Nā Hopena Aʻo (HĀ)
Year 1 in Review
February 2016-June 2017

Hawaiʻi Department of Education (HIDOE)
Office of Hawaiian Education (OHE)
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Hawai‘i Board of Education (BOE) Policy E-3: Nā Hopena A‘o (HĀ)¹ represents the Hawai‘i State Department of Education’s (HIDOE) commitment to transform as a system of education. HĀ was approved by the BOE in July of 2015 as an ends policy accompanying the HIDOE vision (E-1) and mission (E-2). It lays out six fundamental outcomes – Belonging, Responsibility, Excellence, Aloha, Total well-being, and Hawai‘i (BREATHE) – to be strengthened across the entire public school system and in the communities in which our schools exist. HĀ provides “a framework for the HIDOE to develop in its employees and students the skills, behaviors and dispositions that are reminiscent of Hawai‘i’s unique context and to honor the qualities and values of the indigenous language and culture of Hawai‘i” ² The Office of Hawaiian Education (OHE) is tasked to lead a 3-year pilot of HĀ (February 2016-2019). This article provides an overview of Year 1 of the HĀ pilot and how we plan to move forward based on the extensive feedback and learnings from piloting HĀ in our schools, offices, and communities.

**Key Takeaways**

**The Ohe (Bamboo) Theory of Change**

Prior to the launch of the HĀ pilot in February 2016, OHE gathered education stakeholders to craft a delivery plan that would guide the work of the 3-year pilot. The group addressed initial concerns presented by the community during the state-wide input process to develop the HĀ framework, including:

1. No implementation plan for the policy
2. A feeling by some that the framework was “Too Hawaiian”
3. Questions on how to assess the outcomes
4. Lack of teacher and student feedback
5. Too much change too fast following Race to the Top
6. Question on how outcomes fit in a standards-based education system
7. Acknowledgement that the outcomes should be system wide and for all, not just students

The delivery plan focused on the need to build capacity and support structures within HIDOE and develop a system wide implementation plan informed by the greater Hawai‘i education community. In Year 1, OHE has focused on foundations, feeding the root system so HĀ has a strong base from which to grow (see Nurturing the Bamboo). The roots represent the conditions being nurtured within HIDOE that create an environment that nourishes people, [1]

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processes, and systems that strengthen HĀ. Bamboo can grow fast and strong depending on how well the root system is nurtured. HĀ requires time to mindfully identify and create the conditions needed for the root system to become embedded and inter-connected so when the shoots grow, the kahua (foundation) is paʻa (strong). A key lesson from the Ohe Theory of Change is ‘O Hawai‘i ke kahua o ka hoʻona‘auao – Hawai‘i is the foundation of our learning and knowledge. The answers to vital questions in creating thriving learning environments for our keiki can be found in Hawai‘i. OHE has prioritized reaching out to strengthen relationships across the broader education system and community to uplift knowledge from and of our home.

Mākaʻukau - Readiness

In line with the Ohe Theory of Change, rather than mapping out a plan for implementation and then training stakeholders on the plan, OHE offered an open invitation to those within and beyond HIDOE to engage with HĀ, ensuring the framework’s implementation remained relevant and informed by on-the-ground context and needs. The work in Year 1 has been driven by pilot sites, test sites, and the HĀ Summit Working Group (see Early Adopters). These “early adopters” or “introducers” exhibited a high level of readiness to engage with HĀ. They saw immediate value and usefulness and felt they did not need to wait for a directive to begin implementation. The soil has been tilled in Year 1, and, with continued nurturing, collaboration, and patience, the HĀ pilot, like the bamboo trees above, is on a trajectory for great heights.

System Shifts

For HĀ to become a foundational part of HIDOE’s culture, it is necessary to put intention to understanding our current context and visualizing our future HĀ state. This will give the HIDOE an opportunity to see where flexibility might be required in order to nurture the right conditions for strengthening HĀ in our system. We already see the system at the highest level making space for HĀ including in the updated HIDOE Strategic Plan and the ESSA plan. As these guiding documents create space, we continue to articulate what the flexibility might look like. OHE has been tracking the shifts that those engaged in HĀ activities are finding important to them. There are multiple shifts being identified through the pilot, but here a few that stand out.

System Shifts – The We and the Why

One of the most vital shifts has been from a focus on the individual to a focus on the collective – the “WE and its WHY.” OHE has observed in Year 1 how imperative this collective approach
Early Adopters

**Pilot Site Examples:** Any group or individual that has taken the framework and begun implementing in their context. Examples include:

1. Campbell High School
2. Campbell-Kapolei Complex Area
3. Castle High School
4. Hōkū'ula Youth Council
5. Island Scholars
6. Kahakai Elementary School
7. Kealakehe Intermediate School
8. Moloka'i High School
9. Papahana Ku'ula
10. UH Hilo College of Education
11. Teach for America
12. Waimea High School

**Assessment for Learning Project Test Sites:** Groups that are working directly with OHE to test HĀ tools:

1. Ho'ola Leadership Academy
2. Ho'oulu 'Āina
3. Kanu o Ka 'Āina
4. Ke Kula o 'Ehunuikaimalino
5. Personnel Management Branch, Office of Human Resources, HIDOE

**HĀ Summit Working Group:** Advisory and planning group for the HĀ Summit. Included HIDOE staff as well as representatives from:

1. Hau'oli Mau Loa Foundation
2. Hawai'i P-20
3. Leeward Oahu groups hosting the HĀ Summit Huaka'i (site visits)
4. Native Hawaiian Education Council
5. Papahana Ku'ula
6. REL Pacific at McREL
7. University of Hawai'i, West O'ahu

is in allowing for multiple stories and multiple definitions of success within HIDOE; the WE is defined for each unique context and the group is united by a WHY, a shared purpose. This requires that groups take the time to build a shared understanding of the WE and WHY so that they move forward with a shared vision that they can return to in times of challenge.

**System Shifts – Nā Mo'olelo (Multiple Stories)**

HĀ has emphasized collaborative implementation, as opposed to a top-down approach. In this empowerment model, HĀ is best strengthened when each individual is integrating what is known and felt about HĀ from their mo'olelo (story), and using that unique perspective to inform the iterative process and greater narrative. This allows for multiple stories to emerge and strengthens our capacity to support multiple definitions of success. As Chimamanda Adichie says “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

**System Shifts – Strengths Based**

HĀ supports a movement back to a gifts-based education system, akin to the strengths-based education movement. As Aunty Pua Burgess shares, we are each born with a gift, and it is our kuleana (responsibility) to lift that gift up for the collective good. BREATH exists everywhere. The question is how do we shift the system so that we celebrate ALL gifts and that community ready is just as, if not more, important as college and career ready.

**System Shifts – Learning Environment**

HĀ places focus on the learning environment to cultivate a strengthened sense of the outcomes. A

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3 The Danger of the Single Story (July 2009): [https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

primary hypothesis for Year 1 has been, *if WE identify conditions that successfully strengthen and lead to HĀ outcomes, then WE can design and support optimal learning environments for all.* Related to this is a shift in focus to the progress of the collective group in question, as opposed to the individual. Like the bamboo metaphor, we focus on what conditions—water, sun, soil—are needed for the bamboo to grow tall and strong. As we focus on learning environments, we then begin to look at input and process measures as important.

**6 Strands of Work**

The pilot began with a linear plan of action that aligned with the HIDOE Strategic Plan (2012-2018): 1) Complete HĀ-based Community Engagement Framework for Schools & Complex Areas (student success), 2) Complete HĀ-based Leadership (teacher & administrator) Training & Evaluation System (staff success), 3) Complete HI DOE Systems Alignment to HĀ (systems of support). As Year 1 has progressed, we now visualize the work as **six strands**. The diagram to the left is meant to be viewed like a hologram with each of the six strands dynamically interconnected yet unique aspects of the pilot. Each strand informs and supports components of the other strands based on feedback from the pilots, test sites and other related activities. Below is a summary of each of the six strands followed by a more in-depth review.

**Pilot Sites**

Pilot sites have organically manifested across the islands in Year 1 (see Early Adopters). A pilot is any group or individual that has taken the framework and begun implementing in their context. The pilots provide examples of spaces where early adopters are actively and intentionally integrating the HĀ framework to suit their unique contexts. The pilots then inform the greater system-wide implementation plan and the direction of the overall HĀ pilot. Anyone can take the HĀ framework and become a pilot.

**Convenings**

Face to face convenings are vital to the livelihood of HĀ. OHE was invited to provide over 70 HĀ orientations reaching 3400 stakeholders in Year 1. The majority of presentations were at public and charter schools across the state, but also included education partners such as the Native Hawaiian Education Council, the Teacher Education Coordinating Committee, Teach for America,
and STEMWorks. OHE also presented on the national level at events such as the Culturally Responsive Evaluation and Assessment (CREA) Conference and the National Association for Research in Science (NARS) Conference. In addition, OHE hosted a HĀ Designers Convening where 16 design teams planned HĀ Community Days across the state. Twelve of the 16 Community Days were held in Year 1 and informed the HĀ Summit where over 200 education stakeholders from across the state gathered in Waiʻanae to experience and share HĀ.

Assessment for Learning – HĀ Assessment Framework

The Center for Innovation in Education and Next Generation Learning Challenges awarded OHE one of 12 Assessment for Learning Project (ALP) grants in Year 1. The grants support educators to fundamentally rethink how assessments can be used to support deeper learning for students. Through the grant, OHE is identifying key conditions and indicators for BREATH along an educational pathway that supports HĀ. What makes this approach particularly unique is the focus on assessing the learning environment and the collective WE, rather than the individual learner. The assessment design makes primary a multicultural point of view, allowing for more than one cultural mode of education through the use of moʻolelo. OHE worked with five test sites (see Early Adopters) to identify conditions where HĀ thrives and test and refine the assessment tools to measure the conditions.

Professional Development – HĀ Learning Progressions

Based on the learning from the test sites, pilots, and convenings, OHE has drafted a HĀ Learning Progression (LP). The LP will provide the professional development and capacity building component of HĀ. Each LP will be tailored to the context of that particular site to optimize strengths and address specific needs, thereby, creating a culture that supports the HIDOE vision of Hawaii’s students being educated, healthy, and joyful lifelong learners who contribute positively to our community and global society. In Year 2, OHE will identify test sites to test and refine the LP. Groups may also pilot the LP with guidance from OHE. The lessons gained from this stage will inform the next iteration of LPs aimed at deepening collective capacity and strengthening system readiness and scalability.

Tools, Resources, and Communications

HĀ is not a program or a curriculum, but the work of HĀ is generating content from pilots, test sites, and other sources. Many are asking for access to content as well as moʻolelo of how HĀ is

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5 Assessment for Learning Project Grant: [http://nextgenlearning.org/assessment-learning-project](http://nextgenlearning.org/assessment-learning-project)
6 Hawaiʻi Department of Education, Culturally Responsive Assessment of HĀ Outcomes: [http://nextgenlearning.org/grantee/hawai'i-department-education](http://nextgenlearning.org/grantee/hawai'i-department-education)
being implemented so they can better grow HĀ in their context. In Year 2, OHE will gather and share moʻolelo through a series called HĀ-lights that profile HĀ in action. OHE will also partner to develop online platforms where stakeholders can find and share resources to support HĀ integration. While these are being developed, links to articles, moʻolelo, and other resources can be found in the footnotes and links embedded in this document.

Funding and Capacity

Partnerships and resources are critical to deepening and spreading HĀ. The number of HĀ partners and advocates of the framework has grown throughout Year 1. The following represent just a few key partners in the work demonstrating the scope of the HĀ stakeholder community:

- Community based organizations such as Hoʻoulu ʻĀina, PALs and PLACES, and Papahana Kuaola
- Equity in Education Coalition
- Kamehameha Schools
- Native Hawaiian Education Council
- REL Pacific at McREL
- University of Hawaiʻi at Mānoa and Hilo, Colleges of Education
- Teach for America

Future Directions

Through the experiences of Year 1, OHE has determined that aspects of HĀ exist everywhere, in classrooms and beyond. To strengthen HĀ, there must be a readiness to engage and learn. The approach is most successful when intentional and collective. HĀ cannot be forced, it must be modeled in a learning environment that nurtures the conditions that strengthen each of the six outcomes as a whole. With all this in mind, OHE is planning to build capacity in Year 2 through each of the six strands with a robust focus on designing systems of support. Read on to learn more about each of the six strands, future directions and how you can engage further.

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8 HĀ Community Day Design Teams: [http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/HA-Community-Days.aspx](http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/HA-Community-Days.aspx)
HĀ Pilots

When an individual or group is ready to introduce and integrate HĀ into their class, school, complex area, or organization, they become a HĀ pilot. These early adopters have taken steps to explicitly integrate the framework in their respective contexts. Many have requested support from OHE to provide an orientation, while others have simply taken the framework and run with it. The following are just a few examples of spaces where early adopters and introducers are actively and intentionally integrating the HĀ framework to suit their unique contexts.

Becoming a Pilot

As of the writing of this summary, OHE has presented over 70 HĀ orientations to 3400 stakeholders. Orientations were conducted upon request at a wide range of HIDOE public and charter schools as well as at education and community organizations such as the Kamehameha Schools, Hauʻoli Mau Loa Foundation, Ceeds of Peace, Governor’s ESSA Education Task Force, HIDOE Teacher Induction Center, Hawaiʻi Association of Middle Schools (HAMS), JROTC, HIDOE State Office Pre-Education Leadership Institute, Office of Curriculum Instruction and Student Support (OCISS), HIDOE Teacher Leader Academy, KUPU, and many more.

The HĀ orientation provides an introduction to HĀ and helps to set the foundation for a pilot site. The orientation walks participants through the development process of HĀ and helps them understand the construction and significance of the framework. They then work to build a stronger personal and practical connection to HĀ. The orientation is intended to bring clarity of understanding to the intentions of HĀ as outcomes for all grounded in Hawaiʻi. During the presentation, the following questions are posed so participants can begin to bridge and connect the framework to their own context, and start crafting their personal moʻolelo to HĀ that creates an authentic connection to the framework:

- What about HĀ resonates with you?
- How have you demonstrated HĀ in either your personal or professional life?
- What moʻolelo might you share that relates to the ideas presented in HĀ?

Below are just a few examples of HĀ pilots and how they are integrating HĀ:

1. **Campbell High School:** One teacher pulled together his 9th grade cohort of teachers in Fall 2016 for a HĀ orientation followed by a discussion on how they could each begin implementing HĀ in their classrooms that year. They committed to convening quarterly to share their learnings and identify opportunities to collaborate. The introducer teacher has weaved in time for his students to reflect on HĀ throughout the year and identify their
own BREATH indicators. He organized huakaʻi (field trips/site visits) in the community for
the students to connect to their place. He has also used HĀ as part of his Individual
Professional Development Plan (IDPD).

2. **Campbell-Kapolei Complex Area**: Campbell-Kapolei Complex Area is infusing HĀ into
their Project Lead the Way grant by building community partnerships, contextualizing the
national curriculum to Hawaiʻi, and connecting to place. Read the full story at the link in
the footnote.⁹

3. **Castle High School**: One teacher, with
support from a UH College of Education
professor, The Center for Tomorrow’s
Leaders, and The Leader Project, developed a
Global Young Leaders Class with the intention
to strengthen HĀ. Throughout the year,
students delved into the outcomes,
participated in huakaʻi, and designed projects
that addressed a community need. The class
concluded with presentations by the students
on the learning at Castle High, the Key
Project in Kaneohe, and UH Mānoa.

4. **Hōkūpa‘a Youth Council**: Hōkūpa‘a is a
collaboration entity created through the
collective efforts of West Hawaiʻi leaders. The
Youth Council is one of the initiatives of
Hōkūpa‘a. The Youth Council determined HĀ
was relevant to their work so they partnered
with Kamehameha Schools to lead 2 all-day sessions to introduce students and their
teachers to HĀ. During the 2nd session, they spent the day at Keauhou where they
continued to explore the 6 outcomes, crafted an oli and hula for BREATH, and applied the
learning to a ma ka hana ka ‘ike (in doing, one learns) project exploring the reef in the
area.

5. **Islander Scholars**: The Islander Institute is in the second year of hosting the Islander
Scholars program where public school principals are invited to select one junior in
their school who exemplifies HĀ. All selected Islander Scholars come together for a
three-day Islander Scholars Academy in the summer, forming a cohort of young
leaders who will help Hawaiʻi thrive in the future.

6. **Kahakai Elementary**: Two teachers collaborated to host a HĀ orientation for all staff at
the school and discuss how HĀ can guide the Positive Behavior Intervention Supports

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⁹ Building a Bridge Between Two Readiness Initiatives (February 2017):
http://www.hawaiipublicschools.org/VisionForSuccess/SuccessStories/Partners/Pages/CK-HA-Day.aspx

ⁱ⁰ Hōkūpa‘a website: http://hokupaa.hawaii-conference.com

ⁱ¹ Islander Scholars: http://www.islanderinstitute.com/scholars/
system being put in place. HĀ is now informing the guiding question for PBIS and students are being introduced to the framework each month, one outcome at a time.

7. **Kealakehe Intermediate:** A teacher introduced the concepts to his students through a joint huaka‘i with students from Kahakai Elementary. The teacher is now working with his principal, Complex Area staff, and Kamehameha Schools to host a huaka‘i on opening day for teachers to orient the staff to the HĀ framework, connect the teachers to West Hawai‘i through a place based experience, and share ideas for introducing HĀ through the school’s advisory classes.

8. **Moloka‘i High School:** The Moloka‘i High Learning Environment team is exploring how HĀ can be infused throughout the school as part of the school’s learning environment focus. The Vice Principal designed a Pu‘uhonua Pass where students, instead of being immediately assigned detention, can step out for a moment and reflect on HĀ questions. Staff also collaborated with the Native Hawaiian Education Council and OHE to host the first Moloka‘i Youth Summit – one of the 12 HĀ Community Days – in January 2017 where they introduced HĀ to the community through a student art and writing contest and an all-day gathering to develop BREATH indicators that reflect Moloka‘i.

9. **Papahana Kuaola:** This ‘āina-based organization on the Windward side of Oahu recently went through a mission- and vision-setting process. As part of their organizational focus, they identified the six BREATH outcomes as their organization’s outcomes. They are continuing to explore how to strengthen HĀ within their own organization as well as how to actively engage schools in their region along with their ahupua’a partners – Paepae o He‘eia and Kāko‘o ‘Ōiwi. These ‘āina- based organizations have formed an alliance called Huliāmahi with the support of the Harold K.L. Castle Foundation and Hau‘oli Mauloa Foundation. They are “committed to working together to improve the educational development and overall well-being of youth and families in Ko‘olaupoko and Hawai‘i.”

10. **UH Hilo College of Education:** Faculty here have introduced HĀ to their teachers in training by having them craft their own personal mo‘olelo in connection to HĀ and

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12 Papahana Kuaola Website: [http://papahanakuaola.com](http://papahanakuaola.com)
13 Huliāmahi website: [http://www.huliamahi.com](http://www.huliamahi.com)
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incorporate the outcomes into their curriculum design. Student teachers are now working in schools in the UH Hilo area and are spreading HĀ to other staff, students, and families.

11. Teach for America (TFA): TFA\textsuperscript{14} officially partnered with OHE and other community partners to host TFamily days – professional development for TFA teachers that asked them to explore the question, “Who am I in this place?” through ma ka hana ka ʻike activities that immersed them in the local culture and context. Leeward Oahu TFA teachers spent a day at Ka‘ala Farm and Cultural Learning Center while Big Island teachers were guided by staff from Uhane Pohaku Na Moku O Hawai‘i in Kaʻu. Teachers were introduced to the HĀ framework and asked to reflect on the outcomes throughout the day and identify ways to incorporate the framework into their classroom context.

12. Waimea High School: Two teachers worked with a group of 9th-12th grade students to launch the Mauka2Makai project. Through this project, students identified ways to participate in the Mālama Honua movement to care for the "land, oceans, living beings, our cultures, and our communities.” 10\textsuperscript{th} and 11\textsuperscript{th} grade students chose to explore the health of the Waimea River in class and organize community river clean-ups to restore a healthy flow of water. Following the community event, the teachers introduced HĀ as a reflection tool for students to identify where they saw BREATH\textsuperscript{15}. You can follow their journey on Instagram at whsmauka2makai.

HĀ Pilot at PALS and PLACES

According to Tina Lopez, Program Coordinator and former HIDOE classroom teacher, her program, University of Hawai‘i at Mānoa’s PALS\textsuperscript{16} and PLACES\textsuperscript{17}, is working with seven after school programs at schools on the Wai‘anae coast, as well as Nānākuli High and Ka Waihona Charter School during the school day. In her teacher community, most love the idea of HĀ while some are still reluctant to include outcome-specific strategies in their classroom. To address this, she and her team offer support and provide resources for the ever-increasing number of teachers looking for help. She says the shift from “me” to “we” has been gradual, as many teachers prefer to work alone. “Everyone is on their own journey,” she says, “But mindsets are definitely changing—it takes time.” When asked if she has any advice for other organizations looking to integrate HĀ, Ms. Lopez suggests, “Check out what others are doing, but make it your

\textsuperscript{14} Teach for America website: https://hawaii.teachforamerica.org/
\textsuperscript{15} Waimea High School Mauka2Makai website: http://whsmauka2makai.weebly.com
\textsuperscript{16} PALS website: https://www.palshawaii.org/
\textsuperscript{17} PLACES website: https://www.placeshawaii.org/
own. One simple way to use the framework is to use it as a reflection piece. Be patient and experiment.”

Keoni Ford, Chairman of the Board of Directors at E Ala Voyaging Academy, long-time Waiʻanae resident and parent shared “[HĀ] reconnects families back into the education system, not just the kids but the parents, grandparents—when kids are engaged the families are too. Parents genuinely asking their kids, “What did you learn in school today? “ I get excited just thinking about the potential of this spill over into our communities.”

We hope others see the same potential for HĀ and begin launching their own pilots across the state.

_If you are interested in inviting OHE to present on the HĀ framework at your school, complex area, office, or organization, please complete the support form[^support] found on the HĀ website._

_HĀ-lights, or stories from the field on HĀ implementation, will be available on the HĀ website[^website]. If you have a moʻolelo you’d like to share regarding how you are piloting the HĀ framework, email Jessica Worchel at [Jessica_worchel@hawaiidoe.org](mailto:Jessica_worchel@hawaiidoe.org) with the Subject Header: HĀ Pilot Moʻolelo._

[^support]: [https://goo.gl/forms/R1Jb1RsUydCzAQov2](https://goo.gl/forms/R1Jb1RsUydCzAQov2)
Convenings

In piloting the HĀ framework, it has been critical to gather and share *he alo a he alo* (face to face). In-person events offer an opportunity to experience HĀ in its entirety, while also providing space for stakeholders to connect with one another and share moʻoleo. In May 2016, OHE gathered a group of 25 representatives from organizations including Farrington High School, Campbell-Kapolei and Kaʻuʻi Complex Areas, the University of Hawaiʻi at West Oahu, REL Pacific at McREL, Hawaiʻi P-20, Papahana Kuaola, HIDOE Office of Curriculum Instruction and Student Support, Native Hawaiian Education Council, Hauʻoli Mau Loa Foundation, and Aha Kauleo to serve on a HĀ Summit Working Group. These individuals helped to shape how these face-to-face convenings would be structured.

HĀ Community Days

Initially, the Working Group planned to host a state-wide summit in November 2016, but through the process, the group felt that HĀ should start at the community level first, before building to the state level. To accomplish this, the working group invited 16 HĀ Design Teams from across the state comprised of one school staff member, one student, and a representative from a community based organization to a HĀ Designers Convening in December 2016. The convening provided space to build a collective understanding of HĀ and to plan to host HĀ Community Days where they would introduce HĀ in their local community in a way that made sense for their context. Of the 16 teams, 12 have completed their HĀ Community Days and 10 of those teams shared their learning at the HĀ Summit on May 6, 2017. These Community Days were publicly-open or invitational events offering space to experience HĀ, contextualize the framework for a variety of communities both in HIDOE and beyond, and explore ways to strengthen HĀ. The HĀ Design Teams are intended to serve as local HĀ Hubs embedded in our communities where stakeholders can turn for HĀ support and guidance.

HĀ Summit

In the midst of planning for the HĀ Designers Convening, OHE staff attended a gathering at Camp Pālehuʻa to discuss the creation of an Indigenous Education Teacher Cohort. At this gathering, OHE shared information on the HĀ Summit, which was then planned to be hosted at

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20 HĀ Community Days website: [http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/HA-Community-Days.aspx](http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/HA-Community-Days.aspx)

21 HĀ Summit HĀ Community Days overview: [http://hasummit2017.weebly.com/h256-community-days.html](http://hasummit2017.weebly.com/h256-community-days.html)


23 Camp Pālehuʻa website: [http://www.camppalehua.org](http://www.camppalehua.org)
the Koʻolau Ballrooms in March 2017. A group of Leeward Oahu teachers requested that the HĀ Summit should instead be hosted at Waiʻanae High School and incorporate the community-based organizations in the area. A few of those present joined the next working group meeting and determined that this was the right approach. From there, the working group expanded to include the Leeward Oahu groups who would co-host the HĀ Summit including teachers, staff, and students from Waiʻanae High School, Ka Waihona Public Charter School, and PALS and PLACES and the community-based organizations leading huakaʻi.24

The summit was held on May 6, 2017 at Waiʻanae High School where students from the Polynesian Club opened the day with protocol to welcome the participants from across the pae ʻāina (islands of Hawaiʻi). Participants then split up and went on 10 different huakaʻi across Leeward Oahu from Kaʻena Point to Pālehua in the Waiʻanae mountain range where they immersed in ma ka hana ka ʻike experiences led by community members of that place. After lunch, 10 HĀ design teams presented their learnings on hosting HĀ Community Days. To conclude, students from Waiʻanae High Polynesian Club and Student Leadership guided participants through a reflection on where they experienced HĀ and discussed and planned for ways to collectively build and strengthen the HĀ movement in their local context.

When asked how HĀ might grow, one participant suggested it would grow through “storytelling and ongoing opportunities to ‘invite’ others to participate.” The participant goes on to say, “My worry is those who are not familiar think HĀ is just another DOE/BOE initiative that has to be done and checked off the list for compliance reasons. This [HĀ] is a philosophical mind shift and cannot be adopted at the same time by all - readiness levels differ based on where/when an individual is in his/her own mindset.”

Another participant suggested that, “The huakaʻi itself was beautiful and amazing, however it was in our group reflections at Waiʻanae High School where I really felt a strong sense of HĀ. I worked with an older aunty and shared frustrations of how my school doesn't necessarily value the inclusion of culturally appropriate practices. I shared how I am frustrated that others do not join me in pushing the inclusion of these appropriate practices in our daily lessons and school environment. She shared that sometimes the best

thing to do, is just do. In other words, she encouraged me to do what I think is pono and hope that in seeing what I accomplish others may also join in.”

In total, 225 education stakeholders joined the first annual HĀ Summit and experienced HĀ, built a collective understanding of the framework, shared knowledge and resources to support effective use, connected to a network of practitioners, and committed to strengthening BREATH in their local context.

In Year 2, OHE will be holding a second Designers Convening for those interested in hosting HĀ Community Days and a second HĀ Summit. Check the HĀ website for updates. Applications to attend the HĀ Designers Convening are scheduled to go out in August 2017. The HĀ Summit is tentatively scheduled for March 2018.

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Assessment for Learning Project (ALP) – Moʻolelo Framework for Assessment

One of the most important lessons learned from Year 1 of the pilot has been the necessity of an intentional collective approach in integrating the HĀ outcomes. In line with this, OHE is designing an assessment framework to help groups identify readiness levels and conditions in order to reflect on the current state and how to nurture conditions in their learning environment to strengthen HĀ. Each assessment is co-designed with a “WE” (i.e. a defined team of stakeholders) and is intended to re-introduce the idea of multiple definitions of success, more than one culture for learning, and more than one way of assessing the learning. This re-introduction will allow for students and other learners to progress along educational pathways that strengthen community, college, and career readiness for all students, while building collective capacity with each iteration.

In Phase I of the ALP, OHE observed how the education community responded to HĀ with openness, curiosity, and enthusiasm. The next step? To identify people and places with high levels of readiness to support the implementation of an assessment framework. Five test sites have been involved in the process of testing the ALP hypothesis, if WE identify conditions that successfully strengthen and lead to HĀ outcomes, then WE can design and support optimal learning environments for all. These test sites supported OHE to identify the conditions and create the tools: Hoʻōla Leadership Academy at Kapolei High School; Personnel Management Branch, Office of Human Resources, HIDOE; Hoʻoulu ‘Āina; Kanu o Ka ‘Āina Public Charter School; and Ke Kula ʻo ‘Ehunuikaimalino Hawaiian Language Immersion School.

For each test site, an orientation to and the HĀ ALP was offered, followed by sessions focused on defining their “WE and WHY” (i.e. identifying who will be the primary members of the group and writing their unique learning context and purpose statement). Interviews were then conducted with each individual using the HĀ Wheel26 (seen to the right), a measurement tool under development to assess learning environments and the extent that the HĀ conditions are present. OHE is currently in the process of analyzing the interviews against the HĀ Conditions tool to determine key conditions that showed up as important to strengthening the HĀ outcomes. These results,

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26 HĀ Wheel: Adapted by the Leader Project from the Center for Asian Pacific American Women and the Whole Person Leadership Wheel; adapted from Peggy Nagage Consulting and Co-active Coaching Wheel of Life
along with the refined tools and processes, will then be shared with the test sites. OHE plans to run one more round of testing on the tools before incorporating into other strands of work and releasing for broader use.

Through HĀ, OHE is working to create space for multiple perspectives and strengthen our ability to see through our own lens, one which is grounded in knowing who we are and where we come from, as well as recognizing and valuing the unique lenses of others. Now that we are solidifying the conditions, the driving question in the next phase of the work is “How might we transform as a system to provide more flexibility, equity, and choice in designing learning environments where all learners can succeed?” Below is a list of shifts that have been identified through piloting and testing the HĀ Assessment Framework. The left represents current space while the right represents space we hope to create with HĀ. This list continues to grow and evolve with the learning, but is serving as a guide to collectively understanding how we become more flexible as a system.

- Me ↔ We
- Learner ↔ Learning Environment
- Content ↔ Context
- Standards ↔ Outcomes
- Linear Process ↔ Circular, Cyclical, Evolutionary Process
- Inhale (Expand) ↔ Exhale (Contract)
- Huli ka lima i luna (passive, hands up) ↔ Huli ka lima i lalo (active, hands down)
- Assessment of the Learning ↔ Assessment for Learning
- Monoculture (Single Story) ↔ Multicultural (Multiple Stories)
- Success Measures ↔ Readiness Measures
- Leadership as Position ↔ Generation of Leaders
- Scarcity Mindset ↔ Strength/Abundance Mindset
- Hawaiian for Hawaiian Only ↔ Hawaiian for All
- Control ↔ Ambiguity
- Provider ↔ Partner

HĀ is an opportunity to design a system to create space for all, with multiple definitions of success. It’s not that the current system is wrong or evil, but as it is currently functioning, it does not support success for all of our learners. It was originally designed—generations ago—to assimilate and acculturate students into what was the dominant, industrialized Western culture. Achieving success for all students in this system is like trying to get your Honda Fit to go on a 4-wheel drive adventure; we can’t be mad at the Honda when it bottoms out. It’s time to orient the system toward transformation and create something that truly suits our modern multicultural goals.

Jessica Worchel, Nā Hopena Aʻo Special Projects Manager
With these shifts beginning to take effect, communities are increasingly **empowered** to define success for themselves in relation to the HIDOE context. In this kind of environment, Aunty Pua Burgess’ vision of a gift-based education system, where students’ strengths, as well as the strengths of staff, the community, and families, are celebrated and optimized, can truly come to fruition.

By orienting more schools and communities to HĀ, OHE intends to support **transformative** learning experiences across three levels of the state’s public education system. At a school level, learners and leaders will experience and create greater **equity** in education as the system builds its capacity for designing optimal learning experiences across content areas. At a community level, educators and partners will experience and create **flexibility** in the ways they provide a real-world context for learning. At a state-level, administrators will experience and create **choice** for accountability. This will be indicated by an alternative option for assessing and reporting on School Climate in STRIVE HI – the state’s accountability system as well as many other approaches that support flexibility in implementation.

For Year 2 of the pilot, the Assessment Framework will become embedded in the HĀ Orientations and Learning Progressions and be shared via conferences, convenings, and other relevant contexts. In addition, OHE was asked to submit a concept paper for a second round of funding for the Assessment for Learning Project (ALP) focused on **translating individual assessment-for-learning innovations into scalable, sustainable impact** based on the theory that a systems change approach establishes the conditions that enable rather than obstruct promising innovations to take root and flourish in new contexts.

*To learn more about the HĀ Assessment Framework, contact Kau'i Sang at dawn_sang@notes.k12.hi.us. Check the HĀ website[^27] for updates.*

Professional Development - The HĀ Learning Progression

The HĀ Learning Progression (LP) will serve as the professional development and capacity building component of the HĀ pilot. Currently, OHE has drafted Module 1 of the HĀ LP based on the learnings from Year 1 pilots, test sites, and convenings. Similar to the HĀ Assessment Framework, in Year 2 OHE will work with test sites that demonstrate a high level of readiness to “test” the LP and refine in order to scale for broad use. OHE will also be working with the test sites and partners to determine the needs for Module 2 and any further modules to support groups to go deeper.

The HĀ LP Module 1 is designed to follow four, fluid, iterative stages that were identified in the development of the HĀ Assessment Framework. Each stage of learning works to meet the participants where they are at while building collective capacity and direction. These stages are described in the graphic below. There are 4 parts to Module 1 that align to the 4 stages.

### Part A: Ke Hanu
**HĀ is Here:** acknowledging the existence of HĀ

### Part B: Ke Ahe
**HĀ is an Exchange:** seeing impact and building a collective WE

### Part C: Ke Aho
**HĀ is Whole:** practice the sharing of HĀ in its wholeness

### Part D: Ua Hāloa
**HĀ is Sustained:** share HĀ with others

Participants and Objectives

Participating in a HĀ LP requires that a committed group of education stakeholders who have direct impact on learning environments—a WE with a WHY—work with HĀ Guides (i.e. place and process advisors who support and customize) and System Shifters (story catchers and evaluators who inform system shifts) to co-design the HĀ LP. Each HĀ LP is tailored to the
particular context of the WE and WHY to optimize on their strengths and address their specific needs with the goal of creating a culture that strengthens HÅ and supports all learners to thrive.

Although each HÅ LP is unique, collectively they inform the driving questions of the HÅ Pilot by addressing **five primary objectives**:

1. Building a sense of solidarity/common unity around HÅ outcomes as not only an end, but also a means to create optimal learning environments for all learners;
2. Creating a shared understanding of the “WE” and the “WHY” of the collective and the next steps for strengthening HÅ for themselves and others;
3. Deepening capacity for individuals and the collective to intentionally design to and for HÅ outcomes;
4. Understanding of how HÅ can be the foundation for defining and attaining educational success; and
5. Collective sense making of the school, office, or organizational culture and the relationship of that culture to defining and achieving success.

OHE is currently preparing to hold Place and Process Guide convenings in fall 2017 to test the LP and build the capacity across the state for those who can support groups interested in going through the LP. This is in preparation for launching school, office, and community organization test site applications in December 2017 to identify test sites who will prepare for the LP in Spring 2018 and launch in Summer or Fall of 2018. These test sites will work with OHE to test and refine effective approaches for:

- Personalizing HÅ to context and place;
- Crafting, assessing, capturing, and perpetuating the individual and the collective story of the WE;
- Assessing the individual and collective strengthening of HÅ; and
- Applying the learning for continued growth.

The lessons gained from this stage will be used to formulate future methods for **deepening collective capacity and strengthening system readiness**.

*Applications for the Process and Place Guide Convening will be announced in July 2017 following the Educational Leadership Institute 2017. Check the HÅ website[^28] for updates or contact Jessica Worchel at Jessica_worchel@hawaiidoe.org to learn more about becoming a HÅ LP test site.*

Nā Hopena Aʻo (HĀ) Year 1 in Review
June 2017

Tools, Communications, Resources

Many stakeholders have been requesting supporting materials and resources for piloting the framework. The following **online resources** are in the nascent phase, and were conceptualized based on specific requests from education stakeholders seeking out tools for integration:

- **Content Sharing Platform to house:**
  - Curriculum, lesson plans, and a collection of links to websites and resources useful in strengthening HĀ in the classroom
  - Research and articles that have been peer reviewed and vetted publications related to constructs found within HĀ
  - HĀ Moʻolelo (stories) of how HĀ is being integrated in various contexts

- **Digital Moku Community Resource Platform:** A multi-layered data visualization of Hawaiʻi’s communities that enhances opportunities for learning, exploration, storytelling, decision support, data gathering and research in support of thriving communities connected to place, ʻāina, culture and one another.

- **Communications Corner:** Newsletters, a style guide, graphics, and other useful communications to keep the network informed.

OHE is also working build capacity in the complex areas so individuals can serve as resources for communities looking to integrate HĀ in their context.

**Resources:**

- Nā Hopena Aʻo ("HĀ") Framework:
- Moʻolelo: Nā Hopena Aʻo, an in-depth article on HĀ, covering its formation, progress into a Board of Education Policy, and plans for Year 1:
- HĀ video: [https://vimeo.com/219016009](https://vimeo.com/219016009)
- The HĀ Summit 2017 website includes information on the details of the HĀ Summit such as Huakaʻi locations and HĀ Community Day presentations:
- Looking for support? Complete this form to request collaborative assistance from OHE: Nā Hopena Aʻo Support: [https://goo.gl/forms/R1Jb1RsUydCzAQov2](https://goo.gl/forms/R1Jb1RsUydCzAQov2)

What is promising about implementing HĀ? To me, the promise of change for the better, for something that is not top down, for something that is not from somewhere else. The promise of creating a framework where every single community can figure out what works best for them, where teachers and haumana are all a part of creating a pathway, a framework that makes things work best for our students. A different way of doing things. Not top down. Not mainland to Hawaiʻi. But to use the wisdom of what's here, from people of all ages and all places, a new way of doing things.

Sandra Webb, Science Teacher at Mililani High School
Funding and Capacity

The capacity and resources required to move the HĀ pilot forward each year extends far beyond HIDOE. OHE’s partners, sponsors, and advocates have pooled together in Year 1 to engage in capacity building and contributing to the collective narrative, each in their own unique way. A major theme with all OHE’s collaborators in Year 1 has been acknowledging and respecting individual mo’olelo (stories), while simultaneously weaving them into a higher systems-level narrative that builds toward a shared vision of equity, flexibility, and choice supportive of developing the academic achievement, character, physical, and social-emotional well-being of all our students, our staff, and ourselves to the fullest potential. Below are just a few mo’olelo highlighting the collectiveness of the HĀ work.

Pupukahi i holomua - Unite to move forward

University of Hawai‘i at Mānoa College of Education (COE)

A key institutional partner in this first year, the COE has made great strides in adopting HĀ in all teacher preparation programs. The framework has been received—often to a standing ovation—as “the missing piece in education in Hawai‘i,” according to Dean of COE, Donald Young, who invited OHE to present at several meetings, including meetings of the Teacher Education Coordinating Committee, the College’s annual college-wide faculty meeting, and the elementary teacher preparation faculty meeting. “Nā Hopena A‘o complements the existing General Learner Outcomes that have served us well by broadening and deepening the description of what we want all graduates to attain from their public education. We will be using Nā Hopena A‘o in the College of Education in preparing our graduates as well. Nā Hopena A‘o brings clarity to the College with a sense of purpose, sense of place, and provides a unified focus on the desired outcomes of both our K–12 and post-secondary institutions.” According to Dean Young, HĀ is central to preparing teacher candidates to teach to the whole child, and COE students are already connecting their lesson plans to HĀ to demonstrate their understanding and ability to apply the framework.

OHE is thrilled to partner with both the University of Hawai‘i Mānoa and Hilo to integrate HĀ so new teachers coming into HIDOE are ma’a (accustomed) to the framework. The key is not to make HĀ “another thing to check off the list,” but to infuse it throughout what we already do so it is a part of our culture.
Kamehameha Schools

In May 2017, HIDOE and Kamehameha Schools (KS) signed a Memorandum of Agreement that included a commitment to identify and seek to implement lasting systemic change by integrating Hawaiian culture based education approaches and measures that advance Native Hawaiian student achievement in public schools. In an effort to embrace the shift of Hawaiian Education for Hawaiians ↔ Hawaiian Education for All, OHE and KS will work together to integrate HĀ and Hawaiian culture based education through various projects. This includes partnering to complete the content development of the HĀ Learner Progression modules in order to prepare for scaling HĀ at all levels of the HIDOE system and to develop and institute a professional development framework with an inventory in order to enable progress in HĀ integration amongst learners, leaders, evaluators, and designers. The Kūamahi division at KS participated in an intensive 2-day orientation to HĀ to launch the partnership, thereby strengthening capacity for both organizations on how to model HĀ.

An Example of Advocacy

The governor of the state of Hawai‘i, David Ige, laid out his Hawai‘i’s Blueprint for Public Education in 2017, a plan which focuses on 21st century skills. Within this plan, the governor and his ESSA Team commit to “ground educational improvement and innovation in a collective strengths-based approach guided by the Nā Hopena A‘o framework, to secure resources to realize their vision of becoming nationally recognized as a top public education system in the country, and to prepare students for high-skills careers in the 21st century.”

Halfway through the first year of launching the HĀ pilot, OHE—along with other departments in HIDOE—had their proposed biannual budget request removed. In response, a group of community leaders who advocate for educational equity decided to advocate to reinstate several line items in the new budget, including the HĀ request. The leader of the equity group, Cheri Nakamura, is also the director of the Hui for Excellence in Education (HE‘E) Coalition. Regarding the coalition around education equity, Ms. Nakamura notes, "We are more powerful in numbers and our collective effort shows politicians that we are paying attention. It shows

29 Hawai‘i’s Blueprint for Public Education: [http://governor.hawaii.gov/blueprint](http://governor.hawaii.gov/blueprint)
solidarity around a common goal, and is much more efficient and effective, especially working with busy legislators." The advocacy offered by the equity group manifested a positive result; the House Finance and Senate Ways and Means conference committee restored the requested funds for HĀ’s budget, as well as other line items supporting educational equity, a great example of community partners working together in support of the flourishing of HĀ, and, ultimately, students.

The HĀ team offers the following to sum up the work going forward – Aʻohe hana nui ke alu ʻia (No task is too big when done together). It’s a kākou thing (done together); if we kākoʻo (support) one another through this process and each put forward our individual strengths to uplift the whole, there is no limit to what we can do. From Me ↔ We, HIDOE will fulfill its vision of Hawaiʻi’s students being educated, healthy and joyful lifelong learners who contribute positively to our community and global society. As long as we continue to put kids at the center of the work, listen to our head AND our naʻau (gut/heart/intuition), and practice HĀ, we know we are moving in the right direction.

Kaʻala Farm  
Photo courtesy of Jessica Worchel

Now’s the time to implement something, to save something that is Hawai‘i, so that we all have Hawai‘i. And if we could return thirty, forty, fifty years from now, that we would recognize the place, that we would choose to live in, that we would still choose to live in Hawai‘i fifty years from now.

Chad Farias, Kau-Keaau-Pahoa Complex Area Superintendent

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