendent is in a similar role to the University President. She has a larger influence on more teachers since she is in charge of all teachers at the K-12 levels. She controls funds that shapes and forms the educational environment for teachers. She provides the funds to allow teachers to participate in training activities and curriculum development. She works with the district superintendents to change schools' technology infrastructure to support a variety of delivery methods of instruction in the classroom.

Resource Specialists

Resource Specialists are in key positions to change the way teachers perceive and use resources. The specialists inform teachers of the availability and usage of Hawaiian resources within the context of the standards-based reform and accountability issues. They provide the

in-service training and development of curricular materials. They investigate techniques of teaching the Hawaiian culture and develop the standards that transform Hawaiian education.

K-20 Teachers

K-20 Teachers, who are the early adopters, serve as the catalyst to change their colleagues. They are the shakers and movers who have a huge impact on the masses of teachers. They are the change leaders of the Hawaiian cultural programs because their colleagues see the transform environment of these teachers' classroom and the improved attitudes of their students. Their colleagues respect them for their accomplishments and improvement of the curriculum and follow their techniques. The support of the President and Superintendent in providing time, equipment and funds has a huge effect on teachers.

Students

Students are important change agents. As the learners, they drive the education system. They transform the way teachers provide learning opportunities and curriculum. Today's students are media oriented and technologically competent. After 25 years of seeing Sesame Street, they are the "Sesame" generation, who expect to be in a learning environment that includes visual and audio learning strategies.

Gatekeepers

The gatekeepers filter and control the amount, type and content of information that is communicated. They affect the change process by either embracing the traditional Hawaiian culture or equate Hawaiian culture to food and dance.

University President and HDOE Superintendent

As top state administrators, the University President and the HDOE Superintendent control the funds that can support the development, and create or maintain access to of the Hawaiian curriculum. They support communication of the K-20 teachers to the funding and governing entities.

Resource Specialists

Resource Specialists directly service the K-20 Teachers and have contact with the school administrators. They heavily influence how teachers teach Hawaiian Studies and what is covered. They provide models and curricular materials that incorporate variety of Hawaiian resources into the lessons and student assignments. They set the curriculum standards that must be minimally met by students. They have the most experience working with community entities.

K-20 Teachers

K-20 Teachers directly affect students by determining how and what will be presented in the classrooms. They incorporate the concepts of the traditional Hawaiian culture and values into the assignments and train students or encourage peer student support. Traditional Hawaiian values are either transmitted or not dependent on the commitment of the teacher.

School Resources

School Resources encompass the current resources that are available to K-20 Teachers. In many cases, the limited amount of school resources will be the only Hawaiian media and curricular information available to K-20 Teachers to use in the classroom.

Community Resources

Community Resources are comprised of organizations that control access to a variety of Hawaiian resources. They either own these resources or are custodians of the resource. The access to the K-20 school community varies. The accessibility directly impacts the information and artifact flow between the community and education entities, this includes primary or original materials.

Blockers

Blockers intentionally or unintentionally create roadblocks that impede change. The attitude of each individual will determine the level of support of the change. They may or may not be aware of their impact.

Resource Specialists

Resource Specialists may be a blocker if they are not convinced of the benefits of embracing the traditional Hawaiian culture. They will not create relevant or engaging curriculum. They will not be open to changes to standards or methods of delivery to reflect these concepts. These specialists will continue to maintain status quo by supporting the current Hawaiian curriculum with its solitary emphasis on food and dance. Teachers who are being serviced by them will be blocked from the additional value of incorporating a complete range of resources that is reflective of the traditional Hawaiian culture

K-20 Teachers

K-20 Teachers who are not convinced of the benefits of embracing the traditional Hawaiian culture will only use the Hawaiian dance and food cultural traditions as part of their lessons and assignments. They can block students from embracing the full traditional

culture and values by not informing them of its existence nor delve into the issues of the societal forces.

Community Resources

Community Resources entities and guardians do not allow access to the Hawaiian materials block information from the education system. This blocking may be unintentional as guardians deem materials too fragile for general educational use. Their key concerns maybe to preserve the items due to the fragility or value of the original Hawaiian artifact.

Being aware of the blockers, gatekeepers, and change leaders is important knowledge during installation process. This knowledge will help in addressing the problem of the system.

Installation Process

New standards need to be created to reflect the traditional Hawaiian culture. After the development of these standards, the Resource Specialists can provide in-service training to the K-20 Teachers. In addition to the in-service training, curriculum materials are made available to support the change in standards. For the installation process, the change leaders will work with the teachers to provide the Hawaiian resources.

Obtaining Agreement

Focus groups, surveys, and interviews will be used to create and build ownership and empowerment at all levels of the system. This leads towards a consolidated vision of what the Hawaiian curriculum will include. It also will help to identify curriculum materials needed to make the changes in the program.

Commitment of Resources and Personnel

The HDOE Superintendent and the University President has committed resources to the Hawaiian Education. This is the result of their signing the K-20 Continuum agreement. This agreement specifically addresses that the Hawaiian Education curriculum be revisited.

Strategies for Overcoming Blockers

It is vital to have strategies to overcome the blockers to initiate change. When developing the strategies, it is important to take into account that some blockers do not realize they are hindering the transformation of the Hawaiian educational system by blocking the dissemination of information. First, it is important to acknowledge that the blockers may have some valid reasons why they do not want to make changes. Second, the clear positive effect that the change will have on the lives of the blockers and those they serve must be demonstrated. Change with a high additional value, makes it worth changing and they will be less resistant. This is especially useful for the blockers who just do not like change. Third, involving the resisters in the process in a way that will empower them but not block progress is critical. The best way to have people buy in is to involve them in the process. This needs to be done in a way that will allow the process to continue.

The blockers are a very large number of people—Resource Specialists, K-20 Teachers, and Community Resource Providers. It is not feasible to go to every one of these blockers. The two major categories are to be focused on it the Community Resources and the Resource Specialists. In the area of Community Resources, focus will be on the Hawai'i Museum since they are the most restrictive and most concerned about the future of Hawaiian education of all peoples, and they will have the most impact on the other Community

Resources. Resource Specialists will develop the standards and curriculum and influence the implementation. They will have a direct effect on the K-20 Teacher blockers to get the biggest impact possible.

Strategies for Recruiting Change Leaders

It is necessary to recruit change leaders from all levels to successfully implement change in Hawaiian Education. Each gatekeeper and blocker has the potential to be change leaders. Change leaders will be recruited from early adopters K-20, Resource Specialist, Pre-service, and In-service Teacher Trainers.

It is vital to have strategies to recruit Change Leaders to initiate change. One strategy to recruit changes leaders is to have a focus group to share and discuss information about Hawaiian resources. There will be a focus group for each possible identified change leader segment. The focus group will identify parameters of the change and timeline.

Another strategy is to reveal a clear positive effect that the change will have on the lives of the change leaders and their constituents. Change has a high value added factor, so Change Leaders support will be elicited and they will be convinced to lead the change. The methods to show the value of the Hawaiian Resources will be through orientations, person-person interactions, and the Public Service Announcement communication venue.

Through empowerment via a focus group or revealing the exciting benefits of the Hawaiian resources, both strategies are to recruit change leaders who will support and implement change. Recruitment of change leaders is based on primarily self-selection.

Incorporating Change into the System

The changed Hawaiian education will be incorporated into the educational system when committed groups of Resource Specialists, K-20 Teachers, and Students create a demonstrable revised curriculum. These Changes Leaders, who are inside the system, can show that it is achievable. It is important to have champions at all levels. It is also to have resources readily available and easily accessible at little or no cost so that teachers and students will be more inclined to use it.

Suggestions for Long-Term Maintenance

The maintenance Hawaiian Education is contingent upon the source of funds available. Enough resources must be available to sustain the continual revision of the curriculum. K-20 Teachers need to know that it is theirs and feel empowered to use it, update it, expand it, change it, and share it. The importance Hawaiian culture has on our society and the world must be understood and embraced by all of the people. Some sources of funds are 1) General funds from the University and HDOE; 2) Special funds from income generating sources, e.g. fees for its usage of the curriculum 3) K-20 Consortium Grants to help further develop and enhance the Hawaiian education its interface and functionalities in the education system and 4) In-kind funds or materials or personnel from other indigenous peoples' programs.

The long-term maintenance is also reliant on publicizing and sharing the successes in the classroom and how its usage it will change the future understanding of the Hawaiian culture. The importance of preserving and promoting the understanding of the Hawaiian culture is a vital long-term goal for education in the state of Hawai'i.

Needs Assessment

Background Information

To gather information on what are the critical needs of K-20 Teachers to implement their revised Hawaiian education curriculum, the Critical Incident Technique (CIT) will be used. CIT is used to survey people who are in a position to observe relevant aspects of Hawaiian Education. This procedure collects examples from real world data. This allows for a collect of real examples of behavior of teachers, Kupuna, and students. A survey instrument will be used to collect data from the various levels of the system. It will be the basis for identifying the interest level of the teachers, how they would like to have curriculum changes and alternative resources to be used in Hawaiian education. This survey will begin on Oahu and be replicated on neighbor islands. Several groups of people will be used to gain various perspectives of people involved in Hawaiian education. These respondents will include:

Nine K-20 Teachers from Oahu

The teachers surveyed will represent the fourth grade, ninth grade, and the university. Six K-12 teachers from areas with a substantial Hawaiian population and three representatives from Hawai'i University will be surveyed. The selection criteria from these teachers are: 1) Use various types of resources in their curriculum, 2) Teach Hawaiian Studies and 3) Develop curriculum.

Three Hawaiian Resource Specialists

They develop and understand the standards and criteria for Hawaiian education. They also interact with the K-20 Teachers through in-service and curriculum.

Nine K-20 Students

Students will be from the same school as the teachers. This is so that their learning environment and experiences will be surveyed. The respondents will be given a survey that will include questions that aim at gathering the data on what is the current status of Hawaiian Education and what should Hawaiian education include and how they would fill the gap.

The respondents will provide us with a wide-ranging view of Hawaiian Education. This group is representative of the stakeholders in the Hawaiian Education and will provide sufficiently diverse data. This is a manageable sized group of twenty-one respondents.

Anonymity will be guaranteed through double blind numbering system. Each respondent is to write up each incident using a separate form. The forms and questions will be structured to be a logical and simple process.

The data is to be collected within two weeks of its issuance. This allows the respondents to have sufficient time to give answer to the questions to be reflective of their experiences. When the data is collected, it will be sorted into common theme categories so that we can identify discrepancies.

Discrepancies Within the System

The needs assessment data collected describes existing practices of K-20 Teachers to deliver Hawaiian Education to students. Critical Incident Technique is incident descriptions, which are examples of highly effective and ineffective incidents demonstrating Hawaiian education. It informs us of the inputs, processes, products, outputs, and outcomes. (See Figure 5.)

Inputs	
What is: Hawai'i's indigenous people are in jeopardy of losing their heritage.	What should be: Students should be introduced to Hawaiian ways of knowing (traditional way that the culture is transmitted by elders, Kupuna).
Processes	
What is: The deep understanding of the values of the culture and it is supporting economic, political and social structures is not transmitted or propagated to students in Hawai'i's schools.	What should be: Educators need access to resources to help students experience the Hawaiian culture.
Products	
What is: Children lack understanding of their cultural roots and knowledge of what 'Ohana means, and relationship of the people to the air, sea, and land is not included in Hawaiian classes.	What should be: Revised Hawaiian Education curriculum should enrich the student's knowledge about Hawai'i's dance; food; value system; economic, political and social structures; knowledge of what 'Ohana means; and to strengthen their sense of connection to self, others, and their environment.
Outputs	
What is: Students learning about Hawai'i indigenous culture have been reduced to learning only about Hawai'i's dance and food	What should be: The nature of instruction should change so that knowledge and artifacts are primarily passed on from generation to generation.
Outcomes	
What is: The Hawaiian culture is in danger of being lost or corrupted in its transmission to students.	What should be: Students with access to cultural materials and artifacts can achieve a strong understanding of the bedrock culture and values that form the identity of this island state.

Figure 5. Discrepancies within the system.

Input

Hawai'i's indigenous people are in jeopardy of losing their heritage. The results of the need analysis showed an uneven quality of learning of the Hawaiian culture, which was

dependent on the cultural practitioners available for the students and teachers. In most classes, the students knew only about Hawaiian dance and food, but did not have the deep understanding or the breath of knowledge of traditional Hawaiian culture as exemplified by Kupuna. Students should be introduced to Hawaiian ways of knowing a traditional way. The culture should be transmitted by elders or the Kupuna to students.

Processes

The Kupuna, traditional cultural practitioners, model a deep understanding of the values of the Hawaiian culture but is not able to transmit or propagate this understanding to students effectively. The current curriculum reflects past economic, political, and social structures of Old Hawaii. In order to have students experience the Hawaiian culture, educators need to access a variety of resources. A lack of resources creates an ineffective learning process where students do not demonstrate a deep understanding of their culture.

Products

The data also showed that children lack understanding of their cultural roots and knowledge of what 'Ohana means. They did not understand the relationship of the people to the air, sea, and land. Learning about one's cultural roots should enrich their knowledge beyond Hawai'i's dance and food. It should also include the knowledge of the values system; economic, political, and social structures; experience what 'Ohana means; and to strengthen their sense of connection to themselves, others, and their environment.

Outputs

Students enjoy learning about Hawai'i's dance and foods, they know very little about the Hawai'i's indigenous culture. To embrace the culture, the nature of instruction should

change so that knowledge and artifacts are primarily passed on from generation to generation. In the past, it was done orally but to engage the “Sesame” generation new tools and media need to be implemented in the Hawaiian education.

Outcomes

The needs assessment findings show the Hawaiian culture in danger of being lost. A narrow scope of cultural information transmitted to students gives them a corrupted view of what Hawaiian culture and values mean. Students with increased access to cultural materials and artifacts can achieve a strong understanding of the bedrock culture and values that form the identity of this island state.

Performance and Task Analysis

The central focus of this analysis is the K-20 Teachers. The K-20 Teachers perform several functions. The following is a list of their major functions in direct relationship to Hawaiian education and the tasks related to each function:

1. Keep abreast of the subject area.
 - a. Know the standards and criteria required by governing policies (Attitude).
 - b. Attend meetings and conferences on a voluntary basis (Attitude).
 - c. Read literature related to subject on a voluntary basis (Attitude).
 - d. Take classes to increase personal knowledge voluntarily (Attitude).
 - e. Work with experts in the field on a voluntary basis (Attitude).
2. Present dynamic lessons.
 - a. Prepare daily lesson plans (Skill).
 - b. Engage students’ learning continually (Skill).

3. Present lessons to students to gain their interest (Skill).
 - a. Incorporate experts into the lesson when possible (Skill).*
 - b. Create assignments for students which are energizing (Skill).
 - c. Give assignments to students which are challenging (Skill).
 - d. Create an event of interest to trigger immediate interest (Skill).
4. Evaluate each lesson presentation.
 - a. Gather feedback from students on a lesson periodically (Skill).
 - b. Evaluate students' assignments and progress regularly (Skill).
 - c. Provide feedback to students daily (Skill).
5. Improve on future lessons.
 - a. Incorporate students' evaluation ideas in the new lesson continually (Knowledge).
 - b. Consider more ways to improve the lesson's presentation continually (Knowledge).
 - c. Take classes in instruction to improve teaching skill periodically (Attitude).
 - d. Train in any technology or skill needed to utilize new resources constantly (Attitude).
 - e. Review outline or lesson plan for logical flow for each lesson (Skill).

*Indicates the function to be further analyzed.

A job analysis worksheet for on task on a K-20 Teacher's duties and responsibilities is shown in Figure 6. The job analysis details how a K-20 Teacher incorporates experts into the lesson plan and to create an exciting and interactive classroom learning environment whenever possible with community speakers or people able to share their own stories of their life work, philosophy, attitude, knowledge and skills.

Date: 10/26/03

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Job: K-20 Teacher

Function: Incorporate experts into the lesson when
possible

<u>Inputs</u> List of experts.	<u>Outputs</u> Select a subset of expert.
<u>Resources</u> Telephone and email contact information, letterhead	<u>Knowledge</u> How to incorporate expert appropriately into the lesson.
<u>Skills</u> Persuasive Use library to find reference Timing of lesson plan sequence	<u>Attitudes</u> Willing to spend money for lei and refreshment to enhance the classroom experience Willing to spend time to make lesson more engaging
<p style="text-align: center;">Tasks Action, Object, and Qualifier</p> <p>Decide topic of the lesson. Determine the sequence of lesson. Decide what part of the lesson for expert. Retrieve list of possible experts from library. Compile a list of possible experts. Identify a guest expert. Develop a contact plan. Contact possible expert. Convey topic to expert. Go to second expert if necessary. Confirm date, time, and topic with expert. Arrange and purchase refreshments. Buy unscented lei. Arrange for student to meet and escort expert to class. Welcome expert to class. Introduce to class. Facilitate questions and answers. Write a thank you note.</p>	

Figure 6. Job analysis worksheet.

Constraints and Resources

Constraints

For K-20 Teachers teaching Hawaiian education there are several constraints. The teachers have time restrictions to learn the traditional Hawaiian ways so they can teach them; develop and revise curriculum; do research and meet with colleagues. Teachers also need to have the development time to discuss and create their lessons.

Teachers have limited funds to purchase materials as needed, to pay for stipend and substitutes days while the teachers develop and train; professional development activities.

Limited access to media and technology equipment is available to support use of dynamic Hawaiian materials. The teachers have limited skills to use the equipment.

Resources

Money is available to purchase school resources which are available to K-20 Teachers. Personnel time is provided for substitute days for time to work with support staff. Personnel also include hiring Kupuna to assist with the Hawaiian education. In-service and pre-service teacher trainers are also provided. Equipment is provided at the school level. It includes equipment such as projectors and computers.

Learner Characteristics

The K-20 Teachers include people with various types of background and a wide range of learning characteristics. The list below describes some of the characteristics of the teachers.

Cognitive

1. They have some basic knowledge of knowing how to access materials.

2. They are able to use language to convey ideas.
3. They speak the Hawaiian language.
4. They understand how to integrate media and technology into the curriculum.
5. They are familiar about the Hawaiian culture, values, political, economical, and social structure.
6. They know how to teach.
7. They develop curriculum.
8. They possess advance degrees.

Physiological

1. They range from ages 22-65. Most are near retirement age.
2. They are in good health. Some teachers maybe handicapped physically.
3. Teachers may be kinetically oriented.
4. They are stressed because they perform many duties related to school in addition to teaching.
5. They are primarily female, local born, and of Japanese or Filipino ethnicity.

Affective

1. They are motivated to better understand the culture and values.
2. They are not comfortable in making changes in curriculum.
3. They may be motivated to teach a dynamic lesson to be a good teacher.
4. They acknowledge the importance of the Hawaiian culture.
5. They value traditions of all ethnic groups.

Social

1. They belong to professional groups.
2. They have a second job.
3. They engage in Hawaiian culture activities outside of the school setting e.g. hula, agriculture, etc.
4. They represent various economic levels.
5. They participate in community activities and projects.

Goals

Through the needs assessment, goals are formulated, with consideration of the data collected, to present dynamics lessons in Hawaiian culture. The goals to ensure a dynamic lesson are:

1. The teachers and student know and have a deep understanding of the traditional Hawaiian culture.
2. Teacher use media resources and people to offer the oral histories and provide the interpersonal connections necessary to convey the Hawaiian culture and values.
3. The variety of available Hawaiian resources will be integrated into the classroom curriculum.

Problem Statement

What is

Hawai'i's indigenous people are in jeopardy of losing their heritage. Students learning about Hawai'i's indigenous culture have been reduced to learning only about Hawai'i's dance and foods. The deep understanding of the values of the culture and it is

supporting economic, political and social structures is not transmitted or propagated to students in Hawai'i's schools. Children lack understanding of their cultural roots, knowledge of what 'Ohana means, and relationship of the people to the air, sea and land is not included in Hawaiian classes. Students learning about Hawai'i's indigenous culture have been reduced to learning only about Hawai'i dance and food. The Hawaiian culture is in danger of being lost or corrupted in its transmission to students.

What should be

Students should be introduced to Hawaiian ways of knowing (traditional way that the culture is transmitted by elders, Kupuna). It should enrich the student's knowledge about Hawai'i's dance; food; values system; economic, political, and social structures; knowledge of what 'Ohana means; and to strengthen their sense of connection to their self, others, and their environment. The nature of instruction should change so that knowledge and artifacts are primarily passed on from generation to generation. Educators need access to resources to help students experience the Hawaiian culture. Revised Hawaiian education curriculum should enrich the students' knowledge about Hawai'i's dance; food; value system; economic, political, and social structure; knowledge of what 'Ohana means and to strengthen their sense of connection to self, others, and their environment. Students with access to cultural materials and artifacts can achieve a strong understanding of the bedrock culture and values that form the identity of this island state.

The Gap

The disparity between what is and should be is the access to resources, artifacts, people, and materials that allows the Hawaiian culture to be retained and transmitted in the

traditional Hawaiian way. This would make it possible for Hawaiian Education curriculum to reflect the traditional Hawaiian culture. New ways need to be used to communicate the old ways without compromising values and traditions. These alternatives would help to create a more dynamic learning environment.

Design Implications and Recommended Solutions

Following a systems analysis, dissemination and diffusion plan, and needs assessment and bearing in mind the relationship between the subsystems, system, and suprasystem there are several design implications.

First, students and teachers need to have a deeper understanding of the traditional Hawaiian culture. They need to have access to cultural materials and artifacts to build a stronger understanding of the Hawaiian culture. The understanding of Hawaiian culture is limited and disjointed. Communication with the Hawaiian culture experts is sparse and infrequent. Resources are scattered among various community resource stakeholders and access to the resources is limited. Hawaiian education supporters are not in agreement on preservation or access issues and without agreement, it is unlikely that increased resources will be available to the teachers. They need better communication among the Hawaiian education supporters and education community. Additional agreements beyond the K-20 initial agreement need to be made among the groups for increased access to a variety of Hawaiian materials.

Second, teachers emphasize the western-based text oriented curriculum as it is given resource specialist. Without increasing the knowledge base among teachers of the traditional Hawaiian culture, it would be difficult to propagate the Hawaiian culture and Hawai'i's

indigenous people will continue to lose its heritage. The Resource Specialists are connected with the Kupuna and community resources and are not able to support teacher's to integrate resources into the curriculum. Oral and audio video representations are not freely available. There is need for the community resources to collaborate and create a system for easy access to Hawaiian resources.

Third, Hawaiian resources used in the classroom does not reflect past knowledge and artifacts used to transmit knowledge from generation to generation. Resource Specialists have designed standards aligned with existing historical texts. They have not included concepts that reflect the traditional Hawaiian culture that is orally based. Pre-service and in-service training is also reflective the curriculum designed by the Resource Specialists. The resource specialist is to be knowledgeable about the traditional Hawaiian culture so that they can convey this information to K-20 Teachers. Six solutions and their pros and cons are listed in Figure 7.

Solutions	Pros	Cons
1. Teachers attend workshops or conferences during school hours.	<p>Gives teachers opportunity to learn more about Hawaiian culture.</p> <p>Gives teachers alternative ideas for teaching.</p> <p>Energizes teachers to do new things in the classroom.</p> <p>Time schedule conflicts.</p> <p>Preparing lesson plans for a substitute.</p> <p>Helps to build a network amongst teachers using Hawaiian resources.</p>	<p>Cost to school budget for teacher's attendance of workshops and conferences in substitute and registration expenses.</p> <p>Difficult to find relative workshops/conferences.</p> <p>Equity is not uniform by school as it is by teacher request or principal direction to attend.</p> <p>No guarantee teachers will implement what is presented at a conference or workshop.</p>

Continuing Figure 7. Solutions Pros and Cons

Solutions	Pros	Cons
2. Teachers take additional classes in Hawaiian culture including teaching theory and methods during non-school hours.	<p>Gives teachers opportunity to learn more about Hawaiian culture.</p> <p>Gives teachers alternative ideas for teaching.</p> <p>Certificate for Pacific Studies may be obtained through liberal arts college.</p> <p>Energizes teachers to do new things in the classroom.</p> <p>Helps to build a network amongst teachers using Hawaiian resources.</p> <p>DOE credits are awarded.</p> <p>Teachers use credits to apply for pay increases.</p> <p>DOE has created schools for Hawaiian Immersion that is nationally recognized.</p>	<p>Teacher's personal expense to attend classes.</p> <p>Difficult to find education-related courses offered.</p> <p>No existing DOE certified license to teach Hawaiian.</p> <p>Pacific Studies certificate is not a recognized credential by the DOE.</p> <p>Equity is not uniform for students as it is by teacher choice to attend.</p> <p>No guarantee teachers will implement what is presented in courses.</p>
3. Teacher's self-initiated investigation into resources currently available	<p>Gives teachers opportunity to learn more about Hawaiian culture.</p> <p>Self-motivated discoveries energizes teacher to do new things in the classroom.</p> <p>Awareness of more materials available.</p>	<p>Time consuming and difficult to locate pertinent materials.</p> <p>Difficulty in implementing the usage of materials.</p> <p>Equity is not uniform for students as it is by choice of one teacher.</p> <p>Lack of opportunities to build a network amongst teachers using Hawaiian resources.</p> <p>With no training, there is no guarantee teacher will present what is obtained within historically accurate context to students.</p>

Continuing Figure 7. Solutions Pros and Cons

Solutions	Pros	Cons
4. Resource Specialist, K-20 Teachers, community resources, Kupuna and cultural practitioners work together to revise the Hawaiian curriculum to include traditional Hawaiian culture.	<p>The curriculum will reflect the culture, as it should be recognized from generation to generation. A more viable and dynamic curriculum will be developed.</p> <p>The new curriculum will strengthen a student's sense of self, others, and their environment.</p> <p>The stakeholders will strengthen their communication through collaboration to preserve the culture.</p> <p>DOE credits are awarded.</p> <p>Teachers use credits to apply for pay increases.</p>	<p>The curriculum will be outdated and narrowly focused.</p> <p>Students will lose interest in the topic.</p> <p>Students will lose their legacy and knowledge of their relationship to the bedrock culture and value that form the identity of this island state.</p> <p>There is a lack of willingness to share information and resources.</p> <p>Finance must be sought to support the coordination and cost of collaborative work.</p>
5. Create a consolidated digital resource system to provide access to materials and resources in an organized manner.	<p>Materials can be accessed technologically but to enhance the delivery of the traditional Hawaiian culture that convey the human factors.</p> <p>Easy access to materials using a consolidated system.</p> <p>Up-dated materials.</p> <p>Organized materials.</p> <p>Students enjoy using technology to gain information.</p> <p>Access to materials not available by any other means due to copyright laws.</p>	<p>Cost of the usage of materials.</p> <p>Need of time to learn how to retrieve materials.</p> <p>Need of infrastructure if not currently available e.g. internet, equipment, etc.</p> <p>Teachers and students need to be technologically competent.</p> <p>Need to learn computer-mediated skills to build and facilitate a network amongst teachers using Hawaiian resources.</p> <p>Identify a guardian institution responsible for the creation, maintenance, and dissemination of information.</p>

Continuing Figure 7. Solutions Pros and Cons

Solutions	Pros	Cons
	Helps to build a network amongst teachers using Hawaiian resources.	Identify and create instructional resources to diffuse the tools needed for teachers to implement the use of the resources.
6. Identify existing Hawaiian resources through the completion of a cultural artifact and resources audit.	Have a complete list of resources available including ownership, copyright restrictions, conditions of materials, accessibility, content, and medium.	Owners do not have complete information concerning artifacts and materials. Owners have accessibility issues—lack of staff and desire to protect materials. The end users are not involved in this process. No central institution is responsible and able to fund the coordination of identifying the resources.

Figure 7. Solutions Pros and Cons.Recommendation

Based upon the findings and review of the pros and cons of each solution, it is clear a combination of solutions number four, five and six would best support creating a dynamic learning environment. Four focuses on Resource Specialist, K-20 Teachers, community resources, Kupuna and cultural practitioners work together to revise the Hawaiian curriculum to include traditional Hawaiian culture. Five focuses on creating a consolidated digital resource system to provide access to materials and resources in an organized manner. Six focuses on identify existing Hawaiian resources through the completion of a cultural artifact and resources audit. Together, it provides coordinated accessibility to Hawaiian resources that instills culture and values in today's students that keeps Hawai'i's people together as an 'Ohana. It will definitely provide excitement in the classroom and access to previously

unavailable resources. Students are the hope for future of Hawai'i's society so they must understand Hawaiian culture and values because without it our island culture will die.

Conclusion and Summary

Upon closely evaluating what teachers, Kupuna, and students are using in terms of resources for Hawaiian studies programs, it is clear that their usage of materials is not solely their decision. Many other entities influence their decision as to what is to be taught in the classroom. One of the major influences is the K-20 initiative in Hawaiian studies. The change leaders, blockers, and gatekeepers identified and analyzed in this system influence new ideas or requirements. Each entity plays more than one role and may hinder the process of revising the Hawaiian education and curriculum.

The needs assessment identifies how the teachers, Kupuna, and students will be surveyed to best identify the viable solutions to gain access to more resources and at the same time make the classroom a dynamic environment. The results of the survey indicate that there are several solutions. The combination of the solutions creates a strong network among the key change leaders and is reflective of the teaming and interdependency that is valued and practiced in the Hawaiian culture.