

Rooted in Place

The power of learning spaces
that welcome the local context

*‘O Hawai‘i ku‘u ‘āina kilohana
Hawai‘i is my prized place*





place-conscious pedagogy | instructional shift

PBE

Place-based
education

CBL

Community-based
learning

**Place-
conscious
education**

CBE

Culture-based
education

environmental • nature • rural •
experiential • service • vocational •
cultural journalism of 1970s



place-conscious pedagogy | instructional shift

PBE

Community as
setting and context
for the learning

CBL

Learning through
community impact

Place-
conscious
education

CBE

Learning grounded
in culture

*“Local learning serves as a model for
understanding global challenges,
opportunities, and connections”.*



Big Why | socially just and ecologically sustainable society



Climate Change



Energy



Water



**Biodiversity
and Land Use**



**Chemicals, Toxics,
and Heavy Metals**



Air Pollution



Waste Management



**Ozone Layer
Depletion**



**Oceans
and Fisheries**



Deforestation



Bigger Why | the learner | ka haumāna

‘E ‘ōpū ali‘i

Have the heart of a chief

*Benefits the individual student
cognitively, socio-emotionally,
and motivationally*





case study today | 'āina-based learning

'āina

*all that sustains
island peoples*

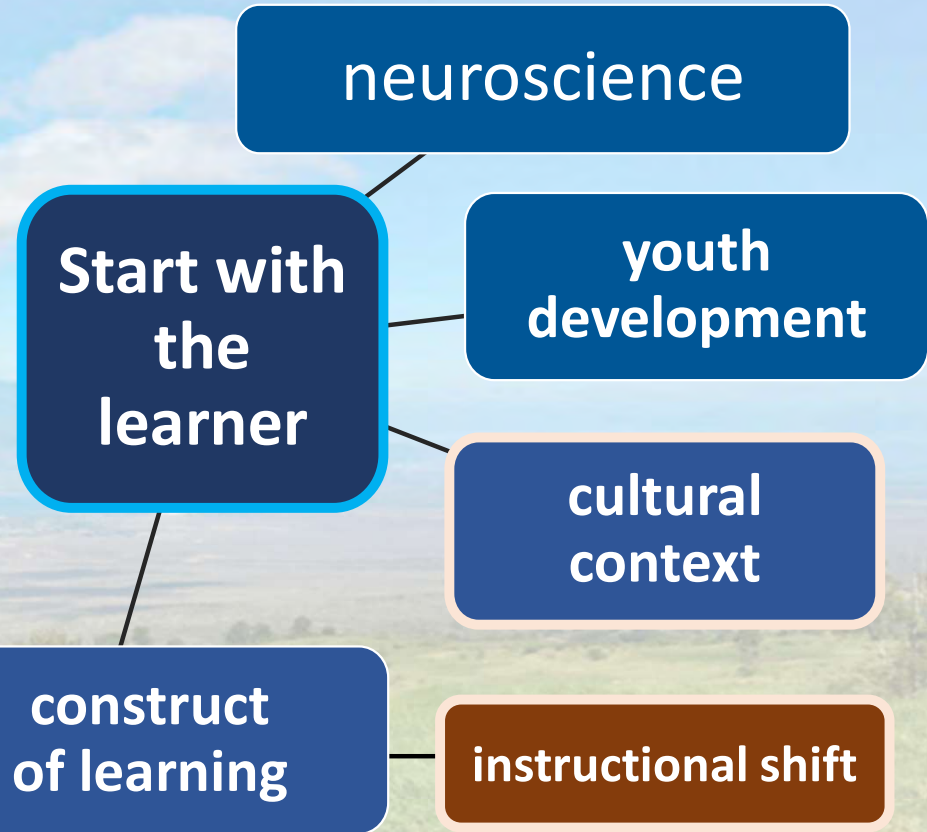
culture-based
education in the
Hawaiian context

**Kawaikini School
Video**





align + design | pedagogy + space



‘A’a i ka hula, waiho ka hilahila i ka hale

When one wants to dance the hula, bashfulness should be left at home



start with the learner | in the cultural construct of schooling

Family
Cultural Assets
Gifts of Geography

Learner as a
full person
meaning maker



legacy of schooling



*'A'ohe pau ka 'ike i ka halau ho'okahi
Not all knowledge is learned in one school*



start with the learner | youth in development

Elementary

- choices and options
- certain amount of control
- express opinions
- opportunities to lead

Preschool

- hands-on activities
- experiential
- movement
- structure
- short breaks



The Clover Model; Noam & Triggs, 2018
PEAR Institute

Middle school

- Connection to others and a feeling of belong to a group.

High school

- Finding meaning in their lives and the world around them



start with the learner | geospatial beings

Amygdala

Rapidly assesses information from **the environment** to activate approach or avoidance

Hippocampus

Lays down detailed memories and retrieval of memories. Regulates stress responses to **environmental stimuli**

Anterior Cingulate Cortex

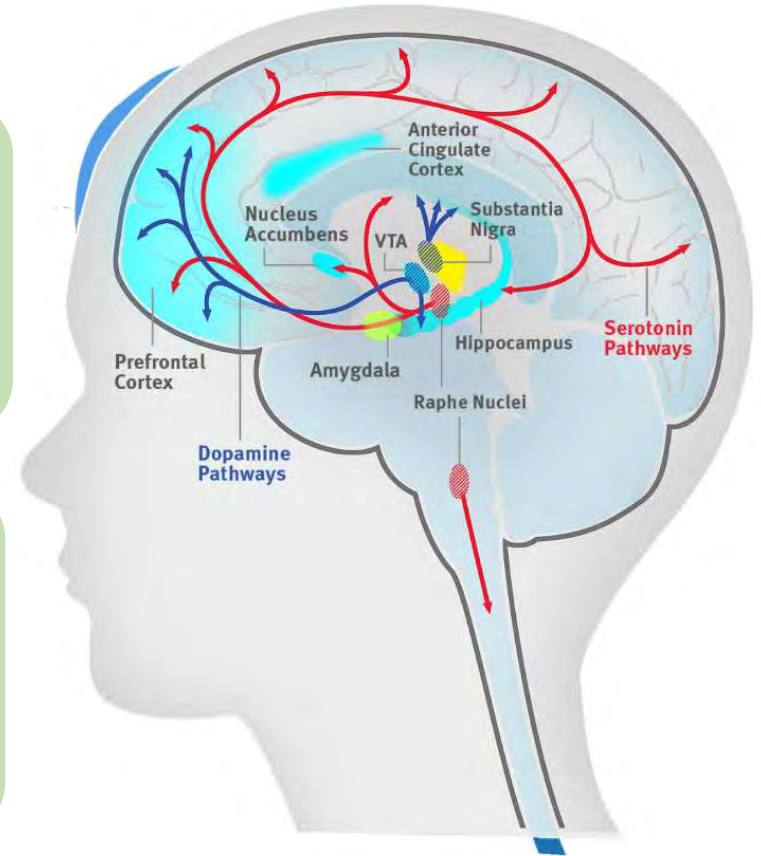
Monitors **the environment**, behavior, and others behavior

Chemical Factors

- wanting and novelty
- liking
- fight or flight
- attention to important stimuli

Prefrontal Cortex

- executive function
- self-regulation
- behavioral control
- planning
- complex decision-making





start with the learner | more than the big five

Touch *cutaneous*

Taste *gustation*

Smell *olfaction*

Sight *visual perception*

Hearing *audition*

Balance *equilibrioception*

Body Position *proprioception*

Motion *kinesthesia*

Hot and Cold *thermoception*

Pain *nocioception*

Body Health *interoception*

Time *chronoception*

Present in non-humans

Electric Field *electroception*

Magnetic Field *magnetoception*

Intermingling and heightened senses

Haptic – touch and motion

Synesthesia

Tetrachromacy

SYNESTHESIA

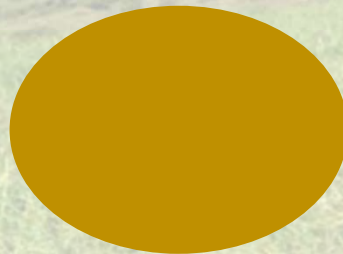
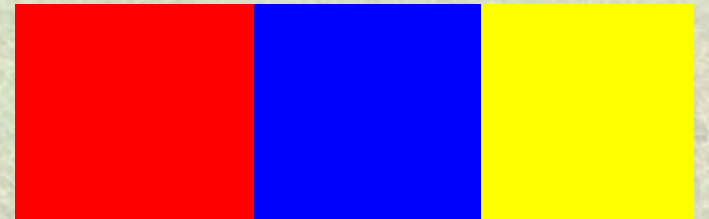
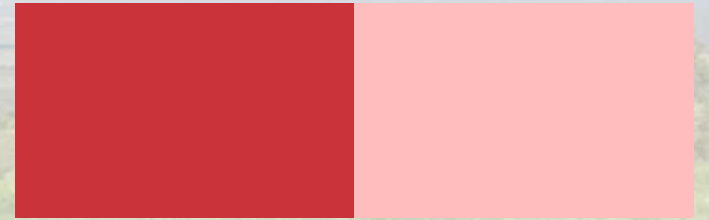
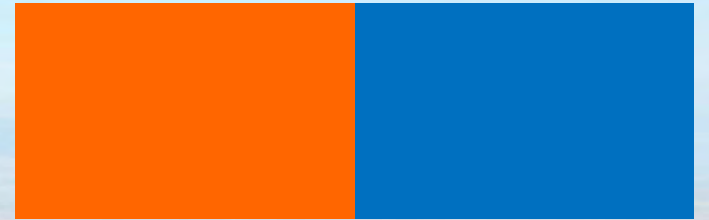
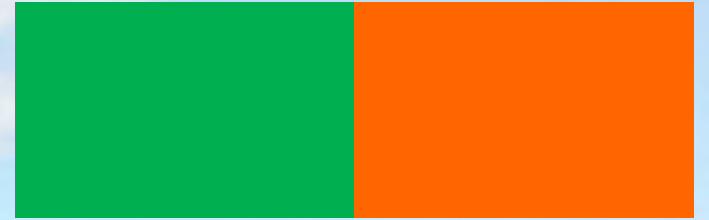
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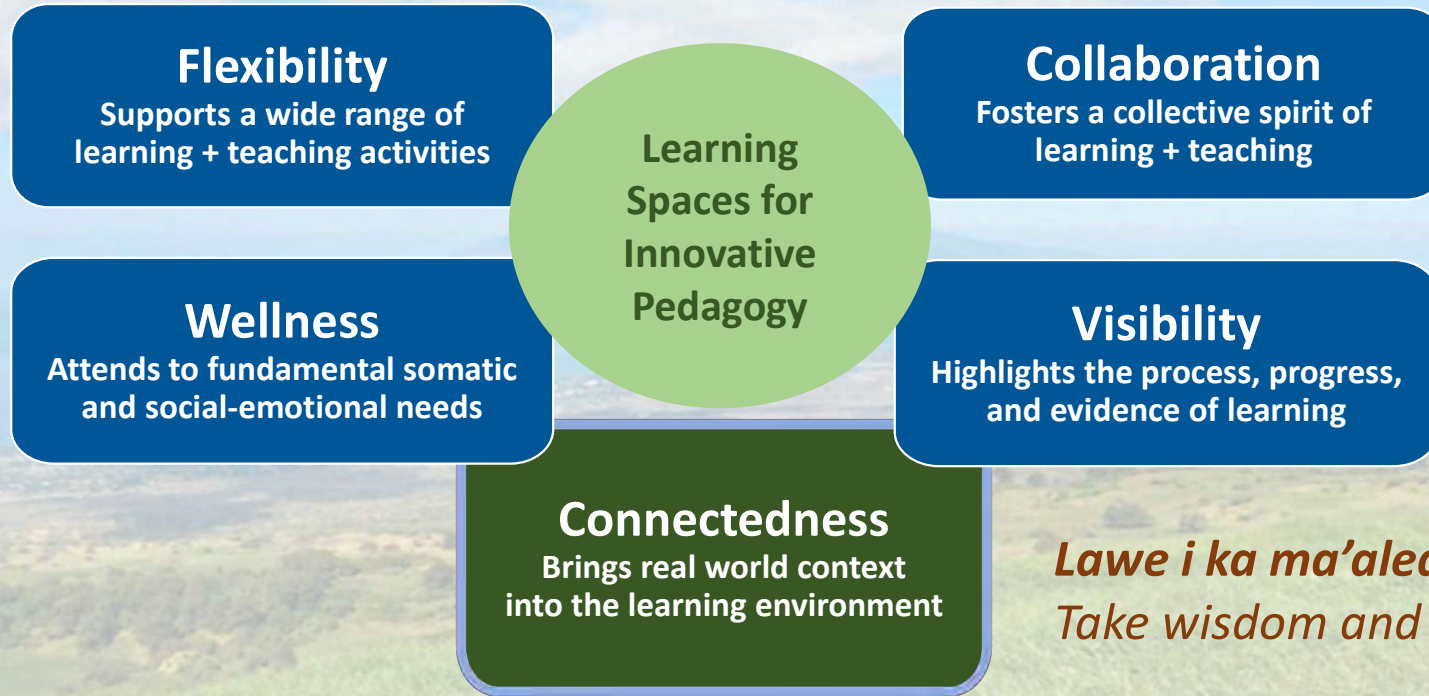
neurodiverse | means all of us

- ☑ **Hearing** *audition*
- ☑ **Balance** *equilibrioception*
- ☑ **Body Position** *proprioception*
- ☑ **Body Health** *interoception*
- ☑ **Sight** *visual perception*





10 place-conscious design strategies | creating a “fit”



*Lawe i ka ma'alea a kū'ono'ono
Take wisdom and make it deep*

Place-conscious design means diving more deeply into the context of connectedness.



#1 Explore | more than the tip of the cultural iceberg

**Place-conscious
design operates from a
deeper perspective
to attend to different
ways of knowing,
doing, and being.**

*Lawe i ka ma'alea a kū'ono'ono
Take wisdom and make it deep*





#2 Explore | more than ethnicity



He pili wehena 'ole
A relationship that cannot be undone

Place-conscious design attends to the students' full identities as young humans.



#3 Explore | common cultural behaviors



Place-conscious spaces cue behaviors and set expectations, both affirming non-mainstream cultures and signaling situational appropriateness for the school tasks at hand.



start with the learner | sense of belonging

Is this a place that
welcomes me?

Does this learning
matter to me?

Can I create
something new?

Can I be with others?

Is this a place that
welcomes people like me?

What's on
their
neurological
radar?

*“Is this a **place**
where
I want to
and
can be
successful?”*





start with you | entering our room

What's on
your
radar?

*"Is this a place
of belonging?"*



- **For two minutes, individually**
 - Remember your experience as you first entered the room
 - Consider if from a multi-sensory perspective (5+)
 - Pick ONE color to represent your experience
- **When time is called, for three minutes**
 - Share out with someone next to you





#4 Design | authentic cultural “shelf space”



*ma uka
ma kai
piko*



Place-conscious spaces utilize symbols and authentic accents which translate cultural values into concrete objects.



#4 Design | authentic cultural “shelf space”



Place-conscious spaces feature local and student artwork.



#5 Design | for local ways of learning and teaching



Ho'olohe ke pepeiao nana i kā maka hana kalima
Listen carefully. Observe with eyes, work with the hands

**Place-conscious spaces support
non-mainstream modes of learning.**





#6 Design | to welcome community and elder wisdom

Mai pale i ke a'o a ka makua

Do not set aside the teaching of your elders



Place-conscious spaces include resources necessary for community partnership in the learning.



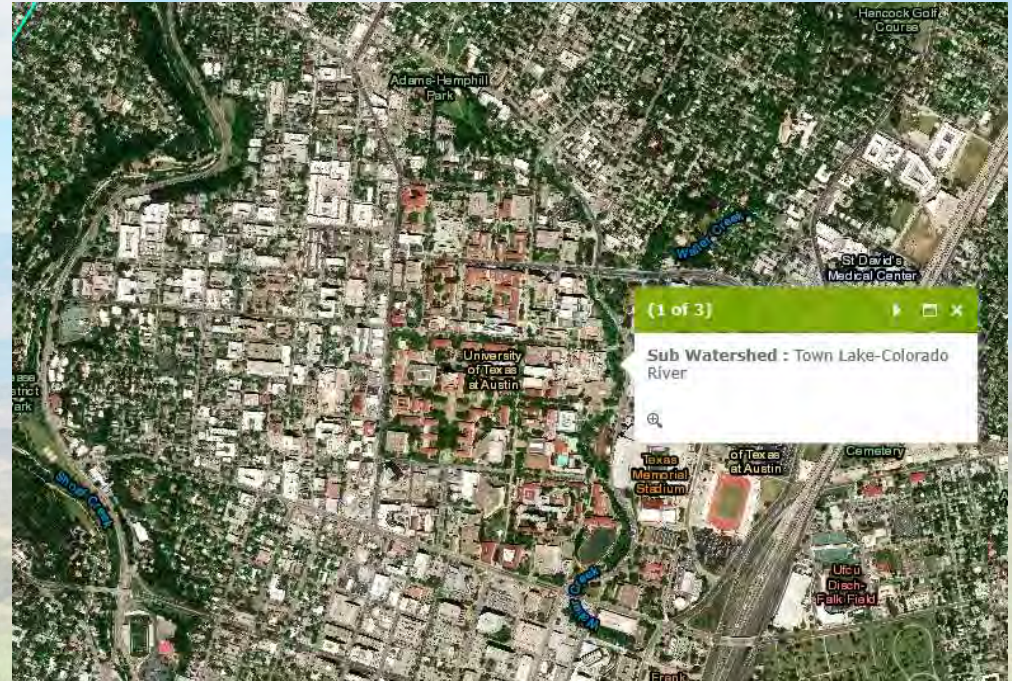
#7 Design | for explicit connections to the natural environment



Place-conscious spaces showcase features from the unique geographic location.



#7 Design | for explicit connections to the natural environment



Place-conscious spaces can incorporate information on area watersheds, sub watersheds, and geologic formations



#8 Design | for explicit connection to the human community



Ma kāhi o ka hana he ola malaila
Where there is work, there is life

Place-conscious spaces provide resources and support activities that bridge school activities to the life and work of the community.



#9 Design | for use of home language



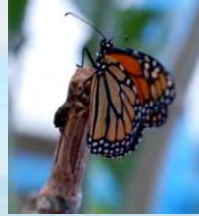
“When I walk into a Hawai’i public school, I want to close my eyes and know that I am in a school in Hawai’i... and not somewhere else.”

HIDOE Complex Area Superintendent

Place-conscious spaces provide students the opportunity to experience and share home languages and dialects in the school setting.



#10 Design | contemplative and beautiful spaces



Place-conscious spaces nourish both the mind and the spirit and reflect the beauty found in its unique geographic location.



Ten place-conscious design strategies

Explore

below the tip of the cultural iceberg
beyond ethnicity
common cultural behaviors



Design for

authentic cultural “shelf space”
local ways of learning + teaching
welcoming community + elder wisdom
explicit connections to natural world
explicit connections to community
the use of home language
beauty + contemplation

*‘A’ohe ‘ulu e loa’a i ka pōkole o ka lou
There is no success without preparation*



**Wayfind
Education**

**Continue the
conversation on twitter:**

**@jazcramer
#LearningSpace
#PlaceBasedEd**

www.wayfinededucation.org



Photo sources:

- Hawai'i Department of Education public and public charter schools
- Kamehameha Schools
- Punahou School

Questions?