

Ka Papahana Kaiapuni (“Kaiapuni Educational Program”)

Background:

- Ka Papahana Kaiapuni was first implemented as the Hawaiian Language Immersion Program in 1987 “as a result of continued lobbying from parents and community supporters.” ([FAFKE, Background, p. 6](#))
- This model of education in Hawai‘i “has become a model for other indigenous populations throughout the nation and is gaining national and international recognition as a model for indigenous language revitalization.” ([FAFKE, Background, p. 6](#))
- The Kaiapuni framework “provides stakeholders with a guiding document in understanding their roles and responsibilities in the implementation of Kaiapuni vision and goals.” ([FAFKE, Superintendent’s Message, p.5](#))

Purpose:

- “The Kaiapuni Educational Program offers students an education in the medium of the Hawaiian language.” ([BOE Policy 105-8](#))
- “The comprehensive program combines the use of Hawaiian teaching methodologies, language, history, culture and values to prepare students for college, career and to be community contributors within a multicultural society.” ([BOE Policy 105-8](#))

Vision:

- “He oia mau nō ka pono o ka lāhui kanaka i ka na‘auao Hawai‘i.” ([FAFKE, Vision, p. 11](#))
- While there are many meanings to this quote by Joseph Mokuohai Poepoe, a highly revered Hawaiian scholar, the important understanding is that “the vision strives for a state in which all people can benefit from Hawaiian education.” ([OHE website, The Foundational and Administrative Framework for Kaiapuni Education](#))

Mission:

- “Ka Papahana Kaiapuni mission is to:
 - Ensure excellence in the Hawaiian language, culture, history, and ways of knowing” ([FAFKE, Mission, p. 11](#))

Kaiapuni Core Priorities:

- “The strategic priorities for Ka Papahana Kaiapuni are as follows:
 - Hawaiian language, culture, and knowledge are at the center of Ka Papahana Kaiapuni education, administration and operation.
 - All stakeholders and community supporters are included as active, collaborative participants in educational, administrative and operational decision-making.” ([FAFKE, Kaiapuni Core Priorities p. 11](#))

Goals:

Ka Papahana Kaiapuni (“Kaiapuni Educational Program”)

- “The goal for all kaiapuni schools is to implement total immersion in the medium of Hawaiian. English is introduced as a content area for one hour a day beginning in Grade 5.” ([FAFKE, HI DOE Kaiapuni Program Description, p. 10](#))
- “To provide parents and student a Hawaiian bicultural and bilingual education based upon rigorous Hawaiian content and context curriculum.” ([BOE Policy 105-8](#))
- Evaluation tools “should be in alignment with the State’s Kaiapuni curriculum and measure student growth and proficiency with the goal to prepare students for success in college, career and community.” ([BOE Policy 105-8](#))

The Kaiapuni Lens:

- “Hawaiian language, history, cultural understandings and ways of being are the foundation of the Kaiapuni educational experience.” ([FAFKE, The Kaiapuni Lens, p.13](#))

Ka ‘Ōlelo Hawai‘i:

- ‘Ōlelo Hawai‘i Core Value Statement: “Hawaiian language is an essential key to unlocking and utilizing the knowledge of our kūpuna in order to productively and successfully engage the world.” ([FAFKE, ‘Ōlelo Hawai‘i Core Value Statement, p. 14](#))
- “Without a language, a people and their customs and traditions cease to exist.” ([FAFKE, ‘Ōlelo Hawai‘i Core Value Statement, p. 14](#))
- “Therefore, it is imperative that ‘Ōlelo Hawai‘i is situated at the core of kaiapuni education, since Hawaiian is the language used to engage with our environment.” ([FAFKE, ‘Ōlelo Hawai‘i Core Value Statement, p. 14](#))
- This core value statement “should be ingrained into the mindset of all kaiapuni stakeholders to support kaiapuni student success.” ([FAFKE, ‘Ōlelo Hawai‘i Core Value Statement, p. 14](#))

Language Commitments:

- Commitment: “Conduct daily instruction, operations and administration in an ‘ōlelo Hawai‘i environment.” ([FAFKE, Language Commitments, p.16](#))
- “Prioritizing and encouraging the use of Hawaiian language throughout the day demonstrates a commitment to and a genuine value of learning and speaking in Hawaiian.” ([FAFKE, Language Commitments, p.16](#))

Purposeful Assessment:

- “Assessments conceptualized and developed with the English language as their focus are inappropriate and invalid methods of assessment for Kaiapuni students.” ([FAFKE, Mandated Assessments, p. 33](#))
- “Student achievement is directly connected to the medium of instruction.” ([FAFKE, Mandated Assessments, p. 33](#))