



- e. To **produce and disseminate** the results of archaeological investigations in a timely manner.
- f. To **recognize the importance of reaching a broad audience**, with a particular emphasis on the local communities that are involved in the archaeological effort.
- g. To adhere to scientific standards of reporting, but also **disseminate knowledge in ways that inform and engage the local community**.





? WHY ? ?

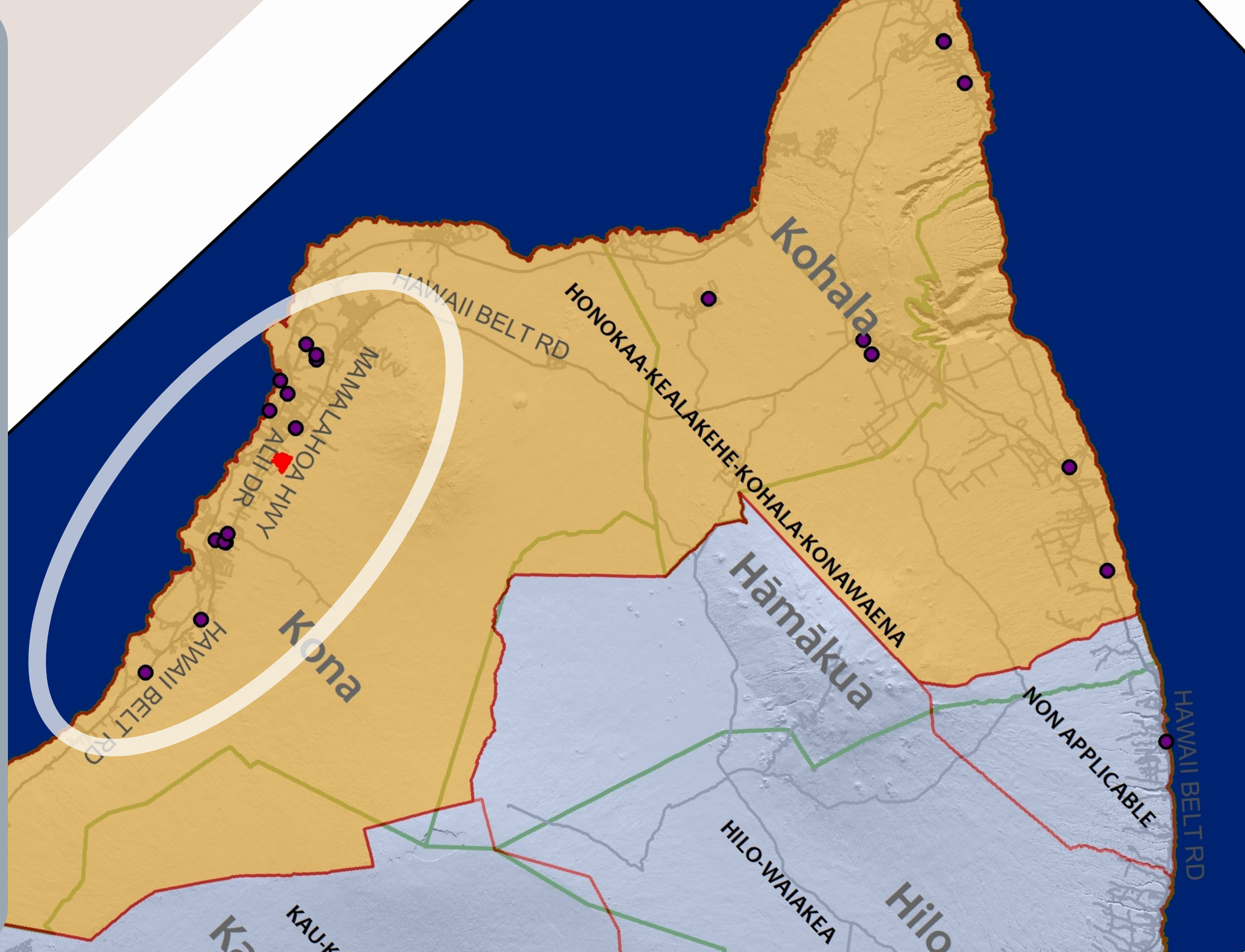


Kahalu‘u Kūāhewa



30 Minutes or >

- Ho'okena Elementary
- Hōnaunau Elementary
- Konawaena Elementary, Middle & High
- Ke Kula O
- Ehunuikaimalino
- Kahakai Elementary
- Kealahou Elementary, Middle, High
- Innovations PCS
- Kanu o ka 'Āina NCPCS
- West Hawai'i Explorations PCS
- Hawai'i Pacific CS



2018-2019

1,000 Long Term Subs and
Emergency Hires

2016-2017 New Hires

45% of new hires from out of state
programs

28% in state programs



Professional Development





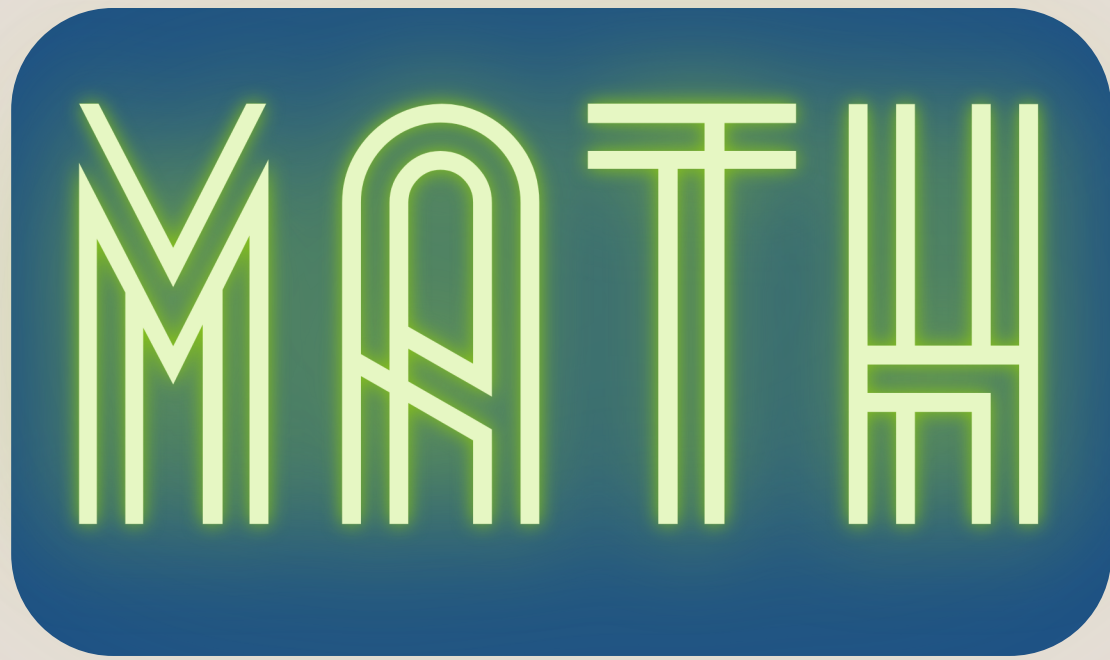
KiloKilo

Scientific Method

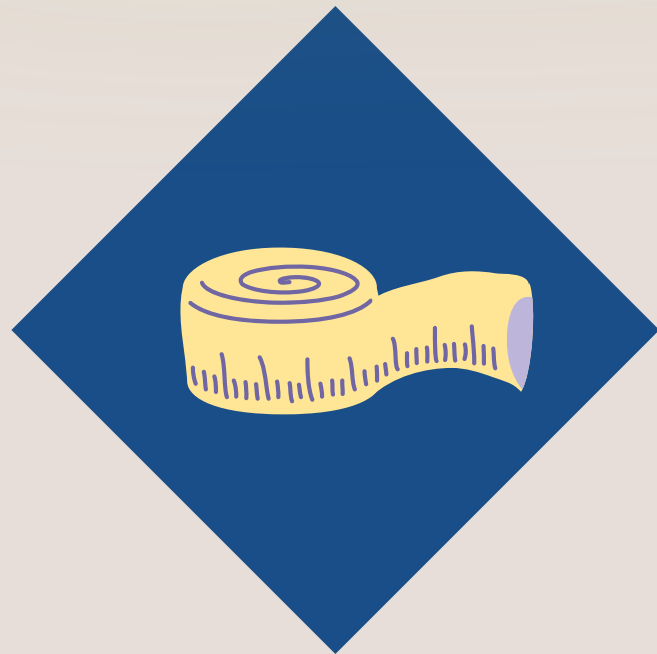


Waohale

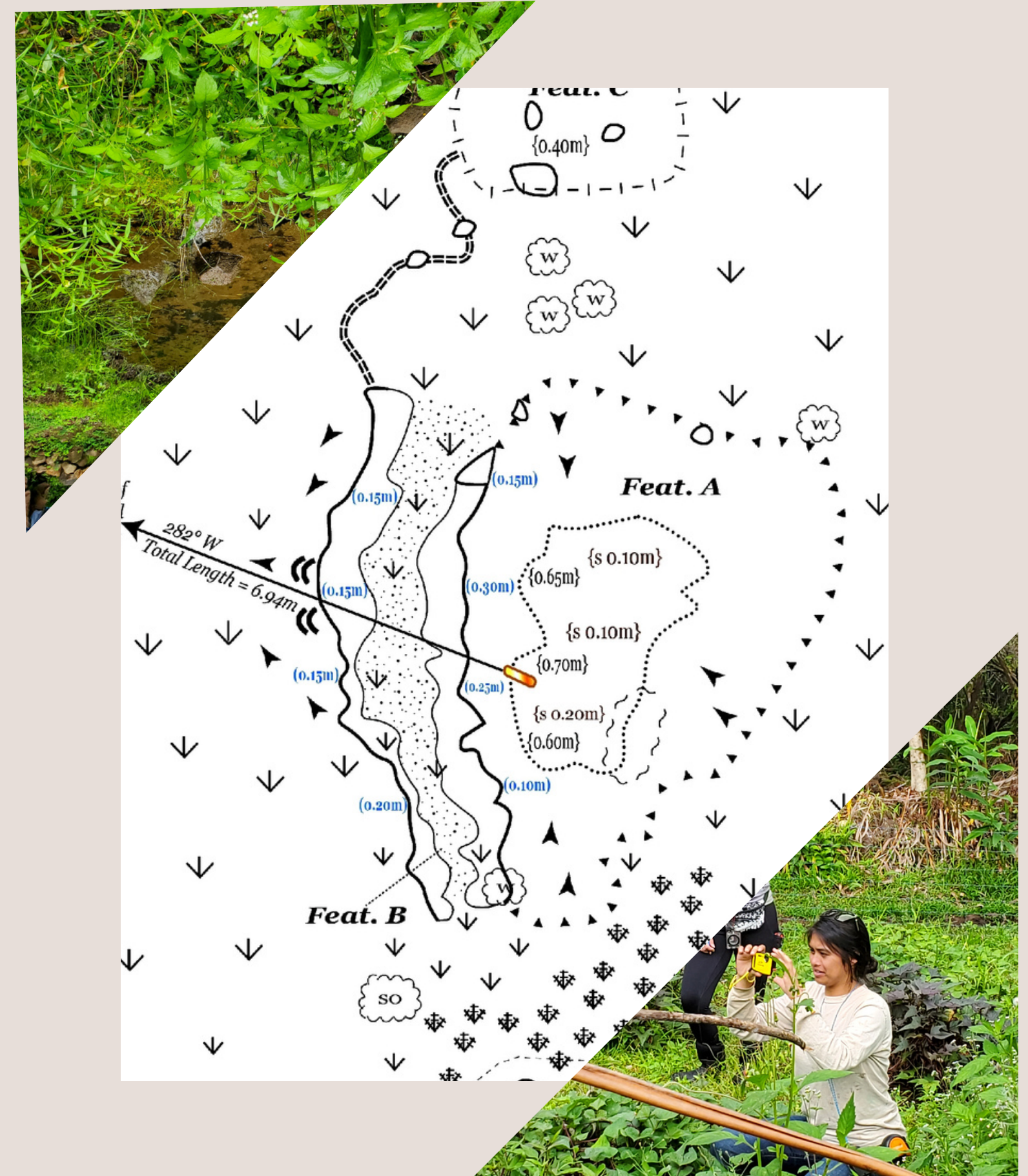




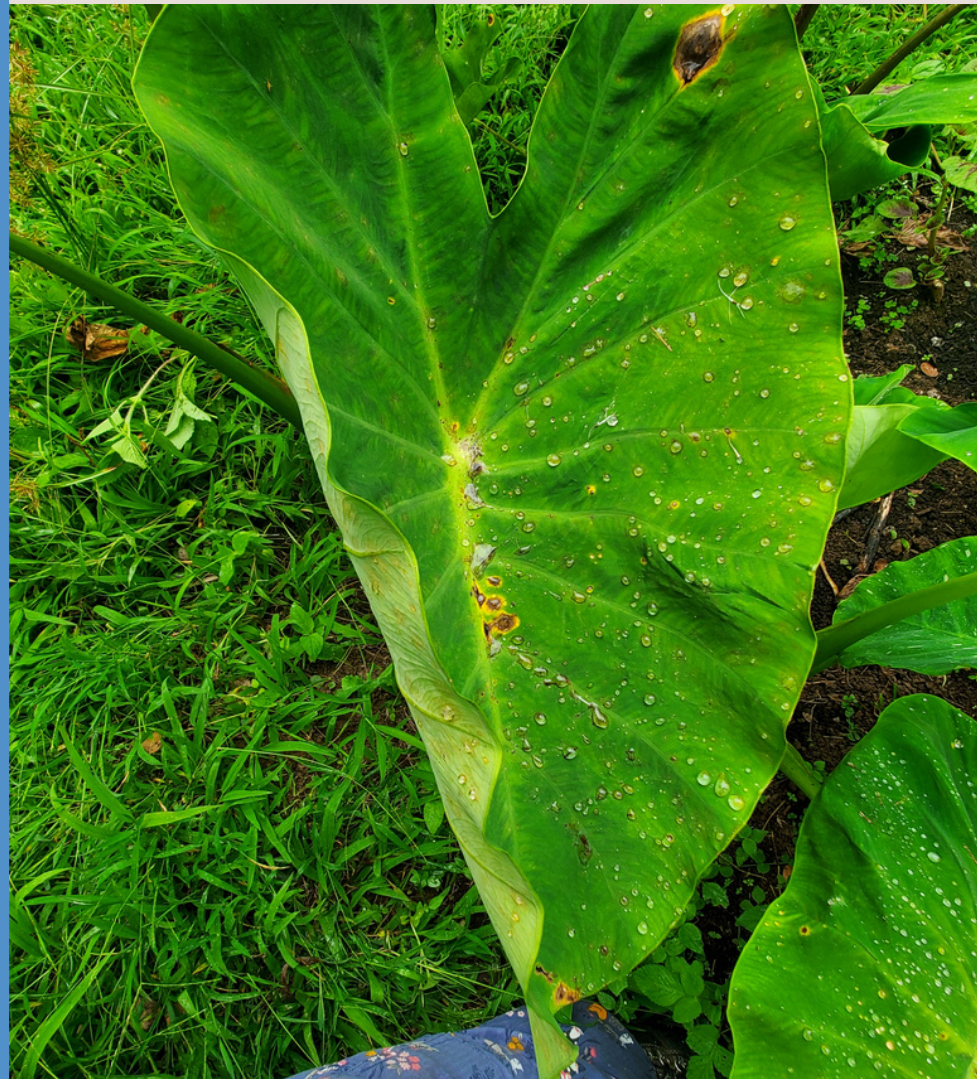
Theme Geometry,
 Measuring



Word problems, measuring the circumference of a māla, triangulating the curve of a māla, estimating the maximum amount of wai an ‘auwai could handle, learning to measure, the metric system



“ If we want to harvest a māla, to celebrate makahiki and the rising of the Pleiades , when would we need to plant X type of kalo if X kalo grows at a rate of growth rate of Z?





Meiwi Mo'okalaleo

Kohu - Imagery

Ho'okanaka -
Personification

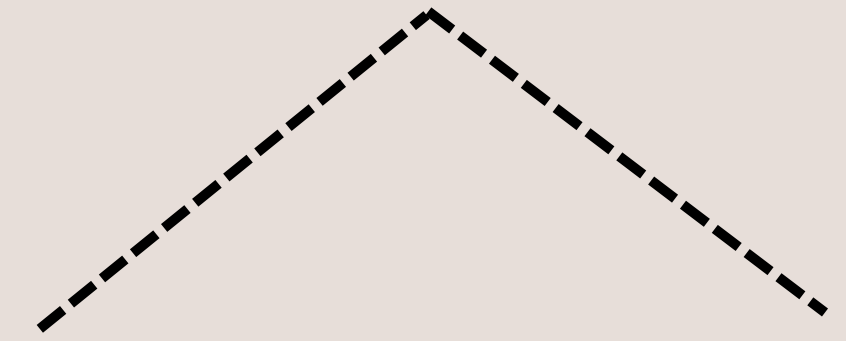


"The connection, the students understanding that what they already know and what they have outside can be connected in a meaningful way to academics and the real world."

Celia Frost



Bathrooms

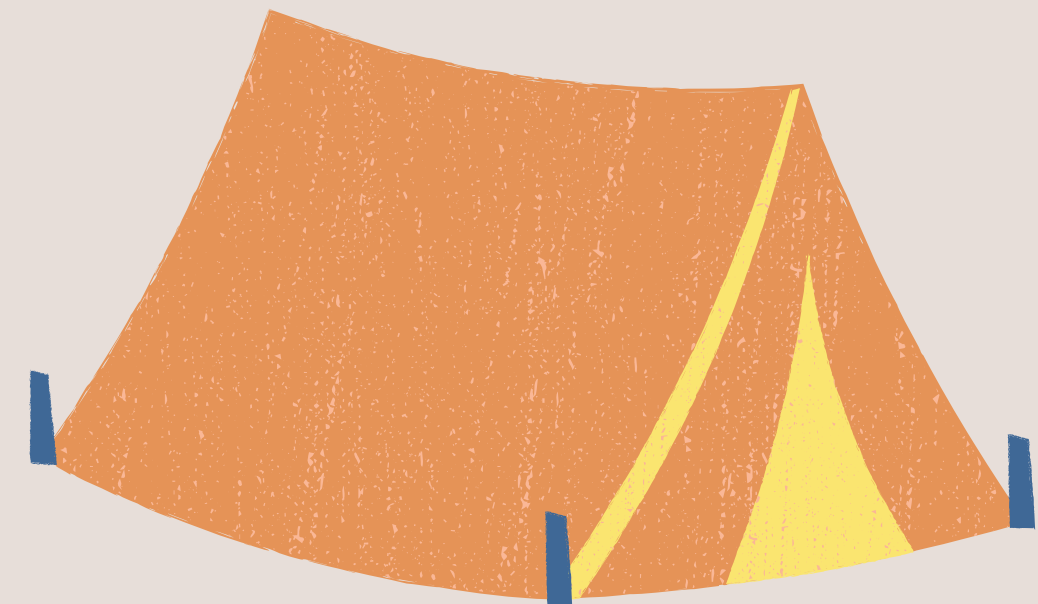
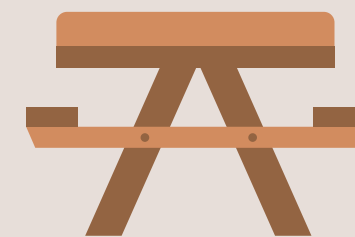
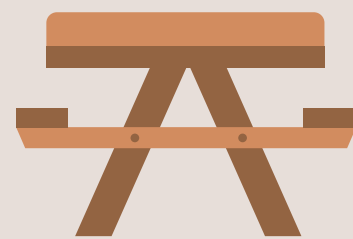
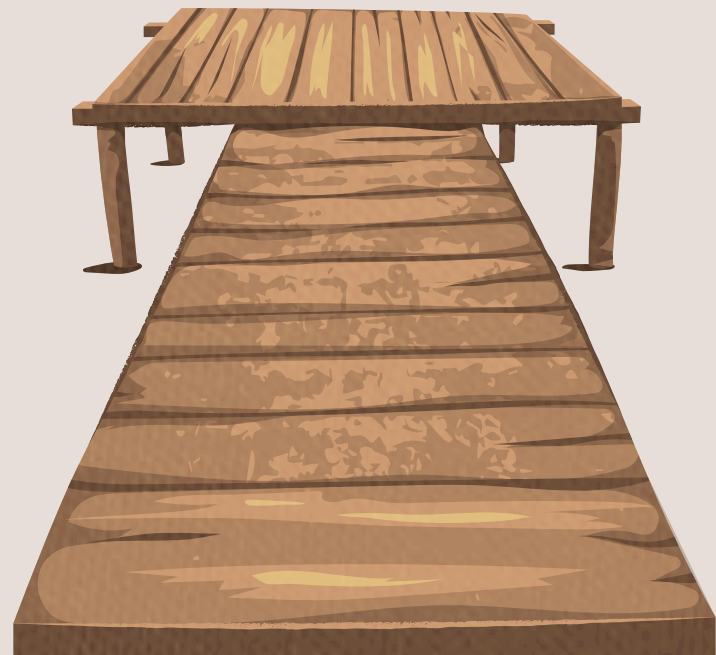


Permanent covered structure/**hālau** for in 'āina learning

Recommendations

By request

A.D.A accessible boardwalk over kuaiwi, to structures, bathrooms & to māla



Camping area



We're actually trying to get internships that students would be interested in and that support stem, ingenuity and part of what we're doing is kind of rediscovering or deconstructing and reconstructing what stem might be like.

Kanani Wall - Veteran Kanaka Educator



“ One of the main challenges for us is we are **given a requirement to teach** seventh grade social studies, but there's no curriculum. They just say, oh, teach it here. This is all the things you have to learn, but no, there's no books for this. **There's no curriculum.**”

Celia Frost
6-9th ELA Teacher at Pa'auilo



When you want to **challenge keiki** to grow it's providing them texts and then having them sit with it, analyze it, and then come up with their own conclusion. It's like, in order for kumu to provide that, we have to go out of our way to find it, develop it and then, give it to them.

Graciella Del Rio - 5th grade teacher at
Konawaena Elementary School



Problem Based
Learning in action



A field trip to Kūāhewa to visit the interpretive trails, Mākālua and see how the kuaiwi are situated

Example Idea for lesson

Theme: Water Cycle, Geology, Hydrology, History

After learning the basics of the wai cycle and geology basics



Posing questions such as:

How are the kuaiwi and 'auwai taking advantage of the wai cycle and natural geology?

Giving haumāna content. Helping them to make that connection between the classroom and the natural world

THEMES

taught in the
classroom

Mahi' ai & Agriculture

Biology & Genetics

History, Religion &
Astronomy

Water Cycle & Eco
Systems

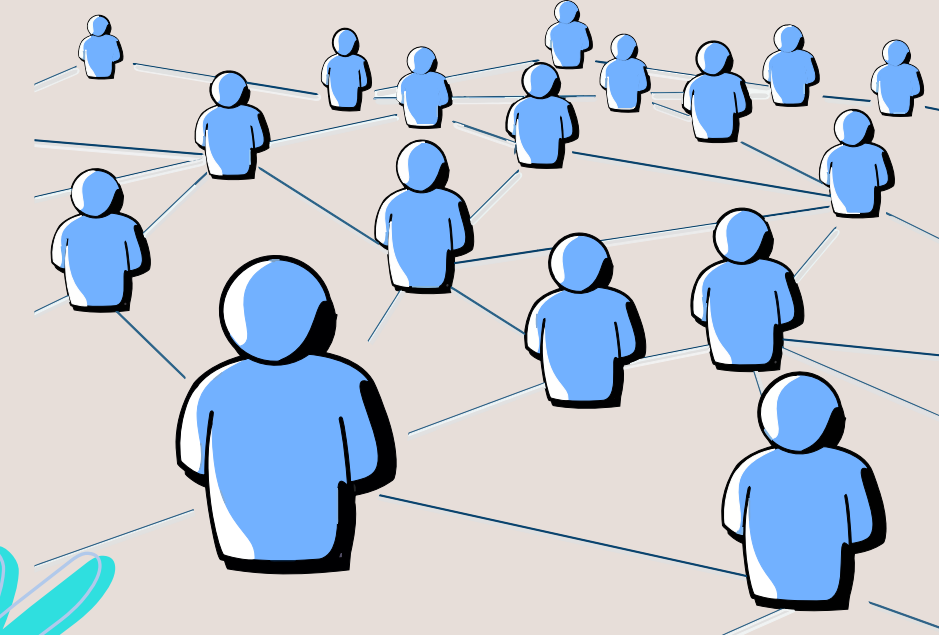


“We want to be able to provide these opportunities to our babies, our keiki, as well as our kūpuna who are still constantly trying to learn something. ”

Kim Kaho‘onei



Just dreaming



Possible Programming

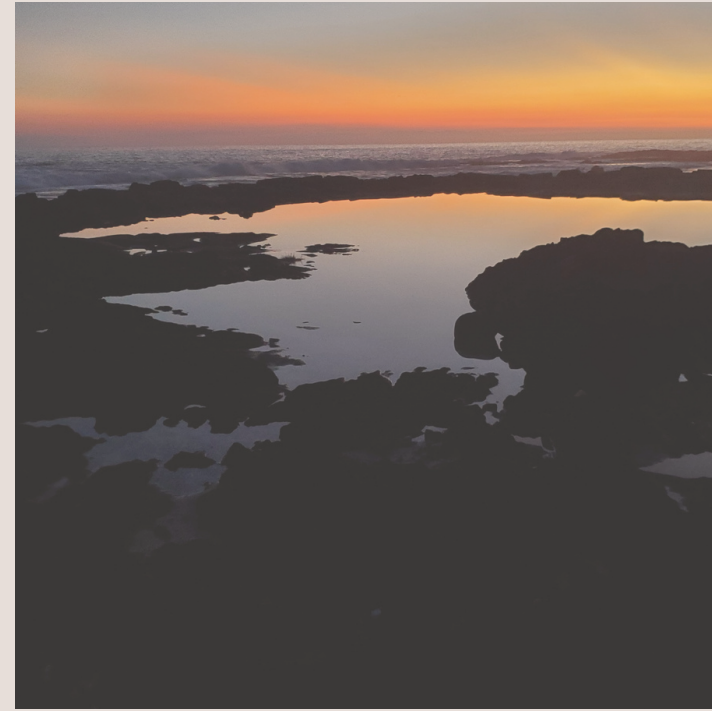
**Kilokilo & science based
summer/spring programming**

LARPing camps with storylines that emphasize
kanaka epistemology & ontology

Makuakāne & I - A ancestral planting program for
fathers, grandfathers and keiki to learn mahi‘ai that
they can do at home or contribute to ‘ohana plantings
to feed their families

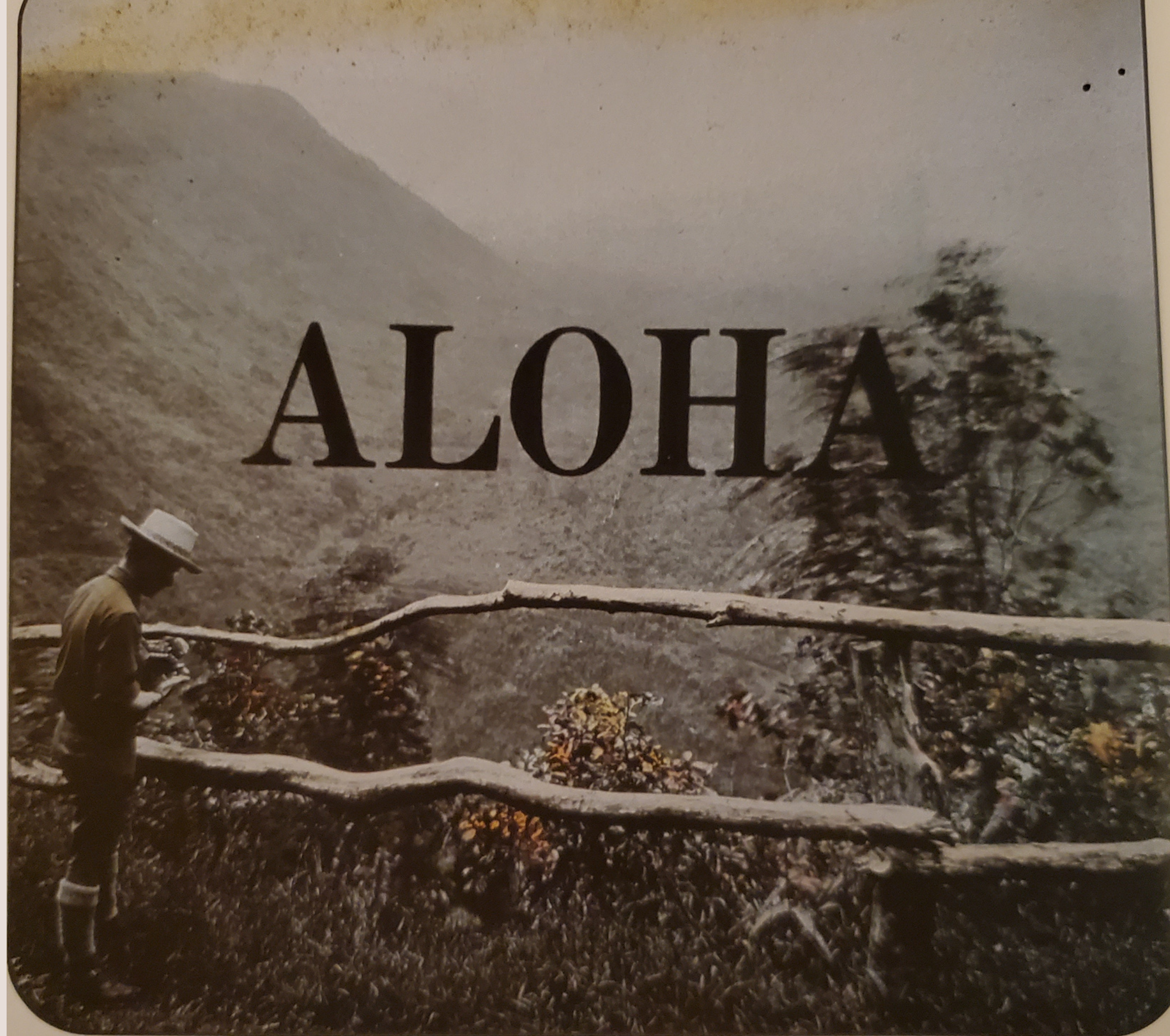
On ‘āina sustainability afterschool clubs

References



‘Āina

Kūpuna



"Aloha" title slide that Baker used to end his public presentations

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Interviews with:

Celia Frost

Mahealani Pai

Photos thanks to Huli‘auapa‘a Staff & Interns