

2019 Association of Teacher Educators (ATE) Annual Meeting  
Atlanta, Georgia  
February 17-20, 2019

*"It is our choices, Harry, that show what we truly are, far more than our abilities."* Dumbledore in Harry Potter and the Chamber of Secrets

Mahalo to the UH Foundation Faculty & Staff Development Fund for supporting my attendance to the 2019 ATE Annual Meeting in Atlanta. At the conference, along with UH Mānoa Jr. Specialist Ronnie Tiffany Kinder, I presented findings, analysis and recommendations of a consultancy project we completed on teacher retention and support on the Wai‘anae coast. In our study, the support and resources that the Center for Native Pacific Education and Culture (INPEACE) provided to new teachers over a span of 20 years was evaluated in a qualitative action research project using semi-structured interview questions.

The information garnered from this project help guide my perspective on the development of the UHMC New Faculty orientation and new faculty initiative. The cornerstone of pilina [relationships] was most frequently cited by participants of having the most impact to retention and continuing to teach on the Wai‘anae coast. Other important cornerstones are capacity building, building self-confidence, community pride, workforce development and culture-based education.

Similarly, at UHMC, building relationships and connections with our colleagues as well as embracing the notion that relationships in the classroom matter and proved to be an important cornerstone in the New Faculty Initiative and continues in the New Faculty 101 program.

While at the conference, I attended the pre-conference mentoring strand that provided examples of new faculty orientation programs, addressed issues of faculty professionalism and ethics and how to apply cultural relevant teaching. I will include a very impactful cultural sensitivity activity called “Cultural Bag” in the New Faculty 101 and other activities having to do with cultural diversity and perspective.

*Based on the information from this session, what will you do to make classrooms and our college more inclusive?*

The workshop “Exploring the 3 C’s of Leadership for Inclusive Classrooms and Schools” discussed campus climate, curriculum and community. The campus climate leadership strategies shared included this activity:

Which one do you employ best and least? Discuss how might change it.

- Arrive early to engage students in conversations.

- Learn something new about one student each day; make an effort to learn and pronounce students' names; look into their faces so you won't confuse them with other students in the future.
- Ensure a diverse team of administrators and faculty; honor the wisdom of a diverse assemblage
- Allow students/families to share information about the class that is not working for them, absent penalty.
- Make it a point to hear, respect and address the negative experiences of diverse students/other individuals (i.e. micro and macro-aggressions)
- Survey students' aspirations and dreams
- Provide preparation and opportunities
- Provide resources needed for student success
- Offer grace to children and families

The workshop also offered thoughts to contemplate on UHMC's status on community leadership:

- Shared vision and accountability for results
- Strong partnership
- High expectations for all
- Collaboration around community strengths
- Respect for diversity
- Local decision making
- What is the image of the college?
- What is the historical success of the college?
- Why should the community entrust its students to the college?
- Who are your community partners?

The workshop spoke of civility circles and what it might look like between different members (i.e. Civility in politics, civility in race, civility in the classroom, and civility in the workplace).

In the Transforming School Culture: Supporting Great Teaching & Learning workshop, Blake West, EdD discussed the six principles of adult learning and mentoring paradigms. Blake recommended this book, which I have yet to read, *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* by Zaretta L. Hammond. He led us through ethical decision and cultural diversity scenarios that can be shared with new faculty at UHMC. We pondered questions on what does cultural collaboration look like? What does authentic autonomy look like? What does the worth of persons look like?

Student work was featured as the centerpiece at the table propped up by stands made from manila folders at the Newcomers Meeting and Breakfast. This is a great way to showcase student work to advisory committee members, alumni, donors and at community events at UHMC.

It is More Than Just Preparation: Supporting Candidates during the Transition into the First Year of Teaching – This presentation by faculty of the Texas Woman’s University examined the impact of educator preparation programs on assist new teachers as they transitioned into the first few years of teaching. I was able to compare the activities presented in this day-long program to the UHMC New Faculty Orientation as the presenters detailed the successes and challenges and its overall impact on beginning teachers’ levels of confidence. Besides presentation activities on Educational Acronyms: Preparing to Meet the Needs of all Students, Effective Classroom Management Strategies, and Improve, Empower, and Prosper (IEP), the day’s events included Get Ready to Rock Your First Year Panel of 3 faculty members, a Student Panel and a Q&A panel of administrators.

In addition, building relationships with the 20+ UH Mānoa College of Education faculty and administrators was invaluable. I have since exchanged ideas for future collaboration on workshops at Maui College and possible connection to a teacher preparation program on Maui.

Mahalo, again for affording me this opportunity to learn and share.