

Culture and Arts Integration Coordinator

**Kamaile Academy
HSTA (10-month)**

Position Summary

The Culture and Arts Integration Coordinator serves as a collaborative teacher leader who advances culture-based education across Kamaile Academy. This role is centered on uniting people, strengthening relationships, and building systems that empower teachers, students, and community partners to engage deeply in culture-based education.

This position builds upon the strong foundation that has already been established at Kamaile. The Coordinator ensures that the school has the capacity, coherence, and structures necessary to elevate and sustain our processes related to culture-based education. The work is about strengthening what exists, aligning efforts, and deepening impact for staff and students.

The Coordinator works closely with the Principal, Learning Director, VPs, curriculum team, teachers, Navigator Center, and community partners to create shared structures for collaboration and collective decision-making. The position is not about authority or supervision. It is about influence, facilitation, and building sustainable processes that embed culture and arts integration into curriculum, instruction, and school identity.

This is a teacher leadership role and does not include supervision or evaluation of colleagues.

Core Responsibilities

1. Unifying and Convening

- Create and facilitate collaborative structures that bring together teachers, administrators, and community partners around culture-based education
- Foster pilina across P-12 through intentional relationship building
- Strengthen collective ownership and participation across clusters and content areas
- Work in close partnership with the Principal to ensure alignment with schoolwide priorities and improvement efforts
- Build staff engagement and shared responsibility for advancing culture-based education

2. Building Systems for Culture-Based Education

- Refine and continue to develop a coherent P-12 framework for culture and arts integration that is clearly articulated and sustainable

- Ensure vertical articulation so cultural learning experiences build meaningfully across grade spans
- Establish clear processes for planning, data collection, and reflection in accordance with the cycle for continuous improvement
- Embed culture-based education within existing curriculum, assessment, and instructional systems
- Document and strengthen structures that allow the work to continue beyond any one individual

3. Strengthening Community Connection

- Coordinate and deepen partnerships with cultural practitioners, artists, and community organizations within our lāhui. This includes the coordination of residencies.
- Support meaningful student learning experiences in culturally significant community spaces
- Ensure that community-based experiences are intentionally aligned to curriculum and instructional goals
- Strengthen authentic student connection and engagement within our community
- Support the development of sustainable, long-term community partnerships

4. Professional Learning and Capacity Building

- Design and facilitate professional learning that builds staff confidence and competence in culture-based education and arts integration
- Lead and support PLC conversations aligned to culturally grounded instructional practices
- Model collaborative leadership and co-planning
- Support teachers in developing culturally grounded units, lessons, and assessments
- Support with the continued development of defenses, exhibition, exploration and elective courses
- Increase integration of culture and arts within daily instructional practice across classrooms

5. Instructional and Pedagogical Grounding

- Provide guidance grounded in strong pedagogy and a deep understanding of how students learn
- Support integration of culture and arts into rigorous academic instruction
- Assist teams in using evidence of student engagement and learning to refine practice
- Collaborate with curriculum coordinators and administrators to ensure consistent implementation across P-12

- Strengthen observable classroom practices that reflect culturally grounded and academically rigorous instruction

Minimum Qualifications

- Current State of Hawai‘i Teacher Licensure
- Master’s degree in Education, Hawaiian Studies, or related field.
- Minimum five years of successful teaching experience
- Strong foundation in pedagogy, instructional design, and student learning
- Demonstrated knowledge of culture-based education and culturally responsive practices
- Experience facilitating adult collaboration and collective decision-making
- Ability to build and sustain trusting relationships with staff and community partners
- Strong communication skills, both verbal and written
- Experience as a Hawaiian arts and cultural practitioner, artist, or educator, with demonstrated ability to authentically integrate ‘ike Hawai‘i, cultural practices, and arts-based learning into educational settings

Desired Qualifications

- Doctorate degree in Education, Hawaiian Studies, Arts Education, or related field
- Demonstrated experience in Hawaiian arts, cultural practices, or community-based cultural work
- Strong relationships with local cultural practitioners, artists, or organizations preferred
- Ability to create culturally respectful and engaging learning experiences for diverse learners
- Demonstrated experience leading culture-based education or arts integration initiatives
- Evidence of successful integration of arts and culture into core academic instruction
- Familiarity with place-based learning and culturally sustaining pedagogies