

HTSB Program Standards: HAWAIIAN KNOWLEDGE

Teaching Field on License: Hawaiian Knowledge

Teacher candidates demonstrate Hawaiian language and culture knowledge, pedagogical knowledge and skills, academic content knowledge, and cultural and professional dispositions to develop cultural competence and academic achievement in Hawaiian Language and Hawaiian Studies with elementary and secondary students. Four standards and their supporting elements provide the basic foundation for effective teaching within P-12 Hawaiian language and Hawaiian studies educational contexts.

I. ‘Ike ‘Ia Ka Lāhui O Ke Kanaka Ma Kāna ‘Ōlelo: Knowledge of Hawaiian Language and Culture

He kanaka ‘ōlelo Hawai‘i ola.

- Effectively utilizes the Hawaiian language in all contexts
- Demonstrates an advanced level of Hawaiian language proficiency and knowledge in all modes: listening, speaking, reading, and writing (refer to ACTFL) to effectively facilitate student learning
- Seeks out and engages in learning opportunities to improve Hawaiian language proficiency and knowledge
- Demonstrates an understanding of culturally appropriate language development and acquisition processes and strategies to promote increasingly complex language development

He kanaka ‘ike Hawai‘i ola.

- Demonstrates competency in utilizing knowledge of Hawaiian history, culture, practices, and perspectives as the foundation of all learning contexts
- Develops an understanding of own cultural identity and its relevance and relationship to Hawaiian culture
- Seeks out and engages in learning opportunities to improve Hawaiian cultural proficiency and knowledge

II. 'O Hawai'i Ke Kahua o Ka Na'auao: Hawaiian Pedagogical Knowledge and Skills

He kanaka ho'omākaukau pono.

- Plans for meaningful and productive learner outcomes which develop academic, linguistic, social, and cultural excellence
- Develops curriculum grounded in traditional Hawaiian knowledge and perspectives
- Utilizes Hawaiian culture-based, place-based, and linguistic instructional research, perspectives, and methodologies to make learning relevant and applicable
- Designs curriculum through purposeful and reflective planning, delivery, and assessment in a timely manner
- Structures lessons and activities that increase Hawaiian language proficiency and Hawaiian studies competence
- Prepares Hawaiian language and Hawaiian studies instructional materials, resources, and activities that nurture the maui of each learner: emotionally, socially, spiritually, physically, and mentally
- Demonstrates the ability to prepare appropriate instructional materials from varied Hawaiian language, historical, and cultural resources

He kanaka a'o pono.

- Integrates language, history, and culture in meaningful holistic contexts
- Differentiates learning processes which nurture the maui of each learner: emotionally, socially, spiritually, physically, and mentally
- Incorporates traditional styles of language learning into the curriculum (mele, 'ōlelo no'eau, nane, 'ikioma, mo'okū'auhau, ha'i'ōlelo, etc.)
- Engages the learner in activities that develop critical thinking skills which use traditional ways of learning that honor regional and community practices, knowledge, and resources
- Utilizes strategies to increase Hawaiian language proficiency and communication skills in a variety of contexts and learning situations
- Utilizes learner outcomes as the foundation for meaningful and appropriate assessments
- Designs and uses culturally appropriate and authentic assessments as an ongoing process to monitor learner progress
- Reflects, analyzes, and interprets relevant data to inform practice
- Modifies instruction to make learning accessible, relevant, and challenging for all learners

He kanaka mālama kaiaa‘o/honua.

- Creates and maintains safe and nurturing learning environments (e.g., organizes physical space and time, employs classroom management strategies, develops self-discipline and interpersonal skills)
- Creates and maintains a culturally responsive, Hawaiian language-rich environment which supports the continued development of traditional Hawaiian knowledge, practices, and perspectives
- Nurtures the learner’s sense of civic engagement and responsibility to the environment, to each other, and to the community through a variety of learning contexts (i.e., cultivating a sense of place, stewardship, sustainability, self sufficiency, interdependence, and leadership)
- Creates contexts which support family participation and engagement in Hawaiian education

III. He Manomano A Lehulehu Ka ‘Ikena A Ka Hawai‘i: Academic Content Knowledge

He kanaka ‘ike na‘auao.

- Demonstrates knowledge of Hawaiian and international research and methodologies used in Hawaiian and indigenous education
- Applies knowledge of Hawaiian and global academic content, skills, and essential concepts to effectively engage students in authentic and meaningful learning
- Seeks out learning opportunities to increase Hawaiian and global content knowledge, skills, and essential concepts (including using traditional Hawaiian sources of information, i.e., mo‘olelo, mo‘okū‘auhau, mele, etc.)

IV. Hana A Mikioi Lawe A ‘Auli‘i: Hawaiian Cultural and Professional Dispositions

He kanaka lawena kūpono.

- Exhibits passion for teaching and a sincere desire for pursuing Hawaiian language, cultural, and professional standards of excellence
- Articulates an educational philosophy that reflects commitment and support for Hawaiian education
- Models appropriate Hawaiian values and dispositions (e.g., ‘auamo kuleana, ma‘ema‘e, ‘eleu)
- Perpetuates aloha for the language, culture, traditions, and spirituality of Hawai‘i
- Cultivates relationships through effective and respectful communication and engagement (e.g., collaboration with colleagues, participation in family, school, and community activities)
- Uses research, reflection, and feedback to improve practices, skills, and dispositions
- Maintains professionalism (e.g., composure, confidentiality, punctuality)