

Supporting Native American Language Instruction

Meeting for Project Directors
Native American and Alaska Native Children in School Program
 U.S. Department of Education's Office For English Language Acquisition
 Washington, D.C.




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NATIVE AMERICAN LANGUAGE ISSUES

- NATIVE AMERICAN LANGUAGE KEY TO CONTINUITY OF IDENTITY, SPIRITUALITY
- EVERY SINGLE NATIVE AMERICAN LANGUAGE IS FACING EXTINCTION BY 2100
- INDIVIDUAL NATIVE AMERICANS HAVE RIGHT TO THEIR LANGUAGES
- N.A. GOVERNMENTS HAVE RIGHT TO THEIR LANGUAGES
- N.A. GOVERNMENTS NEED HIGHLY EDUCATED MULTILINGUAL CITIZENS

'AHA PŪNANA LEO P-20 HAWAIIAN LANGUAGE

- Key to identity: I ka 'ōlelo nō ke ola; I ka 'ōlelo nō ka make. (In language is life and death.)
- Endangered: In 1983 less than 50 children under age 18 fluent- total population 300,000
- NALA 1990 and UN Declaration of Rights of Indigenous Peoples
- Hawaiian is official in state of Hawai'i (note parallel to Puerto Rico, many tribes)
- 'Aha Pūnana Leo developed P-20 system for Hawaiian-based multilingualism

A LANGUAGE NEST/SURVIVAL SCHOOL MODEL

- Goal 1. Hawaiian survives as "PRIMARY" language - English "AUXILIARY" (like Puerto Rico)
- Goal 2. Hawaiian speakers must have higher academic outcomes than English speakers
- Goal 3. Hawaiian speakers must have higher English outcomes than English speakers
- Goal 4. Hawaiian speakers must have higher foreign language outcomes than English speakers



A SITE PROFILE P-12 NĀWAHĪOKALANI'ŌPU'U SCHOOL

- 325 students (infants through 18 year olds)
- 96% Native Hawaiian
- 70% Free and Reduced lunch program
- Coordinated between private non-profit, Hawaiian language college, public charter school and public high school



NATURAL STRENGTHS OF THE HAWAIIAN MODEL

- INDIGENOUS LANGUAGE ACADEMIC ADVANTAGE
 - Student (and family) identification with language revitalization results in support for academics
 - English seen as an academic goal, rather than, as forced assimilation to be resisted
 - English easy to learn due to surrounding dominant population and its media
 - Immigrant student resistance to non-English language as "old country" is not a factor
 - Cognitive advantages of very high bilingualism and biliteracy support academics
 - High biliteracy/bilingualism supports high multilingualism/multiliteracy

NĀWAHĪOKALANI'ŌPU'U SCHOOL OUTCOMES

- Goal 1. Hawaiian Primary - all students fluent - Hawaiian now first language of 33%
- Goal 2- Academics - 100% high school graduation, 80% go on to college, early college enrollment
- Goal 3- English same as Native Hawaiian in English medium schools - working to further improve
- Goal 4- Foreign language - still growing, but, most comprehensive primary school Japanese program on island

THE HAWAIIAN MODEL AT NĀWAHĪOKALANI'ŌPU'U

- Total Hawaiian medium P-12 connected to supportive indigenous college (13-20)
 - 13-20 COMPONENT-Undergraduate/Graduate, Teacher Education, Doctorate
- English Grade 5-12 (AS AN ENGLISH LANGUAGE ARTS COURSE)
- HAWAIIAN early "PARAGRAPH" reading at age 4



INTERNATIONAL RECOGNITION AND BEST PRACTICE

- 2010 WINHEC (World Indigenous Nations Higher Education Consortium) awards first P-20 accreditation to Hawaiian Language College and 'Aha Pūnana Leo
- Aligned with "world class" education of Finland (The administration's A Blueprint for Reform)

FINLAND A COUNTRY WITH A "WORLD CLASS" EDUCATION SYSTEM

- Finland has "world class" education among top countries in PISA (Programme for International Students Assessment)
- Finland's national languages all official and full medium of education and official in their traditional areas
- Finland's practice meets the UN Declaration on Indigenous Rights

PARALLELS BETWEEN FINLAND'S EDUCATION AND THE HAWAIIAN MODEL

- As with the Hawaiian model at Nāwahīokalani'ōpu'u School
- Finland's school languages (Sami, Finnish, Swedish) are little known elsewhere
- Finland's schools teach English as an additional language
- Finland's schools produce graduates with knowledge of several languages
- Finland's schools produce high academic achievement

SPREAD OF HAWAIIAN MODEL CONSISTANT WITH "BLUEPRINT FOR REFORM"

- USDE seeks "world class" education
 - Finland for example
- USDE seeks support for Native American languages
 - Blueprint for Reform pg. 22
- USDE seeks students with multilingual skills
 - Blueprint for Reform pgs. 8, 16, 29, 32



NCLB CHALLENGES TO NATIVE AMERICAN LANGUAGE P-20 Model

- NCLB not in compliance with NALA or UN DECLARATION
 - Title I testing, teacher qualification greatest barriers
 - Medium of education should be medium of testing
 - Teacher requirements must be realistic for N.A. languages
- Limited Discretionary Funding Opportunities
 - Lack of familiarity of educational establishment and best practice for indigenous language medium education
 - Immigrant transitional bilingualism dominates the construct
 - Wrong assumptions that curriculum simply "translates"
- Grouping with Puerto Rico positive trend
 - N.A. languages and Puerto Rico together in Title III
 - Puerto Rico's (but not N.A.) uniqueness addressed in Title I

P-20 HAWAIIAN MODEL BRINGS HOPE



- Support Native American linguistic/cultural continuity
- Nurture Native American values for social stability
- Produce academic excellence
- Provides the benefits of high multilingualism
- Connects P-12 education to native higher education



HAWAIIAN MODEL SPREADING

- Hawai'i P-12 streams statewide (2,300 students and growing)
- Established as P-8: Blackfeet, Navajo, Cherokee, Central Alaskan Yup'ik
- Expanding in other languages: Ojibwe, Arapaho, Atsina (White Clay)
- 'Aha Punana Leo in a national consortium with some of these schools
- 'Aha Punana Leo/Hawaiian language college working with native colleges

HIKI KE LANAKILA! we can succeed!

