

Nā Kumu o Kamehameha

A List of Concerns, Visions, and Goals

(Preliminary ideas for generating a statement of vision and goals)

Education Philosophy

1. Focus on classroom, teacher, and student concerns.
2. Our true employer to whom we owe allegiance is Pauahi and her beneficiaries, our students.
3. An atmosphere of trust, integrity, and compassion should prevail in our KSBE family.
4. Rationality, humanity, conscience, and ethics should govern school operations (as opposed to the seemingly random demands placed on us now).
5. Classroom teachers should be afforded greater autonomy to practice their craft.
6. A sense of community (rather than a business) must be restored at KSBE.
7. Trustees, administrators, faculty, and staff must work together as a team.
8. Free and serious debate about the content and methods of teaching should be encouraged.
9. We must return to the spirit of Mrs. Bishop's vision.
10. We must honor our past. Everyone within the KSBE 'ohana must respect the distinctive culture, traditions, and history of Kamehameha Schools.
11. We must live our values. We must all exemplify the values adopted by the trustees in our mission statement: *Pono, 'Imi 'Ike, Laulima, Na'au Pono, Mālama, and Ha'aha'a*. Let us add to these the overlying value of *Aloha*, a sense of warmth and respect for others.
12. We must monitor our purpose by regularly re-evaluating what is most important to ensure the highest quality education for our students as needs and opportunities change.

School Management and Climate

1. Top-down approaches must cease. We must rethink the model of top-down autocratic management and locate the authority for implementing the schools' educational mission with those who are closest to students.
2. Planning (e.g., budget process) should revolve around servicing students (not trustees).
3. We need to operate without fear of retribution; operating under such fear creates poor results.
4. A shorter chain of command needs to be established to make our school run efficiently.
5. Fewer students admitted to our campus would provide a greater quality of education to each compared to what we are currently offering to a diverse student population in an increasingly impersonal and over-crowded school environment.
6. Classrooms are overused by various subject areas and are becoming temporary meeting spaces for classes rather than places to immerse students in a particular area of study.
7. We must prevent crises by responding to problems promptly and respect a group process in addressing them. This proactive approach will strengthen our collective responsibility, lead to shared ownership of solutions, and prevent crises like the one in which we now find ourselves.

Communication

1. Lines of communication should be established to provide a clear two-way flow of information.
2. We need lines of communication that move in a more horizontal direction and promise partnership in school operations. At present, students and faculty are *informed* of most decisions rather than being *involved* in their design.
3. Open communication should be allowed between teachers and parents.
4. A shorter chain of command and shorter chain of communication should be established.

Education-Related Decision Making

1. Decision-making should occur at the level at which it is most appropriate (e.g., purchasing of a computer system should be done with the input and consent of the intended user.).
2. How decisions affect classroom interaction, teachers, and students must be of paramount concern.
3. Teachers should always be involved in education-related decisions currently made by trustees, principals, vice-principals, and department heads. Involvement should not entail gratuitous solicitation of ideas but rather meaningful addressing of teachers' concerns and suggestions.
4. Decisions should be made based on consensus.
5. Restore projects/efforts that were cut or given low priority by trustees (e.g., adult education, partnerships with the DOE, the Hawaiian Culture Center). Most educators within the institution had no input regarding the decision to cut or to diminish support of these efforts.
6. Plans involving teachers should be made *with us*, not *for us*.
7. If the powers that be refuse to let education-related decision-making power reside with the faculty or their direct administrators, then the trustees should be required to solicit and carefully consider Educational Impact Statements (EIS) for their proposed decisions. Such EIS documents must be responded to in writing by the trustees to afford accountability for their decisions.

Trustee-Related Concerns

1. Trustees must conduct themselves as professionals.
2. The trustee appointment process should include a confirmation process upon the initial selection of a trustee and after every five years of service.
3. Specific qualifications for trustee positions should be published. Searches should be on a national rather than only local level.
4. Remove any administrator or trustee who has exploited the school, trust, or students.
5. Trustees should set goals; we, the educators, should implement them free of trustee interference.
6. An apology from the trustees is in order.
7. Trustees should not be involved in education-related matters.

Professional Organization

1. Our organization should have at its core the best interests of our students; all those addressing our organization should be mindful of this purpose to which we are committed.
2. Our organization must have real decision-making power over such issues as curriculum, schedules, calendars, peer reviews, hiring, firing, tenure.
3. A professional organization or union is necessary to provide a voice, protection, and a position of strength and pride for our faculty.
4. A professional organization would be a means to air concerns in the spirit of *lōkahi* and to support ideas for improvement based on consensus.
5. We must establish ourselves in a manner that forces others (trustees, administrators, etc.) to treat us as professionals.
6. Elements of contracts that would indicate that we are being treated as professionals:
 - Long-term contracts (5-years or more)
 - Revision of Employee Handbook
 - Establishment of academic freedom for teachers and students