

ABSTRACT

PORTRAITS OF INDIGENOUS STUDENTS AND EDUCATORS

IN THE TIME OF CORONAVIRUS DISEASE 2019

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This study examined the experiences with remote schooling of Indigenous Kānaka Maoli students and the experiences of Indigenous Kānaka Maoli educators (including non-Indigenous educators of Indigenous students) in Hawai'i during COVID-19. The purpose of this study was to understand their experiences so future educational experiences, delivered remotely or in-person, could be made more relevant, meaningful, and with respect to indigeneity. The study was motivated by three research questions: (1) In what ways did schooling change for Indigenous Kānaka Maoli students and Indigenous Kānaka Maoli educators because of the response to the COVID-19 outbreak? (2) What effects, if any, did remote learning have on Hawaiian culture-based education as described by students and teachers? (3) In what ways were the experiences of Indigenous Kānaka Maoli students and teachers the same and/or different in the time of COVID-19 (spring 2020 and fall 2020)? To examine these questions, individual interviews were conducted with study participants and their individual and collective stories were re-told as portraits in a portraiture. The findings from the research showed that Indigenous students and educators faced challenges with remote teaching and learning that were similar to challenges discussed in previous research and some new challenges. The old challenges included access to digital connectivity and physical proximity to one another. The new challenges included the preservation of language, the preservation of Indigenous identity, and maintaining the mission of culture-based education. Implications for school leaders and future research are discussed.