



Ngā Pae o te Māramatanga Summer Internship Projects 2017-18

Published for student review and applications for summer internships only.

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Project 1

Name: Dr Wayne Ngata

Institution: Te Whare Wānanga o Awanuiārangī

Email: wjn@xtra.co.nz

Project Title: Tapuwaekōrero: Iwi Talking Map

Project purpose:

He rangahau i ngā kōrero mō Ngāti Ira o te Tairāwhiti. Nō te wā i tuhituhia e Apirana Ngata tana tuhinga e kīia nei ko 'Raurunui a Toi Lectures' (Ngata A.T., 1944) ka whakawhāiti ia i ngā kōrero me ngā whakapapa o te hītori o te Tairāwhiti me tana kī kāore anō i oti i a ia, tērā ētahi kōrero nui hei whakaoti ā te wā. Kāti ko tētahi o aua kōrero nui, mō Ngāti Ira, arā, mō ngā uri o Irakaipūtahi, he iwi nui i te Tairāwhiti i tōna wā. Nā reira e manako nui ana kia whāia tēnei kaupapa kia tutuki. Ko te mahi, he whakawhāiti i ngā momo kōrero mai i Hawaiki rā anō, tatū iho ki tēnei rā hei putunga kōrero hei wānanga mā te iwi.

Ko ngā huanga o te mahi nei;

- he mahere (mapi) kōrero, arā, he mea tipu i runga i ngā kaupapa matihiko o Google (Google mapping Software) e mahi tahi nei ki ētahi o ngā iwi o te Tairāwhiti (talking map);
- he putunga kōrero (literature review) mō Ngāti Ira;
- he pātaka kōrero hei tiaki i ngā whakawhāititanga (information management system);
- he whakatakoto i te papa kōrero o Ngāti Ira hei whakatipu i te iwi.

Project location:

Ka whakahaeretia ngā mahi i Uawa (Tolaga Bay) me Tokomaru. Ka noho te taura ki te Tairāwhiti.

Programme of work:

He whakariterite tahi me tōna kaitiaki he tikanga whakahaere i te mahi nei.

He kimi, he whakawhāiti i ngā momo kōrero mō Ngāti Ira o te Tairāwhiti.

He whakarite i ngā tikanga whakamahere a Google hei pupuri, hei whakaatu korero.

He whakarite mahere kōrero hei whakaatu ki te iwi.

Day to day nature of the work:

Ngā mahi ki rōwhare, ki te ipurangi hoki (60%)

- He kimi, he kōhi i ngā korero ā-waha, ngā tuhinga, ngā whakaaturanga mō Ngāti Ira
- He whakarite pātaka kōrero (information management system)
- He rāwekeweke i ngā whakahaere mō te whakakōrero mahere (Google Mapping Software)

Ngā mahi takatū ki waho (40%)

- He whakaahua i ngā pā, ngā kāinga, ngā wāhi, ngā huarahi o Ngāti Ira

Skills the student will learn:

Te matua mōhio te kairangahau ki te reo Māori

He tiaki i ngā tuhinga reo Māori

He whakarite tikanga rangahau

He rāwekeweke i ngā tikanga whakamahere a Google (Google Mapping Software)

He tohu tika i ngā kohinga kōrero (referencing)

He whakawhāiti, he whakaatu kōrero rangahau

Project 2

Name: Associate Professor Te Tuhi Robust and Dr Wayne Ngata

Institution: Te Whare Wānanga o Awanuiārangi

Email: tetuhi.robust@wananga.ac.nz; wjn@xtra.co.nz

Project Title: Taiora: Marine Life Monitoring Project

Project purpose:

He āta mātai, he rangahau i te oranga o te waitai i tētahi rohe o te Tairāwhiti kia mōhiotia ai he wai ora rānei, he tai ora rānei, he mate rānei tēnei momo taiao. Hei reira anō ka whakamōhiotia atu ki ngā mana tiaki o taua rohe, ka whakariterite tikanga hoki hei tiaki i te tai. Ko te rohe e tohua ana ko te ākau o Tokomaru i te raki ki Whāngārā i te tonga. Ko te rohe tēnei o ngā karangatanga hapū o Ngāti Porou, o Te Aitanga a Hauiti, o Ngāti Konohi, o Ngāti Ira anō hoki.

Project location:

Ka whakahaeretia ngā mahi i te rohe o Tokomaru ki Whāngārā. Ka noho te taura ki te Tairāwhiti.

Programme of work:

He whakariterite tahi me tōna kaitiaki he tikanga whakahaere i te mahi nei.

He tohu i ngā momo koiora, ika rānei hei mātai, hei tiro tiro.

He tohu hoki i ngā wāhi ake o tai hei mahi i ngā mahi

He mātai, he tatau, he kohikohi hoki i ngā momo taura hei wānanga

He whakarite i ngā tikanga whakamahere hei pupuri, hei whakaatu korero.

He whakarite kōrero/pūrongo hei whakaatu ki ngā mana kaitiaki

Day to day nature of the work:

Ngā mahi ki rōwhare: (30%)

- He kimi, he kōhi i ngā korero ā-waha, ngā tuhinga, mō ngā momo koiora/ika e tirohia ana
- He whakarite pātaka kōrero (information management system)
- He tuhituhi i te pūrongo

Ngā mahi takatū ki waho: (70%)

- Mā te kaitiaki o te kaupapa nei e whakapā atu ki ngā mana tiaki o te rohe kia mōhio ai rātou he aha te mahi e mahia ana

He puta ki ngā wāhi i tohua ai ki te tiro tiro, ki te tatau, ki te kohikohi i ngā momo taura hei ata wānanga

Skills the student will learn:

- He whakarite tikanga mātai
- He kohikohi, he whakaputupu i ngā kōrero
- He tohu tika i ngā kohinga kōrero (referencing)
- He whakawhāiti, he whakaatu kōrero rangahau

Project 3

Name: Associate Professor Maui Hudson

Institution: University of Waikato

Email: maui.hudson@waikato.ac.nz

Project Title: Tikanga, Technology & Trust: Approaches to the Governance of Māori Data

Project purpose:

The purpose of the project is to further the operationalising of Indigenous Data Sovereignty principles by identifying tikanga that could inform practical data governance mechanisms.

We will use kaupapa Māori as the theoretical framework to address the following research questions:

1. What concepts shape Māori views on the governance of data?
2. What customary practices could inform Māori approaches to the governance of data?

Background. A major shift is occurring within government to enable greater sharing of data across government, NGO's and private sector. Recent innovations include the establishment of the Integrated Data Infrastructure (IDI) within Statistics New Zealand (SNZ), the Social Investment Unit (SIU) within Treasury and the Virtual Health Information Network. There is pressure within government to change the underlying principles that govern official data and its use. Both the Statistics Act and the Privacy Act are being reviewed, and the Health Information Privacy Code is being revised. The Data Futures Partnership has just released draft guidelines for the trusted use of data, which makes reference to the sensitivity associated with Māori data. Indigenous Data Sovereignty has become a topical issue here and overseas promoting indigenous control of indigenous data (Kukutai & Taylor, 2016). The Māori Data Sovereignty Network, Te Mana Raraunga, has been advocating for the development of robust approaches to Māori data governance to ensure data use provides clear lines of accountability back to Māori/Iwi. While Māori researchers have begun to articulate the cultural and spiritual significance of data for Māori (Boulton et al 2014; Hudson et al 2016a, Anderson 2017; Dewes 2017). Data is considered a taonga (Dewes 2017; Anderson 2017) and make statements that information is recognised as a highly valuable strategic asset to Māori (Hudson 2016b), further work is required.

Project location:

The student will be located primarily in Waikato although interviews will be conducted at a range of locations across the motu.

Programme of work:

This qualitative project will use a Kaupapa Māori approach to maintain Māori control of the research process, align with tikanga that defines ethical practices and behaviours, support Māori development aspirations, and value Māori protocols within the research design (Cram 2001, Pihama, Cram & Walker 2002, Hudson & Russell 2009). Kaupapa Māori provides a safe framework within which we can work with Māori to strengthen and articulate their issues with data sharing and construct Māori led responses to these issues.

Ethics approval for the project will be sought from Te Manu Taiko: Research Ethics Committee.

Data will be collected from the following three activities;

1. A literature review exploring Māori perspectives on governance and management of shared resources. The literature review will identify key themes and provide a context for discussions with key informants.

2. Key informant interviews will be conducted with Māori experts in tikanga (x3) and Māori experts in governance (x3). Semi-structured interviews will focus on identifying customary concepts and practices associated with the governance of shared resources and their potential application to governance of data. Interviews will be recorded, transcribed and analysed thematically. The interviews will contribute to the information discussed within a sense-making wānanga.
3. A sense making wānanga will be conducted with Te Mana Raraunga to identify how to position data governance in the context of Te Ao Māori (Māori worldview) and mātauranga Māori (Māori knowledge). Wānanga are often used to describe culturally safe or culturally appropriate group processes within research (Ahuriri-Driscoll et al., 2012) providing spaces to “culturally ground the discussion and provide space for mātauranga Māori to inform dialogue” (Smith et al 2013, p. 25).

Day to day nature of the work:

The majority of the work will be desk based completing literature reviews or analysing data from interviews. The field work will consist of 6 interviews with key informants as outlined above. The intern will be included in any advocacy activities for Te Mana Raraunga conducted during the period of the internship.

Skills the student will learn:

Writing a literature review, completing ethics application processes, interviewing key informants, transcribing and analysing data, presenting to small groups, and writing reports.

Project 4

Name: Dr Dean Mahuta

Institution: Auckland University of Technology (AUT)

Email: dmahuta@aut.ac.nz

Project Title: Te Reo o te Pā Harakeke

Project purpose:

This 10-week internship project is in support of one of Te Ipukarea's large research projects, Te Reo o te Pā Harakeke, which is a Ngā Pae o te Māramatanga project. Te Reo o te Pā Harakeke is a research project that seeks to understand the factors that contribute to successful intergenerational transmission of the Māori language in the home.

Please note: up to three interns may be selected for this research internship.

Project location:

The research team are based in Auckland, at AUT. However, the intern[s] could carry out this work from their current location[s] with regular meetings to be conducted via Skype or Zoom.

Programme of work:

The intern[s] will support the research team in a number of ways with a focus on the research data collected at the first Te Reo o te Pā Harakeke (TRotPH) wānanga (November 2017), and in preparation for the second TRotPH wānanga (May 2018). This may include (in order of importance) transcribing interviews from audio/video, collating data, preparing a questionnaire, quantitative analysis of a survey, and post-production of video footage. The final programme of work is flexible and will be shaped around the skills and the location of the intern[s], noting that there is enough work for up to three interns.

It is important to note that the data will be primarily in te reo Māori, so the intern[s] will need to be bilingual and competent in both te reo Māori and English.

Day to day nature of the work:

Key tasks include:

- organising and coding detailed participant-observer notes along themes
- transcribing participant interviews from audio/video
- coding the transcripts of the interviews thematically
- highlighting potential key quotes from the interview transcripts
- developing open-ended questions that follow on from the data collected to date, to be included in a questionnaire

Additional tasks (depending on the skills and location of the intern[s]) may include:

- working with a statistician on the analysis of a survey
- a few post-production tasks, including simple editing of video footage from workshops and interviews

Skills the student will learn:

The intern[s] will strengthen their skills in qualitative research methods (based on the key tasks above) and will gain experience in a large, national research project. The intern[s] will also develop their te reo Māori language skills, particularly as they relate to research. Depending on the final programme of work, the intern[s] may also further develop and strengthen skills in quantitative analysis and/or post-production and editing of digital video material.

Project 5

Name: Associate Professor Bridget Robson

Institution: University of Otago

Email: Bridget.robson@otago.ac.nz

Project Title: Maximising Māori Participation for Measuring Unmet in Secondary Healthcare

Project purpose:

This project aims to explore what could be done at a methodological level to maximise participation of Māori adults in national surveys. It will also include cognitive testing of some questions for a national survey of unmet need for secondary health care that aims to have equal explanatory power at the national and regional levels.

Objectives include:

- To conduct a literature review on access to and unmet need for primary and secondary healthcare for Māori.
- To conduct a literature review on the methodological and theoretical approaches to maximise Māori participation in the aforementioned national survey.
- To undertake up to three focus groups (of six to eight participants per group) to gain Māori perspectives on how to maximise Māori participation in the aforementioned national survey.
- Up to five cognitive interviews with individuals from these focus groups will be undertaken to understand how participants understand and feel about the content of the questionnaire.
- To create guidelines for maximising Māori participation within the national survey.

To provide a written report and dissemination of key results from this research.

Project location:

The data collection will be conducted in the Wellington and Wairarapa regions. The research team will be based at Te Rōpū Rangahau a Eru Pōmare, University of Otago, Wellington.

Day to day nature of the work:

30/10/17 – 10/11/17: Literature review and participant recruitment.

13/11/17 – 17/11/17: Focus group/interview template development.

20/11/17 – 08/12/17: Focus groups and interviews, with annotation and analysis of data in between.

11/12/17 – 22/12/17: Data analysis and commencement of write up.

08/01/18– 12/01/18*: Report writing and dissemination planning. **Finish date is approximate.*

Skills the student will learn:

Knowledge of study content

- The student will learn about how to engage Māori in research, which will support their future practice in research.

Structure of literature review process

- The student will be able to develop a search strategy and review background literature.

Analysis of qualitative data

- The student will learn how to undertake Qualitative Descriptive analysis (Sandelowski 2000) and thematic analysis following annotation of raw transcripts (Braun and Clarke 2006).
- The student will learn how to facilitate focus groups and conduct cognitive testing interviews (Collins 2003).

Kaupapa Māori methodologies in research

- The student will develop their skills in applying kaupapa Māori methodology to study design.

Development of report writing skills.

Project 6

Name: Associate Professor Bridget Robson

Institution: University of Otago

Email: Bridget.robson@otago.ac.nz

Project Title: He taonga te tamariki: exploring healthcare interactions with whānau e korero ana i te reo

Project purpose:

This qualitative research aims to:

Explore key components of a child health consultation with te reo speaking tamariki and whānau in a primary health care setting. Specific objectives include:

- Identify the structure that doctors employ in a consultation with te reo speaking tamariki
- Explore te reo speaking tamariki and whānau experiences in a primary health care setting
- Investigate the value of te reo in a child health care setting

Māori models of healthcare consultations that focus on whakawhanaungatanga (e.g. Pitama et al 2007), and enhancing health literacy (Carlson et al 2016) are being implemented in health professional education and practice. Use of te reo has been recognised as a key component of culturally competent health care. However, little research has been conducted on health encounters with tamariki who have te reo as their mother tongue. This is important as our reo revitalisation efforts support growth in the number of children who speak te reo, and our definitions of excellence in health care include appropriate use of te reo in interactions between health professionals, parents/caregivers and tamariki.

Project location:

The student will be primarily located at Te Rōpū Rangahau Hauora a Eru Pōmare, University of Otago Wellington. However, parent/caregiver focus group will be recruited from and conducted in Kirikiriroa.

Programme of work:

November 2017

1. A background literature review will be conducted on the use of te reo in healthcare, primary health care consultations with tamariki, the place of te reo in cultural competence training of health professionals, and reo revitalisation literature.
2. Research questions will be refined on the basis of the literature review and focus group interview schedules developed. Participant materials (consent forms, information sheets) will be refined accordingly.

December 2017

3. Participants will be recruited from doctors based in Wellington, and a snowball sample of parents/caregivers in Hamilton.
4. Interviewer training will be conducted.
5. Two focus group interviews conducted (one with doctors, one with parents/caregivers)

January 2018

6. Transcription of the interviews by the student (some content will be in te reo)
7. The data will be analysed using Qualitative Description (Sandelowski 2000) with a kaupapa Māori lens. The descriptive approach allows the information from the interviews to be presented in everyday language, staying close to the words of the people.
8. Report writing, and a bilingual summary report for participants.

The majority of time will be spent in the offices at Te Rōpū Rangahau Hauora a Eru Pōmare, University of Otago Wellington. The focus group interviews will be conducted in Wellington and Hamilton. The mahi will include literature searches and review, recruiting primary care doctors from Māori providers, recruiting parents/caregivers in whānau with te reo, developing, conducting and transcribing focus group interviews (which will include English and reo Māori), data analysis, drafting and editing a report, and producing a bilingual summary.

Skills the student will learn:

Literature searching and reviewing

Developing semi-structured interview schedules

Conducting focus group interviews, including preparation, technical skills, interviewing skills, post-interview

Transcribing

Learning about and undertaking Qualitative Description analysis using a kaupapa Māori lens

Identifying themes

Constructing a conceptual framework

Critical thinking

Reflective analysis

Writing skills.

Project 7

Name: Dr Bridgette Masters-Awatere

Institution: Māori and Psychology Research Unit, University of Waikato

Email: Bridgette.Masters-Awatere@waikato.ac.nz

Project Title: Māori whānau experience of Hospital Transfers

Project purpose:

The intern will contribute to a research project on Māori whānau experience of Hospital Transfers by being involved and undertaking literature review, in depth analysis of interview data and considering and reflecting on their research and the research impact and contribution.

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

Project location:

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

Programme of work:

Over the duration of the summer internship, the student will join our research team and engage in key research activities that will contribute to:

1. in-depth analysis of key qualitative research interviews,
2. their growth as an indigenous researcher who can work with mixed methods and,
3. experience the interconnection of key relationships and activities towards a larger 3-year project. An exciting opportunity to work with a team of senior indigenous researchers from different disciplines and working across different institutions is presented within this internship.

Day to day nature of the work:

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

Objective 1: Learn research skills by merging qualitative and quantitative data into audience-friendly formats.

HOW: The intern will work with anonymised interview transcripts to map geographic journeys, and then research quantitative databases to calculate economic costs incurred by whānau. The intern will have to identify information gaps that will guide the next stage of inquiry. This will be a major activity of the internship.

Objective 2: Familiarisation with research process through the compilation of literature on the topic under investigation

HOW: The intern will conduct a literature search for documents/reports/publications that will expand an existing annotated bibliography to undertake a methodologically rigorous piece of work that will lead to the formulation of a calculated cost incurred by whānau who travel in support of a loved one

during a hospital transfer. This work will contribute to the development of a search strategy and criteria for inclusion of data that will be applied to relevant data sources. Some initial scoping of literature. This activity will be carried out over 4-5 weeks in conjunction with other activities over the total period of the internship.

Objective 3: Consider the implications of their work

HOW: The intern will be charged with piloting the analysis process with anonymised whānau interviews for the Hospital Transfers project. The nature of mixed methods means that the intern will need to be open working with different datasets and combining these into reader-friendly formats (eg. lay, academic) and in thus different mediums (eg. FaceBook, infographics, press release or academic text). The point of these analyses will be to pilot test the processes that will be used for the bigger project (to take place in 2017-18). For this reason, the intern will need to keep a reflective journal and provide detailed accounts of their process.

Objective 4: Apply reflexive practice to their research work

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

Skills the student will learn:

1. Organisation of secondary research sources, synthesis of material and the production of an annotated bibliography and literature review: The intern will review literature on economic formulas for the purpose of calculating the costs incurred by whānau who travel in support of a loved one.
2. Familiarisation with the ethical research processes: The intern will be familiar with the ethical processes involved with conducting a follow up analysis of semi-structured interviews (individual and group) with Māori whānau (family) on their experiences of a hospital transfer. An ability to engage with participant's stories to produce pertinent information in a succinct and meaningful manner for the project, according to expected ethical standards, will demonstrate these skills.
3. Disseminating the research: The intern will prepare a draft mini-report of their research with the purpose of learning key skills for presentation of information to different audiences. This activity will assist in preparing a paper for dissemination, for which the intern will receive author credit.

Project 8

Name: Dr Lynette Carter

Institution: University of Otago

Email: lynette.carter@otago.ac.nz

Project Title: Whai Rawa: The role of Māori women in the Māori economy

Project purpose:

To explore from the perspective of Māori women, their understanding of the 'Māori economy' and the roles they have in developing intergenerational growth within the Small-to-medium sized sector.

Women have a vast and positive impact on the economy. Key research already undertaken through the Māori SME whai rawa project (*The intergenerational reality of Māori SMEs*) has identified that the Māori economy is made up from increasingly diverse socio-economic structures. Within those are a number of ways that individuals contribute and participate within the economic frameworks whether at iwi, hapū or whānau levels; paid employment or otherwise. To further understand the complex ways that women (in particular) participate in the Māori economy, the internship project will contribute to and develop a literature review and assist the supervisor in a small pilot study that aims to explore more deeply the role that Māori women have in the Māori economy.

The literature review will include topics ranging from Māori economic development, to women in business and community. It will sit alongside the position papers already developed for the Whai Rawa SME project.

The research project aims to hold 2 to 3 focus groups of about five women each to discuss questions about, the forms of enterprise they have created and how they see their role within business and community; and, what is their perception of the Māori economy as talked about today in the context of their own activities and/or contributions.

Project location:

Dunedin – Te Tumu, University of Otago

Programme of work:

1. Literature review (women in business, women entrepreneurs, Māori women in business, Māori economy)
2. Working with researchers (including Dr Diane Ruwhiu) to identify questions for focus groups
3. Support research focus groups
4. Drafting up report/paper

Day to day nature of the work:

- Meeting with supervisor and research team as required
- Fieldwork interviews
- Reviewing of appropriate literature
- Drafting of final report.

Presenting findings informally and regularly to research team

Skills the student will learn:

- Literature review – search and writing up
- Management of endnote database/annotated bibliography
- Participating in focus groups and analysis of data (with an experienced academic researcher)
- Working in collaboration with a multi-disciplinary team

- Greater understanding of the opportunities for and impact of economic development at a community level
- Qualitative research skills – access the right information and collate/present it in a way that is suitable for analysis
- Academic presentation and reporting skills

Project 9

Name: Dr Lynette Carter

Institution: University of Otago

Email: Lynette.carter@otago.ac.nz

Project Title: He kōrero manu. Re-connecting people with the stories about birds in the Otago landscapes

Project purpose:

To identify and record the regional variations in native bird names across the Otago region, and capture the matauranga-a-lwi surrounding the reasons for the names and how they connect people with the birds and the landscapes.

There are a number of regional differences in native bird names that specifically identify birds with the matauranga-a-lwi, whakapapa, and histories of the various regions throughout Aotearoa and Te Waipounamu/ New Zealand. The summer intern will carry out a literature and data review to identify the name variations and the accompanying matauranga for each bird listed as taonga species for Ngāi Tahu under the Ngāi Tahu Claims Settlement Act, 1998. The area chosen as a pilot study is the Otago region to complement on-going bird name projects already underway in this area, and build on a previous collaboration with Priscilla Wehi at Landcare Research on birds and ecological knowledge.

The project has several objectives:

1. To communicate the regional stories to New Zealanders to reconnect people with their landscapes
2. To communicate the richness of knowledge surrounding our native bird life in the Otago region
3. Extend the reach of the “Garden Birds” survey to include regional diversity, better understanding of birds as local indicators, and specific native bird species
4. To extend the “Beyond Orokonui” format to include whakapapa and matauranga-a-lwi knowledge and understanding of the environment surrounding the Otago and Dunedin area
5. Contribute and increase the potential of the Landcare Research’s “Trustworthy Biodiversity Measures” project to reach a wider audience, by demonstrating the richness of region specific knowledge,
6. A tool for getting New Zealanders involved with nature. The project has potential long-term for an on-line format and App to capture the younger audience and to increase the communication of matauranga-a-lwi (region-specific knowledge) to a wider audience.

Ethics approval has been sought (still in progress) and direct guidance will be forthcoming from Kati Huirapa kaumātua.

Preliminary discussions have taken place with the Kāti Huirapa Rūnaka ki Puketeraki Rūnaka Manager; Paul Schofield, Canterbury Museum; and Catriona McLeod, Landcare Research (Dunedin), leader of the Trustworthy Biodiversity Measures programme and national co-ordinator for the Garden Bird Survey.

Project location:

Te Tumu, School Māori, Pacific and Indigenous Studies, University of Otago

Programme of work:

1. Literature review (regional diversity in native bird names; the whakapapa of the birds/names; Matauranga-a-iwi stories about the birds; connections to specific landscapes)

2. Working with researchers (including Dr Cilla Wehi Landcare, Dunedin; Catriona McLeod, *Trustworthy Biodiversity Measures* project; Paul Schofield Canterbury Museum) to identify regional variations and stories around them
3. Organise and support future focus groups with kaumatua (Kāti Huirapa ki Puketeraki Rūnaka; Rūnanga o Ōtakou, Moeraki Rūnaka; Hokonui Rūnaka)
4. Drafting up report/paper

Day to day nature of the work:

- Meeting with supervisor and research team as required
- Reviewing of appropriate literature
- Drafting of final report.
- Presenting findings informally and regularly to research team

Skills the student will learn:

- Literature review – search and writing up
- Management of endnote database/annotated bibliography
- Participating in interviews/focus groups and analysis of data (with an experienced academic researcher)
- Working in collaboration with a multi-disciplinary team
- Qualitative research skills – access the right information and collate/present it in a way that is suitable for analysis
- Academic presentation and reporting skills

Project 10

Name: Drs Karyn Paringatai and Poia Rewi

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

Email: poia.rewi@otago.ac.nz & karyn.paringatai@otago.ac.nz

Project Title: Embedded expressions of a people

Project purpose:

The purpose of this project is to identify occasions where haka, waiata and other oral art forms were commonly used as a form of expression, the frequency in which these occasions occurred and the purpose of these expressions for each situation. Each of these occasions employed a particular style of oral art form. In addition to collating information of the occasions in which they were used, this project will also identify the type of expression, its form and linguistic features, the style of its performance, the social dynamics of engagement, as well as highlighting any tribal distinctiveness, where applicable. This project will assist in gathering information for subsequent publications that will contribute to the revitalisation of these forms of expression for these occasions.

Chanted, sung and spoken forms of expressions, in their many forms, were embedded in a range of diverse contexts within pre-European Māori society. They were a part of everyday life and were used throughout traditional Māori society—from birth rituals to ceremonies associated with bidding farewell to the dead, from the planting of crops to the harvesting and gathering of food supplies, the welcoming of visitors, and the recruitment of friendly neighbours in times of war. They were used to attract members of the opposite sex, to warn others of impending danger, and in educating children about tribal histories. Thus these forms of expression served a functional purpose and were not always used for entertainment or competition as they are most commonly seen today. However, many forms are no longer practised or have been forgotten.

Project location:

Dunedin

Programme of work:

The student will be responsible for reviewing and collating information in regards to:

- The range of events/ceremonies/cultural processes that used chanted, sung or spoken forms of expressions.
- The type of expressions used, the situation/s they were applied, how and why they were used.
- The unique features of each expression that differentiated one form from another.
- Developing a database of examples of expressions for different occasions and the context within which it was composed and used.
- Reporting on their internship project.

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. Identify cultural occasions where expressions were used.

- This will require the student to access a wide range of sources that have a particular focus on documenting Māori ways of life pre- and post-European arrival that incorporate forms of oral expression. This will include a combination of primary (manuscripts) and secondary literature and much of this time will be spent at the Hocken Library. The student will need to have a high proficiency in the Māori language as there are manuscripts located at this library written in Māori that will provide a rich source of data essential for this research.

2. Identify the style, form and function

- This will require the student to cross check the information found in the first task in regards to different forms, styles and functions of the forms of oral expressions with sources that have a particular focus on Māori music and Māori performing arts. There are noted tribal experts to consult with and ample video footage available for the student to view how these forms of expression were “performed”; their pitch, tempo and sound, that will contribute to understanding the context of use.

3. Database development

- This database will include a spreadsheet of form, function, style, and example/s.

4. Report (one week)

- 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 and create an annotated bibliography
- utilise library databases to access material
- cross check information for accuracy
- create a database
- write a report
- write for publication purposes

Project 11

Name: Dr Wayne Ngata

Institution: Te Whare Wānanga o Awanuiārangi

Email: wjn@xtra.co.nz

Project Title: Tangi te Kura (Traditional Sea Going Vessel Engineering)

Project purpose:

Ko te kaupapa nei he kohikohi, he whakawhāiti i ngā kōrero mō te hanga waka tere moana i ngā rā o mua e whāia ana i ēnei rā. Ehara i te mea hanga noa, he whakapapa hangarau te tikanga, e hono ai te tinana o te hanga ki te atua o tōna whakapapa, e tika ai te tere i runga i te wai. Ka whai kaupapa tonu ko ngā wāhanga katoa o te waka; te takere, te tauihu, te taurapa, ngā rauawa, ngā rā, ngā taura, ngā hoe urungi, aha noa, aha noa. Kāti me āta tirotiro, me āta rangahau ōna āhuatanga hei kaupapa e ahu whakamua ai te hanga o tēnei mea te waka, te hangarau hoki o Teremoana.

Project location:

Ka whakahaeretia ngā mahi i te rohe o Mataatua, o Takitimu hoki i Tauranga. Ka noho te taura ki Tauranga, engari ka whāwhā atu ki te Taitokerau anō hoki.

Programme of work:

He whakariterite tahi me tōna kaitiaki he tikanga whakahaere i te mahi nei.

He tohu i ngā momo waka tere moana hei tirotiro, hei rangahau.

He mātai, he kohikohi hoki i ngā momo taura, wāhanga waka anō hei wānanga

He whakarite i ngā tikanga whakamahere hei pupuri, hei whakaatu korero.

He whakarite kōrero/pūrongo hei whakaatu ki te hunga whakaterere, tiaki waka hoki.

Day to day nature of the work:

Ngā mahi ki rōwhare: (40%)

- He kimi, he rangahau, he kōhi i ngā korero ā-waha, ngā tuhinga, ngā whakaahua mō ngā momo waka e tirohia ana
- He whakarite putunga kōrero
- He tuhituhi i te pūrongo

Ngā mahi takatū ki waho: (60%)

- Mā te kaitiaki o te kaupapa nei e whakapā atu ki ngā mana tiaki o ngā momo waka e tirohia ana, kia mōhio ai rātou he aha te mahi e mahia ana
- He kōrero ki ngā tāngata tārai, hanga, whakaterere waka Māori nei
- He whakaahua i ngā momo waka, wāhanga waka e rangahau ana

Skills the student will learn:

He whakarite, he whakatakoto tikanga rangahau.

He kohikohi, he whakaputupu i ngā kōrero.

He tohu tika i ngā kohinga kōrero (referencing).

He whakawhitiwhiti kōrero, he kukume whakaaro.

He whakatakoto kōrero kia tika ai.

He whakawhāiti, he whakaatu kōrero rangahau.

Project 12

Name: Drs Anne-Marie Jackson and Hauti Hakopa

Institution: University of Otago

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

Project Title: An exploration of indigenous science in New Zealand

Project purpose:

The purpose of the project is to explore current understandings of indigenous science in New Zealand across the three focal areas of the Te Koronga: Indigenous Science Research theme:

1. Research derived from mātauranga
2. Interface research
3. Research that has a decolonising research ethic

The project will involve examining literature, interviewing researchers and Māori community members associated with the Te Koronga: Indigenous Science Research Theme.

The successful student will join the Te Koronga: Indigenous Science Research Theme at the University of Otago.

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

Project location:

Dunedin (and can be negotiated)

Programme of work:

The first 5 weeks of the internship will primarily be focused on understanding indigenous science, mātauranga and other key phrases, reviewing literature, engaging in discussion with key community members and site visits of the local communities we support.

The second 5 weeks of the internship will focus on the preparation of a written report. The report will be disseminated in late February back to the Te Koronga: Indigenous Science community.

Day to day nature of the work:

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

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

Skills the student will learn:

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

Project 13

Name: Dr Anne-Marie Jackson, Dr Hauiti Hakopa and Mr Hoturoa Kerr (Te Toki Voyaging Trust)

Institution: University of Otago

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

Project Title: Hauora and Pūtaiao Solutions for Te Toki Voyaging Trust

Project purpose:

This project is for a student to work alongside Te Toki Voyaging Trust and the Te Koronga: Indigenous Science Research Theme.

The purpose of the project is to explore the potential to develop hauora and pūtaiao solutions for Te Toki Voyaging trust in their kaupapa of kaitiakitanga and mauri ora of the marine environment through traditional navigation and sailing.

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

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

Project location:

Dunedin and Waikato

Programme of work:

This internship will be based under the umbrella of the University of Otago Te Koronga: Indigenous Science Research Theme. The first 5 weeks of the internship will primarily be focused on understanding the issue, reviewing literature, engaging in discussion with key community members, hui, site visits and wānanga. The second 5 weeks of the internship will focus on the preparation of a written report. The report will be disseminated in late February back to the Te Toki and Te Koronga: Indigenous Science community.

Day to day nature of the work:

Field time (60%): Working on-site with Te Toki Voyaging Trust. This will involve hui and discussions with key community members and stakeholders as well as site visits.

Office time (40%): Working, researching and writing the research report.

Skills the student will learn:

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

Project 14

Name: Drs Hauiti Hakopa & Anne-Marie Jackson

Institution: University of Otago

Email: hauiti.hakopa@otago.ac.nz

Project Title: The spatial dimension of cultural identity

Project purpose:

The purpose of this project is to source information (cultural and spatial) that describes the student's relationship to their marae in preparation for learning how to use spatial information technology to create maps of their ancestral landscapes

This project will develop skillsets of blending modern ICT with oral narratives (mōteatea, lore of the land, pūrākau).

The student will join the Te Koronga: Indigenous Science Research Theme at the University of Otago.

Project location:

Dunedin, and the student's ancestral connections

Programme of work:

1. Attendance at Te Koronga mapping wānanga
2. Source through the oral archives to look for 'instances' of how they (the oral archives) describe relationship to land (tangata whenua ethic) - the student works with their own communities/marae
3. Centre the data collection on their marae
4. Collect stories from kaumātua who live in and around the marae

Day to day nature of the work:

Field time (60%): Working on-site with community members. This will involve hui and discussions with key community members and stakeholders as well as site visits.

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

Skills the student will learn:

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

Project 15

Name: Dr Poia Rewi

Institution: University of Otago

Email: Poia.rewi@otago.ac.nz

Project Title: He Tātarihanga Reo Toi Māori

Project purpose:

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

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

Project location:

Ōtepoti

Programme of work:

He whakakao puna mōhiotanga, puna mātauranga:

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

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

Kia Mōhio Noa: taihoa ake nei e tukua te marohi tikanga matatika¹ ki te Whare Wānanga o Otākou.

Day to day nature of the work:

Ko tā tēnei rangahau he:

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

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

*He taputapu patopato tā te kaitono hei amo i te mahi patopato a te kairangahau. Kei Te Whare Wānanga o Otākou hoki he tangata hangarau hei āwhina i te mahi tātari takotoranga reo.

Skills the student will learn:

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

Project 16

Name: Professor Angus Macfarlane

Institution: University of Canterbury

Email: angus.macfarlane@canterbury.ac.nz

Project Title: Ngā Tamariki Reorua: Expanding Emerging Literacy Skills in Bilingual Children

Project purpose:

It is generally accepted that literacy is fundamental human right critical to fostering self-determination in areas of health and wellbeing, community engagement, cultural imperatives and lifelong learning. It has also been suggested that it is highly likely the emerging literacy of bilingual children develops differently to the skills of children who are only exposed to one language in their early years.

This project will examine data collected from pre-school children attending a bilingual early childhood centre in Christchurch. The data focuses on the developing oral language skills of the children, namely phonological awareness and vocabulary knowledge. The findings of this research will inform a wider study that is exploring the emerging literacy of children who are exposed to two languages (te reo Māori and English) in the home and early childhood environment during their pre-school years. Additional aspects, such as the role of whānau in supporting children's early literacy, will be considered, particularly how such aspects contribute to te reo Māori being visible (he mea kitea), heard (he mea rongo), and felt (he mea ngakaunui) in the learning and teaching setting of the home and pre-school.

Project location:

Te Rū Rangahau Māori Research Laboratory
University of Canterbury
Christchurch

Programme of work:

Lab work: Complete a comprehensive data analysis on assessments relating to children's phonological awareness and vocabulary knowledge

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

Prepare an academic journal article for submission to a publication

Day to day nature of the work:

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

Skills the student will learn:

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

Project 17

Name: Professor Angus Macfarlane

Institution: University of Canterbury

Email: angus.macfarlane@canterbury.ac.nz

Project Title: Getting in early: Developing cultural consciousness in the pre-school sector

Project purpose:

The purpose of this project for early childhood educators is a response to that need by contributing to the creation of a user-friendly addition to the material already on offer in the field, but requiring galvanization so as to support teachers, whānau, and most importantly, tamariki.

In 2009, a postgraduate course entitled 'Culturally Inclusive Pedagogies: Motivating Diverse Learners' was introduced as a summer school offering at the University of Canterbury. At around the same time, the Ministry of Education's Māori Strategy, *Ka Hikitia*, provided teachers with a context for their work. *Ka Hikitia* identified a series of "levers" for success, one being "Foundation Years" with an emphasis on increasing provision of quality, culturally responsive early learning opportunities. The postgraduate summer school scholars, over the years, have been a diverse group, in terms of background, experience, age, ethnicity, and so forth. What the scholars had in common was a commitment as education professionals to continue their journey as life-long learners so as to increase the provision of quality education across the sector. In a short space of time they became a community of scholars with a genuine recognition that there will continue to be extensive interactions among culturally different people - within nations, cities, villages, and educational contexts - and that the need to better understand diversity often requires references and resources that are low in complexity and high in applicability.

Project location:

Te Rū Rangahau Māori Research Laboratory
University of Canterbury

Programme of work:

Lab work: Carry out interviews and observations, and collect formative data from two kindergartens in Northland Te Tai Tokerau.

In conjunction with the supervision team, present the data for analysis and write a comprehensive account of the findings.

Academic outputs: Present a workshop or paper at a regional or national conference
Prepare a framework for a resource for Early Childhood educators

Day to day nature of the work:

- Field work to be carried out in November 2017
- Lab work to be carried out December 2017 and January/February 2018
- An assessment of the investment/management intervention opportunities by the student using spatial analysis.
- Report back to Māori land forum/group, regional economic forum or Māori land meeting.

Skills the student will learn:

- Student to work individually on reviewing the relevant literature with guidance from the Professor of Māori Research and Early Childhood experts in Te Rū Rangahau
- Work alongside an Early Childhood academic in the collection and analysis of data phases.

- Collaborate with senior Māori researchers in the preparation of a resource for the sector
- Network with other scholars and senior researchers on campus

Project 18

Name: Associate Professor Suzanne Pitama, Dr Karyn Paringatai, and Professor Jacinta Ruru

Institution: University of Otago

Email: Jacinta.ruru@otago.ac.nz

Project Title: Mātauranga Māori and Māori pedagogies in tertiary teaching

Project purpose:

This project seeks to understand and develop an Otago approach to further innovate researched solutions for how mātauranga Māori and Māori pedagogies can transform tertiary teaching and learning. This project will contribute towards:

- creating a collective expertise that will enable the development of new multidisciplinary translational ako research, and;
- kick-starting a new integrated multidisciplinary approach at Otago specifically and strategically driven from research and the desire to adapt and/or create theories and methods that produce new knowledge in tertiary curriculum, innovation and leadership.

The specific purpose of this summer internship project is to contribute towards working with the University of Otago Poutama Ara Rau Research Theme researchers. Our name, Poutama Ara Rau encapsulates our broader aim: ‘poutama’ a set of steps, ‘ara’ (pathway), ‘rau’ (many) – meaning together many pathways and projects of learning and understanding that can be taken and shared with each other to achieve the desired aim of reaching the pinnacle of success. The Māori concept of whanaungatanga (engagement and connection) drives this research as it supports the context to transform learning and research, create commonality, spark debate, inspire inquiry, encourage contemplation, foster relevance, facilitate equity, and advance excellence.

The internship project will provide opportunities to engage with the Poutama Ara Rau Research Theme including award winning researchers in Kaupapa Māori tertiary teaching, and to help collate existing information, research and practice. Specific roles will include working on two environmental scans for publication in 2018: 1) further developing and editing an existing environmental scan of collated sources dedicated to Māori pedagogy in a tertiary education setting (an existing draft of 13,500 words exist); 2) developing a new environmental scan of sources relevant at Otago dedicated to understanding Indigenous students’ experiences of tertiary study, and Indigenous teachers’ experiences of teaching students in different disciplines.

Project location:

University of Otago, Dunedin campus (alternatively University of Otago, Christchurch campus).

Programme of work:

Over the duration of the summer internship, the student will join our research team and engage in key research activities that will contribute to finalising for publication two significant environmental scans and have opportunities to work with and be mentored by Otago’s Māori researchers from many different disciplines encompassing health sciences, sciences, commerce and humanities.

The project programme includes as a guide:

- Weeks one-two: induction and familiarisation with the Theme Research team and research to date, research training in different disciplinary online search databases.
- Weeks three-five: completing and editing the first environmental scan with regular mentoring from the Theme leaders.
- Weeks six – nine: developing first draft of the second environmental scan with regular mentoring from the Theme leaders.

- Week ten: preparing for and delivering a seminar to the Poutama Ara Rau Research Theme on research findings, and finalising internship report final.

Day to day nature of the work:

The majority of the work will be desk based completing two environmental scans for publication. These two scans include academic and policy literature reviews and annotated bibliographies. The intern will be included in all Poutama Ara Rau Theme activities conducted during the period of the internship.

Skills the student will learn:

- how to engage in Māori focused research;
- how to prepare an effective environmental scan which includes a process of systematically surveying and interpreting relevant data;
- advanced research skills including expertise with different disciplinary online research search engines; how to collate an annotated bibliography;
- analytical analysis of the literature;
- an appreciation of national strategic policies and plans for tertiary teaching and learning.

Project 19

Name: Dr Waikaremoana Waitoki & Luke Rowe

Institution: Māori and Psychology Research Unit, University of Waikato

Email: moana@waikato.ac.nz

Project Title: Mau rākau – A platform for connections to wellbeing, language and identity.

Project purpose:

Connections to wellbeing, language and culture are critical components of mau rākau in addition to the martial arts aspects of discipline, defence, confidence, humility and good citizenship. The wellbeing aspects of mau rakau have been well established however, the research literature is limited. Mau rākau as an intervention for mental health issues has been used in therapeutic settings with a focus on building relationships, rather than tackling specific issues such as family violence, substance abuse, or depression (Gilgen, 2016). Taking the circuitous route to wellbeing is typical of Indigenous interventions that value mana enhancing practices, self-determination and transformation (Waitoki, 2016). Wellbeing indicators for Māori include dimensions of language, culture, physical health, connections to whakapapa, secure identity and healthy relationships – each of these dimensions are part of mau rākau training implicitly and explicitly.

This project seeks to explore the meaning of mau rākau for Māori, as a feature of relationships, connections to culture and identity, language acquisition, physical and mental wellbeing, confidence, and resilience.

Using a mixed methods, quantitative and qualitative research approach, this research seeks to reclaim Indigenous knowledge of the healing aspects of mau rākau as an Indigenous martial art. The assumption is that mau rākau provides a mana-enhancing platform for increasing wellbeing and cultural identity. Through face-to-face interviews and an online survey, mau rākau practitioners will be asked exploratory questions about their experiences, and to comment on the dimensions of Māori wellbeing they believe are related to the discipline.

Project location:

The project will be based at the University of Waikato, Hamilton in the School of Psychology, primarily in the Māori and Research Unit. Interviews will be conducted locally, and via Zoom; surveys will be developed and distributed throughout social media.

Programme of work:

- 1) Ethics application: The intern will be supported to write an ethics application allowing them to interview via face-to-face, and through Zoom, and supported to conduct an online survey.
- 2) Interviews and survey: Practitioners will be purposively sampled through known contacts, and through snowballing. The expectation is to interview 3-6 practitioners. The survey will be sent through social media using survey monkey and will involve only quantitative questions as the interviews will form up the qualitative design.
- 2) Review literature: relevant to kaupapa Māori research methodology; mau rākau, wellbeing, and sports/martial arts and wellbeing.
- 3) Develop: a kaupapa Māori based open-ended interview and survey questions (mixed methods approach).
- 4) Analyse findings: Review and analyse findings and consult with participants to ensure integrity of the findings.
- 5) Prepare journal paper: Prepare a publishable paper for submission to MAI or *AlterNative* this will occur at the 6 week mark.
- 6) Prepare intern reports: Prepare reports as required to meet payment schedule.

- 7). Regular supervision meetings: Weekly meetings with supervisor, via Zoom, and/or face-to-face.
- 8). Participate in MPRU activities: As the MPRU is a working unit, activities run from time to time and provide an excellent opportunity for networking with researchers and academic staff. The intern will attend these events as appropriate.
- 9). Prepare a final report: for Ngā Pae o te Māramatanga.

Day to day nature of the work:

The intern will spend approximately 2-3 weeks in the field conducting interviews.

The remainder of the time will be spent at the MPRU Unit and the library reviewing papers and preparing for tasks outlined above.

The expectation is that the intern will be involved in the project for 10 weeks, at approximately 35-40 hours per week. The intern will be closely supported while in the Unit and will have peers around them throughout the summer (these are last year's interns who are now doing their Master's theses).

Skills the student will learn:

How to write an ethics application, conduct a comprehensive literature review, develop an interview schedule and survey questions, become familiar with kaupapa Māori research methodologies, and become familiar with Māori concepts of health and wellbeing. They will also learn how to engage with researchers within the unit, how to conduct interviews, and how to analyse and prepare research findings. A key task will be learning how to write a publishable paper. The intern will also gain confidence and skills in conducting research and engaging with research colleagues. The overall skills learned will prepare the intern for Master's study, and PhD study.

Project 20

Name: Wendy Henwood & Professor Tim McCreanor

Institution: Massey University, Whariki Research Group

Email: W.A.Henwood@massey.ac.nz

Project Title: Mānuka and kānuka species; Potentials for Māori honey production

Project purpose:

To investigate literatures on honey production from mānuka and kānuka varieties and the optimum situations for plantations of these species.

Tapuwae is embarking on a honey venture to improve returns to its shareholders in conjunction with improving environmental outcomes for the whenua. Better understandings of the part that particular sites and varieties play in quantity and quality will inform planning and management regimes. The Tapuwae venture involves a partnership with its iwi, Te Rarawa, and several local Māori honey and hive operations.

Project location:

The project will focus on the 2000 hectare Tapuwae Incorporation, hapū owned land block on the north shore of the Hokianga Harbour near Kohukohu. The PI is a trustee of the block, works closely with the farm manager and is resident in nearby Rawene. The work can be carried out at a location that works for the intern, will involve at least one site visit and regular kanohi ki te kanohi meetings with Wendy and/or Tim in Rawene, Auckland or cyberspace.

Programme of work:

The Intern will undertake a desk-top study of literature and relevant data that relate to existing stands of mānuka and kānuka at Tapuwae. The project will gather and analyse research (particularly laboratory findings, botanical research and economic studies) on the “Unique Manuka Factor” (UMF, a key determinant of value) present in honey produced from the key species, variability of UMF in different cultivars, issues around biosecurity (especially Myrtle Rust) and other factors likely to impact on production and yield. This investigation would also include issues such as hive to acreage stocking rates, prolonging the UMF season and supplementary species for hive health outside the mānuka/kānuka flowering season.

Day to day nature of the work:

The project will entail a mix of desk-top and fieldwork.

The fieldwork will involve visits to Tapuwae to view existing stands of mānuka and kānuka, consider potential areas for plantation of these species, observe current hive sites, and to interview apiarists involved to tap local knowledge and experience about best practices for quality honey from the block.

Skills the student will learn:

The Intern will learn research design skills, project implementation (literature review, interviewing, applied analysis of findings to setting) and research management as well as gaining practical experience of working in a particular hapū environment and high level knowledge of honey production/economy.

Wendy Henwood is a very experienced and well-connected mentor for the project. She is a member of Whariki Research Group and a named researcher on the Te Aho Tapu project of the Te Tai Ao theme. Tim McCreanor is a senior researcher at Whariki Research Group in Symonds St in Auckland.

Project 21

Name: Dr Dan Hikuroa & Prof. Helen Moewaka-Barnes

Institution: University of Auckland and Whariki Research Centre, Massey University

Email: d.hikuroa@auckland.ac.nz & h.moewakabarnes@massey.ac.nz

Project Title: Social Movements – how do they start? How are they maintained?

Project purpose:

Te Awaroa – Voice of the River project aims to achieve 1000 Rivers in a State of Ora by 2050. To realise this we need to grow a national movement to take care of our rivers. Understanding how Social Movements are initiated and maintained is critical for maximising community engagement in this project.

The purpose of this NPM summer internship is to improve that understanding. One output will be a full final-draft of a paper.

Project location:

The student can decide if they would like to be based at either Māori Studies, University of Auckland (Waipapa Marae Complex) or Whariki, SHORE & Whariki Research Centre, Massey University (7/90 Symonds St, Auckland).

Programme of work:

The intern will work under supervision of Dan Hikuroa and Helen Moewaka Barnes, with scheduled weekly meetings. Informal discussions are also anticipated and welcomed.

Week 1

Familiarisation with the Te Awaroa project, and the Te Awaroa team.

Induction to either Māori Studies or Whariki.

Begin Literature Scan and Collation

Create Zotero list

Weeks 2-4

Continue Literature Scan and Collation

Start Literature Review

Field trip to Ōkahu Bay (case study site)

Select journal for paper to be submitted to, download template

Week 5

Continue Literature Scan and Collation and Literature Review

Weeks 6-7

Continue Literature Scan and Collation and Literature Review

Present preliminary findings to the Te Awaroa team.

Based upon review and feedback start writing article.

Week 8

Complete first draft of article, submit to Dan and Helen for review and comment.

Week 9

Address review comments and complete final draft.

Week 10

Finalise the article and submit.

Day to day nature of the work:

A lot of the day to day nature is detailed above, but in addition the intern will be a member of the team during the internship and regular collegial interaction is envisaged.

Skills the student will learn:

- Literature search, collation and review
- Database management – Zotero
- Critical engagement with literature
- Academic article writing
- Team work
- Presentation

Project 22

Name: Brad Coombes

Institution: School of Environment, University of Auckland

Email: b.coombes@auckland.ac.nz

Project Title: Māori-led education for sustainability – collective learning through observatories

Project purpose:

This project will document Māori community engagement with open days and public observatories as a means of achieving the goals of transformative education in a more culturally appropriate and publicly accessible form.

Northland has a long history of agricultural extension services and open days on farms, but those legacies were threatened by neoliberal reforms over the last three decades. Te Uri o Hau, Ngati Wai and Ngapuhi have reinvented those approaches for cultural and environmental health purposes and in intergenerational learning initiatives. Their intent is to promote a transition to sustainability, but also to implement responsibly strategic cultural objectives and Treaty settlements. A secondary intent is to demonstrate indigenous forms of leadership in a publicly visible way that will invert the conventional gaze of education for sustainability – to educate Pakeha about the advantages of collective action, practices, and ownership in realizing environmentally appropriate development.

Indigenous peoples are sometimes ambivalent about education for sustainability, recognizing the importance of motivating pro-environmental behaviour change but also questioning the influence of non-indigenous discourses and motivations in contemporary environmentalism. Recent shifts in education for sustainability have inspired transition from transmissive attempts to raise scientific literacy to more transformative and transgressive approaches that value self-discovery, critical thinking and culturally relevant messages. In Aotearoa, those shifts have attracted greater indigenous participation and leadership, with Māori now dominating such areas as stream monitoring, experiential learning in marine environments or civic science approaches to environmental health awareness. However, many of those achievements have received little academic attention, and Māori practitioners also find it difficult to achieve sustained participation.

Project location:

School of Environment, University of Auckland, with field excursions to Whangarei and Far North districts.

Programme of work:

The new approaches to sustainability education purport that experience, first-hand material contact and, particularly, *observation* are superior forms of learning. It is fitting, therefore, that this project will employ (participant) observation to investigate some of the social, cultural and educational outcomes of open days and observatories.

With support of the project supervisor, the successful applicant will attend a sample of showcase events run by Māori communities in Northland, interviewing some of the project managers and running debriefing sessions and focus groups with Māori participants. These first hand experiences will develop an understanding of how participants' interactions with nature, technology and each other create opportunities for group learning. Two Māori-led programs will be the focus of the research. Te Uri o Hau operate a 'Flagship Farms' project that invites other farmers onto Māori properties that have achieved strong environmental *and* economic performance. Hapu of Ngati Wai and Ngapuhi have developed an 'Open Papakainga' program that showcases how collective ownership and management of land development and housing initiatives create the preconditions for such

sustainability initiatives as energy conservation, potable water harvesting and renewable energy. The successful applicant will observe how those programs construct environmental messages for a Māori audience, and how hands-on activities are utilized to inspire change at the household level. Coordinators of both programs have committed to assisting the researchers and their ambitions.

Day to day nature of the work:

Successful field observations in Northland are more likely to emerge if an intern can first learn about similar projects overseas and in Auckland. A brief literature review on indigenous objections to and engagements with sustainability education will be prepared early in the project, intersected with site visits to various 'public experiments for sustainability' that are led by Māori within the Tamaki-Makaurau area.

Both 'Open Papakainga' and 'Flagship Farms' are designed to be visible in the summer, when whānau often return to their rohe in Northland. Accordingly, there is a peak of activity for the two programmes in mid-December and mid-January, with a secondary peak at the end of the financial year. A ten-day field trip will be scheduled either side of the New Year and Christmas breaks to overlap with times when the two projects are most visible. Although the summer schedules for 2017/2018 have not yet been published, experience from previous summers suggests that a suitable hikoi can be arranged to connect as many open days as possible.

Upon return to Auckland, the intern will process research materials and assist with the drafting of a report for participating communities and project leaders. It is also intended to draft an article for the *Journal of Environmental Education and Research*.

Skills the student will learn:

The successful applicant will require training that distinguishes general observation from the academic pursuit of (participant) observation. Likewise, running focus groups and debriefing sessions is likely to be a new approach for the intern, so training and guidance-by-example will be offered. Beyond those methodological concerns, the intern will be actively involved in project management, community engagement and reporting to communities. As this portfolio may be intimidating, it is intended that a team approach be adopted and that the project supervisor will be in the field with the intern at most times.

Project 23

Name: Associate Professor Jenny Lee Morgan

Institution: Waikato University

Email: jennylm@waikato.ac.nz

Project Title: Te Manaaki o te Marae Research Project: The role of marae in the Tamaki, Māori housing crisis.

Project purpose:

This internship project will involve a literature review of archival te reo Māori Waikato-Tainui newspapers. Central to the 'Manaaki o te Marae' project is a kaupapa Māori understanding of the concept of manaaki in relation to 'te pani me te rawakore', whenuakore and/or kaingakore.

This project will enable the researchers to analyse the Māori language discourse about manaaki in relation to poverty, landlessness and homelessness. The rationale for constraining this literature review to Waikato archival newspapers is the clear understanding that the Te Puea Marae is clearly located within the legacy of Kingitanga and context of Waikato-Tainui. This work will be critical in analysing the discourse of homelessness and the work of Te Puea Marae in the media today.

Background The internship aligns and contributes to Kainga Tahī, kainga rua, National Science Challenge SRA 5 Better Buildings Homes Towns and Cities, and a collaborative two-year research project (Aug 2017 – Aug 2019) led by Assoc Prof Jenny Lee-Morgan (Uni of Waikato) and Mr Rau Hoskins (Unitec). Based on the work of In the Te Puea marae, a marae-based kaupapa Māori response to vulnerable whānau seeking emergency housing in Tamaki Makaurau, this project investigates the role of marae as an integral part of urban housing solutions within the cultural framework of manaakitanga.

Project location:

Te Hononga, Māori Architecture UNITEC

Programme of work:

Under the supervision of AP Jenny Lee-Morgan the students will:

- Identify: key te reo Māori search words; relevant Māori newspapers; and timeframes.
- Undertake an analysis of the ways these words/terms/concepts are used in the Māori media, and track the way in which the word/terms/concepts change over time.
- Identify and analyse stories of Te Puea, and Te Puea Marae.
- Write a report based on the literature and information gathered.

The Project team is looking for a post graduate student, preferably of Waikato-Tainui whakapapa, and is highly proficient in te reo Māori.

Day to day nature of the work:

The student will attend regular fortnightly team meetings, and well as weekly supervision meetings. Most archival newspaper analysis work will be able to be done online, but may also require library searches.

The student will also have an opportunity to visit Te Puea Marae as part of being 'in the field'.

Skills the student will learn:

The student will develop/build on the following skills:

- Working in a high-performing research team

- Working on a marae-based project
- Literature review skills
- Meta-analysis skills

Project 24

Name: Dr Waikaremoana Waitoki

Institution: Waikato University

Email: moana@waikato.ac.nz

Project Title: Establishing the maternal gaze: The 4th trimester and life outside the womb.

Project purpose:

Pregnancy is well known as consisting of 3 gestational periods; however very little research has been conducted that explores the postpartum, 4th trimester. The 4th trimester refers to the 3 month period post-birth, and may extend up to a year depending on social, physical and emotional issues related to birthing and motherhood. The 4th trimester is crucial for the psycho-social development of babies as they adjust to their new life outside the womb.

This project will explore the factors that influence Māori mother's wellbeing in the 4th trimester. In particular, what are optimal conditions for mother and pepi in this crucial period that enhances wellbeing and contributes to the maternal gaze?

The maternal and baby gaze – where a mother and baby fall in love with each other is influenced by experiences in pregnancy and childbirth, and the support mothers receive postnatally (Cargo, 2016). Optimal environments are needed to enable mothers to establish a loving bond with her baby, yet mothers are often left to care for their babies while exhausted, nutritionally starved, stressed, or unwell. In these states, they may also be pressured to cope, to socialise and share their baby, return to work, or to deal with social and WINZ services. Conflicting and inconsistent cultural advice on sleeping arrangements, breastfeeding and managing fussy babies also impact on wellbeing, and contributes to mental health issues, and difficulties bonding. Advice for Māori mothers is vital if we are to understand the importance of the 4th trimester for infant development.

Project location:

The project will be based at the University of Waikato, Hamilton in the School of Psychology, primarily in the Māori and Research Unit. The intern does not need to live in Hamilton, although this would be an advantage.

Programme of work:

1. Review literature: relevant to kaupapa Māori research methodology; Māori maternities, and wellbeing. Sourcing relevant internet material will also be a feature of the work programme.
2. Review literature: relevant to the 4th trimester and the maternal gaze
3. Prepare guidelines: offering optimum recommendations for establishing bonding (and poster)
4. Prepare intern reports: Prepare reports as required to meet payment schedule.
5. Regular supervision meetings: Weekly meetings with supervisor, via Zoom, and/or face-to-face.
6. Prepare guidelines: on best practice for 4th trimester care (and poster)
7. Participate in MPRU activities: As the MPRU is a working unit, activities run from time to time and provide an excellent opportunity for networking with researchers and academic staff. The intern will attend these events as appropriate.
8. Presentation: to MPRU researchers and students on the main findings and recommendations
9. Prepare a final report: for Ngā Pae o te Māramatanga.

Day to day nature of the work:

The intern will spend approximately 4 weeks on the literature reviews. One week each for the guidelines, one week for posters and presentations. The remainder of the time will be spent involved preparing the final report contributing a funding application to extend the research project (i.e. HRC).

The expectation is that the intern will be involved in the project for 10 weeks, at approximately 35-40 hours per week. The intern will be closely supported while in the Unit and will have peers around them throughout the summer (these are last year's interns who are now doing their Master's theses).

Skills the student will learn:

How to conduct a comprehensive literature review on Māori maternities, become familiar with kaupapa Māori research methodologies, and become familiar with Māori concepts of maternal health and wellbeing. They will also learn how to engage with researchers within the unit, how to write guidelines, present, and prepare a poster. The intern will also gain confidence and skills in conducting research and engaging with research colleagues. The overall skills learned will prepare the intern for Master's study, and PhD study.

Project 25

Name: Drs Hukarere Valentine and Natasha Tassell-Matamua

Institution: School of Psychology, Massey University

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

Project Title: He aha te wairua? He aha te mauri? In search of wairua and mauri.

Project purpose:

The purpose of the project is to conduct an extensive search and review of literature relating to the constructs 'wairua' and 'mauri'. In particular, the project aims to identify sources highlighting definitions and experiences of both wairua and mauri, as well as literature that speaks to how the constructs are differentiated. The literature review resulting from this project will form the basis of a manuscript overviewing findings of a study investigating the experiences of wairua of a Māori sample. The literature review from this project will also form the basis of a separate manuscript that speaks to how wairua and mauri are differentiated from a Māori perspective, and the implications of these constructs for psychological practice in Aotearoa New Zealand.

Project location:

The project will be primarily conducted through the School of Psychology at Massey University in Palmerston North. The student will have access to the Massey University library databases and have the use of School of Psychology resources, such as a laptop and printing, to undertake the project. Although it is expected the student will spend some time on campus, where necessary and relevant, aspects of the project [such as the literature review] will be able to be completed remotely from campus.

Programme of work:

The programme of work will largely involve the identification, obtaining and reviewing of relevant literature related to wairua and mauri. In particular there is an expectation the student will:

1. Conduct searches of the literature through the Massey University library database, to access relevant material including books, theses, journal articles, and any 'grey' literature.
2. Access/obtain and read relevant literature.
3. Refine literature to that which aligns most closely with the project topic.
4. Write a literature review summarising the selected materials, which will subsequently form the basis of two journal manuscripts.

Day to day nature of the work:

The day to day nature of the work will mostly involve working on a computer at a desk, which will be located in the School of Psychology at Massey University, or can be located remote to campus too. There is likely to be some time spent obtaining materials in person at the Massey University library on campus.

Skills the student will learn:

Involvement in the project will be beneficial to the intern in terms of exposure to the literature, and experience of conducting an extensive literature review that has valence to Māori. This will assist in developing research skills for future postgraduate research engaged in by the intern, and it is anticipated the literature review for this project could form the basis for an Honours or Masters project. Being co-supervised by Dr Valentine and Dr Tassell-Matamua will provide the intern with experience of working as part of a research team. There is also potential for the intern to be named as a contributing author on the publications from this project, which will contribute to a track record of research experience for the intern.

Project 26

Name: Dr Waikaremoana Waitoki & Luke Rowe

Institution: University of Waikato

Email: moana@waikato.ac.nz

Project Title: Inscriptions on my body: The journey towards receiving a moko kauae.

Project purpose:

This project seeks to explore the process of taking a moko kauae for Māori women and their whānau. Specifically, what are the personal, cultural, aspirational, social and political motives that compel Māori women to inscribe unique identity markers on their faces?

Using a kaupapa Māori research approach of pūrakau-storytelling, this research seeks to explore the narratives of Māori women as they embark on the journey of taking a moko kauae. While there is a range of literature on moko, the personal and whānau journeys of women taking moko kauae are less understood, yet they are rich with emotional, political and social stories. Moko papa relates to groups of women (and men) receiving moko over a period of one or up to four days. Moko papa involves whānau, friends and communities coming together to support the moko recipient. Dimensions of karanga, pōwhiri, karakia, whaikōrero, tikanga and kawa, laughter, tears, waiata, manaaki, tapu, noa are all offered as an integral part of the tā moko journey.

The developmental learning opportunity for children, rangatahi and pakeke during moko papa is significant. For some, tā moko is a normal part of their cultural experiences; for others, it is a totally new and life changing experience. What is clear, is that intergenerational transfer of cultural knowledge occurs throughout the moko journey.

These experiences and their meanings for language and cultural revitalisation need to be explored as more and more Māori are receiving their moko, either on their face, or parts of their bodies. This project, while also personal to the research supervisor (Waitoki, 2017), aligns to findings in an existing foundation Ngā Pae project. In this study, stories were told about te reo being present in our art work such as tukutuku, whakaairo, raranga and in tā moko. A moko kauae is an example of reo inscribed on the face, in the same way as signs, or text tells a story, where each story is unique and unavoidably linked to the past and the future. Māori women and their whānau will be invited to contribute a personal account of their moko journey (Cherrington, 2017). These narratives will be explored to uncover new stories, and to uncover themes related to language, culture, identity and personal aspirations. In this way, we hope to emerge a narrative about the deeply valuable dimensions of moko kauae that go beyond the story of what is inscribed on the wearer's chin.

Project location:

The project will be based at the University of Waikato, Hamilton in the School of Psychology, primarily in the Māori and Research Unit. Interviews will be conducted locally or via Zoom, or Skype.

Programme of work:

1. Ethics application: The intern will be supported to write an ethics application allowing them to invite women and their whānau to contribute a story either in written, video, or through face-to-face contact. Each person will be invited to contribute an image of their moko journey as part of the narrative.
2. Narrative collection: Māori women will be purposively sampled through known contacts, and through snowballing. The invitation will be sent out to personal links, and through social media.
3. Review literature: relevant to kaupapa Māori research methodology; tā moko, pūrakau methodology, language and identity through art.

4. Analyse findings: Review and analyse findings and consult with participants to ensure integrity of the findings.
5. Prepare journal paper: Prepare a publishable paper for submission to MAI or *AlterNative* this will occur at the 6 week mark.
6. Prepare intern reports: Prepare reports as required to meet payment schedule.
7. Regular supervision meetings: Weekly meetings with supervisor, via Zoom, and/or face-to-face.
8. Participate in MPRU activities: As the MPRU is a working unit, activities run from time to time and provide an excellent opportunity for networking with researchers and academic staff. The intern will attend these events as appropriate.
9. Prepare a final report: for Ngā Pae o te Māramatanga.

Day to day nature of the work:

The intern will spend approximately 3-4 weeks in the field collecting narratives.

The bulk of the time will be spent at the MPRU Unit and the library reviewing papers and preparing for tasks outlined above.

The expectation is that the intern will be involved in the project for 10 weeks, at approximately 35-40 hours per week. The intern will be closely supported while in the Unit and will have peers around them throughout the summer (these are last year's interns who are now doing their Master's theses).

Skills the student will learn:

How to write an ethics application, conduct a comprehensive literature review, become familiar with kaupapa Māori research methodologies. They will also learn how to engage with researchers within the unit, how to engage with research participants, and learn research ethics. They will learn how to analyse and prepare research findings, and how write a publishable paper. The intern will also gain confidence and skills in conducting research and engaging with research colleagues. The overall skills learned will prepare the intern for Master's study, and PhD study and future research grant writing.

Project 27

Name: Dr Carla Houkamau

Institution: University of Auckland Business School

Email: c.houkamau@auckland.ac.nz

Project Title: The Māori Identity and Financial Attitudes Study: Te Rangahau o Te Tuakiri Māori me Ngā Waiaro ā-Pūtea

Project purpose:

The purpose of the project is to produce one of the first public reports arise from the Māori Identity and Financial Attitudes Study: Te Rangahau o Te Tuakiri Māori me Ngā Waiaro ā-Pūtea, under the guidance and supervision of to Dr Carla Houkamau and Associate Professor Mānuka Hēnare.

Project location:

The student will be located at the University of Auckland Business School.

Programme of work:

Specifically, the student, will analyse data from the Māori Identity and Financial Attitudes Study to estimate the proportion of Māori in the population who have engaged in different types of financial savings behaviour (kiwisaver, savings, shares, mortgage, insurance, etc.).

Te Rangahau o Te Tuakiri Māori me Ngā Waiaro ā-Pūtea is a nationwide survey which is being mailed to 100,000 New Zealanders who identify as Māori (on the NZ electoral roll) in September 2017.

The student will be a key part of the data collection process, helping collate data received (i.e. help process completed surveys) and then produce a report of his (initial) findings which will be publicly available on the Māori Identity and Financial Attitudes website (currently under construction).

In addition to providing important information on the proportion of Māori in New Zealand who engage in different types of financial planning activities, the report will also develop and test a regression model assessing the key demographic factors that predict who is more likely to engage in which types of financial planning, how that differs across income brackets, regions of the country, and also potentially across iwi.

This will provide useful information to identify factors that promote or act as barriers to financial planning for Māori.

Day to day nature of the work:

The work will involve:

- Obtaining research materials (journal articles, books, archived material).
- Compiling, reviewing and summarising literature.
- Checking and proof reading surveys.
- Data input.
- Literature view and report writing.

In most cases the applicant will work from a desk either at the University of Auckland or from their own home (it is possible to do some of this work remotely). This job requires teamwork, the exercise of discretion and a good understanding and appreciation of Te Ao Māori.

Skills the student will learn:

The student will receive training in all tasks described above and will work alongside other members of the research team. Opportunities will arise for being involved in additional spin-off projects, publications and external research collaborations.