

# NĀ HONUA MAULI OLA

*Hawai'i Guidelines  
for  
Culturally Healthy and Responsive Learning Environments*



Schools and Institutions



Communities



Families



Educators



Learners

*A project of the  
Native Hawaiian Education Council  
in collaboration with Ka Haka 'Ula O Ke'elikōlani  
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# **NĀ HONUA MAULI OLA**

**Hawai'i Guidelines for Culturally Healthy and Responsive Learning Environments**

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## **INTRODUCTION**

The Native Hawaiian Education Council (NHEC) is developing a set of Hawaiian cultural standards in collaboration with Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language (KH'UOK). The documents entitled *Nā Honua Mauli Ola –Hawai'i Guidelines for Culturally Healthy and Responsive Learning Environments (HMO I)*, and *Supporting Culturally Healthy and Responsive Learning Environments (HMO II)* will contain guidelines/standards, strategies and recommendations for improving the quality of educational outcomes for learners, educators, families, communities and schools/institutions.

*Ke Kumu Honua Mauli Ola*, a Hawaiian educational philosophy, is the cultural base from which the HMO guidelines have been developed. This philosophy speaks of the *mauli* as the cultural heart and spirit of a people, and the fostering of one's *mauli* through three *piko* connections within the *honua* or environment.

- *Piko 'Ī*: Spiritual connection found at the crown of the head.
- *Piko 'Ō*: Inherited connection found at the navel.
- *Piko 'Ā*: Creative connection found below the navel.

The *honua ola* is a vibrant learning environment, which fosters the growth of one's *mauli* through enriching experiences between the people and it's surrounding. The *honua* is crucial in the development of one's *mauli*.

The *mauli ola* or living life force is fostered through a sense of spirituality, behavior and actions, language and tradition-based knowledge. Maintaining our *mauli ola Hawai'i* enables us to understand the importance of honoring the Hawaiian knowledge of the past as a foundation for the present to continue our legacy for future generations.

These HMO guidelines offer a framework from which to view the learning environment and ensure the participation and preparation of the learning community: educators, parents, students, administrators, community members, and resource and support

personnel. Each guideline entails thoughtful consideration for the process, content and outcomes to be achieved by all the members of the learning community. The committee utilized a series of questions to guide the breadth and depth of the outcomes to be achieved:

- Who are the members of the learning community?
- What should the members of the learning community know and understand?
- What should the members of the learning community be able to do?
- What should the members of the learning community value and care about?
- What should the members of the learning community have experienced?
- How will these changes improve the quality of education and educational opportunities?
- What are the desired outcomes to be achieved and how will this benefit the learning community—the people and the place?
- What legacy should the learning community prepare for generations not yet born?

The education cycle is a lifelong learning process, and a personal, family and community endeavor. A healthy and responsive learning community is the ultimate goal. Therefore, the guidelines provide support for the entire learning community with inclusive and holistic considerations. These documents contain the philosophy, goals, outcomes, strategies, roles, and accountability measures necessary to embrace, share and support the learning community in totality. The standards also aim to clarify the elements of Hawaiian education. These culture-based guidelines have been designed to enhance and improve the quality of education and educational opportunities for Hawaiians and their communities throughout the world.

The process to achieve such a plan entails statewide collaboration and consensus among all stakeholders as a *‘ohana* of community learners. We invite you to review the guidelines and to contribute your suggestions in the spirit of educational collaboration for the improvement and enhancement of our island communities.

## Cultural Guidelines for Learners

Culturally healthy and responsive learning environments ...

1. Incorporate cultural traditions, language, history, and values in meaningful holistic processes to nourish the emotional, physical, mental, social and spiritual well-being of the learning community that promote healthy *mauli* and *mana*.

Learners are able to:

1. Utilize a variety of learning materials that promote cultural traditions, language, history, and values.
2. Recount their genealogy, geographic connections, and family history.
3. Demonstrate culturally appropriate behavior and traditional knowledge skills, i.e. *oli*, *pule*, oratory in ceremony.
4. Develop mentorships with *kūpuna*.
5. Nurture their spiritual essence.
6. Maintain a healthy lifestyle that includes proper nutrition, eating habits, exercise, and rest.
7. Intrinsically understand and demonstrate the cultural practices of *aloha*, *lōkahi*, *mālama*, *laulima*, *ho'okipa*, etc.
8. Understand and appreciate the importance of Hawaiian cultural traditions, language, history, and values.
9. Understand the philosophies on which specific rules of behavior are based.
10. Embrace the attitude that *hana* is respected and learning is pleasurable.

2. Maintain practices that perpetuate Hawaiian heritage, traditions and language to nurture one's *mauli* and perpetuate the success of the whole learning community.

Learners are able to:

1. Engage in cultural activities i.e. *hoe wa'a*, *'ōlelo Hawai'i*, *mālama hula*, *lawai'a*, etc.
2. Associate with friends who can provide healthy role models that will make a positive contribution to their cultural growth and development toward adulthood.
3. Plan learning activities that perpetuate cultural traditions.
4. Interact with *kūpuna* in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community.
5. Gather oral and written historical information from the local community and provide appropriate interpretation of its cultural meaning and significance.
6. Engage themselves regularly in appropriate cultural projects and experiential learning activities.

3. Sustain respect for the integrity of one's own cultural knowledge and provide meaningful opportunities to make new connections among other diverse knowledge systems.

Learners are able to:

1. Develop a solid foundation and understanding of one's own cultural knowledge.
2. Practice one's own cultural heritage.
3. Experience other cultures to gain an appreciation and understanding of one's own cultural perspective.
4. Demonstrate the use of acquired knowledge through application.

4. Empower an intrinsic desire for lifelong exploration of learning, teaching, leading and reflection to pursue standards of quality and excellence.

Learners are able to:

1. Involve one's self continually in learning about the local culture.
2. Acquire in-depth cultural knowledge through interaction with *kūpuna*.
3. Make constructive contributions to improve the standards of quality and excellence of their school and community.
4. Participate in planning, implementing, and evaluating cultural activities (i.e. leadership and cultural workshops).
5. Assess their own learning to identify strengths and needs.
6. Set personal goals and make appropriate decisions to enhance life skills.
7. Utilize their knowledge, skills and ways of knowing from their own culture to learn about the larger world community.

5. Provide a safe haven to support the physical, mental, social, emotional and spiritual health of the total community.

Learners are able to:

1. Express their spiritual connections (i.e. *pule* and *mahalo*).
2. Introduce ideas, opinions, and suggestions in a safe, caring environment.
3. Appreciate and respect the diverse views of others.
4. Take an active interest in learning their traditional Hawaiian cultural values, beliefs and practices and assume responsibility for their role in the family and community.
5. Experience and enjoy learning in culturally appropriate environments.
6. Speak comfortably in different situations.
7. Involve themselves, their families and their *kūpuna continually* in learning.

8. Become actively involved in local activities and organizations that contribute to the quality of life in their community.
9. Make healthy choices in their lifestyle that contribute to the wholeness and well-being of themselves and others.

6. Foster understanding that culture and tradition, as a constantly adapting system, are grounded in the knowledge of the past to address present and future situations.

Learners are able to:

1. Demonstrate an understanding of culture and tradition in a variety of expressions and media.
2. Integrate traditional knowledge into modern situations (i.e. graduation ceremonies).
3. Use cultural and traditional knowledge for personal use and the betterment of others.
4. Adapt cultural and traditional knowledge appropriately to changing situations and needs with guidance from *kūpuna*, educator, and/or *loea*.
5. Practice and promote cultural and traditional knowledge.

7. Engage in Hawaiian language opportunities to increase language proficiency and effective communication skills in a variety of contexts and learning situations utilizing classical, traditional, contemporary and emerging genre.

Learners are able to:

1. Acquire and demonstrate language skills and knowledge necessary for proficient and fluent use of Hawaiian.
2. Demonstrate an understanding of Hawaiian language contexts to improve proficiency and communication skills.
3. Take the initiative to learn and converse with native speakers and second language learners.
4. Communicate and participate in activities and special functions where Hawaiian is used.
5. Comprehend the unique nuances and multilevel meanings of Hawaiian.
6. Be persistent in using Hawaiian at all times and all places to the best of their ability.
7. Aspire to raise their level of language proficiency.
8. Perpetuate the dialect of their island and/ or community.
9. Reflect on the critical role that learning Hawaiian plays in fostering cultural knowledge and language proficiency.
10. Take personal responsibility for revitalizing and perpetuating the Hawaiian language.

8. Engage in activities independently or collaboratively with community members to perpetuate traditional ways of knowing (feeling, speaking, and doing), learning, teaching and leading to sustain cultural knowledge and resources within the learning community.

Learners are able to:

1. Participate in subsistence activities with family and other community members and learn stories and lessons associated with those activities.
2. Participate in apprenticeships with cultural experts in the community and acquire traditional conflict resolution skills.
3. Apply cultural and traditional knowledge of the past to the present.
4. Assume responsibility for their role in relation to the well being of the cultural community and their life-long obligations as a community member.
5. Pursue excellence in their traditional practices, management and responsibilities to the surrounding environment.
6. Make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live.
7. Identify and utilize appropriate forms of technology for improving the quality of life in the community.
8. Share cultural and traditional knowledge effectively in a variety of cultural settings.
9. Acquire indepth cultural knowledge through active participation and meaningful interaction with experts (i.e. *kupuna, kumu, loea*).
10. Participate in, and make constructive contributions to, learning activities associated with traditional practices (i.e. gathering, fishing, food preparation, ceremonies).
11. Pursue opportunities to observe and listen to resources within the community (i.e. *kupuna, kumu, loea*).
12. Continue to develop personal communication, participation, and collaboration skills.

9. Utilize multiple pathways and multiple formats to assess what has been learned and honor this process to nurture the quality of learning within the community.

Learners are able to:

1. Make effective use of knowledge, skills and ways of knowing from their own cultural traditions to assess their own learning.
2. Participate in cultural events that showcase their talents and skills.
3. Make use of multiple pathways and formats to assess their own learning and competence.
4. Acquire technological skills and dispositions for improving the quality of life.



10. Support lifelong aloha for Hawaiian language, history, culture, and values to perpetuate the unique cultural heritage of *Hawai'i*.

Learners are able to:

1. Take an active role in learning Hawaiian language, history, culture, and values.
2. Assume responsibility for the use of Hawaiian language and cultural practices in their family and community.
3. Express their aloha through oratory, writing, art, media, etc.
4. Teach others what they have learned.
5. Encourage others to learn the Hawaiian language, history, culture, and values.
6. Incorporate cultural practices into their daily lives (i.e., *loina, pule, oli, lawena*).
7. Assume responsibility for their role in relation to the well-being of the cultural community.

11. Promote personal growth and development to strengthen cultural identity, academic knowledge and skills, *pono* decision making, and ability to contribute to one's self and family, and local and global communities.

Learners are able to:

1. Recount *mo'okū'auhau* including geographic locations.
2. Assume responsibility for the well being of the cultural community and life-long obligations as a community member.
3. Understand and behave in a culturally appropriate manner by making appropriate choices.
4. Reflect through personal actions the critical role that the heritage language plays in fostering a sense of identity to understand the world.
5. Acquire and pass on traditions of their community through oral and written history.
6. Live in accordance with the cultural values and traditions of the local community.

12. Develop an understanding of Hawaiian language, history, culture and values through an indigenous perspective to foster a sense of self, place, community, and global connection.

Learners are able to:

1. Initiate and create opportunities to learn and listen to the language, history, culture, and values of the Hawaiian community they live in.
2. Take advantage of special events and places to learn and practice Hawaiian language skills with Hawaiian language speakers.

3. Seek and work with mentors on a regular basis, who are knowledgeable in Hawaiian language, history, culture, and values.
4. Recognize the complexities of learning the Hawaiian language, culture, history, and values, and use this recognition to commit to gain language fluency and cultural knowledge.
5. Use media to record and disseminate traditional stories for the enlightenment of all members of the community.
6. Gather and use Hawaiian resource materials from all available sources (speakers, books, newspapers, manuscripts, etc.).
7. Be persistent in the use of the Hawaiian language and the discussion of Hawaiian issues whenever possible.
8. Spend as much time as possible with *kūpuna* and/or Hawaiian language speakers and practitioners to practice proper language and protocol.
9. Learn the origins and meanings of words and cultural practices, traditions, and values.

13. Promote respect for how the Hawaiian cultural worldview contributes to diversity and global understanding to enhance one's sense of self, family, and local and global communities.

Learners are able to:

1. Understand the Hawaiian worldview through the use of primary sources collected from the past and present.
2. Recognize the importance of the Hawaiian worldview and its role in understanding diversity.
3. Demonstrate understanding of the Hawaiian worldview and its place in the global society.
4. Appreciate the diversity of global community members and their contributions to the world.

14. Plan for meaningful learner outcomes that foster the relationship and interaction among people, time, space, places, and natural elements around them to enhance one's ability to maintain a "local" disposition with global understandings.

Learners are able to:

1. Be keen observers of their natural environment.
2. Maintain a clean and healthy environment.
3. Understand the natural rhythm of the environment such as the winds, rains, tides, currents and seasonal changes and how to live in alignment with the environment.
4. Participate comfortably in the local traditions and celebrations that reflect the diversity of the local culture.

5. Recognize and respond to the people, places, and natural elements in their community.
6. Honor and respect personal and community resources.
7. Behave appropriately in any given situation.
8. Be familiar with and respectful of places within their community.
9. Reflect on the relationship between the natural environment and people.
10. Understand the symbiotic relationship between man and his environment.
11. Initiate proactive practices to sustain a healthy environment.

15. Engage in experiences which *mālama* the entire learning community and the environment to support learning and good practices of stewardship, resource sustainability and spirituality.

Learners are able to:

1. Develop a sustainable food production system.
2. Plan and participate in a community service project.
3. Teach others about the concept of *mālama* through example.
4. Participate in conservation and recycling practices and activities.
5. Mentor younger learners.
6. Demonstrate caring for the *kūpuna*.
7. Utilize Hawaiian values in everyday situations.

16. Cultivate a strong sense of *kuleana* to one's past, present and future to enhance meaningful purpose and to bring about joy and fulfillment for one's self and family, and local and global communities.

Learners are able to:

1. Know what their *kuleana* is in various situations (family, classroom, local and global communities).
2. Understand their family history and heritage that shape who they are and form their identity.
3. Voice their concerns and ideas about their *kuleana* to the past, present and future.
4. Design and implement a project demonstrating *kuleana*.

## Cultural Guidelines for Educators

Culturally healthy and responsive learning environments ...

1. Incorporate cultural traditions, language, history, and values in meaningful holistic processes to nourish the emotional, physical, mental, social and spiritual well-being of the learning community that promote healthy *mauli* and *mana*.

Educators are able to:

1. Model culturally appropriate behavior in their pedagogy.
2. Provide opportunities for learners to demonstrate culturally appropriate behavior.
3. Develop curriculum that acknowledges culturally appropriate behavior.
4. Involve themselves in local cultural practices.
5. Respect the variations of religious beliefs amongst their learners.
6. Provide cultural activities that are developmentally appropriate.
7. Utilize authentic learning materials and experiences.
8. Create and use learning materials that support cultural activities.
9. Include *kūpuna* in activities to strengthen *hanauna* and *kuleana* understandings.

2. Maintain practices that perpetuate Hawaiian heritage, traditions and language to nurture one's *mauli* and perpetuate the success of the whole learning community.

Educators are able to:

1. Provide opportunities to learn in settings where cultural knowledge and skills are naturally relevant.
2. Provide opportunities to learn through observation and hands-on demonstration of cultural knowledge and skills.
3. Commit to continuous professional development in Hawaiian culture and traditions.
4. Build their teaching on cultural foundations.
5. Become active members of the community in which they teach and make positive and culturally appropriate contributions to the well being of that community.
6. Exercise professional responsibilities in the context of local cultural traditions and expectations.
7. Learn Hawaiian language and honor the cultural knowledge that students bring with them.
8. Provide learning opportunities that help students recognize the integrity of their knowledge and use that knowledge as a springboard to new understandings.

3. Sustain respect for the integrity of one's own cultural knowledge and provide meaningful opportunities to make new connections among other diverse knowledge systems.

Educators are able to:

1. Provide experiences that encourage learners to appreciate the uniqueness of other cultures.
2. Provide activities and learning experiences that illustrate how each unique culture has an essential place in our global society.
3. Assist learners in making comparative relationships between cultures through their own learners' cultural perspectives.
4. Instill respect and understanding for others and their diversity.

4. Empower an intrinsic desire for lifelong exploration of learning, teaching, leading and reflection to pursue standards of quality and excellence.

Educators are able to:

1. Have access to appropriate materials and resources (i.e. books, videos, charts, artifacts, websites, etc.)
2. Share their expertise in cultural areas.
3. Form study groups to enrich their learning and facilitate the same for their students.
4. Engage learners in lifelong exploration opportunities with exemplars.
5. Involve oneself continually in learning about the local culture.
6. Honor the knowledge, skills and ways of knowing of their learners' cultures.
7. Provide many opportunities for learners to engage in the learning, teaching, leading, and reflecting cycle.
8. Demonstrate quality and excellence in teaching.

5. Provide a safe haven to support the physical, mental, social, emotional and spiritual health of the total community.

Educators are able to:

1. Provide opportunities and time for students to learn in safe and comfortable settings where local cultural knowledge and skills are naturally relevant.
2. Enable learners to ask questions, state opinions, and offer suggestions about their learning in a safe, caring environment.
3. Utilize multiple instructional strategies and apply those strategies appropriately and flexibly in response to the cultural and instructional environment in which they are situated.

4. Provide engaging and stimulating learning environments outside of the classroom.
5. Create and maintain a safe haven for learning in which all students are actively engaged and contributing members.
6. Participate in local and regional professional development activities to enhance the learning environment.

6. Foster understanding that culture and tradition, as a constantly adapting system, are grounded in the knowledge of the past to address present and future situations.

Educators are able to:

1. Incorporate traditional knowledge in present contexts.
2. Provide experiences and materials that encourage learners to adapt and use cultural and traditional knowledge with guidance from *kūpuna*, educator, and/or *loea*.
3. Make personal connections to cultural and traditional knowledge and its applications.
4. Encourage learners to make their own personal connections to cultural and traditional knowledge.
5. Validate their teaching from those grounded in cultural and traditional knowledge.

7. Engage in Hawaiian language opportunities to increase language proficiency and effective communication skills in a variety of contexts and learning situations utilizing classical, traditional, contemporary and emerging genre.

Educators are able to:

1. Provide learners with good language modeling and instruction.
2. Foster good language learning attitudes and habits.
3. Provide safe learning opportunities where learners can acquire, practice and experiment with language without fear of ridicule or censure.
4. Develop purposeful use of contemporary and emerging language genre.
5. Use traditional stories and literature to improve Hawaiian language proficiency and effective communication skills through reading and discussion.
6. Use traditional Hawaiian contexts (i.e. *mele*, *mo'olelo/ka'ao*) to create contemporary Hawaiian music, literature and art.
7. Expose learners to a variety of Hawaiian language periods, styles, and dialects.
8. Develop an understanding of the nuances, *kaona* and other poetic uses and devices in the Hawaiian language.
9. Utilize Hawaiian activities (i.e. arts and crafts, songs, games etc) to promote learning.
10. Integrate Hawaiian *'ōlelo no'ēau* into the curriculum.

11. Maintain Hawaiian as a living language by incorporating new Hawaiian terminology where none exists.
12. Learn about the benefits of learning Hawaiian through bilingual and immersion methods.
13. Secure support and participation of local expertise to enhance the curriculum.
14. Participate in professional development activities to expand Hawaiian language and cultural knowledge.
15. Collect and utilize Hawaiian language resources.
16. Incorporate traditional cultural values, beliefs and practices to promote the use of Hawaiian language and thinking.
17. Engage learners in activities that increase language proficiency and confidence.

8. Engage in activities independently or collaboratively with community members to perpetuate traditional ways of knowing (feeling, speaking, and doing), learning, teaching and leading to sustain cultural knowledge and resources within the learning community.

Educators are able to:

1. Recognize the validity and integrity of the traditional knowledge system.
2. Utilize *mānaleo* and cultural practitioners in multiple ways in their teaching to engage learners' interest.
3. Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills.
4. Utilize traditional settings (i.e. *hālau, māla, hui, uka, and kai*) as learning environments for transmitting cultural and academic knowledge and skills.
5. Become active members of the community in which they teach and make positive and culturally appropriate contributions to the well being of that community.
6. Continually learn about and build upon the cultural knowledge that students bring with them from their homes and communities.
7. Learn the Hawaiian language and promote its use in their teaching.
8. Reinforce student's sense of cultural identity and place in the community.
9. Utilize locally relevant curriculum materials with which students can readily identify, including materials prepared by Native authors.
10. Learn how to use local ways of knowing and teaching to link the knowledge base of the school to that of the community.
11. Provide opportunities for learners to engage in journal writing on specific cultural concepts and content.
12. Teach techniques for creative and expository writing.

9. Utilize multiple pathways and multiple formats to assess what has been learned and honor this process to nurture the quality of learning within the community.

Educators are able to:

1. Utilize forms of assessment and evaluation other than written and standardized tests.
2. Demonstrate the ability to utilize assessment data to improve their own teaching as well as to maximize the opportunities for learners to demonstrate their competence.
3. Utilize culturally traditional forms of assessment (i.e. *hō'ike*).
4. Utilize multiple instructional strategies appropriately and flexibly.
5. Incorporate cultural values and beliefs in all teaching and assessment practices.
6. Consider multiple forms of intelligence and problem-solving skills in the assessment of the learning potential of learners.
7. Gain experience and knowledge from those grounded in ways of knowing that are different from the usual ways of knowing utilized in schools.

10. Support lifelong aloha for Hawaiian language, history, culture, and values to perpetuate the unique cultural heritage of *Hawai'i*.

Educators are able to:

1. Make effective use of local expertise, especially *kūpuna*, as co-educators whenever local language and cultural knowledge is being addressed in the curriculum.
2. Create an immersion environment to provide a natural context for language and culture teaching and learning.
3. Provide opportunities for learners to express aloha for Hawaiian language, history, culture, and values.
4. Design curriculum and programs that promote and perpetuate Hawaiian language, history, culture, and values.
5. Instill a desire in learners to be carriers of cultural responsibilities and traditions.
6. Advocate for participation in cultural events perpetuating the unique heritage of *Hawai'i*.
7. Provide a supportive learning environment that reinforces the cultural well-being of the learners.
8. Utilize locally relevant curriculum materials with which learners can readily identify, including materials prepared by Hawaiian authors.
9. Recognize the importance of cultural and intellectual property rights in teaching practice and honor such rights in all aspects of the selection and utilization of curriculum resources.



11. Promote personal growth and development to strengthen cultural identity, academic knowledge and skills, *pono* decision making, and ability to contribute to one's self and family, and local and global communities.

Educators are able to:

1. Recognize the validity and integrity of the traditional knowledge system.
2. Develop curriculum reinforcing the integrity of the learner's cultural knowledge.
3. Maximize use of the Hawaiian language and cultural knowledge in the curriculum.
4. Use the local environment and community resources on a regular basis to link teaching to the everyday lives of the learners.
5. Participate in community events and activities in an appropriate and supportive way.
6. Recognize the educational potential of each learner and provide the challenges necessary to achieve full potential.
7. Engage in critical self-assessment and participatory research to determine the extent to which teaching practices are effectively grounded in traditional ways.
8. Participate in, contribute to, and learn from local community events and activities in culturally appropriate ways.

12. Develop an understanding of Hawaiian language, history, culture and values through an indigenous perspective to foster a sense of self, place, community, and global connection.

Educators are able to:

1. Use *kūpuna* and *mākuā* effectively in teaching the Hawaiian language, history, culture, and values, especially those specific to the geographic area where they live and teach.
2. Provide opportunities for learners to gather information from families and the community.
3. Use local expertise, especially knowledgeable *kūpuna*, as resource teachers/resources in classrooms.
4. Use Hawaiian and locally relevant curriculum materials prepared by local authors or others.
5. Participate in immersion/learning opportunities to learn traditional language, history, culture, and values of the community in which they teach.
6. Enroll in Hawaiian language, culture and history courses at universities, colleges, or other places to improve content knowledge and skills, and implement a culturally appropriate approach to teaching.
7. Respect and validate all aspects of the learner's knowledge encouraging an ongoing quest for personal and cultural affirmation.

8. Create safe environments for learners to share prior knowledge of their language, history, culture and values to expand the knowledge of all learners.
9. Provide flexible scheduling and preparation times for *kūpuna* to share their knowledge.
10. Provide assistance in instructional methodologies for *mānaleo* (native speakers) — language teaching doesn't always come naturally.
11. For *mānaleo*, acquire reading and writing proficiency in Hawaiian to serve as a model and assist learners in developing their own linguistic and cultural skills.

13. Promote respect for how the Hawaiian cultural worldview contributes to diversity and global understanding to enhance one's sense of self, family, and local and global communities.

Educators are able to:

1. Maximize the use of primary sources in curriculum such as Hawaiian language newspapers and traditional literature.
2. Utilize traditional practitioners and *kūpuna* in the community.
3. Integrate traditional songs, dance, games, stories and arts into learning.
4. Recognize the importance of the Hawaiian worldview and its role in diversity.
5. Develop and incorporate activities that promote the Hawaiian worldview and its place in global society.
6. Respect individual and cultural characteristics of the learner's understanding and worldview.
7. Acquire and apply the skills needed to learn about the local language(s) and culture(s) of the community.
8. Use traditional teaching roles and practices in the community to enhance the educational experiences of learners.
9. Help learners understand cultural diversity from within and beyond their own community and cultural region (i.e. culturally mixed and blended families).
10. Serve as adult role models by actively contributing to the local ways of living and traditions practiced in the community in which they teach.

14. Plan for meaningful learner outcomes that foster the relationship and interaction among people, time, space, places, and natural elements around them to enhance one's ability to maintain a "local" disposition with global understandings.

Educators are able to:

1. Help learners see the inter-relationship between local circumstances and the global effects of local conditions.
2. Prepare learners to "think locally and act globally."
3. Bring literature into the classroom which reflect global issues with a local perspective.

4. Give learner's opportunities to celebrate and participate in local traditions and cultural activities.
5. Develop the learner's sense of responsibility to and appreciation for maintaining a healthy relationship between the community and its natural resources.
6. Serve as a role model for healthy practices which sustain good relationships in the community.
7. Be comfortable and flexible in utilizing the natural environment for learning.
8. Adopt and promote traditional practices in caring for the environment.
9. Engage learners in activities to develop their understanding and appreciation the importance of the *ahupua'a* within the culture.

15. Engage in experiences which *mālama* the entire learning community and the environment to support learning and good practices of stewardship, resource sustainability and spirituality.

Educators are able to:

1. Provide opportunities for learners to *mālama* others and the land.
2. Adhere to good stewardship practices.
3. Develop curriculum that acknowledges traditional practices and spirituality.
4. Continue one's own lifelong learning.

16. Cultivate a strong sense of *kuleana* to one's past, present and future to enhance meaningful purpose and to bring about joy and fulfillment for one's self and family, and local and global communities.

Educators are able to:

1. Assist learners in learning and using Hawaiian language.
2. Assist learners in learning their heritage culture.
3. Utilize *kuleana* -based learning in the classroom such as room clean up.
4. Design and implement curriculum that requires the use of *kuleana* in collaborative projects.

## Cultural Guidelines for Schools and Institutions

Culturally healthy and responsive learning environments ...

1. Incorporate cultural traditions, language, history, and values in meaningful holistic processes to nourish the emotional, physical, mental, social and spiritual well-being of the learning community that promote healthy *mauli* and *mana*.

Schools and Institutions are able to:

1. Recognize that all knowledge is imbedded in a larger system of beliefs, values and practices, each with its own integrity and interconnectedness.
2. Include explicit statements regarding the cultural values that are fostered in the community and integrates those values in all aspects of the school.
3. Provide resources to support learning environments that promote the integration of cultural traditions.
4. Include cultural teaching strategies as part of the effective practices in the teacher evaluation profile.
5. Encourage new teachers to learn from those who are well grounded in the local community and culture.

2. Maintain practices that perpetuate Hawaiian heritage, traditions and language to nurture one's *mauli* and perpetuate the success of the whole learning community.

Schools and Institutions are able to:

1. Support the documentation of cultural knowledge and produce appropriate print and media materials to share with others.
2. Provide cultural and language programs, opportunities and courses to acquire an in-depth understanding of the Hawaiian culture, language and traditions.
3. Make available a variety of Hawaiian resource materials.
4. Provide opportunities for educators to become proficient in Hawaiian culture, language and traditions through experiential activities such as culture camps and workshops.
5. Provide cultural mentors and support professional development for educators.
6. Coordinate cultural orientation camps and mentoring programs for educators to learn about, and adjust to, the cultural expectations of the community and school.

3. Sustain respect for the integrity of one's own cultural knowledge and provide meaningful opportunities to make new connections among other diverse knowledge systems.

Schools and Institutions are able to:

5. Provide experiences that encourage learners to appreciate the uniqueness of other cultures.
6. Provide activities and learning experiences that illustrate how each unique culture has an essential place in our global society.
7. Assist learners in making comparative relationships between cultures through their own cultural perspectives.
8. Instill respect and understanding for others and their diversity.

4. Empower an intrinsic desire for lifelong exploration of learning, teaching, leading and reflection to pursue standards of quality and excellence.

Schools and Institutions are able to:

1. Document the life stories of community *kūpuna* and in doing so model intergenerational learning.
2. Invite parents into the school for continuing educational opportunities (i.e. computer training or reading workshops).
3. Establish mentorships with cultural practitioners and experts based on the needs and desires of the school and institution.
4. Offer professional development opportunities including travel to attend seminars and to visit other sites that pursue standards of quality and excellence.
5. Honor and incorporate indigenous "talk story" type sessions.

5. Provide a safe haven to support the physical, mental, social, emotional and spiritual health of the total community.

Schools and Institutions are able to:

1. Include explicit statements regarding the cultural values that are fostered in the community and integrate those values in all aspects of the school program and operation.
2. Foster the ongoing participation of *kūpuna* in all aspects of the education process to support a healthy learning environment.
3. Provide multiple avenues for learners to access the learning that is offered, as well as multiple forms of assessment for learners to demonstrate what they have learned.

4. Encourage and support experientially oriented approaches to education that make extensive use of community-based resources and expertise.
5. Provide cultural and language immersion programs in which learners acquire in-depth understanding of the culture of which they are members.
6. Ensure a high level of involvement of professional staff who are of the same cultural background as the students with whom they are working.
7. Provide cultural orientation camps and mentoring programs for new educators to learn about and adjust to the cultural expectations and practices of the community and school.
8. Provide facilities that are compatible with the community environment and are inviting and readily accessible to the community.
9. Utilize local expertise to provide culturally-appropriate artwork, architecture and landscaping in creating safe havens
10. Sponsor ongoing activities and events in the school and community for learners to put into practice their knowledge of local cultural traditions.

6. Foster understanding that culture and tradition, as a constantly adapting system, are grounded in the knowledge of the past to address present and future situations.

Schools and Institutions are able to:

1. Provide opportunities for *kūpuna* to share their knowledge with learners.
2. Support the incorporation of traditional knowledge (i.e. *ho'oponopono*) in the school curriculum to encourage independent use of such knowledge in real life situations.
3. Respect cultural practices.
4. Develop traditions that honor the past (i.e. *makahiki*, use of Hawaiian names)

7. Engage in Hawaiian language opportunities to increase language proficiency and effective communication skills in a variety of contexts and learning situations utilizing classical, traditional, contemporary and emerging genre.

Schools and Institutions are able to:

1. Provide a safe learning environment where learners can learn, practice and experiment without fear of ridicule or censure.
2. Assist community members in expanding their fluency of Hawaiian to deeper levels and enlist others in promoting the use of Hawaiian.
3. Set aside special times and places where participants can be immersed in Hawaiian.
4. Increase their repository of Hawaiian language materials and resources.
5. Provide administrative funding to promote Hawaiian language and immersion instruction.

6. Fund projects and/or seek funding to develop Hawaiian language curriculum materials.
7. Support opportunities for *kupuna* to engage with learners on a regular basis.
8. Offer Hawaiian language coursework for immersion programs.

8. Engage in activities independently or collaboratively with community members to perpetuate traditional ways of knowing (feeling, speaking, and doing), learning, teaching and leading to sustain cultural knowledge and resources within the learning community.

Schools and Institutions are able to:

1. Encourage a variety of ways of learners and educators to communicate (i.e. art, audio and video presentations, written work).
2. Provide training in current and emerging media and technology.
3. Incorporate and build upon locally identified cultural values and beliefs in all aspects of teaching and assessment practices.
4. Offer courses in communication (i.e. speech, media and video production, theatre arts, broadcasting), using Native Hawaiian content.
5. Provide safe and comfortable experiences for learners to learn and practice ways of knowing.
6. Provide opportunities for project-based learning experiences.
7. Provide opportunities for learners to choose and plan appropriate learning activities.
8. Provide opportunities for families and the community to share traditional ways of communication, participation, and collaboration.
9. Provide a physical setting compatible with cultural learning styles.
10. Understand the role and responsibility of the school as a significant factor in the communication, participation and collaboration skills of all learners.

9. Utilize multiple pathways and multiple formats to assess what has been learned and honor this process to nurture the quality of learning within the community.

Schools and Institutions are able to:

1. Utilize culturally traditional forms of assessment such as a *hō'ike*.
2. Provide and encourage multiple assessments in schools (i.e. projects, portfolios, original compositions).
3. Support programs and curricula that use multiple pathways and formats to assess what has been learned.
4. Incorporate cultural values and beliefs in the development of multiple assessments.
5. Articulate with other educational institutions for the preparation and transition of learners.

10. Support lifelong aloha for Hawaiian language, history, culture, and values to perpetuate the unique cultural heritage of *Hawai'i*.

Schools and Institutions are able to:

1. Establish an easily accessible repository of Hawaiian language resource materials and knowledgeable expertise from the community.
2. Incorporate appropriate traditional cultural values and beliefs in all teaching, particularly when the Hawaiian language is involved
3. Utilize the Hawaiian language as a base from which to learn the deeper meanings of the local cultural knowledge, values, beliefs and practices.
4. Allow for traditional cultural protocol that includes spirituality as it relates to appropriate uses of Hawaiian knowledge.
5. Provide Hawaiian language immersion opportunities for students who wish to learn the Hawaiian language.

11. Promote personal growth and development to strengthen cultural identity, academic knowledge and skills, *pono* decision making, and ability to contribute to one's self and family, and local and global communities.

Schools and Institutions are able to:

1. Support learning opportunities that help learners maintain the integrity of traditional knowledge to understand the world.
2. Recognize that all forms of success depend on developing a strong sense of personal and cultural identity.
3. Encourage and support the professional development of local personnel who share the learner's cultural background to become educators and administrators in the school.
4. Provide a stimulating environment that is accessible and open to the whole community.
5. Demonstrate education as a community wide process.

12. Develop an understanding of Hawaiian language, history, culture and values through an indigenous perspective to foster a sense of self, place, community, and global connection.

Schools and Institutions are able to:

1. Ensure that the policies and practices in the school governing language, history, culture and values are consistent with the aspirations of families and the community.



2. Engage the community in opportunities to learn about the Hawaiian language history, culture and values unique to their geographical community.
3. Provide Hawaiian language, history, and culture classes for every high school in Hawai'i, especially those with high numbers of Native children enrolled.
4. Support Hawaiian immersion sites throughout the state.
5. Establish an easily accessible repository of Hawaiian resource materials and knowledgeable expertise from the community.
6. Provide an indepth cultural and language orientation program for all new teachers and administrators, including an immersion camp with *kūpuna* or cultural practitioners.
7. Collaborate with *kūpuna* and native practitioners from the local community to acquire a comprehensive understanding of the Hawaiian culture.
8. Use culturally based materials to enrich the curriculum.
9. Implement annual awards in each school and district to recognize exemplary Hawaiian education efforts.
10. Develop illustrated readers that utilize Hawaiian language, history, culture and values.
11. Implement *Nā Honua Maui Ola* in all aspects of the educational program.

13. Promote respect for how the Hawaiian cultural worldview contributes to diversity and global understanding to enhance one's sense of self, family, and local and global communities.

Schools and Institutions are able to:

1. Foster an appreciation of the contributions the Hawaiian culture offers to the world.
2. Respect the Hawaiian worldview and perspectives.
3. Promote an understanding of the Hawaiian worldview in maintaining global balance and harmony (i.e. Hawaiian character education program).
4. Provide safe learning environments that encourage diversity and multiculturalism.

14. Plan for meaningful learner outcomes that foster the relationship and interaction among people, time, space, places, and natural elements around them to enhance one's ability to maintain a "local" disposition with global understandings.

Schools and Institutions are able to:

1. Provide opportunities for learners and educators to enrich their communities through proactive projects.
2. Provide a safe nurturing environment for learners and educators to explore the relationship between the community and the natural environment.
3. Encourage all members of the community to use the resources of the school to make positive contributions to the environment.

4. Provide opportunities for *kupuna* to interact with learners.
5. Provide opportunities and resources for the documentation of “best practices” in maintaining community and environmental health.
6. Utilize educational models grounded in the Hawaiian worldview as reflected in the community.
7. Provide an inviting, easily accessible physical environment for community learners to utilize.

15. Engage in experiences which *mālama* the entire learning community and the environment to support learning and good practices of stewardship, resource sustainability and spirituality.

Educators are able to:

1. Provide opportunities for learners and educators to connect with *kūpuna* to learn about traditional stewardship.
2. Utilize multiple forms of assessment for learners to demonstrate their learning.
3. Offer heritage language and culture courses.
4. Provide opportunities for educators to learn more about the cultural heritage of the learners they teach.
5. Provide opportunities for students and teachers to participate in community service projects.
6. Allocate resources towards activities that support stewardship.
7. Utilize local experts to demonstrate the concept of *mālama*.

16. Cultivate a strong sense of *kuleana* to one’s past, present and future to enhance meaningful purpose and to bring about joy and fulfillment for one’s self and family, and local and global communities.

Educators are able to:

1. Assist learners in learning and using their heritage language.
2. Assist learners in learning their heritage culture.
3. Provide cultural orientation programs for educators and administrators on traditional *kuleana*.
4. Utilize the natural environment of the community to move educational activities beyond the classroom thus fostering a strong sense of *kuleana* for the environment.

## Cultural Guidelines for Families

Culturally healthy and responsive learning environments ...

1. Incorporate cultural traditions, language, history, and values in meaningful holistic processes to nourish the emotional, physical, mental, social and spiritual well-being of the learning community that promote healthy *mauli* and *mana*.

Families are able to:

1. Practice cultural traditions, language, and values in the home.
2. Provide opportunities for its members to engage in cultural activities that develop the whole person including their emotional, physical, social, and spiritual character.
3. Foster intergenerational learning experiences that demonstrate skills, *kūlana*, and *kuleana*.
4. Foster a sense of *kanaka makua* in each of its members.
5. Nurture healthy relationships among family members.
6. Participate and be involved in the development and decision making process of programs that affect the well-being of the child.
7. Recognize and celebrate traditional family practices, i.e. maintaining *mo'okū'auhau*, culturally appropriate child rearing practices, etc.

2. Maintain practices that perpetuate Hawaiian heritage, traditions and language to nurture one's *mauli* and perpetuate the success of the whole learning community.

Families are able to:

1. Utilize traditional child-rearing and parenting practices that reinforce a sense of identity and belonging.
2. Use traditional naming practices and help each child understand the significance of the names they carry.
3. Assist children in learning and using their heritage language.
4. Assist children to understand their family history and the heritage(s) that shape who they are.
5. Take a proactive role in promoting the learning and use of traditional knowledge and resources throughout the home, school and community.
6. Help implement and incorporate locally appropriate cultural values in all aspects of life in the community, especially those involving children and youth.
7. Assist members of the community to acquire the knowledge and skills needed to assume the role of a *kupuna* or leader for future generations.
8. Practice the locally identified cultural values and rules of behavior in all family activities and encourage other members of the community to do the same.

3. Sustain respect for the integrity of one's own cultural knowledge and provide meaningful opportunities to make new connections among other diverse knowledge systems.

Families are able to:

1. Promote their cultural heritage in the home and upbringing of the child.
2. Promote the respect for the Hawaiian and other cultures.
3. Practice unique familial traditions that will instill respect for their personal multi-ethnic backgrounds.
4. Commit to participate in multi-ethnic activities in the community in order to strengthen their own cultural identity and knowledge.

4. Empower an intrinsic desire for lifelong exploration of learning, teaching, leading and reflection to pursue standards of quality and excellence.

Families are able to:

1. Encourage lifelong learning in the family by modeling.
2. Participate in family learning activities (i.e. planning for a *lū'au* or family reunion).
3. Organize and participate in community family oriented events (i.e a health and wellness fair).
4. Plan and discuss on a regular basis, individual as well as family learning goals and challenges.
5. Recognize the *mauli* and talent of each family member, prenatal to adulthood, but especially while the member is a child, and encourage and support the development of that *mauli* and talent.
6. Identify and perpetuate family traditions and practices (i.e. *hula*, *kuiki kapa*, *hoe wa'a*, *lawai'a*, *imu*).
7. Strengthen family ties by making sure each generation knows their genealogies and *kuleana*.

5. Provide a safe haven to support the physical, mental, social, emotional and spiritual health of the total community.

Families are able to:

1. Provide opportunities to participate in purposeful conversation with others in supportive, non-threatening circumstances.
2. Serve as a positive role model and mentor by practicing and reinforcing traditional values and appropriate behaviors within the learning community.
3. Provide and be good role models for young family members.

4. Provide a loving, healthy and supportive environment for growth and achievement of the community's fullest potential.
5. Serve as role models and mentors by practicing and reinforcing traditional values and appropriate behaviors in the everyday life of the community.
6. Connect with members of the community who can serve as role models for providing a nurturing environment.
7. Establish parenting circles in the community that provide an opportunity to share joys and frustrations, to gain fulfillment and to learn from each other's experiences.
8. Help their family understand their own history and heritage that shape who they are and form their identity.

6. Foster understanding that culture and tradition, as a constantly adapting system, are grounded in the knowledge of the past to address present and future situations.

Families are able to:

1. Participate in intergenerational conversations with family members discussing generational perspectives.
2. Practice family traditions (i.e. intergenerational gatherings).
3. Commit resources and time to engage in cultural practices and traditions.
4. Demonstrate skill in adapting traditions to modern settings with guidance from their *kupuna*.

7. Engage in Hawaiian language opportunities to increase language proficiency and effective communication skills in a variety of contexts and learning situations utilizing classical, traditional, contemporary and emerging genre.

Families are able to:

1. Model healthy attitudes toward language learning.
2. Believe in the ability of the family to learn Hawaiian.
3. Foster intergenerational language interaction.
4. Perpetuate the transmission of Hawaiian language and culture from those knowledgeable to those who wish to learn.
5. Provide opportunities for children to grow up hearing and using the Hawaiian language in the home, school and community.
6. Maintain traditional Hawaiian naming practices and help children and parents to understand their meaning and significance.
7. Help their members understand their family history that connects them to their Hawaiian heritage.
8. Be proactive participants in learning and utilizing Hawaiian language.
9. Value the importance of Hawaiian in their home, school and community.

10. Recognize that language reflects, shapes, and impacts one's cultural perspective.
11. Incorporate new Hawaiian vocabulary into language practices.

8. Engage in activities independently or collaboratively with community members to perpetuate traditional ways of knowing (feeling, speaking, and doing), learning, teaching and leading to sustain cultural knowledge and resources within the learning community.

Families are able to:

1. Provide *kūpuna* and *mānaleo* to keep the Hawaiian language alive by using it as much as possible in everyday activities and in ceremonial events.
2. Make traditional cultural values explicit and incorporate them in all aspects of life in the community.
3. Use traditional terms and practices of recognition, welcoming, hosting, kinship and respect when greeting and addressing others, in the home as well as in community events.
4. Encourage, support and volunteer to assist in all aspects of the educational programs in the community, including traditional and contemporary matters to help make the learning experiences of the family an extension of their home and community life.
5. Practice rituals and ceremonies that reinforce critical events in their own families.
6. Read, sing, dance traditional stories, songs, dances, family histories, and children's literature to increase family literacy.
7. Provide guidance and assistance in utilizing traditional ways of knowing, teaching, listening and learning to pass on cultural knowledge.
8. Share stories and participate in storytelling opportunities in the community as a way to pass on the cultural values and traditions.
9. Utilize the traditional disciplinary roles of family member (i.e. *kūpuna*, *mākua*, *kua'ana*) and other authority figures in the community to assist in learning right and wrong in a constructive way.
10. Use traditional naming practices and help each child understand the significance of their names and heritage(s) that shape who they are and form their identity.
11. Make use of locally-appropriate rituals and ceremonies to reinforce the critical events within the learning community that enhance traditional cultural skills.
12. Assist willing members of the community to offer their expertise to enhance learning opportunities for all learners and acquire the knowledge and skills needed to assume the role of *kupuna* and leaders for future generations.
13. Develop partnerships with educators, schools, and the community in all aspects of learning.

9. Utilize multiple pathways and multiple formats to assess what has been learned and honor this process to nurture the quality of learning within the community.

Families are able to:

1. Understand and appreciate forms of assessment and evaluation other than grades and standardized tests.
2. Support and attend cultural events that showcase the talents and skills of family members.
3. Consider multiple forms of intelligence and problem solving skills in the assessment of the learning potential of their children.
4. Guide family members toward educational opportunities appropriate to their skills and talents with support and resources.

10. Support lifelong aloha for Hawaiian language, history, culture, and values to perpetuate the unique cultural heritage of *Hawai'i*.

Families are able to:

1. Assist new parents in learning the knowledge and skills needed to carry out their role as care-givers and the first teachers of their children.
2. Continue the use of traditional naming practices and help children and parents understand the significance of the names and kinship ties they have acquired.
3. Help young people understand the world around them and how it has changed from the world in which previous generations were raised, including the interconnectedness of the human, natural, and spiritual realms.
4. Set aside time each day and/or week for family-oriented cultural activities, including extended family members whenever possible.
5. Practice the locally identified cultural values and rules of behavior in all family activities and encourage other members of the community to do the same.
6. Communicate with each other in the Hawaiian language.
7. Assist children to understand their family history and the heritage(s) that shape who they are and form their identity.
8. Utilize appropriate rituals and ceremonies to reinforce critical events in children's lives.
9. Serve as positive role models and mentors for their children by practicing and reinforcing traditional values and appropriate behaviors.

11. Promote personal growth and development to strengthen cultural identity, academic knowledge and skills, *pono* decision making, and ability to contribute to one's self and family, and local and global communities.

Families are able to:

1. Encourage children to become actively involved in cultural activities and learn the traditional values of the community.
2. Practice cultural values and rules of behavior in all family activities.
3. Assist children to understand their family history and the heritage(s) that shape and form their identity.
4. Serve as a positive role model and mentor for their children by practicing and reinforcing traditional values and appropriate behaviors.

12. Develop an understanding of Hawaiian language, history, culture and values through an indigenous perspective to foster a sense of self, place, community, and global connection.

Families are able to:

1. Transmit family language, history, traditions, and practices to enhance a sense of place for all family members.
2. Teach those special skills that are traditional to their family.
3. Mentor those family members who show interest and talent in the special skills of the family.
4. Speak/use Hawaiian terms to assist learners in expanding their language skills and their knowledge of Hawaiian history, culture, and values.
5. Participate in school and community groups and activities to assist in documenting and passing on language, traditions, history, culture and values.
6. Be role models for all generations by practicing and reinforcing traditional language, history, culture, and values to maintain spiritual traditions and community history.
7. Assist all family and community members (especially new parents) to provide opportunities for young children and other learners to hear Hawaiian and to learn history, culture, and values.
8. Support the use of traditional/family names, ensuring that parents and children understand the significance of these given names.
9. Develop, maintain, and share *mo'okū'auhau* with all family members so they understand who they are, and their place in the family and community.
10. Make traditional culture and values explicit and incorporate them into all aspects of family and community life.
11. Use traditional terms and practices of greeting, respect, and kinship when greeting and addressing others in the family and community and teach children to use these terms.



12. Work to ensure that new Hawaiian words are culturally grounded in the Hawaiian worldview so the Hawaiian language continues.
13. Perpetuate the Hawaiian language and traditions by teaching concepts and terms specific to particular families and locales.
14. Provide a loving, healthy, supportive environment for family members to learn their language, history, culture, and values, as a natural part of family life and learning.
15. Work with educators, schools, and the community to *mālama* traditions, etc. including learning with children, as a way of demonstrating the importance of learning language, history, etc.
16. Provide opportunities for learners to participate in all of the above under supportive, non-threatening circumstances.
17. Recognize that the Hawaiian language, history, culture, and values are a reflection of and directly impacts one's world view.

13. Promote respect for how the Hawaiian cultural worldview contributes to diversity and global understanding to enhance one's sense of self, family, and local and global communities.

Families are able to:

1. Recognize the importance of the Hawaiian worldview.
2. Teach their members the Hawaiian worldview through family practices.
3. Encourage members to practice their worldview outside of the home.
4. Encourage respect for diversity in the home and child rearing.
5. Understand the significance of the role of cultural identity in providing a strong foundation for all social, emotional, intellectual, and spiritual development of the family.

14. Plan for meaningful learner outcomes that foster the relationship and interaction among people, time, space, places, and natural elements around them to enhance one's ability to maintain a "local" disposition with global understandings.

Families are able to:

1. Incorporate environmentally conscious practices into the daily family routines.
2. Teach conservation and revitalization practices to all family members, especially the youth.
3. Incorporate global trends into local practices whenever appropriate.
4. Enhance their living and learning environment by interaction with other peoples and communities.

15. Engage in experiences which *mālama* the entire learning community and the environment to support learning and good practices of stewardship, resource sustainability and spirituality.

Families are able to:

1. Participate in community-wide, family oriented events and activities that are culturally based.
2. Support intergenerational learning.
3. *Mālama* their members and immediate environment.
4. Participate together in some kind of sustainable practice of stewardship such as recycling, family garden, fishing, or conservation.

16. Cultivate a strong sense of *kuleana* to one's past, present and future to enhance meaningful purpose and to bring about joy and fulfillment for one's self and family, and local and global communities.

Families are able to:

1. Participate in parent support groups where young parents can share their joys and frustrations and learn from each other's experiences.
2. Educate family members on family history and heritage.
3. Cultivate and nurture family and cultural values.
4. Ensure that each member of the family has a *kuleana* such as age appropriate chores.

## Cultural Guidelines for Communities

Culturally healthy and responsive learning environments ...

1. Incorporate cultural traditions, language, history, and values in meaningful holistic processes to nourish the emotional, physical, mental, social and spiritual well-being of the learning community that promote healthy *mauli* and *mana*.

Communities are able to:

1. Recognize that the children are its future and ensure that every child grows up secure in who they are and confident in their ability to make their own way in the world.
2. Articulate the cultural knowledge, values, and beliefs that it wishes educators to incorporate into the school curriculum.
3. Develop partnerships amongst educators, families, and other community representatives as co-educators in all aspects of curriculum development.
4. Model culturally appropriate behavior in everyday life activities.
5. Foster traditional knowledge, values, and beliefs in all aspects of community life (formal and informal functions).
6. Provide services that promote wellness and development through cultural traditions.
7. Provide and support cultural events.
8. Utilize appropriate Hawaiian language and values in advertisements and announcements.
9. Promote the use of Hawaiian language.

2. Maintain practices that perpetuate Hawaiian heritage, traditions and language to nurture one's *mauli* and perpetuate the success of the whole learning community.

Communities are able to:

1. Place *kūpuna* in a position of honor at community functions.
2. Model culturally appropriate behavior in day-to-day life.
3. Organize and encourage participation in regular community-wide events.
4. Adopt and practice an *ōlelo no'ea* that is relevant for the local community.
5. Provide opportunities for all community members to acquire and practice the appropriate knowledge and skills associated with Hawaiian cultural traditions.
6. Sponsor regular potlucks to celebrate and promote interaction and communication between all members of the community.
7. Establish a program to insure the availability of *kupuna* expertise in all aspects of the educational programs in the school community.

3. Sustain respect for the integrity of one's own cultural knowledge and provide meaningful opportunities to make new connections among other diverse knowledge systems.

Communities are able to:

1. Organize programs that promote the uniqueness of each culture.
2. Provide and promote events that celebrate cultural diversity while being culturally sensitive to norms and mores of all groups.
3. Create venues that will heighten the community's awareness of the diverse culture of its members.
4. Support and advocate for maximum participation of all members in different cultural activities.

4. Empower an intrinsic desire for lifelong exploration of learning, teaching, leading and reflection to pursue standards of quality and excellence.

Communities are able to:

1. Recognize and honor lifelong learners, especially kupuna and other cultural practitioners who are constantly in the learning, teaching, and leading roles (i.e. *kumu hula*).
2. Sponsor lifelong learning activities such as genealogy workshops, career planning, and other culturally rich activities and events such as a community *imu*, *hukilau*, or *lo'i kalo* and *'auwai* maintenance.
3. Recognize and support youth accomplishments.
4. Encourage and support master/apprenticeships opportunities.

5. Provide a safe haven to support the physical, mental, social, emotional and spiritual health of the total community.

Communities are able to:

1. Participate in school and community activities as a way to help formulate, document and pass on traditional cultural ways of communicating, participating and collaborating.
2. Incorporate the practice of local cultural traditions in everyday affairs.
3. Take an active role in the education of all its members.
4. Nurture family responsibility, sense of belonging and cultural identity.
5. Assist families, schools, educators, and learners in learning and utilizing local cultural traditions and practices.
6. Contribute to curriculum design and implementation in the local school.

7. Sponsor cultural orientation workshops and community mentoring programs for newcomers to learn about and adjust to the cultural expectations and practices of the community.
8. Provide a healthy and supportive environment that reinforces healthy values and behaviors to instill in future generations.

6. Foster understanding that culture and tradition, as a constantly adapting system, are grounded in the knowledge of the past to address present and future situations.

Communities are able to:

1. Coordinate appropriate solutions that are grounded in traditional knowledge to address current problems and situations.
2. Analyze current problems and situations and how they may be addressed using the concepts from this grounded knowledge of the past.
3. Provide opportunities for *kūpuna* to share their knowledge with the community.
4. Promote the use of cultural and traditional knowledge to preserve the environment, history, resources, and places (*i.e. wahi pana*).
5. Model leadership in the perpetuation of traditional knowledge within the community by organizing projects and community efforts.
6. Provide a venue for the practice of the traditions of its members.

7. Engage in Hawaiian language opportunities to increase language proficiency and effective communication skills in a variety of contexts and learning situations utilizing classical, traditional, contemporary and emerging genre.

Communities are able to:

1. Support environments for learners to interact with *mānaleo* and other language practitioners.
2. Use *mānaleo* in activities and ceremonial events.
3. Take an active role in formulating and promoting ways to perpetuate the Hawaiian language for use on a daily basis.
4. Enable speakers of Hawaiian to take an active role in modeling and reinforcing regular use of Hawaiian.
5. Maintain and use traditional names for places and geographical features.
6. Volunteer to support, assist and encourage the development of a Hawaiian language program in their school community.
7. Reinforce the importance of Hawaiian by incorporating it in community and organizational practices.
8. Take proactive steps to perpetuate the unique attributes of the Hawaiian language such as vocabulary, idioms, language style and intonation within the community.
9. Promote traditional story telling through Hawaiian language.

10. Infuse new Hawaiian terminology into daily language exchange.
11. Encourage the use of Hawaiian language in cultural events, meetings, broadcast and printed materials such as flyers and posters.
12. Support the preparation of family biographies as part of the Hawaiian community history.
13. Provide simultaneous translation services where Hawaiian can be used freely and without interruption.
14. Support funding efforts to develop Hawaiian language or immersion programs.
15. Contribute expertise in teaching and learning, public policy, and planning to raise standards for language and immersion instruction.
16. Encourage the local media, public workers and community members to pronounce and use Hawaiian correctly.
17. Honor the role that language plays in conveying the deeper aspects of cultural knowledge and traditions.

8. Engage in activities independently or collaboratively with community members to perpetuate traditional ways of knowing (feeling, speaking, and doing), learning, teaching and leading to sustain cultural knowledge and resources within the learning community.

Communities are able to:

1. Provide a support mechanism to assist in understanding the processes of giving informed consent and filing for copyright protections, and publicizing the availability of such assistance through public service announcements on the radio so all are aware of their rights.
2. Foster the incorporation of traditional knowledge, language and protocols in all aspects of community life and organizational practices.
3. Incorporate the practice of local cultural traditions in to everyday affairs.
4. Provide respected *kūpuna* with a place of honor at community functions.
5. Organize and encourage participation of members of all ages in regular community-wide, family-oriented events.
6. Incorporate and reinforce traditional cultural values and beliefs in all formal and informal community functions.
7. Recognize the role that language plays in conveying the deeper aspects of cultural knowledge and traditions.
8. Promote community activities, which encourage all community members to communicate, participate, and actively collaborate in traditional ways.
9. Sponsor events for families and schools to participate in.
10. Recognize and support accomplishments of all community members.
11. Foster traditional practices in all aspects of community life.
12. Provide local and regional immersion camps to learn the Hawaiian language and cultural ways and their meaning in contemporary life.

9. Utilize multiple pathways and multiple formats to assess what has been learned and honor this process to nurture the quality of learning within the community.

Communities are able to:

1. Assist and support alternative assessments (i.e. a drama production of traditional Hawaiian stories).
2. Utilize traditional forms of assessment (i.e. a *hō'ike*).
3. Sponsor and support cultural events that showcase the talents and skills of community members.
4. Sponsor contests that encourage excellence in oratory and other forms of expressions important to the learning community but often overlooked or not emphasized.

10. Support lifelong aloha for Hawaiian language, history, culture, and values to perpetuate the unique cultural heritage of *Hawai'i*.

Communities are able to:

1. Encourage all community members to use Hawaiian language daily and to assist anyone interested in learning the language, especially young children.
2. Reinforce the importance of the Hawaiian language and culture by incorporating traditional terminology, language, and protocol in all aspects of community life and organizational practices.
3. Begin and end all community events and gatherings with presentations in the Hawaiian language.
4. Promote active participation of Native community members in all discussions related to their language and culture maintenance.
5. Publish posters on culturally relevant themes presented in the Hawaiian language, including statements of Hawaiian philosophy and values to be promoted in the school and community.
6. Support the documentation of family histories and biographies in the community using traditional kinship terms and names where available.

11. Promote personal growth and development to strengthen cultural identity, academic knowledge and skills, *pono* decision making, and ability to contribute to one's self and family, and local and global communities.

Communities are able to:

1. Provide opportunities for community members to acquire and practice the appropriate knowledge and skills associated with local cultural traditions.

2. Organize and encourage participation of all members in community-wide, family-oriented events that foster cultural identity.
3. Recognize the role that language plays in conveying the deeper aspects of cultural knowledge and traditions and sponsor language learning opportunities for all members of the community.
4. Participate in reviewing initiatives that influence the education of the community.
5. Engage in activities such as cultural camps and special events that illustrate appropriate cultural values and behavior.

12. Develop an understanding of Hawaiian language, history, culture and values through an indigenous perspective to foster a sense of self, place, community, and global connection.

Communities are able to:

1. Provide access to unique linguistic patterns, history, customs and values for all interested learners.
2. Promote the use of Hawaiian terms and customs at every available opportunity.
3. Begin and end community events, and gatherings, with presentations by *kūpuna* and Hawaiian practitioners.
4. Reinforce the importance of the Hawaiian language, history, culture, and values by incorporating traditional terminology, language, and protocols into all aspects of community life and organizational practices.
5. Promote active participation of the community members in discussions related to the maintenance of language, history, culture, and values.
6. Support the establishment of mentor/apprentice programs in the community.
7. Disseminate information on funding programs that support these initiatives and offer grant writing training and assistance for communities to access available resources.
8. Promote traditional gatherings that enable help to people experience the Hawaiian language, history, culture and values and gain a deeper appreciation of dances, games, ceremonies, etc.
9. Promote regular Hawaiian programming on radio and television outlets in the community, including local news, newsworthy events, storytelling, 'ōlelo no'ēau (wise sayings), place name translations and histories relating to life in the community.
10. Publish posters on culturally-relevant themes presented in Hawaiian which includes statements of Native philosophy and values to be promoted in the school and community.
11. Support the preparation of genealogies of families in the community, and the biographies of *kūpuna*, especially those who have passed on, using traditional names and kinship terms.
12. Encourage local people to pursue careers in Journalism and other related fields to promote publication of Hawaiian materials and awareness of Hawaiian issues.



13. Form strategic alliances with national and international indigenous organizations committed to the protection and revitalization of heritage languages and disseminate appropriate information to the community.
14. Assign responsibility for monitoring the implementation of these guidelines to an appropriate community organization.

13. Promote respect for how the Hawaiian cultural worldview contributes to diversity and global understanding to enhance one's sense of self, family, and local and global communities.

Communities are able to:

1. Promote the understanding of the Hawaiian worldview.
2. Perpetuate the study of Hawaii through authentic documented primary sources.
3. Recognize the importance of the Hawaiian worldview and its role in diversity.
4. Provide and promote events that celebrate the Hawaiian worldview and its integral place in the global society.
5. Assist and sustain *kūpuna* in maintaining their space for learning.
6. Promote a comprehensive understanding of all aspects of the local, regional and statewide context in which their members live and be able to pass on that understanding in their teaching, particularly as it relates to the well-being and survival of small societies.

14. Plan for meaningful learner outcomes that foster the relationship and interaction among people, time, space, places, and natural elements around them to enhance one's ability to maintain a "local" disposition with global understandings.

Communities are able to:

1. Promote activities that foster relationships among diverse groups.
2. Conduct activities that practice conservation and revitalization of the environment.
3. Reinforce a sense of identity and belonging for the community members.
4. Reinforce traditional relationships among all elements of the community.
5. Provide opportunities to learn and actively participate in cultural activities that *mālama* the natural resources.

15. Engage in experiences which *mālama* the entire learning community and the environment to support learning and good practices of stewardship, resource sustainability and spirituality.

Communities are able to:

1. Integrate and honor the role of *kūpuna*.
2. Sponsor and organize community events and activities that are culturally based.
3. Assist and support in curriculum development of *mālama ʻāina/aloha ʻāina*.
4. Encourage the use of traditional values in planning and implementation of cultural events, curriculum, and other heritage activities.

16. Cultivate a strong sense of *kuleana* to one's past, present and future to enhance meaningful purpose and to bring about joy and fulfillment for one's self and family, and local and global communities.

Communities are able to:

1. Organize activities and events that support community based *kuleana* such as stream cleanups and reforestation projects.
2. Encourage collaborations and partnerships which emphasizes *kuleana*.
3. Assist schools in *kuleana* based projects.
4. Celebrate the completion of *kuleana* activities such as the restoration of a *heiau*.

## **RECOMMENDATIONS**

1. Have Native Hawaiian education associations and organizations initiate community forums and cultural orientation programs for addressing the educational needs of learning environments based on the HMO Guidelines.
2. Encourage schools to sponsor opportunities for students to participate in cultural immersion camps with family, especially *kūpuna* and educators sharing HMO guideline type activities.
3. Include traditional child-rearing practices at *'Aha Kūpuna* Conferences and other appropriate events.
4. Work with the DOE to have HMO guidelines become an official document for state implementation.
5. Work with the DOE to in-service teachers in the use of the HMO guidelines.
6. Integrate the HMO guidelines into all aspects of teacher and administrator pre-service and in-service training programs.
7. Provide opportunities and incentives for all educators, especially new teachers, to participate in a language and cultural orientation program appropriate to the area in which they will teach.
8. Have teacher preparation faculty and staffs participate in a cultural immersion experience to develop the insights and sensitivities needed to impart to their teacher candidates.
9. Work with the appropriate institutions to require teacher preparation programs to include at least one basic course incorporating Hawaiian language, culture, history, environmental studies and teaching methodology as a requirement for licensure.
10. Work with the Hawai'i Teachers Standards Board to require conditional teaching licenses for those hired out of state for a maximum of two years to complete a basic Hawaiian education course as recommended in number nine.
11. Establish native Hawaiian colleges to provide a support structure for the implementation of the HMO Guidelines and the teaching of the Hawaiian language, culture and traditions.
12. Incorporate the HMO guidelines into courses offered by higher education and extension education programs.

13. Use the HMO guidelines in the development of curriculum, selection of content, and in delivery and assessment activities.
14. Infuse the HMO guidelines in learning activities in the home, preK-12 school settings, higher education, extension education, and community events and programs.
15. Maintain an annotated bibliography of resource materials that address issues associated with indigenous language learning, with particular coverage of the Hawaiian language.
16. Use the HMO guidelines along with the consultation and guidance of *kūpuna*.
17. Establish criteria for a specialized certificate recognizing exemplary expertise of *kūpuna* versed in Hawaiian tradition.
18. Establish criteria for a *Makua* and *‘Ōpio* certificate recognizing a level of Hawaiian language and culture expertise.
19. Prepare media announcements upon publication of the HMO document to publicize and encourage its use by the public at large.
20. Distribute the HMO guidelines to administrators and educational faculty and staff, families and communities through the DOE, NHEC, NHEIC, OHA, Alu Like, QLCC, KSBE, Hawaiian Civic Clubs, ‘Aha Pūnana Leo and other support agencies, organizations and institutions.
21. Make the HMO document available to all indigenous groups who request information.