

2016年南島民族 科學與數學教育學術研討會

The 2016 Austronesians Conference on Science and Mathematics Education

KEYNOTE SPEECH III

Keynote Speaker:

Professor Margaret J. Maaka

College of Education, University of Hawai'i at Mānoa, U.S.A.

Topic:

Ho'okulāiwi: Community Partnerships in Education as the Foundation to Building Strong and Healthy Indigenous Peoples and Nations

Handout 演講資料

Sponsor:
補助與指導單位：



Organizer:
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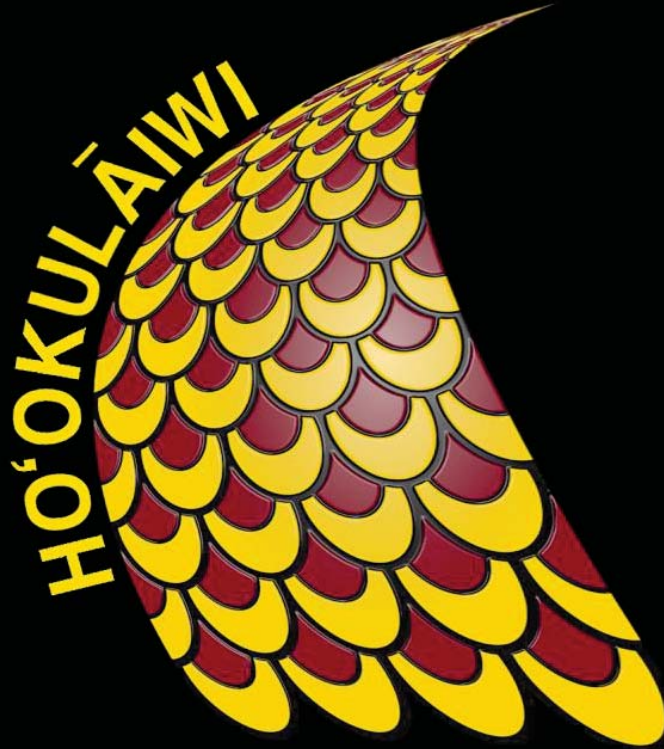


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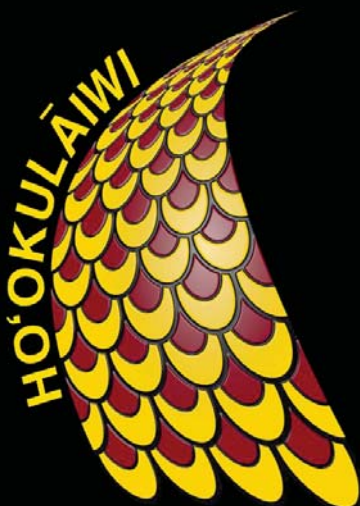


臺東縣社區大學

**HO'OKULĀIWI: 'AHA HO'ONA'AUAO 'ŌIWI
CENTER FOR NATIVE HAWAIIAN
AND INDIGENOUS EDUCATION**



**COMMUNITY SELF-DETERMINATION:
Building Strong and Healthy Indigenous Peoples and Nations**



MARGARET J. MAAKA, PHD

**2016 Austronesians Conference on
Science & Mathematics Education**

**NATIONAL TAITUNG UNIVERSITY
NATIONAL CHENGCHI UNIVERSITY**

MARGARET J. MAAKA

Ngāti Kahungunu, Ngāi Tahu, Ngāti Awa, Pākehā



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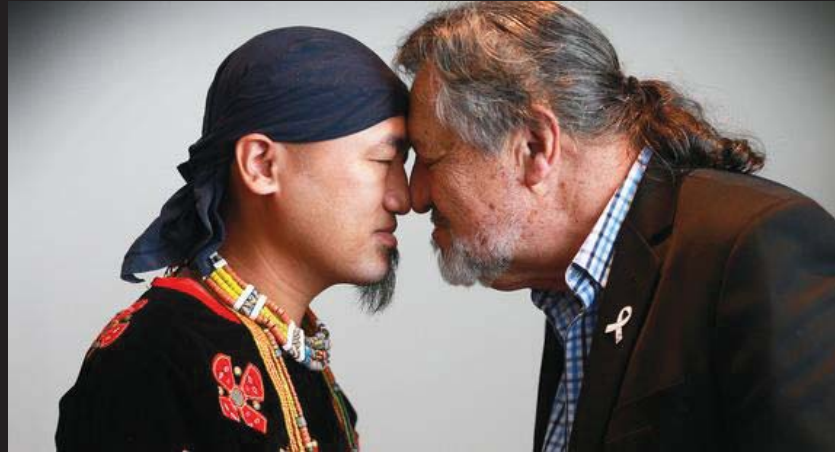
Helen O'Connor

Kali Watson

Laiana Wong

INDIGENOUS PEOPLES OF THE PACIFIC

Made in Taiwan?

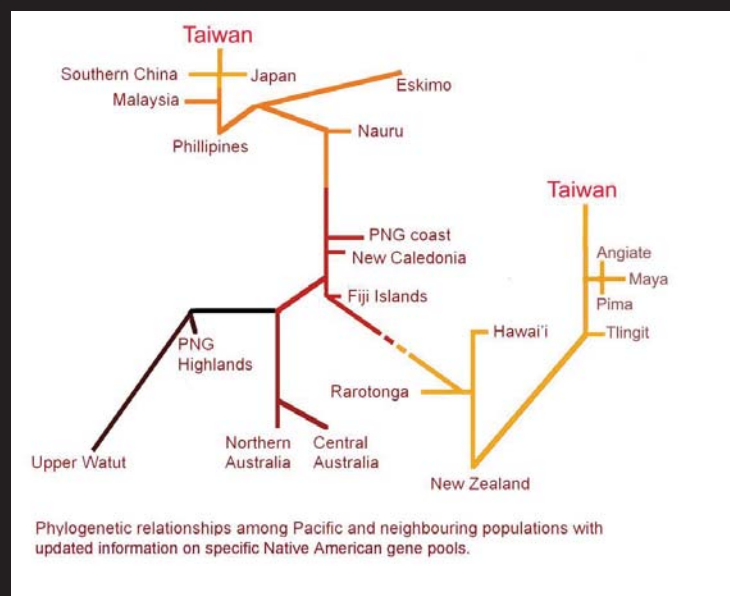


https://www.youtube.com/watch?v=jP_7uByD4yu

<https://www.youtube.com/watch?v=vNgyT1PJaic>

INDIGENOUS PEOPLES OF THE PACIFIC

Made in Taiwan?





THE COMPLEXITIES OF INDIGENOUS PARTNERSHIPS: GUIDING FRAMEWORK

- The nature of participants and their ability to obtain deep understandings of the unique contexts in which they work
- Understanding of how to survive in hostile environments
- The integration and validity of cultural norms within developments
- The outcomes of the partnership work



GUIDING INDIGENOUS FRAMEWORK

The nature of participants and their ability to obtain deep understandings of the unique contexts in which they work

Lived Experiences & Humanity

- **Macrocosmic scale:** Views of creation--man and nature inextricably linked [Ranginui/Papatuanuku; Wākea/Papahānaumoku]
- **Microcosmic scale:** Everything imbued with mana. Pono actions and harmonious balance. Personal responsibility to behave in a pono manner
- **Moral causality:** Best decision-making based on indigenous ways of knowing and doing

GUIDING INDIGENOUS FRAMEWORK

The nature of participants and their ability to obtain deep understandings of the unique contexts in which they work

Lived Experiences & Challenges to Humanity

- Maori, Hawaiian, and indigenous experiences of displacement
 - Stripping of cultural markers (lands, language, culture)
 - Cultural (re)construction
- Civilizing savages through education (Apple, 1996)
- Te Hāroto Native School: A personal story
- Outcomes of the civilizing mission

TE HĀROTO MĀORI SCHOOL



GUIDING INDIGENOUS FRAMEWORK

The nature of participants and their ability to obtain deep understandings of the unique contexts in which they work

Lived Experiences & Challenges to Humanity



The bombing of Kaho'olawe Island

GUIDING INDIGENOUS FRAMEWORK

The nature of participants and their ability to obtain deep understandings of the unique contexts in which they work

Lived Experiences & Challenges to Humanity

Cultural (Re)construction

Contestation of indigenous ways of knowing and doing

Infusion European traditions and the Old Testament)

This process brought indigenous knowledge and practices into regimented frameworks so that they could readily be understood and controlled by the colonizers.

(Durie, 1998)



GUIDING INDIGENOUS FRAMEWORK

The nature of participants and their ability to obtain deep understandings of the unique contexts in which they work

Lived Experiences & Challenges to Humanity



The dispossession, disconnection, and dislocation of the indigenous people

GUIDING INDIGENOUS FRAMEWORK

The nature of participants and their ability to obtain deep understandings of the unique contexts in which they work

Lived Experiences & Challenges to Humanity



When a group is connected, it flourishes. When the shared meanings, values, and beliefs that identify group membership are broken down, so too does the group break down.

GUIDING INDIGENOUS FRAMEWORK

The nature of participants and their ability to obtain deep understandings of the unique contexts in which they work

Lived Experiences & Challenges to Humanity

The Kingdom of Hawai'i (1843)

- Free, sovereign, and independent government
- Recognized internationally

The illegal overthrow of the Kingdom of Hawai'i (1893)

- Hawaiian monarch Lili'uokalani
- American businessmen Lorrin Thurston and Stanford Dole
- United States minister John Stevens and the U.S.S. Boston



GUIDING INDIGENOUS FRAMEWORK

The nature of participants and their ability to obtain deep understandings of the unique contexts in which they work

Lived Experiences & Challenges to Humanity

Overrepresentation

- School failure (Freeman, 1952)
- Special education
- Poor health
- Drug abuse
- Incarceration
- Youth suicide

Underrepresentation

- Higher education



GUIDING INDIGENOUS FRAMEWORK

Understanding of how to survive in hostile environments

Lived Experiences & Self-Determination

- Transformation of challenging situations (Freire, 1970)
- Self-determination and relative autonomy. An Unabashed commitment to the elevation of indigenous peoples (and the reclamation of mana) through education
 - Indigenous peoples have the right to participate fully, if they so wish, in the political, educational, economic, social and cultural life of the state, while maintaining their distinct political, economical, social and cultural characteristics, as well as their legal systems. (WIPCE Coolangatta Statement, 1999, Article 4)
- The challenges of working in mainstream institutions
- Aligning allies and resources

GUIDING INDIGENOUS FRAMEWORK

The integration and validity of cultural norms within developments

Lived Experiences & Cultural Validity

- Our responsibilities as indigenous educators
- Culturally-preferred pedagogy
- Indigenous educators must be driven by the needs of their people
- Validation of cultural aspirations
- Powerful intervention of research



GUIDING INDIGENOUS FRAMEWORK

The outcomes of the partnership work

Lived Experiences & Transformation

- Mediation of community challenges
- Collective rather than the individual
- Macrocosm, microcosm, and moral causality
- Conscientization and transformative action
- Community involvement in decision-making
- Extraordinary partners drawing on extraordinary resources and expertise



Dr. Aunty Aggie Kalanihookaha Cope

HO'OKULĀIWI PARTNERSHIP



EDUCATIONAL DEVELOPMENT INITIATIVES

HO'OKULĀIWI PARTNERSHIP



MENTORING OF INDIGENOUS LEADERS



The central components of the Ho'okulāiwi Educational Leadership Program are:

- The preparation of pre- and in-service teachers for the Hawai'i DOE Hawaiian Language Immersion Program, Hawai'i DOE Title I schools with large numbers of Hawaiian children, and Hawaiian charter schools
- The preparation of Native Hawaiian educational leaders



DOCTORAL & NEW FACULTY MENTORING PROGRAM
Native Hawaiian and Indigenous Graduates in Hawaiian Language



DOCTORAL & NEW FACULTY MENTORING PROGRAM
American Educational Research Association



DOCTORAL & NEW FACULTY MENTORING PROGRAM
International Research Exchanges/Writing Retreats
New Zealand and USA



DOCTORAL & NEW FACULTY MENTORING PROGRAM
Ngā Pae o te Māramatanga International Indigenous Research Association

HO'OKULĀIWI PARTNERSHIP



COMMUNITY DEVELOPMENT INITIATIVES



Nānākuli Village Center



Wai'anae Coast Comprehensive Health Center



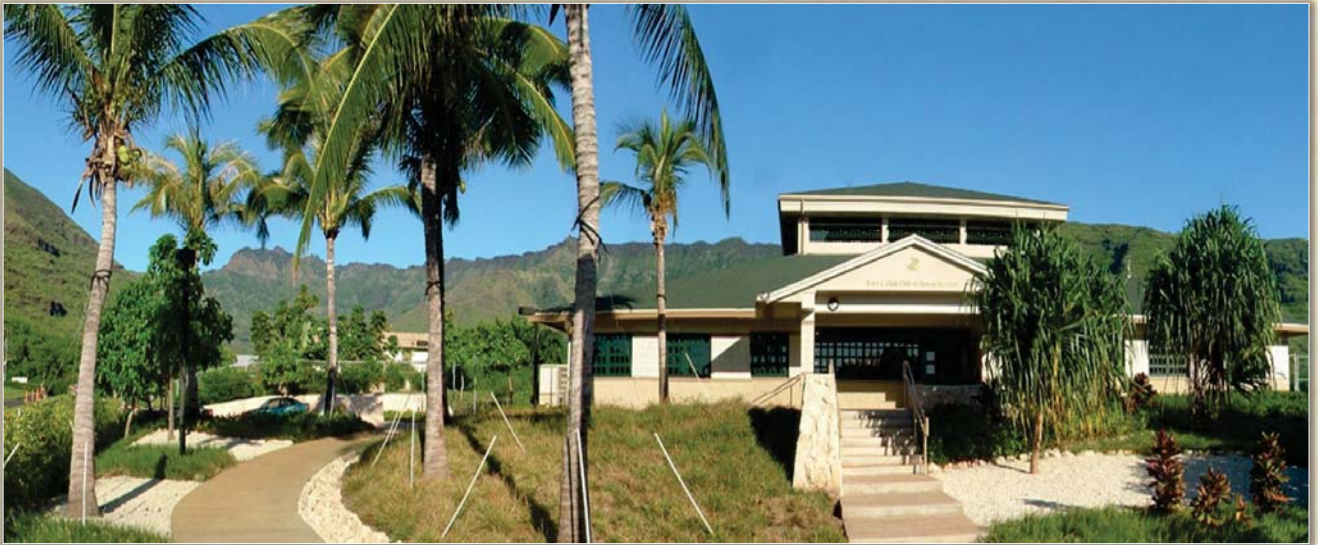
**Wai'anae Coast Comprehensive Health Center
Native Hawaiian Traditional Healing Center**



**Nānākuli
Hale Makana Affordable Housing**



Nānāikapono Elementary School



**Nānākuli
National Football League Youth Education Town
Center Boys & Girls Club**



Dr. Agnes Kalanihookaha Cope Learning Center

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HO'OKULĀIWI

