

# Kamehameha Schools Faculty Association

P.O. Box 894163, Mililani HI 96789 hotline number: 539-2450

## Rep Assembly's letter to Hirai and Brontster

Dear Judge Hirai and Attorney General Bronster,

As the representatives of 233 teachers at Kamehameha Schools, we believe we can offer useful insight into the necessary talents that the interim replacements(s) for the trustees should possess. We realize that fiduciary and trust responsibilities are primary considerations in measuring potential candidates' suitability. However, it is our experience that business executives do not always make effective educational leaders and we ask you to look for qualified candidates who also possess:

- As appreciation for Hawaiian history, values and community needs,
- The character necessary to serve as a role model for thousands of students
- True leadership qualities which inspire the best in others, and
- An inclusive management style

## Brontster's response to the Rep Assembly

Dear Mr. McElheny and Representative Assembly members,

Thank you for your letter of October 21, 1998 to the Attorney General and the Honorable Colleen Hirai. We appreciate the Association's thoughtful and expert analysis of qualities important to educational leadership.

The Association may be interested to know that the present Trustees have agreed to discontinue the "lead trustee" system and to implement a CEO based management system and hire a chief executive officer for the Trust Estate within 180 days of October 2, 1998. This agreement is Stipulation No. 14 of the Stipulations Concerning Master's Recommendations (109th,

which will develop partnerships among the administration, faculty and staff.

The current situation and the sitting trustees hamper the ability of the teachers to effectively educate the students of Kamehameha Schools. Replacements who do not possess the qualities listed above will not improve the situation at our school and our educational mission will continue to suffer. A change that brings proper management to the Bishop Estate will provide opportunities to operate a vibrant, progressive educational institution, to perpetuate Hawaiian culture, and to offer Hawaiian children the educational opportunities they need, desire and deserve.

Sincerely,  
The Representative Assembly of the Kamehameha Schools Faculty Association

110th and 111th Annual Accounts), a copy of which is enclosed. As a result of this change in the management structure of the Estate, the trustees will focus on governance, rather than day-to-day management of the Estate. We recognize that the leadership qualities discussed in your letter are very important characteristics for any interim trustee or receiver.

We hope that the Association will continue to express its views to the Court and the Attorney General in the future. Your perspective is of vital importance to the future of the Kamehameha Schools.

Very truly yours,  
Eric S. T. Young  
Deputy Attorney General

## Contract

90%

80%

70%

60%

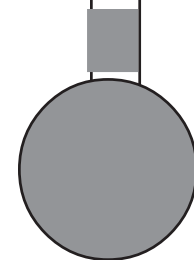
50%

40%

30%

20%

10%



The KSFA Negotiation Thermometer

# Kamehameha Schools Faculty Association

P.O. Box 894163, Mililani HI 96789 hotline number: 539-2450

## KSFSA welcomes new members

### Dear new faculty member:

On behalf of Kamehameha Schools Faculty Association (KSFA) we are happy to welcome you to our 'ohana. As a non-supervisory KSBE employee on the schedule A salary scale you are automatically a member of the collective bargaining unit. This means that any benefits the union negotiates on your behalf will cover you.

The Kamehameha faculty formed a union in response to a top-down management style that has become increasingly worse over the past decade. This style affected our own sense of security, but we came to feel that it also threatened to compromise the quality of education we are able to offer our students. For the sake of our students, we all hope for improvements in the way KSBE is run. Even if the most enlightened management practices are adopted, however, we also feel that it is vital to maintain a strong, independent faculty voice. For the sake of the students, we all look forward to the time when the faculty, through KSFA, works in a partnership with the administration to provide the very best educational experience possible.

Please take a close look at Article II of our constitution, to the right, which spells out our purposes and philosophy. Of course, the entire constitution is available from your representative.

The union communicates with its members through elected representatives who pass information, surveys and the newsletter to you and take your questions and concerns to the Representative Assembly, which meets bimonthly. Please feel free to contact your representative with issues you wish to raise. (See page four) Representative Assembly meetings take place every other Monday at Kalihi Union Church. You are very welcome to attend!

These are interesting times at Kamehameha. We welcome you to our institution and look forward to working with you to improve this wonderful school we all love.

me ke aloha pumehana,  
the KSFA Representative Assembly

### Article II, KSFA Constitution

As educators, we strive to live the values in the Kamehameha Schools Bishop Estate mission statement: *Pono, 'Imi 'Ike, Laulima, Lokomaika'i, Na 'au Pono, Mālama, and Ha'aha'a*, with the foundation value of *Aloha*, a sense of warmth and respect for others. Respect for these values leads to:

- An institutional focus on the primacy of the teacher-student relationship.
- A sense of community, mutual respect and trust.
- A tolerance for free and serious debate, with a regular re-evaluation of policies, procedures, and strategic goals at all levels of the institution.
- A respect for the excellence and professionalism of the teaching staff, with a corresponding respect for professional autonomy within the classroom.
- Institutional structures and procedures that allow for the free expression of opinions, and genuine participation by teachers in all decisions that affect the education of students.

Kamehameha Schools Faculty Association exists to articulate the professional concerns of Kamehameha teachers, and to express their strength and pride. In partnership with trustees, administration and parents, and guided by the spirit of Pauahi's will, it places the educational needs of students above all other considerations. In addition, KSFA exists to:

- Represent the members in accordance with the National Labor Relations Act and negotiate a collective bargaining agreement.
- Represent the members in matters of professional concern that may lie outside the scope of the National Labor Relations Act.
- Act as a voice to articulate the professional concerns of members, seek clarification of policies that may affect members and take proactive stands to seek solutions.
- Inform members of matters of professional concern.
- Bring the faculty of Kamehameha Schools into relations of mutual assistance and cooperation.
- Raise the standards of education by advancing the professional and economic interests of its members.
- Promote and support educational policies that help maintain high and rigorous professional standards.

The membership of KSFA may choose to engage in other beneficial activities as allowed by law.

# Kamehameha Schools Faculty Association

P.O. Box 894163, Mililani HI 96789

hotline number: 539-2450

## Four members of our 'ohana share their visions

I believe that we WILL be successful in developing a true Learning Community here at Kamehameha. Why do I believe this? Because I have witnessed the deep loyalty, dedication and commitment this faculty has in wanting to provide the highest quality education to Pauahi's children.

It has been indeed been my privilege to work with a faculty who have put their professional lives on the line in order to achieve this goal. Recently we have taken some initial steps towards creating our Learning Community, but in order to make progress towards this end I believe we must develop a common vision which will serve to strengthen our community.

I would like to share these questions as food for thought as a means of initiating the dialog. John Jay Bostingl writes about quality education and the need for continuous learning and improvement — I would like to pose his statements in the form of questions:

- *Should the objectives of school be unlimited, continuous improvement and successes for all students?*
  - *Should school be competition-based or cooperation-based?*
  - *Should learning be like a spiral, with energy directed towards continuous improvement ~ lessons which are linear with consecutive segments?*
  - *Should we be product or process oriented? Are grades, and test scores important in themselves or are these assessments used for diagnostic and prescriptive purposes?*
  - *Should administrators be viewed as teammates and helpers in removing obstacles to student and teacher success?*
  - *Can teachers and students take pride in their work together and enjoy the processes (including the products) of continuous improvement?*
  - *Can instruction be multi- and cross-disciplinary?*
  - *Should testing be the primary means of assessing results of the learning process or can other modes such as portfolios, exhibitions, and performances validate learning?*
  - *Should students learn from teachers, other students, community and other sources. and incorporate these learning into their lives, applying their insights as appropriate to real life challenges? (service learning)*
  - *Should parents become true partners and an integral part of the student's progress from the very beginning through the end of the schooling process?*
  - *Should we advocate that life is a journey, and has intrinsic merit if lived with a zest for life, love and learning. Developing a "yearning for learning" is the most important of' all?*
  - *Should we be teaching the heart as well as the mind?*
- In conclusion, I believe as author Stephen Talbott

states, "The heart of education lies not in the facts or knowledge, but in what passes between human beings" May we in the weeks and months ahead attempt to develop a common vision which will give life to our Learning Community.



Optimism doesn't come easily these days, but pretend for a moment that new trustees are in place. They have fired the union-busters and negotiating a yearly contract becomes routine. Each year, perhaps, the negotiation team addresses one or two new issues identified by the members as high priority. We have a grievance procedure and a grievance committee, just like any other union. Our bargaining unit includes members at all the pre-schools and at the new campuses on the neighbor islands. What more could we want?

- **A union built on consensus**, to the extent that the law allows. When we were forming our association, there seemed to be a desire for a union "unlike other unions." The challenge will be to build an efficient organization that doesn't waste people's time but which still goes through the often-messy process of consensus-building, so that no members come to feel disenfranchised.

- **A union with a place for non-members.** When we were forming KSFA, another strong point of agreement was on the need to somehow keep ourselves from excluding department heads and administrators, even though they are not members of the official bargaining unit. Other unions have faced similar dilemmas, of course, and have found creative ways to include non-members on committees.

- **Decentralization.** At the moment, our focus must be on the negotiation process and on the Negotiating Committee. It will always be central to the union's purpose, but in the long run, our concerns will spread into other areas, such as curriculum and political action. We are already talking about a way to express our aloha to the Kamehameha 'ohana, such as a scholarship fund. Many of these committees could easily be opened to administrators and department heads and many of them do not need to be composed of Representative Assembly members. The more folks involved, the healthier the organization.

- **Institutionalized ho'oponopono: neutral zones.** The best way to raise and resolve concerns is informally at each site, before they reach the bargaining table. The HSTA grants each site a measure of contract autonomy and then empowers "site committees" to discuss and resolve problems at the local level. Not a bad idea.

- **Rotation.** New leadership needs to bubble up to the surface every few years.

— Jan Becket

# Kamehameha Schools Faculty Association

P.O. Box 894163, Mililani HI 96789 hotline number: 539-2450

## Visions of our future, continued

My vision for our faculty is to see us continue what we have started. When I became involved with the interim Nā Kumu o Kamehameha, the farthest thing from my mind was a teachers' union. From our heartfelt early sharing and discussion, we evolved into an organization, and I take pride in the fact that that organization was an inclusive one, encompassing teachers, administrators, clerical staff, and other supporters from K-12. I also take pride in the fact that we made all of our decisions by consensus. When it became clear that the majority of our membership wished to form a union, most of us (even the reluctant ones) were ready for it,

My only regret about the union is that, for practical reasons, we were not able to be as inclusive as Nā Kumu was, that we had to exclude our colleagues on the neighbor islands, in the pre-schools, in administrative positions, in non-teaching roles. Personally, I would like to see all of those groups become a part of our union. Personally, I would like us to be inclusive and broad, continuing to emphasize collegiality K-12 and across job-description lines, continuing to make decisions by consensus. Personally, I would like to see that become the operating style of both our trustees and our administration.

When the current conflict ends, I would like to see our union deal with all of those issues that Nā Kumu raised, those issues of ethics and morality and philosophy that are so im-

portant to our school. And, should we ever reach a place where we no longer need to deal with our employer(s) in an adversarial fashion, I would like to see all of us—trustees, administrators, teachers, staff in general—working cooperatively and making decisions by consensus to achieve what is best for the beneficiaries, our only reason for being here, I think there are more wonders down the road. Look at Nā Kumu o Kamehameha; look at KSFA. We have come far, against great odds. We have much farther to go, but I believe we can get there together.

— Gary Obrecht



## 21<sup>st</sup> Century Kamehameha

You cannot teach a person anything. You can only help them to find it within themselves.

—Galileo

### Mission and Vision:

All students have the responsibility in school to find their gifts. The school's responsibility is to help them. As students find their gifts, they must find ways to contribute them to society.\*

It offers students and teachers purpose consistent with, but not just a restatement of, Princess Pauahi's will. Furthermore, it provides an enlightened reason to study and achieve—to contribute to society. Responsibility for success relies on both the student and the school.

### Attitude and Execution:

As a Kamehameha graduate, I occasionally have been stung by the sentiment that we should not compare our students with *Punahou* and *Iolani* students since we "don't get the same kinds of students" as they do. I have heard this sentiment on several occasions. We must take care not to set our expectations too low. If our students are less prepared upon entrance to Kamehameha, then it simply compels our faculty to be better! Our mission is to get our graduates to meet or exceed the achievement levels of the graduates from these other schools.

I believe that we can broaden the curriculum and encourage more students to challenge themselves. To healthily compete, challenge, and even to fail are surely ingredients to the essence of life itself!

### Moral-Ethical Climate\*

Do we have this? Do we have a system that allows our students to make the moral choice? Can teachers hand out an exam and come back at the end of the period? Do our students care for our classrooms, as they know they should? Or do we have evidence in the system that we must lock our doors, lock up tests, and limit take-home exams?

### KSFA REPRESENTATIVE ASSEMBLY

#### UNIT KES:

Marilyn Broadbent, Judy Cramer, Moana Leong, Diane Tanner-Cazinha and Maryalice Woody

#### UNIT 7/8:

Marcy Clark, Deane Decastro, Reck Heyd, Clare Ho and Don Kroessig

#### UNIT 9/10:

Ruth Canham, Mark Ewald, Bill Follmer, Larry McElheny, Larry Mordan and Joyce Nielsen

#### UNIT 11/12:

Roy Almeida, Jan Becket, Tom Chun, Robert Hamilton, Guy Ontai, Becky Tesch and Elizabeth Truesdell

### EXECUTIVE BOARD MEMBERS

#### — OUR NEGOTIATING TEAM—

<b>President:</b>	Larry McElheny	(638-8484)
<b>Vice President:</b>	Roy Almeida	(599-4434)
<b>Treasurer:</b>	Moana Leong	(627-0270)
<b>KES Rep:</b>	Diane Tanner-Cazinha	(235-8903)
<b>Unit 7/8 Rep:</b>	Rick Heyd	(254-3579)
<b>Unit 9/10 Rep:</b>	Bill Follmer	(488-0767)
<b>Unit 11/12 Rep:</b>	Bob Hamilton	(988-5121)

# Kamehameha Schools Faculty Association

P.O. Box 894163, Mililani HI 96789 hotline number: 539-2450

## Visions of our future, continued

I believe it possible to create a climate of trust and safety that could model a value system that all of us hope for. Is the risk of loss worth taking the chance?

### Advanced Placement and Curriculum

I believe that standards, poorly chosen, could represent the enemy of academic excellence. Challenge at all levels and to all teachers and students—let's see how far we can reach.

The AP examinations, using part multiple choice and part essay/free-response format, test all the levels prescribed in Bloom's Taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation). I believe it to be well-written exams in all major subject areas that tests the thinking skills that we all advocate for our students.

Of course, I do not advocate all subjects to be taught to prepare for the AP exam. However, all the physics courses essentially teach the same learning objectives as described by the AP exam. The differences come in depth and breadth of knowledge and skills required of the student in the respective courses.

### Staff & Faculty Coordination:

Finally, I look for more extensive or systematic faculty and staff coordination, both vertically and horizontally.

By vertically, I mean the coordination and the system-

atic development and presentation of consistent curricula from pre-K to graduation. For example, Newton's Laws are more and more frequently introduced in middle school. Much of thermodynamics, a topic tested on the AP Physics B exam, is taught in Chemistry. With more tight coordination, we can improve the preparation of our students.

By horizontally, I mean curriculum coordination between departments. For starters, Math already has included vectors in their curriculum that complements Physics nicely. I think that we should do more cross-departmental activities. For example, I made a presentation on problem solving to the Math department a couple of years ago that appeared well received. Of course, mandating requirements will not be well received, but we can work on the atmosphere that will encourage this kind of healthy behavior.

Horizontal coordination can also mean more than just curriculum. For example, we may create processes that encourage systematic coordination with coaches and dorm advisors in the development of students' character.

\* This is not my original thought. I have paraphrased this from Marilyn Wilhelm, Headmaster of the *Wilhelm Schole* in Houston, Texas.

\* A phrase/concept I borrow from the *US Military Academy* at West Point.

— Guy Ontai

## Know your Weingarten rights

"Weingarten rights" refers to a U.S. Supreme Court decision (420 US 251,1974) an employee has the right to a representative in any interview the employer might hold that is intended to investigate a possible discipline charge against the employee. Often compared to the Miranda rights of criminal suspects charged by the police, there is a crucial difference: the employer does not have to tell you of your right to union representation. The employee must ask for the representation. The Weingarten Rights simply put are:

1. The right to be informed, in advance, of the subject matter of disciplinary interviews.
2. The right to union representation at such an interview.

Still there is the question of what to do when these rights are violated. Normally, the rule is to follow orders and file a grievance, or in this case an unfair labor practice charge, afterward. If you are required to attend such an interview, and your request for union representation is denied, the best advice is to attend the meeting but respond to any and all questions by simply repeating your request for representation. Some unions have gone so far as to prepare Weingarten cards for their members:

The role of the union representative at such a meeting,

as it is in any grievance hearing, is to support, protect and defend the member. As a legally constituted advocate, the representative's primary job is to secure due process and fair treatment.

In a Weingarten meeting the union representative needs to be sure that the grievant is not railroaded into making any foolish statements that can be used against the grievant later. This statement maybe used when a worker is faced with a disciplinary hearing:

*I believe this discussion could lead to my being disciplined. I therefore request that a union representative be present to assist me at this meeting. I further request reasonable time to consult with my union representative regarding the subject and purpose of the meeting. Please consider this a continuing request. Without proper representation, any discussion you require me to participate in from this point on and any statements you may derive therefrom I shall regard as coerced in willful disregard of my rights as set forth by the Supreme Court of the United States. Nor do I consent to any searches or tests affecting my person, property, or effects without first consulting with my union representative.*

— From a publication by the Center for Labor Education and Research, University of Hawai'i.

# Kamehameha Schools Faculty Association

P.O. Box 894163, Mililani HI 96789 hotline number: 539-2450

## What's up at Punahou? Their statement of philosophy

Our nation is in the midst of an intense educational reform. The community - parents, teachers, politicians, businesspeople etc. have voiced their concerns on providing quality education for all students. Research in all educational fields have provided reports and recommendations to assist the reformation. In reviewing the research, a progressive educational model emerges across disciplines and grade levels. There are thirteen inter-locking principles, assumptions, or theories that characterize this model. (Best practice: Zemeirnar, Daniels, Hyde; 1993)

**CHILD-CENTERED** The best starting point for schooling is kids' real interests; all across the curriculum, investigating students' own questions should always take precedence over studying arbitrarily and distantly selected content.

**EXPERIENTIAL.** Active, hands-on, concrete experience is the most powerful and natural form of learning. Students should be immersed in the most direct possible experience of the content of every subject.

**REFLECTIVE.** Balancing the immersion in direct experience must be opportunities for learners to look back, to reflect, to debrief, to abstract from their experiences what they have felt and thought and learned.

**AUTHENTIC.** Real, rich, complex ideas and materials are at the heart of the curriculum. Lessons or textbooks which water down, control, or over-simplify content ultimately disempower students.

**HOLISTIC.** Children learn best when they encounter Whole, real ideas, events, and materials in purposeful contexts, and not by studying sub-parts isolated from actual use.

**SOCIAL.** Learning is always socially constructed and

often interactional; teachers need to create classroom interactions which "scaffold" learning.

**COLLABORATIVE.** Cooperative learning activities tap the social power of learning better than competitive and individualistic approaches.

**DEMOCRATIC.** The classroom is a model community; students learn what they live as citizens of the school.

**COGNITIVE.** The most powerful learning for children comes from developing true understanding of concepts and higher order thinking associated with various fields of inquiry and self-monitoring of their thinking.

**DEVELOPMENTAL.** Children grow through a series of definable but not rigid stages, and schooling should fit its activities to the developmental level of students.

**CONSTRUCTIVIST.** Children do not just receive content; in a very real sense, they recreate and re-invent every cognitive system they encounter. Including language, literacy, and mathematics.

**PSYCHOLINGUISTIC.** The process of young children natural oral language acquisition provides our best model of complex human learning and, once learned, language itself becomes the primary tool for more learning. whatever the subject matter.

**CHALLENGING.** Students learn best when faced with genuine challenges, choices and responsibility in their own learning.

At Punahou, the administration and faculty are constantly evaluating and enhancing our curriculum to meet the needs of our students. We care about how students learn best. Using the current research, we are making changes to provide the best education for our children.

## Summary of unfair labor charges filed to date

These are the five unfair labor charges KSFA has filed with the N.L.R.B.

- The teacher salary table for the current 98/99 school year incorporates an across the board 1.8% salary increase, but KSBE has refused to provide this increase to teachers at the Kapalama campus on the pretext that it is simply preserving the status quo until a contract is negotiated. Teachers on the neighbor islands have received the increase. The union believes that an annual salary increase is the status quo, and that KSBE is unfairly punishing the teachers at Kapalama for forming a union.

- KSBE unfairly eliminated the \$1,800 stipend paid to KES grade-level chairs without adjusting the extra duties they perform. The union believes that this action is punishment for the testimony offered by grade level chairs when the bargaining unit was being formed. That testimony resulted in their inclusion in the bargaining unit, since they do

not perform the same supervisory duties as department heads.

- KSBE allowed KSFA to use school facilities for meetings prior to the certification election last March, but denied use of the same facilities after the election. The union believes that this is intended as punishment for the successful certification election.

- KSBE implemented a new Employee Handbook in August without discussing the issue with the union. Overly-broad language in the handbook inhibits teachers from exercising some of their legal rights under the National Labor Relations Act.

- KSBE has not bargained with the union in good faith. It delayed the start of negotiations as long as possible and then insisted on wasting time on trivial, non-essential matters. In addition, KSBE has completely rewritten the existing contract, filling its proposal with onerous and unreasonable provisions, such as a demand that teachers be available every weekend for supervision duties.