

Mo'olelo Lanakila 2020

'Ōlelo Kahua & Cultural Principles
of Native Hawaiian Identity

A KAMEHAMEHA SCHOOLS STORY
OF STRATEGIC SUCCESS





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*Mo’olelo Lanakila 2020 was compiled by the
Ho’okahua Cultural Vibrancy Group.*

Mo'olelo Lanakila 2020

'Ōlelo Kahua & Cultural Principles of Native Hawaiian Identity

A Kamehameha Schools Story of Strategic Success

'Ōlelo Ho'ākāka

Our Mo'olelo Lanakila is the story of bold and courageous change. In July 2015, Kamehameha Schools' Strategic Plan 2020 took root and was ceremonially launched with Hawaiian protocols and Christian blessings. Directly tied to implementing Goal 3 are two major actions: Normalize 'ōlelo Hawai'i throughout KS and Integrate the Cultural Principles system-wide.

A fundamental shift occurred at Kamehameha when an entire workforce across the pae 'āina embarked on a journey to create change. More than 2,000 professionals began engaging in monthly required classes called 'Ōlelo Kahua (Hawaiian Language Foundations), which would reshape and influence worldviews with a focus on the native language and value system of our founder, Ke Ali'i Bernice Pauahi Pākī Bishop.

Mo'olelo Lanakila 2020 is a five-year snapshot of how 'Ōlelo Kahua has succeeded in beginning the normalization of 'ōlelo Hawai'i at KS, and how the embedding of the Cultural Principles of Native Hawaiian Identity is effectively moving the needle of change by strengthening and uplifting Hawaiian cultural identity throughout Ke Kula 'o Kamehameha. Although this mo'olelo continues to unfold, it is a prelude to even bigger and better things to come. I mua!

Goal 3

Cultivate a strong Native Hawaiian identity to instill confidence and resiliency in our learners and to inform decision making and actions within our organization, for the improvement of the well-being of the lāhui.

Action 5

Normalize 'ōlelo Hawai'i throughout KS

Integrate Cultural Principles (including 'ōlelo Hawai'i) system-wide

'Ōlelo Kahua

No ka papahana SP2020 kēia ho'oikaika 'ana i ka 'ōlelo me ka mo'omeheu Hawai'i ma kā kākou hana. 'O 'Ōlelo Kahua ka inoa o kēia polokalamu nona ka pahuhopu 'o ka ho'okuluma 'ana i ka 'ōlelo Hawai'i ma Ke Kula 'o Kamehameha. 'O ka mālama 'ana i nā papa kūmau, he ho'omohala limahana ia, he makana kū ho'okahi, a he mea ia e loli maika'i ai nā wahi hana.

In 2015, Kamehameha Schools made an organized commitment to uplift language and culture. One part of this commitment was the 'Ōlelo Kahua program, which was an unprecedented initiative to normalize 'ōlelo Hawai'i in Kamehameha Schools. The move to have regular training in Hawaiian language and culture was really an investment in staff—a unique gift of professional development—and a catalyst for change.

As we approach the close of Strategic Plan 2020, we pause to evaluate our investment. The following four statements speak to the prominent successes of 'Ōlelo Kahua from 2015 through 2020.

1

All KS staff now share a body of 'ōlelo Hawai'i skills and cultural knowledge

These skills include:

- a basic competency in 'ōlelo Hawai'i, i.e. proper pronunciation and writing of language
- the ability to introduce oneself in Hawaiian
- a familiarity with Hawaiian language resources and how to access them
- a shared base of cultural and historical knowledge relevant to our work at Kamehameha

In the FY15-16 Hawaiian Cultural Vibrancy Survey, staff reported that relevant cultural learning would raise the level of commitment to the KS mission and that a workforce that is sensitive to Hawaiian culture can better serve the needs of our lāhui.

92%

agree/strongly agree

that opportunities to participate in relevant cultural programming and learning activities can raise their level of commitment to the organizational mission.

95%

agree/strongly agree

that a workforce that is sensitive to Native Hawaiian culture can better serve the needs of Native Hawaiians.



*"I appreciate the efforts put into teaching 'ōlelo Hawai'i this past school year. I believe learning and using the language has value at the Kamehameha Schools. Our 'ōlelo papa also brought the staff closer together in a common cause. Mahalo."**

Over the past five years, staff has engaged in an average of 55 hours of training, depending on location. We have come together as an 'ohana, and our workforce is stronger because of it. **Thanks to you and your commitment to this effort, Kamehameha Schools has reached a new level of mākaukau and is better prepared to serve our mission and uphold the legacy of our founder.**

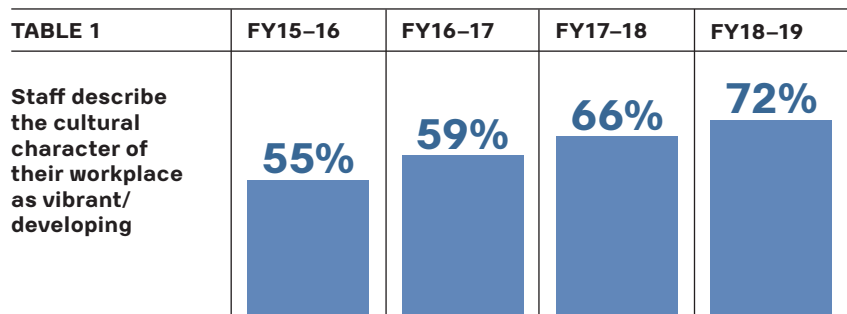
Therefore, we recommend that such programming continue and that participation in cultural learning be elevated to an expectation of employment at Kamehameha, in order to continue to grow the cultural capacity of our workforce.

**All quotes originate from the annual Hawaiian Cultural Vibrancy Survey and the 'Ōlelo Kahua Survey. They are represented here as anonymous, without attribution.*

2

Strengthened Hawaiian Identity prevails throughout our workforce and professional environments

Our environment mirrors our culture. What we see, hear, experience, and interact with every day is a reflection of who we are as people. Here at Kamehameha, 72% of staff say that the cultural character of the workplace is vibrant or developing. This number has steadily increased each of the past four years—a significant positive trend! These cultural changes reflect our Loina Kamehameha, the shared customs and practices that unite us as a Kamehameha 'ohana.



Vibrant – daily use of Hawaiian culture & language
Developing – moderate use of Hawaiian culture & language

We are clearly on track in creating transformational change in our workplaces.

Therefore, we recommend KS support the learning and living of Hawaiian culture through resourcing Hawaiian cultural initiatives and by appropriately increasing the role of culture for our campuses and business units.



"He la'ana nō kākou, 'o Ke Kula 'o Kamehameha, no nā wahi hui hana a pau loa a puni ke ao. Aia a hāpai 'ia ke kūlana o ka 'ōlelo Hawai'i, ka 'ike Hawai'i, a laila e holomua pono ana ka lāhui Hawai'i. E aho kākou nei e noke mau!"

We are an example, KS, for all workplaces around the world. We must first raise the status of 'ōlelo Hawai'i and Hawaiian knowledge, then the lāhui Hawai'i will move forward with pono. We should persevere always."



'Ōlelo Kahua unifies our 2,000+ limahana

Over the last five years, our entire KS workforce has come together regularly for classes, getting to know each other and developing new relationships. That, in and of itself, is of value to Kamehameha for its positive impact on morale. Further, language learning promotes empathy and sensitivity. Through learning 'ōlelo Hawai'i together, KS staff are not only connecting more with each other, but also strengthening connections to those we serve, our lāhui Hawai'i.

Here are just a few of the many KS voices speaking to the value they find in these classes.

- The kuleana of learning 'ōlelo Hawai'i on our campus has led to a stronger pilina amongst our faculty and staff...Because of 'Ōlelo Kahua, faculty and staff (especially Operations staff) are seeking new ways to incorporate 'ōlelo, 'ike, and nohona Hawai'i into their workspaces. It's definitely an exciting time for Kamehameha Maui!
- 'Ōlelo Kahua classes are a big step to help create a more inclusive work environment at KS.
- The warmth, aloha, and caring [of the teaching staff] are remarkable and have contributed to building a sense of community during this time of change.
- It has provided more meaning and purpose as I go about my daily work as I feel more connected to this institution which is grounded in Hawaiian Values.
- I look forward to 'Ōlelo Hawai'i class every month. I learn something new at every class and I try to apply it to my daily work as much as possible. For me personally, 'Ōlelo Kahua is the most meaningful of all KS initiatives.
- I appreciate the efforts put into teaching 'ōlelo Hawai'i this past school year. I believe learning and using the language has value at the Kamehameha Schools. Our 'ōlelo papa also brought the staff closer together in a common cause. Mahalo.
- Keep the 'ōlelo classes beyond 5 years. More to learn and improve.

'Ōlelo Kahua classes are a critical investment in professional development at Kamehameha Schools. Anecdotal evidence from participants tells us that these classes have a positive impact on staff engagement and morale. Therefore, training should be continued.

"I look forward to 'Ōlelo Hawai'i class every month. I learn something new at every class and I try to apply it to my daily work as much as possible. For me personally, 'Ōlelo Kahua is the most meaningful of all KS initiatives."

4

KS staff are engaging in 'ōlelo Hawai'i like never before

It may be as simple as hearing “Aloha!” or “Pehea 'oe?” Bilingual signs on campuses and work sites are getting attention. Self introductions in 'ōlelo Hawai'i are the new normal. Whatever it is, it is clear that change is upon us. The normalization of 'ōlelo Hawai'i at KS is underway. Table 2 illustrates staff's reported increased commitment to ongoing 'ōlelo Hawai'i learning, increased confidence in using 'ōlelo Hawai'i, and increased use of 'ōlelo Hawai'i at work.

TABLE 2	FY15–16	FY18–19	Total Change
Describe your commitment to your ongoing 'ōlelo Hawai'i learning.	Very Strong or Strong = 34%	Very Strong or Strong = 65%	= +31%
Please rate your level of confidence regarding the use of 'ōlelo Hawai'i.	Very Confident or Confident = 13%	Very Confident or Confident = 27%	= +14%
How often do you apply 'ōlelo Hawai'i to your work (program delivery, email, conversations and other communications)?	Regularly or Frequently = 35%	Regularly or Frequently = 63%	= +28%

The process of normalization has begun, thanks to your individual and collective commitment. **Your work over the past five years has cultivated new norms for 'ōlelo Hawai'i at Kamehameha. We are on a trajectory to becoming a bilingual organization.**

Therefore, we recommend KS support the development of Hawaiian knowledge through resourcing 'ōlelo Hawai'i initiatives and by appropriately increasing the role of 'ōlelo for our campuses and business units.

“'Ōlelo Kahua has made a significant impact on the Maui campus. Even the students noticed the increase in use among staff members. It should absolutely continue in perpetuity!”

“'Ōlelo Hawai'i courses need to be offered. We've had them sporadically over the years, but nothing consistent.”



We take this time to mahalo and honor all staff for their participation and for making this effort successful.

As the world looks to indigenous peoples and knowledge for solutions to today's problems, our culture gives us strong grounding, perspective, and kuleana—the responsibility, the privilege, the reason—to do what is right for Hawai'i.

What does the future hold for Kamehameha Schools? In many ways, KS has prioritized language and culture, and recognizes the intrinsic value of 'ōlelo as a key to access 'ike ku'una, traditional knowledge, to inform our practice and future decision making. There is still much work ahead and much more to learn, but leadership has set the direction and staff has brought the organization to a place of readiness.

Cultural Principles of Native Hawaiian Identity

The positive impact of 'Ōlelo Kahua classes on staff, marked by their level of comfort, engagement and learning 'ōlelo Hawai'i, prepared the way for the next important step—embedding the Cultural Principles of Native Hawaiian Identity at Kamehameha Schools. Why the focus on Cultural Principles? Together with 'ōlelo Hawai'i, these are major pillars of Hawaiian Identity, and Hawaiian Identity is key to Hawaiian success.

Since the onset of SP2020, KS has made great strides in strengthening Hawaiian Identity by embedding Cultural Principles and normalizing 'ōlelo Hawai'i. Primary kuleana for these principles have been apportioned among Groups and Divisions. Groups and Divisions flexed their cultural change muscles and identified their own initiatives around Ho'ōla Lāhui (Revitalizing the Hawaiian People) and Aloha 'Āina (Love of Hawai'i). Ho'okahua

led the principles of 'Ōlelo Hawai'i (Hawaiian Language) and Loina Kamehameha (Shared History, Customs and Practices). Through 'Ōlelo Kahua classes, staff enjoyed learning language integrated with elements of all four Cultural Principles.

With a strong focus on Native Hawaiian values, Kamehameha Schools holds equally high its commitment to Christian faith. The KS Christian Commitment Statement shared by CEO Jack Wong exemplifies our schools' solid foundation and competitive advantage. The blending of Hawaiian values and Christian faith sets a strong foundation to nurture a good and industrious lāhui.

Following are examples of Groups and Divisions taking accountability and owning cultural change in their respective areas.

"It is maika'i that KS is taking an organizational approach to infusing Hawaiian culture and language into the work we do. In order to see Hawaiian culture/ language live and thrive it must be given priority in every aspect of our work."

Cultural Principles



1. 'ŌLELO HAWAI'I – *Hawaiian Language*

We believe that the revitalization of 'ōlelo Hawai'i is critical to strengthening Hawaiian Identity which will ensure that the Native Hawaiian way of life thrives in perpetuity. In that light, we will cultivate, nurture, perpetuate, honor and engage in the regular use of 'ōlelo Hawai'i—the native language of Princess Bernice Pauahi Bishop and her lāhui.



2. HO'ŌLA LĀHUI – *Revitalizing the Hawaiian People*

We believe that our mission will be most effectively realized by students, staff and families that are committed to the revitalization of the Hawaiian people. To help facilitate that commitment, we will cultivate Hawaiian Identity by providing opportunities to learn about Hawaiian history and culture, and the Hawaiian Experience (the totality of historical challenges and triumphs that over time continue to shape and advance the condition of the Hawaiian people).



3. ALOHA 'ĀINA – *Love of Hawai'i*

We believe that land is central to Hawaiian Identity and frames our shared histories, traditions, and relationships. Ancestral perspectives of land stewardship are universal, inspiring a sense of collective responsibility that begins with our island home and extends to the larger planet. Therefore, as a high-performing Native Hawaiian organization we embrace traditional concepts to promote conservation, resource management, cultural restoration, economic self-sufficiency, and the continued nurturing of our ancestral connections with the land. (STEWARDSHIP)

We are committed to improving Hawaiian capability and well-being in ways that empower Native Hawaiians and that ensure the vibrancy of Hawaiian society in perpetuity. Therefore, we will promote expressions of Hawaiian patriotism and opportunities to educate students, staff, and families regarding Hawaiian land issues and efforts towards self-determination. (GOVERNANCE)



4. LOINA KAMEHAMEHA – *Shared History, Customs and Practices*

We believe that shared customs, values and behaviors strengthen our identity as a high-performing Native Hawaiian organization, and help to nurture students, staff, and families who care for one another and build meaningful relationships. Central to that belief is the importance of 'ohana, Christian values, and the understanding of heritage, genealogy, roles and relationships (spiritual, human and environmental). Therefore, we are committed to fostering environments that value relationships and unite us in our traditions, practices, and behaviors while respecting diversity of cultural expression.



Group and Division Cultural Principles Initiatives

Full Group and Divisional Reports are provided in the Appendix. Below are summaries of these reports.

1. Community Engagement & Resources (CE&R)

- VISION:** Develop a lāhui-focused mindset across the pae 'āina (state) and foster strong regional teams who are connected to their communities and 'āina.
- PLAN:** Conducted huaka'i for staff to build their pilina (relationship) to 'āina. Held a series of charrettes to gain community input regarding the development of Mō'ili'i.
- CHANGE:** The CE&R 'Ohana uses Hawaiian terms, concepts, and approaches in daily operations to maintain a lāhui-focused mindset, strengthen its regional teams, and build pilina to 'āina.

2. Hui Ho'oka'a'ike – hui ho'oka'a'ike – Communications

Hui means "group", and ho'oka'a'ike means "to share knowledge or communicate."

- VISION:** Conduct an audit of cultural touchpoints and the needs of a communications function at Kamehameha Schools.
- PLAN:** Completed cultural touchpoints audit. Revamped Kamehameha's intranet system to create Ka Ipu o Lono, increasing use of 'ōlelo Hawai'i and Hawaiian cultural values.
- CHANGE:** The Hui Ho'oka'a'ike 'Ohana ensures that all KS communications (e.g., information, media, images, etc.) are culturally grounded and reflect a native Hawaiian voice and worldview.

3. Kaipuwaiola – *ka ipu wai ola* – Finance

“The gourd of life-giving water”, the Finance Group works diligently to grow and steward the financial resources of Ke Ali'i Pauahi.

Commercial Real Estate Division (CRED)

- VISION:** Integrate Hawaiian identity and the KS mo'olelo into commercial real estate development projects.
- PLAN:** Utilized kupa 'āina (generational residents) resources in regions where significant KS developments are occurring.
- CHANGE:** The Kaipuwaiola 'Ohana commits to establishing mo'olelo 'āina (heritage stories from the land) as the basis of all CRED projects.
-

4. Nākiakaulani – *nā kia kaulani* – Legal

Loosely translated, the name means “the pillars that support the chief” and frames Legal Group's role in protecting the trust, organization, and beneficiaries.

- VISION:** Explore cultural approaches in legal contexts.
- PLAN:** Consciously incorporated kuleana, 'ike pono, and mālama pono in the legal approach.
- CHANGE:** The Nākiakaulani 'Ohana applies and models Hawaiian cultural approaches and perspectives as a high-performing Native Hawaiian legal group.

5. Nāpoukaha – nā poukaha – Administration

Nā poukaha are the wall posts of a traditional hale. These posts provide important support for the structure, just as the Administration Group provides many critical support functions for Kamehameha Schools.

5a. Education Support Services (EdSS)

- VISION:** Strengthen customer service through understanding of cultural values, including pilina and ho'okipa.
- PLAN:** Implemented a training plan to build staff confidence and understanding of KS, self, and lāhui.
- CHANGE:** The EdSS 'Ohana aligns all aspects of its program delivery towards building pilina, relationships, and modeling ho'okipa, hospitality.

5b. Enterprise Technology

- VISION:** Shape how Enterprise Technology services are provided to create a more Hawaiian experience.
- PLAN:** Incorporated more 'ōlelo Hawai'i into key service areas.
- CHANGE:** The Enterprise Technology 'Ohana creates a Hawaiian experience through its daily operations and services enterprise-wide.

5c. Nā'iwaakaiona – nā 'iwa a Kaiona – Human Resources (HR)

Loosely translated, the name means "the 'iwa birds of Kaiona." Much as the 'iwa birds of the goddess Kaiona served as guides for lost travelers, so too does HR staff serve in their role as guides and guardians of our limahana.

- VISION:** Create a cultural shift in development and delivery of programs and services.
- PLAN:** Sought advice and appropriate assistance, including collaboration with resources to provide culturally relevant professional development services.
- CHANGE:** The Nā'iwaakaiona 'Ohana provides and delivers HR services and programs that have a Hawaiian cultural foundation.

5d. Kapohokukui – *ka poho kukui* – Enterprise Information Management & Architecture (EIMA)

The name means “the stone lamp,” figuratively describing the work of EIMA as a container or tool in creating enlightenment.

- VISION:** Learn about traditional methods of information storage, management, and sharing.
- PLAN:** Reframed through a cultural lens the way Kapohokukui shares information org-wide.
- CHANGE:** The Kapohokukui 'Ohana employs Hawaiian cultural approaches and perspectives in the way it stores, manages, and shares information.

5e. Kūkulu Pono – *kūkulu pono* – Facilities

This name can be translated to mean “to build it well.”

- VISION:** Increase use of 'ōlelo Hawai'i, including development of bilingual signage for Kawaiaha'o Plaza.
- PLAN:** Brought Hawaiian identity front and center in physical KS workspaces.
- CHANGE:** The Kūkulu Pono 'Ohana reflects Native Hawaiian identity in physical work environments and operations enterprise-wide.

6. Strategy & Transformation

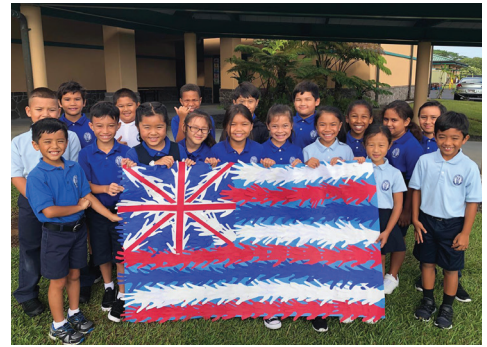
- VISION:** Embed Cultural Principles into the KS Theory of Change.
 - PLAN:** Make vibrant Native Hawaiian culture a critical outcome for the Group.
 - CHANGE:** The Strategy & Transformation 'Ohana prioritizes Hawaiian Identity as a key educational driver towards positive social change and ensuring a thriving lāhui.
-

7. Nā Kula 'o Kamehameha – Education

- VISION:** Incorporate the Cultural Principles into key learner outcomes and staff professional development opportunities.
- PLAN:** Embed the Cultural Principles into work around E Ola! Learner outcomes and Nā Lei Maui Ola Plans.
- CHANGE:** The Nā Kula 'o Kamehameha 'Ohana promotes Cultural Principles as an integral part of educational foundations across Nā Kula.

In addition to Group and Divisional transformation, there were critical moments for all of Kamehameha where evidence of cultural change was seen and reflected a growing awareness and alignment with all four of the Cultural Principles. Here are just two examples:

- A clear message of cultural change was evidenced in KS' July 2019 official statement on the events unfolding on Mauna Kea, a message that was grounded in the Cultural Principles of Ho'ōla Lāhui and Aloha 'Āina.
- In December 2017, CEO Jack Wong on behalf of Kamehameha Schools humbly offered a mihi, an apology, to the survivors of abuse in the Browne case, their families, and the community.



No matter what part of our organization you belong to, your work affirms that the embedding process of the Cultural Principles is well underway, and further affirms that this would not be possible without your wholehearted participation in our shared language and cultural learning opportunities over the last five years. Ho'omaika'i to all of you at Kamehameha for embracing this cultural change in your areas!

"Our organization's commitment to increase cultural and language vibrancy through courses and staff development sends a message to all employees that this is an integral part of our mission and vision for the communities we serve. Using the language and a higher awareness of the culture we serve, will manifest the progress of the Hawaiian people. There is no better way to serve than to immerse ourselves into the language and culture."

Ho'oku'i

Transformation 2030

Hawaiian Identity is key to Hawaiian success

Ho'omaika'i! Congratulations to the Kamehameha Schools 'ohana for leading KS to the dawn of a new era! Kamehameha is not the same organization it was a mere five years ago. This Mo'olelo Lanakila documents the latest chapter in this ongoing epic story of change and triumph. We have collectively put in the work, prepared, and honed our skills. We are mākaukau. The time has come for the next phase of our journey, a transformation that we're calling Ho'oku'i.

The next decade will be one of making connections—ho'oku'i—connecting where we have been to where we are going. It will be an opportunity for haumāna, kumu, and limahana alike to make deeper connections with our 'ohana, heritage, and beloved 'āina. It will also be a time of reawakening connections throughout Moananuiākea, the great Pacific, the ancestral home of the Hawaiian people.

Like an ever-burning beacon, the hōkū ho'oku'i (zenith star) sits high above, marking our home, reminding us that the health and well-being of Hawaiians are inseparable from the health and well-being of our home, Hawai'i. Now, as we move forward into a future full of amazing opportunities, we take a breath to ready ourselves and embrace our kuleana. We will come together to lift our lāhui to newfound heights and fulfill the wishes of our founder, Ke Ali'i Bernice Pauahi Pākī Bishop.

E ō e nā kini pua lei mamo Hawai'i!

While Mo'olelo Lanakila was being written, the COVID-19 pandemic struck the entire world. Our Kamehameha Schools 'ohana has had to quickly learn new behaviors such as social distancing, working remotely, and virtual teaching and learning. What remains constant in these uncertain times is our dedication to the health and well-being of our community, Ho'ōla Lāhui, and our devotion to the safety and protection of our Hawai'i home, Aloha 'Āina.

We look forward to brighter days ahead and gratefully acknowledge the hard work, creativity and positive spirit of our entire Kamehameha Schools community. And like our kūpuna before us, confidence, faith, and aloha will always be at the heart of what we do.

*Ho'onani i Ka Makua Mau,
Ke Keiki me Ka 'Uhane nō,
Ke Akua Mau ho'omaika'i pū,
Ko kēia ao, ko kēlā ao. 'Āmene.*

Pāku'ina - Appendix

Nā Mana'ō o nā Limahana no 'Ōlelo Kahua

A Selection of Staff Comments on 'Ōlelo Kahua

All quotes originate from the annual Hawaiian Cultural Vibrancy Survey and the 'Ōlelo Kahua Survey. They are represented here as anonymous, without attribution.

While most quotes were included as submitted via survey, select edits were applied to certain quotes to aid readability.

Uplifting 'Ōlelo Hawai'i & Culture

- *I applaud the efforts of KS leadership to prioritize 'ōlelo Hawai'i and to emphasize the importance of Hawaiian culture and language in the workplace.*
- *Mahalo for the numerous opportunities to grow in our knowledge and use of 'ōlelo Hawai'i as well as experiences to increase in 'ike and nohona Hawai'i.*
- *It is so encouraging to see the effort that Kamehameha Schools is putting towards growing an understanding of Hawaiian language and culture in its staff.*
- *It is maika'i that KS is taking an organizational approach to infusing Hawaiian culture and language into the work we do. In order to see Hawaiian culture/language live and thrive it must be given priority in every aspect of our work.*
- *I appreciate all the intentional efforts to increase our awareness and knowledge of 'ōlelo Hawai'i, Hawaiian culture and practices, as well as for helping us to learn to apply what we are being taught.*
- *He la'ana nō kākou, 'o Ke Kula 'o Kamehameha no nā wahi hui hana a pau loa a puni ke ao. Aia a hāpai 'ia ke kūlana o ka 'ōlelo Hawai'i, ka 'ike Hawai'i, a laila e holomua pono ana ka lāhui Hawai'i. E aho kākou nei e noke mau! (We are an example, KS, for all workplaces around the world. We must first raise the status of 'ōlelo Hawai'i and Hawaiian knowledge, then the lāhui Hawai'i will move forward with pono. We should persevere always.)*
- *Mahalo – grateful for the opportunity to learn about Hawaiian culture and language as part of my work; proud of KS to be demonstrating and deepening our understanding and aloha for Hawaiian culture and language, org-wide, with such gifted and committed kumu and staff at Ho'okahua. Mahalo, mahalo, mahalo!*
- *I really appreciate how KS has been implementing 'ōlelo into our work environment.*
- *Here in the high school, I have experienced some teachers who are trying to use more Hawaiian words and phrases in their interactions. I've also noticed some administrators begin to use more 'ōlelo and reach out for help with cultural protocols.*
- *I'm very happy to see progress in normalizing the Hawaiian language.*
- *There are a lot of kumu that thrive in our workplace with 'ōlelo Hawaii, and I appreciate that because I can learn from them. For myself, I am still learning but I must say I use it more now as a Kumu even if it is simple words that I say to the keiki, it's more than I have said in my lifetime.*
- *'Ōlelo classes are so valuable and structured in such thoughtful ways. There is also a heightened awareness of culture in the workplace and it's slowly increased over the past couple years.*
- *I love that we have this wonderful opportunity to learn 'ōlelo Hawai'i and more about the Hawaiian Culture. We are working for a Hawaiian institution and serving Hawaiian children, so we should be more knowledgeable.*
- *Our organization's commitment to increase cultural and language vibrancy through courses and staff development sends a message to all employees that this is an integral part of our mission and vision for the communities we serve. Using the language and a higher awareness of the culture we serve, will manifest the progress of the Hawaiian people. There is no better way to serve than to immerse ourselves into the language and culture.*
- *Mahalo nui i ka ho'omaka 'ana a'e iā 'Ōlelo Kahua no KS holo'oko'a. Mahalo nui au i ka mākaukau o kekahi hapa o ko mākou ke'ena e wala'au a ho'ā'o nui maila kekahi hapa aku e wala'au ma ka mea hiki ma loko nō o ko mākou hana. (Thanks for starting 'Ōlelo Kahua for all of KS. I appreciate our office, where part of the team is mākaukau and can already converse in Hawaiian, and the others try their best to converse and speak Hawaiian in our work.)*

- WE SHOULD IMPLEMENT THE HAWAIIAN LANGUAGE TO OUR ENVIRONMENT – WE ARE A HAWAIIAN COMPANY
- Kamehameha is grounded in Hawaiian culture and language in ways that have not been evident at other places I've worked.
- Appreciate the opportunity to learn 'ōlelo Hawai'i. Thank you for all the time and effort.
- I believe that 'ōlelo is an integral part of my professional and personal identity and am grateful to Kamehameha Schools for offering a program that allows me to further my language skills.
- I am the only non-Native and non-local person in my area. Our team is deeply committed to Native Hawaiian culture, education, and 'ōlelo. I am the weakest in this area, but my commitment is nearly as strong. I am clearly the weakest, but I am in a good position to learn and apply.
- I'm grateful to be in an environment that is supporting who I am as Native Hawaiian and the development of my language fluency.
- I like the 'Ōlelo Kahua Online Training and resources. It is very helpful and informative, with language, history and cultural relevance.
- I look forward to 'Ōlelo Hawaii class every month. I learn something new at every class and I try to apply it to my daily work as much as possible. For me personally, 'Ōlelo Kahua is the most meaningful of all KS initiatives.
- I have appreciated the cultural experiences that align with leadership traits, knowledge and skill building.
- Mahalo for all that you are doing to strengthen our culture and our 'ōlelo Hawai'i. The work of your group and the passion you have in doing that work is such a blessing to me! And it is such fun learning with everyone.
- I've enjoyed attending the 'ōlelo classes. The instructors are great and I'm learning a lot. I wish these classes would continue.
- 'Ōlelo Hawai'i seems to be heavily emphasized, and clearly for good reason. But it seems sometimes as if that's the only measuring stick regarding vibrancy that people are ready to adopt. Perhaps a similarly significant "dose" of other dimensions of our culture and history could be further goals (and perhaps they are already in the plans). For example, what about a 3- or 5-part series on our history? I can imagine this would be super eye-opening for many. It would help staff to understand why Pauahi and her fellow ali'i were so committed to the causes that they supported and why our preference policy is so important. Such a series would further help staff to understand why HCBE is so important and why SP2020 so strongly supports Hawaiian identity and HCBE in the way it does. Lessons on 'ōlelo Hawai'i don't have the same type of impact in connecting the dots for people. So in some ways, a set of lessons on Hawaiian history would be even more impactful and relevant for our staff. — Some food for thought. That said, please know that the Papa 'Ōlelo are awesome and very much appreciated by many, many of us!
- 'Ōlelo Kahua classes are a big step to help to create a more inclusive work environment at KS. I like Ho'okahua's support of "peppering" the language in our daily conversation. When certain folks speak use long phrases in 'ōlelo, it would be nice if consistently these folks would also translate for those of us who are at the very beginner level. Otherwise, there is a tendency for folks to feel left out. I also appreciate the recent huaka'i offered by Ho'okahua. It is a nice way to be introduced to the history of old Hawaii. They do a nice job of sharing with the rest of the organization.

Classes, Instruction, Kumu

- I think the olelo kahua classes have been enjoyable and successful thus far because they've been low key and non-threatening.
- The WAY you teach 'Ōlelo—with kindness and aloha, very supportive—conveys a strong cultural lesson. It's not just WHAT you teach. Mahalo nui for both. 'Ōlelo Kahua is a precious gift, a makana to us all.
- I'm excited to see a language program that also aligns to the other parts of SP2020.
- The Ho'okahua staff should be commended in their efforts to develop a comprehensive, welcoming environment in the 'ōlelo classes. The curriculum is thoughtfully prepared, sensitive to the needs and fears of newcomers, and valuable to those of us who have some background. Perhaps the most valuable part of the training is less the content and more the phenomenal employees delivering the content. Their warmth, aloha, and caring are remarkable and have contributed to building a sense of community during this time of change. Ho'omaika'i for your diligence! Mahalo.
- Great job with the 'Ōlelo Kahua program! Love our kumu and their patience and understanding! It's paying off :)

Negative or Critical of Program or Direction

- *It is very hard to fit another commitment to our work time. We have so much to do, and are being asked to do more. I do not feel that 'ōlelo Hawai'i helps me do my job more effectively or efficiently. If I had more time to spend on 'ōlelo Hawai'i, it would be great, but that is just not possible. I hope the organization will change this to be voluntary rather than mandatory as it seems to stress us out more to try to find time to practice.*
- *'Ōlelo Kahua-great job, good content, great delivery. Much thought, planning and preparation has gone into each lesson! Appreciate all the hard and deliberate work in pushing out the series of lessons. Understand the mission and the focus of strengthening Native Hawaiian identity and culture. Having a really difficult time with relevance in the operation of business units. Demands flowing from down from the CEO under the goals and benchmarks for SP2020 and SV2040 is already stressful.*
- *Being of Hawaiian ancestry myself I am interested in learning more about my Hawaiian Culture and Language but I am a slow learner and fear having to learn/teach this language because of all of my other responsibilities. I am scared that I won't be able to keep up and reach expectations by deadlines given. With this in mind, I fear that what our organization is looking for is not what I may have to offer or be able to do.*
- *I enjoy learning about the Hawaiian culture and the history, I think the teachers for the 'Ōlelo are great. I really don't feel like being forced to learn the language will better my job or that it is an indication to my commitment to Pauahi's vision and the SP2020 goals.*
- *Use of Hawaiian Culture has always been present in our classrooms and in our curriculum...However, the "pressure" to up our knowledge of 'ōlelo Hawaii is somewhat unrealistic, considering our current work load and hours. That kind of "pressure" is discouraging and unrealistic, especially for those of us who are learning as we go along.*
- *Why not offer 'ōlelo Hawai'i classes here at Kamehameha for staff who want to reach a level of fluency in the language? Or permit us to take work time to take classes at a community college? 'Ōlelo Kāhua is fun, but we're not going to get fluent that way.*

Positive Impact

- *'Ōlelo Kahua has made a significant impact on the Maui campus. Even the students noticed the increase in use among staff members. It should absolutely continue in perpetuity!*
- *I wholeheartedly believe we are on the right path to increasing a richer learning and working environment that supports, sustains, and generates our Native Hawaiian culture and lāhui.*
- *My cultural background is not Hawaiian at all. However (or maybe because of that fact), I am interested in and willing to learn Hawaiian language and culture when I have such opportunities. That will help me understand Hawaii, my students, my colleagues, and KS better, and I can practice some cross-cultural class instruction for my classes.*
- *The kuleana of learning 'ōlelo Hawai'i on our campus has led to a stronger pilina amongst our faculty and staff that's clearly based on accepting failures and celebrating successes. Because of 'Ōlelo Kahua, faculty and staff (especially Operations staff) are seeking new ways to incorporate 'ōlelo, 'ike and nohona Hawai'i into their workspaces. It's definitely an exciting time for Kamehameha Maui!*
- *I appreciate the efforts put into teaching 'ōlelo Hawai'i this past school year. I believe learning and using the language has value at the Kamehameha Schools. Our 'ōlelo papa also brought the staff closer together in a common cause. Mahalo.*
- *'Ōlelo Kahua classes are a big step to help create a more inclusive work environment at KS.*
- *I'm excited to know the feeling of how the future will look, feel and will be modeled by not only kanaka but our brothers and tita. I think it's one thing to speak and another thing to feel love that supports us as kanaka and be led by the right people that model for us. We have incredible Hawaiians on our campus that do lead but, in order to make this a Hawaiian kula, we need to have the po'okula speakers that speak from the heart & are Hawaiian.*
- *Incorporating Hawaiian culture and language is very different than building on Hawaiian culture and language. The latter is foundational and should be what we are striving for as we move to a High Performing Native Hawaiian organization.*

- *Mahalo nui for bringing this into the workplace and making it a high priority. We have a ways to go but it is so great to see people putting in the effort to learn. It is also very heartwarming and so maika'i to hear 'ōlelo being spoken.*
- *In order to support Goal 3 of the strategic plan – Cultivate a strong Native Hawaiian Identity – it is important that the 'ōlelo program continue until everyone is at a confident and moderate/high level of speaking. On a personal level the 'ōlelo classes, along with attendance in other Hawaiian culture activities, has made me more reflective on what it means to be Hawaiian and the value of participating in these courses. It has provided more meaning and purpose as I go about my daily work as I feel more connected to this institution which is grounded in Hawaiian Values.*
- *The 'ōlelo Hawai'i classes offered by Ho'okahua have been a great learning experience for all. It has really brought a greater awareness of language to our staff. I appreciate that even though I am a speaker, there is still cultural learning included so that I am able to also learn new things. I liked the idea that a class was offered all in 'ōlelo Hawai'i for language speakers in February. However because of scheduling, I wasn't able to attend. I am hoping that this will continue in the future so that those of us who can speak Hawaiian can be challenged and learn. I would like to be informed if any upcoming classes will be offered all in Hawaiian! MAHALO!*

Continue Classes

- *Keep the 'ōlelo classes beyond 5 years. More to learn and improve.*
- *'Ōlelo Hawai'i courses need to be offered. We've had them sporadically over the years, but nothing consistent.*
- *I would definitely appreciate being able to take classes during my work day. As a counselor delivering college and career curriculum in an immersion school, I often feel like an outsider due to the language barrier. I have taken it upon myself to learn everyday phrases outside of what we are given to help bridge the gap caused by language as well as not always knowing the Hawaiian way of thinking. Classes would be an awesome addition for staff as it will directly impact the haumāna we support.*
- *The opportunities provided to learn and practice 'ōlelo Hawai'i is to be applauded, and continued. I am not the normal learner and user of language, struggle to learn the language, but truly see the value in being exposed to and the energy created to learn and speak Hawaiian. Mahalo nui loa for the opportunity to continue learning 'ōlelo Hawai'i. I believe it is an essential part of the culture and mission of the school.*
- *What a great opportunity we have to be able to learn and use 'ōlelo Hawai'i at work. We are so fortunate since not many organizations can say this. Please continue to keep up the great work!*

Cultural Principles of Native Hawaiian Identity Narratives

Christianity

Although not a Group or Division, Christianity like Hawaiian values holds a prominent place at Kamehameha Schools, which we affirm is a Native Hawaiian Christian organization.

VISION: Establish a stronger foundation of Hawaiian Christian values across Kamehameha Schools.

PLAN: The Hawaiian culture-based Advent and Lenten Devotional Series, collaboratively created by Kahu from all three Kamehameha Schools campuses, is now well established. The Kamehameha Schools Christian Commitment Statement was shared with KS by CEO Jack Wong on 12-02-19.

CHANGE: Building on the successful initiatives to date, the use of 'ōlelo Hawai'i and Hawaiian culture in Christianity at Kamehameha will continue to grow and become even more integrated and natural.

In SP2020 (FY15-FY20), there are three highlighted commitments of Nā Kahu o Nā Kula 'o Kamehameha that establish a stronger foundation of Hawaiian Christian values across the entire organization. These include:

- The kuleana (commitment) of Nā Kahu to provide the KS Board and CEO with historical context of Ke Ali'i Pauahi's Christian Faith and the influence of her ali'i predecessors that formulates Kamehameha Schools' Christian roots and nohona Hawai'i as its kahua;
- A commitment by Nā Kahu to collaborate with Ho'okahua staff and KS Communications Group to produce and publish a semiannual Hawaiian Culture-Based Advent and Lenten Devotional series. This series is published and archived in Ka Ipu o Lono, I Mua Newsroom, and KS social media websites;
- Nā Kahu are committed to continue collaboration with community and church partners to develop a Hawaiian Culture-Based Baibala Hemolele Curriculum that integrates Loina Kamehameha-Hawaiian Christian values, and 'ōlelo Hawai'i utilizing the most recent (2018) edition dual language Baibala Hemolele and baibala.org online Baibala as a primary resource.

By these aforementioned initiatives, we bear witness to the following transformations across Ke Kula 'o Kamehameha. A KS Christian Commitment Statement has been drafted and approved in June 2019 by KS Board of Trustees. Also, for the past five years, KS Kahu, staff, and haumāna have been expressing their Christian Faith and Hawaiian values through a Hawaiian culture-based devotional series published semiannually on Ka Ipu o Lono, I Mua Webpage, and Facebook. Furthermore, a new Faith Advisory Committee comprised of a network of eight Kahu was established in October 2018. This collaborative effort has also brought together the Baibala Project Curriculum Planning Core Team with cross-functioning staff and leadership from Strategy & Transformation, Ho'okahua, Communications, KSK Christian Education, and Nā Kahu o Nā Kula 'o Kamehameha.

In moving forward, fundamental transformation can be seen in the ongoing articulation and planning now in progress between Nā Kahu, Hui Ho'oka'a'ike (Communications), and Ho'okahua to develop and disseminate an org-wide rollout plan communicating the KS Christian Commitment Statement and its implications. There is an increased participation in developing and publishing Christian faith-culture-based devotionals. This has also sparked a growth in the interest and the online readership, according to statistics, at Tri-Campuses, at Kawaiaha'o Plaza and among the United Church of Christ (UCC) community. Finally, a Baibala Project Curriculum Planning Core Team has developed six Hawaiian culture-based Baibala unit lessons which will be available for use in 2020.

1. Community Engagement & Resources (CE&R)

VISION: Develop a lāhui-focused mindset across the pae 'āina (state) and foster strong regional teams who are connected to their communities and 'āina.

PLAN: Conducted huaka'i for staff to build their pilina (relationship) to 'āina. Held a series of charrettes to gain community input regarding the development of Mō'ili'i.

CHANGE: The CE&R 'Ohana uses Hawaiian terms, concepts, and approaches in daily operations to maintain a lāhui-focused mindset, strengthen its regional teams, and build pilina to 'āina.

People will know CE&R is culturally based because our programs and services, 'āina plans, and customer service will be demonstrably rooted in Hawaiian values and 'ike. We will develop a lāhui-focused mindset across the state and have strong regional teams that are connected to their communities and 'āina via mo'olelo, mo'okū'auhau and inoa 'āina.

To this end, CE&R has undertaken a scaffolded action plan to best connect to, and with, the communities that it serves. In FY 17-18, all CE&R staff had a shared performance goal (5%) related to understanding the 'āina and kaiaulu (community) where they work. Pilina (relationship) to 'āina was achieved by staff through actions such as:

- Learning the names of the ahupua'a, 'ili, and/or moku of where they live and work.
- Becoming knowledgeable of the inoa of the winds, rains, or streams in the area.
- Learning important mo'olelo of their 'āina through huaka'i (field trips).

This professional development exhibits CE&R's commitment to normalize, value, and perpetuate 'ōlelo and 'ike Hawai'i within the communities across our pae 'āina. CE&R has focused on nurturing partnerships with DOE and the University of Hawai'i system to

actively promote and align action plans that support the implementation of the Nā Hopena A'o and E Ola! culture-based education frameworks. "Wins" that have been achieved are:

- KS 'Āina Plan will explicitly align the plan approach to our Cultural Principles, especially Ho'ōla Lāhui and Aloha 'Āina. (FY17-18)
- Implemented Culture of Service Framework across all CE&R staff and regional offices to include:
 - Practice KS guiding values when servicing our community (internal and external)
 - Open and close with 'Ōlelo Hawai'i expressions (e.g., Aloha, A hui hou, Mahalo) (FY18-19)

These "wins" for our haumāna are also a collective win for their 'ohana and the communities in which they live. Yet these "wins" are not only for the communities that we serve but, also, for Kamehameha as an 'ohana.

As CE&R has progressed on its journey of change and growth, they have also been able to act as a positive change agent for Kamehameha—specifically with regards to aloha 'āina. In FY18-19, CE&R launched a series of charrettes to gain community input regarding the development of Mō'ili'i. In these community charrettes, opportunities were created for input to be given to the members of our KS Land Assets division. One of the main concerns raised by participants was that the mo'olelo of Mō'ili'i was, once again, being ignored and displaced. Instead of searching externally for visions of what Mō'ili'i could be, let live that which is the mo'olelo of Mō'ili'i. A resounding message was voiced and heard. To live the value of aloha 'āina, KS development can no longer sacrifice the mana and ola—the holistic well-being—of the 'āina, lāhui and mo'olelo of any lands over which KS has kuleana.

Moving forward, CE&R plans to expand upon the foundational Cultural Principles work they have accomplished. Mo'olelo 'āina will continue to be the driving force behind projects taking place on Pauahi's lands, highlighting the practice of leading with lineage. Aloha 'Āina and Ho'ōla Lāhui will be reinforced as the group works to build indigenous connections

between 'āina and 'ohana, and affect positive change in 'āina and education systems statewide. CE&R will also continue to advance the normalization of an 'ike Hawai'i worldview in education.

2. Hui Ho'oka'a'ike – hui ho'oka'a'ike – Communications

Hui means "group", and ho'oka'a'ike means "to share knowledge or communicate."

VISION: Conduct an audit of cultural touchpoints and the needs of a communications function at Kamehameha Schools.

PLAN: Completed cultural touchpoints audit. Revamped Kamehameha's intranet system to create Ka Ipu o Lono, increasing use of 'ōlelo Hawai'i and Hawaiian cultural values.

CHANGE: The Hui Ho'oka'a'ike 'Ohana ensures that all KS communications (e.g., information, media, images, etc.) are culturally grounded and reflect a native Hawaiian voice and worldview.

Highly visible change at Kamehameha Schools is evidenced in the renaming of KSO to "Ka Ipu o Lono," The Gourd of Lono. 'Ōlelo Hawai'i has been elevated to a prominent position with section headings given in Hawaiian. This may seem subtle, but the presence of Ke Ali'i Pauahi's native language on our internal website is powerful. In addition, Kaulana Mahina or Lunar Phases are given daily to remind our KS 'ohana of the high value of traditional kuana'ike or worldview.

Hui Ho'oka'a'ike's 2017 internal cultural touchpoints audit identified areas in the group that call for augmented cultural knowledge and expertise. In the meantime, KS has benefitted from Hui Ho'oka'a'ike's attention to and application of the mo'omeheu (culture) of our founder.

3. Kaipuwaiola – ka ipu wai ola – Finance

“The gourd of life-giving water”, the Finance Group works diligently to grow and steward the financial resources of Ke Ali'i Pauahi.

Commercial Real Estate Division (CRED)

VISION: Integrate Hawaiian identity and the KS mo'olelo into commercial real estate development projects.

PLAN: Utilized kupa 'āina (generational residents) resources in regions where significant KS developments are occurring.

CHANGE: The Kaipuwaiola 'Ohana commits to establishing mo'olelo 'āina (heritage stories from the land) as the basis of all CRED projects.

The Commercial Real Estate Division (CRED) of Kaipuwaiola envisioned creating cultural change by integrating Hawaiian identity and the KS mo'olelo into commercial real estate development projects. To actualize this change, CRED reached out to kupa 'āina (generational residents) in regions where significant KS developments are occurring. This allowed significant insight into the ancestral knowledge of these places and provided projects with a strong cultural foundation.

Moving forward, CRED will continue to use mo'olelo 'āina (heritage stories from the land) as the basis of all development projects. With the Royal Hawaiian Center at Helumoa as an example, CRED has reached further into mo'olelo 'āina from the ground level of development, where in the past that connecting to land heritage occurred later in the process. Currently CRED is focusing on mo'olelo 'āina relating to Ka'ūpulehu, Kapālama Kai, Waiawa, Kahala Hotel & Resort, and Kaka'ako.

4. Nākiakaulani – nā kia kaulani – Legal

Loosely translated, the name means “the pillars that support the chief” and frames Legal Group's role in protecting the trust, organization, and beneficiaries.

VISION: Explore cultural approaches in legal contexts.

PLAN: Consciously incorporated kuleana, 'ike pono, and mālama pono in the legal approach.

CHANGE: The Nākiakaulani 'Ohana applies and models Hawaiian cultural approaches and perspectives as a high-performing Native Hawaiian legal group.

Nākiakaulani's cultural change theory has evolved over the last several years in conjunction with the changing circumstances that shape its role as the “pillars of the ali'i” (translation of “Nākiakaulani”) within Kamehameha Schools. A primary example of its cultural shift is its support of executive leadership in consciously incorporating the values of kuleana, 'ike pono and mālama pono in their approach to victims of wrongdoing who bring claims against KS, and in how KS communicates about these difficult situations within our organization and with the broader community. This requires Nākiakaulani to balance these values with the risks of legal liability, and the group is striking this balance and using cultural elements in their legal work. Perhaps the most dramatic example of this is the successful settlement of the Browne Litigation in early 2018, as part of which the legal team understood these values and supported their consideration in evaluating the resolution of the victims' lawsuits.

Nākiakaulani foresees the continued and consistent use of culture in the future, knowing that it is a vital aspect of their work and what makes a high-performing Native Hawaiian Legal Group. And this includes

work internally at Kamehameha with all the different departments and externally with community partners, businesses, contractors and others. Nākiakaulani is committed, excited, and poised to find ways of using cultural approaches in its work without compromising the legacy of Princess Pauahi and her vision for the keiki of Hawai'i.

5. Nāpoukaha – nā poukaha – Administration

Nā poukaha are the wall posts of a traditional hale. These posts provide important support for the structure, just as the Administration Group provides many critical support functions for Kamehameha Schools.

5a. Education Support Services (EdSS)

VISION: Strengthen customer service through understanding of cultural values, including pilina and ho'okipa.

PLAN: Implemented a training plan to build staff confidence and understanding of KS, self, and lāhui.

CHANGE: The EdSS 'Ohana aligns all aspects of its program delivery towards building pilina, relationships, and modeling ho'okipa, hospitality.

EdSS has focused its attention on strengthening their customer service practices—by grounding them in our Cultural Principles—in order to provide respectful, quality, helpful, supportive, innovative, and reliable services to the lāhui. To do this, they worked on investing in their staff's understanding of all that is important to know so that they may be true vehicles in representing Kamehameha Schools' intentions and mission in all that they do. Three main components were identified as key areas for all EdSS staff to grow in:

- KS: Articulating KS history and mission, so that they can connect their work to the larger org

- Self: Knowing why they are here, so that they can do their work in a genuine way
- Lāhui: Understanding who they serve, so that they may uplift the lāhui in everything they do

Seeing these three areas as comprising the kuleana held by each staff member, EdSS then implemented a 2-year training plan to build their collective confidence and understanding in each. Year 1 set a foundational understanding and awareness, primarily focused around culture and KS' role in the lāhui work. Year 2 set a foundation and expectations for personal accountability and engagement.

Growth in each focus area was achieved through trainings, presentations, readings, activities, and huaka'i, including the following:

- KS: Pauahi's land legacy, Kamehameha 'Ekahi, Mauna'ala, Bishop Museum, the Kapālama Campus (Archives, Bishop Memorial Chapel, and Heritage Center), change management, habits of highly effective teams, KS workforce and organizational structure
- Self: Customer service, GREAT, DISC, emotional intelligence, leadership, volunteering, and personal mo'oku'auhau or exploration of one's wahi pana
- Lāhui: Poverty, network partners, 'Ōlelo Kahua, 'Iolani Palace, Queen Emma Summer Palace

Ho'okipa and pilina were also incorporated as foundational cultural elements, serving as a value-base from which all things emerge. EdSS worked on changing head (thinking), heart (feeling), and hand (action), so that their staff could better reflect culturally appropriate interactions and ensure that every engagement comes from a place of aloha. Oftentimes, the work of this group is so external facing that their own staff is forgotten or secondary in importance. Through this effort, EdSS was able to focus on their people to facilitate healing and promote healthy relationships, both internally and externally, in hopes that this renewed health would be positively reflected in their work.

5b. Enterprise Technology

VISION: Shape how Enterprise Technology services are provided to create a more Hawaiian experience.

PLAN: Incorporated more 'ōlelo Hawai'i into key service areas.

CHANGE: The Enterprise Technology 'Ohana creates a Hawaiian experience through its daily operations and services enterprise-wide.

Kamehameha Schools Enterprise Technology Division has for the last several years been a strong supporter of providing professional cultural development opportunities for its staff, and its leadership has consistently expressed a willingness to adopt cultural change strategies in collaboration with Ho'okahua. Under the work of the Cultural Principles initiative, ETD leadership identified the Help Desk as a very visible area to create specific cultural change and saw an opportunity to make the Help Desk function more of a Hawaiian experience for users throughout the KS system. This change was in alignment with Nāpoukaha as a whole embarking on cultural shifts in the ways essential administrative services are provided.

To do this, ETD staff increased the usage and prominence of 'ōlelo Hawai'i in the following areas:

- answering the phones
- request forms and email communications
- website look and feel

They also identified other change strategies which served to strengthen pilina, collaboration, and focus on "learner in the center" from a cultural perspective to serve as the foundation of their work with one another and stakeholders. These efforts included:

- Strengthening relationships and partnerships across the organization by demystifying ETD by hosting a series of "Productivity Hacks" and other engagements open to KP staff
- Connecting their staff to the mission by posting artwork of KS haumāna in KP Annex

5c. Nā'iwaakaiona – nā 'iwa a Kaiona – Human Resources (HR)

Loosely translated, the name means "the 'iwa birds of Kaiona." Much as the 'iwa birds of the goddess Kaiona served as guides for lost travelers, so too does HR staff serve in their role as guides and guardians of our limahana.

VISION: Create a cultural shift in development and delivery of programs and services.

PLAN: Sought advice and appropriate assistance including collaboration with resources to provide culturally relevant professional development services.

CHANGE: The Nā'iwaakaiona 'Ohana provides and delivers HR services and programs that have a Hawaiian cultural foundation.

Human Resources plays a critical and unique role at Kamehameha Schools, with an ability to reach and influence all parts of the organization. In alignment with Nāpoukaha as a whole embarking on cultural shifts in the ways essential administrative services are provided, HR identified its change strategy around demonstrating a cultural shift in its delivery of programs and services to enable a workforce aligned to SP2020 and SV2040. Additionally, over the course of the last few years, there have been many other strategies HR has undertaken in collaboration with Ho'okahua indicating a readiness for cultural change.

The specific Cultural Principles initiative to update the KS recruitment landing page to reflect a stronger Native Hawaiian identity and incorporate SP2020 workforce strategies was completed. Additionally, themes reflecting E Ola! Learner Outcomes were included. These changes are especially important, as KS needs a workforce that understands and is dedicated to its strategic vision for 2040 and beyond.

In addition to those changes, a variety of programs and initiatives saw HR and Ho'okahua collaborating closely, which now has HR poised to partner with Ho'okahua

in new ways and provide Hawaiian cultural professional development opportunities that did not exist before. Some of the past collaborations include:

- He 'Ike Kumu No Kamehameha (New Hire Orientation)
 - Collaborated to revamp the new hire orientation program guided by the 'ōlelo no'eau *Ma ka hana ka 'ike* (In working one learns) and the Native Hawaiian principles of Ho'okipa (to create a hospitable atmosphere), Pilina (build lasting relationships), and Loina (customs, traditions) that HR believes represent Kamehameha Schools. New hires also learn about Native Hawaiian culture, history, language, and oral traditions through an introductory 'Ōlelo Kahua workshop taught by a Ho'okahua representative.
- Ke Ala O Ke Alaka'i (LEAD2020) and Ke Ko'oko'o O Ke Alaka'i (Manager Education)
 - Consulted on branding, imagery, and naming of both leadership programs.
 - Content for LEAD2020 workshops was developed by HR in partnership and collaboration with Ho'okahua in a manner that integrates and reflects our Hawaiian identity, promotes Hawaiian cultural vibrancy, and reflects a Hawaiian worldview. These include Embracing Your Kuleana as a Manager, Leading Through Transitions, Managing for Employee Engagement, Managing for High Performance, and the LEAD2020 Capstone.
 - Leading Through Transitions – Almost 5 years ago, HR invited Ho'okahua to partner on adding Hawaiian content and perspective to this off-the-shelf program to make it unique to Kamehameha Schools. The program continues to be co-facilitated by HR and Ho'okahua.
 - For the LEAD2020 Capstone workshop, HR consulted with Ho'okahua to ensure the appropriateness of Hawaiian cultural images and language to enhance the gameplay experience.
- LEAD2020 plus - In a large session facilitated by consultants, one of the important points the focus group raised was around a desire for more learning around Hawaiian culture, calling out the importance of filling knowledge gaps for managers.
- Collaborated with Ho'okahua to bestow an inoa and mo'olelo that represents the collective work of the Human Resources division and contribution to KS.
- Collaborated with Ho'okahua to bestow inoa to two programs in Compensation & Benefits—discretionary bonus program and tag line for KS retirement plans.
- Kamehameha Schools has found safe ways to allow staff the choice to include Hawaiian cultural themes, historical anecdotes, and pule (prayer) in work settings; HR helped to facilitate some of those discussions, especially when it came to pule in the workplace.

HR has facilitated focus groups where cultural learning and development was called out as foundational to the next phase of KS leadership development. HR leadership is open to this direction and currently in discussions with Ho'okahua for the next 5-10 year window and what those opportunities may look like.

5d. Kapohokukui – ka poho kukui – Enterprise Information Management & Architecture (EIMA)

The name means “the stone lamp,” figuratively describing the work of EIMA as a container or tool in creating enlightenment.

VISION: Learn about traditional methods of information storage, management, and sharing.

PLAN: Reframed through a cultural lens the way Kapohokukui shares information org-wide.

CHANGE: The Kapohokukui 'Ohana employs Hawaiian cultural approaches and perspectives in the way it stores, manages, and shares information.

Goal: Kapohokukui will develop the cultural character of KS systems and information sharing.

Pathway:

1. Outfacing message on Kapohokukui KSO (Ka Ipu o Lono) site/Request system sites
 - a. After review of info paper from Ho'okahua regarding leg 1 goal, information regarding sophisticated knowledge applies to majority of the work conducted by Kapohokukui. Kapohokukui data stewards are responsible for the transference of mana and accountability of its distribution and use.
 - i. Taking proper channels to get information/request services shows that requestors are mākaukau for the kuleana that comes with receiving the information/services held by Kapohokukui.

Statements: “Kamehameha Schools views data as a core organizational asset. Therefore, users of KS data have a fiduciary kuleana to generate, access, handle, and use data in a manner consistent with KS values.”

“The Enterprise Information Management and Architecture (EIMA) division has kuleana for the governance, infrastructure, and analytics of information for the enterprise.”

“By creating a request with Kapohokukui, the requestor agrees to the following: The information being requested will only be used for the intended purpose identified (assumption is that the information has also been classified accordingly [i.e., public, internal, confidential, 3rd party confidential, privileged] to assist with proper access rights/permissions). Kuleana is on the requestor to seek guidance from the appropriate subject matter experts if kōkua is needed in interpreting or using the data or information being supplied to them.”

Progress:

1. Implemented the Informatica Enterprise Data Warehouse (EDW) which functions as the “single source of truth” for data used in enterprise analytics and education dashboards. Implementation of this warehouse allows Kapohokukui to better manage its kuleana of KS' data.

- a. The data contained within the EDW has been cleansed and validated through sanctioned enterprise data governance processes.
 - b. This is inclusive of launching the Master Data Management (MDM) database and data mastering process, which has provided de-duplicated data in the delivery of KS' new enterprise education dashboards.
2. Kapohokukui recently completed a re-org to better serve KS in its data needs. The re-organization was conducted alongside a re-org of ITD, now Enterprise Technology, which allows the two groups to better identify the needs of the enterprise, make clearer pathways for requesting data and the kuleana of the requestor and steward for information.

Future Pathway: With the transfer of the Archives to Kapohokukui, the division has been tasked with developing the path to establishing a holistic view of Kamehameha Schools' history and legacy. Working with other gatekeepers of knowledge, including but not limited to Ho'okahua, Advancement, Hui Ho'oka'a'ike (Communications), and Natural & Cultural Resources, to articulate the vision, outcomes, goals and strategies of KS' history and its dissemination of information to the various KS networks—students, parents, staff, alumni, and the community.

5e. Kūkulu Pono – kūkulu pono – Facilities

This name can be translated to mean “to build it well.”

VISION: Increase use of 'ōlelo Hawai'i, including development of bilingual signage for Kawaiaha'o Plaza.

PLAN: Brought Hawaiian identity front and center in physical KS workspaces.

CHANGE: The Kūkulu Pono 'Ohana reflects Native Hawaiian identity in physical work environments and operations enterprise-wide.

Kūkulu Pono is uniquely situated to greatly impact the physical work environment of staff throughout KS as an organization, and taking advantage of that opportunity

to bring Hawaiian identity front and center was a critical part of their change theory. In this case, Kūkulu Pono independently recognized that they had a unique opportunity in the Kawaiaha'o Plaza parking garage project (completed 2018) to support SP2020 Goal 3 Native Hawaiian Identity, specifically while they provided necessary structure improvements that focused on safety, they should also highlight and strengthen Native Hawaiian Identity within the KS daily working environment.

Kūkulu Pono had a goal of interpreting the traditional mo'olelo of the Kawaiaha'o area through this project, focusing on cultural themes embedded in Aloha 'Āina and Ho'ōla Lāhui. This was highly significant, as it represented an important shift from “business as usual” to including a grounding in Hawaiian identity and perspectives as fundamental to the successful completion of a project, rather than an afterthought. They sought to contract a firm that had a grounding in Hawaiian culture and perspectives and would be able to interpret the traditional mo'olelo for the area, and the design concept behind the updated graphics centered on the social and historical characteristics of the 'ili (area/land section) of Ka'ākaukui and Kawaiaha'o. Ho'okahua was only brought in after the initial concepts had been created, which was significant in and of itself—Kūkulu Pono was the one driving this new project approach.

As expressed by Director of Capital Program Management Allison Yue who oversaw the project, “We're a Native Hawaiian organization, and we should reflect that identity in everything we do, even in something as simple as refreshing the look of our parking garage.” This reflects a new understanding of the importance of Hawaiian identity becoming more apparent in the physical environment of KS. Two other ongoing projects at Kawaiaha'o Plaza continue to support this change—the naming of rooms at Kawaiaha'o Plaza and the creation of bilingual signage in Hawaiian and English reflects the normalization of 'ōlelo Hawai'i and the cultural themes embedded in Ho'ōla Lāhui and Aloha 'Āina.

6. Strategy & Transformation

VISION: Embed Cultural Principles into the KS Theory of Change.

PLAN: Make vibrant Native Hawaiian culture a critical outcome for the Group.

CHANGE: The Strategy & Transformation 'Ohana prioritizes Hawaiian Identity as a key educational driver towards positive social change and ensuring a thriving lāhui.

Given the role and function of Strategy & Transformation (S&T), the group is fortunate to have an enterprise-wide view of KS and to be a part of many strategic conversations. Over the past 2-3 years, S&T has seen a greater appetite for conversations regarding Native Hawaiian rights, 'āina and sustainability, Hawaiian culture-based education, and cultural/historical trauma. Under SP2020, KS made considerable gains in normalizing nohona and 'ōlelo Hawai'i among leaders and staff. In pockets, KS has taken a more visible stance on controversial issues and championed native intelligence among our networks. With this kahua in place, S&T can now push harder towards strengthening Native Hawaiian leadership within KS, among the growing network of partners and across all of Hawai'i nei.

With assistance from Ho'okahua, S&T encouraged the CEO to engage with a variety of Native Hawaiian issues at a deeper, more personal level. The group also shaped conversations among executives about the role of 'ōiwi leadership within KS' “theory of change.” Working with a cross-functional group, S&T designed a new tool for understanding the diverse impact of our investments, which challenged stakeholders to re-examine key assumptions and priorities. Within each of these areas, S&T drew inspiration and purpose from KS' Cultural Principles. The group undertook these projects with the core belief that a vibrant Native Hawaiian culture remains a

critical outcome for S&T and that it offers a unique, competitive advantage for our organization and Hawai'i.

Looking ahead, there is much to be excited about as S&T strengthens its application of KS' Cultural Principles. The Group sees opportunities to advance Ho'ōla Lāhui and Aloha 'Āina through our partnership on the CHANGE framework. Through this collective, we are redefining the questions leaders ask about social justice and equity as well as elevating community voices to shape Hawai'i's future. In addition, S&T will continue to find fertile spaces within the enterprise to advance our Christian faith as part of Loina Kamehameha. In the turbulent times that we live, S&T can kōkua the enterprise to demonstrate faith, commitment and hopefulness for the future.

7. Nā Kula 'o Kamehameha – Education

VISION: Incorporate the Cultural Principles into key learner outcomes and staff professional development opportunities.

PLAN: Embed the Cultural Principles into work around E Ola! Learner Outcomes and Nā Lei Maui Ola Plans.

CHANGE: The Nā Kula 'o Kamehameha 'Ohana promotes Cultural Principles as an integral part of educational foundations across Nā Kula.

haumāna will become local and global servant leaders who are culturally engaged and play significant roles in creating strong 'ohana and communities throughout ka pae 'āina o Hawai'i and beyond. Directly related to E Ola! are Nā Lei Maui Ola Plans (formerly known as Student Learning Improvement Plans, or SLIPS). Each campus' Nā Lei Maui Ola Plans are known by a different inoa Hawai'i: Kaleilamakū for Kapālama Campus, Kaleihaku for Maui Campus, and Kaleiwaitau for Hawai'i Campus.

In FY17-18, Ho'okahua provided supplementary support for implementation of the Cultural Principles-HCBE Framework. The Executive Vice President of the Education Group tasked Ho'okahua with creating six HCBE-focused B-credit courses to supplement professional development opportunities for kumu throughout Nā Kula 'o Kamehameha. With assistance on planning and implementation from Ho'olaukoa and Nā Kula, Ho'okahua designed and developed ten B-credit courses—a total of 31 credits. All ten courses focus on at least one of the four Cultural Principles. Courses include Aloha Wahi Pana, Ho'ōla Lāhui, and Ka 'Ōlelo Hawai'i. Implementation of the B-credit courses for kumu of Nā Kula is determined by the four Po'o Kula. The B-credit courses also serve as learning supplements for kumu in support of E Ola!

Education Group's Cultural Principles work has been focused on imbedding the Cultural Principles into work around E Ola! Learner Outcomes and Nā Lei Maui Ola Plans. E Ola! refers to the desired outcomes identified for all Kamehameha Schools graduates and is composed of Transfer Goals and Learner Outcomes.

The Cultural Principles-Hawaiian Culture-Based Education Framework helped to inform and shape the E Ola! Learner Outcomes. Collectively, the E Ola! Learner Outcomes contribute to the goal that



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