Rooted in Place

The power of learning spaces that welcome the local context

ʻO Hawai‘i kuʻu ʻāina kilohana
Hawaiʻi is my prized place
place-conscious pedagogy | instructional shift

- **PBE**
  - Place-based education

- **CBE**
  - Culture-based education

- **CBL**
  - Community-based learning

- Environmental • Nature • Rural • Experiential • Service • Vocational • Cultural journalism of 1970s
place-conscious pedagogy | instructional shift

**PBE**
Community as setting and context for the learning

**CBE**
Learning grounded in culture

**CBL**
Learning through community impact

“Local learning serves as a model for understanding global challenges, opportunities, and connections.”
Big Why | socially just and ecologically sustainable society

1. Climate Change
2. Energy
3. Water
4. Biodiversity and Land Use
5. Chemicals, Toxics, and Heavy Metals
6. Air Pollution
7. Waste Management
8. Ozone Layer Depletion
9. Oceans and Fisheries
10. Deforestation

Source: Green to Gold (2009)
‘E ōpū aliʻi
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
‘A’a i ka hula, waiho ka hilahila i ka hale
When one wants to dance the hula, bashfulness should be left at home
"Aʻohe pau ka ʻike i ka halau hoʻokahi
Not all knowledge is learned in one school"
start with the learner | youth in development

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

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

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

The Clover Model; Noam & Triggs, 2018
PEAR Institute
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

National Scientific Council on the Developing Child, 2018
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** kinesthesis
- **Hot and Cold** thermoception
- **Pain** nociception
- **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
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”

- **Flexibility**: Supports a wide range of learning + teaching activities
- **Wellness**: Attends to fundamental somatic and social-emotional needs
- **Collaboration**: Fosters a collective spirit of learning + teaching
- **Visibility**: Highlights the process, progress, and evidence of learning
- **Connectedness**: Brings real world context into the learning environment

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

*Lawe i ka ma’alea a kū’ono’ono*
*Take wisdom and make it deep*
Place-conscious design operates from a deeper perspective to attend to different ways of knowing, doing, and being.

Lawe i ka maʻalea a kūʻonoʻono
Take wisdom and make it deep
Place-conscious design attends to the students’ full identities as young humans.

He pili wehena ‘ole
A relationship that cannot be undone
Place-conscious spaces cue behaviors and set expectations, both affirming non-mainstream cultures and signaling situational appropriateness for the school tasks at hand.
What's on their neurological radar?

"Is this a place where I want to and can be successful?"
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

What's on your radar?

"Is this a place of belonging?"
Place-conscious spaces utilize symbols and authentic accents which translate cultural values into concrete objects.

ma uka
ma kai
piko
Place-conscious spaces feature local and student artwork.
#5 Design | for local ways of learning and teaching

Hoʻolohe 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

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

Ma kāhi o ka hana he ola malaila
Where there is work, there is life
Place-conscious spaces provide students the opportunity to experience and share home languages and dialects in the school setting.

“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 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

‘Aʻohe ʻulu e loaʻa i ka pōkole o ka lou
There is no success without preparation
Continue the conversation on twitter:

@jazcramer
#LearningSpace
#PlaceBasedEd

www.wayfindeducation.org

Photo sources:
- Hawai‘i Department of Education public and public charter schools
- Kamehameha Schools
- Punahou School

Questions?