



Ngā Pae o te Māramatanga Summer Internship Projects 2019-20

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:

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Projects – Reference list

Select project number below to link to project description – record ideal project in your application (10 - most preferred, 1 - least)

Project 1	3
Project 2	4
Project 3	5
Project 4	6
Project 5	7
Project 6	8
Project 7	10
Project 8	12
Project 9	14
Project 10	16
Project 11	18
Project 12	20
Project 13	22
Project 14	24
Project 15	26
Project 16	27
Project 17	28
Project 18	30
Project 19	32
Project 20	34
Project 21	36
Project 22	38
Project 23	39
Project 24	40
Project 25	42
Project 26	44
Project 27	46
Project 28	48
Project 29	50
Project 30	52

Project 1

Name: Dr. Waikaremoana Waitoki

Institution: University of Waikato

Email: Moana.waitoki@waikato.ac.nz

Project Title: Māori and Psychology Research: Reflecting on the past to guide the future

Project purpose:

The purpose of this internship is to explore the archival holdings of the Unit to identify key research outcomes, collaborations and insights from the past 20+ years. Much of the archival material is fragmented and in need of a fresh review. In doing so, the Māori and Psychology Research Unit (MPRU) hopes to reflect on the past years in preparation for future research. MPRU was established in 1997 and provides critical research that centers the priorities of Māori communities. By establishing working relationships with staff and students of the School of Psychology and the University of Waikato, the MPRU has an excellent record of delivering high quality research. Furthermore, the MPRU has been pivotal in developing students from undergraduate to postgraduate studies.

We would like to offer this project to two students given the scale, if one the research will be scaled down accordingly.

Project location:

At the School of Psychology in the Māori and Psychology Research Unit

Programme of work:

- Examine the physical and digital archives held by the MPRU: 20+ years of research development, research grant writing, and research dissemination and collaborations
- Convert relevant material to digital format
- Analysis key research themes across material found
- Compile summaries of themes
- Produce a portfolio detailing exemplars of MPRU research and MPRU collaborations
- Present findings to staff and students at the end-of-internship seminar.

Day to day nature of the work:

- All work will be conducted at the University (office/desk)
- Work will involve a 7.5 hour day, 5 days per week.
- The intern will be supervised by the lead investigator and a senior research assistant.

Skills the student will learn:

1. Reading archival material – sense making
2. Kaupapa Māori research analysis
3. Thematic analysis – how to, and for what purpose
4. Developing research portfolio for an established research unit
5. Collaboration with senior researchers, and student colleagues
6. Presentation skills (preparing, polishing, delivering)

Project 2

Name: Dr. Waikaremoana Waitoki

Institution: University of Waikato

Email: Moana.waitoki@waikato.ac.nz

Project Title: The Māori and Psychology Research Unit: Reflections from the past

Project purpose:

Selected whakapapa kōrero of Hauraki and Waikato: Oral traditions that inform an Indigenous psychology

Project location:

At the School of Psychology in the Māori and Psychology Research Unit

Programme of work:

- Examine selected oral traditions of Hauraki and Waikato as they relate to wellbeing and flourishing (e.g., 4-5 texts could be mōteatea, waiata whaikōrero, pūrākau)
- Analyse key themes that specify the ways that Māori enhanced wellbeing
- Compile a detailed description of the selected texts and how they relate to wellbeing and flourishing
- Compile a bibliography of related texts from other sources
- Present findings to staff and students at the end-of-internship seminar.

Day to day nature of the work:

- All work will be conducted at the University (office/desk)
- Work will involve a 7.5-hour day, 5 days per week.
- The intern will be supervised by the lead investigator and a senior research assistant.
- University of Waikato library, Waikato museum, Te Awamutu museum (as needed).

Skills the student will learn:

1. Analysis of archival material – sense making, selecting relevant texts
2. Kaupapa Māori research analysis – te reo me ona tikanga
3. In-depth analysis of selected texts
4. To acquire an understanding of land-based enquiry methods
5. To compile a bibliography (requires analytical skills and thinking, and a decolonised lens)
6. To collaborate with senior researchers, and student colleagues
7. How larger research projects influence smaller projects and student development
8. Presentation skills (preparing, polishing, delivering)

Project 3

Name: Dr Tom Roa

Institution: University of Waikato

Email: Tom.roa@waikato.ac.nz

Project Title: Inscriptions from the past as insights for today: A selection of written texts by Paratene Ngata

Project purpose:

To digitise and transcribe a selection of gifted writings by Paratene Ngata, father of Sir Apirana Ngata.

Project location:

Faculty of Māori and Indigenous Studies at the University of Waikato

Programme of work:

- Examine and digitise written texts held by the principal supervisor written by Paratene Ngata to enable a searchable function.
- To transcribe selected texts under the supervision of the principal supervisor
- Analysis key themes in particular references to: (a) pā and eel weir in the Waipā District; (b) 'kōrero' (rangatira; whānau; hapū; iwi; kīanga; whakataukī; whakapapa; pēpeha) pertaining to the people, the peopling/settling of the area, (c) and the takiwā/surrounds
- Compile a detailed description of the selected texts and how they relate to point 3 above
- Prepare a brief biography of Paratene Ngata based on the text and a literature search
- Present findings to staff and students at the end-of-internship seminar.

Day to day nature of the work:

- All work will be conducted at the University (office/desk)
- Work will involve a 7.5 hour day, 5 days per week.
- The intern will be supervised by the primary supervisor, and mentored by a PhD student.
- Work will also be undertaken at the University of Waikato library.
- Note proficiency in te reo Māori is required, to a 300 level, year 3 or fluent speaker.

This project may have **2 students** assigned as the text translation will be a significant task. However as noted above, this will be a selection of texts, rather than the entire collection (300 pages approximately).

Skills the student will learn:

1. Selection and analysis of field notes as archival material
2. Expansion of language skills – te reo me ona tikanga
3. To compile a searchable database
4. To work with a proficient translator
5. Analytical skills and thinking (making sense of late 18th; early 20th century text)
6. Collaborate with senior academics, researchers, and student colleagues
7. The value of small projects and how they fit into a larger project
8. Presentation skills

Project 4

Name: Dr Tom Roa

Institution: University of Waikato

Email: Tom.roa@waikato.ac.nz

Project Title: Mai namata mō namata: Tapes and writings of Dr Tui Adams

Project purpose:

To digitise, transcribe, and translate a selection of gifted tapes and writings by Dr Tui Adams, Waikato-Maniapoto kaumātua.

Project location:

Faculty of Māori and Indigenous Studies at the University of Waikato

Programme of work:

- Examination and digitisation of tapes and written texts held by the principal supervisor collated by Dr Tui Adams to enable a searchable function.
- Transcription and translation of selected texts under the supervision of the supervisor
- Analysis of key themes in particular references to: (a) the Kīngitanga (b) Waikato-Maniapoto; (c) 'kōrero' (rangatira, whānau, hapū, iwi; karakia; whaikōrero; whakataukī; whakapapa; pēpeha; tongikura; other kīanga) pertaining to the Kīngitanga; the iwi of the Kīngitanga; Ngāti Maniapoto (c) and their horopaki/contexts
- Compilation of a detailed description of the selected texts and how they relate to point 3 above
- Preparation of a brief biography of Dr Adams based on the text and a literature search, his roles locally as a kaumātua of Waikato-Maniapoto; Honorary Doctorate of the University of Waikato; nationally as a key spokesperson for the Kīngitanga; and as kaumātua in various national organisations in particular the NZ Police Force; internationally as kaumātua and tohunga of the internationally acclaimed Te Māori Exhibition.
- Presentation of findings to staff and students at the end-of-internship seminar.

Day to day nature of the work:

- All work will be conducted at the University (office/desk)
- Work will involve a 7.5 hour day, 5 days per week.
- The intern will be supervised by the primary supervisor, and mentored by other staff.
- Work will also be undertaken at the University of Waikato library.
- Note proficiency in te reo Māori is required, to a 300 level, year 3 or fluent speaker.

This project may have **2 students** assigned as the text translation will be a significant task. However as noted above, this will be a selection of texts, rather than the entire collection (300 hand-written diary pages approximately; 12 cassette tapes).

Skills the student will learn:

1. Selection and analysis of diary notes as archival material
2. Expansion of language skills – te reo Māori me ona tikanga
3. Translation skills in the Māori-English context through work with a licenced translator
4. Compilation of a searchable database
5. Analytical skills and thinking (making sense of hand-written diary notes and text)
6. Collaborate with senior academics, researchers, and student colleagues
7. Presentation skills

Project 5

Name: Dr Marama Muru Lanning & Hēmi Kelly

Institution: University of Auckland and Auckland University of Technology

Email: m.murulanning@auckland.ac.nz hemi.kelly@aut.ac.nz

Project Title: Kotahi Rau Pukapuka

Project purpose:

The Kotahi Rau Pukapuka Trust, working with Auckland University Press at the University of Auckland, has developed a project to publish 100 books in te reo Māori. We have both been involved in hui around this project and support the work. As part of the plans to publish the first 5 books in te reo in 2020, a new website and app will be built, in te reo and English, providing information on and links to all books published in te reo.

Under our supervision, a summer intern would work with the staff at Auckland University Press (director Sam Elworthy) and the Kotahi Rau Pukapuka Trust (Witi Ihimaera, Miriama Kamo, Jason Witehira, Pānia Papa, Michael Dreaver) on key background work for this website and the Kotahi Rau Pukapuka project. Details are below.

Project location:

The student will have a work station at Auckland University Press but also interact with members of the trust and academic supervisors.

Programme of work to be carried out:

- Using bibliographic tools and commercial databases, identify all books in print in te reo; write short summaries and author biographies in te reo where not already available; build a database including cover images and links to publishers as basis for website/app.
- Drawing on library databases and networking with scholars and writers, build up a database of scholars and writers currently working in te reo as a source for future books.
- If additional time, build up database of key contacts at Kura Kaupapa, Wānanga, and Māori organisations. These will be used once summer is over to build relationships and identify key book needs.
- Note proficiency in te reo Māori is required, to a 300 level, year 3 or fluent speaker.

Day to day nature of the work:

There will be key desk work involved (c. 60%) but the intern will work closely with us, with members of the Trust, with the Press team and with the wider te reo writing world to build up this body of knowledge (c. 40%). It is not all to be found on the computer.

Skills the student will learn:

1. Bibliographic research
 2. Building sophisticated spreadsheets
 3. Relationship building with world of te reo writing and scholarship
 4. Copywriting in te reo.
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Project 6

Name: Dr Kēpa Morgan and Dr John Reid

Institution: Ngati Makino Iwi Authority and University of Canterbury

Email: kepa@ngatimakino.co.nz

Project Title: Mauri Dimension Indicator Sets and Threshold Definition for Pohewa Pae Tawhiti Land Use Visualisation Tool

Project purpose:

Mauri indicators and thresholds are needed as these sets form the measurement basis for a visualisation tool being developed in Line of Enquiry (LoE) 2 of the Our Land and Water (OLW) National Science Challenge phase II research. Te Arawa Primary Sector Group, Te Arawa Lakes Trust, Te Tatau o Te Arawa and Te Arawa River Iwi Trust are collaborating to provide data that will be used to determine the indicator thresholds.

The Te Arawa rohe comprises approximately 75,000 Ha of Māori Land, much of which is in environmentally sensitive catchments including the 14 Waiariki Lakes. Te Arawa's interests in the agriculture, forestry and horticultural sectors that have historically had negative impacts on the water quality of these lakes is a key driver in Te Arawa's interest in visualising an alternative diversified landscape and understanding the impacts across the four mauri dimensions of the Mauri Model Decision Making Framework.

Identifying and aggregating indicators for determining 'mauri state of the farm' in relation to wellbeings (e.g. ohanga, kaitiakitanga, manaakitanga) beyond the usual biophysical and economic indicators will have progressed to the point of needing verification and calibration by experts in different specialisations. The intern will be gathering this information to complete the indicator sets. A concept Framework will have been developed that defines guidelines and principles for integrating different OLW work streams together, and a mauri-based self-evaluation process developed to report LoE progress. The intern will also be involved in gathering and collating data from the different work streams and reporting the mauri contributions made by each work stream to the challenge.

Project location:

Data gathering will be carried out in Rotorua (Te Arawa entities all have offices) and the Te Arawa rohe for the indicator set gathering. Data collating for the work stream evaluations will be primarily be carried out with the lead researchers for each workstream. This work could be performed using zoom interviews and surveys which can be digitally distributed and retrieved meaning the work location would be flexible for this later activity in the internship.

Programme of work:

- Familiarisation with Mauri Model Decision Making Framework and Mauri dimension indicator sets already collated.
- Gap identification with representatives nominated by the collaborating Te Arawa entities. Zoom and in-person interviews.
- Email communications clarifying indicator descriptions and thresholds. Identifying indicators requiring specification by experts and contacting available experts for their input.
- Field photography/video image collection from NSC researchers representing indicator states.
- Collating updated indicator sets and entering descriptions and thresholds into pre-formatted spreadsheet tables.
- Testing indicator set performance and consulting with Te Arawa entities on perceived accuracy of assessment outputs.
- Familiarisation with concept framework for integrating different OLW work streams.

- Gathering (Zoom) and collating data from the different work streams involved in LoE 2.
- Assist work stream leaders with mauri-based self-evaluation process.
- Report draft describing LoE progress and the mauri contributions made by each work stream.
- Final report on project completion (to Ngā Pae o te Māramatanga).
- Presentation preparation (PowerPoint or poster).

Day to day nature of the work:

Activities will be spread across data analysis, kanohi ki te kanohi interviews, minute taking, meeting transcribing, email communications with NSC researchers, photography, spreadsheet data manipulation, indicator set testing, report writing, presentation preparation. The emphasis will initially be on data gathering and then require an increased commitment to computer processing.

Skills the student will learn:

1. Use of Mauri Model Decision Making Framework on two applications.
 2. Mauri impact indicator definition and threshold determination.
 3. Spreadsheet manipulation (formulas, graphical representation).
 4. Minute taking / meeting transcribing.
 5. Testing indicator data-set performance.
 6. Photography skills and video editing.
 7. Report writing.
 8. Presentation preparation.
-

Project 7

Name: Dr Tumanako Fa`aui and Dr Kepa Morgan

Institution: The University of Auckland, Ngāti Māhino Iwi Authority

Email: T.faaui@auckland.ac.nz

Project Title: Current Māori geothermal resources in Ohaaki and their impact on tangata whenua

Project purpose:

This is a community-based research project that gives the opportunity for a Māori geothermal place of significance in the Ohaaki region to be viewed under a culturally bound decision-making tool. The focus will be to identify historical and current issues, as well as future prospects regarding potential geothermal development. This will be carried out by way of interviewing whānau and capturing their voices to form robust impact assessments of cultural and community sustainability. The project will ideally require a Māori researcher with local Māori knowledge and connections. The research will help legitimise and make a more influential cultural impact assessment framework.

Project location:

Data gathering will be carried out in Rotorua (Te Arawa entities involved all have offices) and the Te Arawa rohe. Data collating for the work stream evaluations will be primarily carried out with entities with pre-established relationships. This work could be performed using zoom interviews and surveys which can be digitally distributed and retrieved meaning the work location would be flexible for this later activity in the internship.

Programme of work:

- Familiarisation with Mauri Model Decision Making Framework and Mauri dimension indicator sets already collated.
- Support gap identification with representatives nominated by the collaborating Te Arawa entities via assisting with Zoom/online and in-person interviews.
- Support work with representatives to clarify indicator descriptions and thresholds. Identifying indicators requiring specification by experts and contacting available experts for their input.
- Field photography/video image collection from NSC researchers representing indicator states.
- Collating updated indicator sets and entering descriptions and thresholds into pre-formatted spreadsheet tables.
- Testing indicator set performance and support engagement and consulting with Te Arawa entities on perceived accuracy of assessment outputs.
- Final report on project completion (to Ngā Pae o te Māramatanga).
- Presentation preparation (PowerPoint or poster).

Day to day nature of the work:

Activities will be spread across data analysis, kanohi ki te kanohi interviews, minute taking, meeting transcribing, email communications with research participants, photography, spreadsheet data manipulation, indicator set testing, report writing, presentation preparation. The emphasis will initially be on data gathering and then require an increased commitment to computer processing. All work will be in conjunction with supervisor's guidance and support.

Skills the student will learn:

1. Use of Mauri Model Decision Making Framework.
2. Mauri impact indicator definition and threshold determination.
3. Spreadsheet manipulation (formulas, graphical representation).
4. Minute taking / meeting transcribing.

5. Testing indicator data-set performance.
 6. Photography skills and video editing.
 7. Report writing.
 8. Presentation preparation.
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Project 8

Name: Dr Sarah-Jane Paine

Institution: University of Auckland

Email: sj.paine@auckland.ac.nz

Project Title: Intergenerational trauma, stress and health inequities for Indigenous peoples – a systematic review

Project purpose:

The purpose of this project is to scope the state of evidence on the links between Indigenous experiences of trauma and stress, including colonial oppression and racism, and development of health inequities between and across generations. It will involve a systematic review of published literature with a specific focus on the health impacts for Indigenous peoples.

Early life experiences and exposures play a critical role in the onset of health inequities. Maternal stress exposure prior to and during pregnancy, including experiences of racial discrimination and major life events (e.g. death of a relative, job loss), is associated with an increased risk for poor obstetric outcomes, including pre-term birth and low birth weight and postnatal depression. Emerging evidence suggests that maternal stress across the perinatal period might influence later child health and developmental outcomes. Notably, maternal psychological and nutritional stress during pregnancy are known to trigger biological changes that increase the child's later risk of developing serious health problems that are known to disproportionately affect Māori including diabetes and CVD. Colonial projects such as state surveillance of Indigenous women and whānau during pregnancy are not new. However, there has been relatively little academic consideration of the way in which colonial projects represent distinct forms of trauma and stress for Indigenous women and the potential long-term impacts of this for the health of mokopuna Māori.

The student will be supported by a senior Māori health researcher who is leading a new programme of research investigating the links between maternal experiences of stress in pregnancy and long-term child health outcomes. The findings of the literature review will be written up as a Journal article and submitted for publication in an international Journal. It will also form the basis of funding applications to support new research and postgraduate projects in 2020 and beyond.

Project location:

The project will be hosted by Te Kupenga Hauora Māori, Faculty of Medical and Health Sciences (Grafton Campus), University of Auckland. As a student within our department, they will have access to working space, including a desk/chair, computer, basic stationary, printing/photocopying and administrative support. The student will have opportunities to be part of departmental activities and share the student spaces and kitchen/study facilities in our department. They will also visit and utilise library services at the University as part of the research process.

Programme of work:

The project will involve the following four stages:

- *Orientation and induction into the project:* the student will meet our research team and spend time learning about the broader research project. They will spend time with the supervisor to develop a brief project plan and to develop the literature search strategy;
- *Undertaking the literature search:* including systematic searching of online databases and 'grey literature', screening publication abstracts and creation of a database of key publications;
- *Literature review and analysis:* including writing summaries of each paper and synthesising key findings;

- *Write-up*: preparation of a Journal article ready for submission to an international peer-reviewed Journal.

Day to day nature of the work:

The project is 'desk-based', meaning that the student would spend the majority of their time using a computer to search online databases, for reading and making notes, and for the preparation of the report and journal article. The student will have regular meetings with their supervisor and have opportunities to meet and engage with colleagues across Te Kupenga Hauora Māori, including the Tomaioara Research Centre "Junior and Emerging Researchers" group and participating in other departmental activities.

Skills the student will learn:

The student will develop and refine a range of research skills that could be transferred and applied across a range of different research and professional contexts:

1. *Literature search and review*: The student will learn how to develop a literature search and retrieval strategy to answer a research question; to use and search multiple databases using keywords and search terms; to undertake a critical Kaupapa Māori analysis of published literature; to summarise and synthesise published literature, and; to develop and practice academic writing skills.
2. *Project management*: The student will also learn how to: develop a brief project plan, including timelines; present and share information to different groups, and; to work independently within a small team environment.

Project 9

Name: Professor Angus Macfarlane

Institution: University of Canterbury

Email: angus.macfarlane@canterbury.ac.nz

Project Title: Practice research in Indigenous communities: Advantages for the specialist education sector

Project purpose:

This summer internship project revisits two tribally based studies to reposition the emphasis in education i.e. philosophy conceding to practice. The intern would take responsibility for discerning the imperatives from two projects which, although fundamentally distinct, were linked in culturally patterned ways. The first, Huakina Mai (Savage et al. 2014) positioned its emphasis on relational-based school-wide behaviour management approaches for Māori learners, their whānau, and their teachers. The second, Ka Awatea (Macfarlane et al., 2014), focused on the identification of successful Māori learners and the provision of pathways for them as they prepared for the end of compulsory schooling and post-school life. In furtherance of these two projects and to accentuate the importance of the practice research phenomenon, an analysis of these two projects, is the central focus of this Ngā Pae o te Māramatanga internship project.

Background

A group of Māori researchers at the University of Canterbury (UC) has looked into, and is still wrestling with how Indigenous epistemologies and socio-psychological research have the potential to effect practice research in advantageous ways. There is consensus that in order to define, understand and elaborate on practice research in Indigenous communities, it is necessary to involve definitions of connected approaches and theory. A natural connection that widens the understanding of practice research is what the Danish researcher Bent Flyvbjerg (cited in Uggerhøj, 2011) refers to as - the science of the concrete - that is, a bottom-up knowledge production, or a field of research oriented towards subjects more than objects. Similarly, Sonja Macfarlane (2012) refers to an inductive (as contrary to a deductive) approach to practice-based research wherein solutions and responses for people are free to emerge from 'place', or ūkaipō. To restore social science to its rightful place in contemporary society, Flyvbjerg suggests that researchers return to classical traditions of social inquiry and reorient practice towards what he defines as "phronetic social science" (p.57). Flyvbjerg defines the science of the concrete as pragmatic, variable, context-dependent and praxis-oriented science in which some key elements have proximity to reality, is subject to the reactions from the surroundings, and remains close during the phases of data analyses, feedback, and publication. As the above-mentioned key elements suggest, dialogue has a central position in actual science – dialogue with those who are studied, with other researchers, and with decision-makers as well as with other central actors in the field. From this position, research cannot provide straight and simple answers as often seen in more traditional research processes. Macfarlane and Macfarlane (2018) contend that there is a link between Indigenous social science and the task of phronetic social science since neither has the intention to provide simple answers or statements. Both, on the other hand, are keen to clarify and deliberate about problems and risks, and to traction forward by seeking pathways distinguished by the creation of concrete-oriented approaches and frameworks intended to lead to better outcomes for Indigenous learners and their communities.

A fundamental aspiration of educators in Aotearoa New Zealand is to provide quality and sustainable support for Māori learners to reach their potential. Two Māori Education Strategies under the banner of Ka Hikitia (Ministry of Education, 2008; 2013) were introduced on a national scale for Managing Success (in 2008) and Accelerating Success (in 2013). Notwithstanding the government's good intentions, and the positively pitched content of Ka Hikitia, it was often criticised for being

philosophically heavy, yet practicality light. In other words, the national strategy provided the 'why' and the 'what', but not the 'how'.

Project location:

Te Rū Rangahau Māori Research Laboratory, University of Canterbury, Christchurch

Programme of work:

Lab work:

- Revisit previous projects (one a Ministry of Education project and one a Ngā Pae o te Māramatanga project) to acquire a firm grasp of context and content.
- Complete a comprehensive Literature Review on Practice Research. The work of Bent Flyvbjerg and Sonja Macfarlane (and others) needs to be unpacked, compared, and contrasted to allow for a more clear and comprehensible understanding to emerge.
- Design a Knowledge Production Framework (KPF) that would combine Indigenous epistemologies and practical experiences
- Use the KPF to propose a Practice Research Schema that would support culturally responsive, behaviour management strategies for teachers in the compulsory sector

Field work:

- Interview three participants noted for their prowess in terms of instantiating culturally responsive, behaviour management strategies

Academic outputs:

- Tender the draft of a Practice Research Schema to Supervisor(s)
- 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:

1. Literature reviewing skills
2. Data discerning skills
3. Interviewing skills
4. Collaborative research skills
5. Transformational skills - Drawing from emerging skills (above) so as to co-create a Framework based on practice research

Project 10

Name: Dr Marama Muru-Lanning, Dr Gerard O'Regan

Institution: James Henare Māori Research Centre, University of Auckland

Email: g.oregan@auckland.ac.nz

Project Title: Tokatuhi North Island Māori Rock Art Database

Project purpose:

The purpose of this NPM Summer Intern project is to compile and process the rock art information for three case study areas.

Rock art is one of the least understood parts of Māori archaeological heritage. Poorly collated photographic and archival records of rock art and incomplete survey data hamper changing this, especially so on Te Ika a Māui where an in-depth motu-wide overview has not yet been attempted. "Initiating a Māori archaeology of threatened North Island rock art" is a Marsden funded project that looks to address this issue by strengthening the rock art archaeological information available to iwi and hapū. An important aspect of the project has been developing a rock art database that allows comparison across sites and provides a useful information base for kaitiaki management. This summer season (October 2019-March 2020) six local case studies will be undertaken. Each case study involves gathering archival and newly recorded rock art field data, collating that into the Tokatuhi Database and compiling the information into reports for local iwi.

Project location:

James Henare Māori Research Centre, University of Auckland. Some travel in the upper North Island for field work recording rock art and gathering data will be included.

Programme of work:

Dr Gerard O'Regan will supervise the daily work programme and will provide the necessary training for all aspects of the intern's mahi. The intern will be tasked with reviewing the existing archaeological records and then conducting a thorough review of further literature and archival sources to identify references to rock art in the case study areas. This will inform the field programme which O'Regan will determine on advice and direction from manawhenua. The new field records together with archival information (cross checked against field results) will then be entered into the Tokatuhi information system. This will include the appropriate filing of all digital photographs and any 3D digital models created. A report on the rock art and surrounding archaeological features will be compiled for the local marae/hapū for each case study. At the time of writing the exact case study locations are still in the process of being confirmed, but it is anticipated they will be in the Waikato, King Country and Taranaki.

Day to day nature of the work:

The greater part of the intern's work will be office based at the University of Auckland. It will involve:

- on-line image searching for historic photos of rock art sites
- reviewing archival records and printed literature to identify references to the specific sites
- scanning and copying permitted reference material for the database
- uploading newly recorded images and relevant archival material to the information system, and ensuring the accurate recording of metadata
- digital enhancement of rock art images
- identifying relevant site data and entering that into the database
- assisting with the compilation of the case study reports for the marae/hapū

At least **two field trips** are anticipated over the course of the internship. These will involve **3-5 days** away from Auckland. Some flexibility in the timing is required in respect of iwi and landowner availability for the site visits. The field work will involve:

- Light walks/tramping to rock art sites (no climbing is required)
- Assisting in mapping the sites and photographing the rock art
- Searching the surrounds for further indication of rock art and archaeological features
- Notes:
- Accommodation for these is likely to be at marae, motels or motor camps. Camping is not anticipated for fieldwork with the intern.
- Participation in the field programme is not a compulsory component of the internship if health/physical limitations or family/similar obligations make it impracticable for the intern to participate in the field. In that case alternative office-based work can be substituted.
- The project is only collecting archaeological data and archival information in the public record.

Skills the student will learn:

The intern will have an opportunity to hone general skills in identifying and referencing literature and archival resources and will develop an understanding of archaeological heritage considerations in wāhi tupuna management. Specific skills that will be developed include:

1. Familiarity with archaeological data including the use of the official NZAA Site Record Scheme and its on-line ArchSite interface
2. Digital enhancement of rock art imagery
3. Archaeological database entry and understanding the data structure
4. Engagement with hapū representatives in field contexts
5. Field recognition of Māori rock art
6. Field mapping and site recording.

Project 11

Name: Fiona Wiremu & Tiaki Hunia

Institution: Te Whare Wānanga o Awanuiarangi & Fonterra

Email: fiona.wiremu@wananga.ac.nz & tiaki.hunia@fonterra.com

Project Title: The contribution of Māori farms and Mātauranga Māori to Fonterra Dairy Co-Op historically and for the future. Ngā whakairo o ngā Kaiahuwhenua Māori o mua mō muri.

Project purpose:

Fonterra is at an important stage of its history as we face new challenges but also new opportunities to continue into the future for the benefit of the Co-Op and to a large extent New Zealand. Fundamental to this discussion is the increased importance placed on the position of Te Ao Māori in terms of our commitments to the environment as well through the understanding and implementation of Mātauranga Māori and the increased focus on our provenance story and the critical role for Iwi and Maori in that space. This kaupapa builds on acknowledging and creating that knowledge base from our whanau / hapu and iwi levels for the future of Fonterra and the many communities, shareholders and kaimahi that we have.

Project location:

Māori Strategy team at Fonterra Headquarters, 109 Fanshawe St, Auckland CBD, Auckland 1010. Supported and hosted by Fiona Wiremu, and hosted for intern hui at Ngā Pae o te Māramatanga, Waipapa Marae, Auckland.

Day to day nature of the work:

There are five facets to this project. The majority of the work will be based in the Auckland office. Field work would be conducted in weeks 7 and 8.

- Understanding Fonterra – participate in an induction programme to meet the key relevant Fonterra units, and gain an understanding of the organisation’s Māori strategy and sustainability objectives
- Determining the core information required. To work with the Investigator and Director Māori to design an analytical framework (to guide the research) and interview questions (to be used in the field work).
- Assist in building a profile of Māori dairy farms to analyse the Farm Environment Plans of several Māori farms in Fonterra in order to develop an understanding and profile of Māori farms across a range of identified fields, what unique features and principles underpin our Māori farming communities and what lessons and guidance can that provide all farmers and NZ society
- Identifying initial priority issues for Māori farmers – by assisting as tiem allows kanohi-ki-te-kanohi interviews with managers/owners of several Māori farms across the motu.
- Presenting research results – present research and key findings in a report and an oral presentation to the Farmsource lead team, and supervisors and NPM support rōpū.

Skills the student will learn:

This internship offers a unique opportunity to learn how one of New Zealand’s most successful global companies builds from the start the knowledge base about the contribution of Māori farmers and mātauranga Māori to Fonterra in order to create new knowledge and standards as we look to balance our farming and business continuity with cultural, social and environmental wellbeing

The project would best suit a student interested in sustainability, organisational values, developing a knowledge base of the contribution and impact of Māori dairy farms to Fonterra from which future development objectives could be developed.

Project 12

Name: Dr Acushla Sciascia

Institution: Massey University

Email: acushla.ocarroll@gmail.com

Project Title: Digital solutions for iwi, hapū and marae

Project purpose:

This project is for a student to investigate how digital technologies connect Rangatahi Māori who live remotely from their hau kāinga to their ancestral territories. The project will involve community research, working alongside Ngāruahine Rangī iwi (Taranaki) and sitting with and learning from Mātauranga Māori experts and digital technology experts.

This internship project would provide the student with an opportunity to work amongst the community and experts while also developing essential research skills and experience with the lead investigators. Students will be required to have experience with social media and have some knowledge of digital technologies (such as using a smartphone, accessing and using applications, etc) which will be an advantage for our project.

Project location:

The location of the student could be in Taranaki region, however this is not imperative. In line with the kaupapa of our project, we will rely on digital technologies and social media for the student to be familiar with and to work within, thus we also support the student working remotely from his/her location during this internship.

Programme of work:

Specifically, the intern will be required to;

- Set up social media channels for the research project and initiate discussions, share links and promote research during the internship
- Coordinate and conduct 2-4 focus groups with Ngāruahine Rangī rangatahi
- Attend a 1 day workshop with a Māori Technology expert
- Attend a 1 day workshop with a Mātauranga Māori expert
- Produce a report (no more than 25 pages) summarising the key themes of the rangatahi focus groups and key discussion points

The student will work alongside and support Lead Investigators to collect data with Ngāruahine Rangī rangatahi around their use and access of digital technologies. We require a student who also considers themselves rangatahi to help us understand the data, viewpoints and perspectives (someone who is a Digital Native). The student will lead this particular aspect of the project and in turn will bring richness to the research report that they will produce (as the output for the internship) and to the wider project.

The aim is to provide the student with as much experience as possible working in the field and working alongside experts from this area. We would like the student to spend some time (1-2 days) with a leading Māori digital native and expert as well as some time with a Professor of Mātauranga Māori who will expose the student to traditional frameworks and thinking around knowledge storage, protection and dissemination. These two opportunities will give the student the field experience with experts both from a contemporary and traditional viewpoint – coupled with the fieldwork within Ngāruahine Rangī iwi – we are excited at the possibilities of what might come from this work both for the student and the project.

Day to day nature of the work:

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

Office time (50%): Research, reviewing and writing the research report alongside lead investigators (remotely).

Skills the student will learn:

1. Kaupapa Māori research skills
2. Co-creation of research priorities
3. Working with Māori communities in the area of digital technology
4. Working alongside Māori technology experts and Mātauranga Māori experts during the internship
5. Literature reviewing skills
6. Written and analytical skills
7. Research dissemination skills

Project 13

Name: Kevin Shedlock

Institution: Victoria University of Wellington

Email: Kevin.shedlock@vuw.ac.nz

Project Title: Te kōrero matihiko: Let Indigenous culture digitally speak

Project purpose:

Central to this research project is connecting an Indigenous language to virtual reality. The aim of the study is to assign Indigenous symbols, narratives, terminologies and objects to virtual reality using untethered virtual reality devices for the purpose of learning an Indigenous (Te Reo) language. This internship project forms part of a larger research team contributing to the core problem of 'building an Indigenous system of practice applied to the IT artefact construction', one during the design and the other when experiencing the IT artefact post construction.

Prior investigation reveals any Indigenously framed VR artefact is best suited when there is a connection to the Indigenous community represented and, the technology being built. Therefore, this project requires a student with computer development skills and a link to the Indigenous (Māori) language involved in the project. The project will be directed by the supervisor who has skills both in the Indigenous/Māori language and, supervising the construction of technology focused Indigenous artefact. Within the framing of the artefact construction defined, useful Indigenous language elements are able to be explored inside a virtual reality setting.

Project location:

Victoria University of Wellington – School of Engineering and Computer Science (if local enrolled student) or based at another campus with a devOps Virtual Reality lab facilities or work from home and communicate using an online portal.

Programme of work:

The focus of the research is to build a digitally focused VR artefact (prototype) as a channel to portray Indigenous symbols, objects, terminology to support the enjoyment and recognition of an Indigenous language.

Day to day nature of the work:

An emphasis of the research project will involve the analysis, design, prototyping and testing of a Te Reo translation services for Indigenous symbols, narratives, terminologies and objects as narratives inside a virtual reality setting. This will be achieved by:

- Attending project scoping workshops with the supervisor.
- Organise storyboards connecting Indigenous narratives to VR settings (supervisor guided).
- Install prepared environmental narrative of the VR world (digital assets provided).
- Install 3D digital objects into development engine (digital assets provided).
- Create Indigenous VR interactions to characterize objects such as gaze scripts, motor controller scripts, first person motion scripts and language display recognition scripts
- Build VR experiences such as roaming tasks to navigate the VR environment, auto navigation scripts, tracking script, teleport scripts, re-set, pan left/right scripts.
- Test and evaluate the VR environment during initial installation of environment assets, characterizing objects, interactions with objects
- Create a technical hand-over document.

The daily work routine will be using an Indigenously framed agile scrum based method involving kaupapa Maori concepts of whanaungatanga, e tu hui-korero o te ra, kai-hakari, mahia-rehia.

Skills the student will learn:

1. The student will learn programming skills and project management skills in a devOps environment.
2. The student will learn project management skills in a dev Ops environment.
3. The student will learn how to use gaming engine software to build Virtual Reality artefacts matching Indigenous objects, symbols, and terminology as a tool to improve the level of spoken language proficiency.

Project 14

Name: Dr Vini Olsen-Reeder

Institution: Victoria University of Wellington

Email: Vini.Olsen-Reeder@vuw.ac.nz

Project Title: Te Whare Kōrero o te Ure Tārewa

Project purpose:

This application explores the relationship between Māori masculinity and Māori language excellence. It is part of a wider project that examines the health and well-being of Māori men who've reached the heights of Māori language excellence, and interrogates the demands placed on those at this level of language excellence.

Hopefully in the long term Te Whare Kōrero o te Ure Tārewa will serve as a platform to run a concurrent project for our wāhine of excellence (if an appropriate co-investigator joins the team).

Project location:

The project will be located at Te Kawa a Māui, Victoria University, Wellington. If students are away from home they will need to have suitable accommodation and transport to get to the University. While there, they will have access to all campuses, campus libraries, internet, computers and work spaces. The supervisor can meet students at another campus if this helps limit transport costs. Whenever they are on site, they will have a locked office to work in which is in line with our Post-Graduate resource provisions.

The student will also have access to training on and off campus. This may include University workshops on academic writing, research, publishing and EndNote training (if still offered at that time of year). Archives and National Library training can also be organised if needed.

Programme of work:

This work programme will ask the candidate to prepare a literature review. The relationship between Māori masculinity and te reo Māori is not specifically discussed, but much literature exists around masculinity, and aspects of te reo that relate to masculinity (such as whaikōrero, for example). Therefore, the candidate will need to use a high level of critical thinking to be able to formulate a literature review.

The candidate might be asked to use the literature review to prepare an academic article for publication in MAI Journal: A New Zealand Journal of Indigenous Scholarship or AlterNative: An International Journal of Indigenous Peoples. This could be sole-authored, or co-authored.

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 kōrero 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: Dr Tangiwai Rewi

Institution: University of Otago

Email: tangiwai.rewi@otago.ac.nz

Project Title: He Matapihi ki te Ao Tuupuna

Project purpose:

Hei whakamahia, whakamaatau i te kairangahau ki te uiui i eetahi ruuruhi, koroheke ranei kia moohio ai ahau:

- E hia te roa o ia uiui
- He aha ngaa whakatuupatotanga
- Me peewhea te whakaputa i ngaa koorero kua hopukina

Maa teena ka taea e au te panoni te rauemi hei toha ki ngaa whaanau e hiahia ana ki te hopu i ngaa koorero a oo raatou ake ruuruhi, koroheke hoki.

Location of the Project:

Kei te rohe o Waikato/Tainui-Te Puuaha o Waikato raanei.

** Kei te noho te taura ki te rohe o Waikato Tainui, kei a ia teetahi motokaa hoki.*

Programme of work:

December

- Ka whakamahia te paataitai o Tuupuna Times, ngaa tukanga paataitai, ngaa mihini hoopu koorero hoki.
- Ka whakaritea te raarangi uiui(ko te manako he uri noo Waikato, noo te waka o Tainui raanei)
- Whakahaeretia ngaa uiui 3-6 (e rua i ngā wiki e rua o tēnei maarama)

January

- Whakahaeretia ngaa uiui 3-6 (e rua i ngā wiki e rua o tēnei maarama)
- Patohia ngaa korero (e rua ngaa wiki i mua i te Kirihimete)

February

- Taatari te raraunga, tuhia te puurongo

Day to day nature of the work:

Maa te taura anoo ngaa aahuatanga katoa o te uiui tangata e whakarite i **mua** i tana haere ki te uiui i a ia. Otiraa, he uiui tangata te mahi, he pato i ngaa koorero aamuri hoki ka whai mai. Ka mutu, he tuhi puurongo te otinga atu.

Skills the student will learn:

1. He whakarite uiui
2. He whakataranga koorero, he patopato
3. He whakakaupapa i ngaa marau matua
4. He waihanga puurongo

Project 16

Name: Professor Tania Ka'ai

Institution: Auckland University of Technology (AUT)

Email: tkaai@aut.ac.nz

Project Title: Te Hiringa Taketake: Māori traditional models of learning and teaching

Project purpose:

This 10-week internship project is to support one of Te Ipukarea's priority projects which will examine the importance of embedding Māori traditional models and methodologies of learning and teaching into the academy and specifically the Māori cultural concept of mahitahi, a collaborative research methodology, in postgraduate supervision and creative practice. This style of supervision challenges the concept of the 'individual' in research which is the accepted mainstream practice within universities and positions Mātauranga Māori at the forefront of postgraduate supervision from first contact with the Indigenous student.

Project location:

This research will be conducted in Auckland where the research team is located. It would be preferred for the student to also be located in Auckland.

Programme of work:

The intern will support the research team by completing a comprehensive literature review of traditional Māori models and methodologies of learning and teaching and their link to, or location within, a tikanga Māori framework and a Māori world view. The literature review will contribute to a journal article and an application for external research funding.

Day to day nature of the work:

Key tasks include:

- Undertake a search for literature on traditional Māori models and methodologies and frameworks associated with tikanga Māori, Mātauranga Māori and Māori world-views
- Compile an annotated bibliography of the literature which also defines the types of sources eg primary, secondary, conceptual / theoretical etc
- Analyse the literature compiled
- Present the findings of the literature review in a written form

Skills the student will learn:

The student will strengthen their written and analytical skills based on the key tasks above. The student will develop their skills in te reo me ngā tikanga Māori and will gain experience from being part of a research team attached to a research project within the Institute. The student will also develop a wider understanding and appreciation of Mātauranga Māori and its relevance in a contemporary world and importantly within the academy.

Project 17

Name: Prof. Huia Jahnke

Institution: Massey University

Email: H.T.Jahnke@massey.ac.nz

Project Title: Student perspectives on Te Tiriti o Waitangi Obligations within a University

Project purpose:

Explore what it means to be a Te Tiriti led University from a Māori student perspective.









Project location:

The project will be conducted under Te Mata o Te Tau, in the office of the DVC Māori Massey University Palmerston North. The student will have access to a computer and office space to undertake the project. The student is expected to be present on the Manawatū campus for the majority of the project and proactively engage with the supervisor on a regular basis.

Programme of work:

1. Search and critical evaluation of relevant literature, producing a literature review
2. Support development and dissemination of an online survey
3. Assist in survey data analysis
4. Write up the research and survey findings in a technical report

Day to day nature of the work:

	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20
Ethics Application					
Search and critical evaluation of relevant literature					
Develop information sheet					
Develop online survey questionnaire, pilot and distribute					
Distribute Survey					
Clean data					
Analysis data with supervisor					
Write technical report					

The student will be:

- Working on the computer, searching for journal articles, and developing and piloting an online survey.
- They will also engage with library staff to assist with journal search and regularly engage with the supervisor.

Skills the student will learn:

On a day-to-day basis, the student will learn:

1. How to write and conduct a thorough literature review
2. How an online survey is constructed and the data analyzed.
3. How to write a descriptive analysis of the data and
4. How to draft a final research final report.

Project 18

Name: Dr Wayne Ngata

Institution: Te Whare Wānanga o Awanuiārangi

Email: wjn@xtra.co.nz

Project Title: Ngā Whare Tū Taua o Te Tairāwhiti

Project purpose:

He rangahau, he whakaara i te wānanga tū taua i tipu ake ai i ngā whare tū taua o te Tairāwhiti i neherā, ā mohoa noa nei. Ko te take he whakatau i tā te Tairāwhiti tōna kawē i te kaupapa nei i tēnei ao, mō tēnei ao. Nō roto i ngā tau ono tekau ka hipa nei, i te whāwhātia anō tēnei kaupapa e ngā kaikōkiri o te wā, ka tipu mai te kaupapa hei āhuatanga whakaora tangata, ahakoa patu tangata kē te aronga! Heoi kia whakamihia te hunga nā rātau i whakaara ake, nā rātau anō i whakaako i te motu, ā, kua tīkina atu e ngā iwi hei wānanga whakaora hoki i a rātau. Nā reira ko te aronga nui o te kaupapa nei he rangahau i ngā whare tū taua o te Tairāwhiti, he whakawhāiti i ēnā kōrero hei tāhū kōrero mō ngā iwi o te Tairāwhiti, otirā mō te hunga e urutomo ana ki ngā whare tū taua o ēnei rā, haere ake nei.

Project location:

Ka whakatūria te kaupapa nei ki te Tairāwhiti, otirā ka noho te tauira ki Uawa, Tokomaru rānei. Kei ēnei wāhi e rua ngā rōpū e kīia nei ko Te Whare Tū Taua o Kahukuranui (Uawa), Te Whare Tū Taua o Tokomaru, me Te Whare Tū Taua o Te Wīwī Nāti ki Ruatōrea. Ko te tauira e whakaarohia ana hei kairangahau kua 5 tau ia e ako ana, e whakaakona ana i roto i ēnei whare tū taua, ā, kei Te Whare Wānanga o Te Upoko o Te Ika i tēnei tau. Kāti ko ngā kaitautoko i a ia i ēnei mahi, ko ahau e noho ana ki Uawa, ko ngā whānau hoki o ngā whare tū taua nei i ngā wāhi kua whakaingoatia i runga ake.

Programme of work:

He whakarite, he whakamahere i te rangahau, arā, i ngā tikanga rangahau, uiui, whakaemi kōrero, whakatakoto kōrero.

- He whakatau, he wānanga i te aronga o te kaupapa rangahau.
- He whakarite uiuinga mō te hunga mōhio, whakaako, ako, tautoko hoki i ngā whare tū taua o te Tairāwhiti.
- He puta ki te kimi kōrero, uiui tāngata.
- He whakawhāiti i ngā kōrero e mārāma ai te kaupapa ki ngā iwi o te Tairāwhiti.
- Ko te hua o tēnei rangahau he pūrongo rangahau, pukapuka, ī-puka hoki mō ngā whare tū taua tahito, hou hoki o Te Tairāwhiti. Mā tēnei rauemi ngā whare tū taua, ngā iwi hoki o Te Tairāwhiti e āwhina ki te whakaū, ki te kawē hoki i tēnei kaupapa, haere ake nei.

Day to day nature of the work:

- He whātorotoro i ngā whare kōrero o te wā; whare pukapuka, ngā kōrero kei te ipurangi, ngā mātanga tū taua, ngā toa mau rākau o te Tairāwhiti, ngā ākongā tū taua o ēnei rā.
- He whakarite uiuinga mō te kaupapa whare tū taua o te Tairāwhiti.
- He whakarārangi tāngata hei uiui, ka uiuia, ka hopukina ngā kōrero.
- He whakawhāiti i ngā utu ki ngā uiui hei kōrero.
- He whakatakoto pūrongo mō ngā kōrero.
- He whakarite rōpū tāngata Tairāwhiti hei whakamātautau i ēnei kōrero kia tika ai.
- He whakatau i te pūrongo, he whakaputa ki te hunga tū taua o te Tairāwhiti.
- How to utilise excel or access (google docs drive) to build a database.

Skills the student will learn:

1. Ko te whakarite rangahau.
2. Ko te rangahau kōrero me te tūtohu i ngā takenga mai.
3. Ko te āta uiui tangata.
4. Ko te hopuhopu kōrero.
5. Ko te whakatakoto/tuhituhi pūrongo.
6. Ko te whakatika pūrongo.

Project 19

Name: Dr Adreanne Ormond

Institution: Victoria University of Wellington

Email: adreanne.ormond@vuw.ac.nz

Project Title: Enlivening the landscape through a Mātauranga Māori lens: Understanding and appreciating urupā within a contemporary Māori community

Project purpose:

- To raise awareness of the multiplicity of ways Mātauranga Māori is embedded within whenua including urupā

Objectives:

- Acknowledge urupā as repositories of Mātauranga Maori and therefore wāhi tapu
- Maintain the integrity of the whenua or natural environment through raising awareness that urupā are sites of connection with our past, present and future
- Identify specific sites where urupā have been and currently are
- Initiate a conversation with whānau, iwi and local council concerning the recognition of Mātauranga Māori embedded within urupā and the need to protect these wāhi tapu

Project location:

The location will be Māhia Peninsula, Hawke's Bay which is the ancestral homeland of the supervisor. It is expected that the intern applicant will also be native to the peninsula and whakapapa to Rongomaiwāhine. This is significant because engagement with tapu mātauranga of this nature requires wairua safe practice. Being tangata whenua enables one to draw upon the unique relational ontology and whakapapa with the whenua, tīpuna and te ao mārama and helps to ensure tikanga appropriate practice is used.

Programme of work:

- Identify potential sources of knowledge concerning the location of urupā. This might include documentation of oral knowledge from whānau, karakia and waiata, traditional oratory, contemporary narratives and so forth. Also included will be the analysis of archival documents such as Native Land Court minute books, Māori Land Court files and geographic maps and information held by the Wairoa District Council.
- Gather key information such as, urupā sites, whakapapa, tīpuna names, and relationships between the human and natural world, landmarks, maps and any other information that may be of relevance.
- Tabulate knowledge sources. Create a simple database from a format the supervisor will provide that will enable the organisation of the various information. This is to be routinely updated as local mātauranga and archival documentation are collected.
- Drawing from relational knowledge accessible to tangata whenua a wananga framework will be used to work with whānau and community.
- Culturally sensitive activities such as wānanga, kōrero, kai, karakia, walking the whenua and speaking with and visiting tīpuna will be employed to enhance the information gathering process. It is hoped this will enhance a wairua safe engagement with ancient and contemporary forms of mātauranga
- Urupā will be organised within a time frame of pre-Christianity, Christianity and the Māori Land Court to help establish origin, nature of use and any relevant legislation that may have bearing upon its historic and contemporary status

Although these are the named tasks it is envisioned that other mātauranga such as tikanga, karakia, waiata, whenua-based knowledge will also emerge.

Iwi consent: The supervisor will undertake to meet with iwi and whānau leaders and obtain permission to conduct this research project within the rohe. Documentation can and will be provided later before any research begins.

Day to day nature of the work:

Transport costs

Māhia is in a rural area, covers a large geographic area and a lot of the work will involve travel. Travel will include visits to whānau and urupā sites as well as trips to Wairoa and Gisborne for archival work. All travel costs will be met by the supervisor.

Supervision support

1. The project entails field work, data collection, analysis and writing and therefore the intern will work closely with the supervisor in many of the activities. This will provide opportunity for informal discussions and debriefing to naturally occur.
2. Alongside this formal debriefing will be scheduled to occur at the end of every week in one on one meeting.
3. A small written report and update will be expected every two – three weeks which will assist toward the preparation of the written outputs (technical report and publication).

A detailed work programme based on sites is available for this project and from the supervisor.

Outputs:

1. Oral report to participating whānau and Rongomaiwāhine Iwi Trust Board.
2. Technical report to Ngā Pae o te Māmarantanga.

Skills the student will learn:

1. Deepen te reo me ona tikanga Māori.
2. Research skills of collecting and organising data within a research project.
3. Communicating data to supervisor, whānau and wider community.
4. Archival research and document analysis.
5. Cataloguing, organisation and compiling data into meaningful format.
6. Data base creation and management.
7. About a research diary and how to maintain field notes.
8. Gain insight into undertaking research within a Māori community and the various dynamics that might emerge and require management.
9. Exposure to and participation with different methodologies such as Kaupapa Māori, ethnographic, visual, walk-along interviews.
10. Deepen scholarship of Māori and urupa by reading selected literature on tangihanga tikanga urupa, whakapapa and other relevant texts.
11. Geographic information system integration with mapping cultural areas of significance.
12. Theme analysis and pattern recognition within whakapapa, karakia, discussions with kaumātua and wider community.
13. Experience liaising between Māori community and professional Western institutions.
14. Scholarly communication skills through oral presentation and written progress reports.
15. Working within supervision and learning how to manage a student-supervision relationship.

These skills will greatly assist the student to undertake a Master of Indigenous Studies with Victoria University of Wellington.

Project 20

Name/s: Prof Linda Waimarie Nikora, Prof Pare Keiha, Dr Hinekura Smith, Paora Sharples, Dr Aroha Harris, Te Whainoa Te Wiata, Dr Jen Martin, Dr Lisa Urepea, Dr Ngarino Ellis, Ashlea Gillon

Institution: Te Wānanga o Waipapa, University of Auckland

Email: l.nikora@auckland.ac.nz

Project Title: Evidencing the Positive Contribution of Kapa Haka to the Wellbeing of New Zealand Society

Project purpose:

This internship is focussed on the positive contribution and value of kapa haka to the wellbeing of New Zealand society. This in turn supporting the development and appreciation of Haka for the next Te Matatini 2021 and the nation in future.

In 2021, Te Matatini, New Zealand's premiere kapa haka event will be held in Auckland. Working with Te Matatini Inc, Ngā Pae o te Māramatanga, New Zealand Māori Centre of Research Excellence, is launching an ambitious research programme with a number of partners on the Value of Kapa Haka and this internship will be involved in the programme providing this internship research.

Project location:

The research will take place at Ngā Pae o te Māramatanga from Monday 25th November 2019 – Friday 21st February 2020 and may include off site research activities in the Auckland region. We will be closed for all public and University holidays.

Programme of work:

We are looking for **two students** to join our team. Required attributes are:

- Enthusiastic!
- Works well in a team and is receptive to instruction and guidance;
- Can work independently on tasks and activities;
- Is respectful;
- Is comfortable in te reo Māori settings;
- Is willing to be mentored;
- Has an affinity for kapa haka

The student will join the Ngā Pae o te Māramatanga secretariat and be part of the secretariat's normal activities as a national research centre. Students will participate in the Pokapu summer scholar support programme of weekly activities and engage with the Ngā Pae network of summer scholars. Based with the research team and with lead researchers, students will scope a small collaborative research activity that will contribute to the overall research project. This may involve, but is not limited to:

1. Exploring and reviewing the literature in relation to kapa haka,
2. Te Matatini and the national economy, key informant interviews and/or surveys, data analysis and modelling.
3. Scholars will participate in collaborative writing for journal publication and make presentations of their work to the Ngā Pae research community.

Day to day nature of the work:

Students are expected to treat this internship as a work experience and maintain regular office hours on site at Ngā Pae o te Māramatanga. Some work will be desk based, some work may require the

scholar to be offsite in the Auckland region engaged with teams preparing for the kapa haka regional competition.

Skills the student will learn:

The students will learn and increase their research capabilities in terms of:

- literature searches and reviews,
- enhance their knowledge of research ethics and respectful engagement,
- how to work collaboratively as well as gain independent research skills within a team environment, and
- students will be exposed to various ways of Kaupapa Māori researching within this project and the ways in which collaborative research is undertaken.

Project 21

Name: Professor Linda Waimarie Nikora with Dr Josie Keelan, Dr Kiri Edge, EProf Ngahuia Te Awekotuku and Ashlea Gillon

Institution: University of Auckland

Email: l.nikora@auckland.ac.nz

Project Title: Kaumātua Futures

Project purpose:

The Kaumātua Futures project is a National Science Challenge Ageing Well activity. Our project explores the nature of kaumātua wellbeing and everyday lives with the view to answering the question: how can we best configure whānau, hapū, iwi and communities to support, care and respect the contribution and roles of kaumātua now and into the future? While using a case study methodology, this is a community engaged and driven project. Kaumatua will play a significant part in co-designing a research programme meaningful to them, their experience and wellness.

We are expect two summer interns to be involved and based in Rotorua over the summer period to work with our team of senior researchers.

Project location:

The project is primarily located in Ngāti Whakaue, Rotorua. Students may reside outside of the Rotorua area but will need to organise and meet their own travel and accommodation costs.

Students will be expected to begin their work Monday 25th November and conclude Friday 21st February. The project team and corresponding institutions will be closed for annual leave from January 6-10 and public and university holidays.

Programme of work:

Students will be assisting the project with a range of research tasks, such as the initial obtainment and analysis of literature, key informant interviews and/or surveys, and collation of data. This may include but is not limited to exploring council, hospital and agencies' databases, site visits, and exploring Kaumātuatanga within the context of Ngāti Whakaue. These research activities will inform and contribute to the research project as a whole.

We are looking for **two students** to join our team. Required attributes are:

- Enthusiastic!
- Works well in a team and is receptive to instruction and guidance;
- Can work independently on tasks and activities;
- Is respectful of elders;
- Is comfortable in te reo Māori settings;
- Preference is for those who whakapapa to Ngāti Whakaue or Te Arawa but all enthusiastic students will be considered;
- Willingness to work in the Rotorua area;
- Willingness to be mentored.

Day to day nature of the work:

The students will be expected to undertake various research tasks relevant to the project. These can include but are not limited to: virtual (ZOOM) and face to face participation in team meetings and supervision meetings; literature searches and review; drafting reports; interviewing, thematic analysis etc. Students will need their own laptop and access to the internet.

Skills the student will learn:

The students will learn and increase their research capabilities in terms of:

- literature searches and reviews,
- enhance their knowledge of respectful engagement, learn how to work off-campus and across agencies with various peoples,
- gain independent research skills within a team environment,
- being exposed to various ways of Kaupapa Māori researching within this project and the ways in which collaborative research is undertaken in order to create positive change to Kaumātua futures, and
- being immersed into te Ao Māori research and work with (Kaupapa) Māori researchers who are committed to the enhancement of diverse Māori realities and subsequently tikanga Māori.
- Students will have an understanding of manaakitanga, mana and whanaungatanga within a research space through engaging with the research team.

Project 22

Name: Dr Te Taka Keegan

Institution: Waikato University

Email: tetaka@waikato.ac.nz

Project Title: A corpus of Māori language Tweets

Project purpose:

To create a corpus of all tweets that were written in the Māori language over the last 10 years. This corpus will then be used with a large range of Natural Language Processing Tools for te reo Māori speech to text, text to speech and AI technologies and for linguistic study of te reo Māori.

Project location:

Primarily at Waikato University in the Computer Science labs, but much of this work could be undertaken on the students own computer if it had appropriate processing capability.

Programme of work:

There are a number of stages:

- Collect the tweets using Twitter's Search API.
- Pre-process the tweets to ensure they are Māori language and are relevant to be used.
- Use supervised machine learning to remove the noise – this is the difficult but most rewarding part.
- It will require creating a labelled and test set, training a classifier and deploying the classifier over the raw tweets to create a high quality processed corpus.
- Note proficiency in te reo Māori is not required, however it would be useful.

Day to day nature of the work:

It will vary depending on the different stages of the process but in general will consist of computer science research on Māori language data, carried on an appropriate computer.

Skills the student will learn:

The student will need to know some basic NLP theory and Machine Learning techniques. These skills will be enhanced by their work and supervision on this project.

Project 23

Name: Dr Te Taka Keegan

Institution: Waikato University

Email: tetaka@waikato.ac.nz

Project Title: Analysing Māori language Tweeting

Project purpose:

To analyse how the use of te reo Māori on Twitter has changed over the last 10 years.

Project location:

Primarily at Waikato University in the Computer Science labs, but much of this work could be undertaken on the student's own computer if it had appropriate processing capability.

Programme of work:

The project involves analysing the previous reports (2012, 2018) that have been written about tweeting in te reo Māori, collating all the current tweeting statistics where te reo Māori is used, analysing those trends to determine the characteristics of tweeting in Māori over (recent) time and then writing a report summarising the findings. Note proficiency in te reo Māori is not required, however it would be useful.

Day to day nature of the work:

It will vary depending on the different stages of the process but in general it will consist of research on the use of Māori language on social media (twitter). There will be some initial reading and background research, followed by the collection and collection of statistical data, and analysis of that data and then writing a report.

Skills the student will learn:

The student will learn general research methodologies and been given guidance and practise into academic writing. There is an opportunity to write the report in te reo Māori if the student has this ability.

Project 24

Name: Dr Arama Rata

Institution: University of Waikato

Email: arama.rata@waikato.ac.nz

Project Title: Tātai Hono: Iwi Engagement Survey

Project purpose:

Māori governance entities are tasked with representing, supporting, and distributing resources to their members. However, these members may be disengaged, and live a great distance from entity headquarters. Current demographic trends show that the emptying of the regions in favour of the major urban centres will continue, prompting the question: how can contemporary Māori governance entities curb the legacy of colonialism and strengthen engagement with all their members, regardless of where they're living?

This internship project contributes to phase three of a Ngā Pae o te Māramatanga (NPM) research platform and surveying members of a tribal entity to inform an engagement strategy.

The larger study is the NPM research platform 'Kia whakapiri mai: Bridging the home and away divide to enhance engagement' seeks to address this challenge through three phases of research, in which the team;

1. Explore, through qualitative interviews, how Māori governance entities engage with their members;
2. Partner with one tribal governance entity (Te Korowai o Ngāruahine) and develop an in-depth demographic profile of the iwi based on census and iwi register data to determine the extent of engagement with tribal affiliates; and
3. Survey the members of the entity. Results from all three phases of research will be used co-construct an engagement strategy tailored to the entity. This internship contributes to this phase.

Project location:

This internship will be hosted by the University of Waikato through the National Institute of Demographic and Economic Analysis (NIDEA). The intern will also engage with contracted community researchers, and staff at Te Korowai o Ngāruahine, Hawera. The intern must be able to meet regularly in either Hamilton or Taranaki to ensure active supervision and support through the research process.

Programme of work:

Over the course of the summer internship, the student will join our team of University and community researchers, work alongside an iwi entity (Te Korowai o Ngāruahine), and gain valuable research experience relating to survey design, administration, analysis, and reporting. The student will:

- (1) help to socialise our research to the community (ngā uri o Ngāruahine) by implementing our communications strategy;
- (2) help to administer the iwi survey;
- (3) help to analyse the survey data; and
- (4) write a report on the research activities completed during the internship.

Note: Results from preliminary phases of the research platform will inform the precise nature of the iwi survey. These phases of the research are due to be completed in September 2019. The final survey instrument will be developed and ethical approval will be obtained by October 2019.

Day to day nature of the work:

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

Objective 1: The intern will be supervised to implement our communications strategy. This will involve ensuring our communications are prepared and disseminated via iwi publications and social media according to our strategy. The intern will monitor the number of surveys completed throughout the data collection phase, and will be supervised to adjust the communication strategy if necessary (i.e. plan additional communications or target community events to increase survey engagement).

Objective 2: The intern will be supervised to administer the iwi survey by making contact with community members (through social media and at iwi events) and encourage participation. This may involve administering the survey kanohi ki te kanohi, should this be requested by community members (e.g. kaumātua).

Objective 3: The intern will be supervised to do some preliminary analysis of survey data. Based on the intern's experience handling data, the intern will be given training and supervision to generate basic descriptive statistics and data visualisation, and to organise qualitative responses into broad themes. More complex analyses of the survey data will be undertaken by the research team and the intern will be given the opportunity to learn about how these analyses are conducted and communicated.

Objective 4: The intern will be supervised to prepare a report on their research activities which will outline the objectives of the report, describe the methods used, interpret the findings, and offer preliminary recommendations based on the findings. The report will also include the intern's reflections on their experiences conducting the research, outlining the key challenges and learning opportunities they experienced.

Skills the student will learn:

The student will gain experience working with Māori academics in a community setting, on a research project of national significance. The student will develop skills in community engagement, survey design and delivery, handling qualitative and quantitative data, interpreting data, and report writing.

Project 25

Name: Professor Poia Rewi

Institution: University of Otago

Email: poia.rewi@otago.ac.nz

Project Title: He Tātarihanga Reo Toi 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 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-tikanga, ā-reo i te 30 tau. E rua ngā mata rangahau i tēnei kaupapa.

- Ko te tuatahi, 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.
- Hei aronga tuarua, 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:

Ōtepoti- Dunedin

Programme of work:

He whakakao puna mōhiotanga, puna mātauranga:

He tātari i te momo reo o ētahi tautōhito-ā-iwi, he mea kōhi 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, katahi 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 matatika¹ ki te Whare Wānanga o Otākou.

Day to day nature of the work:

Ko tā tēnei rangahau he:

- whakawhiti i aua kōrero mai i ngā rīpene ki te hanga oro-a-kōnae – 1 wiki – Te Tari
- patopato i aua kōrero- 2 wiki - Tari/kāinga
- tātari i ngā kōrero – 2.5 wiki - Tari/kāinga
- 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
- waihanga i te tuhinga (pūrongo) – 3 wiki – Tari/kāinga

Mā roto hoki i te tātari takotoranga reo, ka whai waahi 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. Kei Te Whare Wānanga o Otākou hoki he tangata hangarau hei āwhina i te mahi tātari takotoranga reo.

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 tuhinga
-

Project 26

Name: Dr Daniel Hikuroa & Dr Brendon Dunphy

Institution: Te Wānanga o Waipapa & School of Biological Sciences, University of Auckland

Email: d.hikuroa@auckland.ac.nz & b.dunphy@auckland.ac.nz

Project Title: Whakarongo ki ngā manu: Indigenous approaches to seabird conservation

Project purpose:

This internship is to improve seabird conservation by constructing a report outlining Indigenous approaches to seabird resource management that weave Indigenous knowledge and science.

Key to undertaking this project is identifying seabird 'tohu' of environmental change, and any actions undertaken by Indigenous groups as a result. Additionally, provide an account where western science and Indigenous knowledge intersect, and knowledge gaps and opportunities from both. This is a rich field thus the report is primarily expected to demonstrate the value of such an approach to realising seabird conservation, and furthermore serve as an initial outline and a launching pad for further research.

Project location:

Māori Studies and School of Biological Sciences, University of Auckland. Primary location in School of Biological Sciences.

Programme of work:

Literature review of seabirds as environmental indicators: This project will take a dual approach. Firstly, compilation of existing information on Indigenous perspectives on seabird conservation and as environmental indicators will be key i.e. what tohu of environmental health are recognised from seabirds? What do they signal? How are these signals acted upon? Given the large scope of this work, the student will focus on knowledge from Canadian first nations, and Mātauranga Māori. This is deliberate given the cultural significance of seabirds for these peoples. Secondly, western science is bursting with studies highlighting the role of seabirds as indicator species, but how can Indigenous knowledge enrich western science and vice versa? Can more agile conservation approaches be developed?

Field work at seabird colony: In order to fully contextualise the findings of the project, the student will be expected to spend a small portion of their time in the field at a seabird colony assisting existing research programmes. This is an important part of the work. Gaining a sense of the noise, smell, and effort in researching seabirds is vital if effective conservation steps are to be developed. The simple act of holding a seabird chick and witnessing the effort seabird parents invest in raising that one chick, is profound; and has actually made fishing skippers get onboard with conservation within Tikapa moana nui a Toi.

A report on the findings will be produced and presented to the team and NPM internship rōpū.

Day to day nature of the work:

This project will be spent primarily in an office environment (85% of time) accessing library databases, contacting key individuals, analysing findings, writing reports, however, a small portion of time (15%) will be spent in the field, at a location to be decided upon.

Through existing research partners (G.I.F.T Funding, Northern New Zealand Seabird Trust, Tawharanui Open Sanctuary Society, Auckland Council) the students' field costs will be met.

Skills the student will learn:

Desktop skills: Literature searching databases, meta-analyses of research findings, weaving knowledge systems whilst maintaining the mana and integrity of each, report writing.

Field skills: Bird handling, physiological assessment of bird condition, chick growth measurements

Project 27

Name: Dr Jordan Te Aramoana Waiti & Kirsten Petrie (Dean of Te Huataki Waiora)

Institution: The University of Waikato – Te Huataki Waiora (School of Health).

Email: jwaiti@waikato.ac.nz

Project Title: Maara Hupara as a culturally relevant use of institutional ‘space’.

Project purpose:

The purpose of this summer project is to investigate the potential for a ‘maara hupara’ at Waikato University to reflect a more culturally respectful use of university ‘spaces’.

Maara Hupara generally refers to designated or permanently installed rākau and stone artefacts which can form a suite of taakaro obstacles for physical and spiritual sustenance, and as psychological enablers (Brown & Brown, 2017).

The research question:

1. How can the development of a maara hupara contribute to the revitalisation of cultural concepts? Not only for the benefit of the University community but also the wider community.

Whilst the University grounds are a University space, it is equally a space for local communities. As such, one of the goals of Waikato University is to create a place where everyone feels welcome. Indeed the development of a culturally relevant ‘space’ is a key outcome of the University of Waikato Māori Advancement Plan (2018-2022).

The potential for this use of ‘space’ can provide a different perspective of institutional spaces and can be extended to other spaces (i.e., hospital spaces).

Project location:

Preferably Kirikiriroa (Hamilton) – Waikato, however this is negotiable. The student will need to attend the 4x interviews in Hamilton as well as the site visit in Auckland.

Programme of work:

1. Literature review of cultural historical ‘play spaces’ - land revitalisation (confiscation and implications for play recreation), colonisation and sport/physical activity traditions.
2. Interviews with Waikato Tainui (local Ngaati Wairere kaumātua), the ‘workforce’ (Sport Waikato, Hamilton City Council), and taonga taakaro expert Harko Brown. These interviews will explore the importance of whenua, and the potential for institutional spaces as a play/recreation space that reflects traditional taakaro Māori. **4x interviews in total.**
3. Development of a draft article that focuses on the use of Māori land to revitalise taakaro Māori activities as part of University/Community land.
4. A Technical Report for whenua/grounds development to reflect a more culturally respectful use of spaces (This will be in collaboration with mana whenua representatives).
5. Programme work can lead to the development of a Masters proposal.

Outputs:

Outputs could include any of the following - Technical Report or Draft Article that can form the basis of a Masters Proposal.

Day to day nature of the work:

- Gathering and analysing the relevant literature.
- Organising and conducting interviews with relevant stakeholders (i.e., local manawhenua – Ngaati Wairere, Hamilton City Council, Sport Waikato, Harko Brown)

- Site visits of already established maara hupara (Auckland).
- Sita analysis to investigate potential sites.
- Analysing and write up of data.

Field time (50%)

Office time (50%) – a work desk will be provided at The School of Health.

Skills the student will learn:

1. Kaupapa Māori research skills
2. Working with Māori communities and mana whenua
3. Literature reviewing skills
4. Written and analytical skills
5. Research dissemination skills

Project 28

Name: Dr Jordan Te Aramoana Waiti & Mark Haimona

Institution: The University of Waikato – Te Huataki Waiora (School of Health).

Email: jwaiti@waikato.ac.nz

Project Title: Whānau water safety needs in Whaingaroa/Raglan.

Project purpose:

The primary aim of this project is work alongside Tangaroa Ara Rau to investigate the core water safety competencies required for whānau from Whāingaroa/Raglan.

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 Waiti and Mr Haimona are members. 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. Whāingaroa has strong historical connections and practices related to the ocean and harbour. However, the drowning risk remains high in this rohe due to the volatile west coast environment and the comprehensive range of water activities conducted by local whānau. Indeed, the Waikato region has the 3rd highest drowning rate in Aotearoa.

The student will hui with Tangaroa Ara Rau representatives and local whānau to investigate the core water safety competencies required for whānau from Whāingaroa/Raglan.

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 Hawkes Bay, Northland and throughout New Zealand, as these arise over the summer break. It is expected that the student will have experience in swimming or other water activities.

Project location:

Location of the Project: This is negotiable, however the student must be able to attend 2x wānanga (weekend time) in Raglan/Whāingaroa sometime during the first 5 weeks.

Programme of work:

The project will involve 2x wānanga with Tangaroa Ara Rau and members of the Whāingaroa community. These wānanga and hui will provide the basis for investigating the core water safety competency needs of Whāingaroa whānau. The student will also examine the water safety literature (both Māori and non-Māori/international) and work alongside key members associated with Tangaroa Ara Rau.

The first 5 weeks of the internship will be primarily focused on understanding the whānau needs, reviewing literature, and engaging in discussion with key community members through 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 later in the year to Water Safety NZ.

Outputs:

A written report which can form part of a Masters proposal and/or a draft article.

Day to day nature of the work:

Field time (50%): Attending 2x wānanga – these will consist of site visits and hui with Whaingaroa community members.

Office time (50%): Working at the University of Waikato (can be negotiated) researching and writing the research report. A work desk will be provided at the School of Health.

Skills the student will learn:

1. Kaupapa Māori research skills
2. Working with Māori communities in the area of water safety
3. Literature reviewing skills
4. Written and analytical skills
5. Research dissemination skills
6. Specific water safety skills

Project 29

Name: Dr Daniel Hikuroa & Dr Karen Fisher

Institution: Te Wānanga o Waipapa & School of Environment, The University of Auckland

Email: d.hikuroa@auckland.ac.nz

Project Title: Pūniu River Care – Safe Places, Healthy Waters, Healthy People

Project purpose:

To either identify the best assessment framework or create a bespoke one to assess if the vision of Pūniu River Care via the efforts of the PRC team ‘Enhancing the waters and replenishing the tāonga within the Pūniu Catchment to improve the health of the river?’

Water is fundamentally important to Māori as a source of identity, for its life-giving essence and for its spiritual values. Māori philosophy takes a holistic, ki uta ki tai (mountains to the sea) approach to looking after water. These principles, and the management practices associated with them, are quite different to current water resource management practices which are based on a purely technical approach. For this reason, iwi need a means to evaluate the health of streams and rivers within their rohe that expresses and accommodates their values and beliefs while at the same time enabling effective communication and working relationships with water managers.

Efforts at understanding the positive impacts of river care groups that are operating around Aotearoa, and the world, are often hampered by a reliance upon simple, quantitative metrics. Using a mixed-methods approach we seek a holistic understanding of the impacts of Pūniu River Care (PRC) a values-driven, marae-based enterprise, that privileges mātauranga alongside more quantitative measures. We will explore two proven methods: Cultural Health Index (Tipa 2006) Mauri Model (Morgan 2006) and Voice of the River (Salmond et al. 2019), and there may be a requirement to slightly innovate and modify the Cultural Health Index to more appropriately address our kaupapa.

We aim to either identify the best assessment framework or create a bespoke one to assess if the vision of PRC is being realised.

Project location:

Te Wānanga o Waipapa (primary location) and Pūniu River Care (Mangatoatoa Marae, Kihikihi and Pūniu River Care offices, Te Awamutu).

Programme of work:

The project structure is informed by place-based pedagogy, and further grounds it by being purposeful.

Literature Review of River Restoration evaluation and Pūniu River Care Values, Vision and Mission.

There is a wealth of literature regarding restoration of rivers using techno-scientific metrics, but very few that consider it in term of taonga, mauri and kaitiakitanga – stated objectives of Pūniu River Care. The review will be a critical piece of work to bring together scientific capitalist metrics of success alongside mātauranga indicators of success, and identify or create a bespoke framework.

An assessment of the PRC governance structure will also be undertaken.

Pūniu River based work.

A component of the internship will be spent with Pūniu River Care team at the seedling nursery, offices and on the banks of the Pūniu where planting has taken place. This will be important for the intern to ground themselves in the kaupapa where the mahi is taking place. Where practical and where Health

and Safety permits, there will be opportunities for the intern to participate in PRC activity, which may include collecting seed, 'releasing' plants, and monitoring planted areas.

We also plan to undertake field observations and/or measurements consistent with the assessment framework.

Once the office and field based work is completed the intern will undertake an assessment of PRC, using the framework created during the internship.

This project will be undertaken in collaboration with the True Value of River Restoration project.

Day to day nature of the work:

See above

Skills the student will learn:

Desktop skills: Literature searching databases, meta-analyses of research findings, weaving knowledge systems whilst maintaining the mana and integrity of each, report writing.

Field skills: Dependent upon what PRC is doing, but could include collecting seed, 'releasing' plants, monitoring plant health and growth, water quality measurements –both qualitative and quantitative.

Project 30

Name: Dr Daniel Hikuroa & Professor Niki Harré

Institution: Te Wānanga o Waipapa & Psychology, The University of Auckland

Email: d.hikuroa@auckland.ac.nz

Project Title: What is the True Value (intrinsic and extrinsic) of River Restoration?

Project purpose:

The aim of this project is to provide a theoretical basis and a framework for assessing the True Value of River Restoration and will be undertaken in close collaboration with the Pūniu River Care project, and with the University of Auckland Rōpū Whai Whakaaro/Action and Reflection Network Values-based practice project being led by Dan Hikuroa and Psychology Professor Niki Harré.

What people value and how they discuss and live their values has important implications for personal and social wellbeing. Many activists, scholars and faith leaders have argued that our current social systems, which are often described as neoliberal or market-driven, primarily emphasise values such as money, materialism and individual achievement.

Efforts at understanding the positive impacts of river care groups that are operating around Aotearoa, and the world, are often hampered by a reliance upon simple, quantitative metrics. Using a mixed-methods approach we seek a holistic understanding of the Value of River Restoration. We will use established cost-benefit analysis, include more contemporary metrics such as carbon sequestration, alongside more intrinsic and holistic values based analysis that value, for example, identity derived from a waterway, the ability to have a swim in a river, to collect food that is safe to eat. We hope to utilise findings from the NPM Theory of Value project in this work.

Project location:

Te Wānanga o Waipapa (primary location), Department of Psychology and visits to a number of river restoration groups eg Pūniu River Care, Friends of Oakley Creek, Friends of the Whau, Integrated Kaipara Harbour Management Group.

Programme of work:

Starting phase – literature search, review and analysis, draft theoretical basis and a framework for assessing the True Value of River Restoration completed.

Middle phase – visits to river care groups, discussions with river care groups

Final phase – refine theoretical basis and a framework for assessing the True Value of River Restoration, and undertake preliminary assessment.

There is a wealth of literature regarding restoration of rivers using techno-scientific metrics, but very few that consider it in intrinsic terms. This project will draw from the work of Harré that explores ideas such as extrinsic and intrinsic values and values-based practice. The review will be a critical piece of work to bring together scientific capitalist metrics of success alongside intrinsic approaches and mātauranga indicators of success to or create a holistic assessment framework.

The project supervisors will draw upon existing funds to finance visits to river care groups.

The student will also have the opportunity and with the University of Auckland Rōpū Whai Whakaaro/Action and Reflection Network Values-based practice project being led by Dan Hikuroa and Psychology Professor Niki Harré and we intend to meet and compare notes with The Theory of Value project lead Dr Kiri Dell.

Day to day nature of the work:

Starting phase – literature search, review and analysis, draft theoretical basis and a framework for assessing the True Value of River Restoration completed.

Middle phase – visits to river care groups, discussions with river care groups

Final phase – refine theoretical basis and a framework for assessing the True Value of River Restoration, and undertake preliminary assessment.

Anecdotally the value river restoration groups and their activity generates goes far beyond restoring mauri to rivers, it is also in the relationships created, strengthened, the growth in the people, the reinvigorated connection to the marae, the sense of pride.

Skills the student will learn:

Desktop skills: Literature searching databases, meta-analyses of research findings, weaving knowledge systems whilst maintaining the mana and integrity of each, report writing.

Analytical skills: Bringing together disparate knowledge sets and assessment frameworks.