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OFFICE OF THE SUPERINTENDENT

November 12, 2026

TO: The Honorable Elynne Chung
Chairperson, Human Resources Committee

FROM: Keith T. Hayashi
Superintendent

SUBJECT: Department of Education proposal to proceed with policy development relating to leadership competencies

1. EXECUTIVE SUMMARY

The Hawaiʻi State Department of Education (HIDOE) seeks the Hawaiʻi State Board of Education's (Board) approval to develop a new Ends Policy on Effective Educational Leadership and to revise Board Policy E-200 (Staff Success) as companion policies. The proposed policies would establish a coherent, systemwide framework for effective educational leadership, grounded in the HIDOE Leadership Competencies and aligned with the Board's vision for public education, Nā Hopena Aʻo, and the State Strategic Plan 2023-2029.

Together, the policies would set expectations for effective leadership and guide the HIDOE in aligning leadership preparation, selection, development, support, supervision, evaluation, and succession planning to strengthen student learning and growth.

2. RECOMMENDATION

The HIDOE recommends that the Board approve proceeding with the development of two companion policies:

- New Ends Policy on Effective Educational Leadership: Establish the Board's expectations for effective educational leadership and recognize the HIDOE

Leadership Competencies as the common framework for leadership practices that advance student success.

- Revision of Board Policy E-200 (Staff Success): Modernize the policy as High-Quality Educator Workforce and Leadership Excellence, establishing the HIDOE's responsibility to develop and sustain a high-quality educator workforce and integrate the Leadership Competencies throughout the leadership pipeline.

The HIDOE would work with the appropriate Board committee and staff to determine the final language, placement, numbering, and alignment of the policies, consistent with Board Policy 400-2 (Policies and Policy-setting).

The requested action authorizes the HIDOE to proceed with policy development. It does not constitute final adoption of either policy.

3. DISCUSSION

Effective educational leadership is essential to student learning, school improvement, employee development, and organizational effectiveness. A coherent leadership framework strengthens the HIDOE's ability to prepare, develop, support, and sustain effective leaders at all levels of the public education system.

The Board's existing Ends Policies set expectations for student success, while Policy E-200 addresses staff success. The proposed companion policies would strengthen the link between these expectations and the leadership practices needed to achieve them.

The Superintendent-approved HIDOE Leadership Competencies provide a shared framework comprising eight competencies:

1. Integrity and Reflection;
2. Communication and Influence;
3. Relationship Building and Collaboration;
4. Community Stewardship;
5. Student Learning and Growth;
6. Capacity Building;
7. Systems Thinking; and
8. Visionary and Adaptive Leadership.

The proposed Ends Policy would set the Board's vision and expectations for effective educational leadership. The revised Policy E-200 would provide organizational direction for developing and sustaining a high-quality educator workforce and leadership pipeline.

This approach aligns the Board's desired educational outcomes with the HIDOE's responsibility to build the leadership capacity needed to achieve them.

Upon approval to proceed, the HIDOE will coordinate with Board staff and the relevant Board committee to refine the proposed policy language, determine the appropriate policy placement, and identify implementation considerations.

The HIDOE will then return to the Board with the proposed policies for the Board's consideration and approval.

KTH:ab
Attachment: HIDOE Leadership Competencies

c: Leadership Institute

HIDOE LEADERSHIP COMPETENCIES

Under the modernized policy, these eight core competencies will serve as the shared responsibility and baseline operational standard across HIDOE, from Superintendent to Student, to model and foster Vision of the Public School Graduate (BOE Policy 102-15) and Nā Hopena A‘o (BOE Policy E:3).

Integrity and Reflection	Leadership requires moral character, integrity, and ethical conduct. Leaders align their values with their actions and cultivate trust through honest and transparent decision making. Leaders engage in ongoing reflection and use a growth mindset to strengthen their impact.
Communication and Influence	Leadership requires clear communication and the ability to influence others. Leaders must be adept communicators, conveying compelling messages with clarity and purpose to inspire and motivate others. Leaders must actively listen and engage in authentic dialogue to interact and advocate effectively.
Relationship Building and Collaboration	Leadership requires cultivating strong relationships and fostering collaboration. Leaders build trust and create an environment where all voices are heard and valued.
Community Stewardship	Leadership requires being centered on students by actively building strong reciprocal partnerships with families, educators, and community stakeholders. Leaders foster a connected and thriving educational system through caring relationships and cultural understanding.
Student Learning and Growth	Leadership requires prioritizing a clear, student-focused vision. Leaders share responsibility and ownership to cultivate a culture for learning that supports the whole child.
Capacity Building	Leadership requires the development of dispositions, knowledge, and skills of self and others. Leaders identify potential, nurture growth and provide opportunities to ensure Department stability and student success.
System Thinking	Leadership requires an understanding of how systems interconnect, anticipates downstream consequences, and creates alignment within the Department. Leaders effectively coordinate and align operations, personnel and programs to foster a cohesive and adaptive learning environment.
Visionary and Adaptive Leadership	Leadership requires a clear compelling future direction within the context of current realities. Leaders are action-oriented, decisive, and courageous problem-solvers who implement change.