

Kamehameha Schools Faculty Association

P.O. Box 894163, Mililani HI 96789

Hotline Number: 539-2450

WE CAN MAKE A DIFFERENCE IN THE LIFE OF A CHILD

Larry McElheny's remarks at the October KSFA general membership meeting:

Thanks for coming today and for allowing me a few minutes to share a couple of thoughts with you. As you may know, your KSFA Representative Assembly strives to keep its meetings short, efficient and productive. With this in mind, I will keep my comments to a minimum.

As I was sitting at my desk a few days ago, thinking about what I might say to you on this occasion, I noticed a pad of Post-It-Notes that Janet Zisk had given me. Printed on them were these simple yet challenging words: "We can make a difference in the life of a child."

The work we do as teachers does make a difference; teaching is about effecting positive change, not just in our students and school, but ultimately throughout the broader community.

Never before has this faculty been better positioned to have a positive influence on the future of this fine institution. Through KSFA, working hand in hand with Nā Kumu, we are now legitimately and officially recognized as the voice of the teachers. KSFA representatives now serve on the several important planning, negotiating and advisory committees that are charting the course that this school and its faculty will follow.

Along with this opportunity to make a difference comes an important responsibility. That is the fundamental responsibility we have to remain focused and true to our original ideals:

- The primacy of the students in our work
- Free expression of ideas through a legitimate voice

This is not to say that we will not engage in hard bargaining for fair compensation, benefits and the rights of our members whenever necessary.

We now all have the opportunity, if not the

responsibility, to participate as never before. You will find that it is tremendously rewarding to contribute to this fine organization — you will get out what you put in, and more.

I strongly encourage each and every one of our members to participate; perhaps by serving on a committee, becoming a Unit Representative or taking on a leadership role when we hold our elections next spring.

By staying focused and working together, WE CAN MAKE A DIFFERENCE!

No news is good news

Yes, the survey is going just fine, thank you. Dr. Leon reports an excellent return rate (which should save us all some stamps for second and third mailings). Analyzing the results will take some time, but they should be ready in mid-December.

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STRATEGIC PLANNING

(It's not what it used to be, and that's good.)

Back in the good old days of 1997, if you were a trustee in need of a strategic plan, all you had to do was assemble a group of trusted subordinates and "facilitate" their efforts until they gave you what you wanted. Then, if they still wanted their jobs, you could have had them sign a little statement saying how thankful they were "for the opportunity to contribute in such a meaningful way to the educational mission of the Kamehameha Schools" and that they thought the plan "to be worthy of Trustees' consideration." Now there was a process a dictator could love. Select the team. Control the product. Approve the product. And, if the product was flawed, give the credit to the team.

Let's take a look at the product. There was some good stuff in it. It subscribed to positive values and set some worthy goals. Who would challenge its support of the Hawaiian ancestral values such as Pono or Malama or question its intent to educate orphans? It also contained a pile of unnecessarily specific "Sub-Goals", "Sub-Objectives" and "Evaluation" criteria. For example, Strategic Objective 2.1.3 which was to "increase the number of students achieving a cumulative 3.0 GPA or higher" had evaluation targets for grades 7-12 of 50% by June 1999 and 55% by June 2005. (If that grade inflation rate continued to 2059, all students would "earn" a 3.0, and the failure rate would be zero.) Aside from being a really stupid idea which could only be fostered in a teacherless environment, these kind of micromanaging specifics have no place in strategic planning. Strategic planning is supposed to be a big picture view which relates mission and resources. Nowhere in that strategic plan did it address resource limitations and how they would influence mission accomplishment. We can't be all things to all people.

Choices and trade-offs have to be considered. Nowhere in that strategic planning process were the beneficiaries and stakeholders advised or consulted about these choices. But, back in those days, that didn't concern the people in charge.

Now, we are blessed with trustees who know how to lead and are experienced strategic planners. They are asking our help in building a strategic plan that will give them some guidance for making commitments and decisions with long range consequences. They want the beneficiaries and stakeholders to understand and support those commitments. They are not looking at controlling GPA's but want direction on broad issues like: What kind of school (college prep, comprehensive, etc...) do we want Kamehameha to be? How many and what kind of schools should we support on the other islands? What kind of spending policy should we have? What should our endowment base earn and what kind of assets should it include?

On October 9, 1999, at the invitation of the Interim Trustees, representatives from alumni, parent, staff and teacher organizations (including KSFA and NaKumu) met in the KSBE Boardroom in Kawaiaha'o Plaza to hear and discuss strategic planning issues. Notes of the meeting are posted on the union bulletin boards and will be distributed on request. Please read them. Most of us are not passionate about strategic planning and would not be offended if someone snatched that assignment away from us. But, this is an opportunity for us to influence how our school fulfills the mission of KSBE. Missions are being identified and clarified, and resources are being allocated. Everything is out in the open and on the table. Isn't it wonderful that the good old days are behind us!

— Bill Follmer, Unit 9/10

A Code of Professional Conduct for KSFA members?

A KSFA committee has formed to look at some of the numerous codes of professional ethics for teachers across the US, and to propose a draft for KSFA members to consider. Of course, any final decision would rest entirely with the membership, including the decision not to adopt such a code. (JB)

We all know what proper professional conduct is for a teacher. Or do we? Are the problems you have with the teacher in the next room real or merely the consequence of differences in teaching styles? Should we 'look the other way' when a colleague seems to treat a student harshly or should we police our own ranks? Should KSFA play any role in professional sanctions? Is it appropriate for us to set our own standards of conduct or should we let the Administration tell us how we should act?

It is important for KSFA as an organization of professional teachers to define what it means to be professional. What are the ethical standards

which guide us in our relationships and interactions with our students and our colleagues? What conduct is appropriate, and inappropriate, in these contexts? While the tenets of academic freedom provide us with wide parameters within which to operate as professionals, they do not give us carte blanche to do as we please.

Confidence in the members of KSFA as competent educators and the credibility of KSFA as a professional organization would be greatly enhanced by the adoption of a Code of Professional Ethics and Conduct. Such a code would define our professionalism, avow our accountability, and preempt the imposition of such a code upon us from outside our ranks. Professional standards are not obstacles to academic freedom, they are a much needed protection of it.

If you are interested in participating in the development of professional standards for KSFA, please contact me at 261-7138, Jan Becket at 988-4244, or Tom Chun at 456-2026.

Larry Morday, Unit 11/12

Highlights of September and October KSFA Representative Assembly Meetings

The Rep. Assembly has discussed including meeting minutes in the newsletter, but some felt that they were too long. The compromise, below, are highlights of the minutes, compiled by Larry Mordan. If you see items that interest you, please look at the complete minutes posted on your KSFA bulleting board, or ask your rep for a copy. (JB)

September 9, 1999

Treasurer's Report: \$ 2,820 dollars deposited; \$64.47 in expenses; Balance as of Sept. 9: \$24,837.85

President's Report: Leadership of KSFA and Na Kumu met with Dr. Chun to discuss ways of improving communication between the president's office and these organizations. It was agreed that this group would meet monthly on the 1st Wednesday of each month. A meeting of KSFA leadership with the Interim Trustees raised the possibility of regular meetings of this type.

Committee Reports: The Salary and Benefits committee re-

ported that pay and perqs at various local and Mainland schools were being evaluated and compared to that of KSBE in preparation for contract negotiations early next year. Communications Committee reported that KSFA bulletin boards had been installed in all unit offices.

New Business: Concerns about 'voluntary' detention duty in Unit 7/8 were raised. There was a discussion about consensus on the '4 vs. 5' Committee on the issue of supervision. A tentative agenda for the General Membership Meeting was formulated.

September 28, 1999

Treasurer's Report: \$6,180 deposited; \$81.79 in expenses; balance as of Sept. 28: \$30,936.06.

President's Report: KSFA has been officially recognized by the Administration. Principal Tony Ramos has referred to KSFA as a 'partner' in the decision-making process, at least at the secondary level.

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Two teachers recognized for excellence

Middle school teachers know the lunch on the second day of their Hawai'i Association of Middle Schools (HAMS) is always a special treat. But this year the food was only secondary to seeing Laurie Seto receive the honor of Hawai'i Middle School Educator of the Year. Laurie was shocked and, amazingly, almost speechless as she was surrounded by teachers, family and friends after the award was announced. She managed to say it was quite a surprise to have been selected, but anyone who has seen Laurie at work knows she was an excellent choice.

Laurie is the social studies member of the Blue

Team that has presented teaming lessons on campus as well as at middle school conferences. Her dedication to her team and her seventh graders is seen in her long hours and her constant striving to improve her lessons, her classes and her students. Laurie spent several years teaching at Kamehameha Elementary before taking on the challenge of the middle school student. It is obvious she made the right choice and our school, the Blue Team and our students have been the beneficiaries. Congratulations to Laurie for a well-deserved honor.

— Rick Heyd, Unit 7/8

Note: This article appeared in the 10/7/99 issue of Ka Leo o Hawai'i, the newspaper of the University of Hawai'i. Excerpts are printed below with the permission of Ka Leo o Hawai'i.

Graduate student Kēhaunani Cachola-Abad is doing something that has never been done before. And for her pioneer undertaking she was awarded \$10,000.

In the 34-year-old's quest for a Ph.D. in anthropology, Cachola-Abad focused her dissertation on creating a comprehensive, precontact history of Hawaiian society. In August, the American Anthropological Association selected Cachola-Abad as the first recipient of its Minority Dissertation Fellowship Award, which recognizes outstanding doctoral students.

"The American Anthropological Association is probably the most important anthropological organization in the United States," said Michael Graves, an anthropology professor who serves on Cachola-Abad's doctoral committee. "It's the umbrella group for all of the anthropological groups in America."

Kathy A. Terry Sharp, director of academic relations at the association, said in an e-mail that Cachola-Abad's research was important for several reasons. She said the research compiled by

Cachola-Abad provided "an overview of the evolution of Hawaiian society that is not available anywhere else."

Cachola-Abad examined and compiled mo'olelo, or Hawaiian oral traditions, in order to "paint a picture" of Hawaiian society with a focus on political development between the 13th and 18th centuries. Although many scholars have already written of the effects of western contact in Hawai'i, no single comprehensive overview of early Hawaiian society has yet been created.

"You don't have anybody giving the whole picture of what's going on," Cachola-Abad said. "You can't pick up a single book and find that. You have to read volumes and volumes, and then completed detailed analyses of them, to discover the patterns that are present in these mo'olelo."

Cachola-Abad is utilizing Hawaiian oral histories recorded by Hawaiian and western scholars in the 1800s, as well as an anthropological perspective that includes analyzing heiau, or Hawaiian temples. Sharp called the manner in which Cachola-Abad is combining the two sources, "unique."

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— Ronna Bolante
Ka Leo staff writer

One of Pauahi's servant-leaders**Greg Lee, KS grad, plants seeds of hope and a renewed campus**

Soon after Hui Lama was founded, Gerry Johnson said to me, "We'll put hours into this, but it will be years before we see the real fruits of our labors. We will see them someday."

"Someday" has come time and again in the years since. In this article I would like to share one of them with you. Many of you also participated in this particular person's success, but you may not realize that you are seeing some of the fruits of your labors right here on our campus. If you have not already become aware of it, I invite you to do so now.

Go visit the 4th grade garden between Kalama Dining Room and Kuihelani classroom building at the elementary school. Take a walk through Waonahale, between Midkiff and `Akahi. Watch the lawn below the Chapel green up with its new sprinkling system.

Greg Lee, KS '84, is bringing some very beautiful changes into our lives. He and his wife and business partner, Terry, own Tropical Images, Inc. They have nurseries of their own, and through networks with other nurseries, have access to all kinds of native plants.

Greg went to Kauai Community College after graduation from Kamehameha, then finished degrees in horticulture and landscape architecture at Colorado State University and Purdue University. He loves to shake me up a bit by telling people that he's had 28 years of experience in the business. It makes me feel very old, until he reminds me that he began having responsibilities in his family's nursery business on Kaua`i when he was about five years old!

Probably a lot of what he had to do then was weed and water, for when he joined Hui Lama as a junior, he knew little about native plants. On O`ahu trails, during camping trips and on our neighbor

island field studies he worked hard at learning about the plants we were seeing, and today he knows far more than any of us advisors ever will.

Greg's love of Kamehameha and his gratitude for his high school education are very strong. He feels a strong commitment to "give back," and in ways that would thrill Mrs. Bishop he is doing just that. He and Terry have worked closely with the 4th grade teachers during the last two school years, organizing a project in which the children have planted and cared for an extremely beautiful garden that is 100% native. Our keiki are very proud of it, and if you know a current 5th or 6th grader I would suggest you ask this child to take you through the garden someday. The current 4th graders are already excited about work in the garden that lies ahead for them this year. The garden will be featured during Ho`olaule`a and Greg and Terry will be there with displays about its various stages.

The Lees have also spent hours putting a sprinkling system into Waonahale and once it was installed they planted a large number of natives in that garden. Most of the plants are labeled, and a stroll through the garden today will introduce you to a lot of plants you don't often see.

Recently they have installed a sprinkling system in the grassy area makai of the Chapel. Greg is working closely with Bob Stender and as time goes on we are sure to see his handiwork in other parts of the campus.

Stop and talk to Greg and Terry if you see them out on the campus. They come by several days a week, and I can guarantee that you will be impressed by their sincerity, their love of Kamehameha, and their great willingness to give of their time and talents in return for the education for which Greg is so grateful.

— *Sigrid Southworth, Unit 11/12*

Henry Peters contacts teachers through e-mail

Temporarily removed trustee Henry Peters has now added a web site to his public disinformation strategy, run by his supporters Palani Vaughn, Jr. and Mike Crozier. The aim of this web site is purportedly to protect Pauahi's Will.

As many of you know the first offering came via e-mail October 19 addressed to many KSBE staff. Included in the message was a letter sent October 13 to the Interim Trustees asking them to "advise the employees and teachers that they are free to speak up on their positions in support of preserving and protecting Pauahi's Will and in opposition to the Interim Trustees' proposed agreement with the IRS." This is asked of the trustees because the previous paragraph states that Vaughn and Crozier have talked to "employees, teachers, etc., who work for KSBE" who reported that: "They are afraid to speak out in opposition to your proposed settlement [with the IRS] because of fear of

retribution from the Interim Trustees."

A November 5 e-mail from Palani Vaughn, Jr. presents himself as president of Na Kia'i (The Guardians) which he states: "...believes that the Courts, the IRS, and the interim-trustees intend to destroy the last will of our beloved Princess through this orchestrated and unchallenged method of 'Legalized Tyranny.'" Attached is a petition, which also appears on the web site, entitled "PROTECT PAUAAHI'S WILL." I was informed that this petition was circulated in Palolo Valley by someone going door-to-door. The petition circulator told the home resident that "the teachers [at Kamehameha Schools] think that they are the beneficiaries."

Our faculty needs to be aware how they are being used in this propaganda drive by Henry Peter's supporters.

— Janet Zisk, KSBE Archivist

Summaries of KSFA Rep. Assembly minutes (continued from page 4)

Committee Reports: Grievance committee report on a possible grievance filing by a member in the KES. Professional Standards committee distributed copies of the professional codes of conduct for various school systems in the US and Canada.

New Business: The list of scheduled meetings of the Representative Assembly was to be distributed to faculty and administration to avoid scheduling conflicts. Representatives of KSFA and Na Kumu met with Dr. Chun and were subsequently given access to the unit office mail boxes and informed that the WASC report would be declassified.

October 13, 1999

Treasurer's Report: \$1,070 deposited; \$283.21 in expenses; balance as of Oct. 13: \$31,722.85.

President's Report: Diane Tanner-Cazinha was commended for her hard work in organizing the General Membership Meeting and discussed several glitches that occurred. A recent meeting with the Interim Trustees addressed various topics including KSBE Spending Policy, the CEO Search, the Strategic Planning Process, and construction of a new

school in East Hawai'i. A meeting with Tony Ramos addressed the Nov. 15th faculty meeting on 'special needs' students, the ratio of extended to single year contracts for faculty, the behavior of football players, and teacher qualification in multiple academic areas.

Old Business: A draft of the proposed Faculty Survey was reviewed and discussed. KSFA agreed to share operation of a beverage booth at the upcoming Ho'olaulea with Na Kumu. A draft of the KSFA Representative Assembly schedule for the year 2000 was reviewed with the majority of meetings scheduled for the 2nd and 4th Wednesdays of each month.

Committee Reports: The Consultation Committee presented a draft memorandum to Dr. Chun containing suggestions for improved communication between faculty and administration.

New Business: It was agreed that efforts should be made by each committee to have representation from each of the Kapalama campuses including KSFA members not on in the Representative Assembly. Members' concerns including a

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By now you might have noticed that the KSFA newsletter in this issue has expanded its scope, at least in this issue, to include articles of general interest to KS teachers. For a good rationale, see Jim Slagel's commentary, below. Whether or not future issues continue this` expanded coverage depends on your reactions (Positive strokes, please!)

It also depends on enough teachers writing articles others might find interesting. Would you like to praise a colleague? Discuss curriculum standards? Whole language? Your vision of a KSBE future?

To submit an article, give it to your rep. or send it to Jan Becket, Unit 11/12. (JB)

Danger, ducks and dialogue

Now that the monster has been, if not buried deeply, at least covered with enough handfuls of dirt to make us feel comfortable again, we shuffle up to the grave, look at each other quietly, and speak of voids. The dreamer to my left speaks philosophically about visions and new paradigms; a pragmatist on my right speaks objectively about immediate concerns, immediate courses of action to keep the school functioning.

And I creep up to the abyss, gaze over and say, "Look. A hole." I recognize that this hole must be filled. I know that is perhaps the most dynamic time in the recent history of the estate. I feel proud to have been at least minimally involved in Na Kumu and union activities. I feel more than a little guilty that the day to day responsibility of teaching precludes my doing more to help shape the future of Kamehameha when other teachers with equal or greater time constraints so readily sacrifice. Although I dress like an idiot, I think I am fairly typical.

A Chinese proverb my wife once told me—I forget the circumstances, although I think a dog, a cat, and at least two ducks were involved—asserts that crisis is danger and opportunity. In my simplistic way of looking at the world, the greatest danger seems to have passed; now we have opportunities. I find one opportunity, a sort of by-product of the revolution, particularly appealing. Never in my decade or so here have I found teachers as open and communicative as they are now, and the value of communication cannot be overstated. Dialogue breeds knowledge, and knowledge breeds tolerance and appreciation for our diversity. That's a lot of breeding going on for a religious school, but I digress.

Newsletters such as this, quick conversations by the copier, even waves across the parking lot go a long towards keeping the staff united, the workplace hospitable, and the learning environment healthy. Let's not lose this opportunity.

Jim Slagel, Unit 11/12

KSFA minutes (continued from page 7)

'progressive' disciplinary procedure, accuracy and frequency of teacher evaluations, and the rationale for granting personal leave were discussed.

October 28, 1999

Treasurer's Report: \$4,660 deposited; \$217.50 in expenses; balance as of Oct. 28: \$36,165.35.

Presidents Report: Meetings with Dr. Chun discussed the administrative composition of the Contract Compliance Committee and the Consultation Committee. Communications with Trustees discussed a model for our 'Learning Commu-

nity' and the use of outside experts to supplement that on campus. The Contract Committee met with Dean Choy to discuss future contract changes. It was decided to invite Marina Pisolish to the Nov. 10th meeting to discuss her role in the shared decision-making process.

Committee Reports: Publication schedule for the newsletter was distributed. A professional Code of Ethics/Conduct was discussed with a newsletter article to ask for membership input. Concerns were raised about the Personnel department not following the chain of command in dealing with the faculty.