

AWAKENING(S) THROUGH CONNECTION

Integrating Indigenous Culture into
Educational Practice

CONFERENCE

FRIDAY, OCTOBER 13, 2017

WINDWARD COMMUNITY COLLEGE



Bart Vosse

The significance of Manaakitanga in Leadership and Organisational Culture.

Of all the principles of Māoritanga, the one of Manaakitanga is the one I feel most connected to. The idea of caring about others, inspiring them, empowering them, walking alongside them and making them feel at home is the key principle that I use to guide me in my personal and professional life. It is this principle that allows our bicultural culture to exist in our daily lives as educators.

8:00 AM – 9:00 AM	Registration and Refreshments	Pālanakila Courtyard
9:00 AM – 9:20 AM	Welcome and Protocol	Palikū Theater
9:20 AM – 9:50 AM	Plenary, Bart Vosse	Palikū Theater
9:50 AM – 10:15 AM	Panel Discussion Bart Vosse, Dell Raerino, Fallyn Favell	Palikū Theater
10:30 AM – 11:15 AM	Session A Breakouts	Locations Vary
11:30 AM – 12:15 PM	Session B Breakouts	Locations Vary
12:30 PM – 1:15 PM	Lunch	‘Ākoakoa Atrium
1:30 PM – 2:15 PM	Session C Breakouts	Locations Vary
2:30 PM – 3:15 PM	Session D Breakouts	Locations Vary
3:30 PM – 4:00 PM	Closing	‘Ākoakoa 101- 103

Presented by Wo Global Learning Champions and
featuring panelists from Toi Ohomai Institute of
Technology, Aotearoa.

Co-Sponsored and supported by WO Learning Champions
Generation XII.

Visiting Colleagues from Toi-Ohomai Institute of Technology



Bart Vosse, Academy Leader Tourism, Hospitality & Service Industries

Bart has been in the education sector for 10 years and during this time has held positions as senior lecturer and programme coordinator. Bart is motivated by change management and achieving successful outcomes. His leadership style is one of role-modelling best practice and maximising staff capability through empowerment. He believes in accountability and maintaining a high work ethic at all times.

The foundations of Bart's career have been based upon hard work, commitment and dedication, having perfected his craft in top-rating international hospitality establishments where nothing but the absolute best is acceptable. In Bart's current role as academy leader he oversees 80 full-time staff and 800 students across six delivery sites.

Bart's academic achievements include a Master of Management (with Distinction) (Toi Ohomai Institute of Technology), Postgraduate Diploma in Management Studies (The University of Waikato), Diploma in Hospitality (SVH Netherlands), Diploma in Culinary Arts (City & Guilds London), and Certificate in Adult Teaching (Open Polytechnic).



Heddell Raerino, Head of Department Bicultural, Bridging and Foundation

Heddell (Dell) Tūrahiri Raerino is of Te Arawa and Ngāti Awa Tribal descent. Dell has been a keen contributor to local tribal matters and tribal community-based projects, and has been involved in the tertiary education sector in various roles for more than 20 years. He most recently came from managing a local tribal private training establishment to his present position at Toi Ohomai as head of department Bicultural, Bridging and Foundation Studies (BBF).

BBF is the cornerstone of the institute for re-engaging youth and mature students, getting them back into tertiary education for further study. BBF also holds the mauri for te ao Māori within the organisation, delivering Māori language and customs programmes.

Dell has been involved in various research projects, the majority underpinned by kaupapa Māori, and he is proficient in te reo Māori me ōna tikanga. Dell was involved in the Te Arawa Cultural Values Framework project that supports Te Arawa tribal authority operations both internally and externally, underpinned by a Te Arawa world view. Dell has had a lifelong interest in film and television production, having worked on numerous productions, documentaries and Māori programmes. He is also an avid waka ama (outrigger canoe) paddler.



Fallyn Flavell (BSc, BCom, MinDS), Learning Advisor

Fallyn Flavell is the learning advisor at Toi Ohomai for several areas: tourism and hospitality, adventure tourism; sport and wellness; bridging and foundation; and te kura Māori. Her first role was as a tutor for Ngā Kete o te Wānanga, Level 2 Foundation Studies.

Fallyn's background and passion is in health, in particular, Māori health. She has worked as a health promoter for Māori health provider Tipu Ora, then as the Midland District Health Boards' regional programme manager for Kia Ora Hauora, a Māori health workforce initiative through the Ministry of Health.

She has been in education for just over a year, where her passion has shifted toward supporting Māori students to succeed in post-compulsory education. Fallyn enjoys physical activity, being outdoors building relationships with maunga (mountains), finding waterfalls and looking after the environment by using and creating awareness around eco-friendly products and services.

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SCHEDULE

1:30 PM – 2:15 PM

Session C Breakouts

Locations Vary

Practicing Māori pedagogies of teaching	Fallyn Flavell Ākoakoa 101
Marketplace Mana-tization: Making Microeconomics Meaningful, Memorable, and Motivating through 'Āina-Based Learning A principles-level economics course was innovatively transformed to include 3 high-impact teaching strategies: a flipped classroom, 'āina-based learning, and undergraduate student research. The resulting course is comprised of 3 sections, each containing the standard economics curriculum contextualized in one of 3 resource sectors in Hawai'i and focused on specific social and sustainability issue within that sector.	Jaclyn Lindo Ākoakoa 103
Experiential teaching and learning at Ulutopia Ulutopia is a research field at Kauai Community College for breadfruit (<i>Artocarpus altilis</i> (Parkinson) Fosberg; Moraceae) husbandry where most of the field activities such as planting, irrigating and data recording are implemented with the participation of undergraduate students. Ulutopia is also a place for sharing breadfruit related agronomical information to community adults and scholars. Thus, details of Ulutopia-focused experiential teaching learning activities will be presented at upcoming Integrating Indigenous Knowledge into Education Conference.	Sharad Marahatta Dr. Helen Cox Ākoakoa 105
Title III Shared Services Center: Extramural Fundraising in An Indigenous Serving Context This presentation shares reflections on the Title III Shared Services Center at Kapiolani Community College, focused around three points: 1) Strategies for meeting short deadlines within a consensus-driven governing structure. 2) Leveraging indigenous ways of knowledge in a Western context. 3) Centralized support services vs. decentralized support services.	Brandon Marc Higa Ākoakoa 113
Innovative Program Offers Transformative Experiences for Students The Lunalilo Scholars Program, launched in 2012, provides transformative experiences for students otherwise not likely to pursue a college education. Participants are more likely to persist and graduate, and outperform other first-year students in several achievement measures. The results also indicate that this program is significantly improving the success of Native Hawaiian students and helping to close the achievement gap this population faces. Learn how the Hawaiian pedagogy and student support services provided through this comprehensive program is enriching the lives of students and demonstrates why the open door policy is so important for the communities we serve.	LaVache Scanlan Sydney Burgher Justina Moore Kapilialoha Kidder Apenisa Saulekaleka Mikayla Shankles Ākoakoa 130/132
Meeting of Wisdoms : 'Ike Hawai'i and Sustainability A discussion of the intersections of traditional knowledge, values, and practices and global sustainability. Current initiatives in the UH System will be shared, with discussion of import for faculty across the UH system. How is the meeting of wisdoms between indigenous ancestral knowledge and modern empirical sciences important to our work in the classroom and as an institution?	Krista Hiser Kaiwipuni Lipe Kuhina 112
Reflections and surprises from a lifelong HI educator on incorporation of indigenous culture in HI and Aotearoa Sharing of expectations and experiences on sabbatical visit to Aotearoa and the World Forum on Early Care and Education.	Elaine Yamashita Kuhina 114
Infiltrating the Institution: Indigenous Health Master of Public Health Presentation on the origins of the MPH specialization on Indigenous Health and how the pathway is supporting nation building.	Maile Taua'ili Kamuela Werner Landen Muasau Kuhina 115

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2:30 PM – 3:15 PM Session D Breakouts Locations Vary

<p>Music as Narrative: How Activism in Hawaiian Music Reveals Messages for Change Music tells story. This demonstration will explain how Hawaiian music plays an important role in shaping the native culture. From this topic, students will develop an narrative essay based on one or three songs and the message or messages that they feel emanate from their selection or selections. After an explanation of the assignment, student essays will be provided so you can see first hand how Hawaiian music speaks to students and the meanings they received from the lyrics interpreted by their own introspection.</p>	<p>Brenda Coston ‘Ākoakoa 101</p>
<p>Native Hawaiian Academic Advancement through the Research of Ancestral Scientific Knowledge At the core of the "Model of Understanding", a tiered level research design system, is the implementation of a learning process through 'Āina (land) based learning: a hands-on approach to developing scientific expertise, connecting indigenous students to an inherit model of learning, while promoting skill building through strengthened academic experiences, creating a self-directed learner. This workshop will provide indigenous educators and learners with a "Model of Understanding" proven to increase the academic rates for indigenous student enrollment, persistence and graduation.</p>	<p>Keolani Noa Kapi'olani Community College Project Olona Students ‘Ākoakoa 103</p>
<p>Student Success through EthnoSTEM Imagine using the inspiration of your students' cultures to drive your math and science curriculum, cover standards, and create a thriving learning environment. The Ethnomathematics and STEM Institute is an effort to address issues of equitable and quality education through culturally responsive pedagogy grounded in the ethnic, cultural, historical, epistemological and linguistic diversities of the populations we are endeavoring to serve. Alumni of the Ethnomathematics and STEM Institute will share their experiences and lesson plans consistent with the pedagogy and praxis in alignment with CCSS, NGSS, and Nā Hopena A'o.</p>	<p>Ryan Girard Michelle Phillips Kalpo Tam Emily Uribe ‘Ākoakoa 105</p>
<p>Teaching Through Kumu Honua Maui Ola, a peek into our maui ola (Hawaiian life force) classroom.* Kumu Honua Maui Ola is a holistic philosophy of Hawaiian education written in 1998 and serves as the framework for best practices that the presenters use to cultivate (deep thinking), inspire (āhau love) and motivate their 'ōiwi, 'ōpio learners. You are invited to ask ninau and explore your potential to incorporate KHMO into your lūmipapa as well. *Note: The formal/prepared portion of this ha'i'ōlelo will be presented completely in 'ōlelo Hawai'i while the handouts and powerpoint will have English translations. The presenters are multi-lingual and will be able to answer any questions in English as needed.</p>	<p>Kameha'iiliani Waiiau Keane Nakapueo-Garcia Kumu Kukui ‘Ākoakoa 113</p>
<p>Culture within a Culture: Embracing generational attributes to promote first year Native Hawaiian college student success. Common challenges that Native Hawaiian first year college students face include: Staying committed to school, not feeling smart, not asking for help, difficulty adapting to college academics, not having a support system. Hear how this Native Hawaiian first year program strives to ease these challenges through an innovative peer mentor program that embraces the attributes of a new generation, while still honoring our cultural purpose.</p>	<p>Michaelyn Nakoa Hannah Aldridge Kierra Sumida Alexandra Makamae Kaupu ‘Ākoakoa 130/132</p>

3:30 PM – 4:00 PM Closing ‘Ākoakoa 101-103

Special Mahalo

Mahalo for joining the Wo Global Champions at the Awakening(s) Through Connection: Integrating Indigenous Culture into Education Practice.

Mahalo to the Wo 'Ohana for supporting faculty and staff professional development opportunities.

Mahalo to Louise Pagotto for mentoring 12 generations of Wo Learning Champions, 3 generations of Wo Global Learning Champions, and your endless support.

Wo Global Learning Champions

Generation I

Ryan Girard-Kaua'i CC • Mary Hattori • Larissa Leslje-Hawai'i CC
Liping Liu-Maui College • Ellen Ishida-Babineau-Windward CC
Joni Onishi-Hawai'i CC • Christine Quintana-Hawai'i CC • Joyce Yamada-Maui College

Generation II

Laure Burke-Kapi'olani CC • Sandra Claveria-Hawai'i CC • Dean Crowell-Honolulu CC
Colleen Kaiminaauao • Derek Snyder-Maui College • Jane Uyetake-Windward CC
Emma White-Maui CC

Generation III

William Albritton-Leeward CC • Justin Carvalho-Kaua'i CC • Kathleen Hagan-Maui College
Heipua Kaopua-Windward CC

Windward Community College Campus Map



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10:30 AM – 11:15 AM Session A Breakouts Locations Vary

Ka Wai'au Kanaka 'Ana: Pehea E Mahalo 'Ia Ai Ko Hawai'i Leo Ma Ko Hawai'i Leo? The Use of Recordings of Native Hawaiian Speakers in Conversational Hawaiian Classes *Workshop will be presented in Hawaiian	Ki'ope Raymond Pālanakila 102
Indigenizing Western-based nursing in Hawai'i This presentation describes The Nursing Pathway Out of Poverty at The University of Hawai'i's (UH) Windward Community College (WCC). The Pathway used a Community-Based Participatory Action Research (CBPAR) model to indigenize health care training.	Jamie Boyd Pālanakila 104
Mōhala Alaka'i Emerging Leaders Program: Students Studying Barriers to Student Success Student leaders in the Mōhala Alaka'i Emerging Leaders Program conducted a research project to understand why 50% of first-year students at UHMC do not return for their second year of college. Focus will be on pedagogy, including techniques and ideas that could be integrated into curricula, student-centered learning, indigenous student leadership, and the results, successes and challenges.	Lantana Hoke Pālanakila 122
Using Hawai'i Papa o Ke Ao as the Framework to Scale a First Year Experience (FYE) Program at UH Maui College UH Maui College used Hawai'i Papa o Ke Ao, the plan to indigenize the University of Hawai'i, and grant funds to increase the capacity to better serve Native Hawaiian students, and eventually all students in a unique FYE program that helps students connect on a deeper level as they explore their reasons for attending and their journey seeking purpose in their college experience and their lives.	Ben Guerrero Luana Kawa'a Hōkūlani Holt Pālanakila 212
Use of Indigenous Knowledge to Generate Scientific Hypotheses as a Strategy to Engage Native Hawaiian Undergraduate Students in STEM Education A short 15min lecture on using indigenous knowledge to generate scientific hypotheses as a pedagogical approach to engage Native Hawaiians in undergraduate research. Then, the last 30min will be devoted to a student poster session. Native Hawaiian student researchers will share the results of scientific projects they've been working on.	Mike Ross Pālanakila 213
Incorporating 'Āina Based Service Learning into Writing Curriculum 'Āina based service learning has been incorporated into an English 100 class in partnership with science and service learning departments. The service learning has served as one of the writing components for the course. After sharing the curriculum, participants will have an opportunity to discuss and/or plan a curriculum of their own.	Cara Chang Pālanakila 214
Cultural Entrepreneurship and the 4-Win Business Model Are you looking for ways to make the topic of Entrepreneurship relevant and meaningful to diverse student populations? If so, the concept of Cultural Entrepreneurship will help make the connections you seek. Examples of both vertical and horizontal Cultural Entrepreneurship will be shared.	Dirk Soma Pālanakila 225
Mo'o'ōlelo: What Lies Beneath At Kapi'olani Community College with funding from a Title III: Kauhale Ke Kuleana Grant, we created a mural that drew on a mo'o'ōlelo of Lae'ahi, interwoven with our contemporary mo'o'ōlelo in speaking to the future generations of Hawaiian students/leaders. Presentation will voice the Hawaiian meaning and metaphor that lies beneath the surface of "Welo kihei i ka Māua."	Kapulani Landgraf Nāwa'a Napoleon Pālanakila 227

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11:30 AM – 12:15 PM Session B Breakouts Locations Vary

<p>Teaching Physics to Indigenous Populations The differences, challenges, and advantages to teaching physics and mathematics to indigenous populations. This will draw on the presenters' experiences teaching Native American, Inuit, and Hawaiian students and touch on Physics Education Research (PER) that is being done to help underserved populations in the field of physics.</p>	<p>Brad Dempse Pālanakila 102</p>
<p>Applying an 'Āina-Based Approach to 2 ESL Courses In Hawai'i, 'āina-based education strives to make learning more relevant to students' lives by grounding lessons in Native Hawaiian culture and values, incorporating indigenous ways of knowing, and building connections with the local community. Three instructors completely revamped their ESL 100 course curriculum to incorporate an 'āina-based approach to create these connections and make learning relevant.</p>	<p>Nicole Otero Caroline Torres Yoneko Kanaoka Pālanakila 104</p>
<p>Ho'āla Hou - Renewing a Pathway to Student Success Through Culture and Place-Based Learning Looking at ways to create a culture and place-based training program for faculty, staff, and administrators aimed at infusing Hawaiian culture, traditions, and values in teaching, learning, and service in order to support student success and completion.</p>	<p>Kalani Kawa'a-Flores Hau'oli Elarco Jarena Pacarro Pālanakila 122</p>
<p>Wayfinding and Mindfulness The practice of mindfulness seeks to bring balance to the 21st century student so they can skillfully navigate their ever changing, and often chaotic, social-emotional environment. Hawai'i's wayfinders are astute observers of their environment, using clues that guide them along their way as they sail new or ancient paths.</p>	<p>Marion Lyman-Mersereau Eileen McCool Pālanakila 212</p>
<p>Ho'oulu mau: A Resource for Indigenizing Classroom Instruction This workshop will give an overview of a 30 year evolutionary history of indigenizing the classroom at Hawai'i Community College and present a number of recent models and strategies which have proved effective in indigenizing higher education as well as engaging students and faculty in deep learning.</p>	<p>Trina Nahm-Mijo Samuel Giordanengo Pele Kaio Drew Kapp Rebecca Jacobs Pālanakila 213</p>
<p>Kalāhū: A Professional Development Seminar on Teaching and Learning Through the 'Āina An overview of a professional development seminar designed to support faculty in the integration of 'āina-based teaching and learning that is relevant to students' upbringing and culture. Workshop participants will engage in a discussion about ways to integrate 'āina based content into a course curriculum to promote learning that is rooted in Native Hawaiian values.</p>	<p>Kelli Goya Lisa Kanae Annie Thomas Keolani Noa Pālanakila 214</p>
<p>Whai Ao ki te Ao Marama: An Indigenous Group Formation Model Presentation on an indigenous group formation model and its application in the establishment of a new department of Toi Ohomai Institute of Technology. It examines Māori creation history to illuminate characteristics of staff and challenges encountered. Strategies premised on tikanga (protocols) to create effective whanaungatanga (relationships) within a bicultural environment are explored with the aim of transforming the department into a cohesive unit.</p>	<p>Dell Raerino Pālanakila 225</p>
<p>Perpetuating Place: Student-Centered, Place-Based Learning on the "Unconquered Island" The presenters will discuss their use of student-centered, evidence-based learning grounded in SENCER in their diverse courses as well as how they appropriately incorporate Indigenous knowledge and place-based learning. Presenters will provide examples of exercises as well as discuss pitfalls and protocols.</p>	<p>Julia Morgan Pua Rossi Alexis Erum Pālanakila 227</p>

12:30 PM – 1:15 PM Lunch 'Ākoakoa Atrium / 'Ākoakoa 101, 103

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