

An illustration featuring two hands, one in a reddish-brown hue on the left and one in a tan hue on the right, both holding a laurel wreath. The wreath consists of green leaves and small red flowers. The hands are positioned as if presenting the wreath. The background is a light beige color with soft, abstract shapes in shades of pink, purple, and brown. In the center, the text "Supporting Our Micronesians Students" is written in a dark brown, serif font, enclosed within a faint, circular, double-line border. On the left side, there are two wavy lines, one yellow and one green. In the bottom right corner, there is a small, stylized brown flower with green leaves.

Supporting Our Micronesians Students

The background features a soft, warm-toned illustration. Two hands, one in a reddish-brown hue and the other in a lighter tan, are shown holding a thin branch with several leaves. The leaves are in shades of yellow, green, and brown. The overall style is gentle and nurturing. The text is centered within a faint, circular outline.

**How Are we
Supporting Our
Micronesian Students
in Our Classrooms &
Schools?**

Room Norms

01



This will be recorded for internal HSTA use only.

03



Take breaks as needed.

02



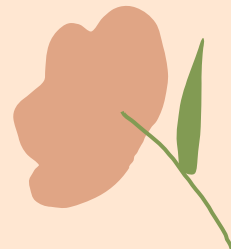
Please mute your mics.

If you have a question, you can add it to the chat or raise your hand.

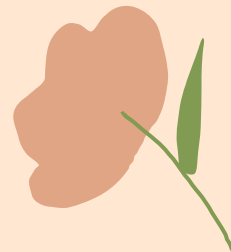
04



You can move to another room at any point.



Agenda



1. Where & Why?

3. Reflection

2. How?
Classrooms
School wide

4. Resources



Karina Hernandez

ELA/EL teacher/EL Coordinator

Making School Cool to Talk About

Konawaena High School

Maestros Vibe Podcast





#beingMicronesian



_lilylaks @_lilylaks · Apr 12



I don't want my son to be ashamed of being micronesian because of the hate that our people receive. [#BeingMicronesian](#) [#Hawaii](#)



1



Angela Edward @whilander · Apr 11



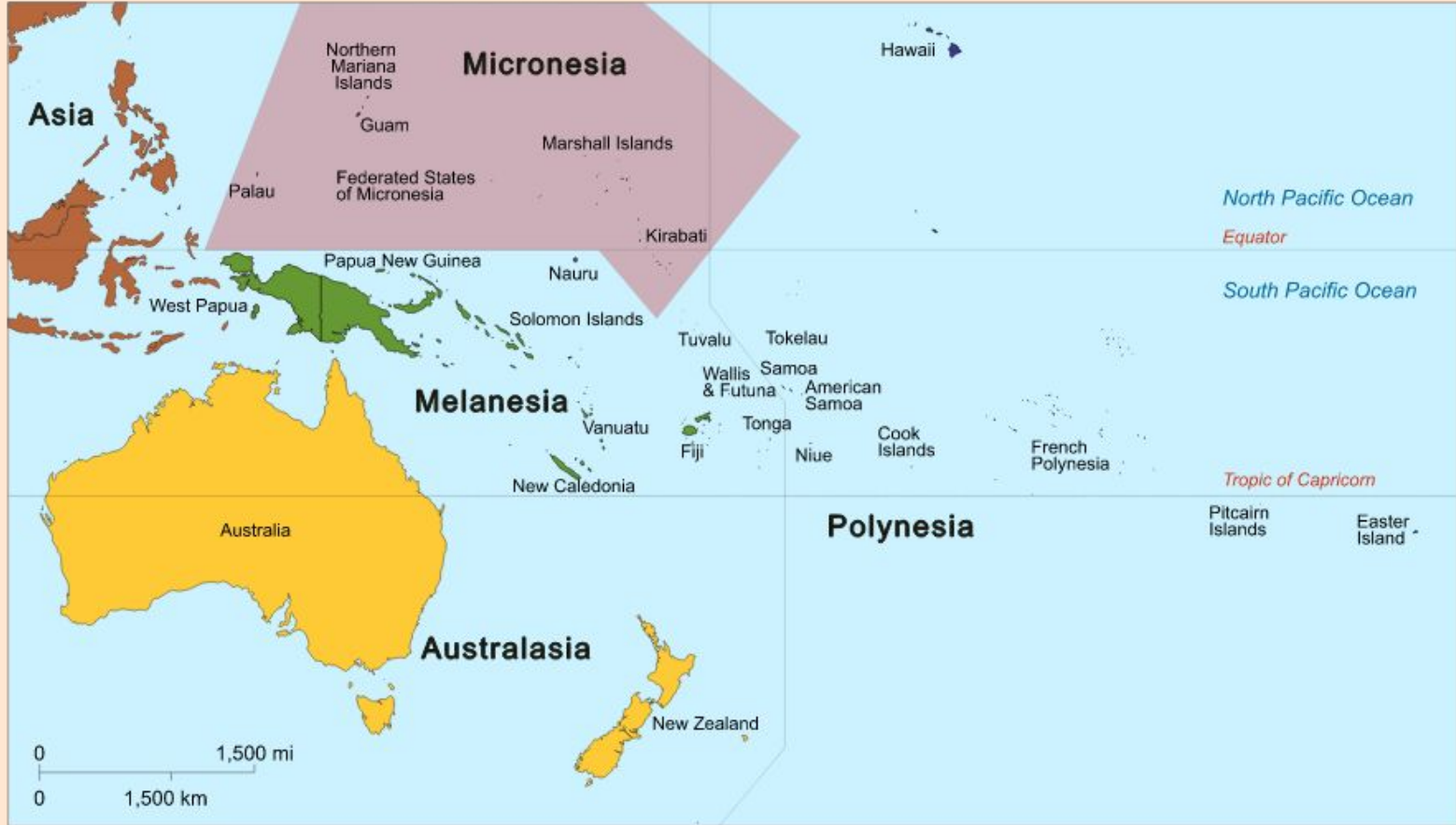
We fought for [#BLM](#) & [#StopAsianHate](#) 🌸 because this racism is getting more & more violent and our oppressors are the same people. We need our allies to work with us now. It is NOT a crime [#BeingMicronesian](#)



1



Where is Micronesia?



Getting to Know the Islands

Palau

- Approximately 340 islands
- The most populous island is Koror
- Gained full sovereignty in 1994; however, it is in a free association with the United States meaning the US provides funding for infrastructure
- Main economy is tourism

Federated States of Micronesia

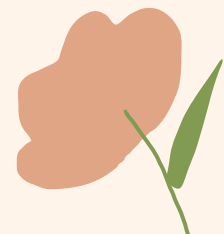
- Consists of four states (Yap, Chuuk, Pohnpei, and Kosrae)
- Became a sovereign state in 1986
- Also has a compact of free association with the United States

Marshall Islands

- 29 coral atolls making up 1,156 individual islands and islets
- In the 2011 census, about 52% of Marshall Islanders lived on Majuro, the capitol
- Islands were given name after John Marshall, British colonizer
- The inhabitants call it “jolet jen Anji” - Gifts from God



Anointed



Supporting Students in the Classroom

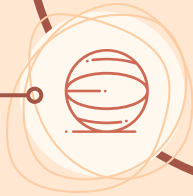


Goals & Dreams

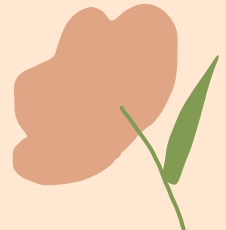


Wellness

Climate Change



Engagement



Goals and Dreams Activity

WHAT ARE YOUR...
Hopes & Dreams?

It's a new school year and a great time to think about goals. What do you want to accomplish? What do you want to get better at and feel proud of?
Explore the links below.
After each one, write a response in the box on the right.
There are no wrong answers. Just share your great thinking!

EXPLORE	RESPOND
Listen to this read-aloud of The Dot .	What does Vashti learn?
Read these quotes: IF YOU CAN DREAM IT, YOU CAN DO IT. <small>WALT DISNEY</small> Source: http://img08.deviantart.net	Jot down your reactions to these quotes. What do they mean to you?

Goals and Dreams Activity

**3 Hopes
for this school year.**

1.

2.

3.

**2 Dreams
for your future.**

1.

2.

**1 Hope
for the world.**

1.

Climate Change



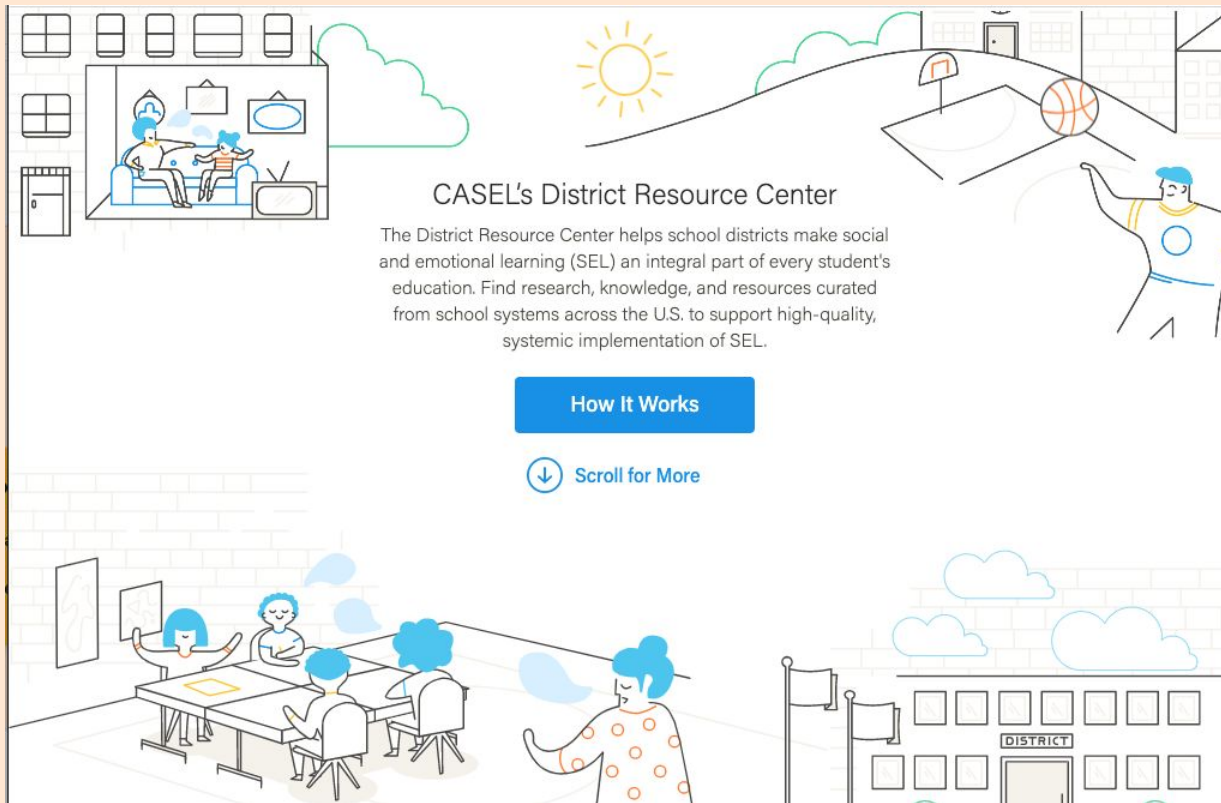
An overhead view of Ejit in the Marshall Islands, center, where rising sea levels are already an inescapable part of daily life.

PHOTOGRAPH BY JOSH HANER, NEW YORK TIMES/REDUX

From One Island to Another



Wellness



CASEL's District Resource Center

The District Resource Center helps school districts make social and emotional learning (SEL) an integral part of every student's education. Find research, knowledge, and resources curated from school systems across the U.S. to support high-quality, systemic implementation of SEL.

[How It Works](#)

[↓ Scroll for More](#)

Engagement

Students want to learn and it is up to us to engage them. It is important to allow students to express themselves in creative ways.

For example:

- One pagers
- Socratic seminars
- Creating songs
- Using instruments
- Sharing about cultural activities



TIPS for Supporting Pacific Islander Students

CONCEPT, CULTURAL VALUE OR RESEARCH

FINDING

MAY BE MANIFESTED AS

MAY BE (MIS) INTERPRETED AS

SUGGESTIONS FOR INSTRUCTORS

HUMILITY OR HUMBLENESS AND RESPECT FOR OTHERS, PARTICULARLY ELDERS

Quiet demeanor or deference to others. Listening and not questioning/speaking up in class; avoiding eye contact; responding in a consistently positive manner (e.g., nodding head in agreement; raising eyebrows for yes).

Socially self-conscious; timid/shy/meek; lack of interest in participating; having an introverted personality; being rebellious (e.g. avoiding eye contact, sitting in back of the class); agreement or understanding.

Provide opportunities for students to meet with you individually or with peers; allow submission of written questions (as opposed to expecting questions to be asked verbally); support work in pairs where students can discuss or converse without feeling singled out. Reinforce the understanding that asking questions and speaking in class is not disrespectful in a western educational setting. Allow practice and modeling for encouraging students to speak up and questioning authority.

IMPORTANCE OF/RELIANCE ON FAMILY SUPPORT SYSTEMS (AND SOCIAL RELATIONSHIPS)

Absenteeism, tardiness, late assignments or no assignments submitted; lethargy. Family priorities (& other social relationships) such as babysitting, transportation, housing or earning income (or spending time with friends) often take precedence over other responsibilities such as attending a class or meeting, or completing an assignment. The western notion of independence and personal responsibility tends to be de-emphasized in many traditional Pacific Island settings.

Lack of commitment to education; excuse-making; unconcerned; unable to comprehend class expectations/material/assignments; procrastination; or poor time management. Inability to work independently; lack of individuality; limited personal goals.

Recognize that family must come first. Emphasize your class expectations with an understanding about family obligations. Provide multiple means of accessibility or “approachability” such as encouraging office visits, emailing or texting/calling re. medical emergencies. Be somewhat flexible with assignments and deadlines, especially when there are extended family medical emergencies such as death or other family obligations. Flexibility refers to communicating an understanding about unexpected crisis and extenuating circumstances which would allow for exceptions to “No Make-up” policies. Encourage the use of university resources and campus support systems. Pair students with a buddy or mentor who can provide positive modeling and encouragement.

Supporting Students at our Schools

Advocates

Making sure that we
advocate for them in
their courses

Getting to know
families and
understanding their
hopes for their child's
education



Culturally Responsive Education

Pedagogies and Procedures Checklist

Four Arrows also offers a list of pedagogies and procedures which can "help teachers employ dialogic and Indigenous approaches to teaching and learning". He notes that when teachers are careful to integrate these elements into their practice, Indigenous ways of learning emerge (pp. 79-80):

1. field experience
2. cooperative learning
3. intrinsic motivation
4. student ownership of subject matter
5. critical reflection
6. intuitive work
7. visualizations and dream work
8. honoring student pace
9. using song and music
10. honoring place
11. using natural world as teacher
12. involving community
13. doing activism and serving others
14. remembering that everything is connected/related
15. using humor whenever possible
16. employing wellness/fitness considerations
17. using peer teaching
18. allowing for observation rather than participation
19. using storytelling prolifically and interactively that is related to the student's world
20. being aware of sustainability issues in the class, school and home environment

Strategies

- Newcomer centers that assist students and parents;
- Safe learning hubs with tutors and technology;
- Student and parent surveys and orientation meetings;
- Engage Community leadership from their Islands;
- Build ties outside of school especially with the Church for announcements, check-ins, student concerns etc;
- Work with the local colleges to involve Island students in classroom programs at Elementary and High School levels;
- Enjoy cultural activities with the students.

The background is a light beige color with several decorative elements. In the top left, there are two wavy lines, one orange and one green. In the bottom left, there are two stylized yellow leaves. In the bottom right, there is a stylized orange flower with a green stem and leaf. The overall aesthetic is soft and artistic.

Reflections

Resources

Articles:

- [Risk and Protective Factors of Micronesian Youth in Hawai'i: An Exploratory Study](#)
- [How Hawaii Schools are Building Bridges to Micronesian Students](#)
- [We Are Oceania non-profit](#)
- [#BeingMicronesian in Hawaii Means Lots of Online Hate](#)
- [Tips for Supporting Pacific Islander Students in Higher Education](#)

Videos:

- [Nuclear Savage: The Islands of Secret Project Documentary](#)
- [PBS - Micronesians Make Home in Milan](#)
- [Supporting Our Micronesian Families - Hawaii Statewide Family Engagement Center](#)
- [Papa Mau: The Wayfinder](#)

The background features a warm, light orange color with several abstract, organic shapes in shades of brown, pink, and purple. On the left, there is a stylized brown flower with green leaves. On the right, there are two wavy lines, one orange and one green, and a stylized yellow and orange leaf-like shape at the bottom right.

Thanks!

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