

DESCRIPTION OF HĀ TERMS

HĀ Outcomes Framework: Nā Hopena A'ō is a Department-wide framework of system level outcomes to develop 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.

HĀ Pilot: When the HĀ policy passed in June 2015, the Board of Education authorized a 3-year pilot to be led by the Office of Hawaiian Education with the goal of creating a system-wide implementation plan. Learn more about the pilot in the [Year 1 in Review](#) and [Year 2 in Review](#).



HĀ Handout: The 4-page HĀ handout provides an overview of the framework, examples of indicators of each outcome, the HĀ framework, and the E-3 Board of Education policy.

HĀ Poster: 18 x 24 in poster of the HĀ outcomes framework

HĀ Support Form: the [support form](#) is an online form allowing individuals to request handouts, posters, a HĀ orientation or other facilitation support and resources.

HĀ Orientation: The HĀ orientation is a 1-2 hour presentation where participants learn the mo'olelo of how and why HĀ was created, the guiding principles of HĀ, and the construction and significance of the framework. Participants engage in activities 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 Hawai'i. An online orientation can be found [here](#) and other resources can be found online at the [HĀ Website](#).

HĀ Pilot Site: Pilot sites have organically manifested across the islands. 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 HĀ introducers 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.

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HĀ Test Site: Test Sites are groups who have agreed to work directly with OHE to test various HĀ tools and processes being developed. Unlike a pilot site, they follow a more prescriptive application of HĀ to inform the design and application of the HĀ tools and processes. Test sites are invited to participate based on their readiness and interest to engage.

HĀ Community Days: We believe that the best way to demonstrate HĀ is through direct experience. Throughout the state – schools, complex areas, state offices, and community-based organizations (CBOs) – are modeling HĀ. [HĀ Community Days](#) were developed as a way to build on existing school/community partnerships and provide an opportunity to spread HĀ by having those who are supportive and inspired by the framework introduce HĀ to their community in a way that fits their context. HĀ Community Days embody the concept of “*ma ka hana ka ‘ike*” (in doing one learns) by providing hands-on HĀ activities that strengthen BREATH.

HĀ Design Teams: HĀ Design Teams are the leads for organizing and hosting HĀ Community Days. Each Design Team includes school and/or complex area staff, students, and community representatives. Many teams also included a kupuna (elder) or other individuals key to planning and hosting a successful HĀ Community Day.

HĀ Designers Convening: The HĀ Designers Convening brings together HĀ Design Teams from across the state to support them to host their HĀ Community Days. At the convening, teams deepen their collective understanding of HĀ and are provided with supports and facilitation to design their unique HĀ Community Days.

Nurturing the Bamboo

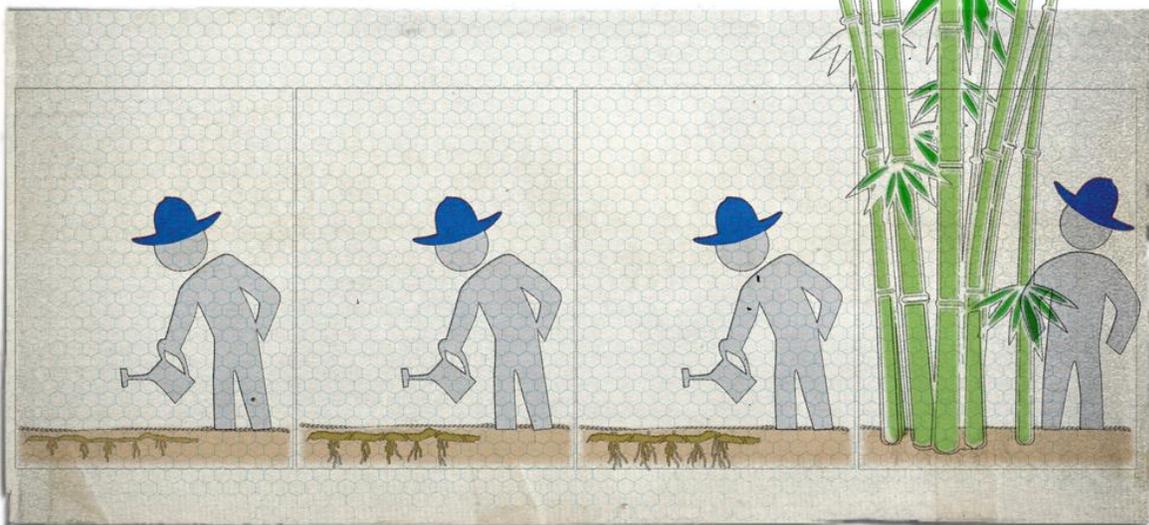
The first year of planting bamboo... the root system begins to take hold

The second year... the root system deepens and spreads

The third year... the root system deepens and spreads further

If the conditions have been nurtured over the three years...

THE STALKS GROW 90 FEET IN 6 WEEKS



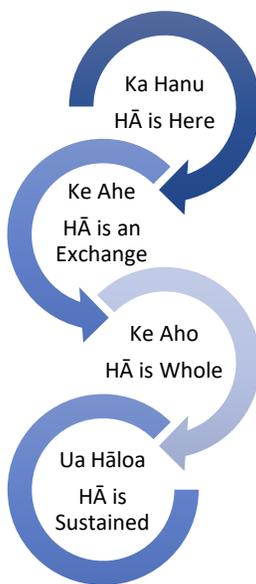
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HĀ Summit: The annual [HĀ Summit](#) is open to education stakeholders who are committed to strengthening BREATH. It provides an opportunity to experience HĀ, build a collective understanding of the framework, share knowledge and resources to support effective use, and connect to a network of practitioners.

HĀ Learning Progressions (LPs): The HĀ LP serves as the professional development component of HĀ and provides essential guidance for designing learning environments to help strengthen HĀ in a group context. It encompasses a set of activities designed to honor the context of the group while focusing in on specific learning objectives that include:

1. The ability to articulate the greater HĀ mo'olelo as well as a mo'olelo that personalizes the value of HĀ for self
2. The ability to speak to a common understanding of HĀ and develop a common set of indicators of what HĀ looks like for the WE
3. The ability to make connections to HĀ and confirm the group's collective understanding and sense of HĀ after experiencing HĀ in the context of place
4. The ability to articulate a WE-WHY statement grounded in HĀ and the readiness to assess for learning and introduce HĀ to others

The LP is designed to build capacity through 4 levels of learning:



Ka Hanu: Acknowledging

- A readiness to acknowledge the presence and value of HĀ

Ke Ahe: Impacting

- A readiness to recognize impact and build a WE

Ke Aho: Holding

- A readiness to experience HĀ in a deeper way and contribute to the collective holding of HĀ space

Ua Hāloa: Sustaining

- A readiness to introduce HĀ to others and broaden HĀ practice to other contexts

HĀ Communities of Learning (COL): A COL is a group of people that are interested in deepening their understanding of HĀ and how to apply it HĀ in their context by participating in a HĀ LP or by designing their own HĀ learning journey to strengthen BREATH in their context.

WE-WHY Statement: A WE-WHY statement is developed by a group of people that share a collective purpose. The statement serves as a guide post as the group navigates through various contexts. Each individual can have multiple WE-WHYs. The critical component is the process that requires the group to build pilina amongst the group in order to define and clarify their purpose and direction. Creating a WE-WHY statement is a critical component of the HĀ LP.

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HĀ Introducer: An end result for participants that have gone through a HĀ LP is that they have the readiness to introduce HĀ to others. HĀ Introducers design HĀ experiences that support others to deepen their understanding of HĀ.

HĀ Community of Practice (COP): The COP refers to groups that convene themselves around an issue using the HĀ Assessment Model as a common framing mechanism to guide the group's engagement with each other. As learners, they deepen their understanding of the levels of HĀ and HĀ design conditions in order to strengthen their HĀ practice in shared leadership contexts.

HĀ Guide: These individuals play a supportive role to either HĀ COLs or HĀ COPs. A HĀ Guide has the capacity to lead and support a HĀ COL in a process to deepen their understanding of HĀ. The HĀ Guide has the capacity to manage and support the learning for a HĀ COP related to their progress in designing to and engaging in a manner that is representative of the strengthening of HĀ for the group. Determining readiness to act as a HĀ Guide is linked to growth towards a deepened understanding of HĀ and the practice of seeing and/or creating HĀ conditions for a particular context.

HĀ Guide Training: This training prepares individuals who have a high level of HĀ content knowledge and leadership readiness to support HĀ COLs and HĀ COPs. For HĀ COLs, these guides will manage the learning progression process, assess for learning, guide continuous improvement, and prepare for next-level readiness. They are a support role for the COL to move through a process that deepens their BREATH.

HĀ Assessment Model: Through a grant with the [Assessment for Learning Project](#), the Office of Hawaiian Education (OHE) worked with partners to design an assessment model that identifies and assesses for **the conditions present in a learning environment that lead to HĀ Outcomes**. The operating hypothesis of the assessment model is **IF** we can identify the conditions that successfully strengthen and lead to HĀ outcomes, **THEN** we can design and support optimal learning environments for all.

HĀ Story Catcher: A HĀ Story Catcher is an additional support role meant to collect and elevate the lessons learned from HĀ COLs or HĀ COPs to evaluate and prepare for systems level assessments for learning. The HĀ Story Catcher is versed in the HĀ Assessment model and can honor the multiple perspectives within a community in the story collection.



Ke'ena Ho'ona'auao Hawai'i

