



Ngā Pae o te Māramatanga Summer Internship Projects 2018-19

Published for student review and applications for summer internships only.

Students – please read the project descriptions of the internship projects you are interested in. Ensure you mark your favoured projects in your application.

Contact:

Jane Rangiwahia, Grants Coordinator
j.rangiwahia@auckland.ac.nz

Projects – Reference list

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Project 1

Name: Prof. Poia Rewi

Institution: University of Otago

Email: poia.rewi@otago.ac.nz

Project Title: He Tūhura Takotohanga Reo Māori

Project purpose:

He nui te rangahau mō te reo o te tokoiti: te ngaro o te reo, te whakaora i te reo, heoi, he iti noa te aronga ki te rerekētanga o te reo Māori, ahakoa reo-a-iwi, ahakoa reo-a-whakapaparanga me te rerekētanga o te tikanga. He paku aronga hoki tā Keegan rātou ko King mā ki te rerekētanga o te whakahua o te reo Māori. Ko te mātua aronga o tēnei rangahau, ko ngā ōritetanga me ngā rerekētanga ā-takotohanga reo i te 30 tau. E rua ngā mata rangahau i tēnei kaupapa.

- Ka tahi, ko te aro ki te takotoranga reo-ā-waha o aua kaikōrero, ināhoki te whai kia kite mēnā e hāngai ana, e rite ana hoki te momo reo Māori e kōrerohia ana i ēnei rā, e whakaakohia ana hoki i ēnei rā. Mā te rangahau nei e kitea ai ōna tino rite, ōna tino rerekē hoki.
- Ka rua, ko te aro ki ngā marau kōrero o aua wā hei mātauranga hou, inā te tirohanga a aua tautōhito mā roto i ō rātou whakatipuranga mai; ngā rongo, ngā wheako.

Project location:

Ehara i te mea me wāhi motuhake: Kia mātua whai wāhi te kairangahau ki a) tetahi rorohiko, me b) te ipurangi me te imēra e taea ai ngā oro te whakarongo atu, te patopato, te tuku.

Programme of work:

He whakakao puna mōhiotanga, puna mātauranga:

He tātari i te momo reo o ētahi tautōhito-ā-iwi, he mea kohi ngā kauhau me ngā wānanga i ngā takiwā o Te Ika A Māui i te ngā tau 1970-1990, ko tā tēnei rangahau he a) whakawhiti i aua kōrero mai i ngā rīpene ki te hanga oro-a-kōnae, katahi ka b) patopato i aua kōrero, kātahi ka c) tātari.

I te tataritanga, ko te a) aro ki te takotoranga reo o ngā kaikōrero o aua reanga, me te b) whakakaupapa i ngā marau kua puta hei mātauranga mō ngā whānau a aua kaikōrero, hei mātauranga hoki i ngā mahi akoako tikanga, reo hoki i roto i Te Tumu. Mā roto hoki i te tātari takotoranga reo, ka whai waahi pea ki te whakataurite i te āhua whakatakoto reo i ēnei rā.

Kia Mōhio Noa: taihoa ake nei e tukua te marohi tikanga matatika ki te Whare Wānanga o Otākou.

Day to day nature of the work:

Ko tā tēnei rangahau he:

1. patopato i aua kōrero-ā-waha mai i ngā rīpene – e 3 wiki - Tari/kāinga
2. tātari i ngā kōrero – 2.5 wiki - Tari/kāinga
3. aro ki te takotoranga reo o ngā kaikōrero o aua reanga, whakakaupapa i ngā marau kua puta hei mātauranga mō ngā whānau a aua kaikōrero. – 1.5 wiki - Tari/kāinga
4. waihanga i te tuhinga (pūrongo) – 3 wiki – Tari/kāinga

Mā roto hoki i te tātari takotoranga reo, ka whai wāhi pea ki te whakataurite i te āhua whakatakoto reo i ēnei rā.

*He taputapu patopato tā te kaitono hei amo i te mahi patopato a te kairangahau.

Skills the student will learn:

1. He whakataringa kōrero, he patopato
 2. He tātari takotoranga reo
 3. He whakakao i ngā marau matua
 4. He waihanga pūrongo
-

Project 2

Name: Dr Carla Houkamau

Institution: University of Auckland Business School, Mira Szasy Research Centre

Email: c.houkamau@auckland.ac.nz

Project Title: Te Ara Pakihi: Case studies in Māori business

Project purpose:

This project will provide an intern with the opportunity to learn how to construct business case studies, particularly with a focus on Māori business and Māori in business. During the project they will be supervised to produce two case studies for an edited volume of Case studies on Māori and Pacific Businesses.

Whilst the Māori economy is on the verge of an economic renaissance, only 4.7% of the Business School's undergraduate cohort identified as Māori in 2017. This is among the lowest across the University's Faculties. This situation is of concern to Associate Professors Carla Houkamau and Mānuka Henare (Mira Szasy Research Centre) who are charged with educating the next generation of Māori business leaders studying at the University of Auckland Business School. The lack of Māori students enrolling in Commerce degrees may be partly attributed to the lack of curriculum that reflects Māori business and aspirations. Right now, there is a dearth of published material that addresses Māori business and Māori in business. This Summer Student will work on two Case Studies, overseen by Associate Professor Carla Houkamau. The case studies focus on Māori business and Māori in business and are being produced in order to provide exemplars of successful Māori business practices.

Project location:

University of Auckland Business School, Mira Szasy Research Centre

The student will be provided with a desk and access to WIFI and UoA databases. The PI will be supervising this student.

Programme of work:

- The student will conduct secondary research (i.e. desk top literature review).
- Work will include;
- Data collection on business of interest.
- Literature review on issue/s which relate to the business of interest and associated industries.
- Drafting a narrative (i.e. the telling of the case) and also formulating discussion questions and suggestions for learning.
- Although the primary focus is Māori it is possible that a Pacific business will also be selected for this project.

Note as this work involves secondary data analysis (i.e. information gathered from published resources) ethical approval is not required.

Day to day nature of the work:

As above, this work is primarily reading, writing and case study development.

Skills the student will learn:

The student will learn what is like working in a research centre and how to conduct a thorough literature review primarily for use in an applied business context. They will also learn how case studies are constructed. In recent years, teaching using case studies has become very popular in Business Schools internationally and the same can be said about the University of Auckland Business School. Case studies are effective ways to get students to practically apply their skills, and their

understanding of learned facts, to a real-world situation. They are particularly useful where situations are complex and solutions are uncertain. In this project the student will learn how to develop a case study as a useful tool for demonstrating how Māori culture, practices and issues are relevant to the business environment.

Project 3

Name: Dr Wayne Ngata

Institution: Te Whare Wānanga o Awanuiārangī

Email: wjn@xtra.co.nz

Project Title: Ngā Tuhituhinga a Ihaia Te Wiriwiri Karakia

Project purpose:

Ko te kaupapa nei he whakatikatika i ngā tuhituhinga a tētahi o ngā pakeke o Te Aitanga a Hauiti me Ngāti Porou. Ko Ihaia Te Wiriwiri Karakia tōna ingoa. I noho ia ki Puketāwai, Uawa i ngā tau 1886 – 1966. Heoi ko ia tētahi o ngā pakeke mōhio ki ngā whakapapa, ki nga kōrero o ōna karangatanga hapū, iwi hoki o te Tairāwhiti. I riro āna tuhituhinga ki tana tamaiti (karangatanga) ki a Milton Karakia-Brown o Uawa. Nō te matenga o Milton ka riro ngā tuhituhinga ki tana pōtiki, ki a Sam Brown. Kāti, nō tērā tau i tonono mai a Sam ki a au kia haere ki te tiki i ngā tuhituhinga nei kua tata ki te 15 tau e noho takai ana ki rō kāpata. Ko tāna tonono mai me hahu ake, me whakatikatika, me whakaora. Nā reira ko tōna 300 neke atu ngā whārangi kōrero i tīkina atu ai. He takitahi, he putunga, he pukapuka hoki te āhua o ngā kōrero, he reo Māori katoa, whakapapa mai, kōrero pūrākau mai, kōrero whenua mai.

Ko te hiahia he whai tangata, tauira nei, māna e whakatikatika ngā whārangi kōrero kia pai ai. Kua oti i a au i te kotahi tau ka hipa nei ngā whārangi katoa te tārua, te whakarau hoki ki rō kōpaki e tika ana hei tiaki i ngā whārangi. Kāti ko te mahi nui he patopato i ngā kōrero kia whai kape hiko, he whakatakoto i ngā kōrero kia mārama ai, he whakawhāiti i ngā kōrero mō te kaituhi, arā, mō Ihaia Te Wiriwiri, hui katoa hei pātaka kōrero mō ōna uri tokomaha i te kāinga, i te ao anō hoki.

Project location:

Uawa, Tairāwhiti.

Programme of work:

He patopato i ngā kōrero (transcribe) kia whai kape hiko, he whakatakoto i ngā kōrero kia mārama ai, he whakawhāiti i ngā kōrero mō te kaituhi, arā, mō Ihaia Te Wiriwiri, hui katoa hei pātaka kōrero mō ōna uri tokomaha i te kāinga, i te ao anō hoki.

Day to day nature of the work:

He whakamahere i ngā mahi mō ia wiki.

He kohikohi i ngā kōrero mō Ihaia Te Wiriwiri Karakia ake.

He whakarite i ngā whārangi kia mārama ai te whai.

He patopato i ngā kōrero.

He arotake i ngā kōrero kua patopatohia kia tika ai.

He whakatakoto i ngā kōrero kia mārama ai te rere.

He whakarite i ngā kōrero kia rite mō te whakahoki ki te whānau.

Skills the student will learn:

He tuhituhi mahere mō tāna mahi.

He whakawhāiti i ngā whārangi kōrero.

He whakamātautau i ngā kōrero kia tika ai.

He tautohu i ngā kōrero katoa.

He whakatakoto i ngā kōrero kia mārama ai.

He whakaatu, he whakamārama i ngā kōrero ki te tangata.

Project 4

Name: Dr Wayne Ngata

Institution: Te Whare Wānanga o Awanuiārangī

Email: wjn@xtra.co.nz

Project Title: Te Maramataka Rāroa

Project purpose:

Ko te kaupapa nei he rangahau, he rapa i ngā kōrero huna, i ngā kupu ngaro mō ngā maramataka o ngā whare wānanga, o ngā whare kōrero, o ngā whare maihi o ngā iwi me ngā hapū o te rohe o Tokomaru ki Whāngārā i te Tairāwhiti. Ko te tikanga he tiki atu i te puehu hinengaro kia whitia e te rā, e te marama hoki, kia hui te ora ki runga i ēnei tūwānanga o tuawhakarere, o taenahi tonu nei, o ēnei rā hoki e ruarua nei te whakamahia. Ka mutu he hua anō o ēnei tūwānanga, hua tinana, hua hinengaro, hua wairua anō mō tāua te Māori, mō tātau te tangata. Kua tohua ko Te Maramataka Rāroa te ingoa o te kaupapa i te mea ko Te Rāroa te ingoa o tētahi o ngā pā o Uawa i whai wāhi ai te tangata ki te mātai, ki te whakamātautau i ngā takanga o te rā, o te marama.

Ko te pātai matua ko tēnei; he hua oti o te maramataka o ngā mātua, he mana anō tōna ki te taiao hou?

Project location:

Tokomaru ki Whāngārā, te Tairāwhiti.

Programme of work:

He tohu i te whānui o te rohe hei rangahau, ōna karangatanga whānau, hapū, iwi hoki hei whai; ōna pūkōrero, pūwānanga maramataka; ōna maramataka tonu. He rapa, he rangahau i ngā kōrero mō aua maramataka o te rohe e kōrerotia ana.

He whakamōhio i ngā kōrero ka takataka mai mō te rā, mō te marama; ngā tohu, ngā mahi, ngā āhua, ngā atua, ngā hua, ngā pai, ngā kino, ngā katoa i whāia e te Māori, e whāia tonutia ana menā e ora ana.

He whakatakoto i tētahi maramataka mō te rohe e kōrerotia ana hei tauira, hei tohu mō te ora o ōna karangatanga, otirā mō te tangata.

Day to day nature of the work:

He whakamahere i ngā mahi mō ia wiki.

He kohikohi i ngā kōrero e hāngai ana (literature review).

He whakarite uiuinga mō te hunga e mōhio ana mō ngā maramataka kia uiuia rātau.

He whakawhāiti i ngā kōrero kia mārama ai, e rite ai mō tēnā rā, mō tēnā pō o te marama kia tika

He whakatikatika i tētahi maramataka mō te rohe hei whakaatu atu ki ngā marae o te rohe

He whakarite āhuatanga hei tuku, hei whakamōhio atu i te maramataka ki ōna karangatanga hapū o te rohe

Skills the student will learn:

He tuhituhi mahere.

He uiui tangata.

He whakawhāiti mokamoka kōrero.

He whakamātautau i ngā kōrero kia tika ai.

He tautohu i ngā kōrero katoa.

He whakatakoto i ngā kōrero hei maramataka kia mārama ai.

He whakaatu, he whakamārama i ngā kōrero ki te tangata.

Project 5

Name: Dr Natasha Tassell-Matamua

Institution: School of Psychology, Massey University

Email: N.A.Tassell-Matamua@massey.ac.nz

Project Title: Seeking pathways to mauri ora for tāngata Māori with long-term conditions

Project purpose:

The purpose of this phase of the project is for a student intern to play a lead role in drafting 2x manuscripts of the findings of the study.

Long-term conditions (LTCs) have been identified as *the* global health epidemic. An estimated two-third of adults in Aotearoa New Zealand have been diagnosed with a LTC, and at least 88% of preventable deaths in this country are attributed to such conditions. Māori have disproportionately higher prevalence rates of LTCs compared to non-Māori in Aotearoa New Zealand. Consequently, health and mental health services in Aotearoa New Zealand are under increasing demand to provide culturally appropriate services to tāngata Māori with LTCs, based on informed, best-practice principles.

Utilising an interface approach that draws on the knowledge systems inherent to both mātauranga Māori and Western health psychology, the main project [which was funded through a NPM Seeding grant] examines the experiences, supports, and needs of tāngata Māori with LTCs residing in the MDHB region. Semi-structured interviews embedded within a Kaupapa Māori framework have been conducted with tāngata Māori with LTCs. Transcription of the interviews is currently underway, and analysis of the interviews is anticipated to be completed by December 2018.

Project location:

The project will be conducted at the School of Psychology at Massey University in Palmerston North. The student will have access to an office space and have the use of School of Psychology resources, such as a desk computer and printing, to undertake the project. The student is expected to be present on campus for the majority of the internship, and proactively engage with the supervisors on a regular basis. For this reason, it is preferable that the student is currently enrolled at Massey University, and has relevant experience with interviewing tāngata Māori and/or knowledge of LTCs.

Programme of work to be carried out:

The programme of work will involve the identification, obtaining and reviewing of relevant literature related to LTCs in indigenous populations, with a specific focus on Māori. It will also involve selecting and incorporating relevant material into manuscripts that align with the overall purpose of the project, as well as supports the findings of the research. There is an expectation the student will:

1. Conduct searches of the literature through the Massey University library database,
2. Access/obtain and read relevant literature,
3. Refine literature to that which aligns most appropriately with the project topic,
4. Draft a manuscript that incorporates the relevant identified literature, as well as summarising and discussing the findings of the project.

Day to day nature of the work:

The day to day nature of the work will involve:

- a. working on a computer at a desk, which will be located in the School of Psychology at Massey University,
- b. accessing on-line journal databases and visiting the Massey University library on the Palmerston North campus,

- c. regular face-to-face hui with the research supervisors to discuss ongoing progress and theorising regarding development of the manuscripts.

Skills the student will learn:

Involvement in the project will be beneficial to the intern in terms of exposure to the literature, and experience of drafting a manuscript of research findings that has relevance to Māori. This will assist in developing research skills for future postgraduate research engaged in by the intern.

Being co-supervised by Drs Tassell-Matamua, Valentine and Bennett as well as Mr Pahina and Ms Pidduck will provide the intern with experience of working as part of a research team.

The intern will be named as a contributing author on the publications from this project, which will contribute to a track record of research experience for them.

Project 6

Name: Dr Amanda Black and Melanie Mark Shadbolt

Institution: Lincoln University

Email: Amanda.black@lincoln.ac.nz

Project Title: Exploring Māori narratives contained in archives around forest health and diseases

Project purpose:

The aim of this project is to examine historical socio-ecological links in Māori communities by analyzing written (past) memories of kauri and other taonga tree species (rakau) to help provide a baseline for identifying impacts of pests and diseases that threaten rakau and ngahere that they support. There is also the potential that management solutions to some of our pressing forest conservation issues could come from such analyses.

The primary objective of this summer internship is to undertake an analysis of archival material including karakia (prayer), waiata (song) and whaikōrero (formal speech) contained in documentation and diaries from the 19 and 20th Century to recapture knowledge that has been lost. Focusing on concepts and phrases that refer to tree health, in particular, kauri, seed banking and hygiene practices including rongoā (healing) uses.

Ideally, we would look to compare our findings with other Indigenous communities around the Pacific. Common themes and ways which knowledge has flowed in and out of living memory will be compared as well as coverage of biosecurity issues and practices over time with actual incursions.

Project location:

Lincoln University based with the option of Victoria University of Wellington.

Programme of work:

To carry out a literature review of archival material. Initially focusing on kauri forests, but also including other tree species and plants that are culturally significant.

Day to day nature of the work:

This is a literature review based internship with much of the work to be done in libraries and archival collections. There is a possibility that the student may travel to Northland/Bay of Plenty to meet with Kaumatua that have extensive knowledge in this area.

- i. Meet with research supervisors – guidance on approach, material and search strategies
- ii. Conduct information searching and sourcing
- iii. Review identified, relevant literature and documents and information sources
- iv. Meet with community/kaumatua to inform further understanding and literature (material)
- v. Collate review and analyse review outcomes to inform questions
- vi. Write report and literature review up.

Skills the student will learn:

- Information searching
 - Search strategies and documentation
 - Research skills using archive material
 - Textual and document analysis
 - Mātauranga informed qualitative analysis
 - Report writing and presentation of review findings.
-

Project 7

Name: Dr Te Taka Keegan & Dr Nicholas Vanderschantz

Institution: University of Waikato

Email: tetaka@waikato.ac.nz & vtwoz@waikato.ac.nz

Project Title: Te Aroā ki te momotuhi a te reo Māori- Perceptions of Māori typographic design and use

Project purpose:

This research is part of ongoing investigations at the University of Waikato into typographic presentation and the linguistic landscape in which written te reo Māori text is seen.

Te reo Māori traditionally was, and still is an oral language. But written te reo Māori has been in existence for over 150 years now. With increased acceptance of our national language we see Māori text commonly used in all parts of society today. The written form adorns both government and commercial building interiors and exteriors, business stationary, daily broadcast television, product packaging, and digital media including a number of mobile applications and websites. This upturn in written Māori language use is a significant positive for our community but guidance for designers to use type (letter forms and fonts) effectively, and to design and create appropriate new typefaces (fonts) is missing. Therefore our ongoing research seeks to investigate the following two research questions:

R1: What are the features of a Māori typeface?

R2: What are the attributes of Māori typography?

In this summer scholarship we specifically seek to investigate the impacts of the typographic setting of te reo Māori text. The summer scholarship aims to assist in answering R1 & R2 above by investigating:

- Do users have pre-conceived notions about the presentation of Māori text
- Do users perceive visual connotations of Māori text presentation
- What typographic design features do users associate with Māori text presentation
- What typeface design features do users associate as being Māori

This research will provide the first empirical insight into how typeface (font) use impacts readers perceptions of the information or product on which te reo Māori text is used.

Project location:

The scholar will work with Keegan and Vanderschantz at the University of Waikato. A workspace will be provided in the Department of Computer Science with access to computers, printing, library, and internet access. Interviews and user studies will be conducted in a range of locations on campus and throughout the region. Where possible in-person interviews will be conducted with participants outside of the Waikato region. When this is not possible video conference or phone conference studies will be used.

Programme of work:

We will gather a broad sample to ensure a comprehensive insight into the interactions that might exist. To this end, the research will be conducted with New Zealanders who identify as Māori and who do not, as well as with participants who are able to read te reo Māori and those who are not. We identify three core tasks for our summer scholar.

T1: The summer scholar will conduct a series of semi-structured interviews with 20 to 50 participants during the 10 week scholarship. The interview procedure will already have received ethics permission and be planned and prepared when the scholar begins in November.

T2: Once the studies have begun the scholar will carry out data input and analysis.

T3: Time permitting the scholar will work with Vanderschantz and Keegan to outline and draft an initial research paper suitable for publication in an Information Science, Design Studies, or Indigenous Languages journal.

Day to day nature of the work:

Conducting of user interview studies onsite & offsite (T1) 50-60% of scholarship

Data entry and analysis of results onsite in office (T2) 30-40% of scholarship

Outline and draft journal paper onsite in office (T3) time allowing

Skills the student will learn:

The student will benefit by the development of key research skills for use in human computer interaction, information systems, and graphic design research and practice. This project will provide a stepping-stone to further postgraduate research opportunities as the student will be introduced to experiment design considerations, data collection, and results analysis.

Project 8

Name: Associate Professor Angela Wanhalla

Institution: University of Otago

Email: angela.wanhalla@otago.ac.nz

Project Title: The History and Legacies of the Māori Home Front in the Hawkes Bay, 1939-45.

Project purpose:

To allow a Māori student to undertake archival research in their home area to provide historical data for the following questions: How did the Second World War impact the hau kāinga during the war years with regard to:

- Māori cultural practice (tangihanga, kawē mate, hanga whare whakairo, tikanga ā-marae, tikanga ā-hapori)
- Māori political, economic and social activity (Māori War Effort Organisation, manpowering and employment in towns and cities, manaakitanga and papatipu)

Project location:

There are two options available:

1. The intern will be based mainly in Napier, with some work in surrounding areas, for the majority of the internship.
2. An alternative option is for the intern to be based in Dunedin, if the intern prefers, and to visit Napier to undertake research.

Programme of work:

To scope out and identify historical research materials (letters, diaries, photographs, records, and other documents) relating to Hawkes Bay Māori experience of the home front during World War Two. In particular, research will be undertaken at MTG Hawkes Bay Tai Ahuriri in Napier. Other institutions will include the Hastings District Library, which holds microfilm copies of the Hawkes Bay Herald Tribune for the war years; the Hawkes Bay Regional Council Collection, in Feilding. If the intern prefers to be based mainly in Dunedin, then in addition to visiting Napier to undertake research, they will also make use of the research collections relating to Hawkes Bay held at the Hocken Collections.

The student will complete a written report summarising key findings from the research materials uncovered.

Day to day nature of the work:

The student will spend time in local research institutions, and write up key findings at the end of each week. These reports will be submitted for discussion at weekly supervision meetings with Associate Professor Wanhalla and her co-investigator, Associate Professor Lachy Paterson (Te Tumu: School of Māori, Pacific and Indigenous Studies, Otago).

If the student opts to spend the majority of the internship in Napier, it is expected that Dunedin-based supervisors will be in regular contact with the intern via weekly supervision meetings on Zoom. In Napier, the student will have a local mentor who will be an important resource for the intern as a kanohi-ki-te-kanohi support person.

Skills the student will learn:

- Archival research skills;
 - Analysing historical data;
 - Ability to summarise key findings comprehensively;
 - Written and oral communication skills will be enhanced.
-

Project 9

Name: Professor Angus Macfarlane

Institution: University of Canterbury

Email: angus.macfarlane@canterbury.ac.nz

Project Title: Mai i te ao rangatahi ki te ao pakeke: Expanding on a study of Māori success

Project purpose:

This summer internship will be a smaller-scaled longitudinal study that will revisit a successful two-year Ngā Pae o te Māramatanga project, *Ka Awatea*, carried out in the Te Arawa rohe (see Macfarlane, Webber, Cookson-Cox & McRae, 2014).

This longitudinal study will be a research design that involves repeated observations of the same variables (in this case rangatahi) over a set period of time (in this case five years). It will track five participants from the *Ka Awatea* study and through qualitative analyses will identify and relate their experiences to particular exposures, will describe change over time in individual and whānau circumstances, and will test the durability (or lack of) the mana enhancing themes that were distinguishable in the earlier study.

There is growing evidence and acceptance of the importance of making culture count in such a way that illuminates a pathway forward, thereby increasing the potential for Māori success. In essence, *Ka Awatea* promoted an agenda that is mindful of the unique position a culturally-centred Māori individual should occupy in an educational or workplace environment – where Māori individuals are seen as capable, productive and competent members of their whānau (family), hapū (tribe), iwi (extended tribe), school, and other communities (Ministry of Education, 1998; 2002; 2006; 2013). *Ka Awatea* sought to redirect attention from deficit theorising towards the nuances of success. A number of observations were made in the study, including: a need for strategic change at every level; the continued tension between holistic Indigenous knowledge and Western models; and the importance of cultural identity and the significance of place. Essentially, what emerged in the findings of the study was that those Māori learners who were succeeding at school possessed a skill suite which was underpinned by psycho-social tenets such as a strong cultural identity, an intrinsic motivation to learn, and a willingness to engage in learning within a range of contexts.

It is coming on to five years since the completion of the *Ka Awatea* study and the participants will now be 23 – 24 year-old young adults with a range of experiences which, when shared, would likely shed light on whether the learnings of their schooling years had successfully transitioned to young adulthood. Did they hold fast to their cultural values? In what ways did they seek opportunities to extend their cultural competence? Had they maintained a balance of tinana and hinengaro? Away from home and iwi, did they seek out and maintain relationships that supported values such as ‘mahia te mahi’ and ‘mahaki’? How were links to hau kāinga maintained? These are some of the questions that will provide a platform for information-gathering to support the process of making sense of the small pieces and comparing them with data from a previous study so that a refreshed, consolidated, picture can emerge.

Project location:

Te Rū Rangahau Māori Research Laboratory
University of Canterbury
Christchurch

Programme of work:

Lab work: Revisit a previous NPM project to acquire a firm grasp of context and content. Identify names and whereabouts of five participants

Field work: Interview participants individually November – December 2018

Written work: January – February 2019

Academic outputs: Present a workshop or paper at a regional or national conference

Prepare an outline for an academic journal article for submission to a publication

Day to day nature of the work:

- Student to work individually on research design with guidance from the Professor of Māori Research and scholars in Te Rū Rangahau
- Collaborate with the Professor of Māori Research on the production of a range of suitable questions, a question guide with cultural protocols
- Network with other scholars and senior researchers on campus

Skills the student will learn:

- Data analysis appreciation and expansion
 - Interviewing skills
 - Development of academic writing skills
 - Collaborative research skills
 - Enhance knowledge and skills in the emerging literacy of bilingual children
-

Project 10

Name: Dr Hauiti Hakopa

Institution: University of Otago

Email: hauiti.hakopa@otago.ac.nz

Project Title: Traditional karakia and the mauri of the tangata-whenua ethos

Project purpose:

Primary aim is to strengthen the connection between tangata and whenua using traditional karakia.

Objectives:

1. Undertake a literature research and compile an anthology of different forms of karakia (for example: tupe manawa, awa, takitaki, tau, tauparapara etc)
2. Undertake a literature review and compile an anthology of specific karakia pertaining to tangata whenua connection: mauri, tapu, rituals (e.g uruuruwhenua), rongoā, harvesting, fishing, ocean navigation, mahinga kai, generally karakia that connect people to the environment.
3. Tabulate karakia: create a simple excel database of collected karakia (supervisor will provide format)
4. Extract key phrases/themes from karakia and conduct an in-depth discussion/description of phrases

Key questions:

1. How was karakia used to strengthen Māori connection to the environment?
2. What are the common elements of karakia that are frequently used?

What are the common themes in karakia used to strengthen spiritual, physical and mental connection to the land, oceans and heavens?

Project location:

Primarily located where the student resides. Research will be conducted largely online although connection and conversations with pakeke and kaumātua are vital to determine a local focused approach. Supervisor will provide a more focused brief.

Day to day nature of the work:

1. Literature review and data collection of karakia centred on key terms/keywords to be determined with supervisor
2. Codification of data collected (design with consultation with supervisor and iteration as data becomes clearer)
3. Conversations with pakeke/ kaumātua pertaining to concepts of mauri, tapu and the part that tangata play as kaitiaki. Determine how these are shaped by the environment of hapū/iwi
4. Personal observation of how these concepts in item 3 are kept alive
5. Keep a Reflective journal of observations
6. Codify personal observations and conversations into tabular form and identify themes

Skills the student will learn:

1. Literature review
2. Keyword searching and analysis
3. Data collection methodology and methods development
4. Time management and structured approach to research
5. Discipline

6. Report structure, organisation and writing skills
 7. Theme analysis and pattern recognition within karakia
 8. Critical thinking
 9. Deepen te reo me ōna tikanga
 10. Cataloguing, organisation and compiling data into meaningful format
-

Project 11

Name: Dr Bridgette Masters-Awatere, Dr Arama Rata and Dr Donna Cormack

Institution: University of Waikato

Email: Bridgette.masters-awatere@waikato.ac.nz Arama.rata@waikato.ac.nz
D.cormack@auckland.ac.nz

Project Title: Analysing patterns and movements of hospital transfers

Project purpose:

The purpose of this project is to reveal how away-from-home hospitalisations are patterned. The National Minimum Dataset will be used to explore who is being transferred, where, and why. The results of this investigation will be presented using GIS mapping tools.

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. 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. These feelings may be exacerbated when unwell whānau members are transferred away from home and their support networks to receive hospital care. Despite the negative impact away from home transfers may have on the ability of whānau to remain actively engaged in the care equation, research into hospital transfers in Aotearoa is scarce.

Project location:

This will be a jointly hosted internship between two universities. Firstly, the University of Waikato through the Māori and Psychology Research Unit (MPRU) and the National Institute of Demographic and Economic Analysis (NIDEA) and the University of Auckland through Te Kupenga Hauora Māori. The intern must be based in Auckland or Hamilton to ensure active supervision of data management and support through the process of operations.

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 build on the work our team has done with figures from the National Minimum Data set. The intern will contribute to: 1) building a relational dataset that includes hospital transfers (which we have identified); 2) classify primary and tertiary hospitals across NZ, 3) use GIS mapping skills to present the movements of patients over time, and 4) prepare a report on the activities undertaken over the course of the internship.

Within this internship is an exciting opportunity to work with a team of senior indigenous researchers from different disciplines who work across different institutions.

Day to day nature of the work:

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

Objective 1: The intern will become comfortable with handling large sets of data (100,000 cases) so that the focus points within the data can be found (approximately 5% are transfers)

How: The intern would be supervised to feel comfortable to work with the data and become familiar with the statistical software we are using to analyse the data

Objective 2: The intern will recode the Territorial Local Authority (TLA) and hospital location of nominated transfers to facilitate analysis

HOW: The intern will be supervised to search and find on the Ministry of Health website, then recode TLA and Hospital type within our data set.

Objective 3: Use GIS software to map the distances people travel for different types of hospital care.

HOW: The intern will document the most efficient and effective way to depict hospital transfers. While the student will be supervised to map hospital transfers, the intern is expected to have experience with GIS mapping, and training will not be provided as part of the internship.

Objective 4: Prepare a report on the activities undertaken over the course of the internship.

HOW: The intern will be supervised to describe the objectives of the report, provide a detailed description of the methods used, and to interpret and provide discussion on the final map. The student will reflect on their experiences over the course of the internship, identify the key challenges and learning opportunities they encountered, and communicate those reflections in the final report.

Skills the student will learn:

The student will gain experience working in Māori health research, with senior indigenous academics, on a project of national significance. The students will develop skills in handling large datasets and using statistical analysis software, and will extend their understanding of GIS mapping tools.

There will be opportunities during the internship for the intern to reflect on their learning as supervisors (and members of the broader team) offer feedback that will guide their work in its contribution to the larger project.

Project 12

Name: Dr Haki Tuaupiki

Institution: Te Whare Wānanga o Waikato

Email: tuaupiki@waikato.ac.nz

Project Title: Ngā whakataukī me ngā pepeha whakaterere waka (Māori voyaging and navigation proverbial sayings)

Project purpose:

This research will investigate Māori-specific navigation knowledge in relation to non-instrument, long-distance voyaging found in whakataukī and pepeha. It will specifically collect and document these taonga that endure in the traditional oral (sound recordings) and literature record.

We know that Māori ancestors undertook deliberate and planned, navigated voyages to and from Aotearoa New Zealand over successive generations, and that, by the 14th century, Māori-specific navigation declined rapidly. This summer internship will give me the opportunity to build from two current research projects currently undertaken in collaboration with Ngā Pae o te Māramatanga scoping and seeding excellence fund 2018/2019 and the University of Waikato SIF grant 2018. It will specifically support a broader Māori-specific navigation project, which seeks to recover unique Māori navigation knowledge to support the regeneration of Māori-specific voyaging and navigation knowledge in Aotearoa today. The key outcome of this project will be in the form of a significant collection of traditional whakataukī and pepeha whakaterere waka. These pertinent taonga will directly support a larger Māori-specific navigation knowledge project mentioned above, and my Marsden Fast-start research project, if successful (my application is through to round two and I am currently replying to the referees' reports).

Key tasks for the student will include:

- To identify relevant traditional oral sources and literature pertaining to Māori-specific voyaging, specifically; whakataukī and pepeha.
- Document all relevant whakataukī and pepeha.
- Create a categorized, kaupapa-specific, indicator specific database to record literature and kōrero.

Project location:

The student will be based in Hamilton. There is sufficient material in the University of Waikato library and various online archival sources for the student to conduct the mahi from Hamilton.

Programme of work:

Month 1:

- Meetings with supervisor to carefully go through the kaupapa, objectives and outputs.
- Begin to identify and undertake whakataukī literature search.
- Identify and undertake pepeha literature search.

Month 2:

- Weekly update meetings with supervisor.
- Create a categorized, kaupapa-specific, indicator specific database to record the literature and kōrero.
- Document identified whakataukī.
- Document identified pepeha.

Month 3:

- Weekly update meetings with supervisor.

- Document identified whakataukī.
- Document identified pepeha.
- Re-check all whakataukī and pepeha are organized into kaupapa-specific and indicator specific categories.

Day to day nature of the work:

The focus of this project is to identify, search, collect and document all relevant literature and kōrero. The nature of the work involved will be sedentary; searching and documenting kōrero on a laptop. The student's time will be spent either in the library or at an appropriate location to undertake the work. There will be no lab related mahi or field work.

Skills the student will learn:

I would like the student to refine their fundamental research skills. I expect the successful student to be a third year undergraduate or honours student. The student will learn how to search, collect and document literature and kōrero from the library, and online sources. Thus, the student will sharpen their skills in relation to navigating the various online pātaka and archives including – Ngā niu pepa o mua, NZ archives, TVNZ, Ngā Taonga – Sound and Vision and academic theses.

I expect the student to refine their referencing skills, which will be required on collecting all relevant literature and kōrero.

The opportunity to be on a project also offers a huge learning experience for both the student and supervisor. Report writing, fostering positive working relationships, setting, achieving goals, and other related project requirements invite an opportunity to learn and grow.

Project 13

Name: Dr Bridgette Masters-Awatere & Dr Rebekah Graham

Institution: University of Waikato

Email: Bridgette.masters-awatere@waikato.ac.nz & Rebekah.Graham@waikato.ac.nz

Project Title: The use of hyper-baric chambers as part of holistic service provision by a Māori health provider: A review and analysis of existing evidence

Project purpose:

The primary aim of this project is to provide a Kaupapa Māori perspective of the use of hyper-baric chambers as a tool for improving health and well-being.

The objectives are to create a comprehensive literature review of published articles on the use of hyper-baric chambers; to critically re-analyse the published literature from a Kaupapa Māori health perspective; to identify existing gaps in the research and issues with research approaches; and to discuss these findings with regards to existing literature on Kaupapa Māori approaches to health, well-being, and health-service provision.

Te Kohao have been offering the use of hyper-baric chambers and have been collating evidence that will contribute to the body of knowledge. Anecdotally, these chambers appear to be positively impacting on the health of Māori patients who have chronic skin conditions, advanced diabetes, and ulcerated sores.

The review and initial analysis of feedback from whānau will form the base for a wider project that seeks to document and evaluate the use of hyper-baric chambers by Te Kōhao Health. The literature review will identify gaps in the research and give an indication of how the proposed project with Te Kōhao Health fits within existing research on the topic, and how the proposed project might best proceed in terms of addressing research gaps and providing an evidence base for holistic health provision from a Kaupapa Māori perspective.

Project location:

This will be a jointly hosted internship between the University of Waikato through the Māori and Psychology Research Unit (MPRU) and Te Kohao Health Ltd. Ideally the intern will be located within easy access to Te Kohao Health Ltd in Hamilton as the person may only have access to data files on site. If the intern is located away from Hamilton, they can expect to travel to ensure active supervision of data management and support through the process of operations. The project is intended to be a joint partnership between Te Kōhao Health centre and the University of Waikato. The student will be primarily located at the Māori and Psychology Research Unit (MPRU) at the University of Waikato, and will engage with the key stakeholder, Te Kōhao Health, throughout the project.

Programme of work:

The work plan is to search available databases for published literature on the efficacy of hyper-baric chambers in treating chronic skin conditions, re-evaluate the findings of the research papers from a Kaupapa Māori perspective to health and well-being, and then summarise with regards to existing literature on holistic health provision/Kaupapa Māori approaches to health. Alongside that review the intern will have access to feedback provided by whānau who have used the chambers to contribute to building a body of evidence. At the, near the, conclusion of the internship the work will be presented to Te Kōhao Health and MPRU as both a verbal presentation and as a written literature review / final report.

Day to day nature of the work:

Primarily the work will involve searching database, reading published literature, and making notes. The student will also have access to Te Kōhao Health data so will need to be available to attend regular meetings with TKH staff. In order to ensure a productive relationship occurs for all the intern will be also engage with MPRU staff who will offer guidance and support. A schedule of activities will be negotiated that will give the intern opportunities to discuss their findings and thinking throughout, which will inform how their thinking fits within existing service provision, and to ensure that the project is meeting the stakeholder information needs.

Skills the student will learn:

Primarily the student will have the opportunity to develop and hone their research skills. During this project the student will learn how to search multiple, different databases; how to search using keywords and phrases; how to critically read published work; how to apply a Kaupapa Māori-based framework to existing literature; and how to take a research question and apply it to a real-world project. The student will also have the opportunity to work on their academic writing skills, and learn how to synthesize published work into a new document. Additionally, the student will get experiences in managing stakeholder relationships and communicating findings. Overall this project will develop the student's research capacity, critical thinking ability, understanding of Kaupapa Māori health theories and literature, and their ability to engage in applied health research work.

Project 14

Name: Prof Helen Moewaka Barnes

Institution: Massey University, Whariki Research Centre

Email: h.moewakabarnes@massey.ac.nz

Project Title: Maramataka and Puanga in a maara kai community garden context

Project purpose:

Ngāti Tāwhirikura hapū have initiated a maara kai community garden at Kātere ki te Moana, a 1.5 acre papakainga on the northern boundary of New Plymouth city. The initiative aims to connect, reconnect the hapu to the whenua. The primary aim of the studentship is to provide an overview on the ways the Maramataka is used in maara kai around the country and to set a context on how it relates to Puanga. Across the Whanganui Taranaki regions the star Puanga may be more readily seen than Matariki. This time of year may involve Te Kore, Te Po and Te Ao Marama processes of Puanga.

Working with the supervisor and the hapū, this will contribute to local knowledge and utilisation of the Maramataka and Puanga in a maara kai community garden context. This will provide important information for the hapū to support ongoing maara kai planning and practices based on traditional interactions with the environment in ways that align with aspirations for hapū ora and rangatiratanga.

The key research question is: how can a hapū maara initiative apply tikanga maramataka guided by local matauranga?

Project location:

The student will be primarily located in New Plymouth in order to meet with Ngāti Tāwhirikura hapū and visit the maara kai community garden at Kātere ki te Moana, a 1.5 acre papakainga on the northern boundary of New Plymouth city.

Programme of work:

A literature review to explore Maramataka and Puanga, particularly in relation to maara kai.

A hui with Ngāti Tāwhirikura stakeholders to discuss the context of the maara project, what they grow, and their knowledge and aspirations around Maramataka and Puanga.

Around 3 key informant interviews/discussions with people who have knowledge and expertise in the Maramataka and/or Puanga.

A hui with Ngāti Tāwhirikura hapū to present the findings of the research and to draw up plans on how these learnings could be applied to the maara kai at Kātere ki te Moana.

Weeks 1-3: Conduct literature review and meet with Ngāti Tāwhirikura stakeholders

Week 4: Conduct 3 interviews/discussions (could be kanohi ki te kanohi or telephone depending on practicalities)

Weeks 5-7: Synthesise information

Week 8: Present to hapu

Week 9-10: Finalise report

Day to day nature of the work:

Literature review using key words to search for literature related to Maramataka and Puanga, particularly in relation to maara kai

Hui to discuss the maara initiative and aspirations at Kātere ki te Moana with korero facilitated by the student; notes taken

Key informant interviews/discussions with around 3 people with expertise on maramataka and/or puanga; recorded (face to face or by phone depending on practicalities)

Information from literature review, hui and interviews/discussions drawn together in a report

Hui to present research findings back to the hapū

Report finalised

The supervisor will be in contact virtually as well as meeting kanohi ki te kanohi in Taranaki. Ken Taiapa who is currently undertaking his PhD is based in Taranaki and will also provide peer support. Both have relationships with Ngāti Tāwhirikura.

Skills the student will learn:

The student will learn skills in systematic literature review and analyses, qualitative data collection and analyses, group discussion and engagement with hapū.

Project 15

Name: Tangiwai Rewi

Institution: University of Otago

Email: tangiwai.rewi@otago.ac.nz

Project Title: He Huaki Matapihi ki te Ao Tuupuna

Project purpose:

E rua ngaa aronga matua o te mahi nei:

- 1) He whakamahi, whakamaatau i te aakonga kairangahau ki te uiui i teetahi ruuruhi, koroheke ranei kia moohio ai:
 - E hia te roa o ia uiui?
 - He aha ngaa whakatuupatotanga?
 - Me peewhea te whakaputa i ngaa koorero kua hopukina?

Maa teena ka taea te whakarite he rauemi hei toha ki ngaa whaanau e hiahia ana ki te hopu i ngaa koorero a oo raatou ake ruuruhi/koroheke hoki. Ka moohio hoki te aakonga kairangahau i ngaa aahuatanga o te uiui ruuruhi/koroheke i **mua** i tana haere ki te awhina/tautoko i te hunga uiui.

- 2) He arataki i te hunga uiui ruuruhi/koroheke kua taautungia keetia i raro i te kaupapa Tuupuna Times kia maarama ai he aha ngaa hiahia o taua hunga, ka tahi. He mahi tahi me taua hunga uiui ruuruhi/koroheke ki te whakangungu i taua hunga ki te uiui i oo raatou ruuruhi/koroheke.

Ko te mahi a te aakonga kairangahau ake he:

1. hui takitahi ki taua hunga uiui ruuruhi/koroheke i te rohe o Waikato
2. whakangungu i taua hunga uiui ruuruhi/koroheke ki te uiui ruuruhi/koroheke.
3. arataki/tautoko i taua hunga uiui ruuruhi/koroheke ki roto i ngaa mahi nei

* Ka aata noho ki te whakangungu i te aakonga kairangahau ki eenei mahi i **mua** i tana haere ki te tautoko i etahi atu.

Programme of work:

Mahuru/Whiringa-aa-Nuku

Whakaritea ngaa paatai, ngaa mihini hoopu koorero, ngaa tukanga paataitai i te taha o te ngaa aakonga uiui ruuruhi/koroheke

Whakaritea te raarangi uiui(ko te manako he uri noo Waikato, noo te waka o Tainui raanei)

Whiringa-aa-rangi

He arataki i te tukuhia o ngaa uiui (e rua ngaa wiki)

He waa awhina i te hunga uiui (e rua ngaa wiki)

Hakihea

He waa awhina i te hunga uiui (e rua ngaa wiki)

Patohia ngaa koorero (e rua ngaa wiki i mua i te Kirihimete)

Kohitaatea/Hui Tanguru

He taatari i te raraunga, he tuhi te puurongo e tohu ana peewhea te whakahaere uiui a ngaa whaanau, araa,

Skills the student will learn:

1. He ako i ngaa pukenga uiui
2. He whakahaere uiui ruuruhi/koroheke
3. He whakangungu i te hunga uiui ruuruhi/koroheke whakarite uiui

4. He whakataringa koorero, he patopato koorero
 5. He whakakaupapa i ngaa marau matua
 6. He taatari raraunga
 7. He waihanga puurongo
-

Project 16

Name: Dr Natasha Tassell-Matamua, Ms Melissa (Lisa) Stewart, Dr Hukarere Valentine, Dr Simon Bennett, Mr John Pahina and Ms Paris Pidduck

Institution: School of Psychology, Massey University

Email: N.A.Tassell-Matamua@massey.ac.nz

Project Title: Cultural Competence Compendium

Project purpose:

The purpose of internship research is for a student intern to review the relevant cultural competence literature to identify updated foundational cross-disciplinary resources, and to expand the discipline-specific resources to include clinical psychology. The priority will be Māori specific resources across these two topic areas.

Cultural, including bicultural, competence is a professional requirement for psychologists practicing in Aotearoa New Zealand. However, postgraduate training programmes for psychology still tend to have a Western bias in their resources and teaching, although the work of Māori staff in these programmes is a positive contribution to training graduates to be able to work effectively with Māori clients.

A cultural competence compendium was compiled by a Massey University School of Psychology staff member in 2014/2015 as a resource for postgraduate psychology students to support their cultural and bicultural development. The focus of this compendium was on foundational, cross-disciplinary resources, and resources specific to Industrial and Organisational psychology. A Massey University online platform, called Stream, was also developed to host these resources, and to provide an interactive, self-testing interface for Massey students to actively engage in and develop their cultural and bicultural competence knowledge and skills. So far, this Stream site hosts only the public access resources from the 2014/2015 compendium document. It has subsequently been recognised that the compendium can also be used for School of Psychology staff to support their cultural and bicultural development.

Project location:

The project will be conducted at the School of Psychology at Massey University at the Palmerston North campus. The student will have access to an office space and have the use of School of Psychology resources, such as a desk computer and printing, to undertake the project. The student is expected to be present on campus for the majority of the internship, and proactively engage with the supervisors on a regular basis. For this reason, it is preferable that the student is currently enrolled at Massey University, and has familiarity with the Stream platform which hosts the compendium resource.

Programme of work:

The programme of work will involve the identification, obtaining and reviewing of relevant literature related to cultural competence, with a specific focus on updated literature relevant to Māori, and to literature relevant to clinical psychology. It will also involve updating the compendium resources on the Stream site. There is an expectation the student will:

1. Conduct searches of the cultural competence literature through the Massey University library database,
2. Access/obtain and read relevant updated literature, and literature relevant to clinical psychology,
3. Add reference sources to the existing compendium Word document, and
4. Upload public access resources to the Stream site and provide links through Massey University library database to non-public access resources.

5. Produce a report, review and bibliography as an outcome of the research internship.

Day to day nature of the work:

The day to day nature of the work will involve:

- a. working on a computer at a desk, which will be located in the School of Psychology at Massey University,
- b. accessing on-line journal databases and visiting the Massey University library at the Palmerston North campus,
- c. face-to-face hui with the research supervisors to discuss ongoing progress and development of the Stream site in-line with the goal of the compendium being an interactive resource for psychology students and staff.

Skills the student will learn:

Involvement in the project will be beneficial to the intern in terms of exposure to the cultural competence literature, and experience of further developing a resource which has practical benefits to students and staff in developing their bicultural and other cultural competence. This will assist in developing research skills for future postgraduate research engaged in by the intern. Being co-supervised by Ms Stewart, Drs Tassell-Matamua, Valentine and Bennett, and Mr Pahina and Ms Pidduck will provide the intern with experience of working as part of a research team. There is also potential for the intern to be named as a contributing author on any publications from this project, which will contribute to a track record of research experience for them.

Project 17

Name: Dr Te Taka Keegan

Institution: University of Waikato

Email: tetaka@waikato.ac.nz

Project Title: Unicode CLDR for te reo Māori

Project purpose:

In simple terms, the purpose of this project is to provide instructions to a Unicode Tool to allow the software developers of the world the opportunity to begin to use te reo Māori in their interfaces.

The Unicode CLDR (Unicode Common Locale Data Repository) provides key building blocks to allow software to support a wide variety of languages. The CLDR has a large and extensive language repository of locale data that is utilised by a wide spectrum of companies in their software internationalisation and localisation. It is a Unicode tool that assists with the building of multi-lingual interfaces.

The CLDR is used to supply translations for language names, territory, country and city names, currencies, time zones and calendar entries. It is used to assist with singular/plural modifications and the parsing of numbers, character sets, and the formatting of layouts and transliterations.

The tool has data for over 400 languages, and while te reo Māori is listed as one of its locales, the data there is minimal and not in a state where it can be useful. The aim of this project is to complete the reo Māori locale and then test to see if it can be utilised for reo Māori localisation.

Project location:

The student will work under direct supervision from Te Taka Keegan who is based at Te Whare Wānanga o Waikato. However, much of this work can be undertaken remotely.

Programme of work:

The work will consist of 4 stages:

- 1) Develop an understanding of what Unicode is and how it seeks to support all languages of the world. Next the student must understand the purpose of the CLDR tool and how it implements the UTS #35: Unicode Locale Data Markup Language (LDML). The student will need to learn about locale specific patterns, translations and scripting information.
- 2) The translation of the CLDR locale into te reo Māori. This is approximately 10% complete and will require 4-5 weeks of work to complete the translation. The student should utilise modern translations terms that are in current use.
- 3) The testing of the locale to see what kind of interfaces can be produced. This is a vital step because we need to ensure that this interfaces that will be automatically generated will be of a high quality.
- 4) Write a report detailing achievements, progress, and work that needs to be completed. The report should also detail the likely impact that the CLDR could have on the Māori language.

Day to day nature of the work:

In general this work will be computer/online based. The specific tasks will alter with the different stages of work listed above but, aside from regular face-to-face meetings with Te Taka, the work will be carried out on a computer with an internet connection. These facilities can be provided if necessary.

Skills the student will learn:

The student will learn a number of skills relating to Human Computer Interactions and software localisation. The student will gain an understanding of the Unicode consortium, XML, using locale data to mark-up languages, automatic software translation and large scale software internationalisation. Report writing, if not already a skill of the student, will be developed.

Project 18

Name: Fiona Wiremu & Dr Rāwiri Tinirau

Institution: Te Whare Wānanga o Awanuiārangi/Te Atawhai o te Ao

Email: fiona.wiremu@wananga.ac.nz

Project Title: Kai governance, kai sovereignty, and the (re)production of kai: He moumou kai, he moumou tāngata *Enhancing culturally matched outcomes*

Project purpose:

The intern will support the gathering of information (see work programme) to answer the question “What are Māori and iwi interests related to kai”, which is part of a Position paper within research that has the potential to inform government policy, planning and debate.

The internship is part of wider research, an NPM Platform research (of the same title above). In the research platform, an aim is to make a distinction between ‘kai’ as a culturally defined Māori notion and western interpretations of ‘food’. It seeks to describe a state where our existence and futures as healthy Māori people are at risk because our kai sources, including access to kai, growing kai, preparing kai, the lore/law pertaining to kai, and control of kai systems is diminishing”.

The overall research questions are (i) In what ways do current western systems impact on Māori kai producing assets, such as whenua, wai and moana?; ii. How can Māori regain control of kai within the western politics of food?; and (iii) How do Māori maintain control of traditional and customary ways of growing, harvesting, distributing and preparing kai? The research seeks to develop a ‘collective framework’ incorporating āhuatanga Māori according to tikanga Māori for testing on case studies/projects that will enable Māori to protect and reclaim control over kai – a transforming framework that has at its core mātauranga Māori informed kai governance, systems of kai control, and engagement in the (re)production of kai.

The primary aim of the internship is to support and mentor new/emerging/developing researchers and build their capability as researchers.

Project location:

The student(s) will be primarily located at Te Whare Wānanga o Awanuiārangi, however there is capacity to have them based in Whanganui at Te Atawhai o te Ao.

The intern will be supported by two Project Leaders (Fiona Wiremu and Dr Rāwiri Tinirau) to develop their research capability. They will also have access to the knowledge and expertise of Dist. Prof. Graham Hingangaroa Smith, Dr Annemarie Gillies and Dr Cheryl Waerea-i-te-rangi Smith.

Programme of work:

The intern would undertake the following research stages:

- i. Interviews: if interviews are scheduled during the internship phase, the intern will be included in one interview process. They will also be supported on how to write up evidence/responses from the interviews.
- ii. Literature review: How to: conduct (relevant) Literature searches, complete bibliographies, save in database and prepare a concise and succinct literature review.
- iii. Building a database: How to undertake quantitative analysis and build a database that will contribute to the research question.
- iv. Prepare and present a written report: describing their new learning experiences as a result of being involved in this research and how this may contribute to future research activity.

The PI's and mentors on this project shall provide a written report to both NPM and the Intern, with consideration of the Interns report.

Day to day nature of the work:

- i. Writing up their narratives from the interview. This will then be used to provide feedback to the intern on areas that they may strengthen (if necessary) and improve upon for future research.
- ii. Work from a computer or in the Awanuiārangi library (and other libraries if they have access) to search database engines for (relevant) literature (journals, books, other publications, theses). Undertake a review of current legislation that may impact on Intellectual and Cultural Property rights pertaining to kai and the (in)ability of Māori to access kai, grow kai, prepare kai and control kai systems. The intern will also be developed in writing a succinct bibliography to inform the literature review.
- iii. How to utilise excel or access (google docs drive) to build a database.

Skills the student will learn:

How to conduct interviews including being cognisant of mātauranga Māori, āhuetanga Māori, tikanga Māori and te reo Māori.

- ii. How to: conduct (relevant) Literature searchers, complete bibliographies, save in database and prepare a concise and succinct literature review.
- iii. How to undertake quantitative analysis and build a database that will contribute to the research question.

The intern's technical competencies will be further developed and supported to advance research by adding value to mātauranga Māori, tikanga Māori and te reo Māori.

Project 19

Name: Dr Anne-Marie Jackson

Institution: University of Otago Te Koronga: Indigenous Science Research Theme

Email: anne-marie.jackson@otago.ac.nz

Project Title: Tangaroa Ara Rau: Whānau Connections and Water Safety

Project purpose:

The primary aim of this project is work alongside Tangaroa Ara Rau to examine the connections between whānau understandings of the water, water safety and learn to swim programmes.

Tangaroa Ara Rau is a national collective of Māori water safety experts, community members and organisations (https://www.facebook.com/tangaroaaraarau/?ref=br_rs), of which Dr Jackson is a member. Tangaroa Ara Rau is a core partnership initiative within the University of Otago Te Koronga: Indigenous Science Research Theme. Tangaroa Ara Rau provide advocacy to Water Safety New Zealand in furthering the Māori water safety strategy “Kia Maanu: Kia Ora”.

The Summer period is an important time for water safety initiatives, where more and more whānau are engaging in the water. It is recognised in prior research that Māori learning to swim often occurs in the context of the whānau rather than at the individual level as is the ‘norm’ in non-Māori contexts. As such, the student will have the opportunity to further examine the context of the whānau for Māori learn to swim programmes.

The student will also contribute to the online Tangaroa Ara Rau National Māori Water Safety Christmas Campaign. The student will also have the opportunity to attend wānanga in Dunedin and throughout New Zealand, as these arise over the summer break.

It is expected that the student has experience in whānau water safety kaupapa. There is also an opportunity to work with Water Safety New Zealand as they are a key partner with Tangaroa Ara Rau.

Project location:

Dunedin (and can be negotiated)

Programme of work:

The project will involve wānanga with Tangaroa Ara Rau, Te Koronga and supporting ngā kaupapa wai. The student will also examine literature, work alongside key members associated with Tangaroa Ara Rau, Water Safety New Zealand and the Te Koronga: Indigenous Science Research Theme.

This internship will be based under the umbrella of the University of Otago Te Koronga: Indigenous Science Research Theme. The first 5 weeks of the internship will primarily be focused on understanding the issue, reviewing literature, engaging in discussion with key community members, hui, site visits and wānanga. 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 Tangaroa Ara Rau and Te Koronga: Indigenous Science community.

Day to day nature of the work:

Field time (60%): Attending wānanga, site visits and hui with Tangaroa Ara Rau members

Office time (40%): Working at the University of Otago (can be negotiated) 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 water safety, swimming, and learn to swim
 4. Literature reviewing skills
 5. Written and analytical skills
 6. Research dissemination skills
-

Project 20

Name: Dr Anne-Marie Jackson

Institution: University of Otago Te Koronga: Indigenous Science Research Theme

Email: anne-marie.jackson@otago.ac.nz

Project Title: Tangaroa Ara Rau: Waka Voyaging and Water Safety

Project purpose:

The primary aim of this project is work alongside Tangaroa Ara Rau to examine the connections between waka and water safety in the Tairāwhiti region.

Tangaroa Ara Rau is a national collective of Māori water safety experts, community members and organisations. Tangaroa Ara Rau is a core partnership initiative within the University of Otago Te Koronga: Indigenous Science Research Theme.

The student will also have the opportunity to attend wānanga in Dunedin and throughout New Zealand, as these arise over the summer break.

It is expected that the student has whakapapa connections to Te Tairāwhiti and that the student has experience in waka voyaging, water safety kaupapa.

Project location:

Dunedin/Tairāwhiti (and can be negotiated)

Programme of work:

The project will involve wānanga with Tangaroa Ara Rau, sailing and supporting ngā kaupapa waka. The student will also examine literature, work alongside key members associated with Tangaroa Ara Rau and the Te Koronga: Indigenous Science Research Theme.

This internship will be based under the umbrella of the University of Otago Te Koronga: Indigenous Science Research Theme. The first 5 weeks of the internship will primarily be focused on understanding the issue, reviewing literature, engaging in discussion with key community members, hui, site visits and wānanga. 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 Tangaroa Ara Rau and Te Koronga: Indigenous Science community.

Day to day nature of the work:

Field time (60%): Attending wānanga, site visits and hui with community members

Office time (40%): Working at the University of Otago (can be negotiated) 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 21

Name: Dr Anne-Marie Jackson

Institution: University of Otago Te Koronga: Indigenous Science Research Theme

Email: anne-marie.jackson@otago.ac.nz

Project Title: Tangaroa Ara Rau: Whakapapa Understandings in Te Taitokerau

Project purpose:

Tangaroa Ara Rau is a national collective of Māori water safety experts, community members and organisations (https://www.facebook.com/tangaroaaraarau/?ref=br_rs), of which Dr Jackson is a member. Tangaroa Ara Rau is a core partnership initiative within the University of Otago Te Koronga: Indigenous Science Research Theme. Tangaroa Ara Rau provide advocacy to Water Safety New Zealand in furthering the Māori water safety strategy “Kia Maanu: Kia Ora”.

The Summer period is an important time for water safety initiatives, where more and more whānau are engaging the water. The student will hui with Tangaroa Ara Rau representatives from Te Taitokerau to co-produce the focus of the internship.

Whakapapa is a fundamental to a Māori world and similarly to understandings of water safety. Whānau in Te Taitokerau have strong understandings of whakapapa and of water, however, recent statistics highlight that there is an over-representation in issues related to water safety. As such, the student will have the opportunity to examine whakapapa of Te Taitokerau in more detail, as well as highlight solutions for whānau related to water safety.

The student will also contribute to the online Tangaroa Ara Rau National Māori Water Safety Christmas Campaign. The student will also have the opportunity to attend wānanga in Dunedin and throughout New Zealand, as these arise over the summer break.

It is expected that the student has experience in water safety kaupapa and has whakapapa connections to Te Taitokerau. There is also an opportunity to work with Water Safety New Zealand as they are a key partner with Tangaroa Ara Rau.

Project location:

Dunedin, Te Taitokerau (and can be negotiated)

Programme of work:

The project will involve wānanga with Tangaroa Ara Rau, Te Koronga and supporting ngā kaupapa wai. The student will also examine literature, work alongside key members associated with Tangaroa Ara Rau and the Te Koronga: Indigenous Science Research Theme.

This internship will be based under the umbrella of the University of Otago Te Koronga: Indigenous Science Research Theme. The first 5 weeks of the internship will primarily be focused on understanding the issue, reviewing literature, engaging in discussion with key community members, hui, site visits and wānanga. 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 Tangaroa Ara Rau and Te Koronga: Indigenous Science community.

Day to day nature of the work:

Field time (60%): Attending wānanga, site visits and hui with Tangaroa Ara Rau members

Office time (40%): Working at the University of Otago (can be negotiated) 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 water safety in Te Taitokerau
 4. Literature reviewing skills
 5. Written and analytical skills
 6. Research dissemination skills
-

Project 22

Name: Dr Anne-Marie Jackson

Institution: University of Otago Te Koronga: Indigenous Science Research Theme

Email: anne-marie.jackson@otago.ac.nz

Project Title: Tangaroa Ara Rau: Tangaroa The Atua of Human Movement

Project purpose:

The primary aim of this project is work alongside Tangaroa Ara Rau to examine how Tangaroa (Māori deity of the ocean) can be represented through human movement; and namely taonga taakaro, and swimming.

Tangaroa Ara Rau is a national collective of Māori water safety experts, community members and organisations (https://www.facebook.com/tangaroaararau/?ref=br_rs), of which Dr Jackson is a member. Tangaroa Ara Rau is a core partnership initiative within the University of Otago Te Koronga: Indigenous Science Research Theme. Tangaroa Ara Rau provide advocacy to Water Safety New Zealand in furthering the Māori water safety strategy “Kia Maanu: Kia Ora”.

There is emerging research that highlights how mātauranga of Tangaroa (and other deities) can be improved through the creation of taonga taakaro and human movement/physical activity. As such, the student will have the opportunity to explore these understandings in more detail.

The Summer period is an important time for water safety initiatives, where more and more whānau are engaging in the water. The student will hui with Tangaroa Ara Rau representatives to co-produce the focus of the internship.

The student will also contribute to the online Tangaroa Ara Rau National Māori Water Safety Christmas Campaign. The student will also have the opportunity to attend wānanga in Dunedin and throughout New Zealand, as these arise over the summer break.

It is expected that the student has experience in water safety and human movement kaupapa. There is also an opportunity to work with Water Safety New Zealand as they are a key partner with Tangaroa Ara Rau.

Project location:

Dunedin (and can be negotiated)

Programme of work:

The project will involve wānanga with Tangaroa Ara Rau, Te Koronga and supporting ngā kaupapa wai. The student will also examine literature, work alongside key members associated with Tangaroa Ara Rau and the Te Koronga: Indigenous Science Research Theme.

This internship will be based under the umbrella of the University of Otago Te Koronga: Indigenous Science Research Theme. The first 5 weeks of the internship will primarily be focused on understanding the issue, reviewing literature, engaging in discussion with key community members, hui and wānanga. 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 Tangaroa Ara Rau and Te Koronga: Indigenous Science community.

Day to day nature of the work:

Field time (60%): Attending wānanga, site visits and hui with Tangaroa Ara Rau members

Office time (40%): Working at the University of Otago (can be negotiated) 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 water safety, physical education and physical activity
 4. Literature reviewing skills
 5. Written and analytical skills
 6. Research dissemination skills
-

Project 23

Name: Dr Rāwiri Tinirau & Dr Cheryl Smith

Institution: Te Atawhai o Te Ao

Email: rawiri@teatawhai.maori.nz & cherryl@teatawhai.maori.nz

Project Title: Whakarauora: Rediscovering Whanganui customary fishing tools

Project purpose:

The Whakarauora research project contributes to collaboration, assistance and consultation of locating both tangible and non-tangible taonga relevant to traditional forms of fishing used by Whanganui tūpuna. This project aims to collect and reintegrate traditional Whanganui knowledge within an educational curriculum that will be tested and taught at Te Kura o Te Wainui-a-Rua. Taonga may include items, texts, images (sketches or photographs), model structures or kōrero relating to:

- Pā tuna and utu piharau
- Whakaparu piharau and whakarau
- Hīnaki and korotete
- Fishing tools and devices (mātau, pā kahawai and patu tuna)

Given the considerations above, the following research question includes: *What knowledge and methods were used by Whanganui tūpuna to construct, utilise and preserve items used for fishing?*

Project location:

The project will primarily be located in Te Atawhai o Te Ao, which is an independent Māori research institute for environment and health, based in Whanganui.

Programme of work:

If successful, the internship will examine two specific aspects of the aforementioned taonga, that is, Whanganui hīnaki and korotete weaving. Although traditional fishing knowledge has extensive support from literature and research with tangible accessibility to traditional Whanganui hīnaki and korotete, the processes and practicalities of both weaving and making traditional Whanganui hīnaki and korotete require further examination. Therefore, our aspiration for the programme of work to be carried out through the internship will focus on the practical nature of traditional Whanganui hīnaki and korotete weaving.

Day to day nature of the work:

The overall nature of the work will examine the processes and practicalities of Whanganui hīnaki and korotete weaving. This will involve the day to day work of:

- Researching Whanganui weaving structures and traditional material
- Locating and resourcing traditional materials
- Practising tikanga Whanganui weaving structures
- Meeting with collaborators who have access to traditional Whanganui hīnaki and korotete, giving research updates and learnings by attending research hui.

Towards the end of the internship and in collaboration with other researchers, a report will be written detailing the research process, research surrounding traditional Whanganui hīnaki and korotete, the weaving and making, the accessibility and/or difficulties in the resourcing of traditional materials and lastly, recommendations of implementing hīnaki and korotete weaving within the Kura curriculum.

Skills the student will learn:

The student will learn valuable knowledge of Whanganui tūpuna, the pedagogical aspects of reintegrating traditional Whanganui knowledge within Kura circular as well as both theoretical and practical research experience. The combination of these skills creates a unique opportunity for iwi, hapū and whānau research development.

Project 24

Name: Dist. Prof. Graham Hingangaroa Smith and Dr Annemarie Gillies

Institution: Te Whare Wānanga o Awanuiārangi/Te Puna Ora o Mataatua

Email: graham.smith@wananga.ac.nz

Project Title: Persisting inequalities and the potential for intervention through “new” governance models’

Project purpose:

The intern will support the gathering of information (see work programme) to answer the question “What is the potential for new governing structures to intervene in persisting social, cultural, political and economic inequalities that disproportionately accrue to Māori?”.

The internship is part of a larger programme of research with the primary objective to map the problematic of governance, structure, form, function, practice, and values as they pertain to Māori/iwi and their in/ability to serve the social economic, political, and cultural expectations of iwi/Māori. The intention is to understand the inequalities (ie. what has gone wrong) and what still needs to be addressed.

Ultimately the aim of this internship is to support and mentor new/emerging/developing researchers and build their capability as researchers.

Project location:

The student(s) will be primarily located at Te Whare Wānanga o Awanuiārangi. The intern will be supported by the two Project Leaders (Dist. Prof. Graham Hingangaroa Smith and Dr Annemarie Gillies) to develop their research capability.

Programme of work:

1. Interviews and fieldwork (two weeks): if interviews are scheduled during the internship phase, the intern will be included in the interview process. They will also be supported on how to write up evidence/responses from the interviews and fieldwork.
2. Literature Reviews (seven weeks): How to: conduct (relevant) Literature searches, complete bibliographies, save in database and prepare a concise and succinct literature review.
3. Provide a written report (one week) describing their new learning experiences as a result of being involved in this research and how this may contribute to future research activity. The PI’s on this project shall provide a written report to both NPM and the Intern, with consideration of the Interns report.

Day to day nature of the work:

1. Writing up their narratives from the interviews. This will then be used to provide feedback to the intern on areas that they may strengthen (if necessary) and improve upon for future research.
2. Work from a computer or in the Awanuiārangi library (and other libraries if they have access) to search database engines for (relevant) literature (journals, books, other publications, theses). Undertake a review of information that impacts on the socio-cultural, ecological, and political aspirations of Māori and Indigenous communities in relation to indigenous governance. The intern will also be developed in writing a succinct bibliography to inform the literature review.

Skills the student will learn:

1. How to conduct interviews (and fieldwork) including being cognisant of mātauranga Māori, āhuatanga Māori, tikanga Māori and te reo Māori.
2. How to: conduct (relevant) Literature searches, complete bibliographies, save in database and prepare a concise and succinct literature review.
3. Quantitative and Qualitative analysis that will contribute to the research question.
4. Research report writing and presentation.

The intern's technical competencies will be further developed and supported to advance research by adding value to mātauranga Māori, tikanga Māori and te reo Māori.

Project 25

Name: Linda Waimarie Nikora (Supervisor) with Daniel Patrick, Jane Rangiwhia, Mike Hennessy and Marie-Chanel Berghan (Ngā Pae o te Māramatanga Secretariat)

Institution: Ngā Pae o te Māramatanga, at University of Auckland

Email: l.nikora@auckland.ac.nz

Project Title: Partnering for Whānau : Media messaging

Project purpose:

This internship project aims to create resources from a co-hosted community and scholar event for educational and teaching purposes. The key research question is *What alternative resources can be created to create change from scholarly events?*

This project is a follow on activity from the Te Whakaruruhau : Partnering for Whānau Symposium held in July 2018. This was a two-day symposium that sought to facilitate and bring together targeted groups of government, non-government, local community organisations, Iwi, researchers, specialist, legal, reformed perpetrators and survivors of Domestic Violence. It was an information-sharing forum for networking, exchanging success stories and challenges whānau face daily when dealing with Domestic Violence (<https://www.waikatowomensrefuge.co.nz/symposium/programme>).

Over the course of the symposium, a significant amount of video footage and still photography was gathered. It is a very rich resource and offers the opportunity to create further multimedia resources for education and teaching, and for dissemination via digital platforms (eg., Vimeo, Facebook etc). This summer internship responds to the challenge to researchers to broaden their view and activity beyond the 'academic journal publication' and into scholar activism particularly in the social media space.

Project location:

Ngā Pae o te Māramatanga Secretariat, Waipapa, University of Auckland

Programme of work:

Phase 1 Dec

- View consented media from the Te Whakaruruhau : Partnering for Whānau Symposium
- Become familiar with the academic literature on domestic violence and social media / health promotion campaign strategies
- Informed by the literature, prepare ideas for 3 video clips (more if time permits)
- Seek permissions

Phase 2 Jan

- Compile the video clips (this may involve additional interviewing and resource gathering)
- Prepare and conduct 3 focus groups to obtain audience feedback on each clip

Phase 3 Feb

- Write a report on the compilation and audience evaluation of the 3 clips for publication in MAI Journal
- Participate in Ngā Pae o te Māramatanga Secretariat activities as appropriate
- Participate in appropriate supervision and internship activities

Day to day nature of the work:

The interns will be based at the NPM Secretariat, at Waipapa, University of Auckland and will join the workplace of the NPM Secretariat staff. Like other staff, the interns will be onsite at the secretariat 9am-4pm unless otherwise negotiated or required. There may be the need for the interns to travel to

interview additional people, to gather extra footage or to complete focus groups. However, most of this work will be 'desk' based with the interns reviewing literature, and viewing and editing footage.

Skills the student will learn:

The expectation is that interns will have some experience in creating multi-media products and using video editing tools such as iMovie. For this project, interns will be working with the Adobe suite and in particular Adobe Premiere. This internship presents the opportunity for interns:

- a) to research and evolve multi-media resources as part of the research dissemination phase;
 - b) to hone their skills in library search and review;
 - c) to work through the process and stages of video editing;
 - d) to work within an ethical framework for engaging with Māori and their/our digital material;
 - e) to research and document audience reaction; and
 - f) to write an academic article/report.
-

Project 26

Name: Dr Hauiti Hakopa

Institution: University of Otago Te Koronga: Indigenous Science Research Theme

Email: Hauiti.hakopa@otago.ac.nz

Project Title: Connecting to the sacred geographies of our ancestors

Project purpose:

Primary aim: to identify how our ancestors connected to the environment

Primary questions: (1) How do our kaumātua connect to the environment? (2) How did our ancestors connect to the environment? (3) How can we today connect to the environment?

Specific objectives: (1) examine extant oral narratives to determine how our ancestors connected to the environment (2) sit with and observe how kaumātua connect with their intimate places in the environment.

Project location:

Dunedin/Northland (can be negotiated)

Programme of work:

The project will involve examining oral narratives (pūrākau, mōteatea, karakia and whakataukī) to determine how ancestors connected with the spirit and mauri of the environment. It will also include closely following kaumātua and observing how they connect with the mauri and spirit of the land.

This internship will be based under the umbrella of the University of Otago Te Koronga: Indigenous Science Research Theme. The first 5 weeks of the internship will primarily be focused on understanding the issue, reviewing literature, engaging in discussion with kaumātua (male and female), hui, site visits would be valuable and wānanga. 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 Te Koronga: Indigenous Science community.

Day to day nature of the work:

Field time (60%): Attending wānanga, site visits and hui with community members

Office time (40%): Working at the University of Otago (can be negotiated) researching and writing the research report.

Typical Tasks:

- 1.) Literature review and data collection of karakia centred on key terms/keywords to be determined with supervisor
- 2.) Codification of data collected (design with consultation with supervisor and iteration as data becomes clearer)
- 3.) Conversations with kaumātua pertaining to concepts of mauri, tapu and whenua and the relationship that we as Māori have to wāhi tapu and sites of significance. And how we as Māori shaped by the tribal environments of hapū/iwi
- 4.) Personal observation of how these concepts in item 3 are kept alive
- 5.) Keep a Reflective journal of observations
- 6.) Codify personal observations and conversations into tabular form and identify themes

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 27

Name: Professors Linda Waimarie Nikora and Jacinta Ruru with Daniel Patrick, Marie-Chanel Berghan, Mike Hennessy, and Jane Rangiwahia.

Institution: Ngā Pae o te Māramatanga at the University of Auckland

Email: l.nikora@auckland.ac.nz

Project Title: New Horizons – NPM’s contributions and history over 15 years

Project purpose:

The purpose of this internship project is to better understand, analyse and report the contribution and value of Ngā Pae o te Māramatanga (NPM).

NPM is New Zealand's Māori Centre of Research Excellence (CoRE) funded by the Tertiary Education Commission and hosted by The University of Auckland. NPM has 21 partner research entities, conducting research of relevance to Māori communities and is an important vehicle by which New Zealand continues to be a key player in global Indigenous research and affairs. The centre's research rests on its vision of Māori leading New Zealand into the future and it is focused on realising the creative potential of Māori communities and bringing positive change and transformation to the nation, and the wider world. NPM was first established in 2002 with the founding Joint Director's - Professors Linda Tuhiwai Smith and Michael Walker.

Now, 16 years since its establishment, this internship project aims to document and tell the story of NPM from 2002-2018 focussing particularly on the contribution that NPM has made to growing Maori research in New Zealand.

The internship project involves two components for two interns.

Together the internship objectives are:

1. To document a chronology of NPM over the past 16 years;
2. Describe the critical stages, phases and challenges over time;
3. Identify and highlight NPM’s significant challenges and achievements;
4. Illustrate (quantitatively and qualitatively) the nature of NPM’s contribution over time.

Project location:

The intern/s will be based at the NPM secretariat, Waipapa Marae Complex.

An office space will be provided and materials for the intern to fulfil the project.

Programme of work:

Note there is scope for two interns, one more quantitative the other qualitative and narrative.

Stage 0 - Orientation and induction – establishment of work plan and approach.

Stage 1 – Information gathering and review: identify key NPM documents, reports and plans (information) to review and gather to address the project objectives. Including both narrative, qualitative and quantitative.

Key member consultation: identify key individuals to discuss and gain insights to the history, value and successors. Meet with key members, gain insights

Stage 2 – Analysis and review: collate information and distil key themes, contributions and phases. Analyse data sources.

Collate and review project data, records and outputs.

Undertake descriptive analysis of NPM business and research data to provide a key picture of activity and contributions.

Identify key themes of activity and contribution to structure analysis and reporting.

Stage 3 – Interpret and present findings: determine value, impacts and contributions and present in an effective and clear way.

Stage 4 – Complete report and presentation of the project: write up as report.

Structure report to address key questions and objectives.

Stage 5 – Present to team and key groups.

Oral and written reports to small groups.

Day to day nature of the work:

Primarily office based role.

- It is expected the interns will meet regularly, with the NPM secretariat team to gain insights and help determine information and approach.
- The information will be sourced within the offices and files of the NPM secretariat and reviewed through a desktop scan of material published and archived at NPM.
- NPM literature, key documents, plans and information will be reviewed.
- Key NPM researchers and leaders will be identified and approached to discuss NPM history, add narrative and insights – expected to include Directors past and present and Board members.
- Narrative and text themes will be reviewed and analysed and reported.
- NPM data sets (excel or access) will be collated, checked and descriptive analysis and reporting undertaken.
- Report writing and review.
- Participate in NPM activities and be part of the team.
- Engage with the intern programme, online and sharing progress.

Skills the student will learn:

The intern will be using multiple methods to address the project aims and objectives. The skills learnt and developed will include:

1. Identifying key information, literature and documents to answer the research objectives;
 2. Qualitative approaches to desk top analysis, how to review and analyse text sources; thematic inductive approaches to review and research;
 3. Engaging participants and capturing individual insights and narratives;
 4. Descriptive quantitative analysis and reporting;
 5. Using endnote and reference tools/databases;
 6. Working as part of a research team;
 7. Presenting mixed methods findings and information;
 8. Report writing and editing;
 9. Coordinating a project through its phases to completion
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