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**He Aupuni Palapala Ko'u: Authentic Text and Experiences in Hawaiian Language Development**

Hawaii's educational system functions in a unique manner where there is only one State Educational Agency (SEA) and Local Educational Agency (LEA) (US Department of Education, 2014). Another unique piece of Hawaii's educational system is that it accounts for two official languages in the state of Hawaii—English and Hawaiian established by the State Constitutional Convention of 1978. Thus allowing for the existence of both English and Hawaiian medium schools in Hawaii's public school system.

Hawaiian medium education in Hawaii's public education system began in the 1987-1988 school year. Thirty years later, while celebrating its continued existence and importance to the diversity of Hawaii, the program's existence is still affected by policies, and curriculum based on Western epistemology articulated through the English language. Creating a situation where the host language, Hawaiian, has to be altered to fit into this educational model which seeks to homogenize. Much like Dewey's description of traditional education in which there are, "developed standards and rules of conduct; moral training consists in forming habits of action in conformity with these rules and standards" (Dewey, 1998). This ideology deprives the aboriginal people of Hawaii the opportunity to share and celebrate their uniqueness.

To address the disconnect occurring in Hawaiian medium education when modeled after English medium schools in Hawaii, partnerships has formed to support Hawaiian language students matriculating into the teacher training program at the University of Hawaii. Kawaihuelani Center For Hawaiian Language, College of Education, and Ka Leo o Na Kupa, a Kauai County task force of native speakers of Hawaiian that deals with language preservation, are working collaboratively to bring authentic language experiences through course work, intensive language seminars, and teacher training to students. This shift in paradigm from translated English materials has given teacher candidates confidence and insight into this knowledge base. Therefore begin to discover the inherent value found in the literature of all people, in essence it begins the process "to recover ourselves, to claim a space in which to develop a sense of authentic humanity" (Smith, 1999).