



# Ngā Pae o te Māramatanga Summer Internship Projects 2016-17

Published for student review and applications for summer internships only.

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## Project 1

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**Name:** Dr Carla Houkamau

**Institution:** The University of Auckland Business School

**Email:** [c.houkamau@auckland.ac.nz](mailto:c.houkamau@auckland.ac.nz)

**Project Title:** "How Great Can We Be? Identity Leaders of the Māori Economic Renaissance"

**Project purpose:**

The purpose of the project is to undertake a literature review and data collection for a three year Marsden funded project "How Great Can We Be? Identity Leaders of the Māori Economic Renaissance". This project offers the ideal opportunity for a student to experience being involved in a large scale project in the area of Māori economic development. **It is hoped that the successful applicant will continue their involvement with the project for the duration and express an interest in training as a researcher.**

**Project location:**

The role will be based within the Mira Szászy Research Centre for Māori and Pacific Economic Development. The Mira Szászy Research Centre is NZ's first dedicated Māori and Pacific research facility in business and economics, which aims to enhance the quality of life for Māori, Pacific and other indigenous peoples, their communities, small-to-medium enterprises and nations.

**Programme of work:**

This role will be part of a large scale mixed methods study into Māori leadership and economic development. The main role of the student will be to support Dr Houkamau to carry out a thorough literature review. This will involve;

- Procuring research materials (journal articles, books, archived material)
- Reviewing literature.
- Compiling, reviewing and summarising data.
- Transcribing interviews.
- Collating information for and writing up biographies of Māori business leaders.
- Reference checking and preparing bibliographies.
- Proof reading.
- Interview transcriptions and data checking.
- Checking and proof reading surveys.
- Attending meetings and note taking.
- Representation at hui and conferences.
- The student will receive training in all these tasks and will typically share work with other members of the research team.

**Day to day nature of the work:**

In most cases the applicant will work from a desk either at the University of Auckland or from their own home (it is possible to do this work remotely). They will need to meet face to face (either in person or via skype) with Dr Houkamau at least weekly for the duration of the project. It is also possible they will need to work in the Auckland University library sourcing documents if they cannot procure digital copies of material.

**Skills the student will learn:**

These skills are outlined above (i.e. collating data for literature reviews, recording keeping, maintaining ethical standards in relation to confidential data etc.).

This job requires teamwork, the exercise of discretion and a good understanding and appreciation of Te Ao Māori. The ideal candidate will be organized, pay close attention to detail, highly flexible and willing to work under conditions of ongoing change. In addition it is important that the applicant have the ability to express ideas clearly and concisely orally and in writing. They should also have some basic research skills (including ability to identify and source documents for research projects).

The main output from the Studentship will be a working paper (5,000-10,000 words in lengths including references) which describes the relevance of cultural values and identity to economic choices (with a focus on Identity Economics and how this theoretical approach may have applicability to Māori). The working paper will be disseminated (via appropriate conferences including the ANZAM – Australia and New Zealand Academy of Management Conference 2017) to encourage discussion and suggestions for revision before producing a final written report.

## Project 2

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**Name:** Professor Angus Macfarlane

**Institution:** University of Canterbury

**Email:** angus.macfarlane@canterbury.ac.nz

**Project Title:** The Science of Language: Examining the linguistic structure of te reo Māori

**Project purpose:**

This project will examine the linguistic structure of te reo Māori and the way in which the language has evolved in response to a range of contributing phenomena, in particular literacy. The findings of this research will inform a wider study that considers the functionality of te reo Māori in improving literacy outcomes for Māori learners, in particular those who are emerging bilingual. Additional benefits will accrue, such as te reo Māori being visible (he mea kitea), heard (he mea rongona), and felt (he mea ngakaunui) in these learning and teaching settings.

**Project location:**

Te Rū Rangahau Māori Research Laboratory, University of Canterbury

**Programme of work:**

Lab work: Complete a comprehensive literature review on ngā ahuatanga o te reo Māori

This research will consider the following key points:

- Te reo Māori in pre-contact and pre-colonisation Aotearoa New Zealand
- Historical events and policies that affected te reo Māori linguistically and socially
- The phonology and orthography of te reo Māori, and the relationship between te reo Māori and phonological awareness
- Te reo Māori in contemporary Aotearoa New Zealand

This project will draw from a variety of te reo-focused research projects including Higgins and Rewi (2014) and Gillon & Macfarlane (with publisher). In addition to drawing from these works the project will be obliged to declare that in a society of rapid change, approaches to the teaching and learning of literacy are being continually adapted as new technologies and epistemologies are being introduced, trialled, and revised. A summer internship will be a sound platform to generate thinking and theorising, and to develop resources for tamariki to advance their reading progress. Therefore, the following outputs will be important in the work over summer:

Academic outputs:

- Consult with Ngāi Tahu professionals on campus, inform them of intentions, invite them to hui
- Present a paper at a Māori Research Colloquium on the UC campus
- Present a workshop or paper at a regional or national conference
- Prepare a framework for an academic journal with a firm commitment to convert the framework into a publication post-internship (MAI Journal as first preference)

**Day to day nature of the work:**

- Student to work individually on literature review with guidance from the Professor of Māori Research and te reo Māori experts in Te Rū Rangahau
- Collaborate with the Professor of Māori Research on the production of an academic publication for a journal
- Network with other scholars and senior researchers on campus

**Skills the student will learn:**

- Literature appreciation and expansion
- Improve academic writing skills
- Collaborative research skills
- Enhance knowledge and skills in literacy and te reo Māori

## Project 3

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**Name:** Dr Rebecca Kiddle, Anaru Waa, Prof Philippa Howden-Chapman

**Institution:** Victoria University of Wellington

**Email:** [Rebecca.kiddle@vuw.ac.nz](mailto:Rebecca.kiddle@vuw.ac.nz)

**Project Title:** Wainuiomata Marae: Setting the Scene for Urban Regeneration

**Project purpose:**

The project involves taking a baseline of Wainuiomata community. We are working with Wainuiomata marae on a community regeneration programme, for which we have applied for money from MBIE and National Science Challenge 11. Wainuiomata is experiencing a number of concerning trends including environmental concerns such as high levels of arsenic in the soil, housing that has fallen into disrepair, dropping school rolls and the threatened closure of the mall due to businesses pulling out of Wainuiomata. On the positive side, the community has lots of amenities as well as a marae which acts as a focal point for many in the community. There is a regional park, a new cycle-way and a high rate of home-ownership.

The aim of this project is to map the strengths of this community using administrative data (educational, Hutt District Health Board, Regional Public Health, environmental, Census police etc and key informant interviews). This information would be used as a basis for the MBIE funded project if we were to be successful and provide useful baseline data for Wainuiomata marae and other groups wanting to apply for funding for regeneration type projects.

**Project location:**

The student will be located in Wellington either in Wainuiomata community (the marae) or at the Victoria University of Wellington Campus in Kelburn.

**Programme of work:**

The student will be expected to:

1. Identify and analyse key sources of existing information/data around:
  - a. Demographic make-up of Wainuiomata
  - b. Economic health – including incomes, employment opportunities, employment locations
  - c. Community wellbeing – including incidences of crime, access to services and amenity
  - d. environmental health – including housing quality, environmental quality
2. Undertake key informant interviews
3. Write up analyses of 1 and 2 in a report form
4. Dissemination presentation back to the community.

**Day to day nature of the work:**

The majority of Task 1 will be spent at Victoria University of Wellington

**Skills the student will learn:**

- A range of skills around descriptive data identification, collection and analysis
- Interview skills and qualitative data analysis
- Presentation skills and good practice around dissemination

## Project 4

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**Name:** Dr Wayne Ngata

**Institution:** Te Papa Tongarewa

**Email:** [wayne.ngata@tepapa.govt.nz](mailto:wayne.ngata@tepapa.govt.nz)

**Project Title:** Ngā uri o Matihiko (Digital Native Stories)

**Project purpose:**

He kohikohi i ngā kōrero a te Māori i whānau mai, i tipu ake i te ao hangarau, matihiko anō. Mā ēnei kōrero e tohu ō rātou whakaaro mō tō ratou nā ao, otira ko te āhua o āpōpō hei whiringa whakaaro mō tēnei mea te taonga, arā, te tiaki, te whakakōrero hoki i te taonga hei kaupapa whakapakari i ngā uri o ngā taonga. *To collect stories of Māori digital natives that reflect current generation worldviews and ways of thinking and doing that inform and shape the future of how we care for, and relate to taonga as a means of contributing to and helping develop 'descendants' of those taonga.*

**Project location:**

*Te Papa Tongarewa, Wellington*

**Programme of work:**

He kohikohi i ngā rangahau kua oti kē mō te whakatipuranga i whānau māori matihiko mai.

He whiriwhiri uiuinga hei patapatai e kohikohi whakaaro Māori nei mō tēnei kaupapa.

He whakawhāiti i ngā kohikohinga hei pūrongo ki Te Papa Tongarewa, ki Ngā Pae o te Māramatanga hoki e kitea ai he aha tētahi huarahi whakaratarata i te hunga māori matihiko.

**Day to day nature of the work:**

***He Kohinga Rangahau (30%)***

He kimi i ngā pā rangahau ngā kōrero e hāngai ana ki te kaupapa nei – ‘Born Digital’

He kohikohi i aua kōrero ki te wāhi kotahi

He tuhituhi he whakarāpopotonga o aua kōrero

***He Whakahaere Uiuinga (50%)***

He hanga pātai hei uiuinga

He whakamātautau i aua pātai

He tohu tangata hei uiui

He uiui, he kohikohi kōrero

***He Tuhituhi Pūrongo (20%)***

He tuhituhi i ngā kohinga kōrero hei purongo āwhina i a tātou kia mōhiotia atu he aha ngā hua o ā tātou kōwhiringa i ēnei rā e pā ana ki te tiaki, ki te whakakōrero hoki i tēnei mea te taonga hei āhuatanga whakapakari i ngā uri o aua taonga.

**Skills the student will learn:**

He rangahau kōrero

He whakawhāiti kōrero rangahau

He whakarāpopoto tuhinga

He whakarite uiuinga

He hopu kōrero

He whakatakoto i aua kōrero hei pūrongo

## Project 5

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**Name:** Dr Wayne Ngata

**Institution:** Te Papa Tongarewa

**Email:** [wayne.ngata@tepapa.govt.nz](mailto:wayne.ngata@tepapa.govt.nz)

**Project Title:** Te Ara ki Hawaiki

**Project purpose:**

He rangahau, he whakawhāiti i ngā kōrero a ngā taurira me ngā mātanga o te kura whakaterere waka o Ngā Kurī a Tarawhata o Tauranga, hei mahere mō te ara hoki atu ki Hawaiki, ki Satawal rā anō ā te 2019-2021. *Conduct research about the process and production of detailed sail plans based on traditional Polynesian and Micronesian bodies of knowledge with students and teachers of te kura whakaterere waka, Ngā Kurī a Tarawhata, Tauranga.*

**Project location:**

Te Kura o Ngā Kurī a Tarawhata, Tauranga

**Programme of work:**

He kohikohi i ngā rangahau e whāia ana e ngā taurira me ngā kaiako o te kura o Ngā Kurī a Tarawhata i ō rātou nā wānanga o te tau 2016 -17

He whakawhāiti i ngā kōrero mō; te ara moana, te ara o te rangi, ngā tikanga o Tangaroa, o Tawhirimatea, o Rongo anō hoki, te whakarite waka hourua, te whakarite utauta, te tikanga tangata, te tikanga waka, te whakarite ture whenua, te tikanga moutere; katoa katoa he ahuatanga tuitui whakaaro e maunu ai te waka ki tai, e ū ai te tangata ki uta.

He whakamarama i te whakapapa tūhonohono i ngā momo whakaritenga kua tuhia i runga nei. Koinei te tino hua o tēnei kaupapa kia kīia ai ehara i te whakaterere waka noa nei engari he mea i āta wānangahia e ō tātou tīpuna ngā tohu katoa o te ao i noho ai rātou, e noho hoki nei tātou.

Te tā i te ara hei mahere, atu i Aotearoa ki Tahiti, ki Hawaii, heke anō ki Satawal, hoki ki Aotearoa.

**Day to day nature of the work:**

He rangahau, he kohikohi i ngā kōrero e rangahau ana e ngā taurira me ngā kaiako, ka tuhia, ka tāia (30% i te kāinga me te noho ki ngā kaiako)

He whakarite āhuatanga hei whakawhāiti ā-pepa nei hei mahere me ngā whakamāramatanga huhua hei tautoko i ngā kōrero kua kohia (10% i te kāinga me te noho ki ngā kaiako)

He puta ki ngā wānanga e toru o te raumati, o te kura, ki te whakarongo, ki te mātaki, ki te whakawhitiwhiti whakaaro ki ngā taurira me ngā kaiako mō te ara e whakaritea ana kia whāia. (15% noho marae, mā runga waka rānei)

He whiriwhiri hangarau hei hopu, hei whakaatu hoki i te ara e kōrerotia ana (5% i te taha o te mātanga hangarau)

He tuhituhi, he tā i te mahere me ōna tikanga (40% i te kāinga)

**Skills the student will learn:**

He rangahau korero ki tā te Māori rangahau

He whakawhāiti kōrero rangahau

He whakatakoto mahere

He whakarite hangarau hei whakaatu mahere

He uiui tangata

He whakamārama tohu moana, tohu rangi, tohu moutere hoki

## Project 6

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**Name:** Dr Kepa Morgan

**Institution:** The University of Auckland

**Email:** k.morgan@auckland.ac.nz

**Project Title:** Mauri Model Applications in Soil Suitability for Iwi Development

**Project purpose:**

Iwi settlements are resulting in the return of land assets that have historically established land use patterns and in some cases forward commitments that may not be well aligned with Iwi aspirations. The Mauri Model has previously been applied to land use decision making, specifically the GIS based identification and optimisation of riparian margins within the Tarawera catchment (Peacock et. al., 2012). While this application of the Mauri Model considered ways to minimise the negative impacts of land use at riparian margins, an alternative approach to improving water quality may be the ability to compare different land use options within the holistic context of mauri impacts. Investigation approaches for land use alternatives that are effective in empowering Indigenous knowledge and aspirations alongside commercially dominant land use practices would assist many Iwi grappling with these issues. The combination of existing GIS databases with location specific indigenous aspirations for development is a potential application of the Mauri Model that could assist Iwi in identifying development opportunities that are more strongly aligned culturally than existing practices. Working with the Bay of Plenty Regional Council and Ngāti Mākino Iwi Authority this project will develop a pilot application and apply it to Ngāti Mākino land holdings to determine the feasibility of a Mauri Model based evaluation approach for land use in Aotearoa New Zealand.

**Project location:**

The research will be located in the Bay of Plenty. The Ngāti Mākino Heritage Trust has offices in Te Puke. Ngāti Mākino land holdings are located between Maketu and Matata, and the Regional Council GIS databases are accessible online but located in Whakatane. Supervision meetings can occur in the Bay of Plenty.

**Programme of work:**

The successful scholar will conduct a brief literature review of documents provided to introduce the Regional Council GIS database, Ngāti Mākino Iwi, and the Mauri Model. Existing land use patterns within the Ngāti Mākino rohe, potential mauri indicators, and potential land use alternatives will be evaluated in Iwi workshops. An algorithm will be created that appropriately combines the GIS database information with cultural considerations to produce a graphical representation of the state of mauri within the Ngāti Mākino rohe. A report will be produced that considers the value of the evaluation approach from a Ngāti Mākino perspective and also the potential transferability of the evaluation approach into other Iwi rohe.

**Day to day nature of the work:**

Background reading and experimentation with the use of the Mauri Model using the online tool [www.mauriometer.com](http://www.mauriometer.com). Meetings with Iwi and Council and discussions with Iwi and Council experts about indicators and threshold definition. Verification database information with some field sampling and photographic records where necessary. Participation and note taking in Iwi workshops. Creation of algorithm and preparation of report. Adaptation of report format to suit publication.

**Skills the student will learn:**

Application of the Mauri Model. Definition of indicators and thresholds. Communications and wānanga (workshop) processes and protocols. Sampling techniques, computer programming (requires prerequisite understanding) and basic photography. Report writing.

## Project 7

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**Name:** Dr Kepa Morgan

**Institution:** The University of Auckland

**Email:** k.morgan@auckland.ac.nz

**Project Title:** Iwi Development Integration of Papakāinga and NET Innovations

**Project purpose:**

Iwi claims settlements are resulting in the return of land and other assets that have historically established use patterns that may not be well aligned with Iwi aspirations and needs. Meanwhile Iwi and Hapū are identifying and implementing their own development responses that may or may not represent feasible solutions to these contemporary challenges. A particular challenge that many Iwi are concerned about is the present and future housing needs of their people, and in many cases Iwi and Hapū are at the mercy of consultants. While some research is considering alternative approaches to development, few examples exist that exemplify land use approaches that fully integrate papakāinga concepts and available native engineering and technology innovations. Housing development approaches for undeveloped land that are effective in empowering Indigenous knowledge and aspirations would assist many Iwi grappling with these challenges. Could an example assist Iwi in identifying development opportunities that are more strongly aligned culturally than existing practices and also raise expectations of what appropriate housing solutions should represent in the future? Working with the Otāmarakau Farm Trust this project will investigate a fairly typical isolated site opportunity using Mauri Model wananga to define a potential set of Māori performance measures appropriate for housing development. Applying these Māori performance measures to a specific site will serve to illustrate the feasibility of papakāinga based approaches to green fields land development in the Bay of Plenty and Aotearoa New Zealand.

**Project location:**

The research will be located in the Bay of Plenty. Research will be facilitated through the Ngāti Māhino Heritage Trust which has offices in Te Puke. Supervision meetings can occur in the Bay of Plenty.

**Programme of work:**

The successful scholar will conduct a brief literature review of documents provided to introduce the Otāmarakau Farm Trust, evolving indigenous housing approaches including whareuku and ukuteina, and the Mauri Model. Existing site characteristics will be investigated and collated including soil properties, vegetation, land contour, exposure to natural hazards, and potential papakāinga mauri indicators, and potential housing arrangements and approaches will be evaluated in Iwi workshops. A graphical representation of three potential housing development approaches will be prepared. A report will be produced that considers the value of the evaluation approach from a Hapū perspective and also the potential transferability of the evaluation approach into other Iwi rohe.

**Day to day nature of the work:**

Background reading and experimentation with the use of the Mauri Model using the online tool [www.mauriometer.com](http://www.mauriometer.com). Meetings with Iwi and Council and discussions with Iwi and Council experts about indicators and threshold definition. Verification database information with some field sampling and photographic records where necessary. Participation and note taking in Iwi workshops. Creation of algorithm and preparation of report. Adaptation of report format to suit publication.

**Skills the student will learn:**

Application of the Mauri Model. Definition of indicators and thresholds. Communications and wānanga (workshop) processes and protocols. Soil testing techniques, architectural draughting (requires prerequisite understanding) and basic photography. Report writing.

## Project 8

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**Name:** Dr Aroha Harris

**Institution:** Hoani Waititi Marae Trust Board

**Email:** [morgantc@ihug.co.nz](mailto:morgantc@ihug.co.nz) Contact person Carolyn Morgan

**Project Title:** History of Hoani Waititi Marae

**Project purpose:**

This work will document and tell the story of Hoani Waititi Marae from its inception in West Auckland in the early 1970s through to the current time. The Marae was conceived as a pan tribal urban Marae that would find expression and where the wider West Auckland community could learn about and experience Māori culture.

The work will trace the journey from prior to the land being secured – acknowledging the vision and commitment of key individuals who identified the need and then built a large support base, to securing the land, to building the Whare Kai and then the carved Meeting House, Tumanako. It will cover the subsequent establishment of extensive work and training schemes, Kohanga Reo and Kura Kaupapa. The story, however, is about much more than simply the building of physical facilities or the delivery of numerous and highly varied programmes. It is also about the role of the Marae in community life – as a focus and a venue where highly significant events have taken place. It is about the base provided for nationally acclaimed kapa haka groups and the re-birth and growth of mau rakau and as a special place where thousands of Pakeha New Zealanders have experienced and learnt about Te Ao Māori often for the first time. Hoani Waititi Marae has exemplified a uniquely Māori form of community development that has provided critically important cultural capital, often operating ‘below the radar’ but for more than 35 years consistently providing a positive focus for a wide group of West Auckland whanau and a touchstone for Māori cultural strength within our community. It is a story that needs to be told.

**Project location:**

Hoani Waititi Marae, Auckland

**Programme of work:**

- Identifying and collating research material
- Carrying out an archival search
- Identifying and collating newspaper articles and media programmes
- Identifying and collating written records, private manuscripts and photos
- Preparing a draft interview plan

**Day to day nature of the work:**

- 80% office based: includes information and archival research
- 20% field work: includes meeting with key agencies and information providers

**Skills the student will learn:**

- Research skills
- Communication skills
- Planning and organisational skills
- Working in a Marae setting on a community project

## Project 9

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**Name:** Dr Carwyn Jones

**Institution:** Victoria University of Wellington

**Email:** Carwyn.jones@vuw.ac.nz

**Project Title:** *Te Akinga* - a Māori law treatise

**Project purpose:**

This project is to identify and explore case studies and detailed examples which illustrate the way in which tikanga Māori is expressed in New Zealand state law. In doing so, the project will support the production of a major Māori law book. The overarching objective of the larger project is to ensure key areas of law affecting Māori or that address a Māori dimension are understood in the context of its historical roots of both the development of state law and Māori law. This is done to create connections across previously disconnected topics. This project is specifically aimed at supporting the integration of an examination of tikanga Māori or Māori custom law, values and principles, with legal developments in the context of transitional justice (particularly Treaty of Waitangi claims and settlement processes) and emerging models of co-governance in the New Zealand state legal system.

**Project location:**

Faculty of Law, Victoria University of Wellington

**Programme of work:**

- The intern will work with the supervisor to complete the following steps:
- Review existing research to identify gaps and areas where additional material will assist better integration of tikanga content in an analysis of the New Zealand state legal system;
- Undertake necessary research to assist with filling any gaps identified. It is anticipated that this will be quite targeted research focused on drawing out particular case-studies or supporting elaboration of a small number of discrete issues.
- Produce a report that records and brings together work completed on this project including material compiled on tikanga Māori and New Zealand law, case studies that have been examined that help to integrate Māori law and New Zealand state law.

**Day to day nature of the work:**

The first part of the project, reviewing the existing research and identifying gaps, will involve working closely with the supervisor in the office, focusing on the draft material, but will also require the intern to establish a broad familiarity with the existing literature in the field.

The second part of the project will be focused much more on library research. Many library resources can be accessed online but I expect that the intern will need to spend a significant amount of time using the law library and the National Library during this phase of the project. Those libraries are likely to be particularly relevant in undertaking gap-filling research relating to the application of tikanga in a legal context.

The third phase of the project will return to being primarily office-based. This will involve general editing tasks as well as some proof-reading, copy-editing, and reference checking. It is expected that

the intern will work closely with the supervisor in relation to incorporating new draft material into the body of research for this project.

**Skills the student will learn:**

The student will develop critical reading skills and enhance their research skills, working with both the electronic and physical resources of the law library and National Library.

The student will gain knowledge and some expertise in the subject matter of this book, in particular, learning about tikanga concepts and practices and their application to different aspects of the New Zealand state legal system.

The student will also strengthen basic technical editing and scholarly and legal writing skills.

## Project 10

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**Name:** Drs Rangi Matamua and Hēmi Whaanga

**Institution:** The University of Waikato

**Email:** rmatamua@waikato.ac.nz

**Project Title: Te Poutuarongo o Te Whare Kōkōrangī**

**Project purpose:**

Te Poutuarongo o Te Whare Kōkōrangī will be closely linked to a previous Ngā Pae o Te Māramatanga research project '*Ringihia i te kete - the language of the stars.*' This initial project was funded in 2013 and explored how Māori astronomy is embedded within the linguistic record and linguistic landscape of Aotearoa. It also examined how this specialised Māori knowledge base can be revitalised to play an important and meaningful role within a modern context. Forming the base of this first project was an extensive and detailed review of all literature pertaining to Māori astronomy. This review was not restricted to published material, but included additional items including manuscripts, mōteatea, whakataukī and various English and te reo Māori records where Māori astronomical knowledge was located.

This next phase of the Māori astronomy research journey is 'Te Poutuarongo o Te Whare Kōkōrangī', meaning the back wall of a Māori astronomical house of learning. Many Māori believe the back wall of a house of learning is the spiritual depository where the essence of knowledge is located. The proposed internship will look to build upon the learning and research from 'Ringihia i te kete – the language of the stars' by building on Māori astronomical knowledge so it can serve as the basis for future Māori research. This will be done but continuing to develop and populate a Māori astronomy database that has been created to house Māori astronomical knowledge.

In 2012 Rangi Matamua and Hēmi Whaanga created a database to house information associated with Māori astronomy. An extensive investigation was conducted to collect information from various sources including major publication, Māori newspapers, Māori karakia, waiata and whakataukī, manuscripts and interviews. It is our understanding that this database is the most extensive collection of Māori astronomy to date. However, it is also apparent that a massive amount of work still needs to be completed, and the database needs to be developed and continually populated. Te Poutuarongo o Te Whare Kōkōrangī proposes a 10 week-long internship where a student will work with the database, examining issues around its usability, identifying missing data, and continuing to support the population of the database.

**Project location:**

The student will have their own office space in Te Pua Wānanga ki te Ao, Faculty of Māori and Indigenous Studies, at the University of Waikato. They will be provided with a computer, internet access and will be able to use the library. All resources will be provided by The University of Waikato.

**Programme of work:**

The work will involve 3 major components.

1: A review of the database, to determine its suitability, structure and other possible approaches to house this information. The intern will spend time working with the database and will guide its continued development.

2: There are extensive collections of Māori astronomical knowledge that remain and are yet to be included in the database. These include books, online material and television interviews and

interviews conducted as part of previous Ngā Pae o te Māramatanga research. The intern will identify these collections as part of a process to highlight the knowledge that is still missing from the database.

3: Finally, the intern will help to populate the database. This will be done with the support and guidance of the supervisor.

**Day to day nature of the work:**

The majority of work will be completed in the office or in the library. The intern will need to have continuous access to the internet in order to populate the database, and being located to the resources of the library is crucial. However, the supervisors are often involved in various astronomical events and presentations and the intern will be invited to attend as part of their development. In addition, the most important part of astronomy is viewing the night sky. This will occur often during the 10-week programme, and the intern will take part in these sessions to better understand the field they are working in.

**Skills the student will learn:**

The intern will gain skills in the following areas

- Greater understanding of Māori astronomy
- Working with a relationship database
- Finding information within the library and on-line
- Populating a database
- Working with manuscripts
- Being part of a team of Māori astronomers

## Project 11

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**Name:** Dr Te Taka Keegan

**Institution:** University of Waikato

**Email:** tetaka@waikato.ac.nz

**Project Title:** Pukamata kei te reo Māori

**Project purpose:**

Investigate and report on the issues involving translating the FaceBook interface into te reo Māori.

**Project location:**

*Waikato University, although a lot of this work can be undertaken remotely.*

**Programme of work:**

Identify the steps needed to undertake the translation. Engage with recognised translators who are willing to translate glossary. Use on-line translations tools and legacy translations to complete bulk of work. Engage with FaceBook community who are willing to translate strings. Monitor and report on progress.

**Day to day nature of the work:**

The first stage involves bringing the summer scholarship student up to speed with Computer Aided Translation (CAT) tools, how they work, their pitfalls, their value, and how we can get them to work best for te reo Māori. The student should also have a good understanding/experience with using FaceBook.

The second stage involves getting a glossary translated. Facebook can supply the glossary, but then contact needs to be made with Te Taura Whiri, certified translators (with hangara experience) and previous translated interfaces so that translated terms are consistent with previous efforts. Once a first pass has been completed, certified translators need to be contacted to verify these translations. The third stage requires the translated glossary to be uploaded to FaceBook, and then the FaceBook community engaged to assist with completing the translations. The progress of these translations need to be monitored to determine the validity of this method to getting the interface of FaceBook translated into Māori. A report needs to be written outlining the steps that have been undertaken, the success or otherwise of the project and the future predictions on whether crowd sourcing is a viable instrument for Māori language translation.

**Skills the student will learn:**

Project management, online software translations, many techniques on translating technology terms into te reo Māori.

## Project 12

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**Name:** Professor Helen Moewaka Barnes

**Institution:** Whariki Research Group, Massey University

**Email:** h.moewakabarnes@massey.ac.nz

**Project Title:** Scoping Kaitiakitanga activities in Aotearoa

**Project purpose:**

This project will provide a guide to planning and strategizing for Te Tai Ao theme of Ngā Pae o te Māramatanga. The internship will scope kaitiakitanga activities in Aotearoa with the purpose of gaining an overview of the types of activities, sites of engagement and organisations, iwi and people involved.

**Project location:**

The project will be largely online based so location is not an issue. Some meetings in Auckland will be needed and facilities can be provided in our central Auckland offices.

**Programme of work:**

The intern will meet with Te Tai Ao investigators to gain an understanding of what is known about kaitiakitanga activities; with a particular focus on Māori driven environmental sustainability projects. The intern will be given information about sites, people, organisations and contacts for further exploration. From this, a database will be developed and further investigations carried out – e.g. through online searches and archiving of findings in an accessible format. In some cases the work will involve following up other leads suggested from within our research networks that are not obviously represented in the web so that we generate broad coverage of kaitiaki activity nationally. A document will be developed to provide a list of activities, sites and people/organisations involved and a brief summary of the activities and links to further information. If time allows summaries and gaps will be identified. Ideally a map or maps will be produced, possibly using GIS, although this may occur at a later date. Outputs will contribute to a broader resource within Te Tai Ao that will include literature and directions for the future.

**Day to day nature of the work:**

The project will entail meetings with Te Tai Ao investigators, online searches, discussions with people with knowledge of the field and writing up of material. There is potential for mapping.

**Skills the student will learn:**

The Intern will learn search, review and analysis skills, writing of consistent descriptions, archiving and synthesis of data for planning and strategic purposes and possibly some mapping skills.

## Project 13

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**Name:** Wendy Henwood

**Institution:** Whariki Research Group, Massey University

**Email:** [W.A.Henwood@massey.ac.nz](mailto:W.A.Henwood@massey.ac.nz)

**Project Title:** Te Haro o te Kaahu: use of drones in Māori environmental strategies

**Project purpose:**

This project will explore the use of drone technologies and software for the conceptualisation of catchments, land forms and boundaries, planning and mapping of environmental work and engagement of monitoring systems.

**Project location:**

The project will be based on the 5000 acre Tapuwae Incorporation block on the north shore of the Hokianga Harbour near Kohukohu. The PI is a trustee of the block, works closely with the farm manager and is resident in nearby Rawene.

**Programme of work:**

Tapuwae is committed to improving environmental outcomes and is interested in exploring ways to introduce technology and new ideas that can assist. Wendy has a long track record of environmental research and action within the area of Te Hiku o Te Ika and is skilled at internship supervision. The Intern will negotiate a research design that captures images of the Tapuwae block as a whole with a focus on the balance between farmland pasture, forests and waterways. One particular interest will be on the extent and location of catchment forms that are less viable for stock but with potential for development as manuka/kanuka stands (as a basis for nectar streams for valuable apiary initiatives) and areas of cultural and eco-system value. Another interest will be exploration of the forest stands for tree species that could support other lines of honey development. The technology will be used to get a view on erosion both along the adjoining Hokianga Harbour shoreline and the waterways on the higher hill country. There will also be consideration of the use of remote sensing software as a monitoring tool to investigate water quality, species counts (flora and fauna) and the presence of invasive pest plants.

**Day to day nature of the work:**

The project will entail a mix of fieldwork and data cleaning, analysis and archiving. The fieldwork will be mainly trips to Tapuwae to collect footage/data; these materials will be analysed for their contribution to the environmental and farm management interests relating to the block and grounded in an understanding of recording and software options that may already be available or possibly need to be produced.

**Skills the student will learn:**

The Intern will learn research design skills, project implementation, research management and explore the application of the technology and software to the challenges of Māori environmental work. Practical experience of working in a hapū environment is also a skill that the student will learn.

## Project 14

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**Name:** Dr Meegan Hall

**Institution:** Victoria University of Wellington

**Email:** meegan.hall@vuw.ac.nz

**Project Title:** Threshold concepts in Māori studies: a synthesis of academic readings

**Project purpose:**

To conduct an initial investigation of reading material used to teach Māori studies in New Zealand universities in order to start to identify key threshold concepts that underpin the field of study. Threshold concepts are those topics or ideas that students often find troublesome yet transformational, and that open up a portal for students to move on to a higher level of understanding (Meyer and Land 2003). By identifying a set of threshold concepts within Māori studies, this project will help academics in the field to focus their teaching efforts, which in turn will help Māori studies students to learn and ultimately achieve academic success.

**Project location:**

Victoria University of Wellington

**Programme of work:**

Identify all undergraduate Māori studies courses offered at the eight universities in New Zealand.

Identify and locate reading material associated with required courses at least two universities.

Prepare summaries of readings.

Assist project supervisor with the completion of a synthesis matrix analysis of the readings, in order to identify potential threshold concepts.

Provide administrative support for meetings of wider research project team.

Summarise research findings in a short report.

Assist supervisor with the presentation of research findings.

**Day to day nature of the work:**

Office based (with option to work from home).

Computer work (web searches, analysis work, admin and report writing).

Library-based research, for texts not available online.

Academic reading (of hard and electronic copies of course readings).

Attendance at occasional research project meetings and Māori studies network meetings.

**Skills the student will learn:**

How to use online search engines to find research sources.

Academic reading skills.

Using a synthesis matrix to analyse literature.

Summary writing skills.

Notetaking and minute taking.

Presenting information.

Time management.

## Project 15

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**Name:** Professor Linda Waimarie Nikora

**Institution:** Māori & Psychology Research Unit, University of Waikato

**Email:** Psyc2046@waikato.ac.nz

**Project Title:** Building a Takatāpui Research Foundation – An annotated bibliography

**Project purpose:**

Emerging from the Nga Pae o te Maramatanga Mauriora Stream and through conversations amongst Takatāpui researchers, a research network is forming to develop a foundation upon which to build a Takatāpui Research Agenda and to encourage strategic research that responds to the research needs of the Takatāpui community. The building of such a research agenda requires a looking back at what has already been done so as to better understand the communities' research needs moving forward. This also requires ongoing and meaningful communication and consultation to emerge a vision looking out to 2050 and beyond. The intern engaged on this project will assist the research network by conducting a thorough literature and resource search (on/off line/grey) to produce a themed annotated bibliography in a form that can be easily disseminated and accessed (eg., Endnote).

**Project location:**

The intern will be supervised by Linda Waimarie Nikora and Elizabeth Kerekere of Tiwhanawhana. The intern may be situated anywhere in New Zealand maintaining contact virtually with LW Nikora and E Kerekere and members of the research network. In this respect, the intern must have access to high speed internet and computing resources

**Programme of work:**

- 1) Consult with the Takatāpui Research Network to help define the parameters of the search and to ensure a clear 'terms of reference' for the project. This step will aid in defining a clear and detailed work plan and timeline.
- 2) Conduct a literature search (on/off- line/grey) for Takatāpui research material (defined broadly) and resources (defined broadly), and include where possible, literature/sources that are written in Māori. For the annotated database, the intern should.
  - a) Search and retrieve publication details (to enable others to find the work).
  - b) Retrieve the abstract where available or write a brief description of the work.
  - c) Ensure that the database is 'clean'.
  - d) Allocate keywords to help organise the retrieved entries into research domains.
  - e) Complete a report that describes the identified research domains, evaluates research progress within the domain; and makes suggestions for further research.

PLEASE NOTE, this project should not be seen as an easily achieved computing task! Attention to books, book chapters, magazines and scholarly journals (pre-digital) is important and the intern will need to spend a significant amount of time in a research library. A visit to the National Library is probably also necessary. Telephone/Zoom and email contact with known researchers and writers, and 'agencies' and community groups in the field will also assist in identifying research activity and interest and in accessing information. Networking and taking advice from the Takatāpui research network members will be critical to a robust and comprehensive database. The research network will also make comment on a draft of the report before it is finalised.

**Day to day nature of the work:**

Most of the intern's time will be spent online, in a library setting or communicating with writers and researchers. The intern may work from home but needs to maintain ongoing contact with the internship supervisor.

**Skills the student will learn:**

Comprehensive library search skills  
Written and oral communication skills  
Methodical and logical approach to organising information  
Endnote software and data basing skills

Whoever has the opportunity to serve on this project will emerge with a deep knowledge of the field of Takatāpui writing and research.

## Project 16

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**Name:** Professor Linda Waimarie Nikora

**Institution:** Māori & Psychology Research Unit, University of Waikato

**Email:** Psyc2046@waikato.ac.nz

**Project Title:** Sex and intimacy in violent relationships

**Project purpose:**

Domestic violence is a major human rights issue across the world, and one of New Zealand's most serious social issues. One in three women in Aotearoa will experience an abusive relationship, with many more coming dangerously close (Women's Refuge <https://womensrefuge.org.nz/domestic-violence/>). Understanding the roots of domestic violence is critical to finding solutions to the present epidemic and must take place within an examination of our societal and cultural norms and expectations of intimate relationships. This placement offers an opportunity to work within a progressive and research evidenced social service agency (Te Whakaruruhau <http://www.terunanga.org.nz/te-whakaruruhau.html>) and to make a research contribution to support domestic violence intervention programmes for men and women. Domestically violent relationships do not usually have violent beginnings. In most relationships there are usually periods of calm and peaceful coexistence with sexual needs and desires expressed and responded to. As there are two parties in a relationship, there are always two narratives, sometimes the same, sometimes competing. This study is concerned with the following question - ***How, over the course of their relationship, do domestically violent heterosexual Māori men converse with their partners about their sexual needs and desires and pathways towards sex and intimacy?*** The purpose of this internship is to support an intern towards developing a graduate research proposal to explore this question.

**Project location:**

University of Waikato in partnership with Te Whakaruruhau. The student will be based at Te Whakaruruhau, Frankton, Hamilton.

**Programme of work:**

- 1) A brief review of theories and previous New Zealand based research;
- 2) A research plan detailing a) recruitment of participants, b) the research protocols to be used, and c) data analysis procedures;
- 3) After completing ethical review and under the supervision of Te Whakaruruhau staff, the intern will pilot test the interview protocol with 1-2 heterosexual Māori men;
- 4) Complete a final research proposal suitable for seeking further funding;
- 6) Make an oral presentation to a combined forum of Te Whakaruruhau and the Māori & Psychology Research Unit that reflects on the intern's placement and learning gained.

**Day to day nature of the work:**

The intern will be based at Te Whakaruruhau, an agency that delivers a range of services to men and women as related to the prevention of domestic violence. They will experience the ethos of a research driven service and learn about how research informs practice. They will observe the work of service staff and where appropriate, contribute to agency activities under the supervision of Te Whakaruruhau staff. The philosophy, context and transformative work of Te Whakaruruhau is important for the intern to experience as it will contribute directly to working up a theoretical and conceptual framework for interrogating the scholarly literature and proposing a graduate research project. The intern will also need access to a research library where they will spend time searching and reading the literature. They will also meet regularly with Prof LW Nikora for academic guidance.

**Skills the student will learn:**

The critical research skills the intern will learn is how to conceptualise a graduate research study which will have immediate application in a service setting. This will include all aspects of research review and proposal writing. On completion of the internship the intern will have a deep knowledge of a progressive Māori service agency and a range of practical domestic violence intervention and prevention strategies.

## Project 17

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**Name:** Dr Shaun Awatere

**Institution:** Manaaki Whenua Landcare Research

**Email:** [awateres@landcareresearch.co.nz](mailto:awateres@landcareresearch.co.nz)

**Project Title:** Ngā kōwhiringa whenua Māori – Māori land-use opportunities

**Project purpose:**

This project will identify suitable land-use opportunities for Māori land in the Wairoa, Te Tairāwhiti rohe.

**Project location:**

The case study site is Wairoa, Te Tairāwhiti. The student will spend three weeks in the field carrying out on-site assessment of at least 3 Māori land blocks. The student will also work alongside staff at Manaaki Whenua Landcare Research in Hamilton, a desktop computer and room will also be provided.

**Programme of work:**

The primary method for this project is spatial analysis, which will involve overlaying a number of datasets. The advantage of this process is that information can be queried from the same spatial reference like a land parcel. The project will use key datasets including climate data (100-m grid resolution) and the New Zealand Land Resource Inventory (NZLRI) from Landcare Research to identify suitable land-use opportunities for Māori land.

Management interventions to reduce the impact of less than ideal climate factors, or to overcome imperfect soil attributes, are a normal part of identifying commercial land-use opportunities. The project will investigate management techniques and systems that may make it possible to use potentially suitable land given a range of limiting factors or characteristics. An on-site assessment identifying land management issues of at least 3 Māori land blocks will be carried out.

**Day to day nature of the work:**

Proposed tasks include:

- A desktop assessment using a number of data sets and models (e.g. LRI, S Map, CLI-Flow) at a regional level and land-block scale level of land-use suitability. A regional assessment will provide some high level direction in terms of land management and investment in the Wairoa rohe. From a Māori land block perspective more detailed information is required.
- A Māori land block assessment identifying issues on the management of the blocks including the availability of quality soil and water. Land production constraints will also be identified. This step will involve the student carrying out a detailed on-site assessment of land forms, biodiversity, and ecosystems, e.g. wetlands, conservation areas, erosion management, erosion prone areas, soil health and water quality, opportunities for enhanced environmental management, e.g. fencing off wetlands, planting riparian margins.
- An assessment of the investment/management intervention opportunities by the student using spatial analysis.
- Report back to Māori land forum/group, regional economic forum or Māori land meeting.

**Skills the student will learn:**

- On-site land assessment including soil sampling skills such as:
  - Measuring the levels of soil nutrient levels to determine the desired level of plant growth.

- Identifying the existence of any deficiency, excess or imbalance of nutrients.
- Spatial analysis skills including spatial modelling
  - Learning and applying methods for the management and analysis of productive land
  - Applying a spatial decision support tool
  - Quantitative data analysis
  - Graphic communication
- Expand knowledge of management interventions for land-use opportunities
  - Identifying suitable riparian planting areas and areas for planting
  - Identifying erosion control measures

## Project 18

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**Name:** Dr Amanda Black

**Institution:** BioProtection Research Centre, Lincoln University

**Email:** amanda.black@lincoln.ac.nz

**Project Title:** Kauri disease and dieback spread in fragmented ancient forests

**Project purpose:**

The genus *Phytophthora* represents a group of micro-organisms responsible for causing large-scale diseases and tree decline globally including kauri dieback (*P. agathidicida*) in New Zealand. This pathogen has spread throughout northern New Zealand including the few ancient remnant forest stands such as Waipoua Forest, home to the iconic Tane Mahuta. This soil borne pathogen causes collar rot in kauri trees of all ages, through infecting roots and damaging tissues that distribute nutrients and water within the tree, effectively starving it to death. Furthermore, with the diminished populations of kauri due to deforestation in the 19<sup>th</sup> and early 20<sup>th</sup> century, the disease poses a threat to their long-term survival. Studies have suggested that biotic/abiotic factors in the environment i.e. nutrient availability, microbial interactions and pH can have a considerable influence on the composition and structure of below-ground microbial communities including pathogen establishment.

This study looks at characterising these factors in contrasting land-uses (indigenous kauri forest, commercial pine forest & pasture land) present in Waipoua Forest to understand their capacity to influence *P. agathidicida* establishment, growth and disease expression. The student will be part of the larger project which also has a unique focus on Māori biodiversity and biosecurity values and the development of Māori science capability. Our aim is to help reduce the spread and infection of *Phytophthora* in taonga species by integrating contemporary science and Māori values.

**Project location:**

Lincoln University with fieldwork in Waipoua, Northland.

**Programme of work:**

Sampling in Waipoua Forests; preparation of samples for analyses (Lincoln University), baiting of the disease, extraction of eDNA, nutrient analysis of soils and leaf litter. Short report submitted at the end of the internship.

**Day to day nature of the work:**

The summer scholar student will work alongside a Post Graduate student to assist in field work, preparing soil samples, characterising the physical/chemical attributes of soil from different land-uses and helping to determine their role in influencing *P. agathidicida* establishment and disease expression.

**Skills the student will learn:**

Field sampling protocols for kauri disease; experience in soil chemical and biological laboratory methods and help contribute to understanding ways to help manage the spread of this devastating pathogen. This research also involves working with the Iwi Te Roroa to better understand kauri disease

and dieback and incorporation of Māori values in protecting kauri, a taonga species central to the mana of Te Roroa.

## Project 19

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**Name:** Dr Bridgette Masters-Awatere

**Institution:** Māori and Psychology Research Unit, University of Waikato

**Email:** bridge@waikato.ac.nz

**Project Title:** Māori Whānau Experience of Hospital Transfers

**Project purpose:**

Publicly-funded hospitals are large healthcare institutions with specialised staff and technologies where people are referred for care or present for acute care in the case of emergencies. For many people, hospitals can be anxiety-raising environments with unfamiliar routines, practices and encounters that can be at times intimate, strange and intrusive. Multiple people are involved throughout a patient's interaction with hospital healthcare. There are many reasons patients and their whānau engage with hospital health services. Alongside this, centralised care has resulted in different levels of specialist services being available at different hospitals. No matter the reason for engaging health care (acute, elective, or for a chronic condition), the significant parties are the patient and their whānau, the hospital system, and its staff. Holistic, whānau-centred care approaches have long been integral to Māori conceptualisations of health and wellbeing. When unwell whānau members are removed from the familiar context of their everyday lives, the world around them can become strange and feelings of vulnerability often arise.

**Project location:**

Hosted by the Māori and Psychology Research Unit, the student will be located at Waikato University

**Programme of work:**

Over the duration of the summer internship, the student will join our research team and engage in key research activities that will contribute to: 1) the development of key qualitative research experiences, 2) their growth as an indigenous researcher and, 3) experience the interconnection of key relationships and activities towards a larger 3-year project. An exciting opportunity to work with a team of senior indigenous researchers from different disciplines and working across different institutions is presented within this internship.

**Day to day nature of the work:**

The following activities will be carried out over the internship period:

**Objective 1:** Learn research skills by observing and learning from national and international experts

**HOW:** The intern will attend research dissemination events such as the Ngā Pae conference in Auckland and the MPRU end of year symposium at Waikato University; both of these events are scheduled to take place in November. The intern will participate in research activities and discussions with the PIs and AIs of the Hospital Transfers project. These activities will take place over 2 weeks.

**Objective 2:** Familiarisation with research process through the compilation of grey and peer-reviewed literature on the topic under investigation

**HOW:** The intern will conduct a literature search for documents/reports/publications that will expand an existing annotated bibliography to undertake a methodologically rigorous piece of work that will lead to a critique of the literature around the experiences of Indigenous peoples in transferring between health services. This work will contribute to the development of a search strategy and criteria for inclusion of data. This step will involve developing a search strategy to search and identify relevant data sources. This will involve some initial scoping of literature as well as input from supervisors. This activity will be carried out over 4 weeks in conjunction with other activities over the total period of the internship.

**Objective 3: Conduct qualitative interviews**

HOW: The intern will be charged with piloting the whānau interview schedule for the Hospital Transfers project. As such the intern will interview 1-2 whānau (comprising approximately 5-7 individuals). The nature of whānau means that the interviews may be conducted using different formats (eg. Face to face, via video conference, telephone) and in different styles (eg. individual or group). The point of these interviews will be to pilot test the schedules and processes that will be used for the bigger project (to take place in 2017). For this reason, the intern will need to keep a reflective journal and provide detailed accounts of the interviews.

**Objective 4: Apply reflexive practice to their research work**

HOW: The intern will keep a research journal that will allow them to capture 'key moments of learning'. There will be opportunities during the internship to reflect and offer feedback that will guide both their work and the larger project.

**Skills the student will learn:**

1) Organisation of secondary research sources, synthesis of material and the production of an annotated bibliography and literature review: The intern will review literature on indigenous hospitalisations for the purpose of developing exclusion/inclusion criteria for a bigger project.

2) Familiarisation with the ethical research processes: The intern will be familiar with the ethical processes involved with conducting semi-structured interviews (individual and group) with Māori whānau (family) on their experiences of a hospital transfer. An ability to engage participants, conduct themselves and, prepare an interview summary (ie. presenting pertinent information from interviews in a succinct and meaningful manner for participants) according to the expected ethical standards will demonstrate these skills.

3) Thematic analysis: The intern will participate in the formation of thematic analysis applied to the pilot interview summaries. Key abilities involve: reviewing summaries, identifying themes, discussing and collaborating to verify themes, coding data and extracting examples and consider these with regards to the literature search.

4) Disseminating the research: The intern will prepare a draft mini-report of their research with the purpose of learning key skills for presentation of information to different audiences. This activity will assist in preparing a paper for dissemination, for which the intern will receive author credit.

## Project 20

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**Name:** Dr Anne-Marie Jackson

**Institution:** University of Otago & University of Canterbury

**Email:** [anne-marie.jackson@otago.ac.nz](mailto:anne-marie.jackson@otago.ac.nz)

**Project Title:** Mapping your Pepeha

**Project purpose:**

This internship is designed to complement an ongoing project “Te Rahi o Tumupuhia” which is a collaboration between two marae groups of Ngāti Kahungunu and the University of Otago. The two Principal Investigators of this project (Walter and Graham) are PI’s of Te Rahi o Tumupuhia. This internship is entirely separate from Te Rahi o Tumuhia but provides an unparalleled opportunity to build on the opportunities, partnerships and knowledge from that programme to create a new and exciting cultural and scientific resource.

This project will build a ‘map story’ around the significant heritage places, wāhi tapu and wāhi taonga of the Hawkes Bay study zone. It is an exploration of methodologies to combine empirical data generated by spatial, archaeological and historical techniques, with indigenous knowledge systems and traditions.

It will use emerging and novel GIS mapping technology (Esri Story Map running under ArcGIS on-line) to combine spatial data, archaeological survey information and oral history, whakapapa and the stories and experiences of the community. The output will be a rich, multi-media digital map that can be explored by communities who want to experience the connections between people, history and landscape, but may not be easily able to visit their heritage places.

**Project location:**

Ngāti Kahungunu and Dunedin

In the Hawkes Bay the intern will be working with informants and participants at a series of field locations between Kairakau and Pouterere as identified during the Te Rahi o Tumupuhia programme.

In Dunedin the intern will be working with the supervisors to build the Story Map using University of Otago resources.

**Programme of work:**

Design of the Story Map framework and familiarisation with the technology

2) Field visits to gather information about the sites and landscape. This will involve work with stakeholder groups and individuals

3) Construction of the Story Map

4) Reporting. This will involve reporting to the stakeholder communities, final report writing, and preparation of material for publication

**Day to day nature of the work:**

**Field time (50%):** Working on-site with informants, school groups and other participants. This will involve some speaking to stakeholder groups, going on site with individuals and groups to hear their stories, recording and editing information that is made available for inclusion in the Story Map.

**Office time (50%):** Working at the University of Otago constructing the Story Map. This will involve intensive use of ArcGIS and various AV technologies under the direct supervision of the PI’s and the preparation of the research report.

**Skills the student will learn:**

1. Kaupapa Māori research skills
2. Co-production of research priorities
3. Working with Māori communities in the area of indigenous science
4. Literature reviewing skills
5. Written and analytical skills
6. Research dissemination skills
7. ArcGIS and AV technologies

## Project 21

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**Name:** Dr Teorongonui Josie Keelan

**Institution:** Unitec Institute of Technology

**Email:** jkeelan@unitec.ac.nz

**Project Title:** Ngā ringa raupā: A literature review on Māori in the trades.

**Project purpose:**

The production of a systematic literature review on Māori in the Trades inclusive of Māori Trade Training, Māori in Apprenticeships; Māori women in the Trades, Māori and Pacific Trades Training.

**Project location:**

The research will be undertaken at Unitec Institute of Technology's Mt Albert campus, which is where the intern will be primarily located.

**Programme of work:**

In partnership with the Investigator

- Consult with stakeholders on the search strategy including finalising the areas the systematic literature will cover; whether it is manual, automated or a combination; identifying any ancillary search procedures; how the search process is to be evaluated.
- Determine the inclusion and exclusion selection criteria.
- Determine the quality assessment procedures.
- Design a data extraction form; specify the strategy for extracting the data and the form; identify how the data extraction process is to be undertaken and validated.
- Specify the form of analysis to be used; assess the threats to validity (construct, internal, external), particularly constraints on the search process and deviations from standard practice.
- Specify the constraints and limitations.
- Produce drafts through to completion

**Day to day nature of the work:**

Regular hui with the Investigator – a minimum of 1 hour per week

Stakeholder consultations – a minimum of 2 weeks

Online searches – a minimum of 2 days per week

Library consultations – 5 hours per week

Researching and writing – whenever not doing any of the above

**Skills the student will learn:**

- How to conduct a systematic literature review
- Engaging in consultation
- Communication
- Database searching
- Synthesising data
- Identifying emergent themes
- Critical thinking

## Project 22

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**Name:** Dr Nēpia Mahuika

**Institution:** University of Waikato

**Email:** [nmahuika@waikato.ac.nz](mailto:nmahuika@waikato.ac.nz)

**Project Title:** Breaking the Barrier: A History of Māori Spiritual and Religious Entanglements at Aotea from 1889

**Project purpose:**

This project investigates the impact of Christianity – particularly Mormonism - on local Māori at Aotea (Great Barrier Island) from 1889 to the present. It explores the spiritual, cultural, economic and political entanglements that shaped iwi experiences on the islands over the past century, and considers local whānau well-being with the intention of supporting Māori knowledge and language revitalisation within new generations of the tribe.

This summer internship follows on from an analysis and review of the literature in the topic, which is currently being completed by an Aotea iwi researcher as part of her Directed Study in history at Waikato (K. Klink, due in early October 2016). The internship will enable the next step in this project, wherein the researcher will undertake 5-6 interviews with pakeke, and facilitate with other iwi members two summer wānanga on the island that explores further the kōrero, reo, tikanga, and mātauranga of their people as it has transformed over time.

More broadly, this project focuses specifically on rangatahi, many of whom live on the isolated outer islands (Rangiahua and Mahuki). This research aims to address some of the social inequalities they experience because of its remoteness, and find ways to best support future development while retaining iwi values and knowledge. This project, then, seeks to support the revitalising and maintaining of te reo ake o Aotea me ona tikanga, and is mindful of the history of Mormonism in this process. The revitalisation, and renegotiation of local reo and tikanga within the iwi has gained significant traction in recent years with the opening of the new marae at Kawa in 2014.

The overarching aim of this Summer Internship is to complete a series of interviews, and gather/analyse data from the interviews and wānanga. The student will be expected to present their findings at the Te Pouhere Kōrero symposium in 2017 (Nov, Auckland), and to publish from this research (the iwi have expressed an interest in publishing their own history based on this project).

**Project location:**

Research for this project will predominantly take place on Aotea. Writing will be undertaken on the island and here in Waikato (History Programme). The student will travel to Great Barrier Island, Auckland and Whangarei to conduct interviews with participants, and will co-facilitate two wānanga in late December and early January during annual iwi/whānau gatherings.

**Programme of work:**

**Ethics:** The Ethics Application to undertake these interviews has already been submitted. The next FASS Waikato Ethics Committee meeting takes place in the second week of September (2016). The NPM Investigator Dr Mahuika is a member of that committee and has specialist experience with Māori research ethics, oral history interviewing, and wānanga based research. It is anticipated that approval for this project will be finalised by mid-September.

**Interviews and Wānanga:** The method employed in this project is based within an oral history interview methodology or life narrative interview. It is expected that each interview will take no more

than 90minutes, although each interviewee will determine the length of their own interview. These interviews do not rely on a schedule of specific questions. Some interviews will be undertaken at home, on the marae, or island, so that interviewees can refer to the whenua, moana, and local reference points. The interviews will be recorded in both video and audio formats. The Wānanga, with permission from the iwi, will be recorded and used in future writing and research.

**Writing and Report:** The student researcher will index (not transcribe) the interviews and Wānanga. Indexing is a formula followed by oral historians. The student will submit a final report (3000-3500 words) that outlines the main themes and questions that emerged from the interviews and wānanga).

**Day to day nature of the work:**

The researcher will be expected to be involved in the following weekly process:

**Week 1-3:** Supervision meeting (week 1) - project brief and interview/wānanga planning and begin interviewing (week 1-3).

**Week 4-7:** Supervision meeting via skype (week 4) – update on interviews (emerging themes from the interviews), complete interviews, preparation for wānanga sessions and begin wānanga (week 4-7).

**Week 8-9:** Brief Supervision update via skype (week 8) – debrief on Wānanga and interviews (emerging themes and questions from the interviews and wānanga), Writing and archiving (week 8-9).

**Week 10:** Final Supervision debrief – transcriptions and a final report from the student due.

**Skills the student will learn:**

The student will learn to:

- Prepare, undertake, index, and analyse an oral history life narrative interview
- Plan, facilitate, and draw out relevant project themes from iwi wānanga
- Produce a final report based on the gathered data (wānanga and interview themes)

## Project 23

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**Name:** Associate Professor Michelle Thompson-Fawcett (Otago), Drs Esther Rootham and Carina Meares (RIMU, Auckland Council) and Dr Dan Hikuroa (Auckland)

**Institution:** Research and Evaluation Unit (RIMU) Auckland Council and the University of Auckland

**Email:** [Esther.Rootham@AucklandCouncil.govt.nz](mailto:Esther.Rootham@AucklandCouncil.govt.nz)

**Project Title:** Indigenous knowledge as evidence in local government decision-making: challenges and opportunities

**Project purpose:**

To contribute to a programme of work focused on understanding the challenges and opportunities involved in using indigenous knowledge, specifically Mātauranga Māori, as evidence in local government decision-making processes.

**Project location:**

The project will be conducted in Tāmaki Makaurau, primarily at 135 Albert Street in the CBD.

**Programme of work:**

- A review of national and international literature on the use of indigenous knowledge as evidence in resource and development decisions; and case studies of successful approaches to be included as exemplars where appropriate and useful. An exhaustive review of the scholarship is not expected – rather, the purpose is to provide the student with the relevant context for the interviews. The student will be provided with a reading list as a starting point but will be able to move beyond this if they wish.
- Key informant interviews with 2-3 Auckland Council staff on their experiences of recognising and including Māori perspectives and evidence in decision-making processes; the student will be required to seek ethics approval from RIMU's Human Participants' Ethics Committee; transcriptions costs will be met by RIMU.
- The preparation of a Working Paper presenting a synthesis of the literature; case studies if appropriate; themes from the interviews with key informants; and suggestions for a way forward.
- Presentation (15 - 20 minutes plus questions) to RIMU staff on selected key findings.

**Day to day nature of the work:**

The student will be co-located with the Economic and Social Research and Evaluation team at RIMU on level 24 of the council building at 135 Albert Street, with the supervision of Ngā Pae o te Māramatanga Investigators (Associate Professor Michelle Thompson-Fawcett and Dr Dan Hikuroa), while being supported in this work by Esther Rootham and Carina Meares (RIMU) and a tuakana from the Planning Division. Most of the work will be desk-based other than the interview sessions. There will also be multiple opportunities to participate in the day-to-day life of the research unit through team, unit and division meetings and celebrations.

**Skills the student will learn:**

The student will develop/build on the following skills:

- Synthesis of academic literature
- Writing for and presenting to a specific (local government) audience
- Navigating Auckland Council's ethics process from application to approval
- Development of appropriate interview schedule
- Qualitative interviewing and analysis

- An understanding of local government roles and responsibilities
- An understanding of the ways in which mātauranga Māori is used/could be used as evidence in local government decision-making
- Develop relationships within Auckland Council

**This internship project is funded through the Auckland Council Research and Evaluation Unit (RIMU).**

## Project 24

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**Name:** Corey Bragg

**Institution:** University of Otago

**Email:** [corey.bragg@otago.ac.nz](mailto:corey.bragg@otago.ac.nz)

**Project Title:** Whai Rawa: Mobilising the economic development aspirations of Kāti Huirapa Rūnaka ki Puketeraki.

**Project purpose:**

This summer internship is a collaborative project between the University of Otago Business School - Mr Corey Bragg (Professional Practice Fellow), Dr Diane Ruwhiu (Department of Management), and Ms Janine Kapa-Blair (Associate Dean Māori) – and the Kāti Huirapa Rūnaka Economic Development Kōmiti Rapu Ara Hou (Matapura Ellison, Brendan Flack, Hinerangi Ferrall Heath and Ron McLachlan). In 2015, we engaged in a Summer internship as Stage One of this project, *'Optimising the Economic Performance of Kāti Huirapa Rūnaka ki Puketeraki: a localised case study'*, which provided Kāti Huirapa Rūnaka with a comprehensive asset analysis and series of recommendations for consideration. Arising from these recommendations, the Rūnaka's Kōmiti Rapu Ara Hou (KRAH) has prioritized four that they wish to see form Stage Two:

1. Undertake formal strategic planning and business modelling;
2. Create strategic time horizons and allocate developmental opportunities;
3. Set measurable performance objectives and track their achievement; and
4. Conduct a risk management assessment.

Therefore, the **purpose** of this internship project is to build on the asset analysis undertaken and collaborate with the Rūnaka on the formal strategic planning and business modelling process by utilising the newly created, indigenised business model canvas (BMC), Te Whata (Bragg, 2016).

Te Whata is a unique Māori business framework adapted from Osterwalder & Pigneur's (2010) BMC. A key distinction of Te Whata, when compared to the BMC or Social Lean Canvas, is the creation of a 10<sup>th</sup> building block, or 'storehouse', that integrates and embeds cultural values and aspirations into new venture creation. It has direct application within entrepreneurship education (e.g. the Otago Business School's 300-level Management paper, *He Kākano: Indigenous Innovation and Entrepreneurship*) and wider relevance across Māori businesses, papatipu rūnaka (sub-tribal entities), and community-based enterprises.

The **outcome** of this project will be a strategic plan, complete with timeframes and measurable performance objectives so as to track progress, which will directly contribute to the Rūnaka's strategic economic development aspirations. This research will also contribute to a greater understanding about the value of Te Whata as a tool to assist rūnaka and other Māori community groups in their strategic planning and business modelling processes so as to realise their economic development priorities, thereby exercising their tino rangatiratanga.

**Project location:**

Dunedin/Ōtepoti – the University of Otago Business School and Kāti Huirapa Rūnaka ki Puketeraki Office.

**Programme of work:**

During this internship, the student will be actively involved in working with the research team and the Rūnaka on Te Whata Workshop & Resource Development. Using key findings and recommendations from Stage One of this project, a tailor-made, strategic planning workshop using Te Whata will be developed for the Rūnaka. The student will be providing some assistance in the facilitation of the

workshops, but primarily they would be drafting up a paper that will be submitted to a conference or journal.

**PHASE I (Dec 2016)**

- i. Assist in the facilitation of the Te Whata workshop #1 – beginning of December.
- ii. Document and write up the workshop activities.
- iii. Develop a literature review on experiential education/entrepreneurship programmes.

**PHASE II (Jan 2017)**

- iv. Assist in the facilitation of the Te Whata workshop #2 – end of January.
- v. Document and write up the processes undertaken
- vi. Complete a literature review on experiential education/entrepreneurship programmes.

**PHASE III (Feb 2017)**

- i. Write up the findings from the workshops.
- ii. Assist in the presentation of key findings in a final report and seminar to the Rūnaka KRAH.
- iii. Complete a draft of a conference or journal submission.

**Day to day nature of the work:**

The researcher will be expected to be involved in the following weekly process:

**Week 1-3:** Supervision meeting (week 1) - project brief and interview/wānanga planning and begin interviewing (week 1-3).

**Week 4-7:** Supervision meeting via skype (week 4) – update on interviews (emerging themes from the interviews), complete interviews, preparation for wānanga sessions and begin wānanga (week 4-7).

**Week 8-9:** Brief Supervision update via skype (week 8) – debrief on Wānanga and interviews (emerging themes and questions from the interviews and wānanga), Writing and archiving (week 8-9).

**Week 10:** Final Supervision debrief – transcriptions and a final report from the student due.

**Skills the student will learn:**

- Meeting with supervisor and research team as required
- Workshop development and delivery
- Fieldwork with the Rūnaka and its members
- Reviewing of appropriate literature
- Drafting of the final report
- Presenting findings informally and regularly to research team and the Rūnaka

## Project 25

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**Name:** Dr Robert Joseph

**Institution:** University of Waikato

**Email:** rjoseph@waikato.ac.nz

**Project Title:** Māori Treaty of Waitangi Settlement Redress Models

**Project purpose:**

This project will assess the 67 or more Māori Treaty of Waitangi Settlements to date and will focus on analysing the types of settlement redress negotiated in each settlement – financial, commercial and cultural. The project will seek to analyse any challenges, trends and innovations of the Treaty settlement redress models for the various Māori claimant groups and communities.

The overarching aim of this Summer Internship is to explore what redress options are available to other Māori groups engaging in the Treaty settlement process in order to assess the efficacy of the process. To this end, the project will also assist with producing both a report and academic article on the kaupapa as well as to provide empirical research to contribute to conference presentations and research led teaching.

**Project location:**

Research for this project will predominantly take place at Waikato University in Hamilton but will also involve meeting with staff at the Office of Treaty Settlements (OTS), Crown Forestry Rental Trust (CFRT), the Department of Conservation (DOC) and other relevant Government Departments in Wellington and perhaps a number of Regional Councils and Treaty settlement negotiators. Writing will be undertaken here at Waikato University. The student will travel to Wellington to conduct interviews with key public sector personnel.

**Programme of work:**

**Literature Review:**

The intern will peruse through all of the literature on the kaupapa including all of the Treaty of Waitangi Settlement Deeds of Settlement, legislation and Hansard debates on the respective settlements to date, as well as any reports, articles and other literature commenting on settlement redress and will compile a database/literature review of each settlement focusing on the respective financial, commercial and culture redress provisions of each settlement.

**Ethics:** An Ethics Application will need to be undertaken to conduct a very limited number of interviews. When confirmation from NPM is confirmed, the application will be submitted for approval from the Te Piringa-Faculty of Law Waikato Ethics Committee.

**Interviews and Wānanga:**

Another method employed in this project will be a limited number of interviews. It is expected that each interview will take no more than 60 minutes, although each interviewee will determine the length of their own interview. Some interviews will be undertaken at home, on the marae, or office, so that interviewees can refer to the whenua, moana, and local reference points. The interviews will be recorded in both video and audio formats and will be transcribed.

**Writing and Report:** The student researcher will submit a final report (5,000 words) that outlines the main Treaty settlement redress options, themes, challenges and questions that emerged from the literature review and interviews.

**Day to day nature of the work:**

The researcher will be expected to undertake the following:

**Week 1-3:** Supervision meeting (week 1) - project brief, begin compiling literature review of all Treaty settlement deeds of settlement, legislation, Hansard debates and any other literature.

**Week 4-7:** Interview planning and begin interviewing (week 4-7) in Wellington with OTS, CFRT and DOC personnel. Transcribing the interviews and drawing out the key information on redress options. Supervision meeting via skype (week 4) – update on interviews (emerging themes from the interviews), complete interviews.

**Week 8-9:** Brief Supervision update via skype (week 8) – debrief on literature and interviews (emerging themes and questions from the interviews), Writing and archiving (week 8-9).

**Week 10:** Final Supervision debrief – final report from the student due.

**Skills the student will learn:**

The student will learn to:

- Plan, facilitate, and draw out relevant project themes from literature and interviews
- Prepare, undertake, index, and analyse oral interviews
- Produce a final report based on the gathered data

## Project 26

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**Name:** Dr Robert Joseph

**Institution:** University of Waikato

**Email:** rjoseph@waikato.ac.nz

**Project Title:** Māori Treaty of Waitangi Settlement Post-Settlement Governance Entity Models

**Project purpose:**

This project will assess the 67 or more Māori Treaty of Waitangi Settlement post-settlement governance entities (PSGEs) to date and will focus on analysing the PSGE models of each settlement. The project will seek to analyse PSGE challenges, trends and innovations for the various Māori claimant groups and communities. The internship will also provide empirical evidence to assess the efficacy of the PSGE models for Māori claimant groups.

The overarching aim of this Summer Internship is to explore what PSGE options are available to other Māori groups engaging in the Treaty settlement process in order to assist with better self-governance in the future. To this end, the project will also assist with producing both a report and academic article on the kaupapa and will provide empirical research to contribute to conference presentations and research led teaching.

**Project location:**

Research for this project will predominantly take place at Waikato University in Hamilton but will also involve meeting with staff at the Office of Treaty Settlements (OTS) in Wellington and with a number of PSGEs. Writing up will be undertaken at Waikato University.

**Programme of work:**

**Literature Review:**

The intern will peruse through all of the literature on the kaupapa including all of the Treaty of Waitangi Settlement Deeds of Settlement, PSGE Deeds, associated legislation and Hansard debates on the respective PSGEs to date, as well as any reports, articles and other literature commenting on PSGEs and will compile a database/literature review of each PSGE focusing on the legal form, constitution, tikanga provisions and dispute resolution mechanisms of each PSGE. Time permitting, the intern will also peruse the latest AGM reports for each PSGE to assess the latest financial status of each PSGE.

**Ethics:** An Ethics Application will need to be undertaken to conduct a limited number of interviews with key PSGE personnel. When confirmation from NPM is confirmed, the application will be submitted for approval from the Te Piringa-Faculty of Law Waikato Ethics Committee.

**Interviews and Wānanga:** An important method employed in this project will be a number of interviews. It is expected that each interview will take no more than 60 minutes, although each interviewee will determine the length of their own interview. Some interviews will be undertaken at home, on the marae, or office, so that PSGE interviewees can refer to the whenua, moana, and local reference points. The interviews will be recorded in both video and audio formats and will be transcribed.

**Writing and Report:** The student researcher will submit a final report (5,000 words) that outlines the main PSGE options, themes, challenges and questions that emerged from the literature review and interviews.

**Day to day nature of the work:**

The researcher will be expected to undertake the following:

**Week 1-3:** Supervision meeting (week 1) - project brief, begin compiling literature review of all PSGEs, legislation, Hansard debates and any other literature.

**Week 4-7:** Interview planning and begin interviewing (week 4-7) in Wellington with OTS and PSGE informants. Transcribing of interviews and drawing out key information on PSGE options. Supervision meeting via skype (week 4) – update on interviews (emerging themes from the interviews), complete interviews.

**Week 8-9:** Brief Supervision update via skype (week 8) – debrief on literature and interviews (emerging themes and questions from the interviews), writing and archiving (week 8-9).

**Week 10:** Final Supervision debrief – final report from the student due.

**Skills the student will learn:**

The student will learn to:

- Plan, facilitate, and draw out relevant project themes from literature and interviews,
- Prepare, undertake, index, and analyse oral interviews,
- Produce a final report based on the gathered data.

## Project 27

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**Name:** Dr Cheryl Smith

**Institution:** Te Atawhai o te Ao

**Email:** cheryll@teatawhai.Māori.nz

**Project Title:** Mana Takutai Moana

**Project purpose:**

The iwi of Ngā Wairiki/Ngāti Apa occupies the Rangitikei area and the traditional iwi boundaries are the coastal markers of Omaruapapaki ki Motukaraka. This is a distance of approximately 70 km of Te Tai Hauauru. The purpose of this project is to do an initial scoping study of iwi led work that re-establishes mana takutai moana and to gather key purakau both contemporary and historical for mapping purposes of te takutai moana.

Ngā Wairiki/Ngāti Apa is engaged in beginning to reclaim active mana takutai moana but what is the korero that used to exist in the takutai moana space? What were, and what remains of, the native species in this rohe? How are the people beginning to reassert mana moana and mana takutai moana? What initiatives are beginning to emerge between Motukaraka and Omarupapako – the iwi boundaries on the coast?

This project will gather mātauranga Māori knowledge as well as whakapapa and korero pertaining to this area. It will also look at new ways to map and present the knowledge. The iwi currently has an environmental mapping expert from Massey who will assist the intern to understand the limits and constraints of online mapping systems. Because this is a scoping study the intern will not be expected to complete a comprehensive online map, but more to research and advise on systems that may be of use. They may also complete a pictorial map of two or three selected species and sites of the coastal area. A final scoping report will be completed.

**Project location:**

The student will be located primarily at the Te Atawhai o te Ao offices, but will also be required to spend time with Ngā Wairiki/Ngāti Apa Runanga and undertake field work on the coastline between Whanganui and Foxton.

**Programme of work:**

The work will involve:

1. Introduction to Te Atawhai o te Ao and iwi leaders and digital storytelling training. Setting up advisory group. Meet with environmental mapping experts – Massey University (1week)
2. Completion of a desktop review of key source material on the Coastline (2 weeks)
3. Hiko and field study of the existing evidence base of toheroa, pingao, middens etc that runs from Omarupapako ki Motukaraka (1 week)
4. Visiting key stakeholders and gathering any iwi related information and iwi specific pūrākau eg hapū reps, weavers, Horizons, Museum archives etc (3 weeks)
5. Production of a map and selected pūrākau about key locations on the Coastline (2 weeks)
6. Presentation and report back to stakeholders. (1 week)

Data will be gathered through:

- a) literature review
- b) hui, wānanga, workshops
- c) digital storytelling

**Day to day nature of the work:**

The intern will work from their office at Te Atawhai o te Ao which will be their base and they will be provided with supervision and attend weekly staff meetings. Online literature searches, visits to the local archives will assist with the literature review. Developing key networks with hapū, regional council, iwi environmentalists, conservation groups will involve accompanied visits and talking to key groups. Where key iwi informants are identified, digital storytelling interviews will take place and training for this will occur in week one.

The student will undertake field work, accompanied by iwi informants on the coastline. They will be required to discuss ways of mapping their findings and to present to groups on what they have found.

**Skills the student will learn:**

The student will learn kaupapa Māori research skills within a hapū and iwi setting. They will learn interviewing and qualitative research methods and kaupapa Māori methodology.

They will learn a great deal about traditional and contemporary mana whenua, mana moana. The student will learn about working with hapū and iwi, and the complexities of such work. They will meet a wide range of environmental stakeholders and learn the complex nature of these relationships.

Previous interns have been hugely impacted by working with us, because students we have taken on have not necessarily been aware of hapū, iwi politics and some have been deficit thinkers until they were given the opportunity to understand the reasons that the negative stats exist.

## Project 28

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**Name:** Dr Waikaremoana Waitoki

**Institution:** University of Waikato

**Email:** moana@waikato.ac.nz

**Project Title:** Mātauranga Māori in psychology: Contributions to an Indigenous Psychology

**Project purpose:**

This project seeks to explore the presence and experience of mātauranga Māori (following the knowledge contained within ngā kete mātauranga) used in psychological training and the existing research literature.

This research seeks to uncover the ways that mātauranga Māori can be incorporated in sustainable ways into the curriculum. We are interested in exploring how our Indigenous knowledge about psychology can be used to understand social, emotional, and environmental influences on our everyday lives.

Previous exploratory research shows that the use of mātauranga Māori in universities is fragmented, add-hoc and under-resourced. While there have been gains in the number of full-time Māori psychology staff, there is a still limited literature available from which to draw from and build an indigenous psychology curriculum.

A recent marae noho attended by 50 Māori psychologists and students exemplified the need for a body of research and literature that can be used to teach, research, learn and practice. Also, the release of an indigenous handbook authored by Māori psychologists shows that while mātauranga Māori in psychology is growing, we just do not have the capacity to continue with our everyday jobs as well as produce the resources, or curriculum needed to teach this generation of students how to work with Māori. What we do know is that mainstream psychology is not equipped to do this without the support of Māori; yet, where do Māori access that knowledge, and are they appropriately recompensed for their contribution? By contributing to the literature base, we are providing a rewarding teaching and learning experience for Māori in psychology.

**Project location:**

The project will be located in the Māori and psychology Research Unit of the University of Waikato. Support will be provided by Prof Linda Waimarie Nikora, Dr Bridgette Masters-Awatere.

**Programme of work:**

1. To gather and analyse the corpus of indigenous Māori literature in psychology, and literature that has therapeutic applications. The literature can be accessed from national and international data bases such as: the Māori and Psychology Research Commons, the New Zealand Psychological Society website, and Society publications dating back to the 1970s.
  - I. To identify the trends and themes across the material with a particular focus on mātauranga Māori and its use in psychological encounters.
2. To build on existing knowledge about the availability of psychology course content related to Māori across the 6 universities via an online search, and requests for information from each site. The research team have relationships with each of the sites.
  - I. To identify the ways in which Māori content is taught, i.e., one-off courses, full-paper, guest lectures, marae visits, time spent in training on Māori related content. Purpose to ascertain what is being taught, and how.

3. To experience the research environment with emerging and advanced researchers, academics and psychologists (some of the team are registered psychologists).
4. To experience the supervision and research process, including being prepared, organised and professional in the supervision encounter.

**Day to day nature of the work:**

Interns will spend their time in the Māori and Psychology Research Unit, which has internet, computer and large screen facilities – they will work primarily at the Unit, but may work from home as the need requires. The University has an extensive library and interns may need to work there.

**Skills the student will learn:**

1. To work with a colleague on a mutual project with the purpose of developing research skills such as: project planning, team building, identifying the rationale and focus of research, identifying databases, sorting relevant material, analysis, and the development of the ability to critique research.
2. Complete a report that is relevant to the project, in collaboration with supervisors and colleague. The intern will be supported to produce a report a publishable quality.

## Project 29

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**Name:** Dr Waikaremoana Waitoki

**Institution:** University of Waikato

**Email:** moana@waikato.ac.nz

**Project Title:** The Place of Martial Arts in Māori Health, Autonomy and Well-Being – A Review of the Literature.

**Project purpose:**

This project arose from shared conversations about the benefits of martial arts training for Māori who live with intergenerational trauma, violence, and cultural displacement, and are now seeking to reconnect, and to take control of their own present and future. The NPM investigators are practising martial artists who coach in the community and share experiences relevant to working with and for Māori. In establishing this research agenda, these investigators aim to closely examine the place of martial arts in supporting and facilitating Māori health, social engagement, well-being and autonomy in various ways.

To do this, an initial overview of the research and writing already produced in the area is important to better identify gaps in the research and note how further work explicitly in Māori martial arts might apply to various fields. The intern engaged in this summer project will undertake an extensive survey of the literature – as it intersect across fields (psychology, history, indigenous studies, health and sport). The final product will consist of a literature review that notes the major questions, themes, and critical insights drawn from existing scholarship, and provide also an annotated (endnote) resource from which future work can be undertaken.

**Project location:**

The intern will be supervised by Waikaremoana Waitoki and Nēpia Mahuika. The intern may be situated anywhere in New Zealand maintaining contact virtually with the NPM investigators. The intern must, then, have access to high speed internet and computing resources.

**Programme of work:**

- To establish a research team relationship with a co-intern, and with the supervisors
- To survey the literature – this may comprise between 4-6 hrs per day, for 10 weeks.
- Review any publications related to the subject, this will include print and media
- To analyse the publications for content related to the research question
- To prepare an overview for discussion with supervisors, from a collection of publications
- To discuss findings on a weekly/fortnightly basis with supervisors
- To prepare a background paper that can be used to develop a full research proposal
- To provide a bibliography of literature related to the research topic.
- Interns will be required to maintain regular contact with the supervisors

**Skills the student will learn:**

Interns will acquire critical analysis, sorting through a range of publications, planning research meetings with supervisors, prepare notes from each supervision, prepare a research proposal; the intern will learn how to plan their own research project; and will learn to prepare a paper for publication. The intern will also learn how to engage with a research team.

## Project 30

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**Name:** Dr Jason Paul Mika

**Institution:** Te Au Rangahau, Massey Business School, Massey University

**Email:** [j.p.mika@massey.ac.nz](mailto:j.p.mika@massey.ac.nz)

**Project Title:** Māori fishing industry enterprises: Firm-level analysis and benchmarks

**Project purpose:**

To understand the current state and trends in the performance and activity of Māori enterprises in the fishing industry, using published annual reports of Mandated Iwi Organisations (MIOs), their subsidiary Asset Holding Companies (AHCs) (circa 55 MIOs as at August 2016), Aotearoa Fisheries Limited (AFL), and Te Ohu Kaimoana Trustee Limited (TOKM). Financial and nonfinancial data will be extracted from publicly available annual reports, consolidated and analysed to identify trends and insights in the nature and scale of Māori fishing industry activity based on how iwi entities are managing fisheries settlement assets distributed under the Māori Fisheries Act 2004 and subsequent assets they acquire. The project may provide the basis of an industry report and further research, and publications.

**Project location:**

School of Management, Massey University, Palmerston North

**Programme of work:**

Key tasks involved in this project follow:

1. A review of relevant literature on Māori fisheries relating in particular as to the requirements governing the structure and operation of MIOs and AHCs, AFL and TOKM, including asset management and financial reporting requirements.
2. Identify key performance indicators (KPIs) used by the fishing industry and Māori fishing entities (MIOs, AHCs, AFL and TOKM), including financial and nonfinancial KPIs, and how these are measured at a firm and industry level.
3. Design a spreadsheet to capture financial and nonfinancial data for each MIO, AHC, AFL and TOKM based on the KPIs identified in task 2 above, and other data of interest.
4. Populate the spreadsheet with data derived from published annual reports available from the Charities Register, AFL, TOKM and iwi websites.
5. Evaluate the financial data using an appropriate tool (e.g., Analysis 1, or statistical software) and financial ratios covering returns, profitability, efficiency, debt and equity, and solvency.
6. Co-author a report with the supervisor summarising key trends and insights derived from analysis of the financial and nonfinancial information for MIOs and AHCs, and AFL and TOKM.

**Day to day nature of the work:**

Ideally, the intern will work from Massey University's Turitea Campus in Palmerston North for all or a large part of the internship. Massey Business School can provide office space and facilities in the PhD lab, however, the internship is intended to cover your living and accommodation costs during the internship. Candidates from outside the Manawatū are welcome to apply. Much of the data required is available online. However, we may undertake travel to Wellington to meet with Māori fishing industry representatives and with local iwi to discuss the project. We will look to establish an informal advisory group for the project.

**Skills the student will learn:**

Students should be familiar with using excel and reading financial statements. The student can expect to learn about Māori fishing industry interests, performance, activity and issues and how Māori are addressing these issues. The student will learn about how to analyse Māori participation in a given industry, how to gather and analyse this data using financial analytical tools. The student will also develop their report writing skills and have the opportunity to be published.

## Project 31

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**Name:** Dr Anne-Marie Jackson

**Co-Supervising Researchers (dependant on final project focus):**

Dr Hauiti Hakopa (University of Otago)  
Mr Brendan Flack (Kāti Huirapa ki Puketeraki)  
Dr Chris Hepburn (University of Otago)  
Professor Grant Gillett (University of Otago)  
Professor Christina Hulbe (University of Otago)  
Ms Jeanette Wikaira (University of Otago)  
Ms Amanda-Jane Woodhouse (University of Otago)  
Mr Tame Te Rangi (Te Rūnanga o Ngāti Whātua)

**Institution:** University of Otago

**Email:** [anne-marie.jackson@otago.ac.nz](mailto:anne-marie.jackson@otago.ac.nz)

**Project Title:** Te Koronga: Indigenous Science Research Theme; Ko Arai te Uru te tai: Arai Te Uru is the coastline

**Project purpose:**

This project is for a student to join the Te Koronga: Indigenous Science Research Theme at the University of Otago. The intern will attend the Te Koronga: Indigenous Science Research Theme wānanga pūtaiao based at Puketeraki Marae in East Otago from 21-23 November.

The wānanga is based on a pēpeha of Puketeraki which focuses on the maunga, awa and moana of Kāti Huirapa ki Puketeraki. There are a number of issues that the community would like to be addressed. These issues will be the focus of the internship.

This internship will focus on Ko Arai te Uru te tai: Arai Te Uru is the coastline. We will visit the ancestral sites of the Arai Te Uru coastline and hear kōrero about the various sites, including for example taiāpure, mātaimai and rāhui. Current issues include: Māori customary fisheries such as decline in the pāua fishery; waka landing sites; restoration of coastal environments; importance of Arai Te Uru coastline for descendants of Kāti Huirapa; mātauranga of Takaroa and Te Tai o Arai te Uru.

The exact nature of the internship research will be determined through the process of engagement and discussion of issues and mātauranga through the wānanga process.

**Project location:**

Kāti Huirapa ki Puketeraki and Dunedin

In East Otago the interns will be working alongside key community members to determine the issues and needs to focus on.

In Dunedin, the interns will work with their supervisors (under Dr Anne-Marie Jackson's guidance) on the preparation of the research report.

**Programme of work:**

All of the internships will be based under the umbrella of the University of Otago Te Koronga: Indigenous Science Research Theme. The intern will attend the wānanga pūtaiao 21-23 November at Puketeraki Marae. The intern will be expected to participate in the postgraduate forum of Te Koronga.

The exact nature of the research project will be determined through the wānanga pūtaiao. The first 5 weeks of the internship will primarily be focused on understanding the issue, reviewing literature, engaging in discussion with key community members and site visits. The second 5 weeks of the internship will focus on the preparation of a written report. The report will be disseminated in late February back to the community.

This is a community embedded and inspired research internship. It is envisaged that this will combine with other interns to address current issues for the community.

**Day to day nature of the work:**

The exact nature of the work will be determined following the wānanga, however will likely include:

**Field time (50%):** Working on-site with community members. This will involve hui and discussions with key community members and stakeholders as well as site visits.

**Office time (50%):** Working at the University of Otago researching and writing the research report.

**Skills the student will learn:**

1. Kaupapa Māori research skills
2. Co-production of research priorities
3. Working with Māori communities in the area of indigenous science
4. Literature reviewing skills
5. Written and analytical skills
6. Research dissemination skills

## Project 32

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**Name:** Dr Anne-Marie Jackson

**Co-Supervising Researchers (dependant on final project focus):**

Dr Hauiti Hakopa (University of Otago)  
Mr Brendan Flack (Kāti Huirapa ki Puketeraki)  
Dr Chris Hepburn (University of Otago)  
Professor Grant Gillett (University of Otago)  
Professor Christina Hulbe (University of Otago)  
Ms Jeanette Wikaira (University of Otago)  
Ms Amanda-Jane Woodhouse (University of Otago)  
Mr Tame Te Rangi (Te Rūnanga o Ngāti Whātua)

**Institution:** University of Otago

**Email:** [anne-marie.jackson@otago.ac.nz](mailto:anne-marie.jackson@otago.ac.nz)

**Project Title:** Te Koronga: Indigenous Science Research Theme; Ko Hikaroroa te mauka: Hikaroroa is the mountain

**Project purpose:**

This project is for a student to join the Te Koronga: Indigenous Science Research Theme at the University of Otago.

The intern will attend the Te Koronga: Indigenous Science Research Theme wānanga pūtaiao based at Puketeraki Marae in East Otago from 21-23 November. The wānanga is based on a pēpeha of Puketeraki which focuses on the maunga, awa and moana of Kāti Huirapa ki Puketeraki. There are a number of issues that the community would like to be addressed. These issues will be the focus of the internship.

This internship will focus on Ko Hikaroroa te mauka Hikaroroa is the mountain. We will visit the ancestral mountain of Hikaroroa and hear kōrero about the landscape. Current issues include for example: water quality issues on the catchment of the river; eel and inanga habitats; pūrākau of Hikaroroa.

The exact nature of the internship research will be determined through the process of engagement and discussion of issues and mātauranga through the wānanga process.

**Project location:**

Kāti Huirapa ki Puketeraki and Dunedin

In East Otago the interns will be working alongside key community members to determine the issues and needs to focus on.

In Dunedin, the interns will work with their supervisors (under Dr Anne-Marie Jackson's guidance) on the preparation of the research report.

**Programme of work:**

All of the internships will be based under the umbrella of the University of Otago Te Koronga: Indigenous Science Research Theme. The intern will attend the wānanga pūtaiao 21-23 November at Puketeraki Marae. The intern will be expected to participate in the postgraduate forum of Te Koronga.

The exact nature of the project will be determined through the wānanga pūtaiao. The first 5 weeks of the internship will primarily be focused on understanding the issue, reviewing literature, engaging in discussion with key community members and site visits. The second 5 weeks of the internship will focus on the preparation of a written report. The report will be disseminated in late February back to the community.

This is a community embedded and inspired research internship. It is envisaged that this will combine with other interns to address current issues for the community.

**Day to day nature of the work:**

The exact nature of the work will be determined following the wānanga, however will likely include:

**Field time (50%):** Working on-site with community members. This will involve hui and discussions with key community members and stakeholders as well as site visits.

**Office time (50%):** Working at the University of Otago researching and writing the research report.

**Skills the student will learn:**

1. Kaupapa Māori research skills
2. Co-production of research priorities
3. Working with Māori communities in the area of indigenous science
4. Literature reviewing skills
5. Written and analytical skills
6. Research dissemination skills

## Project 33

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**Name:** Dr Anne-Marie Jackson

**Co-Supervising Researchers (dependant on final project focus):**

Dr Hauiti Hakopa (University of Otago)  
Mr Brendan Flack (Kāti Huirapa ki Puketeraki)  
Dr Chris Hepburn (University of Otago)  
Professor Grant Gillett (University of Otago)  
Professor Christina Hulbe (University of Otago)  
Ms Jeanette Wikaira (University of Otago)  
Ms Amanda-Jane Woodhouse (University of Otago)  
Mr Tame Te Rangi (Te Rūnanga o Ngāti Whātua)

**Institution:** University of Otago

**Email:** [anne-marie.jackson@otago.ac.nz](mailto:anne-marie.jackson@otago.ac.nz)

**Project Title:** Te Koronga: Indigenous Science Research Theme; Ko Waikouaiti te awa: Waikouaiti is the river

**Project purpose:**

This project is for a student to join the Te Koronga: Indigenous Science Research Theme at the University of Otago. The intern will attend the Te Koronga: Indigenous Science Research Theme wānanga pūtaiao based at Puketeraki Marae in East Otago from 21-23 November.

The wānanga is based on a pēpeha of Puketeraki which focuses on the maunga, awa and moana of Kāti Huirapa ki Puketeraki. There are a number of issues that the community would like to be addressed. These issues related to the awa, Waikouaiti, aspect of the pēpeha will provide the specific focus of the research internship.

This internship will focus on Ko Waikouaiti te awa: Waikouaiti is the river. We will visit the ancestral river of Waikouaiti and hear kōrero about the landscape. Current issues include for example: water quality issues on the river; mahinga kai sites; pūrākau of Waikouaiti; water safety; waka; riparian planting; restoration of the sand spit and embankments of the river; dairy run off.

The exact nature of the internship research will be determined through the process of engagement and discussion of issues and mātauranga through the wānanga process.

**Project location:**

Kāti Huirapa ki Puketeraki and Dunedin

In East Otago the interns will be working alongside key community members to determine the issues and needs to focus on.

In Dunedin, the interns will work with their supervisors (under Dr Anne-Marie Jackson's guidance) on the preparation of the research report.

**Programme of work:**

All of the internships will be based under the umbrella of the University of Otago Te Koronga: Indigenous Science Research Theme. The intern will attend the wānanga pūtaiao 21-23 November at Puketeraki Marae. The intern will be expected to participate in the postgraduate forum of Te Koronga.

The exact nature of the project will be determined through the wānanga pūtaiao. The first 5 weeks of the internship will primarily be focused on understanding the issue, reviewing literature, engaging in discussion with key community members and site visits. The second 5 weeks of the internship will focus on the preparation of a written report. The report will be disseminated in late February back to the community.

This is a community embedded and inspired research internship. It is envisaged that this will combine with other interns to address current issues for the community.

**Day to day nature of the work:**

The exact nature of the work will be determined following the wānanga, however will likely include:

**Field time (50%):** Working on-site with community members. This will involve hui and discussions with key community members and stakeholders as well as site visits.

**Office time (50%):** Working at the University of Otago researching and writing the research report.

**Skills the student will learn:**

1. Kaupapa Māori research skills
2. Co-production of research priorities
3. Working with Māori communities in the area of indigenous science
4. Literature reviewing skills
5. Written and analytical skills
6. Research dissemination skills