



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

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House Committees on Higher Education and Education
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By

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HB 580 – RELATING TO EDUCATION

Aloha Chairs Woodson and Takumi, Vice Chairs Hashem and Har, and Committee Members:

The University of Hawai'i is in support of HB 580, provided that its passage does not replace or adversely impact priorities as indicated in our Board of Regents Approved Biennium Budget. This measure 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 Mānoa 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 Mānoa 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 Mānoa 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 five Hawai'i State Teachers of the Year were recognized by both the House and Senate for their outstanding work as P4C teachers at one of our Model Schools. Last year's State Teacher of the Year, Catherine Caine, who was also one of the four Finalists for National Teacher of the Year, is an ardent advocate for P4C and makes it 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.

As the research shows, P4C/P4CHI is an effective educational approach that:

- **Improves students cognitive growth on standardized testing** (Topping & Trickey, 2007a; 2007b; Siddiqui & See, 2015; Fair et al., 2015)
- **Increases student academic scores, confidence to speak, listening skills, and self-esteem** (Education Endowment Foundation, 2016; Makaiau, 2010)
- **Promotes personal growth, community building, prejudice reduction, and violence prevention** (Makaiau & Freese, 2013; Momohara, Sugimoto-Matsuda, Hishinuma & Chang, 2011; Rehuher, Momohara, Sugimoto-Matsuda & Hishinuma, 2010; Makaiau, 2010)
- **Increases students overall psychological well-being** (Leng, 2015) **and engagement in school** (Miller, 2013)
- **Helps students build the skills and dispositions they need to actively participate in a deliberative democracy** (Makaiau, 2017)

To learn more about the research above, and for additional references related to the impacts of P4C on student learning, please feel free to email the Uehiro Academy at p4c@hawaii.edu.

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. P4C Hawai'i practitioners convert traditional classrooms into intellectually safe communities of inquiry where students and teachers develop their abilities to think for themselves in responsible ways.

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. Over the past five

years we have helped organize more than 20 learning visits to these Model Schools for educators within and outside of Hawai'i. 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, a professional development session for HSTA, and a community event at the Spalding House of the Honolulu Museum of Art, among others.

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 Mānoa faculty at this time) while beginning to build relationships with teachers and administrators at a new school (or schools). By the second year, the HIDOE 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 HIDOE teacher salary, plus fringe is \$78,518. Based on current interest of veteran P4C teachers and the demonstrated demand for P4C in several HIDOE complexes, we anticipate training five HIDOE teachers as P4C Hawai'i Coaches in the 2017-18 school year. Thus, the anticipated amount needed for HIDOE 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 HIDOE 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 580 presents a unique opportunity to significantly increase the capacity of the UH Uehiro Academy and the HIDOE to support this growth.