



# Ngā Pae o te Māramatanga Summer Internship Projects 2020-21

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

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## Projects – Reference list

Review the projects listed below and link to the project description –  
Note in your online application which projects you are most interested in (10) through to  
least interested (1).

N01 Project Te Tai Ao - Named Scholarship - Professor Michael Walker; Understanding a taonga species: He Kohinga Mātauranga, He Iti Pounamu.....	4
N02 Project Whai Rawa - Named Scholarship - Associate Professor Mānuka Hēnare; Whai Rawa Whai Ora: A tribute to Mānuka Hēnare’s vision for a healthy Māori wellbeing economy.....	5
N03 Project Te Reo me ngā Tikanga Māori - Named Scholarship - Professor Wharehuia Milroy; Understanding, articulating and measuring the language shift at the micro-level.....	6
Project 1 - Short Histories from Te Ao Hurihuri.....	8
Project 2 - Whakamanu Research Project.....	9
Project 3 - Whakarauora Research Project.....	10
Project 4 - Mairangitia te angitū: Māori role models and aspirations for the future – iwi perspectives.....	12
Project 5 - Creating Treaty-based Procurement Pathways.....	14
Project 6 - Māori and Pasifika first in the family doctoral students postgraduation and employment.....	15
Project 7 - Rapuhia ngā tohu – Searching for signs - A decision tool for non-timber planting based on reading the local landscape.....	17
Project 8 - Ka pū te ruha, ka hao te rangatahi.....	18
Project 9 - Towards a Māori integrative framework for Aotearoa New Zealand.....	19
Project 10 - Cultural landscape: Study of the Oraka Māori land block.....	21
Project 11 - Ko ahau te kēnge, ko te kēnge ahau. I am the gang and the gang is me. Māori identity within gangs and society’s acceptance of them.....	24
Project 12 - Reconsidering longitudinal data for whānau wellbeing interventions – a rangatahi perspective.....	26
Project 13 - Honoa te Moana nui a Kiwa: Māori, Cook Island and Marquesas voyaging and navigation knowledge connections.....	28
Project 14 - Wāhine Māori and Work.....	30
Project 15 - Tools to enhance Indigenous Control of Indigenous Data - Traditional Knowledge Licenses.....	32
Project 16 - Kaumātua Futures: Ko te pae tawhiti, whāia kia tata (Short title: Kaumātua Futures) ....	34
Project 17 - Mahi Tahī mo Te Hinonga: Indigenous Collaboration for Enterprise and the role of Indigenous Business Networks.....	35
Project 18 - Māori perspectives on Organisational Behaviour.....	37
Project 19 - Capturing the extraordinary in the ordinary: Life stories of remarkable Rongomaiwāhine.....	39
Project 20 - Māori Audience Research and Māori Heritage.....	42

Project 21 - Māori Heritage: Plotting Archaeological Authorities in the Southern Region .....	43
Project 22 - Māori Heritage: Developing an Iwi Heritage Plan .....	45
Project 23 - He taonga kē te ngahere .....	47
Project 24 - Te Wao Nui ā Tāne Mahuta Drug Policy and Use in Forestry: a Literature Review .....	49
Project 25 - Tai kaumatuatanga – IDI analysis, synthesis and contextualisation .....	51
Project 26 - Haumanu Hauora: Strengthening health institution Māori responsiveness to climate adaptation.....	52
Project 27 - E Tū Kahikatea: Developing psycho-cultural consciousness in the changeful world of rangatahi .....	54
Project 28 - He tātai whetu ki te rangi, he rangatahi ki te kāinga: Rangatahi pathways to safe, secure and affordable homes.....	56
Project 29 - Marae Ora, Kāinga Ora (MOKO) .....	58
Project 30 - The impact of state violence on whānau has a direct correlation and to whānau violence and sexual violence. ....	60
Project 31 - Imagining trajectories for rangatiratanga – a literature review.....	61
Project 32 - Imagining trajectories for rangatiratanga – exploring rangatahi and tamariki Māori voices .....	63
Project 33 - Imagining trajectories for rangatiratanga – Māori involvement in longitudinal studies ..	65
Project 34 - Invertebrate species as key indicator of biodiversity on Taranaki Mouna .....	67
Project 35 - Māori Jazz – the Aotearoa New Zealand experience and future horizons .....	69
Project 36 - Innovative financial model solutions to low income home ownership: Kāinga Rawa: Literature review of the Missing Middle Demographic for Ngāti Whātua Orākei .....	70
Project 37 - Mapping racism in the university environment .....	72
Project 38 - Teaching into racialised spaces in the health sciences .....	74
Project 39 – Te Whanaketanga o Te Aka .....	76
Project 40 - Inter-Indigenous trade between Māori and other Indigenous peoples: It’s basis and potential.....	77
Project 41 - Labour economics perspectives on the impact of Covid-19 on Māori in the labour market .....	78
Project 42 - Tihei Mauri Moko – exploring the evolving tikanga of receiving and carrying moko kauwae through th voices of Māori women.....	80
Project 43 - Understanding Māori cultural narratives of organ/tissue donation .....	82
Project 44 - Natural Language Generation for te reo Māori .....	84
Project 45 - Natural Language Processing for te reo Māori.....	85
Project 46 - Raranga Tāngata, Oranga Tāngata – The provision and integration of Māori primary health care through a pandemic and beyond.....	86

## N01 Project Te Tai Ao - Named Scholarship - Professor Michael Walker; Understanding a taonga species: He Kohinga Mātauranga, He Iti Pounamu

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**Name:** Associate Professor Ocean Mercier and Professor Helen Moewaka Barnes

**Institution:** Victoria University of Wellington and Massey University

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**Project Title:** Named Scholarship – Professor Michael Walker; Understanding a taonga species: He Kohinga Mātauranga, He Iti Pounamu

**Project purpose:**

To collate and enhance mātauranga on a taonga species in Aotearoa New Zealand.

An example taonga is the Whio (Blue Duck), whose strong affinity with their place of fledgling make them difficult to translocate for regeneration purposes. Mātauranga Māori and greater understanding of this taonga species would help address their vulnerability.

However, the intern will be asked to review and propose a taonga species focus in line with their interests and work.

**Project location:**

The project is primarily desktop. There the student can undertake the project from their institution or home location given adequate computer and network access.

**Programme of work:**

Programme of work to be carried out:

Review and develop an understanding of Michael Walker’s research and scholarship, that is specific to the Biological sciences.

- Literature and archival searches on the Taonga species selected for focus during the internship.
- Expert insights and understanding through online interviews/discussions with key community knowledge holders and researchers/scientists.
- Analysis of information gathered into a structured report on mātauranga Māori and science on the taonga species.
- Brief report on Professor Michael Walker’s work and contributions to biological sciences and Māori in sciences.
- Presenttion on Internship outcomes, biography and species mātauranga.
- The intern is also expected to engage with the NPM summer virtual programme – a series of hui, talks and presentations over the internship term.

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

- Online literature and database searches (40%)
- Online discussions with relevant experts (20%)
- Analysis and write up of material (30%)
- Reporting and sharing (10%)

**Skills the student will learn:**

Online/literature search methods and approaches, interview/discussion skills, text/qualitative analysis, mātauranga Māori on taonga species, writing and presentation skills.

## N02 Project Whai Rawa - Named Scholarship - Associate Professor Mānuka Hēnare; Whai Rawa Whai Ora: A tribute to Mānuka Hēnare's vision for a healthy Māori wellbeing economy

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**Name:** Dr Shaun Awatere and Professor Chellie Spiller

**Institution:** Manaaki Whenua and University of Waikato

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**Project Title:** Named Scholarship – Professor Mānuka Hēnare; Whai Rawa Whai Ora: A tribute to Mānuka Hēnare's vision for a healthy Māori wellbeing economy

### **Project purpose:**

To synthesise insights from across Whai Rawa research projects and bring these into a compelling whole that illustrates the combined contribution of Whai Rawa. The potential for this project is to (a) inform policy (b) inform future research projects on the Māori economy and (c) gift back to Mānuka and Whai Rawa researchers a sense of the totality of their work as a team committed to a healthy Māori wellbeing economy.

### **Project location:**

This internship can be undertaken from the intern's home or institution, so remotely and via virtual supervision.

### **Programme of work:**

- Gather all outputs from each Whai Rawa research team including final reports, journal articles and conference papers
- Collect these documents into a shared space such as One Drive/Google Docs/Drop box so all Whai Rawa can access these as an archive for reference and to recognise and continue to build the body of work
- Catalogue these documents into an Endnote database
- Conduct a literature review
- Synthesise these into a short paper and illustration

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

- Communicating with Whai Rawa researchers to gather documents – follow-ups and chasing up
- Reading documents
- Collating into a shared drive
- Building Endnote with annotated bibliography
- Analysing documents
- Writing a literature review
- Meeting with Whai Rawa supervisors on a weekly basis to discuss progress

### **Skills the student will learn:**

- Communications and relationship
- Document management and cataloguing
- Working with Endnote
- Analysis utilising NVivo software
- Critical writing skills

## N03 Project Te Reo me ngā Tikanga Māori - Named Scholarship - Professor Wharehuia Milroy; Understanding, articulating and measuring the language shift at the micro-level

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**Name:** Dr Gianna Leoni

**Institution:** Te Tumu, University of Otago, in conjunction with Te Mātāwai

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**Project Title:** Named Scholarship - Professor Te Wharehuia Milroy; Understanding, articulating and measuring the language shift at the micro-level

**Project purpose:**

To recognise the scholarship and leadership of Te Wharehuia Milroy to the revitalisation and normalisation te reo me ngā tikanga Māori.

To take the narrative contained in Te Mātāwai investment reports for the purposes of quantifying and qualifying the Māori language shifts that are being made in the micro-spaces.

**Project location:**

The project will require some preparation with in-person hui preferably in Pōneke, but the remainder can be managed via online conversations and researching via our database. A space can also be made available at Te Tumu in Dunedin if required.

**Programme of work:**

The overall aim of this project is to understand the various forms of language shift that are taking place as a result of Te Mātāwai investment, by investigating the following questions:

- What does language shift look like in its earliest form?
- How might we measure that shift?
- What shifts can be seen in total?
- What connects, if any, can be observed in the present or extended into the future to the ZePA/KoPA model?

This honours and recognises the contribution and commitment of esteemed te reo Māori leader and NPM Tohunga Reo, Te Wharehuia Milroy.

In doing so, the intern will also review and develop an understanding of Milroy's research and scholarship, that is specific to te reo Māori normalisation and excellence.

Dr Gianna Leoni will be the NPM Investigator who will work alongside Ria Tomoana (Kaiwhakahaere Rangahau – Te Mātāwai) to supervise the student.

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

Once the framework and methodology have been set, the majority of the work will be:

- Reading reports online
- Noting the relevant features of each report
- Calling/discussing over phone/Zoom with Te Mātāwai staff
- Analysing data
- Writing a report of findings with recommendations

Its too early at this stage to forecast whether there will be site-visits but there is a possibility that the intern could be talking to others outside of Te Mātāwai office. Should this eventuate, a detailed

workplan will include responsibilities for the Wellington management of the intern when working alongside Te Mātāwai.

**Skills the student will learn:**

- Setting a conceptual framework
- Understanding and defining data requirements
- Literature and information searching and review
- Looking for the data
- Analysing, comparing and reporting data
- Communicating with others

## Project 1 - Short Histories from Te Ao Hurihuri

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**Name:** Dr Aroha Harris

**Institution:** University of Auckland

**Email:** [a.harris@auckland.ac.nz](mailto:a.harris@auckland.ac.nz)

**Project Title:** Short Histories from Te Ao Hurihuri

**Project purpose:**

To research and draft a set of five to eight short histories (of about 1000 words each) grounded in the Māori twentieth-century, and guided by the key historical themes and ideas contained in Tāngata Whenua: an Illustrated History (2014), and specifically the chapters in Part Three 'Te Ao Hurihuri'.

**Project location:**

The project will be based in Auckland and for ease of supervision the student will be best located in Auckland too, although some flexibility for working remotely can be negotiated.

**Programme of work to be carried out:**

Working closely with Dr Harris, the successful intern will conduct secondary research from which they will propose the short histories they want to develop. As each short history idea is fleshed out, the intern will research content for that story and draft it. The draft will be refined and finalised in discussion with Dr Harris. It is expected that in a period of ten weeks, the student ought to complete at least five and up to eight short histories, depending on the complexity of each history chosen. The short histories will be submitted to Bridget Williams Books, who will consider them for inclusion in 'Tāngata Whenua Stories' which can be found in the BWB (digital) History Collection, available in public, tertiary and school libraries throughout the country.

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

The focus of this proposed internship is practical historical research and writing:

- Completing background reading for the overall project and becoming familiar with it;
- Proposing preferred short history subjects and negotiating how they will be developed and shaped;
- Researching agreed subjects using mostly secondary sources, but including primary sources if the opportunities arise; and
- Drafting a short history for each agreed subject and responding to feedback.

**Skills the student will learn:**

- Historical research practice, which may include opportunities to work with primary sources such as archives and manuscripts, depending on the short histories chosen;
- Organisational skills;
- Historical analysis and writing; and
- Refined writing and editing skills, including writing for school and general audiences.

Overall, this project presents an opportunity for an intern to bring the full range of skills they have learned through their studies in the Arts to bear on a guided research project with publication potential.



## Project 2 - Whakamanu Research Project

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**Name:** Dr Rāwiri Tinirau, Meri Haami & Susie Wakefield

**Institution:** Te Atawhai o Te Ao

**Email:** [admin@teatawhai.maori.nz](mailto:admin@teatawhai.maori.nz)

**Project Title:** Whakamanu Research Project

**Project purpose:**

The aim of this project is to develop two marae-based archives within the greater Whanganui area, which include Kauangaroa Marae and Rānana Marae. These archives are led, organised and developed by descendants of each marae utilising hapū and marae methodological and ethical frameworks for their taonga. These two marae-based archives involve physical and digital platforms.

**Project location:**

The primary location of this project will be in the student's own home. Additionally, the student will need to have the following:

- A stable and reliable internet connection;
- A working laptop and/or desktop computer; and
- Access to necessary software to complete the work such as, Microsoft Office and Zoom.

**Programme of work:**

The programme of work to be carried out for the Whakamanu Research Project involves the digitisation aspects of the marae-based archive catalogue. This specifically includes the following:

- Overseeing the organisation of the digital catalogue of the marae-based archives;
- Advising on digitisation and/or online archival platforms to ethically store taonga and its information;
- Researching and reviewing pertinent information regarding taonga of the two marae and hapū communities;
- Allocating catalogue numbers and details; and
- Working collaboratively alongside marae and hapū communities to create ethical and culturally appropriate digitisation and organisation systems.

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

The day-to-day nature of the work for the Whakamanu Research Project include the following:

- Digitisation of the marae-based archive catalogue;
- Allocating numbers and details of taonga;
- Zoom hui with marae and hapū communities, providing updates and seeking guidance;
- Researching taonga relevant to both marae to create an inventory;
- Researching and advising on digital/online archival platforms; and
- Developing te reo me ōna tikanga in archival management.

These day to day tasks again, require a stable and reliable internet connection.

**Skills the student will learn:**

The student will learn the following skills from the Whakamanu Research Project:

- Developing collaborative and meaningful relationships with marae and hapū communities;
- Contributing and engaging in a hapū and marae-led archival system;
- Research skills within a marae-based archival context;
- Digitisation skills within a marae-based archival context; and
- Cataloguing skills within a marae-based archival context.

## Project 3 - Whakarauora Research Project

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**Name:** Dr Rāwiri Tinirau, Meri Haami

**Institution:** Te Atawhai o Te Ao

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**Project Title:** Whakarauora Research Project

### **Project purpose:**

The Whakarauora Research Project aims to re-integrate traditional fishing methods used by Whanganui tūpuna into the development of an education curriculum and through facilitating wānanga. Wānanga have been facilitated for a tamariki and rangatahi environmental group, called Te Morehu Whenua, who have been established under the auspices of hapū associated with Rānana Marae, Whanganui. As a case study, Te Morehu Whenua examine taonga species within the Whanganui River area, which include tuna, kākahi and kōura. Te Morehu Whenua are currently exploring the construction, research and functionality of hīnaki, with the aim of re-integrating its future use within the Whanganui River area, thus revitalising this customary practice for catching tuna.

### **Project location:**

The primary location of the Whakarauora Research Project will be in the home of the student as well as attending relevant wānanga with Te Morehu Whenua. These wānanga take place on Whanganui marae some of which include Rānana Marae and Pūtiki Pā. Te Atawhai o Te Ao have developed a COVID-19 wānanga process that corresponds with each level (please see this attached to this application). This will ensure the health and safety of the student during the project. Additionally, the student will need to have the following:

- A stable and reliable internet connection;
- A working laptop and/or desktop computer; and
- Access to necessary software to complete the work such as, Microsoft Office and Zoom.

### **Programme of work:**

The programme of work to be carried out includes examining Whanganui hīnaki weaving, which is an aspect of traditional fishing knowledge that has extensive support from literature and research with tangible accessibility to traditional Whanganui hīnaki. However, the processes and practicalities of both weaving and making traditional Whanganui hīnaki require further practical research and testing of its functionality within a contemporary context. Therefore, our aspiration for the programme of work to be carried out through the internship will focus on the practical nature of researching and constructing traditional Whanganui hīnaki weaving that can be broken down and taught to Te Morehu Whenua.

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

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

- Researching Whanganui weaving structures and traditional material;
- Locating and resourcing traditional materials;
- Practising Whanganui weaving structures;
- Collaborating with other researchers within the Whakarauora Research Project; and
- Meeting with collaborators who have access to traditional Whanganui hīnaki and, giving research updates and learnings by attending research hui through Zoom.

Towards the end of the internship and in collaboration with other researchers, a report will be written detailing the research process, research surrounding traditional Whanganui hīnaki, the weaving and construction, the accessibility and/or difficulties in the resourcing of traditional materials, teaching

basic hīnaki weaving to Te Morehu Whenua, and lastly, recommendations of implementing hīnaki weaving within a hapū-based curriculum.

**Skills the student will learn:**

The student will learn the following skills through the Whakarauora Research Project:

- Valuable knowledge of Whanganui tūpuna;
- Weaving hīnaki;
- The pedagogical aspects of reintegrating traditional Whanganui knowledge within hapū curricular; and
- Both theoretical and practical research experience.

## Project 4 - Mairangitia te angitū: Māori role models and aspirations for the future – iwi perspectives

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**Name:** Dr Melinda Webber

**Institution:** The University of Auckland, Ngāti Māhino Iwi Authority

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**Project Title:** Mairangitia te angitū: Māori role models and aspirations for the future – iwi perspectives

### **Project purpose:**

This is a strengths-based research project which focuses on how Māori students learn, succeed and thrive at school, and how their whānau and teachers support the achievement of their aspirations. The overall project elicited student, whānau and teacher perspectives about how Māori students develop positive attitudes, motivation and engagement towards school, future aspirations, and who their role-models for success are.

The data has already been collected from primary and secondary school students, their families and teachers throughout Aotearoa. The successful NPM intern will work alongside the researcher to code and analyse the survey data related to Māori role models. The qualitative and quantitative data will be analysed to ascertain regional and iwi differences. The researcher and intern will submit at least one paper from these analyses for co-publication in 2021.

This specific project will examine the influence of role models in the lives of Māori students. Morgenroth, Ryan and Peters (2015), define role models as “individuals who influence role aspirants’ achievements, motivation, and goals by acting as behavioral models, representations of the possible, and/or inspirations (p. 468). This is a useful definition because it identifies the varying functions of role models and includes the term ‘role aspirant’, which acknowledges the party on whom the role model is having an influence.

The goals of this project are to:

- Identify the common qualities and characteristics of role models identified by Māori students, whānau and teachers.
- Ascertain whether the role-models are chosen as: a) behavioural models, b) representations of the possible, or c) people who ‘inspire’ others to follow in their footsteps.
- Theorise the Māori role models play in the development of Māori student cultural pride and ambition.

The influence of role models on Māori students cannot be underestimated. These role models are not limited to, but could include: tūpuna, whānau members, teachers, or members of the wider community. Macfarlane et al. (2014) found that if role models are a regular part of students’ lives, they can positively transform the educational, social and cultural aspirations of the student. This project is interested in better understanding the qualities and characteristics of Māori student, whānau and teacher role models.

### **Project location:**

The supervisor for this project is located at the University of Auckland. However, the project can be undertaken anywhere in Aotearoa. The data has already been collected for this project and the intern can work alongside the supervisor to analyse and write about the data - face-to-face or via zoom.

**Programme of work:**

This work is open to any Māori tertiary student with an interest in the education and wellbeing of Māori students. The large qualitative national data set (N=5,000+ Māori primary students, N=1650 Māori secondary students, N=2600 Māori whānau members, and N=465 Māori teachers) means that the intern can choose to work with the de-identified data from either: 1. the largest representative iwi in the data set, or 2. An iwi relevant to their own whakapapa.

The programme of work will involve:

- qualitative data coding and analysis
- thematic code development
- and co-writing and publication with the supervisor.

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

This work is largely office and/or computer-based. I operate from a high trust model meaning that we will set weekly work milestones and meet/zoom twice a week (or more if needed) to ascertain progress and development. All work can be done remotely if the intern is located out of Auckland.

**Skills the student will learn:**

- How to develop an analysis framework from a theoretical model
  - How to code qualitative data against the framework
  - How to analyse the data – establishing themes/divergence/alignment with the existing extant research
  - How to write an academic article (which will be co-published with the supervisor).
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## Project 5 - Creating Treaty-based Procurement Pathways

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**Name:** Dr Katharina Ruckstuhl and Dr Jeff Foote

**Institution:** University of Otago

**Email:** [Katharina.ruckstuhl@otago.ac.nz](mailto:Katharina.ruckstuhl@otago.ac.nz)

**Project Title:** Creating Treaty-based Procurement Pathways

**Project purpose:**

To develop a report that identifies key literature [academic and 'grey'] to develop a framework for Treaty-based social and commercial procurement pathways that can be applied locally and nationally.

**Project location:**

University of Otago, Dunedin or remotely if required.

**Programme of work:**

- Work with Aukaha [Ngāi Tahu joint-venture company] to identify key project components
- Under supervision, identify key theories
- Develop a 5000 word lay report that outlines the theories and potential framework from a Treaty-based perspective

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

- Māori community and supervisor meetings to update on progress
- Literature reviews of key theories eg service dominant logic, supply chain, value chain, Te Tiriti
- Text analysis [n-Vivo]
- Report writing
- Report presentation

**Skills the student will learn:**

- Communication with Māori community staff
- Developing understanding of key theory
- Database entry – to summarise literature
- Using Endnote
- Using n-vivo
- Report writin
- Report communication – oral
- Time-management

## Project 6 - Māori and Pasifika first in the family doctoral students postgraduation and employment.

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**Name:** Dr Hinekura Smith

**Institution:** University of Auckland

**Email:** [hlj.smith@auckland.ac.nz](mailto:hlj.smith@auckland.ac.nz)

**Project Title:** Māori and Pasifika first in the family doctoral students postgraduation and employment.

### **Project purpose:**

The summer intern will support a scoping project, led by Drs 'Ema Wolfgramm-Foliaki and Hinekura Smith, to explore the postgraduation experiences and outcomes of students who are first in their family (FiF) doctoral students.

While there is growing international scholarship about the journey of FiF students', there is still very limited knowledge about how FiF Māori and Pasifika students, and their whānau and community, experience and prepare for postgraduation life and why / where they take up employment. We intend to pilot this study using semi-structured interviews and Moana methodologies to interview and FiF Māori and Pasifika doctoral students / graduates to determine themes around postgraduation and employment experiences for further investigation e.g experiences of applying for academic positions; how are FiF students prepared for post study and employment; what impact does postgraduation have for Māori and Pasifika FiF graduates. We will further employ two culturally appropriate Indigenous methodologies of talanoa and wānanga to gather and analyse data from near completion FiF and alumni students. Findings from this scoping activity will contribute to the literature around growing Māori and Pasifika academic and research capacity or what is talked about as 'the pipeline' from recruitment to employment for FiF students and the broader impact on their whānau and community, with an intention to scale up this topic in the future.

### **Project location:**

Ideally the intern is in Auckland where both supervisors are located, however the internship can be carried out remotely as the required tasks can be discussed and carried out via ZOOM if necessary.

### **Programme of work:**

- Attend research team meetings to scope of the project. Meeting notes taken and collated. Records kept to track research activities.
- Literature review and scope discussed – intern to compile a comprehensive international and local literature review on FiF doctoral studies (we already have a good foundation) with a specific focus on Indigenous experiences and potential correlations to Māori and Pasifika student experiences.
- Manage communication and logistics with a select number of interviewees.
- Work alongside supervisors to gain interview experience - approx. 5 interviews undertaken over 6 weeks.
- Interviews transcribed and emerging themes analysed.

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

- Reading and searching online sources to compile an annotated bibliography and literature review of FiF literature
- Twice weekly contact with PI's to discuss project progress and emerging themes from literature and later on interviews
- Transcription.

**Skills the student will learn:**

- Working as part of a Māori and Pasifika led research team using Moana methodologies such as talanoa and pikipiki hama (a research approach developed and published by the PI's) and Kaupapa Māori research approaches.
- Creating a thorough literature review using a strengths-based Moana research lens
- Interview skills drawing from a Māori and Pasifika cultural base i.e the cultural nuances necessary when interviewing Māori participants and Pasifika participants.
- Support to develop a project presentation – for internship presentations



## Project 7 - Rapuhia ngā tohu – Searching for signs - A decision tool for non-timber planting based on reading the local landscape

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**Name:** Dr Nichola Harcourt

**Institution:** Manaaki Whenua Landcare Research

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**Project Title:** Rapuhia ngā tohu – searching for signs-A decision tool for non-timber planting based on reading the local landscape

### **Project purpose:**

Utilising a single case study area in Ruatōrea as a starting point, we will identify visual signs (climate, topography, soils, plant species and physiological state and bioactives) across the landscape and correlate these to growing suitability of non-timber and Māori landblock owner values and aspirations (i.e. beyond economic).

### **Project location:**

This project will essentially be a desktop-based project (preferred site to be Manaaki Whenua Landcare Research in Hamilton, but may be undertaken remotely as required), as the site data has already been obtained.

### **Programme of work:**

The student will correlate plant species with soil types, plant species with socio-cultural and economic values/data.

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

This will mainly be desk-based and will involve building a data spreadsheet and capturing images. Covid-dependent, there will be opportunity to participate in soil sampling mahi in the field under the supervision of a Māori pedologist (soil scientist), Jonno Rau, and vegetation mapping under the supervision of Dr Nichola Harcourt.

### **Skills the student will learn:**

Introduction to Kaupapa Māori land use opportunity assessment for Māori landblocks:

- On-site land assessment including introductory soil sampling skills such as:
  - Measuring the levels of soil nutrient levels to determine the desired level of plant growth.
  - Identifying the existence of any deficiency, excess or imbalance of nutrients.
- Spatial analysis skills including spatial modelling
  - Learning and applying basic methods for the management and analysis of productive land
  - Applying a spatial decision support tool
  - Quantitative data analysis
  - Graphic communication
- Expand knowledge of management interventions for land-use opportunities
  - Identifying suitable plant species for different land class zones
  - Identifying erosion control measures

## Project 8 - Ka pū te ruha, ka hao te rangatahi

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**Name:** Dr Teah Carlson

**Institution:** Massey University

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**Project Title:** Ka pū te ruha, ka hao te rangatahi

**Project purpose:**

Exploring rangatahi experiences, practices and expressions of mauri ora, ora, oranga and hauora.

**Project location:**

Tāmaki Makaurau

**Programme of work:**

- Explore and review whakataukī, whakatauaki that relate / resonate with rangatahi.
- Collaborate with the research team to design an online resource (could include a creative output) that expresses one – four key themes of the qualitative data that was collected from semi - structured interviews exploring rangatahi Māori understanding(s) of hauora and the factors they associate with sustaining and eroding it.
- Design an online evaluative tool that will review the use and usability of the online resource.

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

Each day will be different depending on the milestones at the time. It is up to the student to determine how they want to go about completing tasks. However, they will be supported alongside the supervisor and our research team. We are interested in your worldview, experiences and passions and how you resonate with the kaupapa and the rangatahi's stories.

Tasks may include but not limited to:

- Reviewing literature/reports/documents
- Summarising learnings
- Scoping, reviewing participant interviews/data
- Developing themes from data
- Researching dissemination platforms
- Co-creating a creative expression of the data/key theme(s).
- Meeting with supervisor and/or team (share ideas, review progress, discuss outputs)

**Skills the student will learn:**

- Gain an overall understanding of the qualitative data collection processes from application, ethics, interviewing, coding, thematic analysis and write up.
- Reviewing thematic data and key themes.
- Researching collections and online data sources.
- Collaboration skills and engagement in a team setting.
- Utilising programme design tools, website design and social media platforms.
- Develop an understanding of evaluation and the tools to utilise and how to design an online evaluation.

## Project 9 - Towards a Māori integrative framework for Aotearoa New Zealand

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**Name:** Ms. Yvonne Taura

**Institution:** Manaaki Whenua Landcare Research

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**Project Title:** Towards a Māori integrative framework for Aotearoa New Zealand

### **Project purpose:**

To produce an Indigenous (Te Ao Māori) integrative research model and framework to address complex issues and questions, provide guidance for integration within Manaaki Whenua, and provide opportunities for new science investment. Manaaki Whenua has made a commitment to developing tools, to assist with implementation of integrative research, throughout its broad programmes. This also includes the implementation of Te Ao Māori participation and perspectives.

### **Project location:**

Manaaki Whenua Landcare Research – University of Waikato campus, Hamilton. The intern will be supported by the lead investigator and a desktop computer in the student room will be provided. However, the intern will be connected to MWLR internal server, with the project contents shared via SharePoint, if they need to work remotely.

### **Programme of work:**

The project is in its final year (of 2 years) and will consist of drawing upon learnings previous year:

- finalising the integrative research framework
  - further exploration into data collated in wānanga with key MWLR staff – to develop key principles from a Te Ao Māori perspective
  - help organise and participate in a seminar to feedback results to key MWLR staff – collate and analyses feedback
- produce a suite of products to communicate the integrative research framework with staff throughout Manaaki Whenua
  - work closely with project team (senior Toi Rangahau Māori, senior scientist and lead investigator) to produce a range of products, includes web-based tools and guidelines
- seek new opportunities of science investment for Manaaki Whenua

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

The intern will work independently and be supported by the lead investigator. The internship will involve mainly desk-based activities.

Proposed tasks include:

- in communication with key MWLR staff based at all sites throughout the company
- Review internal paper as the basis of developing framework
- 1-day travel to Lincoln (main) office for seminar
- Collate and analyse feedback
- Produce a suite of products to communicate the integrative research framework with staff throughout Manaaki Whenua
  - Web-based activities – tools and guidelines
- Work alongside project team to identify new opportunities for investment

The intern will have an opportunity to work alongside leading integrative researchers within Manaaki Whenua, including Toi Rangahau Māori - Garth Harmsworth, emerging kairangahau Māori Yvonne Taura, and senior scientist Melissa Robson-Williams.

**Skills the student will learn:**

- the field of integrative research from a Kaupapa Māori perspective
- to collate and analyse data
- to implement a new framework into an organisation
- to the develop web-based tools
- to communicate with senior science staff throughout the company
- to work alongside senior staff
- to identify new investment opportunities

## Project 10 - Cultural landscape: Study of the Oraka Māori land block

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**Name:** Dr Adreanne Ormond

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**Project Title:** Cultural landscape: Study of the Oraka Māori land block

### Project purpose:

Primary aim:

- To identify and explore the significant factors of the cultural landscape that is the Oraka Māori land block.

Objectives:

- Identify the land blocks that make up the Oraka cultural landscape
- Use Māori land online to identify and analyse shareholders' interests.
- Harnessing different methods, such as hikoi and technology, explore the land blocks and capture the diverse array of information as it is revealed.
- Identify and map wahi tapu as they present within the cultural landscape.

### Project location:

The location will be Oraka on Māhia Peninsula, Hawke's Bay which is the ancestral homeland (Ormond & Ormond, 2018) of the supervisor. If required, due to COVID-19 restrictions, the internship can be undertaken remotely online.

The intern applicant must be native to the peninsula, whakapapa to the Oraka land blocks and have an established relationality with the cultural community. This relational connection will provide a platform to draw upon the whakapapa embedded within the cultural landscape and ensure that tikanga appropriate practice is used.

### Programme of work:

1. Identify the cultural landscape of Oraka. This entails, geographic, topographical, tīpuna, whakapapa and current Māori owners.
2. Identify key information such as, size of land blocks, natural and marine water ways, public roads, residences upon the land blocks and other human activity.
3. Identify wahi tapu or cultural sites of significance such as urupa sites, whenua landmarks, tīpuna names, relationships between the human and natural world.
4. Identify key information such as, urupa sites, whakapapa, tīpuna names, relationships between the human and natural world, landmarks, maps and any other information that may be of relevance.
5. Establish a simple database from a format the supervisor will provide that will enable the organisation of the various information. Alongside this, create visual representation of the cultural layers (geography, whakapapa, landowners and shares) that will be used in presentations to shareholders, whānau, iwi & local council.
6. Culturally sensitive activities such as wananga, korero, 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
7. Utilise technology such as Māoriland online database, Drone, GIS Mapping and other equipment to help capture the different aspects of the cultural landscape.

Although these are the named tasks it is expected that others may emerge as we communicate with the Māori shareholder community of the Oraka land block.

Iwi consent: The supervisor in an act of good faith and to maintain relationships of trust will discuss the project with iwi and whānau leaders so as they are aware of this particular research activity occurring within the rohe.

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

An indication of the day to day nature of the work:

**Working on site at Oraka:*****Travel***

Oraka land blocks are on the Māhia peninsula which is rural and covers an extensive geography and therefore, some of the work will involve travel. Any travel costs will be met by the supervisor.

***Actual day***

- Accompanied by supervisor, drive to Oraka landblock and participate in experiencing the cultural landscape.
- This will be done across the span of several days and will involve exposure to different modalities of experience to work alongside the layers of the cultural landscape and enable them to reveal. The following will be included:
  - a) Walk whenua and engage it through tīpuna knowledge, whakapapa and kawa.
  - b) Acknowledge the non-human entities that are part of the cultural ecosystem
  - c) Walk whenua and identify the topography
  - d) According to the direction of the whenua, capture aerial images of topography via drone visual imagery
  - e) Alongside visual data collect information through oral note taking via a digital recorder or written.
  - f) Identify wahi tapu by drawing on whenua-knowledge base
- Undertake a mini-analysis and triangulate the various nodes of information (Māori shareholders communications, whenua-based knowledge and so forth). Note significant cultural characteristics of significance that may emerge and add to information database.
- End day with karakia

**If working with online databases:*****Actual day***

Work from Homebase so no travel required.

- Access Māoriland online for information concerning Oraka landblock and Māori shareholder information
- Undertake mini-analysis and correlate relevant information with any gained from the Oraka whenua visits.
- Write up research notes and update fieldnotes in research journal

**Outputs:**

- Oral report to supervisor and iwi
- Technical report to Ngā Pae o te Māramatanga
- Contribute toward the strengthening of whānau, hapu and iwi Mātauranga
- Provide a platform for further research activity to be conducted with other cultural landscapes on the Māhia thus strengthening community engagement and Mana Motuhaki

**Skills the student will learn:**

- Deepen te reo me ona tikanga

- Research skills of collecting and organising data within a research project
- Māori land online database: familiar and competent in using
- Drone: Develop expertise in drone flying and visual mapping etc
- Geographic information system integration with mapping cultural areas of significance
- Scholarly written and oral communication skills
- Data base creation and management
- Cataloguing, organisation and compiling data into meaningful format
- Maintenance of a research diary and what meaningful field notes entail
- Gain insight into undertaking research within a Māori community and the various dynamics that might emerge and require management
- Experience a student-supervision relationship that involves a Māori community

## Project 11 - Ko ahau te kēnge, ko te kēnge ahau. I am the gang and the gang is me. Māori identity within gangs and society's acceptance of them

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**Name:** Fiona Wiremu & Dr Phillipa Te Paea Pehi (Co-Supervisor)

**Institution:** Te Whare Wānanga o Awanuiārangi

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**Project Title:** Ko ahau te kēnge, ko te kēnge ahau. I am the gang and the gang is me. *Māori identity within gangs and society's acceptance of them*

### **Project purpose:**

This project is aimed at supporting and mentoring a new and emerging Māori researcher to build their research capability. The research seeks to explore the notion of identity through a Māori lens and within the construct of gang culture, blending personal narrative and research to examine self-identity and collective identity as Māori and how these are reconciled within society in the current context (kei roto i Te Ao Māori, Te Ao Tauwi me te kēnge).

The research questions are premised upon perceived tensions of cultural expression - Māoritanga, Māori identity and gang affiliation. The research questions include (i) What attributes of gang membership heighten the notion of Māori identity? ; (ii) how is your Māoritanga expressed within the gang?; (iii) What reasons encouraged you to join a gang? (iv) What, if anything, does the gang provide that Te Ao Māori is unable to?

### **Project location:**

The intern will be primarily located at Te Whare Wānanga o Awanuiārangi. Given the uncertainty and impacts of COVID-19, the opportunity to work remotely and undertake tasks via video link is available.

The intern will be supported by two PI's (Fiona Wiremu and Dr Phillipa Te Paea Pehi) to develop their research capability.

The intern must have pre-established professional and personal whānau, hapū, Iwi/Māori and community networks within gang culture and established networks with government agencies in justice, social service, health and education sectors. The supervising researcher is aware of new and emerging Māori researchers whose pathway into this subject matter will continue them through their higher tertiary educational and researching achievements.

### **Programme of work:**

- Literature Review (three weeks): Conduct (relevant) literature searches, complete bibliographies and prepare a concise and succinct literature review.
- Develop a Kaupapa Māori Participatory Research approach to support the intern to undertake qualitative and thematic analysis in the following ways:
- Qualitative Interviews (two weeks) and thematic analysis (two weeks): Interview gang members, both past and current. Participants will be identified as part of the internship learning process; Interviews will commence within the first four weeks of the project. A kaupapa Māori approach to interviews will be utilised.
- Transcription and Data Analysis (two weeks): The intern will be supported on how to write up evidence/responses from interviews. Transcription and Data analysis of the interviews will be done once interviews have been completed.



- Provide a written report (one week): describing their new learning experiences as a result of being involved in this project and how this may contribute to future research activity. Final literature review and final reporting writing will occur at the end of the internship.

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

- Develop information and consent forms and interview questions schedule
- Literature review – Work from a computer or in the Awanuiārangi library (and other libraries if they have access) to search database engines for (relevant) literature (journals, books, other publications, theses). The intern will also be developed in writing succinct bibliography to inform the literature review.
- Selection of participants and interviewing.
- Transcription and Data analysis – writing up narratives from the interview. This will then be used to provide feedback to the intern on areas that they may strengthen (if necessary) and improve upon for future research.
- Report writing.

The literature review process will be ongoing throughout; however, it is anticipated there will be more focus on this at the beginning. This will involve searching out relevant literature and other sources, reading, making notes and writing.

**Skills the student will learn:**

- How to: conduct (relevant) literature searches, complete bibliographies and prepare a concise and succinct literature review.
- How to conduct interviews being cognisant of Mātauranga Māori, āhuetanga Māori, tikanga Māori and te reo Māori.
- How to undertake qualitative and thematic analysis that will contribute to the research question.
- Research skills including: Research design and proposal writing, Interviewing skills, academic and report writing, data analysis. Community engagement skills: recruitment, collaboration, communication and time management.

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

## Project 12 - Reconsidering longitudinal data for whānau wellbeing interventions – a rangatahi perspective.

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**Name:** Dr Naomi Simmonds and Professor Te Kani Kingi

**Institution:** Te Whare Wānanga o Awanuiārangi

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**Project Title:** Reconsidering longitudinal data for whānau wellbeing interventions – a rangatahi perspective.

### **Project purpose:**

This summer student project will support the development of a whānau wellbeing framework to demonstrate the utility and extant knowledge of the Growing Up in New Zealand Data series. The project seeks to understand the possibilities within the GUiNZ longitudinal data set within GUiNZ for Māori whānau wellbeing.

This student internship will contribute to the wider goal by providing a rangatahi perspective on Kaupapa Māori and Whānau Ora values to inform the design of a whānau reporting framework.

The Growing Up in New Zealand study contains a wealth of data pertaining to the wellbeing of Māori whānau (n=1260 participants as identified Māori ethnicity). The data, however, requires a framework of analysis that enables and facilitates Kaupapa Māori analytics that can demonstrate the utility such longitudinal data in a way that is meaningful and potentially transformative for whānau Māori.

### **Location of the Project:**

The project is largely a desk-top exercise – carried-out online. A space within Te Whare Wānanga o Awanuiārangi will be provided with supervision support for the Taura if they wish to base themselves in Whakatāne.

The wider project which this internship contributes to is made up of Māori researchers from Te Whare Wānanga o Awanuiārangi (Dr Naomi Simmonds, Prof. Te Kani Kingi) and University of Auckland (Dr Sarah-Jane Paine). Research support will be provided by their departments and the broader Growing Up in New Zealand Study

### **Programme of work:**

The Taura will be engaged in reviewing relevant literature and working towards a written document of approximately 4-5000 words in length. This process will be guided by the supervisors.

The children in the Growing Up in New Zealand Study are currently aged 10-11 years old. Therefore, the summer internship project, and resultant framework, will center on rangatahi voices within existing literature. The Taura will be reviewing literature on kaupapa such as:

Rangatahi understandings of wellbeing.

Rangatahi perspectives on whānau and collective support.

Kaupapa Māori frameworks used with rangatahi focused research.

Indigenous- youth focused research with a focus on wellbeing.

The Taura would also contribute to the development and collaborative analysis of a series of framework components to develop a whānau-centred Māori data series for the Growing Up in New Zealand Māori theme. To this end, the project (while modest) will make a measurable contribution to the broader Growing Up in New Zealand Study.

As a final part of the project the Taura will be invited to submit a short 500-word abstract for a future research proposal that could grow from this internship.

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

- Searching online library data bases for relevant literature.
- Reviewing and synthesising literature.
- With mentoring and support write up the literature into themed document of approximately 4000 words.
- Participate in fortnightly/monthly hui with the project team to share learnings.
- Contribute to a team workshop to co-develop the 'framework' components for a whānau data series in collaboration with Growing Up in New Zealand.
- Development of an abstract for potential future research.

**Skills the student will learn:**

- Database searches.
- Critical reading skills.
- Ability to summarise and organise literature.
- Communication skills through contributions to meetings.
- Exposure to a well-established longitudinal research project and successful research team.
- Critical and Kaupapa Māori analysis of materials.
- Broader familiarity with longitudinal data-sets

## Project 13 - Honoa te Moana nui a Kiwa: Māori, Cook Island and Marquesas voyaging and navigation knowledge connections.

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**Name:** Dr Haki Tuaupiki

**Institution:** Te Whare Wānanga o Waikato

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**Project Title:** Honoa te Moana nui a Kiwa: Māori, Cook Island and Marquesas voyaging and navigation knowledge connections.

### **Project purpose:**

The aim of the project is to explore the ancestral connections that each of these places have with each other. It also looks to raise current awareness and understanding on the navigational connections between Aotearoa, Kuki 'Airani and Te Henua 'Enāna (the Marquesas islands) and to deepen understandings of ancestral voyaging activity and navigation within Te Moana nui a Kiwa.

Te Moana nui a Kiwa peoples have been interacting with one another through prolonged ocean voyaging and navigation for centuries. Records of these interactions have been preserved through our shared Pacific oral and written voyaging traditions. An interesting point of interaction within Polynesia can be seen in Kuki 'Airani (the Cook Islands). Māori and 'Enāna (Marquesan people) both share traditions and legends of voyaging interaction with Kuki 'Airani in some shape or form. This project looks at the voyaging traditions that link Māori and 'Enāna to Kuki 'Airani through a review of the relevant literature on voyaging traditions, legends and overall relationships held between Aotearoa and Kuki 'Airani, and Te Henua 'Enāna and Kuki 'Airani.

### **Project location:**

The student will be located at the student's accommodation. However, desk space at University of Waikato is available should the student and supervisor feel it appropriate and required for the student to work from there at some points during the internship. The University of Waikato is also available for use during this period.

### **Programme of work:**

Month 1:

- Meetings with supervisor to carefully go through the kaupapa, objectives and outputs.
- Identify and undertake voyaging and navigation literature search of relevant kaupapa, as guided by supervisor.

Month 2:

- Weekly update meetings with supervisor.
- Start literature review of relevant literature
- Create a categorized, kaupapa-specific, indicator specific database to record the literature and kōrero.

Month 3:

- Weekly update meetings with supervisor.
- Complete literature review
- Create poster to present findings

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

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

**Skills the student will learn:**

The supervisor expects the successful student to be at the honours or Masters level.

- Refine their fundamental research skills
- Enhance literature search, collection and documentation skills and kōrero from the library, and online sources.
- Sharpen their skills in relation to navigating the various online pātaka and archives including – Ngā niu pepa o mua, NZ archives, TVNZ, Ngā Taonga – Sound and Vision and academic theses.
- Refine their referencing skills, which will be required on collecting all relevant literature and kōrero.
- The opportunity to be on a project also offers a huge learning experience for both the student and supervisor.
- Report writing,
- fostering positive working relationships, setting, achieving goals, and other related project requirements invite an opportunity to learn and grow.

## Project 14 - Wāhine Māori and Work

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**Name:** Dr Nimbus Staniland

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**Project Title:** Wāhine Māori and Work

**Project purpose:**

The project will involve two key strands. Firstly, collating employment-related statistics on wāhine Māori from various sources. Secondly, a review of the literature will be conducted to identify trends, debates and gaps in our knowledge and understanding of how wāhine Māori experience employment in Aotearoa New Zealand.

Extant literature identifies gender inequalities in employment. In Aotearoa, employment situations and experiences of wāhine Māori can be subsumed in broader statistics and narratives dominated by Pākehā women. Similarly, employment statistics utilising only ethnicity data can obscure gendered experiences and outcomes. Colonial ideologies, embedded in New Zealand policy, legislation and practice, carry patriarchal philosophies that position wāhine Māori “as inferior not only to non-Māori, but also to Māori men” (Simmonds, 2011, p.17) which has consequences for employment. Accordingly, this project seeks to develop a picture of the experience of employment for wāhine Māori and identify what is known regarding the mechanisms involved in shaping these experiences in order to identify avenues for further research.

**Project location:**

The supervisor is based in Tāmaki Makaurau at AUT. The student should also be based in Auckland to allow communication and support from the supervisor. The student will have the option to work from home, or resources (hotdesk and computer) can be provided for them to work from either the City or South Campus at AUT.

**Programme of work:**

The project will involve the following five stages:

- (1) Orientation and induction into the project: meeting supervisor and being briefed on the project aims and programme of research. The student and supervisor will spend time developing a plan and search strategy for relevant statistics and literature.
- (2) Collating statistical data: The student will search for relevant statistics relating to wāhine Māori in employment (e.g. employment by occupation, income, underutilisation rates etc);
- (3) Statistical data analysis: including writing summaries of the data and key findings;
- (3) Undertaking a literature search: The student will be searching for key literature relating to wāhine Māori and employment. This may be extended to look at other groups of Indigenous women in settler-colonial states to identify similarities and differences, barriers and opportunities in employment situations. The literature search will involve screening publication abstracts and the creation of a database of key publications;
- (3) Literature review and analysis: including writing summaries and synthesising key findings;
- (4) Write-up: preparation of a research report. Depending on project outcomes there may be scope to support the writing of a conference paper or journal manuscript.

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

The majority of the work will involve spending time at a computer, searching online databases, reading and making notes and for the preparation of the report and other potential outputs. There will be regular meetings with the supervisor to support the student in their project approach and research development.

**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:

**Statistical data collection and analysis:** The student will develop search strategies and skills relating to interpretation of statistical data. Collating statistics may also involve communicating directly with Statistics New Zealand to source specific data. This will support the student to develop communication skills.

**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/mana wāhine analysis of published literature; to summarise and synthesise published literature, and; to develop and practice academic writing skills.

**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.

## Project 15 - Tools to enhance Indigenous Control of Indigenous Data - Traditional Knowledge Licenses

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**Name:** Associate Professor Maui Hudson (in conjunction with Associate Professor Jane Anderson – NYU)

**Institution:** Te Kotahi Research Institute, University of Waikato

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**Project Title:** Tools to enhance Indigenous Control of Indigenous Data - Traditional Knowledge Licenses

**Project purpose:**

The goal is to develop a new and complementary set of licenses that address the diversity of Indigenous needs in relation to traditional knowledge (TK) and intellectual property.

**Project location:**

Te Kotahi Research Institute, University of Waikato, Hamilton.

On-line delivery of the project is also possible.

**Programme of work:**

For this internship, there are four TK Licenses which need to be developed and refined for future use. They are: *TK Attribution, TK Outreach, TK Commercial, TK Non-Commercial*.

The TK Licenses differ from other licenses available in that they create the possibility for *collective* ownership and authority. This is one of the key features that makes them different from current Creative Commons licenses. They also have capacity to incorporate cultural protocols and expectations around future use of traditional knowledge.

The TK Labels are an innovation in the field of intellectual property law, Indigenous cultural and intellectual property and Indigenous data sovereignty. We anticipate that the TK Licenses will extend this work and will create a legally binding strategy for communities to maintain control and authority over important traditional knowledge that is shared in research and commercial contexts. For the first time, Indigenous communities internationally would have a legal tool that recognises inherent sovereign community/Iwi rights in knowledge.

The supervisor (Maui) has been working with Associate Professor Jane Anderson (New York University) to expand the Traditional Knowledge Labels project to address Biocultural resources. Alongside this initiative they are also looking to develop other tools to support greater Indigenous control of Indigenous data.

**Background:** The idea for TK Licenses emerged in 2008. It was originally inspired and supported by Creative Commons (<https://creativecommons.org/>) and developed in conversation with Indigenous communities who were expressing urgent needs for legal tools to control their knowledge and innovations. This work initially received funding from WIPO (<http://www.wipo.int/tk/en/>). Ongoing collaboration with our partner communities however, showed that the immediate concern was around negotiating and managing cultural heritage material where Indigenous individuals or communities did not hold the copyright. With this focus, Prof Anderson developed the current set of 18 TK Labels. The TK Labels are an educative and non-legal intervention addressing the enormous collections of Indigenous cultural heritage material that circulates without Indigenous perspectives, names or protocols regarding fair and equitable circulation and use.



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

All tasks can be conducted at the Institute or via on-line environment. The intern will be expected to complete the following tasks.

- Gain understanding of the project and in conjunction with the supervisor confirm a work plan
- Literature review on approaches to cultural licensing, contract law and copyright
- Draft text for the 4 Traditional Knowledge Licenses
- On-line discussions with Associate Professor Jane Anderson
- On-line forum with national and international experts
- Finalise text for testing with potential communities nationally and internationally

**Skills the student will learn:**

- Writing a literature review
- Legal drafting of licenses
- Incorporating collective rights into legal agreements
- Engaging with national and international experts
- Organising meetings
- Collaborative development and editing of on-line documents
- Engaging in community consultations about licenses

## Project 16 - Kaumātua Futures: Ko te pae tawhiti, whāia kia tata (Short title: Kaumātua Futures)

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**Name:** Dr Teorongonui Josie Keelan

**Institution:** The Family Centre & Ngā Pae o te Māramatanga

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**Project Title:** Kaumātua Futures: Ko te pae tawhiti, whāia kia tata (Short title: Kaumātua Futures)

### **Project purpose:**

**Aim of study** is to explore and interrogate the nature of Kaumātua wellbeing and Kaumātuatanga to imagine positive futures and navigate towards them.

*Objective 1* is to better understand the processes influencing tikanga related to kaumātua and kaumātuatanga including the intergenerational transfer of knowledge and legacy.

*Objective 2* is to emerge a case study of intergenerational relationships that include consideration of care relationships, resource sharing, collaborative economics and succession planning in whānau and cultural activities.

*Objective 3* is to adopt a life perspective approach to imagining kaumātuatanga into the near (20-30 years) and the distant futures (30-100 years)

### **Project location:**

The student will be located in Rotorua and a Ngāti Whakaue whakapapa is preferable. Also preferable is that the intern has a laptop and internet access.

### **Programme of work:**

To:

- complete phase one of the Haerenga Tahī observations of the lives of two kaumātua
- undertake a literature review contributing to an understanding of Haerenga Tahī as a research method from a Māori world view.
- The literature review to be complemented by an annotated bibliography
- Assist the research team with the interviewing of kaumātua

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

- Haerenga tahī – the intern will spend one week with each kaumātua noting observations of the activities of the kaumātua as approved by UAHPEC
- Those observations will then be written up into a report
- One to two months will be spent completing a literature review contributing to an understanding of Haerenga Tahī as a research method. The literature review will be complemented by an annotated bibliography
- At least one month will be spent assisting the research team by setting up interviews and maintaining a schedule of interview dates, times and place.
- Combined, the work will occupy the three-month summer internship.

### **Skills the student will learn:**

- Observation as a research method
- Writing a literature review and annotated bibliography
- Setting up a series of interviews
- Communication – oral & written

## Project 17 - Mahi Tahī mo Te Hinonga: Indigenous Collaboration for Enterprise and the role of Indigenous Business Networks

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**Name:** Associate Professor Ella Henry

**Institution:** Auckland University of Technology

**Email:** [Ella.henry@aut.ac.nz](mailto:Ella.henry@aut.ac.nz)

**Project Title:** Mahi Tahī mo Te Hinonga: Indigenous Collaboration for Enterprise and the role of Indigenous Business Networks

### **Project purpose:**

The project was initiated in 2017 to explore the role that enterprise plays in Indigenous self-determination. In New Zealand, we have chosen to examine Māori business networks (MBNs), which we argue are a manifestation of this struggle, but suffer from the absence of a sustainable business model. The research question is, '*what is the role of Māori business networks in Māori self-determination and sustainable economic development?*' In 2019, the contract was extended to the end of 2020, because the research question had been expanded to, 'What is the role of Indigenous networks and networking for Indigenous enterprise, self-determination and development?'. This allowed the research team to conduct further case studies and interviews about Indigenous networks in Aotearoa, Australia, Canada and the United States. Case studies have extended to include Indigenous business, creative and scholarly networks. Whilst the majority of field work will be completed by October 2020, the remainder of the year will be given over to this phase of the project, which will involve thematic analysis of the up to 50 interviews with Indigenous scholars, entrepreneurs and creative artists, and preparation of articles and conference papers based on the findings. We have submitted an abstract to the IIRC, where we plan to deliver the first of such papers, developing an Indigenous theory of networking.

### **Project location:**

Collaborative thematic analysis has been developed as a research method within the Kaupapa Māori Methodology, which would ideally occur in-person, in a wānanga context. However, given the constraints of Covid-19, it is planned for the project to occur through online collaboration, given that one of our team (Dr Jason Mika) is based in Palmerston North. The rest of the team live in Tāmaki Makaurau, so we may be able to meet and wānanga in person, if possible.

### **Programme of work:**

The Intern would be involved in the following:

1. Being a part of a Kaupapa Māori Research, with Māori researchers, who will mentor and support the Intern's research skills;
2. The intern will learn to collate and code interviews in preparation for thematic analysis;
3. The Intern will be fully involved in the data analysis phase, and learn qualitative data analysis skills. Our team has been developing a Kaupapa Māori collaborative thematic analysis method, founded on mātauranga Māori approaches;
4. The Intern will help organise and participate in research team meetings, to plan the analysis and writing phases of the research;
5. They will contribute to writing up research findings, and co-authoring presentations and papers;
6. They will be invited to present, eg we have abstracts submitted to relevant conferences, where we hope to present findings.

In terms of focus and goals, this is the final phase of a three year project. The final goals involve:

- a) Collating interview data gathered over the last three years;
- b) Conducting data analysis

- c) Writing up findings in papers, articles and presentations;
- d) Disseminating findings through conferences, publications and wānanga.

We have had papers delivered to conferences in NZ and overseas, based on early findings, but with the additional interviews collected i. 2019-2020, we believe we have sufficient evidence to underpin conceptual papers and theory development, for an Indigenous networking theory, and we want the Intern to be part of that process, because we, the team, this will contribute well to the confidence and skills of an emerging Māori scholar.

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

- Reading and critical reflection
- Contributing to the mahi tahi wānanga
- Contributing the writing of journal articles and conference papers, it is envisaged we will submit papers to the Academy of Management, British Academy of Management, and Australia New Zealand Academy of Management.

**Skills the student will learn:**

The student will further expand their Kaupapa Māori Research methodology skills, as well as collaboration with senior Māori scholars in the team, in a Tuakana-Teina relationship, designed to empower and mentor the student, as an emerging Māori scholar.

## Project 18 - Māori perspectives on Organisational Behaviour

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**Name:** Dr Nimbus Staniland

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**Project Title:** Māori perspectives on Organisational Behaviour

### **Project purpose:**

This research project aims to identify and discuss Māori, models and frameworks of relevance to Organisational Behaviour. Teaching and practice related to OB focuses on teamwork, motivation, stress, and communication to enhance job satisfaction and wellbeing.

The western models that dominate business education have been criticised for presenting limited views of success that equate to profits and material gain, rather than the “long-term interest of society, stakeholders and the environment” (Sigurjonsson et al., 2015, p.3). Organizational scholars have argued for re-centring ‘people’ in business education and allowing students to reflect on and learn from their experiences (Petriglieri & Petriglieri, 2015). The relational logics that underpin Māori and Indigenous worldviews provide valuable insights that can support positive organisational interactions (Verbos & Humphries, 2012).

Māori frameworks from non-business disciplines can be leveraged for OB teaching and practice. For example, Māori knowledge and frameworks in education can be integrated into OB courses to teach communication, motivation, and skill development. Similarly, learnings from health and wellbeing can be incorporated into OB courses to teach stress, resilience, and wellbeing at work. Presenting alternative frameworks and insights will also support inclusive learning for students who possess worldviews that are not aligned to the dominant framework.

### **Project location:**

The supervisor is based at AUT University. The student should also be based in Auckland to allow communication and support from the supervisor. The student will have the option to work from home, or resources (hotdesk and computer) can be provided for them to work from either the City or South Campus at AUT.

### **Programme of work:**

The project will involve the following five stages:

- (1) Orientation and induction into the project: meeting supervisor and being briefed on the project aims and programme of research. The student and supervisor will spend time developing a plan and literature search strategy;
- (2) Undertaking a literature search: The student will be searching for key literature, starting with, but not limited to Māori frameworks in business with relevance to OB. This will involve screening publication abstracts and creation of a database of key publications;
- (3) Literature review and analysis: including writing summaries and synthesising key findings;
- (4) There is also the potential for a small number of interviews (n<4) with scholars or practitioners with insights into relevant frameworks to discuss pedagogical applications;
- (5) Write-up: preparation of a research report. Depending on project outcomes there may be scope to support the writing of a conference paper or journal manuscript.

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

Most of the work will involve spending time at a computer, searching online databases, reading and making notes and for the preparation of the report and other potential outputs. There will be regular meetings with the supervisor to support the student in their project approach and research

development. There is also the possibility of interviewing scholars and/or practitioners with insights into relevant frameworks. This opportunity will be sought to provide the student with intellectual conversation to help guide the thinking and development of the report and opportunities for teaching Māori perspectives in OB.

**Skills the student will learn:**

The student will develop a range of research skills that can be applied to different contexts:

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 Kaupapa Māori analysis of published literature; to summarise and synthesise published literature, and; to develop and practice academic writing skills.

Project management: The student will also learn how to: develop a project plan, including timelines; present and share information to different groups, and; to work independently.

Interviewing skills: The student will likely also have the opportunity to engage in intellectual discussions around the application of Māori frameworks in OB teaching and practice with relevant practitioners and/or scholars.

## Project 19 - Capturing the extraordinary in the ordinary: Life stories of remarkable Rongomaiwāhine

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**Name:** Dr Adreanne Ormond

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**Project Title:** Capturing the extraordinary in the ordinary: Life stories of remarkable Rongomaiwāhine

### **Project purpose:**

Primary aim:

The Māori community of Rongomaiwāhine of Māhia peninsula is composed of humble energetic people who go about their daily lives trying to attract as little attention as possible, generate a living and simultaneously create a meaningful legacy for their whānau. Though they present as ordinary people, within their everyday life, there are however, moments of extraordinary courage, hope, determination and prevalence against challenging circumstances that underlie they are extraordinary. This summer internship seeks to acknowledge some of the extraordinary experiences that are often masked in the ordinary through capturing the life story of selected Rongomaiwāhine and portraying the moray of richness embedded within.

Objectives:

- To identify remarkable Māori within the rohe of Rongomaiwāhine and in collaboration identify parts of their life story they regard as significant.
- Empower Rongomaiwāhine to utilise the powerful body of knowledge within their own people.
- Utilise Indigenous ethnographic methodology alongside a kaupapa Māori framework as an appropriate methodology.
- Provide emerging research with an opportunity to develop experience and skills within qualitative research, Indigenous ethnography, life story and a kaupapa Māori framework.

Note: While I realise this research, programme is targeted at individual internships this project has the capacity to hold more than one summer intern. Therefore, if it is possible, I would like to respectfully suggest and signal to the selection committee that I am prepared to supervise two summer interns within this project. This would provide an internship team (supervisor & two interns) which the project criteria can easily hold. However, if this suggestion is outside of the summer internship program I am more than happy to work with one summer internship on this project.

### **Project location:**

It is expected the study will occur on Māhia Peninsula, Hawke's Bay which is the ancestral homeland (Ormond & Ormond, 2018) of the supervisor. The intern applicants should be native to the area, whakapapa to Rongomaiwāhine, live within the rohe and have established relationships with the community. In this study, Indigenous ethnographic research will be used in a way that will require the intern to understand the social and historic context of Mahia to ensure a tikanga appropriate practice is used.

### **Programme of work:**

- Supervisor to seek ethics approval from Victoria University of Wellington prior to the initiation of the summer internship
- Undertake a reading program concerning literature: Ethnography, life story, story and other appropriate readings.

- Alongside supervisor identify Rongomaiwāhine who may wish to participate in the study and share their life story.
- Alongside supervisor undertake one - two qualitative face to face interviews
- Transcribe interviews
- Return transcripts to participants for review and in collaboration identify significant moments they wish to explore further.
- Undertaken analysis of transcript
- Document significant moments from life story
- Present to Rongomaiwāhine member who has collaborated and shared their life story

Although these are the named tasks it is expected that others may emerge due to the collaborative nature of this study.

Iwi consent: Iwi consent is not required for this study to go ahead, however, the supervisor in an act of good faith and to maintain relationships of trust will discuss the project with iwi and whānau leaders. This will acknowledge their rangatira and ensure they are aware of research activity occurring within the rohe.

Ethics: The supervisor will seek ethics approval as part of the study.

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

An indication of the day to day nature of the work:

Literature:

1. One day a week will be given to a study of relevant literature provided by the supervisor
2. A reading template will be provided to assist critical analysis and annotation of the material.
3. Discuss thoughts concerning the readings with supervisor
4. Research other readings and online sources (podcasts, conference keynote speeches available on youtube etc) that align with material supervisor has provided and extend your knowledge.
5. As useful keep a list of all resources read and accessed for later use in the final report.

Qualitative aspect of internship: (All aspects will be undertaken with supervision)

1. Interview preparation activities
2. Accompanied by supervisor, drive to Rongomaiwahine collaborator and undertake interview. Allow for lengthy discussion, sharing of photos or whatever stories they may think are appropriate
3. Debrief and record all notes

Outputs:

- Oral report to supervisor, whānau and Rongomaiwāhine Iwi Trust Board.
- Technical report to Ngā Pae o te Māmarantanga
- Contribute toward the strengthening of whānau, hapu and iwi Mātauranga
- Develop research experience within Rongomaiwāhine and the wider Māori community.

#### **Skills the student will learn:**

- A. Deepen te reo me ona tikanga
- B. Qualitative research skills:
  - Indigenous ethnography
  - Kaupapa Māori framework
  - Various aspects that lead up to working with participants (identification, consent, creating an appointment with participant etc)



- One on one interview, digital recording and note taking in interview
  - Managing a small data set
  - Qualitative analysis
  - Research diary
- C. Scholarly written and oral communication skills
- D. Maintenance of a research diary and what meaningful field notes entail
- E. Gain insight into undertaking research within a Māori community and the various dynamics that might emerge and require management
- F. Experience a student-supervision relationship that involves a Māori community
- G. Firsthand experience of the dynamic of undertaking research with your own people within your own community

## Project 20 - Māori Audience Research and Māori Heritage

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**Name:** Dr Annemarie Gillies

**Institution:** Heritage New Zealand Pouhere Taonga

**Email:** [AGillies@heritage.org.nz](mailto:AGillies@heritage.org.nz)

**Project Title:** Māori Audience Research and Māori Heritage

**Project purpose:**

The goal of this project is to improve understanding and knowledge of how and when Māori whānau, hapū and iwi engage with heritage and determine how that engagement is expressed and communicated.

**Project location:**

The project will be Wellington-based over a 10-week period.

**Programme of work:**

The programme of work is to complete and deliver a research paper that focusses on the many Māori audiences that Heritage New Zealand Pouhere Taonga engages with, has engaged with in the past, and will engage with in the future.

Knowing who exactly our Māori audiences are, where they are, how we best communicate with them, when we do that, who does that and how we measure our impact – and therefore our outcomes for Māori, will be invaluable.

Heritage New Zealand Pouhere Taonga staff work alongside and in partnership with Māori iwi, hapū, whānau - individuals, communities and organisations at local, regional, national and international levels. Typically the kaitiaki that we engage with in our work are active in marae and hapū committees, pakeke and kaumātua groups, or are staff or contractors of iwi or hapū entities, members of heritage interest groups, and have whakapapa associations to places in the cultural landscape of their rohe.

Understanding how best to engage with our Māori audiences so that we can deliver better outcomes for our people is at the heart of this audience research project.

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

This is a research and writing project. The work can be completed in an office situation and inclusion and involvement in the office culture would be desirable. The work itself would suit a student capable of working with limited supervision, with excellent research and writing skills. There will be some desktop literature searching to bring together literature that provides insights into Māori responses to various forms of communication about heritage and how that engagement has occurred and might occur going forward. The intern will be involved in developing a short online survey to gather information that will support, add to and/or inform the research alongside a small number of interviews with acknowledged key informants/experts in Māori engagement and communication. Working with staff in Heritage NZ – both non-Māori and Māori staff will ensure that the work of the intern will be infused with the principles of Te reo me ngā tikanga Māori.

**Skills the student will learn:**

- Literature search and review (evaluation of literature)
- Online survey development, implementation, and analysis
- Interviews with key experts' informants
- Analysis and interpretation
- Writing up a research report and informing a final draft paper for publication

## Project 21 - Māori Heritage: Plotting Archaeological Authorities in the Southern Region

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**Name:** Dr Annemarie Gillies

**Institution:** Heritage New Zealand Pouhere Taonga

**Email:** [AGillies@heritage.org.nz](mailto:AGillies@heritage.org.nz)

**Project Title:** Māori Heritage: Plotting Archaeological Authorities in the Southern Region

**Project purpose:**

The goal of this project is to undertake a pilot study plotting archaeological authorities for the southern regional office.

**Project location:**

The project will be Christchurch or Dunedin based over a 10 week period.

**Programme of work:**

The programme of work is to complete and deliver a spatial database of archaeological authorities for the southern regional office. It is important that a simple user/friendly database schema/structure be developed so that the database can be transported to other HNZPT regional and national offices. The aim is to support Pouarahi Māori to have an easy to use, updatable spatial database that can be quickly accessed to provide required information to whānau, hapū and iwi, about development and activities that may impact on archaeological sites within their purview.

The intern will have access to the range and variety of online mapping tools and recording systems currently utilised by Pouarahi. There will be opportunity to engage with district councils and iwi representatives especially in relation to the planning and listings of Māori heritage wahi tapu, wahi tupuna, and especially archaeological mahi that has taken place within their rohe.

Heritage New Zealand Pouhere Taonga staff work alongside and in partnership with Māori iwi, hapū, whānau - individuals, communities and organisations at local, regional, national and international levels. Typically the kaitiaki that we engage with in our work are active in marae and hapū committees, pakeke and kaumātua groups, or are staff or contractors of iwi or hapū entities, members of heritage interest groups, and have whakapapa associations to places in the cultural landscape of their rohe.

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

This project will mainly involve desktop scanning of the range of mapping tools, and district council planning documents. The work can be completed in an office situation either in Christchurch or Dunedin and day to day supervision will be provided by the Southern Region Pouarahi – Huia Pacey and a weekly Zoom hui or Microsoft Team hui will be held with PI Gillies and HNZPT Māori staff (Tira). This means the intern will interact and be included where appropriate in Tira hui/activities and with our wider HNZPT staff. The work itself would suit a post-graduate student with IT and GIS skills, planning and resource management interests. They must also be able to provide a final report that outlines the work undertaken and a guideline to the schema/structure; this will be informed by literature relating to database development and implementation.

There will be some desktop scanning to bring together the best options from the current online planning and mapping tools. The database in the main will be informed by data and information relating to archaeological authorities provided by the Pouarahi. Working with staff in Heritage NZ – both non-Māori and Māori staff will ensure that the work of the intern will be infused with the principles of Te reo me ngā tikanga Māori.

**Skills the student will learn:**

- Draw from literature that supports database development and implementation, appropriate to capturing cultural information and knowledge
- Hui and Wānanga with key staff to determine information to be captured
- Provide a final report that details spatial database development and implementation that is user friendly and transportable to other sites
- Learn to engage appropriately with Māori, whānau, hapū, iwi data and knowledge

## Project 22 - Māori Heritage: Developing an Iwi Heritage Plan

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**Name:** Dr Annemarie Gillies

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**Project Title:** Māori Heritage: Developing an Iwi Heritage Plan

**Project purpose:**

The goal of this project is to complete an iwi Māori heritage plan for Ngāti Raukawa

**Project location:**

The project will be Wellington based over a 10-week period.

**Programme of work:**

This project will require the intern to engage with Ngāti Raukawa iwi community researchers currently involved in the Raukawa Treaty of Waitangi claims process. There will be a need to review Tribunal reports relating to claims involving the various iwi in the Manawatū and Whanganui regions. These reports will identify key people, places, and culturally significant kōrero to be collated and included in a plan of heritage for the iwi. Having a plan and strategy to systematically record and prioritise heritage will enable the iwi to begin a process for managing iwi heritage in a more co-ordinated way. For example, listing, protecting, conserving, reclaiming and restoring heritage. Our intern will group the heritage they identify in the literature or discover via their engagement with key holders of heritage knowledge and mātauranga Māori, into three categories:

- Tangible (buildings, monuments, landscapes, waterways, ngahere, awa, maunga, books, works of art, artefacts etc)
- Intangible (kōrero tuku iho, whakapapa, values customs, traditions, language, knowledge, purakau, waiata)
- Culturally significant sites and natural heritage (urupā, wahi tapu, wahi tupuna, mahinga kai, pā sites, waka landing sites, battle grounds, pits, terraces, caves)

A hui will be held with iwi to wānanga and confirm the groupings above and then to agree on a process to rank, prioritise, then determine next steps with each heritage item ie listing, archaeological surveys, conservation, restoration, repairs etc and funding implications. The final part will be to ensure the steps in the process of managing heritage is appropriately time-framed with proposed completion dates signalled. Our intern will document the hui and include in the final heritage plan.

The plan will be a document that can be utilised by Pouarahi Māori in the Central and National Office of HNZPT to support Raukawa iwi in a planned approach to managing their heritage. First and foremost though, will be its value to the iwi to have all of their heritage that is known listed in one easily accessible document that can be accessed to provide required information to whānau, hapū and iwi, about heritage and archaeological sites within their rohe.

The intern will have access to the range and variety of online mapping tools and recording systems currently utilised by Pouarahi plus access to resources from Raukawa community researchers. There will be opportunity to engage with iwi knowledge holders and kaumātua through this project as well. Our staff work alongside and in partnership with Māori iwi, hapū, whānau - individuals, communities and organisations at local, regional, national and international levels. Typically the kaitiaki that we engage with in our work are active in marae and hapū committees, pakeke and kaumātua groups, or are staff or contractors of iwi or hapū entities, members of heritage interest groups, and have whakapapa associations to places in the cultural landscape of their rohe.

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

This project will involve a literature search and review of key Waitangi Tribunal Reports and some desktop scanning of mapping tools (to locate heritage sites and determine if archaeological

registration has occurred – these will also likely show up in district council planning documents if they have been registered. The work needs to be both in the National Office of HNZPT and in the Ngāti Raukawa community. Supervision will be provided by the iwi community researchers and PI Gillies in weekly zui hui. The intern will have some opportunity to interact and be included where appropriate in Tira hui/activities and with our wider HNZPT staff. The work itself would suit a post-graduate student with connections to Ngāti Raukawa interested in history, research and heritage. They must be able to provide a final report that outlines the work undertaken during the internship identifying the benefits of contributing to iwi aspirations for acknowledgement, recognition, and protection of their iwi heritage. Given Ngāti Raukawa commitment to te reo Māori language revitalisation and retention and through working with staff in Heritage NZ – both non-Māori and Māori staff will ensure that the work of the intern will be infused with the principles of Te reo me ngā tikanga Māori.

**Skills the student will learn:**

- Draw from literature that supports planning methodology
  - Review Waitangi Tribunal Reports that will inform a Raukawa Māori Heritage Plan
  - Hui and Wānanga with key knowledge holders, whānau, hapū and iwi of Raukawa
  - Write a final report that discusses the project and what intern has gained from the experience
  - Keep to timeframes with the Plan as the final output
  - Engage appropriately with Ngāti Raukawa whānau, hapū, iwi data and knowledge
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## Project 23 - He taonga kē te ngahere

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**Name:** Dr Bridgette Masters-Awatere & Associate Professor Hemi Whaanga

**Institution:** University of Waikato

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**Project Title:** He taonga kē te ngahere

**Project purpose:**

Māori cultural beliefs, values and practices are intimately connected to *te taiao* – the natural environment – and are grounded in an inherent understanding of the inter-relativity between humans, the natural environment, the celestial spheres, and the entire universe. While *te taiao* is of unique cultural significance, contemporary Māori live in diverse realities, so beliefs, values and behaviour cannot be viewed through a singular lens, and instead are likely to diverge according to *whānau*, *hapū*, *iwi*, socio-economic factors, residential status, and strength of cultural identity, among other factors.

The goal of this project is to capture, through narrative interviews, examples of the diverse experience Māori *whānau* have with *te taiao*, *ngahere* or *taonga* species.

**Project location:**

Successful applicants do not have to be located in Hamilton over the period of the internship. However, the summer researcher(s) must be committed to regular meetings with their supervisors and (if necessary) to the wider team (via telephone and/or video conference) to ensure continuous support is present and satisfactory progress is made.

This summer student will have the support a larger project that involves collaborations of Māori academics and researchers at different universities (Auckland, Waikato and Massey). The larger project is part of 'Mobilising for Action' research investment within the Biological Heritage Challenge. The engagement with Biological Heritage evolved from engagement with the Whai Rawa stream. This project will build on the earlier investment from Ngā Pae o te Māramatanga.

**Programme of work:**

1. Recruit and conduct interviews (2-4 *whānau*) on interactions and experiences of *te taiao*
2. Write interview summaries for each *whānau* (family) and manage the feedback process to *whānau* for their review
3. Undertake analysis of the interview summaries
4. Prepare a *pūrākau* narrative of the findings
5. Prepare a technical report describing the research process
6. Summarise research into a poster for dissemination

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

The intern will conduct a literature review of the intersection between cultural practices and *te taiao*. They will also familiarise themselves on qualitative interviews and *pūrākau* narrative. The intern will take responsibility for all aspects of the interviews (recruitment, organisation, delivery and follow-up) and produce both a report of their findings and a poster for dissemination.

**Skills the student will learn:**

1. Familiarisation with the ethical review parameters (ethical approval has already been granted)
2. Ability to recruit participants and conduct semi-structured interviews (individual, focus group and/or intergenerational)
3. Interview summary writing (presenting pertinent information from interviews in a succinct and meaningful manner for different audiences)
4. Pūrākau methodology (reviewing summaries, discussing and collaborating to verify themes, analysis through coding and extracting examples for key information)
5. Writing up research findings
6. Dissemination of research (learning key skills for presentation of information to different audiences).



## Project 24 - Te Wao Nui ā Tāne Mahuta Drug Policy and Use in Forestry: a Literature Review

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**Name:** Dr Margaret Wilkie

**Institution:** Massey University

**Email:** [m.wilkie@massey.ac.nz](mailto:m.wilkie@massey.ac.nz)

**Project Title:** Te Wao Nui ā Tāne Mahuta Drug Policy and Use in Forestry: a Literature Review

**Project purpose:**

To complete a literature review that answers the following research questions

- What is the Aotearoa New Zealand Forestry Drug policy?
- What is the purpose and rationale for the policy?
- How is it implemented and regulated nationally and locally?
- How does the 2020 Cannabis Legislation and Control Referendum relate to the policy?
- What is known about the social, health and economic impacts of the policy and of drug use on forestry whānau?

**Project location:**

Subject to covid-19 alert levels, a dedicated work area in RCMHD in the College of Health, Wallace Street, Mount Cook, Wellington, is available for use by Summer Interns. Equipped with computers at workstations, wifi and internet access, office supplies, printer and photocopying.

Alternatively, interns may be working from a home location for the project. Interns are given access to the Massey University Library with expert advice from the College of Health Librarians, on site, and remotely.

Please note RCMHD hosts several interns each summer, and the NPM intern/s will be in company with these others, and doctoral students of Te Pumanawa Hauora, our doctoral programme. The interns will also benefit from access to the university campus resources including the onsite cafeteria, and informal contacts with other Massey students and staff on the Wellington campus.

**Programme of work:**

This internship is a ten-week project aiming to generate a 2020 state of the play literature review of Forestry Drug Policies and drug usage, and their impacts on whānau. The review will become part of a broader research project initiated by a kaupapa Māori based Forestry School located in Te Tairāwhiti.

The wider research project aims to co-design an innovative exploratory intervention 1) that reduces the chances of a relapse once a forestry school graduate transitions into forestry work; and 2) that rehabilitates forestry workers who, under a local blacklisting policy, are unable to work in forestry for 2 years after a positive drug test. At the broadest level the proposed forestry project aims to develop quality interventions so that forestry workers with drug addiction or dependence issues can benefit from becoming and/or remaining drug free.

Any suggestions by the intern that will enhance the proposed 10-week project will be very welcome and integrated within the first week of planning.

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

The intern will be working to generate the literature review responding to the questions above.

Weekly supervision and support sessions in person or using Zhui will assist the intern to progress through their tasks based on the plan they will create in their first week.

More regular scheduled contacts and supports if needed will be tailored to meet the working style of the intern. Informal contact is the norm in our open-door offices and dedicated kitchen area.

**Skills the student will learn:**

The Intern will be able to:

1. Scope and plan an achievable time limited piece of research
2. Undertake a literature review using a comprehensive range of university library and other resources
3. Demonstrate precision academic writing
4. Present the findings of the literature review, that answers the research questions.
5. Complete a written Literature Review that is published through RCMHD and used to inform the larger research project
6. The intern's work will also be acknowledged in subsequent publications for the project

## Project 25 - Tai kaumatatanga – IDI analysis, synthesis and contextualisation

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**Name:** Professor Chris Cunningham

**Institution:** Massey University

**Email:** [cwcunningham@xtra.co.nz](mailto:cwcunningham@xtra.co.nz)

**Project Title:** Tai kaumatatanga – IDI analysis, synthesis and contextualisation

**Project purpose:**

To provide broader context for our IDI data on older Māori, with a view to knowledge transfer from researchers directly to the population of older Māori.

**Project location:**

Research Centre for Māori Health & Development, College of Health, Massey University, Mt Cook, Wellington. We have excellent office space and the internship will have an office, computer and access to all usual office equipment such as photocopier, wireless internet. **IMPORTANTLY**, our broader Research Centre has 60 staff including many post-graduate students and Māori peers suitable to support the interns. We have a history of supporting interns and to date they have returned for post-graduate and doctoral study.

**Programme of work:**

The work will be a project of five sequential steps (5 two-week blocks)

Step 1: Understanding the context of the Tai Kaumatatanga project to allow the intern to become grounded in the programme philosophy.

Step 2: Understanding the nature of the Integrated Data Infrastructure, what it can tell us about (older) Māori and their trajectories (over time) in order to 'tell a story' on older Māori

Step 3: To understand the broader body of knowledge around older Māori and collate relevant documentation to aid interpretation

Step 4: Synthesise Steps 2 and 3 into an interpretive story.

Step 5: Producing user-friendly outputs to aid knowledge transfer from researcher to the community of older Māori.

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

This project will be largely office-based in our research centre in Wellington, although there is some scope of independent work outside of the office.

This internship will take the form of a project nested within an already funded Ageing Well Programme (Tai Kaumatatanga) and allow the intern to develop project management and research skills including: literature searching, collating and summarising (using software-based tools), interpreting statistical data produced by our IDI statisticians (analytical story-telling), providing context for the data (synthesis of data and literature) and identifying interpretations. (presentation and knowledge transfer).

Analytical and writing skills will be enhanced and the intern will feature as author of the resultant outputs.

Interns will be assigned a mentor (Prof Cunningham, Dr Tupara or Dr Wilkie) and have access to very experienced statisticians familiar with, and sensitive to, the needs of Māori researchers.

**Skills the student will learn:**

Understanding the structure and potential of the Integrated Data Infrastructure, the intern will be tutored in the process of data analysis: turning the statistics into prose (analytical story-telling), providing interpretation and context for the story, and identifying the implications of the whole analysis.

## Project 26 - Haumanu Hauora: Strengthening health institution Māori responsiveness to climate adaptation

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**Name:** Dr Trish Young & Dr Bridgette Masters-Awatere

**Institution:** University of Waikato

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**Project Title:** Haumanu Hauora: Strengthening health institution Māori responsiveness to climate adaptation

### **Project purpose:**

This project will work with two District Health Boards (DHBs), Waikato and Lakes, to develop institutional responses to climate adaptation with respect to vulnerable Māori populations (covering urban and rural Māori in the two respective regions).

The primary question for this project is: What are effective strategies for preparing urban health institutions (e.g., regional hospitals) to be more responsive to Māori needs within the context of climate change?

The aim of this project is to facilitate consideration of the social impacts of climate change in the context of health. By assisting two District health Boards to better prepare to deal with the scale and pace of climate change, the flow on impacts for other contracted service providers (whether iwi, mainstream or government agencies) will be highly beneficial.

### **Project location:**

Successful applicants do not have to be located in Hamilton over the period of the internship, but they must be committed to attend (via telephone and/or video conference/zoom) meetings with their supervisors. This regular communication will ensure they have consistent support and that satisfactory progress is made with their project tasks.

### **Programme of work:**

1. Review Haumanu Hauora Research Plan and key literature (15 articles max) to become familiar with the background and project aims to strengthen health institution Māori responsiveness to climate change
2. In conjunction with the project Research Coordinator, refine an interview schedule for interviews with DHB policy personnel about DHB Māori responsiveness policies to highlight processes and identify gaps (contingent upon ethics approval – see skills section below)
3. Liaise with the Haumanu Hauora project Community Collaborators (DHB staffx2) to identify relevant policy personnel (3-4 people) at Lakes and Waikato DHB for interviews. During the interviews, organise to gather copies of relevant Māori responsiveness policies.
4. Write interview summaries
5. Conduct an analysis of the interviews
6. Prepare a technical report of findings with the intent of dissemination (on NPM website)

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

The student will review relevant project documentation and literature to become familiar with the aim of the Haumanu Hauora project to understand how the focus of their tasks, Māori responsiveness of DHB policies, will aid the overall project. They will familiarise themselves with preparing for and conducting qualitative interviews (via telephone or video/Zoom) about health policy development and implementation. The student will be supported as they learn the interview processes. Their learning will be evident through the production of a report of their research.

**Skills the student will learn:**

1. Familiarisation of ethical review and locality approval parameters (ethical approval for the project has been granted, however, an amendment will need to be sought to include an intern. DHB Locality Approval is pending)
2. How to identify key informants for interviews and gain experience at conducting semi-structured interviews
3. How to write up interviews accurately for analysis
4. Skills and techniques to review and analyse policy documents
5. Techniques for writing research
6. Methods of dissemination

## Project 27 - E Tū Kahikatea: Developing psycho-cultural consciousness in the changeful world of rangatahi

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**Name:** Professor Angus Macfarlane

**Institution:** University of Canterbury

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**Project Title:** E Tū Kahikatea: Developing psycho-cultural consciousness in the changeful world of rangatahi

### **Project purpose:**

The goal of this project is to draw from five mana constructs (Mana Motuhake, Mana Tu, Mana Ūkaipō, Mana Tangatarua, Mana Whānau) that emerged in the process of a former Ngā Pae o te Māramatanga project (Macfarlane, Webber, Cookson-Cox & McRae, 2014) and determine their relevance in secondary schools in today's challenging times. Like the kahikatea, would these constructs play a part in helping rangatahi to withstand the pressures of life in the changeful 2020s in Aotearoa?

This project aims is to identify, understand and strengthen the conditions that enable communities to flourish in periods of disruptive environmental, social and economic change.

Researchers based at the Māori Research Lab at the University of Canterbury have been working on a manuscript relating to the provision of culturally responsive education for rangatahi, *The Hikairo Schema for Secondary*. Philosophically these researchers contend that the manuscript is a good example of culture growing out of the past and functioning in the present, with a vision for the future. Not unlike its predecessors of the early childhood and primary publications, throughout the text the centrality of relationships is determined as being critical to secondary-school education. Somewhat different to its predecessors however, this context recognises the sensitivities that came with the maturity of adolescent learners. A gap has been identified in this older cohort and this needs to be explored and addressed. The gap relates to the realities concerned with racism, prejudice and human rights and are not to be, or cannot be, evaded in this world of uncertainty. How to support young people as citizens in chaotic futures is an urgent question. Hundreds of young New Zealanders have joined global peers in climate protests, Black Lives Matter, and so forth. In this context we acknowledge the need to understand, within reason, how rangatahi experience and learn to respond to challenges as citizens who participate in and belong to their communities, at school and beyond.

In the context of the E Tū Kahikatea project, the critical and interconnected challenges that confront the rangatahi space need to be responded to with sensibility and sensitivity.

### **Project location:**

Te Rū Rangahau Māori Research Laboratory, University of Canterbury

### **Programme of work:**

Lab work:

- Add to the literature in the existing manuscript but mobilising the thrust toward further (and recent) contentions about racism, prejudice and unconscious bias. These deficit terms are realities nonetheless but will be espoused as 'Citizenship'. The supervision team has been working on Citizenship research in the political field. This project has a newness aspect – education and psychology.
- In conjunction with the supervision team, present the findings in a comprehensive written report

Academic outputs:

- Present at an on-campus Māori Research Hui in early February 2021

- Prepare an abstract and submit for a workshop or paper at a regional or national conference later in 2021
- Prepare a framework for co-authored publication in a NPM academic journal.

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

Field work Talking to Citizenship experts mainly on or in proximity to the campus, asking questions, taking notes, comparing data with content of existing manuscripts - to be carried out in November 2020

Lab work Mainly Literature, Methodology and writing/presenting tasks - to be carried out December 2020 and January/February 2021

**Skills the student will learn:**

- Student to work individually on reviewing the relevant literature with guidance from the Professor of Māori Research and Kaupapa Māori experts in Te Rū Rangahau
- Work alongside an assigned academic in the phases of the project
- Collaborate with senior Māori researchers in the preparation of a resource(s)
- Network with other scholars and senior researchers on campus

## Project 28 - He tātai whetu ki te rangi, he rangatahi ki te kāinga: Rangatahi pathways to safe, secure and affordable homes

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**Name:** Professor Jenny Lee-Morgan

**Institution:** Ngā Wai a Te Tūi (NwATT) Māori and Indigenous Research Centre, Unitec

**Email:** [jleemorgan@unitec.ac.nz](mailto:jleemorgan@unitec.ac.nz)

**Project Title:** He tātai whetu ki te rangi, he rangatahi ki te kāinga: Rangatahi pathways to safe, secure and affordable homes.

### **Project purpose:**

This project is part of a wider study entitled 'Rangatahi ki te kāinga' that investigates the housing realities and opportunities of rangatahi Māori in Tāmaki Makaurau, in particular their ability to achieve safe, secure and affordable homes. This project has a specific focus on the exploration of Indigenous and other youth housing models, and what might be relevant in our urban Tamaki context.

### **Project location:**

The summer intern will be based at Nga Wai a Te Tūi office located at Unitec Institute of Technology. In the case of a Covid-19 lockdown, the student will have the flexible opportunity to work remotely with support from the research team.

### **Programme of work:**

The project will be carried out over a ten-week period over the summer holiday break from December 2020 to February 2021. This programme requires a postgraduate, rangatahi Māori student located in Tāmaki Makaurau to work with the 'Rangatahi ki te Kāinga research team'. This research is guided by the key research question:

What pathways and innovations can better support rangatahi Māori into safe and secure homes?

The programme of work of the summer internship will primarily focus on the completion of a literature review of Indigenous youth housing models, that includes the collation of housing design work in relation to youth housing. This brings together both a literature review and architectural design skills and analysis, in an effort to contribute to youth housing options (including build and design) for rangatahi in Tāmaki Makaurau. The expected outcome of this project will be a study that reviews existing relevant literature and will:

- Identify key factors in establishing a successful youth housing programme
- Identify key design elements of youth housing model
- Recommend of youth housing prototypes for rangatahi in Tāmaki that are culturally aligned and respond to rangatahi aspirations

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

- Be located at the Ngā Wai a Te Tūi for the duration of the internship - deskpace and software will be provided
- Meet with the investigator/supervisor on a weekly basis to provide regular updates and for feedback and support.
- Attend regularly fortnightly meetings with the rangatahi ki te kāinga research team
- Produce an annotated bibliography as the basis for the literature review. Collate any relevant building and design models
- Complete a 6,000 - 7,000-word literature review, including design work.



**Skills the student will learn:**

- to be part of a collaborative research team
- to review a focused piece of literature as a part of a wider research project
- to contribute to a collaborative journal article or book chapter for publication

## Project 29 - Marae Ora, Kāinga Ora (MOKO)

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**Name:** Rau Hoskins

**Institution:** Nga Wai a Te Tūi and Unitec Institute of Technology

**Email:** [rau@designtribe.co.nz](mailto:rau@designtribe.co.nz)

**Project Title:** Marae Ora, Kāinga Ora (MOKO)

**Project purpose:**

The 'Marae Ora, Kainga Ora (MOKO) research project is focussed on the intergenerational sustainability of knowledge, natural resources for marae and kāinga ora. The object of this research is to contribute to the development of urban marae in South Auckland, in particular, to lead the focus on kainga (housing within the community) with an emphasis on the connection to whenua.

**Project location:**

The summer intern/student will be based at Ngā Wai a Te Tūi office located at Unitec Institute of Technology. If we go into Covid-19 lockdown during this period, the student will have the flexible opportunity to work remotely with support from the research team.

**Programme of work:**

The project will be carried out over a ten-week period over the summer holiday break from December 2020 to February 2021. MOKO is a kaupapa Māori research project co-created with marae utilising mātauranga Māori to reimagine kāinga (communities) specifically in the South Auckland area.

The MOKO project is an opportunity to undertake research by, for and with marae and communities to contribute to the strategic and collective development of kāinga ora for whānau and community. This research is driven by Māori priorities and needs, is consistent with tikanga Māori and will generate mātauranga highly valued and used by marae, communities, service providers, council and government agencies, including the education, health and social service sectors.

This is a proposal for a Māori postgraduate student, ideally from South Auckland, to be involved in collating, gathering, analysing and documenting the spatial planning information for the MOKO project. This research will contribute to the initial environmental scan and will include delivering a high-quality document made up of information and mapping data for marae. This will allow our wider MOKO research team to understand the landscape and context of the communities all marae are located in.

The intern will focus on producing a spatial analysis which will consist of gathering relevant maps and public spatial data to provide details on environmental context and conditions for the marae in the MOKO project. This will include identifying key planning and technical information. This will be documented and visually communicated through multiple maps. A range of scales will be used to demonstrate spatial planning connections and relationships to each marae.

This documentation and information will aim to support marae housing aspirations, interventions and future-oriented strategic planning.

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

- Be located at the Ngā Wai a Te Tūi for the duration of the internship - deskspace and software will be provided
- Meet with investigator/supervisor on a weekly basis to provide regular updates and track/monitor progress and get feedback and support.
- Attend regularly fortnightly meetings with the MOKO research team

- Compile and document relevant research information for each South Auckland marae
- Analyse spatial data and information

**Skills the student will learn:**

- Communication skills through collaborative engagement with the wider research team including marae representatives
- Develop proficiency in several creative software programming using Adobe Creative Cloud systems.
- Development knowledge of geographic information systems (GIS)
- Develop a critical understanding of spatial analysis and
- Develop and produce high-quality design documentation
- Gain Knowledge of urban spatial planning and the way in which marae and communities function
- Analyze demographic information to understand local growth in population, and the pressures this will have on our marae and communities

## Project 30 - The impact of state violence on whānau has a direct correlation and to whānau violence and sexual violence.

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**Name:** Rihi Te Nana

**Institution:** Ngā Wai ā te Tūi Māori Research Centre, Unitec Institute of Technology

**Email:** [rtenana@unitec.ac.nz](mailto:rtenana@unitec.ac.nz)

**Project Title:** The impact of state violence on whānau has a direct correlation and to whānau violence and sexual violence

**Project purpose:**

The purpose of this project is to develop a broader and lateral understanding of how state violence has detrimentally impact on the health and wellbeing of whānau and the wider Māori kinship structures. More importantly that state legislation and policies continue to perpetuate reinforce the continued acts of colonisation and oppression on ngai Māori. This internship will be utilised to undertake a literature review of this kaupapa.

**Project location:**

The student will be able to conduct this work from the Ngā Wai ā te Tūi Māori Research Centre, building 111 at the Mt Albert campus, Unitec, Carrington Road Auckland.

**Programme of work:**

To develop a comprehensive literature review pertaining to state legislation , in particular, the care and protection of children and young people, the history of domestic/ family violence legislation and the interconnectedness between state, family violence and the impact violence has on the health and wellbeing of whānau, hapu and iwi.

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

- Gathering New Zealand literature pertaining to the impact of state violence and whānau violence and harm on the health and wellbeing of whānau, hapu and iwi kaupapa.
- Research analysis and writing
- Developing a comprehensive literature review on state violence and domestic violence in Aotearoa, New Zealand

**Skills the student will learn:**

- To undertake a literature search on how state violence affects/impacts on whānau and the wider kinship structures of hapū and iwi.
- Develop literature analysis skills
- Develop research and writing skills
- Write a comprehensive literature review

## Project 31 - Imagining trajectories for rangatiratanga – a literature review

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**Name:** Dr Sarah-Jane Paine

**Institution:** Te Kupenga Hauora Māori, University of Auckland

**Email:** [sj.paine@auckland.ac.nz](mailto:sj.paine@auckland.ac.nz)

**Project Title:** Imagining trajectories for rangatiratanga – a literature review

### **Project purpose:**

The purpose of this project is to determine whether and how longitudinal cohort studies have provided positive outcomes for Indigenous peoples and communities. It will involve a review of published literature with a specific focus on the identifying the areas in which longitudinal studies have contributed positive benefits to Indigenous wellbeing.

Longitudinal studies are a type of research design whereby participants are observed and their data collected over a period of time. Longitudinal studies of human health and wellbeing are typically conducted over many years or decades, with the purpose being to identify the timing and sequence of events that contribute to the onset of disease. Longitudinal study designs are often used in lifecourse research to understand how patterns of health and wellbeing are influenced by biological, social and behavioural factors across lifetimes and between generations. A recent paper by Theodore and colleagues (2019) noted that these research approaches are increasingly being used to inform public and social policy. However, the potential for longitudinal research to contribute to the goals of transformation for Māori and Indigenous peoples remains unclear.

The student will be supported by a senior Māori health researcher who is experienced in Kaupapa Māori epidemiology, including in longitudinal studies in Aotearoa. 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 inform the conceptual and analytical plans for a new programme of research that will identify pathways and trajectories for rangatiratanga.

### **Project location:**

The project will be hosted by Te Kupenga Hauora Māori, Faculty of Medical and Health Sciences (Grafton Campus), University of Auckland. The project can be conducted entirely online and remotely, however if the situation permits then the department will be able to provide a physical workspace for the intern, including a desk/chair, basic stationary, printing/photocopying and administrative support. The student will have opportunities to be part of departmental activities and meet other summer students who are being hosted by the department this summer. They will have access to 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 (with online options available).

### **Programme of work:**

This project is one of three NPM Intern Projects that have been proposed by our research team for 2020-21. Although each project has its own unique research question, they come together under a broader kaupapa of identifying pathways and trajectories for rangatiratanga.

This project will involve the following four stages:

(1) *Orientation and induction into the project:* the student will meet our team and spend time learning about the broader research kaupapa. They will spend time with the supervisor to develop a brief project plan and literature search strategy;

(2) *Undertaking the literature search:* including systematic searching of online databases and 'grey literature', screening publication abstracts and creation of a database of key publications;

- (3) *Literature review and analysis*: including writing summaries of each paper and synthesising key findings;
- (4) *Write-up*: preparation of an 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 supervisors and have opportunities to meet and engage with colleagues across Te Kupenga Hauora Māori, including other students working on summer research projects in 2020-21.

**Skills the student will learn:**

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

*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.

*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 32 - Imagining trajectories for rangatiratanga – exploring rangatahi and tamariki Māori voices

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**Name:** Dr Sarah-Jane Paine and Dr Donna Cormack

**Institution:** Te Kupenga Hauora Māori, University of Auckland

**Email:** [sj.paine@auckland.ac.nz](mailto:sj.paine@auckland.ac.nz)

**Project Title:** Imagining trajectories for rangatiratanga – exploring rangatahi and tamariki Māori voices

### **Project purpose:**

The purpose of this project is to document rangatahi understandings of rangatiratanga. It will involve a literature review and analysis of qualitative information to identify the ways in which rangatahi express self-determination across multiple aspects of their lives. The information will be used to develop a conceptual framework which will inform a larger programme of research investigating the mechanisms and pathways that support rangatiratanga for Māori communities.

Smith (1997) describes tino rangatiratanga as having meaningful control over one's own life and cultural well-being. Tino rangatiratanga for Māori is also about our Indigenous rights to sovereignty and to be able to imagine and create our own futures.

The student will be supported by senior Māori health researchers who have been involved in the development of Kaupapa Māori epidemiology, Indigenous data sovereignty and data justice. The findings will be written up as a journal article(s) and submitted for publication in an international Journal.

### **Project location:**

The project will be hosted by Te Kupenga Hauora Māori, Faculty of Medical and Health Sciences (Grafton Campus), University of Auckland. The project can be conducted entirely online and remotely using online tools for collaboration and communication. However, if the situation permits then the department will be able to provide a physical workspace for the intern, including a desk/chair, basic stationary, printing/photocopying and administrative support. They will have access to 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 (with online options available). The student will have opportunities to be part of departmental activities and meet other summer students who are being hosted by the department this summer.

### **Programme of work:**

This project is one of three NPM Intern Projects that have been proposed by our research team for 2020-21. Although each project has its own unique research question they come together under a broader kaupapa of identifying pathways and trajectories for rangatiratanga.

This project will involve the following four stages:

- (1) Orientation and induction into the project: the student will meet our research team and spend time learning about the broader research kaupapa. They will spend time with the supervisor(s) to develop a brief project plan, to develop the literature search strategy and create the analytical framework for the qualitative component.
- (2) Undertaking the literature search, review and data extraction: including systematic searching of online databases and 'grey literature', screening publication abstracts and creation of a database of key publications.
- (3) Undertaking qualitative analysis of tamariki and rangatahi understandings of rangatiratanga: the literature review will inform the framework which will guide the analysis of existing qualitative

information drawn from conversations with tamariki and rangatahi Māori. A thematic analysis will be used to identify the common ideas or patterns that come up in the data.

(4) 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 qualitative analysis will be supported by the supervisors. The student will have regular meetings with their supervisors and have opportunities to meet and engage with other students working on summer research projects.

**Skills the student will learn:**

The student will develop and refine a range of transferable research skills:

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.

Qualitative analysis from a Kaupapa Māori positioning: The student will learn how to undertake basic qualitative analysis in a way that supports rangatahi rights participate in and benefit from research.

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 33 - Imagining trajectories for rangatiratanga – Māori involvement in longitudinal studies

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**Name:** Dr Sarah-Jane Paine and Dr Donna Cormack

**Institution:** Te Kupenga Hauora Māori, University of Auckland

**Email:** [sj.paine@auckland.ac.nz](mailto:sj.paine@auckland.ac.nz)

**Project Title:** Imagining trajectories for rangatiratanga – Māori involvement in longitudinal studies

### **Project purpose:**

The purpose of this project is to understand and document Māori involvement in longitudinal studies in Aotearoa. It will involve a document review to identify Māori participation in existing longitudinal studies and a quantitative analysis of Māori retention rates in the Growing Up in New Zealand study (GUiNZ) which is the largest contemporary longitudinal study of child development in Aotearoa. 1260 pregnant Māori women living in Auckland and Waikato were recruited to take part in the GUiNZ study, with data collected from these women, their partners and children multiple times over the past 12 years.

Longitudinal studies of human health and wellbeing are typically conducted over many years or decades, with the purpose being to identify the timing and sequence of events that contribute the onset of disease. A recent paper by Theodore et al (2019) noted that these research approaches are increasingly being used to inform public and social policy, and yet there are concerns about the level of Māori involvement in longitudinal studies, from research participation to governance.

The student will be supported by senior Māori health researchers who have been involved in the development of Kaupapa Māori epidemiology, Indigenous data sovereignty and data justice. The findings will inform a new programme of research being led by these researchers that will identify pathways and trajectories for rangatiratanga.

### **Project location:**

The project will be hosted by Te Kupenga Hauora Māori, Faculty of Medical and Health Sciences (Grafton Campus), University of Auckland. The project can be conducted entirely online and remotely using online tools for collaboration and communication. However, if the situation permits then the department will be able to provide a physical workspace for the intern, basic stationary, printing/photocopying and administrative support. The student will meet other summer students who are being hosted by the department this summer.

### **Programme of work:**

This project is one of three NPM Intern Projects that have been proposed by our research team for 2020-21. Although each project has its own unique research question, they come together under a broader kaupapa of identifying pathways and trajectories for rangatiratanga.

This project will involve the following four stages:

- (1) Orientation and induction into the project: the student will meet our research team and spend time developing a brief project plan, document search strategy and analytic plan;
- (2) Undertaking the document search and data extraction: including systematic searching of online databases and 'grey literature', screening publication abstracts and creation of a database of key publications. The data to be extracted will include any information about Māori participation and the level of involvement of Māori researchers and governance.
- (3) Analysis of Māori retention rates in the Growing Up in NZ Study: quantitative analysis of the number (and proportion) of Māori who have taken part in each data collection wave (responders) and

those who have not (non-responders). Analysis will also identify the factors that contribute to systematic attrition of Māori over time.

(4) Write-up: preparation of an article ready for submission to an international peer-reviewed Journal.

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

The project is 'desk-based', spending the majority of time using a computer to search online databases, undertaking analyses and writing up findings. The quantitative analysis will be supported by the supervisors and an experienced data analyst. The student will have regular meetings with their supervisors and have opportunities to meet and engage with colleagues across Te Kupenga Hauora Māori, including other students working on summer research projects.

**Skills the student will learn:**

The student will develop and refine a range of transferable research skills:

Literature search and review: The student will learn how to develop a literature search strategy to answer a research question; to use and search multiple databases; to undertake a critical Kaupapa Māori analysis of literature; to summarise and synthesise literature, and; to practice academic writing skills.

Quantitative analysis from a Kaupapa Māori positioning: The student will learn how to undertake basic quantitative data analysis and present data that supports Māori rights to good data.

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 34 - Invertebrate species as key indicator of biodiversity on Taranaki Mounga

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**Name:** Simon Hills and Doug Armstrong

**Institution:** Massey University

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**Project Title:** Invertebrate species as key indicator of biodiversity on Taranaki Mounga.

### Project purpose:

This internship project will be part of the Taranaki Mounga Project (TMP), a landscape-scale project established to push the boundaries in landscape-scale ecological restoration, enhancing the mauri – vitality and life-force – of Taranaki Mounga and everything he supports.

This particular internship opportunity will use invertebrates as key indicator species to measure biodiversity changes within a rat control block on Taranaki Mounga.

First and foremost this internship will provide tauira who whakapapa to Taranaki Mounga, that sense of place and strength in knowing who they are, whilst providing them the opportunity to learn and engage in research using place-specific mātauranga Māori and tikanga to understand and measure the mauri of their Tūpuna, Taranaki Mounga. It is considered that this will place the successful candidate well as they continue on their career pathway to subsequent employment in this project or other landscape-scale restoration projects around Aotearoa.

The larger project has invested in a 1000ha intensive rat control block since 2016. Invertebrate populations respond well to rodent control as they make up a substantial portion of ship rat diet in continuous native forest (Ruscoe *et al* 2012). Tree wētā (Orthoptera: Anostostomatidae: Hemideina species) have been studied and quantified as a bioindicator (Ruscoe *et al* 2012, Watts *et al* 2017). Numbers of tree wētā usually increase as rat densities decreased, suggesting that tree wētā are suitable as population indicators for outcome monitoring of insects. If tree wētā monitoring was to occur, the results should not be linked to the wider insect community health, but rather solely focusing on tree wētā abundance in and outside of the control block with the assumption that invertebrates are more common within the rat control block.

By using artificial roosts, tree wētā can be monitored easily as they are large bodied (up to 40 mm in length), distinctive and can be easily countable. Clusters of artificial roosts (5 roosts within 20 m<sup>2</sup>) spaced every 200 m along a 6 km line (n = 30 clusters/150 roosts) would be sufficient to analyse the abundance gradient from non-treatment sites to treatment core. Clusters would start in the middle of the A24 block and the monitoring transect would radiate out along the hunters management track in both Southeast (towards Mangamawhete river) and Northwest (towards Waiwhakaiho river) directions. By using a 6 km transect, two 1.2 km non-treatment transects (n = 14 cluster stations) either side of the control block will be used to measure tree wētā abundance gradient change.

Mark-recapture is a methodology often used to estimate an animals population size where it is impractical to count every individual. A portion of the population are captured, marked and released. The size of the population can then be estimated from the number of marked and unmarked individuals recorded in following trips. The mark recapturing of tree wētā within artificial roosts offers higher accuracy for abundance and studies using this methodology have been previously undertaken in New Zealand (Jamieson *et al* 2000, Christensen 2003, Spur & Berben 2004).

Using artificial roosts by themselves could provide weak data of tree wētā abundance and people will question their relationship with ship rat densities in Taranaki. We therefore propose an easy countermeasure of using rodent tracking tunnels along this 6 km transect to measure both tree wētā and rat abundance at the same time. By using one tracking tunnel every 100 m ( $n = 60$ ), we will collect rat presence or absence data at a given point in time when checking tree wētā roosts, thus strengthening the results of the relationship.

**Project location:**

Field work will be undertaken on Taranaki Mouna within the A24 rat control block which resides on the north eastern flank of the Mouna, a short walk in from Mangoraka carpark (30 minutes) on Egmont Road.

**Programme of work:**

## Fieldwork

- November - instalment of Tree wētā roosts and tracking tunnels;
- December - data collection;

## Office work

- January – data analysis.

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

The tauira will complete day-trips to Taranaki Mouna for a period of 3 weeks in November to install the tree wētā roosts and tracking tunnels. Over the next 7 weeks they will complete day-trips at regular intervals to monitor the devices. The rest of this time will be spent in the office analysing data.

**Skills the student will learn:**

This project is an opportunity for Māori researchers, preferably uri of Taranaki Mouna (this includes all 8 iwi of Taranaki – Ngāti Tama, Ngāti Mutunga, Ngāti Maru, Te Atiawa, Taranaki, Ngāruahine, Ngāti Ruanui and Ngā Rauru), to learn and use mātauranga Māori, tikanga and western science to measure the biodiversity outcomes of rat control on Taranaki Mouna using invertebrates as key indicator species.

The project will be a collaboration between Massey (Doug Armstrong and Simon Hill), the Taranaki Mouna Project team (Research Lead, Tim Sjoberg, and Project Manager, Sean Zieltjes) and Te Kotahitanga o Te Atiawa Trust, the Iwi Authority of Te Atiawa Iwi (Environmental Policy Advisors, Sera Gibson and Sarah Mako). Doug Armstrong and Simon Hill will take the lead supervision role, while Tim Sjoberg, Sean Zieltjes, Sera Gibson and Sarah Mako will provide in-field and analytical support.

## Project 35 - Māori Jazz – the Aotearoa New Zealand experience and future horizons

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**Name:** Associate Professor Meegan Hall

**Institution:** Te Herenga Waka – Victoria University of Wellington

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**Project Title:** Māori Jazz – the Aotearoa New Zealand experience and future horizons

### **Project purpose:**

The purpose of this project is to identify ways to better engage Māori in the study of jazz music. It will explore the development of Māori relationships with and engagement in jazz in Aotearoa New Zealand from 1918 to the present. It will identify jazz influences within Māori ensembles and artists such as Herbs, Whirimako Black, Sir Howard Morrison and Prince Tui Teke. It will also explore how international narratives regarding jazz and its underlying racial, political and economic origins resonate with Māori musicians and the concept of tino rangatiratanga as envisaged in Te Tiriti o Waitangi. Furthermore, it will scan the three jazz programs in the country, in Auckland, Canterbury and Wellington, identifying Māori student enrolments and completions as well as opportunities and barriers that exist to Māori participation.

### **Project location:**

Te Herenga Waka – Victoria University of Wellington

### **Programme of work:**

1. Brief review of literature about the influence of jazz on Māori musicians in Aotearoa New Zealand.
2. Develop case studies of Māori ensembles and artists with jazz influences.
3. Complete a scan of the three jazz programs in the country, in Auckland, Canterbury and Wellington, identifying Māori student enrolments and completions as well as opportunities and barriers that exist to Māori participation.

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

- Using online search engines to identify relevant texts.
- Reading and analysing texts and data to identify key themes and findings.
- Listening to and identifying jazz influences in Māori music.
- Developing case studies.

### **Skills the student will learn:**

- Data collection.
- Literature analysis.
- Report writing.

## Project 36 - Innovative financial model solutions to low income home ownership: Kāinga Rawa: Literature review of the Missing Middle Demographic for Ngāti Whātua Orākei

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**Name:** Irene Kereama-Royal and Kairangahau Māori

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**Project Title:** Innovative financial model solutions to low income home ownership: Kāinga Rawa: Literature review of the Missing Middle Demographic for Ngāti Whātua Orākei

### **Project purpose:**

This is a two-year project that will provide an in-depth investigation of the range of characteristics and features of the 'missing middle' or whānau who are unable and unlikely to qualify for mortgage financing. Despite being assisted with financial literacy workshops and other support tools to transition from renting to homeownership, this demographic remains on the fringes of home ownership and will eventually become life renters. The project will work with Ngāti Whātua Orākei to help their governance better understand and meet the needs of their whānau specifically impacted by Covid circumstances, not only who are NWO's missing middle, on the fringes of home ownership, but how has that demographic shifted post Covid.

**The key question we intend to investigate** and bear in mind during the Kāinga Rawa project is:

What are the financial models and housing typologies that best support the 'missing middle' demographic of NWO, and how can NWO governance and housing agencies best service this group, in a post Covid environment?

### **Project location:**

This research project sits within a broader programme of research that coheres around the theme of 'Urban Intergenerational Kāinga Innovations' (UIKI) in Tāmaki Makaurau, where Ngāti Whātua Orākei hold mana whenua. If successful, this internship will be supervised at the Ngā Wai A Te Tūi Research Centre's offices on the Unitec Campus in Mt Albert and will be able to access the Library resources there (online and on site). Ngāti Whātua Orākei's existing papakāinga builds and mixture of housing typologies are a short distance from our offices.

### **Programme of work:**

The Kāinga Rawa programme will investigate and provide analysis of the following;

- Population data/demographics of NWO whānau and their socio-economic characteristics.
- Individual whānau interviews and surveys of circumstances, features and common themes (missing middle whānau) (15-20 Interviews).
- Literature review of financial models for low income home ownership population.
- NWO Staff and community providers who work with low income whānau and their observations and recommendations from engaging during the Covid lockdown period.

The intern will be directly involved in research team meetings where the project will be discussed and analysed. Specifically, the intern will compile the substantial collection of relevant literature and under supervision, will draft reviews and short reports of findings. In addition, the intern will participate in the overall programme discussions around the impacts of successive government housing policies and strategies and contribute those insights into the Kāinga Rawa programme analysis.

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

The intern will spend a relative amount of time with the wider research team at the office, where the tasks vary between team meetings and time spent at the library or searching online resources. Time

spent with NWO during this period is also a significant part of the project, with the main portion of interviews and workshops/wānanga conducted as we catch up with project objectives and timetables since the Covid lockdowns in Auckland.

**Skills the student will learn:**

The intern will participate fully in a kaupapa Māori focused research centre, where research projects and ensuing discussions occur within a dynamic team and integrated project - office environment. The student will therefore learn about kaupapa Māori theory and practice, improve their writing and research skills, and will learn to compare and contrast their work with other students and research assistants on the team. The student will also learn to seek feedback, to contribute to research discussions and to integrate other data sets that are being compiled live, at the office or with NOW staff.

## Project 37 - Mapping racism in the university environment

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**Name:** Dr Donna Cormack

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**Project Title:** Mapping racism in the university environment

**Project purpose:**

The aim of this project is to explore how racism operates through physical environments in the University of Auckland to impact on Māori student health and wellbeing.

The project will involve a review of research on how racism impacts on Indigenous students via physical environments in university settings, and an exploration of how this might be occurring at the University of Auckland via a mapping of physical spaces and environments.

There has been increasing recognition of the ways in which being in racialised environments can impact on the experiences and wellbeing of Indigenous students. Research on racism for university students in Aotearoa has considered the types of experiences that students have. However, there has been less examination of the impacts of the physical and social spaces of universities. This includes for example, who is represented in the naming of buildings, in the architecture, the statues, and organisation of space, and who are absent.

The project will be supervised by a senior Māori health researcher, and is aligned with the broader project *Te whakahaumarū taiao: safe environments for Māori medical practitioners*, which is looking at discrimination, harassment and bullying for Māori medical students and doctors. It is anticipated that this internship project will be written up as a paper, which the intern will be supported to submit for publication. The project will also contribute to the broader *Te whakahaumarū taiao* project.

**Project location:**

The project will be hosted by Te Kupenga Hauora Māori, Faculty of Medical and Health Sciences (Grafton Campus), University of Auckland. The project can be conducted entirely online and remotely. However, if the COVID-19 environment permits, the mapping aspect of the University environment will be taken out physically. If not, it will be carried out by identifying spaces/environments via other mechanisms (e.g. online, university websites and publications, talking with relevant people). If the situation permits then TKHM will be able to provide a physical workspace for the intern, including a desk/chair, basic stationary, printing/photocopying and administrative support. The student will have opportunities to be part of departmental activities and meet other summer students who are being hosted by the department this summer. They will have access to 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 (with online options available).

**Programme of work:**

The project is aligned with the broader research project in Te Kupenga Hauora Māori Te whakahaumarū taiao. As such, the intern will be aligned with a larger project team of researchers at the University of Auckland and University of Otago. The project will broadly involve:

1. Scoping of the project and developing a project plan: The intern will work with the supervisor to confirm the scope of the project, refine the proposed approach, and develop a plan for the internship
2. Identification of relevant research: The intern will be supported to identify relevant research on how racism impacts via the arrangements and representational politics of physical spaces in universities, with a particular focus on impacts for Indigenous students



3. Mapping of physical spaces at the University of Auckland: The intern will be supported to undertake a mapping exercise of physical spaces at the University of Auckland. The exact methods will depend on the COVID-19 environment, but will include in person activities if permitted (although the research can be completed without this if it is not possible).
4. Review and write-up: The intern will be supported to write up the findings for publication.
5. Involvement in team meetings: The intern will have the opportunity to be part of the broader research team meetings and activities as appropriate, to gain experience in collaborative research.

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

This project is able to be carried out fully online, if necessary. However, if permitted by COVID-19, some field work in the form of mapping of physical spaces may be part of the project. The intern will spend time identifying, reviewing and synthesising relevant research. Day to day activities are likely to include: identifying relevant research/literature through online searching; reading identified studies/papers; summarising identified studies/papers; mapping (online or physically) the UoA environment; and, writing up findings. In addition, the intern will have regular meetings with the supervisors, as well as sessions with other interns in the department, and be part of the broader team meetings where appropriate.

**Skills the student will learn:**

The intern will gain experience in Māori health research, and will be supported to develop or expand research skills alongside their supervisors and the other interns in the department. Specifically in this project, the intern will be encouraged to develop skills in critical and theoretically-informed review of research, and to synthesise and write-up research findings for publication.

## Project 38 - Teaching into racialised spaces in the health sciences

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**Name:** Dr Donna Cormack and Dr Rhys Jones

**Institution:** Te Kupenga Hauora Māori, University of Auckland

**Email:** [d.cormack@auckland.ac.nz](mailto:d.cormack@auckland.ac.nz)

**Project Title:** Teaching into racialised spaces in the health sciences

**Project purpose:**

The aim of this project is to better understand the phenomenon of teaching into racialised classrooms on topics of Indigenous health, racism and colonisation, and what it means for Māori students and teaching staff in those spaces.

The project will involve a review of theories and research on teaching into racialised spaces, and the identification of possible strategies or interventions for effective pedagogy and for supporting culturally safe learning spaces.

There has been an increase in teaching about Indigenous health, and topics of racism and colonisation in medical and health science programmes in Aotearoa in recent years. However, classrooms are not neutral spaces, and the dynamics of social relations and hierarchies play out in teaching spaces, with potential impacts for Māori students and teaching staff.

The project will be supervised by two senior Māori health researchers/lecturers. It is anticipated that the project will be written up as a commentary, which the intern will be supported to submit for publication. More broadly, the project will contribute the teaching research programme within Te Kupenga Hauora Māori.

**Project location:**

The project will be hosted by Te Kupenga Hauora Māori, Faculty of Medical and Health Sciences (Grafton Campus), University of Auckland. The project can be conducted entirely online and remotely, however if the situation permits then TKHM will be able to provide a physical workspace for the intern, including a desk/chair, basic stationary, printing/photocopying and administrative support. The student will have opportunities to be part of departmental activities and meet other summer students who are being hosted by the department this summer. They will have access to 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 (with online options available).

**Programme of work:**

The project is aligned with the broader teaching and research programme in Te Kupenga Hauora Māori. The project will broadly involve:

- 1) *Scoping of the project and developing a project plan:* The intern will work with the supervisors to confirm the scope of the project, refine the proposed approach, and develop a plan for the internship
- 2) *Identification of relevant theories and research:* The intern will be supported to identify relevant theories/conceptual frameworks and research around teaching into racialised spaces, with a particular focus on impacts for Indigenous students and teaching staff
- 3) *Review and write-up:* The intern will spend time reading and reviewing the identified research, identifying any strategies for teaching, and summarising these in a paper that can be submitted for publication

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

This project is able to be carried out fully online, if necessary, and does not require any field work. The intern will spend time identifying, reviewing and synthesising relevant literature. Day to day activities are likely to include: identifying relevant research/literature through online searching; reading identified studies/papers; summarising identified studies/papers; writing up findings. In addition, the intern will have regular meetings with the supervisors, as well as sessions with other interns in the department.

**Skills the student will learn:**

The intern will gain experience in Māori health research, and will be supported to develop or expand research skills alongside their supervisors and the other interns in the department. Specifically, in this project, the intern will be encouraged to develop skills in critical and theoretically-informed review of research, and to synthesise and write-up research findings for publication.

## Project 39 – Te Whanaketanga o Te Aka

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**Name:** Dr Dean Mahuta

**Institution:** Te Ipukarea Research Institute, AUT

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**Project Title:** Te Whanaketanga o Te Aka

**Project purpose:**

This 10-week internship project is to support one of Te Ipukarea's priority projects, Te Aka Māori Dictionary, by increasing the volume of headwords and by providing example sentences to illustrate how to use these words in context.

The focus will be on cross-referencing two of the most important dictionaries that have yet to be cross-referenced (in full) with Te Aka, that is, *A Dictionary of the Māori Language* by H. W. Williams and *Te Matatiki – Contemporary Māori Words* by Te Taura Whiri i te Reo Māori.

**Project location:**

This 10-week internship project is to support one of Te Ipukarea's priority projects, Te Aka Māori Dictionary, by increasing the volume of headwords and by providing example sentences to illustrate how to use these words in context. The focus will be on cross-referencing two of the most important dictionaries that have yet to be cross-referenced (in full) with Te Aka, that is, *A Dictionary of the Māori Language* by H. W. Williams and *Te Matatiki – Contemporary Māori Words* by Te Taura Whiri i te Reo Māori.

**Programme of work:**

Te Aka Māori dictionary now has over 24k entries. This does not include the loan words or the synonyms which have been added as a result of past research projects. It was the intention of the author, the late Professor John Moorfield to add words from the Williams dictionary, *A Dictionary of the Māori Language*, that were not already in the Te Aka Māori Dictionary and from other sources including *Te Matatiki* and the Māori language newspapers. This project will add to the already large corpus and will ensure that the Te Aka Māori dictionary continues to be of use to users nationally and in over 200 countries globally.

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

1. Methodically cross-reference the H. W. Williams A Dictionary of the Māori Language with Te Aka and collate onto a spreadsheet any words from the Williams that do not appear in Te Aka;
2. Research and provide example sentences from the Māori language newspapers or, where applicable, create new example sentences;
3. Methodically cross-reference Te Matatiki with Te Aka and collate words on to the spreadsheet that are not in Te Aka;
4. Research and provide example sentences from the Māori newspapers or, where applicable, create new example sentences;
5. Link all of the words added to Te Aka with their appropriate synonyms in the admin site.

**Skills the student will learn:**

1. Practical knowledge of lexicography in researching, compiling, and writing for a Māori dictionary;
2. Developing research skills including: the ability to search for, locate, extract, organise, evaluate and use or present information that is relevant to the research project; and
3. Expanding their knowledge of te reo Māori through learning vocabulary from reading the various material written in te reo Māori.

## Project 40 - Inter-Indigenous trade between Māori and other Indigenous peoples: It's basis and potential

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**Name:** Dr Jason Mika

**Institution:** Massey University School of Management

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**Project Title:** Inter-Indigenous trade between Māori and other Indigenous peoples: It's basis and potential

**Project purpose:**

To complete a scoping study on the rationale for and extent of inter-Indigenous trade to support self-determined Indigenous economic development among Māori and other Indigenous peoples.

**Project location:**

The project will not involve travel for research purposes. All research will be conducted from Massey University's Manawatū or Auckland campus depending on the location of the intern.

**Programme of work:**

The primary tasks are:

1. Co-authoring a literature review on inter-Indigenous trade
2. Contacting trade agencies in New Zealand and in selected countries to request policy and data on the extent to Indigenous trade, and in particular, trade among Indigenous peoples.
3. Arranging and participating in a series of key informant and participant interviews (about 6-8)
4. Contributing as a co-author on a final report on the project prior to the end of the internship.

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

The daily work will vary between library-based research, bibliographic searching and compiling an Endnote library, setting up a project file sharing site (e.g., MS Teams or similar), contacting agencies and key informants to arrange interviews as part of the study; project team meetings; writing.

**Skills the student will learn:**

Literature searching and completing a literature review

Using Endnote to compile a bibliographic library including attachments

Report structure, formatting, creating tables of contents, tables and figures

Confidence in engaging with local and overseas agencies, key informants

Arranging and scheduling online interviews

Participating in the analysis of the transcripts with the project team

## Project 41 - Labour economics perspectives on the impact of Covid-19 on Māori in the labour market

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**Name:** Dr Matthew Roskrug and Dr Jason Mika

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

**Email:** [m.roskrug@massey.ac.nz](mailto:m.roskrug@massey.ac.nz)

**Project Title:** Labour economics perspectives on the impact of Covid-19 on Māori in the labour market

### **Project purpose:**

The goal of this project is to begin understanding from a labour-economics perspective the factors which influenced Māori in the labour market during Covid-19, and to contribute to the discourse on recovery and mitigation for this and future economic crises facing Māori.

This project also will enable the successful intern to work on developing their knowledge and understanding of labour economics, an area in desperate need of capacity development with so many questions and issues arising for Māori in the labour market and very few experts able to contribute from an economics perspective.

### **Project location:**

Online via Zoom, digital platforms. Possibility of physical space being provided at Massey Albany, Manawatu or Wellington campuses

### **Programme of work:**

Project steps:

1. Undertake literature review on economic crisis outcomes from the following perspectives:
  - a. Māori and Indigenous labour economics
  - b. Labour economic publications which can be translated to the Māori economy (i.e. Primary sector, tourism and hospitality)
  - c. Labour economic publications which can be translated to our Māori workforce (i.e. demography, geographic and industrial distribution)
2. Explore survey or administrative data available to identify opportunities to detail the impact of the Covid-19 crisis on Māori in the labour market (There is some data available now, but additional data will be available by the time this internship starts)
3. Access data from Statistics New Zealand to profile from a labour-economics perspective the Māori economy prior to Covid-19, and record observed changes in employment (Statistics New Zealand, MBIE) and benefit uptake (Ministry of Social Development)
4. Prepare in a report structure a discussion of the impact of Covid-19 on Māori in the labour force and the Māori economy, linked to labour-economic theory and findings of the literature review

After the internship, opportunities will be offered for the student to:

1. Co-author a journal article
2. Participate in knowledge translation and dissemination, including communicating with media and releasing non-expert reporting.

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

The intern will be able to work primarily from home. Work plans and objectives will be set at weekly scheduled hui with the supervisors and the student will work through those weekly objectives with support from supervisors as/when necessary.

**Skills the student will learn:**

*Within internship timeframes*

Intermediate-advanced applied labour economics theory and techniques translatable to PhD study

Experience in completing a complex and multifaceted literature review

Accessing data in the New Zealand context, including interacting with Statistics New Zealand

Preparing and working with data using Stata

Undertaking analysis and communicating findings

*Outside Internship timeframes (optional for intern)*

Journal article development and publication

Knowledge translation and dissemination outside of academic audience

## Project 42 - Tihei Mauri Moko – exploring the evolving tikanga of receiving and carrying moko kauwae through the voices of Māori women

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**Name:** Dr Hinekura Smith

**Institution:** University of Auckland

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**Project Title:** Tihei Mauri Moko – exploring the evolving tikanga of receiving and carrying moko kauwae through the voices of Māori women.

**Project purpose:**

This internship project would undertake a thorough literature review of academic publications (including recent theses and articles) and books that discuss moko kauwae alongside documentaries, exhibitions and the more recent emergence of online discussion platforms that explore the evolving tikanga of receiving and carrying moko kauwae (e.g Facebook forum ‘Who am I to wear moko kauwae?’)

There is a small but significant set of literature around moko in general but less specifically about moko kauwae particularly from wahine mau moko kauwae. The most significant recent publication on moko was a Marsden funded project Mau Moko (2007) that drew together academic research from a broad range of historical and contemporary literature with qualitative interviews with practitioners and wearers of a wide range of moko. This book is almost 15 years old.

Through the Te reo me ngā tikanga Māori research programme of Ngā Pae o te Māramatanga the supervisor is interviewing wahine mau moko kauwae about their views of how tikanga around moko kauwae is being reclaimed and evolved in our contemporary lived realities. Early emergent themes lean to some interesting discussions around the role of gender, colonisation, identity and revitalisation.

Te Awekotuku, N., Nikora, Linda Waimarie, Rua, Mohi R, Karapu, Rolinda, & Nunes, Becky. (2007). Mau moko : The world of Māori tattoo. North Shore, N.Z.: Penguin Viking.

**Project location:**

Ideally the intern is in Auckland, however the internship can be carried out remotely as the required tasks can be discussed and carried out via ZOOM.

**Programme of work:**

1. Attend research team meetings to scope of the project. Meeting notes taken and collated. Records kept to track research activities.
2. Literature review and scope discussed – intern to compile and write a comprehensive literature review (including some international literature on Indigenous womens skin markings) of published and online / exhibition material
3. Work with the supervisor to analyse interview themes
4. Work alongside the supervisor to organise a wānanga with interviewees to discuss and plan a book publication.
5. Frame / draft article – potential to co-author.

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

1. Reading and searching online sources to compile and write a literature review.



2. Twice weekly meeting with the supervisor to discuss project progress and emerging themes from literature and link to interview data.
3. Depending on time, carry out two further interviews alongside the supervisor and transcribe

**Skills the student will learn:**

1. Support and feedback to develop academic writing skills to complete literature review.
2. About working in a Kaupapa Māori, Mana wāhine framed project
3. Co-authoring an article for submission to peer review process

## Project 43 - Understanding Māori cultural narratives of organ/tissue donation

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**Name:** Dr Karyn Paringatai

**Institution:** Te Tumu – School of Māori, Pacific & Indigenous Studies, University of Otago

**Email:** [karyn.paringatai@otago.ac.nz](mailto:karyn.paringatai@otago.ac.nz)

**Project Title:** Understanding Māori cultural narratives of organ/tissue donation

**Project purpose:**

The goal of this project is to contribute to this body of knowledge by examining the existence of organ/tissue “donation” within our creation narratives.

Organ transplantation and tissue donation, in its current form, is seen as a post-European medical development. Little attention has been paid to whether the templates for such procedures can be found within our creation stories (eg. Tāne and Hine-ahu-one, Māui and Murirangawhenua, Māui and Mahuika) which will be a key feature of this research. Creation narratives could provide more robust tikanga-centred guidelines to expand current Māori views in regards to organ/tissue donation. This project will reorientate our thinking away from a purely metaphysical explanation of Māori reluctance to participate in organ/tissue donation, which in turn may help to increase Māori participation in organ/tissue donation thereby saving more lives.

Organ and tissue donation has become a widely accepted practice, the health benefits of which are generally undisputed. Transplantation of hearts and kidneys, for example, can save and/or greatly improve the quality of lives of organ recipients. However, Māori donate and receive fewer organs than non-Māori. Current research shows that Māori attitudes towards organ/tissue donation are largely founded on a belief in metaphysical concepts such as tapu, mauri, wairua and so on and the reluctance of Māori to participate in this space is explained by a strict adherence to these concepts. However, absent in this research is an exploration of organ/tissue donation within Māori creation narratives.

**Project location:**

This project can be completed at any location throughout New Zealand.

**Programme of work:**

The student will be responsible for the following tasks:

- conducting an indepth review and analysis of Māori creation narratives and the tikanga iho atua embedded in these narratives in relation to organ/tissue donation.
- undertaking an environmental scan of Māori organ transplantation/donation and tissue donation.
- conducting a review of health policies on this topic.
- writing up of project report.

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

The work required of the student will focus on particular tasks to be completed over the 10-week period (3 weeks per task although there may be an overlap of tasks):

**1. Environmental scan of Māori organ transplantation/donation and tissue donation**

This will require the student to access a wide range of sources that have a particular focus on this topic, most of which can be found in online journal articles and reports. There are also conference recordings of people who have spoken on this topic and media reports that can be found online as well.

**2. Review and analysis of Māori creation narratives**

This will require the student to review, compare, contrast and analyse various creation narratives, with a particular focus on narratives that involve the giving/donating/removal of body parts from one entity to another that change/improve the quality of life/existence of another entity.

**3. Health policies**

This will require the student to review current health policies and legislation on organ transplantation/donation and tissue donation that inhibit Māori from being comfortable to fully participate in this space.

**4. Report**

To conclude this internship a summary of the key findings will be presented in a report.

**Skills the student will learn:**

The student will learn how to:

- review literature for appropriateness
- utilise library databases to access material
- cross check information for accuracy
- write a report
- write for publication purposes

## Project 44 - Natural Language Generation for te reo Māori

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**Name:** Associate Professor Te Taka Keegan

**Institution:** University of Waikato

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

**Project Title:** Natural Language Generation for te reo Māori

**Project purpose:**

To complete an analysis of current Natural Language Generation (NLG) technologies that could be used for te reo Māori. The technologies investigated would be primarily concerned with written text to spoken voice generation i.e. converting the written Māori texts to spoken Māori words. Which modern deep learning speech technologies would work best for a lower resource language like te reo Māori and what type of language data needs to be generated to best support the technology?

**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.

Some travel might occur to collaborate with other Māori who are developing reo Māori speech technologies.

**Programme of work:**

This will be conducted using general research methodologies.

- 1) Identify all the current Deep Speech technologies.
- 2) Determine which could be most appropriate for working with a Māori model for speech to text generation.
- 3) With supplied data test these technologies.
- 4) Write a report summarising findings.

**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 NLG technologies using Māori language data. A report summarising findings will need to be written.

**Skills the student will learn:**

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

## Project 45 - Natural Language Processing for te reo Māori

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**Name:** Assoc. Prof. Te Taka Keegan

**Institution:** Waikato University

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

**Project Title:** Natural Language Processing for te reo Māori

**Project purpose:**

To complete an analysis of current Natural Language Processing (NLP) technologies that could be used for te reo Māori. The technologies investigated would be primarily concerned with speech to text generation i.e. converting the spoken Māori word to written Māori text. Which modern deep learning speech technologies would work best for a lower resource language like te reo Māori and what type of language data needs to be generated to best support the technology?

**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.

Some travel might occur to collaborate with other Māori who are developing reo Māori speech technologies.

**Programme of work:**

This will be conducted using general research methodologies. 1) Identify all the current Deep Speech technologies. 2) Determine which could be most appropriate for working with a Māori model for speech to text generation. 3) With supplied data test these technologies. 4) Write a report summarising findings.

**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 NLP technologies using Māori language data. A report summarising findings will need to be written.

**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 46 - Raranga Tāngata, Oranga Tāngata – The provision and integration of Māori primary health care through a pandemic and beyond

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**Name:** Dr Lynne Russell

**Institution:** Te Hikuwai Rangahau Hauora/Health Services Research Centre (HSRC), Te Herenga Waka/Victoria University of Wellington

**Email:** [lynne.russell@vuw.ac.nz](mailto:lynne.russell@vuw.ac.nz)

**Project Title:** Raranga Tāngata, Oranga Tāngata – The provision and integration of Māori primary health care through a pandemic and beyond

### **Project purpose:**

This internship will contribute to answering the research question; *What does a primary health care system that works for Māori look like?*

The intern will review, code qualitative interview data and support analysis by the senior team of researchers.

### *The Wider Project:*

This internship fits within Raranga Tāngata, Oranga Tāngata, a five-year research project that focuses on integrated primary health care. The term 'integrated care' reflects a concern to improve patient experience and achieve greater efficiency and value from health delivery systems. Integrated care is key to improving the quality of health and wellbeing of individuals and improving the efficiency of health services. It is, therefore, critical for Māori health and wellbeing because when health service delivery is fragmented, siloed, or lacks co-ordination, poor access results. The overall aim of Raranga Tāngata, Oranga Tāngata is to seek Māori understandings of integrated and fragmented care, and associated whānau experiences of health and social services to answer the question: What does a primary health care system that works for Māori look like?

With the advent of the 2020 COVID-19 global pandemic, it is critical Raranga Tāngata, Oranga Tāngata reflects the new, altered realities and priorities of whānau Māori and the significant impact the pandemic has had, including on their access to primary health care. Whilst still focusing on the original research aims, the gaze now includes investigation of the impact of the COVID-19 pandemic on provision and integration of Māori primary health and social services delivery (including Whānau Ora).

### **Project location:**

Raranga Tāngata, Oranga Tāngata will be conducted through HSRC in Te Wāhanga Tātai Hauora /Wellington Faculty of Health at VUW.

Whilst the student is able to be located in the Phd students' room at HSRC (located in the Old Government Buildings in Wellington), they should also be able to undertake much of this work offsite (should COVID-19 restrictions require) – providing they have access to their own computer and the platform/programmes needed to undertake the Internship (e.g. NVivo, Word etc).

### **Programme of work:**

Two waves of data collection are planned for Raranga Tāngata, Oranga Tāngata, using semistructured, individual interviews and wānanga. COVID-19-dependent, the first wave will begin in November with a wānanga with the eight-member Kaitiaki Rōpū that guides the research, followed by 12 interviews nationwide with other experts. Questioning will focus on their amended tikanga in response to the

COVID-19 pandemic, and in particular, how this played out in Māori health and social services delivery, including Whānau Ora. The analysed data will then form the basis for a 'constellations of themes'.

### **Tasks of the intern**

1. Create a brief project plan/outline of Internship that includes outputs (including any output expected by Ngā Pae o te Māramatanga from the Intern to report on the Internship experience) and realistic milestones in a timeline for the Internship's duration
2. Work with Dr Clive Aspin to learn about NVivo and the best way to classify, sort and arrange the data
3. Code data - code the transcribed interviews and wānanga data from the first wave of data collected, using NVivo, a software tool that helps organise qualitative data
4. Work with team on themes for preliminary analysis

We understand that a prospective Intern may not necessarily be familiar with NVivo, so a supporting Māori academic at VUW (Dr Clive Aspin) will initially support them in its use. The Supervisor will also help ensure data is classified, sorted and arranged in a way that uncovers rich insights, to produce the clearly articulated, defensible evidence required in Raranga Tāngata, Oranga Tāngata.

If COVID-19 restrictions impact the completion of the first wave of data collection, which then impacts the coding, the Intern may be asked to help with alternative research tasks including checking of transcripts. *An Intern with Te Reo Māori capability would be especially valuable in this regard.*

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

At the commencement of the Internship, the Supervisor will work collaboratively with the Intern to create a project plan that includes detailed outputs (including any output expected by Ngā Pae o te Māramatanga from the Intern to report on the Internship experience) and realistic, measurable milestones across the duration of the Internship. If the Internship ends up being undertaken primarily offsite (due to COVID-19 restrictions), weekly, half-hour supervision sessions via Zoom will monitor progress and address any issues as they arise. Otherwise the Supervisor will be available to the Intern onsite.

### **Skills the student will learn:**

Raranga Tāngata, Oranga Tāngata uses qualitative research methods underpinned by a Kaupapa Māori methodology to seek understandings of integrated primary health care from a range of Māori perspectives. The opportunity to contribute to a Māori-only research project and gain practical experience in Kaupapa Māori research is a significant learning prospect for any emerging Māori researcher.

Through developing a project plan at the outset, the Intern will learn about the importance of managing time and of being organised. Ironically, the possibility of timelines altering in response to COVID-19 and consequent need to adapt plans, will also teach the Intern about the need for flexibility when undertaking research.

Specifically, the Intern will gain experience in use of NVivo software, a valuable skill for use in future qualitative research projects. They will learn the art of coding, of data interpretation and basic data analysis. Dependent on any alternative tasks that may need to be undertaken, they may also contribute to a paper expected to be completed by the research team over the summer period.

Ultimately, the Intern will contribute to the body of knowledge relating to primary health care for Māori, and Indigenous experiences of health and social services during pandemics or other global crises.