



Introduction:

In 2013, in the State of Hawai'i, Former Board of Education Member Cheryl Lupenui gathered various community and HIDOE (Hawai'i Department of Education) representatives to participate in an audit and redraft of Board of Education (BOE) Policy 4000, General Learner Outcomes, and created a new kind of policy. This new policy, E-3 (which stands for Ends Policy 3), would provide a framework for the Department to develop in its employees and students the skills, behaviors, and dispositions that are reminiscent of Hawai'i's unique context and to honor the qualities and values of the indigenous language and culture of Hawai'i. In June 2015, the policy was approved by the Hawai'i BOE.

The Hawaii initiative may well stand alone in the world as a system-level example of re-centering education for all learners around a value system that is non-white. Of course, educator and scholar calls-to-action about centering non-white ways of knowing abound in the scholarly literature, as do examples of attempting to center indigeneity in educational contexts within tribal-only communities. To the best of our knowledge, though, examples of working models are very rare. (Although we'd love to be proven wrong.)

This activity will challenge you to reflect upon the systems that exist within your programs and institutions and consider ways to decenter whiteness and recenter Indigenous values.

Participant Instructions:

1. Watch this 5-minute video: <https://vimeo.com/219016009> about the Hawaii initiative. You do not need to sign into Vimeo to view it.
2. Look up the name or names of an indigenous population who once owned the lands on which your educational institution now stands. You can use this website: <https://www.maps.com/products/indigenous-peoples-of-north-america-1500-ce>.

Note: Folks educated outside of the current location are encouraged to consider looking up the indigenous group who once owned the lands upon which their secondary school or undergraduate or graduate alma mater exists, instead.

3. Using your favorite internet search engine, try to source a short list of the values of the indigenous population you identified. For example, you can search for values of Dakota if your graduate school is in Minnesota. Write down or print out the list of values. If you cannot find a value statement of an indigenous group in your immediate area, you can feel free to explore the values of a group from an adjacent area or state or of a group that was forcibly re-located from their current location.
4. Envisioning a paradigm shift, debrief with the following questions:
 - What would it look like if your program, department, school system, or university successfully centered the values of this indigenous group? Please focus on successes, not on possible barriers.



- What steps would need to be taken to successfully center these values? What support would be needed to take action?
- What emotions would you, personally, feel engaging in this work? What about if you began this conversation with those you work alongside? Please use Plutchik's emotion wheel to identify and describe them better:
<https://www.6seconds.org/2022/03/13/plutchik-wheel-emotions/>.
- What would be different/better as result of this paradigm shift? What would NOT change much?