



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

**Date:** 02/14/2017  
**Time:** 02:03 PM  
**Location:** 309  
**Committee:** House Higher Education  
House Education

**Department:** Education

**Person Testifying:** Kathryn S. Matayoshi, Superintendent of Education

**Title of Bill:** HB 0580 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 580 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 580 provided that its passage does not replace or adversely impact priorities indicated in our Board of Education-approved budget.

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

Personal Testimony Presented Before the  
House Committee on Higher Education  
and the  
House Committee on Education  
Tuesday, February 14, 2017 at 2:00 pm Rm 309  
by  
Donald B. Young

HB 580 – RELATING TO EDUCATION

Chair Woodson, Vice Chair Hashem, Chair Takumi, Vice Chair Har, and Members of the Committees:

My name is Donald Young and I serve as Dean of the College of Education at the University of Hawai‘i at Mānoa. However, today I am submitting personal testimony in support of HB 580, Relating to Education. I strongly support this bill, provided its passage does not replace or adversely impact priorities as indicated in the University Board of Regents Approved Executive Biennium Budget.

HB 580 will support efforts of the University of Hawaii’s Uehiro Academy for Philosophy and Ethics to promote and train Hawai‘i Department of Education teachers in the P4C program. The P4C program, housed in the College of Arts and Humanities Department of Philosophy, is an inquiry-based approach to teaching and learning. The Uehiro Academy supports research and education related to the preparation, support, and sustaining of educators, researchers and students who are developing intellectually safe communities of philosophical inquiry in their classrooms and schools.

P4C is a widely respected direct response to bullying, peer aggression, harassment, and ethical challenges in education by converting traditional classrooms into reflective communities of inquiry where students and teachers continue to develop their ability to think for themselves in responsible ways.

Uehiro Academy goals are to 1) prepare, support and sustain P4C educators; 2) prepare, support and sustain P4C research; 3) prepare, support and sustain P4C students; and 4) develop and grow institutional capacity of Uehiro Academy to achieve its goals; and

We in the College of Education have witnessed profound results in elementary classrooms in Waikiki Elementary School, Kailua High School, and other schools here in Hawai‘i and in Japan. To that end we have engaged with Uehiro Academy faculty, who also teach in the Institute for Teacher Education (ITE) in the College of Education, to offer prepare our students in elementary and secondary education (BEEd), the post-baccalaureate certificate in secondary education (PBCSE), and the Master of Education in Teaching (MEdT) teacher preparation programs in P4C inquiry teaching strategies.

Whereas, the College of Education through its teacher preparation programs seeks to prepare all teacher candidates in effective use of the inquiry-based P4C strategies to better meet the needs of children and adolescents in teaching, learning, and assessment, there are many more teachers in the HIDOE who could benefit from training in the program.

I therefore welcome this bill and the potential funding that could come with its passage that can immediately expand P4C to more in-service teachers and as stated above, provided that its passage does not replace or adversely impact priorities as indicated in the University's Board of Regents Approved Executive Biennium Budget.

Thank you for the opportunity to testify on this bill.

## **House Committee on Higher Education**

The Honorable Justin H. Woodson, Chair  
The Honorable Mark J. Hashem, Vice Chair

## **House Committee on Education**

The Honorable Roy M. Takumi, Chair  
The Honorable Sharon E. Har, Vice Chair

February 11, 2017

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

My name is Dr. Chad Miller and I am the 2012 Hawai'i State Teacher of the Year and current Director of Teacher Development at the Uehiro Academy for Philosophy and Ethics in Education. As a private citizen, I am submitting this testimony in strong support for HB 580, Relating to Education, which appropriates funds for the p4c Hawai'i 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 Hawai'i initiative.

Due to my long and nuanced involvement with the p4c Hawai'i movement, I thought I would offer some insights on the nature of p4c Hawai'i and its role in our public schools. However, prior to explaining what p4c Hawai'i is, I have found it helpful to first say what it is NOT. p4c Hawaii is not: a "top down" mandate, a systematic program or a step-by-step curriculum, a discussion free of content or rigor, simply sitting in a circle and "talking story," exclusive, or a passing educational fad.

p4c Hawai'i **IS** an approach to teaching that develops students to think responsibly for themselves in order to create more intellectually responsible communities. In short, p4c aims to positively change the world one classroom at a time by engaging students and their teacher in the activity of philosophy. p4c Hawai'i offers teachers a set of instructional practices and provides students with a clearly articulated set of tools and expectations to make philosophy a "living and reliable educational option" in Hawai'i's classrooms and schools.

Our longstanding aim has been to cultivate a K-12 philosophical schooling experience that encourages students to think collaboratively about meaningful topics and questions. Clearly, there is no better time for this to occur in our country than the present. In order to accomplish this goal, the Uehiro Academy currently offers professional development opportunities and has four p4c coaches in our public schools to support these teachers in creating a more thoughtful, compassionate, and ethical world through the implementation of p4c into their classrooms. However, as one could imagine, the demand for p4c Hawai'i support in recent years has far surpassed the supply and this is precisely the reason House Bill 580 is so necessary. HB 580 will certainly aid in providing the necessary funds so more of our state's teachers can develop the knowledge, skills, and leadership to shape a more thoughtful and compassionate Hawai'i.

It is for this very reason, students, teachers, parents, and communities in Hawai'i cannot wait for the Department of Education to fund p4c Hawai'i in our public schools. Instead, it is our collective responsibility to appropriate legislative funding to support the growth of p4c Hawai'i now so more students, teachers, parents, and communities can have access to the type of education they need for becoming wise and responsible citizens in our very complex and rapidly changing world.

Thank you for your consideration.  
Best regards,

Chad Miller, PhD  
*2012 Hawai'i State Teacher of the Year*  
teacherphilosopher@gmail.com

## **House Committee on Higher Education**

The Honorable Justin H. Woodson, Chair

The Honorable Mark J. Hashem, Vice Chair

## **House Committee on Education**

The Honorable Roy M. Takumi, Chair

The Honorable Sharon E. Har, Vice Chair

February 11, 2017

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

My name is Dr. Amber Makaiau. I am the Director of Curriculum and Research at the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education. As a private citizen, I am submitting this testimony in strong support for HB 580, 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.

Philosophy for Children (P4C) is a widely respected international movement in education. It was started around 1969 when Matthew Lipman, a Columbia University philosophy professor, observed that children did not think as well as they could or should in a democratic society. To address these issues Lipman created a curriculum that incorporated the skills of logic and reasoning found in the practice of philosophy to improve students' thinking in the K – 12 setting. In an effort to extend Lipman's original curriculum and vision to a variety of geo-cultural contexts, a number of P4C Centers have been established worldwide. Among these centers is the Uehiro Academy for Philosophy and Ethics in Education at the University of Hawai'i at Manoa. The Uehiro Academy is home of philosophy for children Hawai'i (p4cHI), which is Thomas Jackson's culturally responsive offshoot of Lipman's original approach. The goal of p4cHI is to move school culture from a top-down model to a community-based, participatory model grounded in sound pedagogy and effective educational philosophy. **To accomplish this goal, p4cHI practitioners convert traditional classrooms into intellectually safe communities of inquiry where students and teachers develop their abilities to think for themselves in responsible ways.**

P4C was first introduced to Hawai'i's schools in 1984. Since then a philosophy for children Hawai'i (p4cHI) movement has been growing both locally and all over the world. To support this growing movement, the Uehiro Foundation of Japan established the University of Uehiro Academy for Philosophy and Ethics in Education. The Uehiro Academy faculty teach UHM and HODOE PDE3 p4cHI classes, conduct and disseminate research, develop curriculum, and support educators who are using the p4cHI in their classrooms and schools. Locally, there are four main p4cHI "model schools" (Waikiki Elementary, Kaelepulu Elementary, Waimanalo Elementary and Intermediate, and Kailua High School), in which critical masses of educators have adopted practicing p4cHI. These model schools serve as learning laboratories for the hundreds of local, national, and international teachers and researchers who, over the past thirty years, have become increasingly interested in using the p4cHI approach to teaching and learning in their own school communities.

*Why are people interested in p4cHI, and why has the demand for p4cHI continued to grow?* As the research shows, P4C/p4cHI is an effective educational program that:

- **Improves students cognitive growth on standardized testing** (Topping & Trickey, 2007a; 2007b; Siddiqui & See, 2015; Fair et al., 2015)
- **Increases students 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/p4cHI on student learning, please feel free to email me at [makaiauamber@gmail.com](mailto:makaiauamber@gmail.com).

In summary, The Philosophy for Children (P4C) program, at the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education, is *so effective* and in *such high demand* that that the students, teachers, parents, and communities in Hawaii can not wait for the Hawaii State Department of Education (HIDOE) to fund P4C/p4cHI at our public schools. Instead it is our collective responsibility to appropriate legislative funding to support the growth of P4C/p4cHI now so that more students, teachers, parents, and communities can have access to the type of education they need for becoming wise and responsible citizens in our complex and changing world.

Mahalo for your time and consideration,

Amber Makaiau  
[makaiauamber@gmail.com](mailto:makaiauamber@gmail.com)

**House Committee on Higher Education**

The Honorable Justin H. Woodson, Chair  
The Honorable Mark J. Hashem, Vice Chair

**House Committee on Education**

The Honorable Roy M. Takumi, Chair  
The Honorable Sharon E. Har, Vice Chair

February 13, 2017

Good afternoon Chair Woodson, Chair Takumi, Vice Chair Hashem, Vice Chair Har and Committee Members:

My name is Dr. Tammy Jones and I am a Project Coordinator for PLACES (Place-based Learning and Community Engagement in Schools) at the University of Hawai'i at Manoa. I am also a member of the Uehiro Academy for Philosophy and Ethics in Education at the University of Hawai'i at Manoa. As a private citizen, I am submitting this testimony in strong support for HB 580, which appropriates funds for the Philosophy for Children Hawai'i (p4cHI) 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 Hawai'i initiative.

Prior to this year I spent the previous 12 years as a public school English teacher, implementing, researching, and reflecting on the p4c Hawai'i pedagogy in my own middle and high school classrooms. I focused both my masters and doctoral studies on the impacts of implementing a p4c pedagogy, and saw first hand the way my students grew into curious beings, interested in using inquiry as a means for learning, again and again. My students yearned to be active participants in their own learning rather than passive recipients of content. To share all of my anecdotes, highlights, and findings would take hours. So instead I'll emphasize the impact of p4cHI with one specific, current example.

Currently, as a Project Coordinator for PLACES Hawai'i, I work with teachers and students on the Wai'anae coast to create place-based learning opportunities that promote inquiry, discussion, and authentic learning experiences. Most specifically, I work with a group of students at Nanakuli High and Intermediate School who are in the CSAP Program. Typically, students in school CSAP programs have attendance issues, learning challenges, behavior concerns, and are apathetic towards learning in general. These factors have caused them to fall behind. CSAP is a DOE acronym for "Comprehensive School Alienation Program", which in no way represents the goals for this group of students who are one to two years behind in credits. The mission of this program is not to further alienate them, nor to use alienation as a means for education. The goal is to motivate and educate, which is far more challenging than it may sound within these demographics. The program's teachers have worked hard to foster a sense of community and intellectual safety in the classroom through the implementation of p4c, and these students, ranging from ages 13-18, have most certainly become a community of learners. As a result, these 23 students have renamed themselves "The A'ali'i" after the most resilient native plant that can withstand excess water, not enough water, fire, extreme wind, and rain.

The implementation of a p4c pedagogy has continued to provide the A‘ali‘i students with the tools to make meaning from new learning experiences, use questions as a way of identifying and solving problems, and connect to content in accordance with standards and expectations. The ‘A‘ali‘i students are eager to engage in the act of learning, are excited to come to school, see questioning and discussion as methods for learning, and view learning as an active instead of passive activity that they play a key role in due to the implementation of a p4c pedagogy. The students feel safe enough to take the risk to learn, from their teachers, peers, and themselves through reflection.

The ‘A‘ali‘i teachers are new to the p4cHI program, and I am able to be their resource on a daily basis as part of my role as PLACES Project Coordinator. However, this is not typical in schools. Had the teachers not had myself as a p4c resource and support, they would likely have had to defer to a more typical approach to having students complete their various missing credits online, individually and disengaged from one another.

The p4cHI program at the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education is *so effective* and in *such high demand* that that the students, teachers, parents, and communities in Hawaii can not wait for the Hawaii State Department of Education (HIDOE) to fund its implementation at our public schools.

We at the Uehiro Academy for Philosophy and Ethics in Education at the University of Hawai‘i at Manoa have worked very hard to support interested teachers and schools, but we can only do so much with our limited staff, resources, funding, and time. As a result, it is our collective responsibility to appropriate legislative funding to support the growth of p4cHI now so that more students, teachers, parents, and communities can have access to the type of education they need for becoming wise and responsible citizens in our complex and changing world. This would allow trained and supported p4cHI practitioners to convert traditional classrooms into intellectually safe communities of inquiry where students and teachers develop their abilities to think for themselves in responsible ways. I am sure we can all agree that the ability to think logically and engage in intellectual safe discussions with others in order to inform our own opinions and ideas is crucial in today’s world, and the world that our keiki are going to inherit.

Mahalo for your time and consideration,  
Tammy Jones

Tammy@PLACESHawaii.org



Stanley F. Bento Jr.  
Uehiro Academy Graduate Assistant  
PhD student, UH Manoa, College of Education, Curriculum Studies  
2-10-17

Aloha Representative Woodson,

I am a retired DOE teacher with 36 years of elementary school teaching in Hawai'i's public schools. I chose to continue working for the children of Hawai'i upon my retirement. I am now a PhD student at UH Manoa, College of Education in Curriculum Studies. I have accepted a Graduate Assistant position with the Uehiro Academy. I currently do p4c-H field work in classrooms at Maunawili, Enchanted Lakes and Waimanalo schools.

I understand that House Bill 580 has been referred to your committee and I am writing to you as a private citizen to request that this bill be passed. This bill would provide funding so more public schools could receive training and services related to philosophy for children-Hawai'i (p4c-H). I feel this is important because of the positive long term impacts that p4c-H has on students. We want students to learn to be critical thinkers, and to be able to analyze and think 'deeply' to solve complex problems, as well as to have the confidence to express their thoughts in meaningful ways. p4c-H is a way to deliver these skills to students in a way that builds their self-confidence and self-esteem. Dr. Jackson and the Uehiro Academy have been able to develop a coherent program that enables teachers to deliver these essential life-skills in a way that directly involves the students.

I would like to invite lawmakers to visit my classes and see what these students can do! Once again, please give your support to House Bill 580 and the children of Hawai'i.

Mahalo,  
Stanley F. Bento Jr.

House Committee on Higher Education  
The Honorable Justin H. Woodson, Chair  
The Honorable Mark J. Hashem, Vice Chair

House Committee on Education  
The Honorable Roy M. Takumi, Chair  
The Honorable Sharon E. Har, Vice Chair

February 12, 2017

Dear Chair Woodson, Chair Takumi, Vice Chair Hashem, Vice Chair Har and Committee Members:

This testimony is submitted in support for HB 580, 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 Catherine Caine and I have been conducting p4c sessions in my classroom for the last seventeen years at Waikiki School. Below please find my reasons for my asking you to positively consider funding p4c:

- When I was awarded National Certification in 2008 my highest portfolio score was for my submission based on the critical thinking skills brought to my lessons by p4c.
- In 2015 I was honored to represent teachers as Hawaii State Teacher of the Year and later achieved the honor of one of the four in the Nation. The submission application that I was judged on to achieve those honors was in large part based on my work with p4c.
- P4c supports critical thinking and 21<sup>st</sup> century skills such as collaboration by empowering students to have questioning curious minds.
- P4c clarifies student's thinking around issues that are mirrored in our society such as discrimination, equity, bullying, and instills in my students solution oriented problem solving.
- Finally, when Waikiki School began p4c our test scores were in a low range for student success and now our test scores are one of the highest in the state for reading and math. Although that is positive p4c doesn't just prepare our students for the test but prepares them for the test of life.

Our students already come to us thinking and our job is to provide them with a safe environment that fosters their growth and develop. For these reasons I am asking you to support p4c by passing HB 580.

Sincerely,

Catherine Caine  
[ccainecc@yahoo.com](mailto:ccainecc@yahoo.com)  
(808)392-9558

Committee on Higher Education  
Representative Justin Woodson, Chair  
Representative Mark Hashim, Vice Chair

House Committee on Education  
Representative Roy Takumi, Chair  
Representative Sharon Har, Vice Chair

February 14, 2017

Dear Chairs Woodson and Takumi, Vice Chairs Hashim and Har, and Committee Members:

This testimony is submitted in support for HB580, which appropriates funds to the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education to allow a small number of teachers of the DOE the time to train and deepen their mastery and practice in philosophy for children (p4c).

My name is Cheri Nakamura and I have the unique experience of serving as a translator for the Uehiro Academy's International Teacher Exchanges, one of the many strands that make up the Uehiro Academy. Every year educators from Japan come to Hawaii to observe and participate in Hawaii p4c classes to deepen and broaden their understanding and practice of p4c, and Hawaii educators go to Japan to help educators in Japan with implementation of p4c. It is a remarkable global partnership.

In 2011 the Great Tohoku earthquake and tsunami devastated areas of Northeastern Japan. Educators in this area took a particular interest in p4c after the disaster as students were extremely traumatized and would not respond to traditional educational strategies. I have seen first hand how 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 (Japanese news article attached). P4c teaches students to be curious about things, think deeply and analytically, have the confidence to express themselves, treat each other with respect and work together collectively.

Along with the International Teacher Exchanges, the Uehiro Academy as a partnership of the University of Hawaii College of Arts and Humanities and the College of Education, develops curriculum and conducts research in p4c, teaches future educators on the practice of p4c, partners with a number of model schools in the Hawaii Department of Education (DOE) which have committed to p4c and provides professional development to teachers in the DOE who want to learn and deepen their practice in p4c. The Uehiro Academy has the experience, expertise and the models to train DOE teachers and there is high demand from DOE schools and teachers who want to train and implement p4c. I ask that the legislature consider supporting this bill so that teachers and schools can move quickly towards transforming students to be good thinkers and responsible citizens.

Sincerely,

Cheri Nakamura





# p4cで考え深めた



問の切り口を変えて、議論(ぎろん)を深めていきます。

「友だちになりたいのは、自分と同じタイプか、ちがうタイプか」との問いには、たくさん手が挙がり、ボールがどんどん回りました。話し合いが進む中で、「両方のタイプと友だちになりたい。ちがうタイプの人と遊んだり学んだりしたことを、同じタイプの人に教えられるから」と、新たな視点(してん)からの意見も飛び出しました。

森美優さん(10)は「p4cは、みんなの顔がちゃんと見えて、考えを深めることができるのが良いところですよ」と話し、佐藤空君(9)は「今日は参加者が多くて、いろいろな考えを聞くことができました」と笑顔でふり返りました。

**白**石一小は2014年度からp4cを始めました。担当(たんと)の八巻淳先生は「子どもたちは自ら考え、意見を発表し、友だちの考えを聞くことが楽しく感じられるようになりました。子どもの新たな魅力(みりょく)を見いだすきっかけにもなっています」と手ごたえを感じています。

白石市教委は今年度から、p4cを学校教育の重点事項(じこう)の一つに定め、市内の全16小中学校で取り進むようになりまし。仙台市の小中学校でも導入(どうにゅう)する学校がふえていくそうですよ。



## 「友だち」「友情」 みんなで話し合う

糸(いと)でできたモジャモジャの玉(たま)です。コミュニケーションボールといって、これを持った人だけ話すことができ、ほかの人は聞き役になります。

話し合いのルールを作り、「みんながちゃんと聞いてくれる」「何を話しても否定(ひてい)されない」という、安心して話せる場をつくることを、p4cではとても大切にしています。

**八**ワイ州(はちわいしゅう)から来日(らいにち)したp4cの専門家(せんもんか)も参加(かんか)し、児童(じしょう)35人と先生(せんせい)ら11人の大きな輪(わ)になって、話し合いを始めました。意見(いけん)がなかなか出ない時(とき)もありましたが、先生(せんせい)が「じゃあ、みんなと友だちになることはできる?」など、質問(しつもん)が

「どうして全員(ぜんいん)と友情(ゆうじょう)を作(つく)れないんだろう?。簡単(かんたん)に答え(こたえ)が出(で)ない問題(もんだい)について、子どもたちが円座(えんざ)になり、話し合いながら考えを深(ふか)める授業(じゆぎょう)が6月(じゅうがつ)、白石市(しろし)白石一小(しろしちひつこ)小(しょう)2組(ぐみ)でありました。

授業(じゆぎょう)では、アメリカ(あめりか)で開発(かいはい)された「p4c(ピーフォーシー)=子どもたちの哲学(てつがく)=」とよばれる対話(たいわ)の方法(はうほう)を使(つか)っています。テーマ(てま)は子どもたちが自ら決めて、「なぜ」「どうして」と考えをめぐらせながら、意見(いけん)を出(で)し合(あ)います。

対話(たいわ)に欠(か)かせないのが、カラフルな毛糸(けいと)



**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Sunday, February 12, 2017 11:27 PM  
**To:** HEDtestimony  
**Cc:** tyosbyos@aol.com  
**Subject:** \*Submitted testimony for HB580 on Feb 14, 2017 14:03PM\*

**HB580**

Submitted on: 2/12/2017

Testimony for HED/EDN on Feb 14, 2017 14:03PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Thomas Yos	Individual	Support	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](mailto:webmaster@capitol.hawaii.gov)



House Committee on Higher Education  
The Honorable Justin H. Woodson, Chair  
The Honorable Mark J. Hashem, Vice Chair

House Committee on Education  
The Honorable Roy M. Takumi, Chair  
The Honorable Sharon E. Har, Vice Chair

[DATE] February 10, 2017

Dear Chair Woodson, Chair Takumi, Vice Chair Hashem, Vice Chair Har and Committee Members:

This testimony is submitted in support for HB 580, 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.

[Your testimony-who you are and why you think this bill is worth supporting {or not, if that's what you'd like to say} and explain why you think p4c is good {or not} for Hawaii's schools. If you are a constituent of one of the Chairs, Vice Chairs, or Committee members, be sure to mention that. ]

Aloha,

I'm Knox R Weymouth, have grown up on Maui and I'm currently an undergraduate at the university of Hawaii at Manoa. I'm studying Philosophy and I'm in the process of applying for the Philosophy for children (P4C) Hawaii certificate. I have experienced the education system in Hawaii with out P4C, until I took Dr. Jackson's course at the University. This led me to enroll in a practicum where I was granted the pleasure of seeing the magic of P4C work first hand in Mr. Melton's fourth grade classroom at Waikiki elementary school. Instantly I wished I had had this pedagogy of teaching as I was growing up. As I continue to pursue higher intellectual knowledge, I have discovered a position to give back to the keiki of Hawaii that I'm passionate about, by perusing a carrier that allows me to facilitate P4C sessions in Hawaii hopefully on Maui. I believe P4C is good for the keiki of Hawaii because it provides an intellectually safe environment for young minds to develop together in ways that are not provided in the current education system. P4C is a gentle way of exploring ethics, morals and countless topics with young minds. By having the kids sit in a circle and see each other's faces as they express themselves, they see each other's emotional reactions to each other's

statements and beliefs as a session is in progress, I observed. This allows for the children to be sensitive to all members of the session, and in theory all members of the community. This is of great value in our diverse population of Hawaii. While these young minds wonder about the world the keiki are developing skills in conversation and developing a more clear and distinct worldview. P4C values the keiki voice in a way that seems to be completely missing in traditional classrooms. As a possible future facilitator, and a current undergraduate, in my opinion by empowering the voice of the keiki in P4C, it provides a place for them to develop to be good speakers who critically think about what they are saying with each other in a peaceful and intellectual way, will help them develop into outstandingly intellectual and considerate citizens and people of Hawaii and the world.

Sincerely, Knox R. Weymouth

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Friday, February 10, 2017 12:22 PM  
**To:** HEDtestimony  
**Cc:** dylanarm@hawaii.edu  
**Subject:** \*Submitted testimony for HB580 on Feb 14, 2017 14:03PM\*

**HB580**

Submitted on: 2/10/2017

Testimony for HED/EDN on Feb 14, 2017 14:03PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Dylan P. Armstrong	Individual	Support	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](mailto:webmaster@capitol.hawaii.gov)



House Committee on Higher Education  
The Honorable Justin H. Woodson, Chair  
The Honorable Mark J. Hashem, Vice Chair

House Committee on Education  
The Honorable Roy M. Takumi, Chair  
The Honorable Sharon E. Har, Vice Chair

February 13, 2017

Dear Chair Woodson, Chair Takumi, Vice Chair Hashem, Vice Chair Har and Committee Members:

This testimony is submitted in support for HB 580, Relating to Education, which appropriates funds for the p4c Hawai'i 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 Hawai'i initiative.

I have been part of the philosophy for children Hawai'i (p4c Hawai'i) initiative since 2001 and the growth over the past 17 years has been nothing short of amazing. There are two main aspects of this growth that make HB 580 worth your support. First, we have honed a model of school support that works directly with teachers and administrators to transform classrooms into intellectually safe communities of inquiry and create school cultures that values community, thinking, and wonder. Second, we have developed and articulated a philosopher's pedagogy so that p4c Hawai'i is not limited to a specific discipline or content area. Instead, it is an approach to teaching that has proven to be effective from kindergarten through graduate school in a variety of disciplines and contexts.

Combined, these two aspects give us confidence that HB 580 will effectively benefit Hawai'i's students. HB 580, like HB 810 from two years ago, is asking to directly support DOE teachers. HB 580 would release current HIDEOE 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 HIDEOE 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 HIDEOE 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 HIDEOE teacher salary, plus fringe is \$78,518. Based on current interest of veteran p4c teachers and the demonstrated demand for p4c in several HIDEOE complexes, we anticipate training five HIDEOE teachers as p4c Hawai'i Coaches in the 2017-18 school year. Thus, the anticipated amount needed for HIDEOE teachers is approximately **\$392,590**.

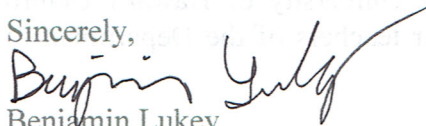
In addition to the funds requested for HIDEOE teachers, funds are also needed for the UH Uehiro Academy. The current faculty members who serve as p4c Hawai'i Coaches will devote at least thirty percent of their time to mentoring the HIDEOE p4c Hawai'i Coaches, including weekly meetings to debrief and 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>
<b>TOTAL</b>	<b>\$182,109</b>

With these appropriations we are confident that we can responsibly and effectively expand the reach of p4c Hawai'i to more of Hawai'i's schools and keiki. However, even funding only one or two HIDEOE p4c Hawai'i Coaches would still have a positive impact. I sincerely appreciate your consideration for Hawai'i's students and this very important bill.

Sincerely,

  
Benjamin Lukey

Ben.lukey.hi@gmail.com

Honorable Committee on Higher Education  
The Honorable Justin H. Woodson, Chair  
The Honorable Mark J. Hashorn, Vice Chair

Honorable Committee on Education  
The Honorable Roy M. Takumi, Chair  
The Honorable Sharon E. Har, Vice Chair

February 13, 2017

Dear Chair Woodson, Chair Takumi, Vice Chair Hashorn, Vice  
Chair Har and Committee members:


This testimony is submitted in support for HB 580,  
Relating to Education, which appropriate funds for the  
P4C Hawaii 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 Hawaii initiative.

My name is Natalia Luky and I support P4C Hawaii in  
schools. I wrote my master thesis on P4C Hawaii and its  
influence on the development of students' reflective thinking  
in classroom discussions and this study provides evidence  
that the P4C Hawaii program does facilitates reflective  
thinking and growth of reflective thinking across time,  
skill that is crucial for fulfilling life. It is very  
easy to get carried away with superficial needs and trends  
in our society when so many people are telling you what  
to do, what to have, what to be every single minute through  
all different media. The individual gets lost, unhappy that  
he/she can't be like all those "successful" people on TV and  
commercials. However, if the individual is a thinker, and

learned how to be critical, reflective about all this information, he/she will know how to prioritize, how to listen to his/her own ideas, ask the right questions,

learn independently, be curious, caring and engaged in what's happening around him/her. P4C is a must in schools, at home, and in the whole world!

Sincerely,

Natalia Loney  02/13/17

natalia.loney@gmail.com

(808) 392-2735



# Reasons why I like P4C!

---

- It is a way to experience people in what they wonder
- P4C is also fun when we played speed ball.
- If p4c did not continue some of the shy people in my class would never speak.
- The more p4c we do the more answers we will find
- P4C helps us become who we want to be.
- ~~P4C~~ At school when the teacher says that its time for P4C everyone is happy because Its time to be free and not be pushed at math

• P4C also teaches people how to not always rely on your friends, for example when we vote for a question we don't just choose a question because our friend chose it.

• I think P4C should go on and on.

Elen Cuker

age: 10

2113117



# UNIVERSITY OF HAWAII SYSTEM

## Legislative Testimony

Testimony Presented Before the  
House Committees on Higher Education and Education  
Tuesday, February 14, 2017 at 2:03 p.m.

By

Thomas E. Jackson, Director  
and

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  
College of Arts and Humanities  
University of Hawai'i at Mānoa

**LATE**

### 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](mailto: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 12<sup>th</sup> 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>
<b>TOTAL</b>	<b>\$182,109</b>

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.

**House Committee on Higher Education**

The Honorable Justin H. Woodson, Chair  
The Honorable Mark J. Hashem, Vice Chair

**House Committee on Education**

The Honorable Roy M. Takumi, Chair  
The Honorable Sharon E. Har, Vice Chair

February 13, 2017

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

My name is Cheriesse Shiroma and I am a teacher at Kailua High School. As a private citizen, I am submitting this testimony in strong support for HB 580, 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 using p4c Hawaii pedagogy in my classroom for over 5 years now. During this time I have seen tremendous growth in my students and also in my self as a teacher. The p4c Hawaii practices are transformative and help students to develop critical thinking skills as well as valuable social and emotional skills. When students engage in philosophical discussions with their peers and teacher, it allows them to become more aware of the assumptions that are embedded in their thinking and to approach each question with an open mind eager to explore the content as well as the diverse perspectives within their community. It encourages them to be flexible thinkers and to analyze the evidence to develop their own unique perspective, but also to be mindful of, understand and empathize with people who different perspectives from their own.

Since the beginning of this school year I have been working with teachers and students in the Kailua Complex as a philoSURFER in Residence and have seen the power of p4c in full effect at the elementary, middle and high school levels. I have been blown away by the growth I've seen within the students we work with and have witnessed what a powerful tool p4c is in illuminating the depth of students thinking and also in the development of interpersonal relationships within the communities I visit in the Kailua Complex.

These communities are rooted in intellectual safety, which is the foundation of p4c. According to Dr. Thomas Jackson, an intellectually safe community is a "safe place, there are no putdowns and no comments intended to belittle, undermine, negate, devalue, or ridicule. Within this place, the group accepts virtually any question or comment, so long as it is respectful of the other members of the circle." It is vital for students to learn how to challenge their thinking and to question the world around them in a respectable way. Practicing these critical thinking, communication and social skills in a positive learning environment will help them to develop the skills they need to be agents of change in the diverse world we live in.

Imagine a Hawaii in which all students are mindful, philosophical thinkers equipped with the skills needed to be community contributors in the 21<sup>st</sup> century and beyond. How might these students have an impact on the future of Hawaii? The world?

Mahalo for your time and consideration,

Cheriesse Shiroma  
Ms.shiroma@gmail.com

February 14, 2017

**TO:** Representative Justin Woodson, Chair  
Representative Mark Hashem, Vice Chair

Representative Roy Takumi, Chair  
Representative Sharon Har, Vice Chair  
House Committee on Education



**FROM:** Lauren Moriguchi

**SUBJECT: HB 580 – Relating to Education**  
**Hearing Date:** February 14, 2017  
**Time:** 2:03 p.m.  
**Location:** Conference Room 309

**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.

**POSITION:** I support HB 580 which provides funding for P4C.

As a parent of two young children, I know that in order to be successful in life they will need enhanced 21<sup>st</sup> century skills which includes collaboration and teamwork, creativity and imagination, critical thinking and problem solving skills, flexibility and adaptability, global and cultural awareness, social responsibility and ethics. Success is highly dependent upon being able to communicate, share, and use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to command and expand the power of technology to create new knowledge. Without these skills they won't be able to successfully participate in the global economy and will be ill prepared for college and a competitive work environment.

P4C is a theory for teaching and learning which emphasizes the importance of inquiry and recognizes that a paramount objective of education is to help students develop their ability to think for themselves and to learn to use this ability in responsible ways. Through P4C, individuals are empowered with 21<sup>st</sup> century skills which are necessary for success in school, work and life.

Thank you for the opportunity to testify on this bill.