



WHAT'S NEXT FOR HAWAIIAN CULTURE-BASED EDUCATION RESEARCH?

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Hawaiian Culture-based Education (HCBE) is a major component in how Kamehameha Schools envisions reaching Vision 2040.

With the contribution of findings from the “Hawaiian Cultural Influences in Education” study (see page 14), the largest empirical study done to date on HCBE, and the work of many others, the research base on this topic is growing.

There is much that we know when it comes to HCBE, whether it’s through personal experience in the classroom or large-scale studies, findings support a range of positive outcomes for students engaged through these educational practices.

Given our current knowledge around HCBE, what questions do we now have? What areas of HCBE need to be explored in order to further educational systems within KS, in Hawai’i, and beyond?

Here are four future areas around HCBE to consider:

1. Understanding the transformational journey for KS educators in creating HCBE learning environments that support holistic learner well-being.

E Ola! (Live on!) learner outcomes for KS students centers on holistic well-being so that students can thrive and contribute to the vibrancy of families and communities. E Ola! redefines what it means to be an educator for our haumāna, requires changes to how learning environments are created, and expands learner achievement to beyond academics.

Shawna Medeiros, KS director of Education Assessment, describes E Ola! as a turning point: “E Ola! presents a different proposition than what was typical in the past where students attended school for the narrow purpose of going on to college. Rather, E Ola! is a new, broader system based on the value of fostering learning environments where students see

themselves as a part of, and contributing members to the lāhui.”

Supporting educators to implement HCBE is critical to learner well-being. How can we understand the transformation of teaching practices and learning environments needed to reach life-long learner success?

2. The current state of HCBE practices in Hawai’i’s schools.

Comprehensive and uniform data on the prevalence of HCBE practices through schools in Hawai’i was last collected in 2006. What do these practices look like today across learning environments and institutions that serve Native Hawaiian keiki?

3. The relationship between HCBE and outcomes in young adulthood.

Previous and current studies look at the relationship between HCBE and immediate

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learner outcomes such as academic achievement, socio-emotional development, and cultural connections. Little to no studies look longitudinally at links between HCBE exposure in K-12 and young adult outcomes such as civic engagement, cultural connections, 'ōiwi leadership, and workforce and life pathways. What can we learn about the relationship between HCBE exposure in K-12 and outcomes later in adulthood that are core to KS' Vision 2040?

4. The research approaches used to study HCBE and other areas involving indigenous communities.

We not only need to think about HCBE research areas, but also how this research is carried out. Wai'ale'ale Sarsona, managing director of KS' Community Education Division, says that approaching HCBE research from a cultural foundation would elicit and expand learnings about what works or shows promise, providing critical contributions to the advancement of knowledge.

There are many examples of indigenous research within the Native Hawaiian community and beyond. How can this methodology be expanded? In what ways are we hindered by studying indigenous communities and topics through a non-indigenous lens and approach?

These are just a few ideas, share your thoughts by emailing me at wekekahi@ksbe.edu.

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