



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Finance
Wednesday, March 4, 2015 at 11:00am

By
Robert Bley-Vroman, Chancellor
and
Peter Arnade, Dean, College of Arts and Humanities
University of Hawai'i at Mānoa

HB 810 – RELATING TO EDUCATION

Chair Luke, Vice Chair Nishimoto, and members of the committee:

The University of Hawai'i supports this bill provided that its passage does not replace or adversely impact priorities as indicated in our BOR Approved Budget.

As the bill notes, the University of Hawai'i at Mānoa's Uehiro Academy for Philosophy and Ethics in Education offers an outstanding and proven model to introduce philosophical inquiry into Hawai'i's public schools by providing teachers with the tools necessary to help their students develop complex problem solving and critical thinking skills and sound judgment and reasoning. The P4C Academy in the College of Arts and Humanities has a proven track record of excellence in serving the needs of this state's k-12 curriculum. Their pedagogy is innovative, successful and inspiring.

Additional funding will allow expansion and further outreach of the successful and internationally recognized Philosophy For Children into Hawai'i's schools through increased staffing, programs and resources for additional training opportunities for public school educators.

Thank you for this opportunity to submit testimony on HB 810.



Testimony Presented Before the
Senate/House Committee(s) on March 4, 2015 at 11:00am
By

Thomas E. Jackson, Director
Benjamin Lukey, Associate Director
Amber Strong Makaiau, Director of Curriculum and Research
Chad Miller, Director of Teacher Development
Uehiro Academy for Philosophy and Ethics in Education,
University of Hawai'i at Mānoa

HB 810 – RELATING TO EDUCATION

Chair Rep. Sylvia Luke, Vice Chair Rep. Scott Y Nishimoto and members of the committee:

We are writing in support of HB 810, Relating to Education, which is a measure that appropriates funds for the p4c (philosophy for children) initiative of the University of Hawai'i Uehiro Academy for Philosophy and Ethics in Education and for teachers of the Department of Education to train with the p4c initiative.

As the faculty of the UH Uehiro Academy we would like to tell you a bit more about the work we do and how it is helping Hawai'i's students. p4c Hawai'i is an innovative approach to education that is transforming the schooling experience by engaging people in the activity of philosophy. p4c Hawai'i aids students and teachers in converting traditional classrooms into intellectually safe communities of inquiry. Together, they develop their ability to think for themselves in responsible ways by exploring meaningful questions that arise from their interests, experiences, and learning contexts.

The history of p4c in Hawai'i goes back to 1984, when Dr. Thomas Jackson introduced p4c to Hawai'i's schools. His goal was to help teachers create an intellectually safe and rigorous learning environment that would preserve and cultivate students' sense of wonder and inquiry abilities. In 1985, Charlie Toguchi, the Chair of the Senate Education Committee, inserted \$140,000 for the next biennium to create the Philosophy in the Schools Project, a joint undertaking of the Hawai'i Department of Education and the UH Manoa Philosophy Department. In 1986 there was a joint resolution of House and Senate recognizing the Philosophy in the Schools Project for its role in contributing to better thinkers. With state funds, thousands of K-12 students and hundreds of UH Manoa students were introduced to p4c. One of the distinctive characteristics that emerged in p4c Hawai'i (as it is now known) was the commitment to supporting teachers in their growth as p4c teachers. UH graduate students visited schools to learn from veteran p4c teachers and then visited new schools to help support emerging p4c teachers.

In 2003, the state funding for p4c at UH Manoa ended. Since then, private funding has emerged which has allowed us to become a more effective organization within UH and the DOE schools. Three of the last four Hawai'i State Teachers of the Year were recognized by both the House and Senate for their outstanding work as p4c teacher at one of our Model Schools. The current State



Teacher of the Year, Catherine Caine, who is also one of the four Finalists for National Teacher of the Year, is an ardent advocate for p4c and makes a central component of her teaching practice. In recognition of its unique approach to inquiry and mindfulness cultivated by its commitment to p4c Hawai'i, the Dalai Lama visited Kailua High School in 2012 to participate in an inquiry with KHS students (he spent 10 minutes with opening remarks and then reserved more than an hour for talking with students). Dr. Amber Makaiau was also nationally recognized for her p4c work at Kailua High School in creating a culturally responsive approach to violence prevention, which was also formally recognized by the Hawai'i House and Senate.

Currently, p4c Hawai'i has been adopted by at least nine HIDOE schools, and is helping them move from being institutions that provide students with extrinsic meanings to institutions that provide students with the necessary circumstances and tools that will allow each to personally construct meaning in their own learning and lives. The goal of p4c Hawai'i is to move school culture from a top-down model to a community-based, participatory model grounded in sound pedagogy and effective educational philosophy. While guided by this goal, p4c Hawai'i recognizes that meaningful reform is not and never will be a "quick fix." From the beginning its approach has been to start with the teachers and to then find every way possible to support these teachers both in their classrooms and as faculty in a school setting. This has helped to create a deep seated commitment among the teachers to p4c Hawai'i as a basic approach to teaching, not just another passing programmatic fad.

Several aspects have emerged over the past 10 years that are important for understanding our current activities. First, we are now clearly committed to nurturing Model Schools. Beginning with a small number of interested teachers we slowly develop capacity and expertise at a school so that p4c Hawai'i is part of the school culture and not just a "program". These Model Schools then serve as a valuable resource for other educators to visit and learn from. For example, on March 4, the Uehiro Academy has coordinated a p4c Hawai'i learning visit to Waikiki School (one of our Model Schools) by ten educators from the Waimea School Complex on Kauai, four educators from Aikahi Elementary, two educators from Kaimuki Christian School, and two educators from New Zealand. Second, our aim is to link current and future Model Schools so that students may have an opportunity for p4c from kindergarten through 12th grade. We are currently moving toward this vision in the Kailua High School complex. Finally, we now view p4c as an approach to education (often referred to as a philosopher's pedagogy). As an approach, it is not tied to any explicit curriculum but can be applied in Language Arts, Math, Japanese language, Special Education, or any other content area within the DOE. This approach can also be applied in contexts outside K-12 schools. It was successfully used for the 2014 Legislative Internship Program and has been used for an event at the Spalding House of the Honolulu Museum of Art.

What we now face is a demand for p4c that exceeds our capacity to meaningfully support more teachers and schools. The vision that has emerged in collaboration with teachers and administrators at our Model Schools is to use our best source of expertise, Hawai'i's veteran p4c teachers, to support the growth of p4c at new schools. This would involve releasing current HIDOE teachers from their teaching duties to serve as "p4c Hawai'i Coaches" for other schools. We have been developing this initiative since 2007 and are now well prepared to help train teachers interested in this role. The HIDOE p4c Hawai'i Coaches would spend a year shadowing



and assisting a current p4c Hawai'i Coach (who are all UH Manoa faculty at this time) while beginning to build relationships with teachers and administrators at a new school (or schools). By the second year, the HIDEO p4c Hawai'i Coaches should be comfortable and competent in their role as a p4c Hawai'i Coach at a new school. The average annual HIDEO teacher salary, plus fringe is \$78,518. Based on current interest of veteran p4c teachers and the demonstrated demand for p4c in several HIDEO complexes, we anticipate training five HIDEO teachers as p4c Hawai'i Coaches in the 2016-17 school year. Thus, the anticipated amount needed for HIDEO teachers is approximately \$392,590.

In addition to the funds requested for HI DOE teachers, funds are also needed for the UH Uehiro Academy. The current faculty members who serve as p4c Hawai'i Coaches will devote at least thirty percent of their time to mentoring the HIDEO p4c Hawai'i Coaches, including weekly meetings to debrief and discuss the change in roles from classroom teachers to p4c Hawai'i Coach. Additionally, the UH Uehiro Academy will evaluate its efforts in training teachers as p4c Hawai'i Coaches and will hire an evaluation specialist to be supervised by our Director of Curriculum and Research. Here are our anticipated needs for salary and fringe:

| | |
|---|------------------|
| .3FTE of Director of Teacher Development position: | \$34,370 |
| .3FTE of Associate Director of Uehiro Academy: | \$31,826 |
| 1.0 FTE for new Evaluation Specialist: | \$100,000 |
| .15 FTE Director of Curriculum and Research position: | <u>\$15,913</u> |
| TOTAL | \$182,109 |

We have had hundreds of teachers and thousands of students benefit from having the p4c Hawai'i approach as part of their education. However, current demand far exceeds our current capacity to meaningfully expand p4c Hawai'i to new teachers and new schools. HB 810, Relating to Education, presents a unique opportunity to significantly increase the capacity of the UH Uehiro Academy and the HIDEO to support this growth.

Sincerely,

Thomas E. Jackson, Director

Benjamin Lukey, Associate Director

Amber Strong Makaiau, Director of Curriculum and Research

Chad Miller, Director of Teacher Development



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 03/04/2015
Time: 11:00 AM
Location: 308
Committee: House Finance

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 0810 RELATING TO EDUCATION.

Purpose of Bill: Appropriates funds for the P4C Program of the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education and for teachers of the Department of Education to train with the P4C Program.

Department's Position:

The Department of Education (Department) testimony is limited to section 3 of HB 0810 which appropriates funds to the Department to allow teachers to train with the p4c program of the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education.

The p4c program helps students develop complex problem solving and critical thinking skills. Therefore, the Department supports the intent of HB 0810 provided that its passage does not replace or adversely impact priorities indicated in our Executive Budget.

Thank you for the opportunity to provide testimony on this measure.

Personal Testimony Presented Before the
House Committee on Finance

Wednesday, March 4, 2015

11:00 am Room 308

by
Donald B. Young

RE: HB 810 Relating to Education

Chair Luke, Vice Chair Nishimoto, and members of the committee.

My name is Donald Young. I am Dean of the College of Education at the University of Hawai'i at Mānoa. I am submitting personal testimony in support of HB 810.

The philosophy for children program, or P4C, at the University of Hawaii's Uehiro Academy for Philosophy and Ethics in Education, offers a model to introduce philosophical inquiry into Hawai'i's schools by providing teachers with the professional development necessary to enable teachers to work with their students to develop complex problem solving, critical thinking skills, and sound judgment and reasoning. The College of Education faculty have worked with P4C for many years and more recently with the Uehiro Academy for Philosophy and Ethics in Education to learn from and incorporate the P4C strategies in our programs. We can attest to the high quality of the program and staff as well as to the impact on learners, both teachers and their students. In fact, with the help of the Uehiro Academy staff we have infused P4C strategies in our elementary teacher preparation programs and are beginning to do the same with our secondary teacher preparation programs. We are partnering with the Uehiro Academy to develop professional development schools to engage whole-school faculties in improving education for all. We find that P4C provide the critical thinking strategies and approaches to inquiry that cut across subject areas and grade levels to develop the intellect in ways today's society expects and demands. Support to expand the P4C program will enable the Academy and the College to reach even more schools.

Thank you for the opportunity to submit testimony on HB 810.

House Committee on Finance
The Honorable Sylvia Luke, Chair
The Honorable Scott Nishimoto, Vice Chair

03/03/2015

Dear Chair Luke, Vice Chair Nishimoto and Committee Members:

This testimony is submitted in support for HB810, Relating to Education, which appropriates funds for the p4c Program of the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education and for teachers of the Department of Education to train with the p4c Program.

My name is Stefanie Sweeney and I am a teacher at Waikiki Elementary School. I am in support of HB810. I practice Philosophy for Children in my classroom and I have benefitted greatly from having the support of a philosopher in residence from the Uehiro Academy. During my first year teaching, a philosopher in residence came to each p4c session, helped lead the discussion, gave me pedagogical tools, and reflected with me after the discussion about what went well and what we could improve upon. I now facilitate weekly p4c sessions on my own and have a much greater self-efficacy in implementing p4c strategies because of my time with a philosopher in residence. I now host local and international visitors and student teachers from UH to observe and participate in our p4c sessions, thus helping others to discover their own p4c practice.

Appropriating funds to support the philosopher in residence program would benefit teachers and students in many ways. For one, it would allow teachers to develop professionally in their own p4c practice, and thus make it more successful for themselves and their students. By funding more philosophers in residence, more teachers would be able to learn about p4c, which can have a huge transformative effect on their classrooms. Finally, more students would be exposed to p4c and would benefit from the positive effects of choosing their own topic for discussion, guiding their own learning, sharing their ideas with others, listening to the ideas of others, and deepening their thinking skills.

In conclusion, I fully support HB810 because of the myriad ways it would benefit Hawaii's teachers, students, and schools.

Sincerely,
Stefanie Sweeney

House Committee on Finance

The Honorable Sylvia Luke, Chair

The Honorable Scott Nishimoto, Vice Chair

March 2, 2015

Dear Chair Luke, Vice Chair Nishimoto and Committee Members:

This testimony is submitted in support for HB 810, Relating to Education, which appropriates funds for the p4c Hawai'i initiative of the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education and for teachers of the Department of Education to train with the p4c Hawai'i initiative.

I have worked at Prince Jonah Kuhio Elementary School as a part time teacher fulfilling the responsibilities of a Philosopher in Residence (also known as a p4c Hawaii Coach) under the supervision of the Uehiro Academy for Philosophy and Ethics in Education for five years now. For the past two years I have held a teaching credential to teach middle and high school language arts full time. It wasn't easy to turn down a full time classroom position in the Hawai'i DOE and the relative financial security that comes along with it, but I chose to remain at my part time position as a Philosopher in Residence to grow the project at Kuhio because I truly believe that cultivating a deep understanding of the p4c Hawai'i values in students, teachers and administrators will lead to genuine learning for the students and greater job satisfaction and collaboration amongst the staff. I believe this because I have seen it happen in my p4c training at the model schools, and I have begun to see it happen at Kuhio.

I have shared my enthusiasm of p4c Hawai'i with as many people as will listen to me, and nearly all the teachers I've encountered agree that the p4c Hawai'i values are needed in the DOE and would like to see them grow. Many teachers outside of Kuhio have even requested support from a Philosopher in Residence in their classrooms as they experiment with implementing these p4c Hawai'i values. While I would love to support them, I can only do so much.

I know that my experiences of being stretched too thin are but a microcosm of what my professors at the Uehiro Academy have experienced. I believe that this bill will be a step in the right direction of getting more people trained to be spreading and cultivating the p4c Hawai'i values across the Hawai'i DOE, without individuals having to do so at great personal cost. I will never regret my decision to continue my role as a Philosopher in Residence, and I hope that this bill will make the decision for others to pursue this path in the Hawai'i DOE more legitimate.

Sincerely,

Sean Pottenger
p4c Hawai'i Philosopher in Residence

House Committee on Finance
The Honorable Sylvia Luke, Chair
The Honorable Scott Nishimoto, Vice Chair

3/3/15

Dear Chair Luke, Vice Chair Nishimoto and Committee Members:

This testimony is submitted in support for HB 810, Relating to Education, which appropriates funds for the p4c Hawai'i initiative of the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education and for teachers of the Department of Education to train with the p4c Hawai'i initiative.

My name is Lovanne Avina and I am a fourth grade teacher at Waimanalo Elementary and Intermediate School. This school year I have invited Dr. Benjamin Luke into my classroom to facilitate p4c sessions with my students. The benefits and gains that my students have experienced are profound and immeasurable. My students have strong feisty personalities. Let me just say that so many strong-willed minds together in one class often creates an atmosphere not conducive to intellectual safety. But since Dr. Ben has met with us twice monthly since the beginning of the school year, my class has truly progressed intellectually, emotionally and socially. They are more considerate with each other. There is more general mutual respect among them. They pay attention more. I am so grateful that p4c has been a part of my class this year. It has also helped me to grow as an educator. Dr. Ben offers insightful perspective into my students' behavior and development. I urge you to recommend passage of this bill. I believe p4c would make a great impact on Hawaii's schools, students and teachers.

Sincerely,

Lovanne Avina

House Committee on Finance
The Honorable Sylvia Luke, Chair
The Honorable Scott Nishimoto, Vice Chair

March 3, 2015

Dear Chair Luke, Vice Chair Nishimoto and Committee Members:

This testimony is submitted in support for HB 810, Relating to Education, which appropriates funds for the p4c Hawai'i initiative of the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education and for teachers of the Department of Education to train with the p4c Hawai'i initiative. [taken from template, supplied by parent]

My name is 'Eleu Lukey and I am in 2nd grade at Waikiki Elementary School. We should do more p4c because p4c makes you more curious and that makes your brain wonder more. We should also do p4c because you can hear other people's thoughts and wonders. P4c will help you practice your listening. P4c can also help you ask more interesting questions. P4c can fill your brain with thoughts and wonders.

Sincerely,
'Eleu Lukey

House Committee on Finance
The Honorable Sylvia Luke, Chair
The Honorable Scott Nishimoto, Vice Chair

March 2, 2015

Dear Chair Luke, Vice Chair Nishimoto and Committee Members:

This testimony is submitted in support for HB 810, Relating to Education, which appropriates funds for the p4c Hawai'i initiative of the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education and for teachers of the Department of Education to train with the p4c Hawai'i initiative.

I have been regularly practicing P4C in my classroom for twelve years at Waikiki School. P4C is essentially student lead inquiry where interdependent, critical thinking is valued. The positive effects of P4C are many. In essence, P4C gives all children a voice in the classroom and provides an intellectually safe environment for students to think flexibly and take responsible intellectual risks. It helps to build a sense of community in the classroom and provides a style of learning that begins to permeate through all academic subjects.

I have witnessed my own students' sense of wonder reemerge as well as their ability to ask thoughtful, higher level questions. P4C is not a program per se; instead it is an approach to learning that values the ideas and opinions of all while pushing one to question their own assumptions about the world.

If we truly do want children to develop critical thinking skills that can be used to positively affect our world, P4C may just be the answer.

Sincerely,
John Melton
Waikiki School

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 03, 2015 8:54 AM
To: FINTestimony
Cc: ccainecc@yahoo.com
Subject: Submitted testimony for HB810 on Mar 4, 2015 11:00AM

HB810

Submitted on: 3/3/2015

Testimony for FIN on Mar 4, 2015 11:00AM in Conference Room 308

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| catherine Caine | Individual | Support | No |

Comments: Please note that I would be happy to submit positive testimony but I am in washing DC as a finalist for National Teacher of the year. This inquiry based program has been an essential part of my best practice in my classroom. Supporting this bill is supporting 21st century education at a minimal cost of one position.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 02, 2015 8:07 PM
To: FINTestimony
Cc: anthony_orozco@yahoo.com
Subject: *Submitted testimony for HB810 on Mar 4, 2015 11:00AM*

HB810

Submitted on: 3/2/2015

Testimony for FIN on Mar 4, 2015 11:00AM in Conference Room 308

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Anthony Orozco | Individual | Oppose | No |

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

House Committee on Finance
Representative Sylvia Luke, Chair
Representative Scott Nishimoto, Vice Chair

March 4, 2015

Dear Chair Luke, Vice Chair Nishimoto and Committee Members:

This testimony is submitted in support for HB810, which appropriates funds for the p4c Program of the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education and for teachers of the Department of Education to train with the p4c Program.

My name is Cheri Nakamura and I had the unique experience of being a translator for a Philosophy for Children (p4c) Hawaii exchange with educators from Miyagi and Fukushima prefectures in Japan, who observed and led p4c classes Waimanalo Elementary and Intermediate and Kailua High schools. The Japanese educators worked with teachers at these schools and the team at the University of Hawaii Uehiro Academy to deepen and broaden their understanding and practice of p4c. I learned that these educators took a particular interest in p4c after the Tohoku Tsunami of 2011 ravaged their homeland and devastated the spirit of their students. P4c, which uses inquiry to stimulate expression of one's voice in a safe educational setting, has helped re-engaged these students in their education. In addition, it has helped Japanese students unlock their tremendous content knowledge by teaching them how to communicate and engage in discourse.

We have an extraordinary program right here at The University of Hawaii, whose education pedagogy is being sought after by educators from across the globe. We should see this pedagogy supported and expanded in our state and in our schools.

Sincerely,
Cheri Nakamura



From: mailinglist@capitol.hawaii.gov
 Sent: Tuesday, March 03, 2015 4:43 PM
 To: FINTestimony
 Cc: kolohe112011@gmail.com
 Subject: Submitted testimony for HB810 on Mar 4, 2015 11:00AM

HB810

Submitted on: 3/3/2015

Testimony for FIN on Mar 4, 2015 11:00AM in Conference Room 308

| Submitted By | Organization | Testifier Position | Present at Hearing |
|--------------------|--------------|--------------------|--------------------|
| Kehaulani Elliston | Individual | Support | No |

Comments: Philosophy has changed many lives as it did my own, hello my name is Kehau. I attended Kailua High School in 2010 thru 2014 and I participated in P4C in every year of my high school days. The reason why I say that it was life changing experience is because it made me understand the world around me and the fact that there is no right answer to anything. Dr. Miller and Dr. Makaiau had both been my teachers throughout those years. Philosophy gives children and teens the ability to all participate in something bigger than an everyday class were one would usually just show up write down words and do homework. In P4C we learned to question and give our own opinions in the important events that are happening everywhere. The best part about P4C is that the teachers can get in on our discussions and question our explanations. It gives everyone a chance to be on the same level, and learn from each other.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

Elea Lukey
Waikiki School 2nd Grader
In Support of HB 810

LATE

We should do more ptc because
ptc makes you more serene and
that makes your brain wander more.

We should also do ptc because you
can hear other people's thoughts and
wonders. Ptc will help you practice your
listening. Ptc can also help you ask
more interesting questions. Ptc can fill your
brain with thoughts and wonders.

March 3, 2015

To Whom It May Concern;

I am writing on behalf of the proposed funding for p4C in our Hawaii Public School budget. I have been a public school teacher at Waimanalo Elementary and Intermediate School for the last five years. My education includes a B.S. in Elementary Education, and as of recently, a Masters in Special Education. However, no where, in those six years of higher education that I received in order to become a teacher, did I ever hear the harsh truths of the state of our public education.

After the first years of teaching passed and the initial excitement and novelty of the career began to wear off, I began to doubt my choice of profession. I quickly realized that my passion and intent to be the catalyst that helps children to become thinkers, respectful community members, and ambitious life long learners was never going to happen. Instead of taking the time to help support my students as individuals, I was busy shuffling them off to painfully take yet ANOTHER test. If we weren't testing, we were encouraged to prepare them for the test and when the test day finally arrived, regardless of the relentless hours of practice and prep, students still didn't succeed. Quickly, I realized that our school system isn't interested in helping our students become successful individuals but rather views them as a percentage of proficiency on an exam. At this point in my career, I realized that my philosophy and that of the DOE's were drastically different. I was deflated.

Fast forward, three years into my career, a billion standardized tests and several deflated students later, Dr. Ben and Dr. Jay, philosophers from the University of Hawaii, came to do a brief professional development on p4C at my school. From that moment on, I felt the spark and desire to be an educator rekindle within myself. I began to see how I, as a teacher who being stifled by standardized assessments, could use p4C pedagogy to help my students learn to think, question, and become an intellectual community. Within one year of using p4C strategies and pedagogy in my classroom, I watched as my students changed in their day to day thinking and interactions with each other. From that year on, I realized that I could indeed teach with the same philosophy and intent that I once had; teaching students to become thinkers, respectful community members, and ambitious live long learners.

It is my plea that you will support the funding of p4C in our public schools. Not only do we need to have our keiki become good test takers but also good community members. Sometime, not to far into the future, they will become the leaders who will make decisions for OUR future.

Sincerely,

Alder Olive

LATE

March 3, 2015

To Whom it May Concern,

I am writing in strong support of Bill HB810 to appropriate funds for the P4C Program of the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education. Without the support of P4C, I would not be the eleven year veteran public school teacher I am today. The four pillars of P4C- philosophy, collaboration, inquiry, and reflection- have promoted opportunities for my high school students as well as myself to think critically about our own island community as well as the larger world that surrounds us. Unlike so many of the standardized testing initiatives and scripted curriculums being touted, these opportunities through the foundations of P4C give meaning and substance to learning by allowing the students and teachers to think for themselves.

As a beginning teacher eleven years ago, I quickly became dismayed at the students' lack of interest in the 'traditional' teaching curriculum which was, and often still is, the norm. As well, I questioned whether I was truly teaching my students to think or simply to pass a test. My frustration because of this led me to question whether teaching was the career for me. Fortunately, through collaboration with fellow teachers using P4C, I gained my spark for helping students to inquire, question, and think deeply about matters that were important to them. Because of this, I stayed in the profession to support students in preparing for the rigors of college and the work force, to mentor pre-service teachers, to be named an O16 Outstanding Public School Educator, and to gain my National Board Certification. Most importantly, though, I have become a P4C teacher who helps students to become thoughtful and contributing members of society.

The evidence of P4C's strength and global impact was most apparent when our school was privileged to host a forum for His Holiness the Dalai Lama. With great care, respect, and intellect, our high school students participated in an inquiry with a world leader asking inquisitive questions about our society which most adults would be intellectually unprepared to ask. The meaningfulness of that event could not be paralleled as it demonstrated how authentic inquiry can positively shape our society.

We are in a knowledge-based world now and students need the problem-solving tools to succeed and make thoughtful changes to our world. The inquiry and collaboration skills gained through a P4C pedagogy are vital in our evolving times and teachers need to be properly trained to foster those skills in our students. Students need to be allowed the opportunities to think philosophically and reflect consistently on choices they make in order to be more thoughtful members of the human race. Let us promote actual thinking, reasoning, and problem-solving in our classroom. Let us support teachers through meaningful pedagogy that allows for more thoughtful graduates. Let us support Philosophy for Children.

Sincerely,

Kirsten Bush, NBPTS

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, March 04, 2015 11:19 AM
To: FINTestimony
Cc: kaeov@hotmail.com
Subject: Submitted testimony for HB810 on Mar 4, 2015 11:00AM



HB810

Submitted on: 3/4/2015

Testimony for FIN on Mar 4, 2015 11:00AM in Conference Room 308

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Ka'eo Vasconcellos | Individual | Comments Only | No |

Comments: I am in favor of HB810. I have seen how P4C awakens and reignites student inquiry and curiosity. My students are given the opportunity to create high level questions and share their depth of knowledge with one another. I have seen the power of P4C and I fully support this bill Ka'eo Vasconcellos PhD 2012 Honolulu District Teacher of The Year

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov