

# A Message from the Director of the EdD

Welcome to this special edition highlighting one of our newest graduate programs at the College of Education. The Educational Doctorate in Professional Educational Practice (EdD) rests on the pillars of reflective practice, transformative leadership, artful pedagogy, and practitioner scholarship. I am very grateful to Dr. Hunter McEwan, emeritus and first director of the program. Dr. McEwan provided me with thoughtful mentoring and early involvement in the program. His guidance prepared me to lead with a keen understanding of educational research that is responsive to problems of practice in our educational communities. I would also like to thank Dr. Veselina Lambrev, who has been involved from the beginning of this new program and has worked tirelessly by my side in the leadership of the program and in the editing of this special edition.

It is a provocative time in higher education as the current political climate questions the role of justice and compassion in our institutional relationships. As I reflect on the pieces of work in this edition of *Educational Perspectives*, a thread throughout is the role that the EdD program has played in developing a community of practitioner scholars whose work resonates far beyond the confines of the university.

As the reader, you will encounter writings from our faculty, community mentors, graduates, and current students who live and work across diverse landscapes of education within and outside of Hawai‘i. The writings show the power of reflective leadership that embraces the “process of making things difficult, of challenging oneself and others” as a kind of educational leadership that can awaken and “take us beyond the merely mundane and routine” (McEwan and Reed, forthcoming).

I carry the vision from Dr. Hunter McEwan that the EdD program continue to foster the principles of artful pedagogy, in which beauty and creativity drive innovation and growth of the program. The EdD program is also committed to the principles of social justice and transformative leadership. Understanding leadership in Hawai‘i, I would suggest, is about giving an account of the historical present in our communities. Reconciliation with the first peoples of Hawai‘i ensures a strong future for the islands. When we become allies in the care of the ancestral knowledge and

language of Hawai‘i, we take care of each and every child of the islands. As Silva, Alencastre, Kawa‘iae‘a, and Housman (2008) state, “The language, the culture, the spiritual connection to our ancestors, and our behaviors must be a vital part of the literacy program that we provide for our children and future generations” (40).

The third cohort of the EdD program has started as this special edition of *Educational Perspectives* goes to print. Community consultancy projects and dissertations in practice that work to improve practical problems of education in our state will continue to thrive. It is an honor and privilege for me to share in the work of the brilliant current and future EdD practitioner scholars and educational leaders of Hawai‘i nei.

I believe that the principles of beauty, courage, and love can provide what is needed in a time of intense political division. Binaries of race, religion, and gender threaten to become concepts that foster hatred and fear. The EdD program is committed to fostering educational leaders who will continue to meet the challenges of education in Hawai‘i as we strive to see beyond ourselves and cultivate a sense of aloha so brilliantly described by Manulani Meyers (2003): “Developing your sense of deep spirit and enduring affections for others will be one of the most difficult things you will do in your lifetime” (14). I am grateful for the opportunity to serve in the leadership of this special doctoral program and to continue to be cared for by the ‘āina and waters of Hawai‘i.



With aloha,  
Sarah Twomey

## REFERENCES

- Myer, Maunalani Aluli. 2003. *Ho‘oulu: Our Time of Becoming: Collected Early Writings of Manulani Meyer*. University of Michigan: ‘Ai Pōhaku Press.
- Silva, Kalena, Makalapua Alencastre, Keiki Kawa‘iae‘a, and Alohalani Housman. 2008. “Generating a Sustainable Legacy: Teaching Founded Upon the Kumu Honua Mauli Ola.” In *Indigenous Educational Models for Contemporary Practice, In Our Mother’s Voice, Volume II*, edited by Maenette Kape‘ahiokalani Padeken Ah Nee-Benham, 29–40. New York: Routledge Taylor and Francis Group.