

OFFICE OF  
Hawaiian Education

# Nā Hopena A‘o (HĀ)

*Strengthening communities  
through a strengthened sense of  
BREATH*



# Setting Sacred Space Aloha Circle



Bringing forth your personal mo'olelo through the uplifting of 3 mana'o:

- Your name
- The name of your 'āina
- The name of someone you channel in the work that you do

Adapted from Ho'oulu 'Āina Aloha Circle and  
Auntie Puanani Burgess



# Mo‘olelo

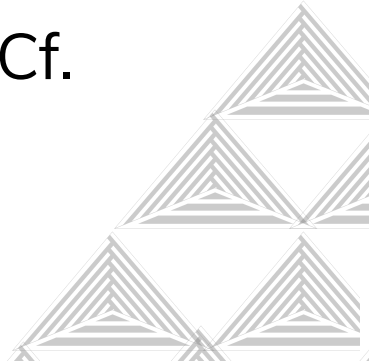
- **Mo‘olelo** (noun) Story, tale, myth, history, tradition, literature, legend, journal, log, yarn, fable, essay, chronicle, record, article; minutes, as of a meeting
  - From mo‘o ‘ōlelo, succession of talk
- **Mo‘o** (noun) Succession, series, especially a genealogical line, lineage
- **‘Ōlelo** (noun) Language, speech, word, quotation, statement, utterance, term, tidings; (verb) to speak, say, state, talk, mention, quote, converse, tell; (adjective) oral, verbatim, verbal, motion





## Pilina

- **pili** (nvi) –to cling, stick, adhere, touch, join, adjoin, cleave to, associate with, be with, be close or adjacent; clinging, sticking; close relationship, relative, thing belonging to. Cf. ‘aupili, piliwale. Pili‘ana, connection.
- **pilina**(n) –association, relationship, union, connection, meeting, joining, adhering, fitting. Cf. pili 1. He pilinawehena‘ole, an unseverable relationship.





# Setting Context

 **HĀ — BREATH**  
from HIDOE - Video Production Branch

O for 'Olu'olu (kind, pleasant).

05:52

▶

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“What are the conditions and attributes that make Hawai‘i truly unique, unlike any other place in the world?”

- What does it look/feel/sound like?
- Why is it important to uplift the unique attributes and gifts of our places?





# HĀ Mo‘olelo

2010-2011

Conditions arise prompting conversation

2011

Designing begins

2015

HA passed as a E-3 policy

2017-2019

3 year pilot

2019-Present

Systemwide Implementation



# Why HĀ?

## Conditions

- Focus on success of the individual
- Measured by academic achievement only
- Using a standards based model
- Prescriptive curriculum and instruction

## Impact on Educational System

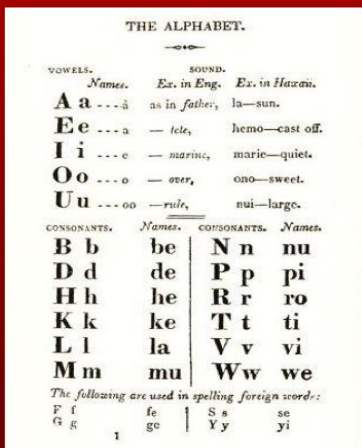
- Absence of “heart”
- Lack of local context
- No safe space to innovate
- No time for reflective, continuous learning
- Superficial implementation of learner outcomes
- Widening achievement gap
- Us vs. Them (i.e. school vs. community)



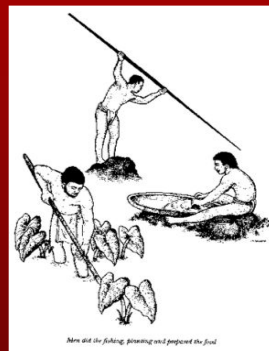
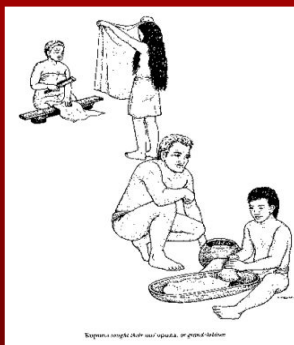


# I Ka Wā Ma Mua...

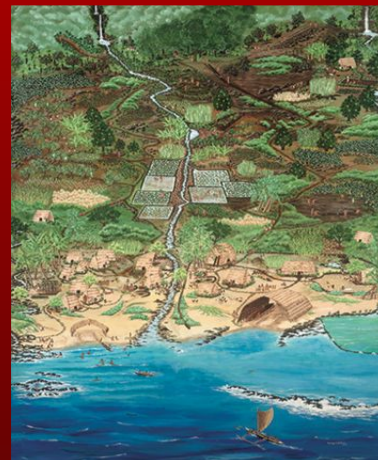
He aupuni palapala ko'u; o ke kanaka pono 'oia ko'u kanaka  
 Mine is the kingdom of education; the righteous man is my man  
 ~Kamehameha III, Kauikeaouli



\*Sourced from Ka'iwakīlōumoku



\*Sourced from Herb Kāne



\*Artwork by Marilyn Hahalewai



# Nā Hopena A‘o

**Nā:** the (plural)

**Hopena:** end goals, the result of an action, state of being as the result of an action or set of actions

**A‘o:** learning, teaching, symbiotic in nature, two way (a‘o aku, a‘o mai)

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**Strengthened sense  
of...**

**B**elonging

**R**esponsibility

**E**xcellence

**A**loha

**T**otal Well-Being

**H**awai'i



**BREATH / Nā Hopena A'o  
HĀ – Breath, breathe, life**



# Belonging

**He pili wehena 'ole**

A relationship that cannot be undone

~\*~

**Kūpa'a au i ko'u wahi no ka pono o ka 'ohana,  
ke kaiaulu, ka 'āina a me ka honua nei**

I am firm in my position/place with  
moral/goodness in my family, community, the  
land, and the world.



How do we create environments where each individual sees him or herself as a part of the mo'olelo and feels nurtured in that space?



# Responsibility

**Ma ka hana ka 'ike,  
ma ka 'imi ka loa'a**

In working one learns, through initiative one acquires

~\*~

**'Auamo au i ko'u kuleana no ka ho'okō pono  
'ana i ia kuleana mai ka mua a ka hope**

I carry my responsibilities as it is my privilege and fulfill  
them rightfully from beginning to end.



How might we create opportunities where responsibilities are seen as a privilege and an honor because we are connected to the work and we know that it is what is best for ourselves as well as the greater collective?



# Excellence

**‘A‘ohe ‘ulu e loa‘a i  
ka pōkole o ka lou**

There is no success without preparation

~\*~

**Noke au ma ke ala kūpono e hiki aku ai au i ko‘u  
kūlana po‘okela iho nō**

I persevere along the appropriate path with the tools and  
skills needed in order to achieve my best.







How might we support a gift-based system where **all** recognize their gifts and value to the whole and are supporting in looking at life through the lens of those gifts?

What are the gifts of each of us and our communities and how do they show up in the ways we engage in a'o?



# Aloha

E ‘ōpū ali‘i

Have the heart of a chief

~\*~

**Hana au me ke aloha e ili nā hopena maika‘i ma  
luna o‘u, o ka ‘ohana, ke kaiāulu, ko‘u ‘āina a me  
ka honua nei**

I do things with love so that good results may fall upon  
me, my family, my community, my land and the world.

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How are we creating conditions where aloha is uplifted as the rule, we recognize that we do what is best for all, and we give whenever we can because if we are all doing so, it **will** be reciprocated? (Aunty Pilahi Paki - Akahai, Lōkahi, 'Olu'olu, Ha'aha'a, Ahonui)



# Total Well-being

**Ua ola loko i ke aloha**

Love is imperative to one's mental and physical  
welfare

~\*~

**Mālama au i ka no‘ono‘o, ka na‘au, ke kino a me  
ka pilina ‘uhane me ke aloha i pono ko‘u ola**

I nurture my heart & mind, my body, and a positive  
spiritual relationship for a healthy life.



How might we continue to acknowledge the need to care for our 3 piko on a daily basis in order to promote a true sense of holistic health?



# Hawai‘i

**‘O Hawai‘i ku‘u ‘āina kilohana**  
Hawai‘i is my prized place

~\*~

**Ho‘ike au i ke aloha a me ka mahalo  
no ko‘u ‘āina kilohana ‘o Hawai‘i nei**  
I show my love and appreciation for my  
beloved home called Hawai‘i.





How might we help our communities realize their abundance?

How are we uplifting the multiple stories of this place from the host culture to the multicultural societies that contribute to this place?

How are we utilizing those stories to create relevant and meaningful learning opportunities?

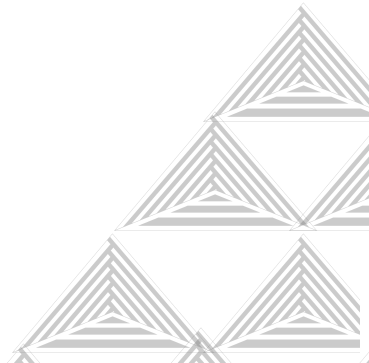


## Indicators

What are the indicators that tell you HĀ is present and/or being strengthened?

## Conditions

What are the conditions present that lead to these indicators?

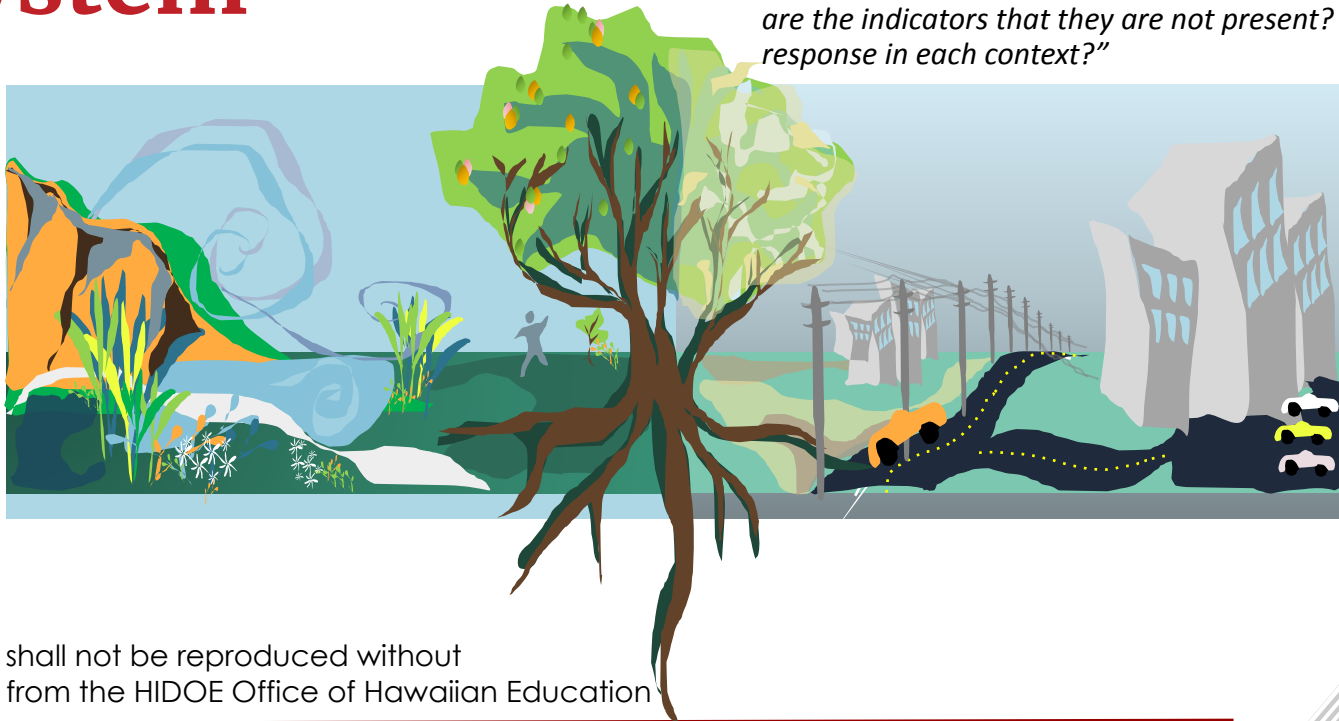




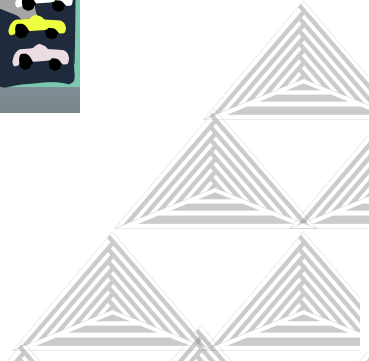


# System to Ecosystem

- *“What are the conditions that produce the outcomes that we desire for Hawai‘i? For our youth? For our education system? What conditions create longevity? How are we contributing to the the environment that creates those conditions?”*
- *“What are the indicators that the conditions are present? What are the indicators that they are not present? What is our response in each context?”*



\*The above image shall not be reproduced without expressed consent from the HODOE Office of Hawaiian Education





# Next Steps

- What are the stories of your community?
- What are the gifts of your community?
- How might you create opportunities for everyone to have more relevant and meaningful experiences that strengthen their identity and the foundation that they build upon?
- What are some things you might implement immediately to strengthen your personal sense of HĀ as well as that for your community?





# Mahalo Circle

What is one word that describes  
how you feel about HĀ for your  
practice?



# What is one word that describes how you feel about HĀ for your practice?

A word cloud of responses to the survey question. The words are arranged in a circular pattern, with 'essential' and 'rooted' being the largest and most prominent. Other words include 'connected', 'growing', 'necessary', 'alo', 'life', 'love', 'aloha', 'growth', 'nurturing', 'possibility', 'importance', 'grounded', 'sharing', and 'needed'. The background features a dark, textured image of large, overlapping leaves.

connecting  
kuahu  
growing  
necessary  
alo  
life  
love  
aloha  
growth  
nurturing  
possibility  
importance  
grounded  
sharing  
needed  
rooted  
essential  
connected



# Support Resources





# Virtual HĀ Huaka‘i

- Through virtual HĀ huaka‘i with ‘āina-based organizations promoting the sustainability of Hawai‘i, learners and teachers alike are able to be encouraged and reminded to create similar spaces in and around their own homes and schools.
- The limited series features 9 huaka‘i to special places across Hawai‘i
- The videos may be used to introduce communities to spaces, to teach about a particular practice, or to even serve as a template for a video project design of your own.

## [Huaka‘i Videos](#)



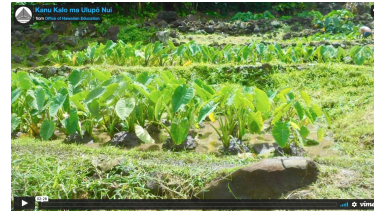
Noho‘ana Farm



Ulupō



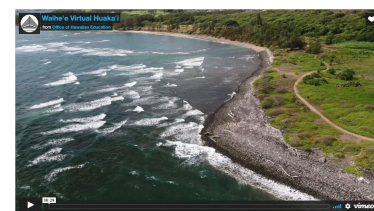
Mālama Learning Center



Kauluakalana



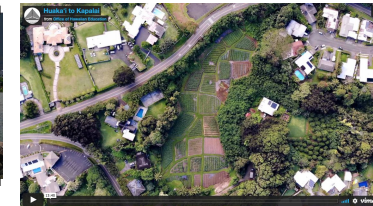
Mālama Hulē‘ia



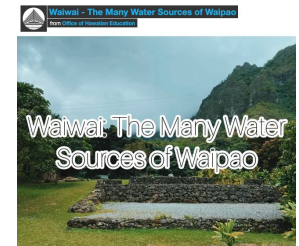
Maui Huliau



Paepae o He‘eia



Ho‘okua‘āina



Papahana Kuaola



# Community Resources

- [Nohona Hawai'i Preferred Provider List](#)
  - Are DOE vendor compliant
  - Are able to be contracted with no financial ceiling
  - May provide services and/or products aligned to 'ōlelo Hawai'i, 'āina-based education, 'ike Hawai'i, and/or hana no'ēau
- [Connection to Community-based Resources](#)
  - Community-based organizations across the state
  - Offering various opportunities for collaboration



*Community-based Organizations*

OHE - Connection to Community Resources

**OHE Hub**





# Mahalo!

Ke'ena Ho'ona'auao Hawai'i  
Office of Hawaiian Education  
HIDOE

Contact:

Ka'anohi Kalama-Macomber; [kaanohi.kalama-macomber@k12.hi.us](mailto:kaanohi.kalama-macomber@k12.hi.us)

OHE Hub Resources: <http://bit.ly/HawaiiEducationHub>

Puanani Burgess: [Building the Beloved Community](#)

NHEC Summit Kupuna Panel Video: <https://youtu.be/tobK6hk3A4s?t=1196>

