

2004 - 2005

ANNUAL REPORT



NGĀ PAE O TE MĀRAMATANGA

Ko te pae tawhiti

arumia kia tata

Ko te pae tata

whakamaua Kia

puta i te wheiao

ki te ao mārama

KO TE PAE TAWHITI
ARUMIA KIA TATA
KO TE PAE TATA
WHAKAMAUA
KIA PUTA I TE WHEIAO
KI TE AO MĀRAMA

SEEK TO BRING THE DISTANT
HORIZON CLOSER
BUT THE CLOSER HORIZON,
GRASP IT
SO YOU MAY EMERGE
FROM DARKNESS INTO
ENLIGHTENMENT

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OVERVIEW

The only national Centre of Research Excellence that specifically incorporates a social focus into its work, Ngā Pae o te Māramatanga is a first in many ways. The Centre is the only Māori Centre of Research Excellence. It is seeking to make a special contribution to Māori knowledge and knowledge exchange. And it has a unique and ambitious vision of contributing to social change for the benefit of Māori and all New Zealanders.

We want research to help build the nation, our leaders and whānau. This is no easy challenge. We must create our own infrastructure and nourish a culture of research as we grow. But the Centre's achievements underline remarkable success.

We support research and development that fosters healthy communities in healthy environments, encourages social and educational transformation and brings a uniquely Māori world view to new frontiers of knowledge. We are accelerating the growth in numbers of Māori researchers, and conducting research in ways that genuinely engage with diverse Māori communities.

This has been achieved, of course, thanks to the support of partners in other research organisations and in communities all over New Zealand – and indeed in the whole field of international indigenous research.

We have a clear focus on producing excellent research. Many challenges remain. Delivering fully on our vision may take 25 years. But the achievements over the reporting period give us confidence for the challenges that still lie ahead.

We work through three core, and often interwoven, areas of activity: research, capability building and knowledge exchange. Among many highlights in the reporting period Ngā Pae o te Māramatanga was involved in the publication of 22 peer reviewed academic papers, the launch of seven new books and internationally regarded publications and over 25 academic research projects. Across our three programmes we made it possible for over 2000 Māori scholars, community members and international academics to engage in research and its applications. Several research projects produced outcomes that were acted on promptly by government and other agencies. Our programme for Māori PhD enrolments went from strength to strength – and is on track to achieve a target of 500 new PhDs in five years.



WE MOVE TOWARDS AN EXCITING FUTURE

This reporting period, from July 2004 to December 2005, has been in many ways a watershed, with perhaps the most important event for the medium-term future being the very solid endorsement we received from the Tertiary Education Commission's Mid-Term Review for the Centre's work over our first two-and-a-half years. This Review confirmed funding to continue the Centre's work over the next two-and-a-half years. It provides valuable stability of resourcing, and is also a very welcome confirmation of just how much has been achieved.

At Ngā Pae o te Māramatanga we are developing a new paradigm. It is one that is uniquely part of this Centre's vision, and of course also unique to New Zealand. Across all our activities research needs are identified from Māori experience of those needs, using thinking that comes from a Māori perspective and addressed within the context of a Māori world view. Working from scratch, and without the benefit of pre-existing infrastructure or organisational models, the Centre has had to develop simultaneously both its work programme and the administrative structures to see its programme thrive.

Our focus is on building a reputation for excellence across three main areas of activity: research, capability building, and exchange of knowledge. We aim for high levels of synergy across all these activities. And we have been set high goals, as we aim to deliver high quality research outputs of direct benefit to Māori in particular and New Zealand society in general – and to accelerate full participation by Māori in all aspects of society and the economy.

Towards these goals, and as set out in more detail later in this report, we are pleased to be able to report exciting developments across a variety of research projects including: learning modalities and experience among Māori students in schools (both conventional and Māori language medium); self-perception and aspirations of young Māori; obstacles to successful care for elderly Māori people; scientific, engineering and architectural development of *uku* (clay) as a means of providing comfortable, sustainable, and appropriate buildings for Māori communities; and differential rates of evolution of indigenous species across the Pacific and their dependence on local insolation and climatic conditions.

Another milestone was achieved with the launch of *AlterNative*, our own academic journal and the first international journal of indigenous studies, an achievement of which we can be justifiably proud.

We remain well aware, of course, that much still remains to be done. To this end, several key initiatives were approved during 2004-5, including the appointment of an International Research Advisory Panel to provide external review of our activities; the appointment of specialist managers for our Research, Capability Building, and Knowledge Exchange programmes; the development of improved business support capability, and the opening of the Centre's contestable research funding programmes to scholars nationwide.

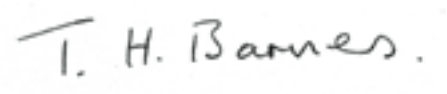
These initiatives will enhance the volume and quality of research results. We look forward to the fruits they will bring, and are mindful that, as momentum increases, stakeholder expectations and calls on our resources will also grow. Over the next two-and-a-half years we will manage our limited resource base carefully.

This report would not be complete without acknowledgement of the tremendous service provided to the Centre by Adjunct Professor M.J.A. (Mick) Brown, and Professor Mason Durie. It is with great regret that I record their resignations: Professor Brown due to retirement and Professor Durie due to the increased pressure from an already massive workload. As inaugural Chair of Ngā Pae o te Māramatanga, Professor Brown made a huge contribution to establishing the culture of the Centre as one in which academic rigour and excellence must never be compromised. The wise advice of Professor Durie as a member of the Board was instrumental in enabling the Centre's achievements to date. We are deeply grateful to them both.

I would also like to acknowledge the committed service to Ngā Pae o te Māramatanga by current Board members. Their guidance – on very many occasions above and beyond any reasonable expectation – has seen us establish a flourishing organisation with robust operating structures. And, finally, I must thank the management and staff of the Secretariat for their dedicated service, hard work and determination.

It has been a fascinating and challenging time – and a great privilege to serve as Acting Chair. The Joint Directors and my fellow Board members have been hugely supportive. The Centre is in excellent heart as we move forward to the next stage of our development and an exciting future.

Professor Tom Barnes



Acting Chair



▶ **Adjunct Professor M.J.A. (Mick) Brown**

Board Chair (July 1, 2004 – March 8, 2005)
Ngāti Kahu, Te Aupouri, Te Rārawa, Ngāpuhi
LLD, CNZM
Auckland

Adjunct Professor Michael Brown is a former District Court Judge and Principal Youth Court Judge from 1980 to 1990, when he was appointed first principal judge of the newly established New Zealand Youth Court, a position he held until his retirement in 1996. Professor Brown is a former Chancellor of the University of Auckland, a member of the Māori Advisory Committee to the Law Commission, and former Chairman of the Māori Education Commission and the Alcohol Advisory Council of New Zealand. He served as Pro Vice-Chancellor (Māori) at the University until his retirement late in 2005. He has been a member of various charitable trusts, including the Auckland Cricket Association and the Alcohol and Liquor Advisory Council, and continues to serve on The Child Development Foundation of New Zealand.



▶ **Professor Tom Barnes**

Board member (July 1, 2004 – March 8, 2005)
Acting Chair (March 9, 2005 – May, 2006)
BSc (Hons), MSc PhD
Auckland

Professor Tom Barnes is Deputy Vice-Chancellor (Research) and Professor of Physics at the University of Auckland. He came to New Zealand in 1981 to join the DSIR in the Physics and Engineering Laboratory. Following that he worked in Japan on optical research, from 1987 to 1991. Professor Barnes holds several patents and collaborates in research with Industrial Research Limited and universities in New Zealand, the United Kingdom and Japan. Professor Barnes is also a member of the Boards of the National Research Centre for Growth and Development, and the Foundation for Research, Science and Technology.



▶ **Professor Mason Durie**

(July 1, 2004 – November 22, 2004)
CNZM, MBChB, DPsych (McGill), DLitt, FRANZCP, FRSNZ
Ngāti Rangitāne, Ngāti Kauwhata, Ngāti Raukawa
Associate Vice-Chancellor (Māori), Massey University

Professor Mason Durie is Professor of Māori Research and Development and Assistant Vice-Chancellor (Māori) at Massey University. A leading scholar in Māori research and development, Professor Durie has had a long and distinguished career in Māori health. Professor Durie has served on a number of community and national organisations including the Foundation for Research, Science and Technology, the Museum of New Zealand Te Papa Tongarewa, the New Zealand Board of Health and the Law Commission (Māori Advisory Committee). Professor Durie currently chairs the Secondary Futures Project and is a Commissioner on the Families Commission.



Dr Farah Palmer

PhD

Ngāti Mahuta, Ngāti Waiora (Tainui)

Palmerston North

Dr Farah Palmer is Director of Te Au Rangahau, The Māori Business Research Centre, at Massey University. Dr Palmer's research interests are in management and Māori development issues, particularly as they apply to business, sport sociology and sport education. Dr Palmer has also captained the New Zealand Women's rugby team (Black Ferns) from 1997 to 2005. She serves on the Sports Disputes Tribunal, and is a trustee of the Palmerston North Girls' High School Trust and Tū Toa Trust. She has also been involved in the Women's Advisory Group for the International Rugby Board.



Alison Paterson

FCA, QSO

Auckland

Alison Paterson brings great experience in corporate governance and leadership in both the services and health industries. Mrs Paterson is currently Chair of Landcorp Farming Ltd, the Electricity and Gas Complaints Commission, BPAC NZ Ltd, the Ambulance NZ Communications Project, and the National Research Centre for Growth and Development. She is also Deputy Chair of The Reserve Bank Ltd and was previously Chair of Waitematā Health Ltd and DHBZ Inc as well as Deputy Chair of Health Waikato Ltd. Mrs Paterson is also a director of Metrowater Ltd and Abano Ltd and is a councillor of Massey University and of Barnardos.



Brenda Tahi

Te Whānau ā Ruataupare, Ngāti Porou

BSS, MBA (Henley)

Ruatāhuna

Brenda Tahi is Director of Brenda Tahi Associates, a consultancy in strategic management and research, and has held a number of directorships mainly in the public sector. Currently, Ms Tahi is the Deputy Chair of the Accident Compensation Corporation and holds directorships for the Institute of Geological and Nuclear Sciences and Huia New Zealand Ltd. Ms Tahi is also a Trustee of the Tūhoe Tuawhenua Trust in Ruatāhuna. In her past career in the public service Ms Tahi held senior management and policy advisory positions in the Department of Internal Affairs, the Ministry of Women's Affairs and the Office of the Controller and Auditor-General.



Mike Stevens

Ngāti Raukawa, Ngāti Kauwhata

Mike Stevens has worked for many years in the area of Māori business and economic development, in both private and senior public sector positions. He has worked with the Foundation for Research, Science and Technology, is a member of the New Zealand Universities Academic Audit Unit and is a Trustee of Te Tohu Tākaro o Aotearoa Charitable Trust. Mr Stevens operates a consulting company, Taiaho Limited, focusing on iwi commercial development.



DELIVERING BENEFITS TO MĀORI AND THE NATION

*Ko te pae tawhiti arumia kia tata
Ko te pae tata whakamaua
Kia puta i te wheiao ki te ao mārama!*

*E tō mātau rahi kua huri ki tua o pae maumahara
Haere, haere, haere atu rā!
Ahakoa kua riro ake koutou i te tirohanga kanohi
Ka mau tonu koutou i roto i ō mātau mahara.*

*E tātau mā, ngā mōrehurehu o rātau mā
Kia mau, kia ū, kia manawa nui
Ki te whakatutuki i ngā moemoeā
I whakarērea iho ki a tātau e rātau mā.*

*Anei rā te pūrongo-ā-tau ā Ngā Pae o te Māramatanga
Ko ngā kākano i tanumia i te koanga
Ko ngā hua i hauhaketia i te raumati
Kia pakari ai tātau katoa
Kia pai ai te hoe i tō tātau waka nei.*

*E tika ana kia tū whakahīhi tātau i ēnei mahi ā tātau
E tika ana hoki kia mihia nuitia ngā kaihautū, ngā kaihoe
Tae atu hoki ki ngā hāpai-ō ō tō tātau waka
Kei hea atu hoki!*

*Nāreira maranga ake rā, titiro whakarunga, anga
whakamua!*

In this reporting period we have seen strong gains across our three core areas of activity: research, capability building and knowledge exchange, and very good progress in delivering on a vision of full participation by Māori in all aspects of New Zealand society.

Our Research Programme aims to generate new knowledge that can transform society, and it has flourished. Presentations of research results at leading conferences and publication of books and refereed journal articles grew rapidly. We also saw good gains in shortening the pathway from primary research, through publication, to practical application. End-users increasingly recognise that research supported by Ngā Pae o te Māramatanga generates valuable results that can be applied to diverse, long-standing problems. One recent example was the research project, *Construction Workshops with Uku*, focusing on early engagement of Māori in the uptake of a new building material that uses earth reinforced with flax fibre or muka, which is demonstrating real potential to meet a need for housing with a long design life at low cost. As set out elsewhere in this report, this research was then built on by another team as the basis for delivering an electronic educational resource in Te Reo Māori that will encourage participation by more young Māori in the sciences and related careers.

Our Capability Building Programme aims to produce a new generation of excellent researchers who will keep contributing to New Zealand society throughout their careers. At its centre is the MAI, the Māori and Indigenous Doctoral Support, Programme. This facilitated academic training for over 200 Māori PhD candidates nationally during 2004-5 and became increasingly international through interactions with Māori and indigenous doctoral students from overseas. Many of these overseas students paid for their own travel to New Zealand to participate in MAI Programme activities, which are providing a new intellectual community for indigenous people facing similar challenges in their countries to those of Māori doctoral students here.

Also in this reporting period, we introduced National Research Fellowships and Visiting Scholarships to enable mid-career researchers to contribute significantly to local, national and international literature in areas of strategic importance to the Centre. The first two Fellowships were awarded in late 2005.

The third strand of our work is the Knowledge Exchange Programme. This encourages the uptake of research results by people at all levels of the education system, policy agencies and government, together with the Māori community and international and academic communities with interests in indigenous development. In this work we are seeking high multipliers of benefits on investment in programmes. The research project, *Bring 'Me' Beyond Vulnerability: Elderly Care of Māori, by Māori (Kei hinga au e, kei mate au e: Te Tiaki ā te Māori i te hunga kaumātua Māori)*, neatly illustrated how this can work when it identified significant shortcomings in healthcare services for elderly Māori outside urban areas. When the team engaged with communities on the East Coast and Hokianga areas early in 2005, word spread rapidly and other communities and Māori health providers asked to join the project. The research team were subsequently invited to present at several international conferences. They have achieved multiple publications in the academic literature, and new service delivery measures are being adopted in line with their recommendations, which are also being studied by social agencies overseas.

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REPORT OF THE JOINT DIRECTORS

Each area of activity is important in its own right. But, as the adaptation of the *Uku* project shows, they very often interweave. Our focus is on achieving combined outcomes in fostering both new knowledge and new value for the communities and networks involved in its development. The Secretariat of Ngā Pae o te Māramatanga has developed an integrated philosophy to underpin our operating context and formally identify what programmes must do to further the Centre's vision – both in building research excellence and, consistent with a founding goal, acting as a “network of networks”.

Certainly, the last 18 months have seen vigorous growth in the number of Māori and research communities we have been involved in bringing together. One spectacular success was a two-day workshop on Kaupapa Māori Research funded by Ngā Pae o te Māramatanga and delivered by the International Research Institute for Indigenous Education (IRI) in November 2004. It was planned for 40 participants, but demand was so high that 400 enrolled.

A further highlight was the Centre's contribution to the World Indigenous People's Conference on Education (WIPCE), expertly organised and run by the staff and students of Te Wānanga o Aotearoa in November 2005. Ngā Pae o te Māramatanga and the Waikato University College hosted a series of Community Seminars, a Scholars in Residence Programme for overseas researchers attending WIPCE, a panel discussion in association with the Crown Research Institutes and a lively Science Dinner.

Nationally and internationally, publications we have supported are establishing a new infrastructure for indigenous scholarship. Highlights were the launch of our new academic journal *AlterNative*, along with the proceedings of our 2004 International Conference, and the first items in a monograph series.

As well as fostering a large cohort of excellent researchers Ngā Pae o te Māramatanga also aims to help Māori research entities fulfil the basic but vital requirement of sustaining themselves. To this end, we convened a Business Skills Development course in December 2005, addressing issues such as the risk of institutional failure when key individuals depart, and the need for specialist training in governance, management, funding and operations for directors who may previously have had to learn skills on the job.

As already noted, Ngā Pae o te Māramatanga depends on its networks. These are made up of people and institutions who contribute generously to a shared vision. Te Tapuae o Rēhua Ltd, for example, delivers the MAI Doctoral Programme in the South Island and hosted the 2005 Doctoral Conference at Ōnuku Marae on Banks Peninsula. The Waikato University College at Hopuhopu has been generous with its facilities, hosting the Doctoral Writing Retreat for the last three years, as well as activities associated with the WIPCE conference. We are grateful to the extended networks of schools with which Professor Russell Bishop, at the University of Waikato, and Dr Margie Hohepa, at the University of Auckland, work in separate research projects. We also acknowledge Dr Clive Aspin who, funded by the Health Research Council, leads the New Zealand component of a trilateral Canadian, Australian and New Zealand research project on community resilience to viral infection. We see a bright future, and look forward to seeing more Māori, academic, national and international communities becoming involved in receiving and applying the contributions of Ngā Pae o te Māramatanga.



The Centre could not be what it is or aspires to become without its people. As Joint Directors, we gratefully acknowledge the wisdom of the Board in guiding us through a very challenging and exciting time. We are grateful to the staff of the Secretariat for their loyal service in meeting the challenge of building and operating new structures that support Māori research, development and advancement. Finally, we honour the researchers, students, research entities and institutions, together with the many communities who have supported us – without these people none of the gains would have been possible.

Professor Linda Tuhiwai Smith

Linda T. Smith

Joint Directors

Professor Michael Walker

A handwritten signature in black ink, appearing to read 'Michael Walker'.

HIGHLIGHTS

- ▶ Researchers we support won an international grant for research into blood-borne viral and sexually transmitted infections in indigenous peoples in Canada, Australia and New Zealand with Dr Clive Aspin leading research in New Zealand
- ▶ Health providers acted quickly to implement recommendations for better care for elderly Māori as a result of research by Dr Mere Kēpa
- ▶ Research on linking Māori language and current models of teaching science and mathematics by Dr Liz McKinley was published in the *International Journal of Science Education*, the leading journal in the field
- ▶ A new model for integrating approaches to youth wellbeing developed by Dr Sue Crengle, Dr Margaret Kempton, Dr Adreanne Ormond and Professor Linda Smith is being prepared as a resource for policy agencies including the Teachers' Council, the Ministry of Social Development, the Ministry of Health and iwi organisations
- ▶ A project by Dr Joanna Kidman providing a dramatic insight into the lives of young Māori on marae has led to a photographic exhibition and a book nearing publication
- ▶ Research by Professor Russell Bishop to improve the achievement of Māori students was taken up and funded by the Ministry of Education for use in professional development courses for teachers
- ▶ A health assessment plan for the Ahuriri Estuary, led by Dr James Ātaria, supported a local vision for stewardship and led to a new resource for the local Napier Girls' High School who adopted it for its science curriculum

EXCELLENT RESEARCH FOR EXCELLENT OUTCOMES

When asked to give an example of what we are aiming for in our Research Programme our answer is always the success of the kohanga reo movement. Established 25 years ago, this was based on a single piece of research, and today, actively involving over 9200 children around the country, is still powerfully contributing to constructive social change.

Just as our society is still benefiting from that research initiative, our vision is for Māori researchers to keep making an impact in their fields that will also produce constructive change. We want to see Māori research make at least as great an impact as Māori contributions already have in the creative and performing arts. We see Māori researchers participating in a new paradigm grounded in Māori experience, where active engagement with relevant Māori communities is central to success, and we've been very pleased to see very close working relationships and trust developing between the research teams and communities they have worked with.

This research must be of a very high standard to make the contribution we seek and a difference for Māori and the nation. Over the reporting period, the contestable processes we used to select projects drove up the quality of research proposals. Following consultation with our founding research entities, the Board of Ngā Pae o te Māramatanga resolved in the second half of 2005 to open the Contestable Research Fund to researchers from organisations outside these original founding groups to ensure the best researchers can contribute to our vision, wherever they are. The first round under this new regime began in December 2005, closing on March 1, 2006, and the outcome will become part of the next Annual Report.

We were heartened during the reporting period by the very rapid uptake of recommended interventions by end-users, the emergence of novel, multidisciplinary collaborations between researchers, publications in leading journals, rapidly growing international recognition for the research and leveraging of research funding by other organisations. As noted elsewhere in this report, one good example of this was the decision by four Māori health providers and one District Health Board to promptly take up the recommendations from the research project, *Bring Me' Beyond Vulnerability: Elderly Care of Māori by Māori*, led by Dr Mere Kēpa of Ngā Pae o te Māramatanga.

A collaborative project by Dr Sue Crengle (Tōmaiora Māori Health Research Unit) and Professor Linda Smith (Ngā Pae o te Māramatanga), *Amplifying Youth Voices: The Synthesis of Two Major Youth Research Studies on Taitamariki*, developed new methods for the integration of multi-disciplinary work focused on youth wellbeing. Research by Dr Liz McKinley, at the University of Waikato, into links between Māori language and knowledge and the metropolitan model of science in mathematics and science education was published in the *International Journal of Science Education*, the leading journal in the field. Professor Russell Bishop's research into the conditions for sustainable professional development, specifically aimed at improving the educational performance and achievement of Māori students in mainstream schools, has been taken up by the Ministry of Education. Dr Clive Aspin from Ngā Pae o te Māramatanga is leading the New Zealand component of a joint venture with Australian and Canadian organisations titled *The Role of Resiliency in Responding to Blood-Borne Viral and Sexually Transmitted Infections in Indigenous Peoples Across the Three Participating Nations*. The project has won an International Collaborative Indigenous Health Research Partnership Grant.

The research project, *He moemoeā mo Ahuriri: A vision plan and health assessment for the Ahuriri Estuary*, led by Dr James Ātaria of Manaaki Whenua Landcare Research, splendidly illustrates the benefits of working with local communities. Not only was space provided in a warehouse to set up a field laboratory, the local secondary school has included the project in its science curriculum. Similarly, *Through Our Eyes: Mapping the Social Landscapes of Māori Youth*, led by Dr Joanna Kidman of the Victoria University of Wellington, examining the lives of young Māori associated with marae communities, has formed the basis of a public exhibition and of a book nearing publication.

The success of the research, very short time to uptake and application, and the interest shown by the academic community overseas all demonstrate success. We think this bodes well for replicating the kohanga reo model and promises an exciting future.

CASE STUDY

A VISION FOR A RESTORED
TE WHANGANUI-Ā-OROTŪ

Now largely surrounded by downtown Napier, Te Whanganui-ā-Orotū (the Ahuriri Estuary), has seen decades of agricultural, industrial, and urban activity that have transformed this once pristine cultural and food resource into a sink for environmental contaminants. Pushing the lagoon floor up two metres, the region's 1931 earthquake only added to land reclamation and pollution of food stocks.

To rehabilitate this resource for the local tangata whenua, Ngā Hapū o Te Whanganui-ā-Orotū, and the wider community, a clear vision for the estuary's future was needed, says Dr James Ātaria, now working on a Ngā Pae o te Māramatanga project, He moemoeā mo Ahuriri.

This has meant gathering detailed bio-ecological information, producing a 25-year living document plan and, importantly, ending a virtual historical exclusion of the local people from active management of the resource. "The project aims to build capacity through participation of tangata whenua in the research and increasing the tangata whenua voice in management processes relating to the estuary," James says.

Working with tangata whenua researchers, and researchers from Manaaki Whenua Landcare Research, HortResearch and ENSIS, the team has engaged a range of end-users, completed biophysical fieldwork, and commenced the 25-year living document. The team has also interacted with Māori students from Napier Girls' High School through seminars and involvement in the fieldwork, with James saying this has been a rewarding added component of the research.



Ahuriri Estuary, Napier, Maurice Black and Dr James Ātaria

HIGHLIGHTS

- ▶ Following its establishment at Victoria University of Wellington the MAI programme contributed to a five-fold growth in PhD enrolments in 18 months
- ▶ Senior researchers attended a Business Skills Development course we provided on governance, management, finance, and problem solving in establishing a Māori research entity
- ▶ We completed development of National Research Fellowships and Visiting Scholars Schemes
- ▶ The MAI programme expanded to seven sites, providing academic support for over 200 Māori PhD candidates. This included students at overseas universities, some travelling back to New Zealand to participate in our activities
- ▶ We led an initiative to establish a National Database of Māori Scholars in collaboration with the Ministry of Education and other agencies. We currently have over 500 scholars on our database, and this number is growing
- ▶ Knowledge collected from the MAI Programme was translated into research findings to be presented at an international conference in Hawai'i in January 2006 to draw attention to what is being achieved in New Zealand
- ▶ The Wānanga Mentoring Programme supported development of research in two wānanga, which are not funded for research as universities are
- ▶ The Doctoral writing retreat run at the Waikato University College, Hopuhopu, attracted 30 students
- ▶ Four writing workshops, run by Associate Professor Alison Jones at four centres were attended by 35 students and are being expanded to other curriculum areas

ENSURING THE SUCCESSION OF FIRST-CLASS MĀORI RESEARCHERS

More than any other activity of Ngā Pae o te Māramatanga, the Capability Building Programme seeks to nurture transformation. We aim to be part of a process of producing excellent researchers who will, over their careers, generate research results and applications across a broad front to enhance social and economic development for Māori and the nation, and contribute significantly to a unique knowledge society.

Achieving these goals means building first class Māori research capability, and doing so in the face of serious under-representation of Māori in advanced tertiary education and a historic lack of engagement by Māori communities in research and development. A key need is to help bridge the transition from graduate study to research leadership, and to meet this we have taken on a goal of helping achieve a total of 500 new Māori PhDs within five years from our start. During the reporting period we have provided mentoring for researchers and students through grants, fellowships and opportunities for academic and professional development. We have expanded our curriculum of courses, seminars, lectures, conferences, retreats and workshops, and have also provided mentoring for institutions where infrastructure for the support of research did not previously exist. Collectively these initiatives have started to significantly increase the flow of students into postgraduate study and accelerated PhD completions.

Typically, Māori doctoral candidates are in their late forties. They are often in senior professional positions and leaders in the Māori community. Our MAI Doctoral Writing Retreat allows them focused time to complete major pieces of writing (including PhD theses) and helps reduce a sense of isolation that they often feel in working towards their PhD.

The MAI programme now extends to seven sites, supporting over 200 PhD candidates and this network includes Māori PhD candidates studying at overseas universities, some of whom have travelled back to New Zealand to participate in our activities. Bringing students together in a collegial, multi-disciplinary environment, with everyone participating in the mentoring process, the programme has had a dramatic impact on enrolments. At Victoria University of Wellington, for example, the growth rate was more than five-fold during the reporting period.

At the Doctoral Writing Retreat, students who are further advanced in their PhD studies play an important role in encouraging more enrolments and participate in sessions where they give constructive feedback to summer interns who are considering embarking on post-graduate studies.

In addition to academic training, Ngā Pae o te Māramatanga has played a vital role in developing a research culture and leadership in Māori research entities around the country. We have supported the development of infrastructure at the two wānanga, which are not funded for research as universities are. Through our Wānanga Mentoring Programme, we helped Te Wānanga o Aotearoa and Te Whare Wānanga o Awanuiārangi build a community of research-active staff. We congratulate Te Whare Wānanga o Awanuiārangi on achieving accreditation for the delivery of a PhD programme in 2005.

Leaders of Māori research entities and their potential successors often feel a tension between achieving research results that make a difference for Māori and maintaining organisational sustainability of the research entity. We have addressed this through provision of a Business Skills Development course covering governance, management, finance, and operations. A presentation by Professor Graham Smith, of the University of British Columbia and the University of Auckland, identified the potential for Ngā Pae o te Māramatanga to take a leading international role in understanding governance and management of indigenous research organisations.

Development of the National Research Fellowships and Visiting Scholars schemes was completed during the reporting period, with the first two Fellowships awarded in late 2005. Ngā Pae o te Māramatanga also led an initiative to establish a National Database of Māori Scholars in collaboration with the Ministry of Education and other agencies. The introduction of a coordinated series of writing workshops by Associate Professor Alison Jones was a highlight for development of academic skills.

It has been encouraging to see such strong progress during the reporting period. We look forward to a flourishing and much expanded Māori research community.

CASE STUDY



MEETING A TARGET OF 500 NEW PHDS

PhDs are the backbone of any research community. Yet for the first hundred years or so of universities in New Zealand the number of Māori doctorates could have been counted on not too many hands. This might make the target Ngā Pae o te Māramatanga set in 2002 of contributing to 500 new Māori PhDs in five years only look the more unrealistic. But it is a welcome measure of change, and a lot of hard work, that Emeritus Professor Leslie R Tūmoana Williams, the Centre's Capability Building Manager, says that target is well on the way to being achieved.

In earning doctorates Māori students tend to move in a different pattern. Typically, they will not have gone straight to doctoral studies after completing a degree. Many are middle-aged and have to balance study with community, family and leadership responsibilities. Not surprisingly, they can feel tired and isolated.

MAI, the Māori and Indigenous Doctoral Support Programme, aims to correct the balance. It runs at seven sites supporting 200 PhD students, and its impact can be dramatic, contributing to a five-fold growth in PhD enrolments at Victoria University of Wellington in the last eighteen months.

"MAI is a significant step in establishing a cohort of excellent Māori researchers," says Professor Williams. "They will lead future research for social and economic development for Māori."



PhD student, Melissa Taitimu: Helping build a new research community



Teachers, Marissa Matson, Alice Heather, Connie Forsman and Leeana Kent participating in a workshop for the *Uku* curriculum project

HIGHLIGHTS

- ▶ A series of eight public and eight policy seminars in 2004 and 2005 saw over 500 people attend each year with kaumātua academics, Emeritus Professors Ranginui Walker, Hirini Moko Mead, Sir Hugh Kāwharu and Professor Ngāpare Hopa providing insight on issues affecting Māori
- ▶ Completion of five inaugural publications including *AlterNative*, the first international academic journal of indigenous scholarship
- ▶ A comprehensive new interactive digital resource and an e-learning platform covering mathematics, science and engineering, *Uku*, entered development for use by Year 6-8 students in Māori language schools
- ▶ Ten times the number of expected participants attended a Huihuinga Kaupapa Māori conference, with over 400 coming to an event hosted at Waipapa Marae
- ▶ International exchanges included a pre-WIPCE international scholars' meeting at the Waikato University College, representation of researchers at international conferences and hosting international scholars including Dr Manulani Meyer from the University of Hawai'i
- ▶ Our Showcase of December 2005 to acknowledge the achievements of researchers was televised nationally by *Te Karere* and *Te Kāea*
- ▶ We supported the writing of two books and three conferences, an international dialogue in Fiji, and a museums symposium
- ▶ The national public and policy seminars in 2004 and 2005 and student intern presentations of 2004 were published as part of the Ngā Pae o te Māramatanga monograph series

ACHIEVING HIGH RESEARCH MULTIPLIERS

Knowledge Exchange is essential to Ngā Pae o te Māramatanga's vision of transforming society. In order to achieve the high multipliers we seek on the investment in our research, the results of our scholarship must be actively applied by others.

This includes people at all levels of the education system, policy agencies and government, together with the Māori community and sectors of the international and academic communities with interests in indigenous development. To succeed in our vision, we must provide research results that speak to this complex set of audiences, each with its own very different needs. And, as opposed to simple knowledge transfer, we are seeking to build strong relationships where research and the communities it serves mutually feed and build on the success of the other.

Development of the Knowledge Exchange Programme has depended, of necessity, on the prior establishment of Ngā Pae o te Māramatanga's other programmes. Knowledge must be created before it can be exchanged. Now that the other programmes are up and running, with many research projects completed Knowledge Exchange is being given priority for full implementation. Already we can point to some significant achievements.

Our Public Seminar series in 2004/5 featured the Māori "kaumātua" (senior) academics: Emeritus Professors Ranginui Walker, Hirini Moko Mead and Sir Hugh Kāwharu, together with Professor Ngāpare Hopa.

Uku, an interactive digital resource based on a research project funded by Ngā Pae o te Māramatanga, is being developed for use by Year 6-8 students in Māori language medium schools. With content covering mathematics, science and engineering, the resource comprises teacher's notes, student activities and an e-learning platform.

By the end of 2005 we had completed our five inaugural publications. These included the publication of *AlterNative*, the first international academic journal dedicated to indigenous scholarship; *Tihei Oreore*, a series of three monographs on our Policy Seminars, Public Seminars and Summer Intern Reports; and *Tikanga Rangahau: Mātauranga Tuku Iho*, our 2004 international conference proceedings.

We launched these publications and two websites, together with audio-visual presentations of other research projects, at a showcase event in December 2005 to acknowledge the achievements of our researchers. Dinner guests included three Members of Parliament, international indigenous academic visitors, academics from the University of Auckland, including Vice-Chancellor Professor Stuart McCutcheon, representatives from our participating entities, and our Board. The event was televised nationally by *Te Karere* and *Te Kāea*.

Hosted at Waipapa Marae by the International Research Institute for Indigenous Education based at the University of Auckland, the Huihuinga Kaupapa Māori conference targeted 40 participants but attracted more than 400.

International exchanges have included: a pre-WIPCE international scholars' residency satellite meeting at the Waikato University College, Hopuhopu, in November 2005; the hosting of visiting scholars, such as Dr Manulani Meyer from the University of Hawai'i; and representation of researchers supported by Ngā Pae o te Māramatanga at international conferences. An important outcome of this support was that researchers supported by Ngā Pae o te Māramatanga were the only indigenous people present at one overseas conference on indigenous people's development.

We have supported the writing of two books, three conferences, an international dialogue in Fiji and a museums symposium. We are also soon to publish the final volume (Volume IV) of *Ngā Moteatea*, the collection of waiata assembled by Sir Apirana Ngata. Sir Apirana translated the first two volumes and Sir Pei Te Hurinui Jones completed Volume III after the death of Sir Apirana. Volume IV has languished since that time but has now been translated by Emeritus Professor Hirini Moko Mead. The translation has been a significant research project in its own right and is expected to attract wide interest when it is published.

Despite its comparatively recent establishment, the Knowledge Exchange Programme has displayed extensive and varied abilities and had an impact across all the targeted audiences. We look forward to future challenges.

CASE STUDY

GETTING MĀORI RESEARCH
TO THE CLASSROOM FASTER

Long lead times from research to curriculum materials are hardly a new frustration. But with materials sometimes lagging discovery by 20 years, for Māori-medium teachers the delay is acute. They face challenges in low rates of te reo Māori literacy growth, and have few resources in non-language subjects or in materials reflecting a Māori world view. All of which, says Jenny Lee, made the knowledge exchange project, *Uku*, an ideal candidate for creating a new digital curriculum resource that her team at Rautaki Ltd, through Ngā Pae o te Māramatanga, is on track to deliver in November 2006.

Reflecting Māori pedagogy and tikanga, the curriculum resource draws on the *Uku: Earth-Fibre Housing project*, led by Kepa Morgan and Rau Hoskins at the University of Auckland developing building material using earth reinforced with flax fibre or muka. Working alongside the researchers, Rautaki will deliver a complete teaching package for te reo Māori immersion classrooms (years 6 – 8) including teacher's notes and student activities using website and DVD resources. The resource centres on the pūtaiao (science), hangarau (technology) and tikanga-ā-iwi (social studies) curriculum document.

The *Uku* resource development has progressed to its third phase, with the last workshop involving the presentation of unit objectives, course outlines and activities to Māori-medium teachers. The teachers also participated in the science experiments and provided valuable feedback – they said they looked forward to the translation of more Māori research projects into unique resources in the future.



Creating new Māori resources: The Rautaki team: Maryann Lee, Peter Lee, Jenny Lee

Please note:

Annual report period 1 July 2004 – 31 December 2005

Research carried out directly or partially supported by Ngā Pae o te Māramatanga funds

* Research carried out related to the goals of Ngā Pae o te Māramatanga though not funded by Ngā Pae o te Māramatanga

Ngā Pae o te Māramatanga Publications

International Journal

AlterNative: an International Journal of Indigenous Scholarship, published by Ngā Pae o te Māramatanga, University of Auckland, 2005.

Refereed Conference Proceedings

Tikanga Rangahau Mātauranga Tuko Iho. *Proceedings of the Traditional Knowledge Ethics Conference 2004*, published by Ngā Pae o te Māramatanga, University of Auckland, 2005.

Technical Reports and Monographs

Tihei Oreore (December 2005) Vol. 1, Issue 1, *Monograph Series: Public Seminars*, Series Editor, J.S. Te Rito, published by Ngā Pae o te Māramatanga, University of Auckland.

Tihei Oreore (December 2005) Vol. 1, Issue 2, *Monograph Series: Policy Seminars*, Series Editor, J.S. Te Rito, published by Ngā Pae o te Māramatanga, University of Auckland.

Tihei Oreore (December 2005) Vol. 1, Issue 3, *Monograph Series: Intern Reports*, Series Editor, J.S. Te Rito, published by Ngā Pae o te Māramatanga, University of Auckland.

Books – Authored Research

* O’Sullivan, D. (2005). *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Huia Publishers: Wellington and the Australian Theological Forum.

* Smith, L.T. (2005). *Dekolonisasi Metodologi*, INSIST Press Jakarta (translation of Decolonising Methodologies, Research and Indigenous Peoples (1999). Zed Books Ltd: London.

Stewart-Harawira, M. (2005). *The New Imperial Order: Indigenous responses to Globalisation*. Zed Books: London and Huia Publishers: Wellington.

Journal Articles – Refereed

* Carter, L. (2005). Naming to Own: Place Names as Indicators of human Interaction with the Environment. *AlterNative*, Volume 1, pp. 6-25.

Johnson, K. (2005). Māori Women Confront Discrimination: Using International Human Rights Law to Challenge Discriminatory Practices. *Indigenous Law Journal*, 19, 4.

* Johnson, K. (2004). The Treaty of Waitangi and Māori Land Law. *NZLR*, Part 3, 613.

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- * Johnson, K. & Tomas, N. (2004). Ask that Taniwha: Who owns the Foreshore and Seabed of Aotearoa (Part Two). *Journal of Māori Legal Writing*, 11.
- * Johnson, K. & Tomas, N. (2003). Who Owns the Foreshore and Seabed of New Zealand? (Part One) Part III. *New Zealand Law Report*, 462.
- # Kēpa, M. (2005 December). Ngā Pae o te Māramatanga Research and Policy Seminar Series 1. In J.S. Te Rito & J. Sinclair (Eds.), *Tihei Oreore*. Vol. 1, Issue 2, pp. 71-78.
- * Kēpa, T.M.A. & Manu'atu, L. (2005). Indigenous Māori and Tongan Perspectives on the Role of Tongan Language and Culture in the Community and in the University in Aotearoa-New Zealand. *The American Indian Quarterly*, Vol. 30, Nos1/2.
- * Lyver, P.O., Ātaria, J., Trought, K. & Fisher, P. (2005) Residues in Long-Fin Eels (*Anguilla Dieffenbachii*) Following Exposure to 1080 in Water and Food. *New Zealand Journal of Marine and Freshwater Research*, 39: pp. 1243-1252.
- * Lyver, P.O'B., & āūtsēl K'é Dēne First Nation. (2005). Monitoring Barren-Ground Caribou Body Condition with Denesoline Traditional Knowledge. *Arctic*, 58(1): pp. 44-54.
- * Kendrick, A., Lyver, P.O'B., & āūtsēl K'é Dēne First Nation. (2005). Denesoline (Chipewyan) Knowledge of Barren Ground Caribou (*Rangifer Tarandus Groenlandicus*) Movements. *Arctic*, 58(2): pp. 175-191.
- * Hayes, L., Horn, C., & Lyver P. (2004). Taking the Community with You: A Process for Developing Acceptable Pest Control Strategies. *New Zealand Science Review*, 61(3-4): pp. 66-68.
- * Moller, H., Berkes, F., Lyver, P.O'B., & Kislalioglu, M. (2004). Combining Science and Traditional Ecological Knowledge: Monitoring Populations for Co-Management. *Ecology and Society* 9(3): 2. [online] URL: <http://www.ecologyandsociety.org/vol9/iss3/art2>
- * Lyver, P.O'B., & Gunn, A. (2004). Calibration of Hunters' Impressions with Female Caribou Body Condition Indices to Predict Probability of Pregnancy. *Arctic*, 57(3): pp. 233-241
- McKinley, E., Stewart, G., & Richards, P. (2004). Māori Students in Science and Mathematics: Junior Programmes in Secondary Schools. *Set*, 3, pp. 9-13.
- McKinley, E. (2005). Brown Bodies, White Coats: Postcolonialism, Māori Women and Science. *Discourse*, 26(4), pp. 481-496.
- McKinley, E. (2005) Locating the Global: Culture, Language and Science Education for Indigenous Students. *International Journal of Science Education*, 27 (2), pp. 227-241.
- McKinley, E., & Aikenhead, G. (2005). Comments On "Thinking Differently About Cultural Diversity: Using Postcolonial Theory To (Re)Read Science Education. *Science Education*, pp. 89 (6).
- Kincheloe, J.L., McKinley, E., Lim, M., & Barton, A.C. (2005). Forum: A Conversation on 'Sense of Place' In Science Learning. *Cultural Studies in Science Education* 1 (1).
- * O'Sullivan, D. (2005). Māori Self-Determination in the Modern Political Context. *AlterNative*, Volume 1, pp. 50-67.

Gander, P., Marshall, N., Harris, R., & Reid, P. (2005). The Epworth Sleepiness Scale: Influence of Age, Ethnicity, and Socioeconomic Deprivation. Epworth Sleepiness Score of Adults in New Zealand. *Sleep* Vol. 28(2), pp. 249-253

Gander, P., Marshall, N., Harris, R., & Reid, P. (2005). Sleep, Sleepiness And Motor Vehicle Accidents: A National Survey. *Australian and New Zealand Journal of Public Health*. Vol. 29(1), pp. 16-21.

Paine, S., Gander, P., Harris, R., & Reid, P. (2005). Prevalence and Consequences of Insomnia in New Zealand: Disparities between Māori and Non-Māori. *Australian and New Zealand Journal of Public Health*. Vol. 29(1), pp. 22-28.

L.T. Smith, (2005), Building a Research Agenda for Indigenous Epistemologies and Education. *Anthropology and Education Quarterly*. Vol. 36, 1. pp. 93-95.

* Gillman, L.N. & Wright, S.D. The Influence of Productivity on the Species Richness of Plants: A Critical Assessment. *Ecology* (in press).

Book Chapters and Reviews

Johnson, K. (2005). Māori Women and the State. *Yearbook of New Zealand Jurisprudence* 31, 8.2.

Manu'atu, L., & Kēpa, M. (2005). TALANOAMĀLIE: Social and Educational Empowerment for Tongans by Tongans in the 'Pasifika' Education Proposal. In D. Champagne & I. Abu-Saad (Eds.), *Indigenous and Minority Education. International Perspectives on Empowerment*. Negev Center for Regional Development: Ben-Gurion University of the Negev, Israel, pp.365-374.

Manu'atu, L., & Kēpa, T.M.A. (2004). A Critical Tongan Perspective on the Notion of 'Study Clinics'. In T. Baba, O. Māhina, N. Williams, U. Nabobo-Baba (Eds.), *Researching the Pacific and Indigenous Peoples: Issues and Perspectives*. Centre for Pacific Studies: University of Auckland, pp.145-158.

Reid, P., & Cram, F. (2005). Connecting Health, People and Country in Aotearoa New Zealand. In Dew & Davis (Eds.), *Health and Society in Aotearoa New Zealand* Oxford: Oxford University Press, pp. 33-48.

Smith, L.T. (2005). Imperialism, History, Writing and Theory. In Gaurav Desai and Supriya Nair (Eds.), *Postcolonialism: An Anthology of Cultural Theory and Criticism*. Oxford: Berg. pp.94-116.

Smith, L.T. (2005). On Tricky Ground: Researching the Native in the Age of Uncertainty. In Norman Denzin and Yvonna Lincoln (Eds.), *Handbook of Qualitative Research* (3rd Ed.). Sage: London. pp. 85-107.

Smith, L.T. (2004). Building Research Capability in the Pacific, For the Pacific and by Pacific Peoples. In Tupeni Baba, Okusitino Mahina, Nuhisifa Williams, Unaisi Nabobo-Baba, (Eds.), *Researching the Pacific and Indigenous Peoples*. Centre for Pacific Studies: University of Auckland. pp. 4-16.

Walker, M.M., & Wass, R. (2005). He Kimihanga Tūrangawaewae – Finding Our Place. In S. Parsons (ed.), *Biology Aotearoa – Unique Flora Fauna and Fungi*. Pearson Education pp.100-112.

Refereed Conference Proceedings

Kēpa, M. (2005 October). Bring 'me' beyond vulnerability, Elderly care of Māori, by Māori. The *Gerontologist*. Special issue, Programme Abstracts 58th Annual Scientific Meeting. The Interdisciplinary Mandate, Vol. 45, 542.

Lee, Jenny Bol Jun. (2005). Articulating ako: Māori pedagogy in New Zealand education. *The International Journal of Diversity*. Proceedings of the Diversity Conference 2004, UCLA, LA.

McKinley, E. (2004, April 12-16). *Māori Science and Mathematics Education: Issues of Knowledge, Language and Identity*. Paper presented at the American Educational Research Association (AERA) Conference held in San Diego, California, USA

Morgan, T.K.K.B. (2004, July 6 - 9). *Towards Decision Making Balance with Regard to our Social, Economic, Environmental, and Cultural Well-Being*. International Conference on Sustainability in Engineering and Science, Proceedings, Auckland, New Zealand (published digitally).

Williams L.R.T., Smith, L. T., Kidman, J., Wilkie, M., Phillips, H., & McKinley, E. (2004, July 4-7). *The Māori and Indigenous Doctoral Support Programme*. Proceedings of the HERDSA Conference: Transforming Knowledge into Wisdom: Holistic Approaches to Teaching. Curtin University campus at Miri, Sarawak.

International Honours and Distinctions

* McKinley, Elizabeth. Visiting Scholar, College of Education, University of Saskatchewan, Saskatoon, September 20th to October 4th, 2004.

* McKinley, Elizabeth. Hawai'i, USA, October 2004
Member of an international panel on Mathematics and Science Education for Indigenous Students. Hosted by Dr Sharon Nelson-Barber (Wested Laboratory), held in Kona, Hawai'i, USA.

* McKinley, Elizabeth. Kobe, Japan July 9-12th, 2004
Invited member of the Cultural Studies in Science Education (CSSE) Research Network. The purpose of this meeting was to establish a new international research group in cultural studies in science education and was attended by researchers from USA, Canada, Australia, Japan, Korea and the Philippines. Funded by The Japan Society for the Promotion of Science.

Invited Keynote Presentations

McKinley, E. (2005, February 9-11). *Towards an Indigenous Curriculum*. Invited keynote for the Native Educators and Bilingual/Multicultural Education Conference, held in Anchorage, Alaska, USA.

McKinley, E. (2004, June 9). *Caricatures, Culture and Classrooms*. Invited address at Te Anga Whakamua, Education Review Office (ERO) Conference, Wellington.

Reid, P. (2005, April 22-24). *Above All Else – Do No Harm*. ORA Annual Scientific Meeting: Invited address – Huntly, New Zealand.

Reid, P. (2005, May 10). *Inequalities in Health – The Theory and the Practice*. RACP Conference: Invited address – Wellington, New Zealand.

Reid, P. (2005, June 28). *Race and Needs, Privilege and Rights*. Invited address, Hui Whakapakari: Māori Health Worker development seminar.

Reid, P. Ka Oho Ake Ngā Kōrero. (2005, November 25). Invited address, *Still the conversation lives*, International Indigenous Inspiration in Health, Waitangi, New Zealand.

- Reid, P. (2005, February 21-23). *Thinking Drinking: Achieving Cultural Change by 2020*. Invited address: 'From 'Wrongs' to 'Rights'', Melbourne, Australia.
- Reid, P. (2005, March 10). *Eliminating Ethnic Inequalities in Health: is Primary Health Care a Friend or Foe?* Primary Focus II Conference Wellington, New Zealand.
- Reid, P. (2005, April 14-15). *Monitoring the Government*. Keynote address, International Association of Statisticians Satellite Conference: Wellington, New Zealand.
- Reid, P. (2005, June 5). *Thirty Years On – Māori Women's Health*. Keynote address, NZ Women's Convention, Wellington, New Zealand.
- Reid, P. (2005, July 6-8). *Back to Basics: Making the Links in Public Health*. Opening Keynote Address, Public Health Association Conference.
- Reid, P. (2005, August 4-5). *Moving from Wrongs to Rights*. Opening Keynote Address, Health Informatics NZ Conference, Auckland, New Zealand.
- Reid, P. (2005, November 24). *Kaupapa Māori and Humanities*. Invited speaker, HUMANZ Conference, Wellington, New Zealand.
- Reid, P. (2005, November 30). *Decolonisation and Trouble*. Is trouble such a bad thing? Keynote Speaker, World Indigenous Conference on Education, Hamilton, New Zealand.
- Smith, L.T. (2005, November). Final Address, World Indigenous Peoples Conference on Education, Hamilton.
- Smith, L.T. (2005, November). *Decolonizing Methodologies, Decolonising Realities*. Languages and Literatures Conference, Malaysia.
- Smith, L.T. (2005, November). *Making Our Own Educational History: Constructing Possibilities That Turn The Educational Research Agenda Our Way?* Australian Educational Research Association Annual Meeting, Sydney.
- Smith, L.T. (2005). *Decolonising Research: Building Indigenous Research Capacity*. World Archaeology Conference, University of Auckland.
- Smith, L.T. (2005). *Indigenous Realities Within Academic Priorities*. Indigenous Knowledges Conference, Victoria University, Wellington.
- Smith, L.T. (2005). *Research and Activism: Decolonising Research in the Pacific*. Pacific Dialogue, Call of the Earth, University of South Pacific, Fiji.
- Smith, L.T. *Building Indigenous Research Capacity*. Environmental Law Colloquium, Macquarie University, Sydney.
- Smith, L.T. (2005). *Indigenous Research: Building Indigenous Capacity*. University of Northern British Columbia, Prince George, Canada.
- Smith, L.T. (2005). *Researching in the Margins*. First International Congress for Qualitative Research, University of Illinois.
- Smith, L.T. (2005). *Māori Development and Research*. Te Matarau Annual Conference, New Plymouth.

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Smith, L.T. (2004). *Researching the Native in the Knowledge Economy*. Symposium, Arizona State University, Tempe.

Smith, L.T. (2004). *Researching the Native in the Knowledge Economy: Power, Dialogue and Ethics*. Walker Ames Lecture, University of Washington, Seattle.

Presentations

Aspin, S.C. (2005). *Te Mate Ārai Kore me te Hauora o Ngā Iwi Māori: Confronting the Impact of AIDS within the Māori Community*. Auckland.

Aspin, S.C. (2004, November). *Historical and Contemporary Expressions of Māori Sexuality: Room for Us All*. 1st National Māori Sexual and Reproductive Health Conference, Wainuiōmata, Wellington.

Ātaria, J., & Adams, J. (2005, September). *Ko te Huarahi ki Mua: A Biophysical and Cultural Examination of Motorway Impacts*. Oral presentation to the Canadian Aboriginal Science and Technology Society, Nova Scotia, Canada.

Bennett, P., & McKendrick, J. (2005). *Why Are Māori Overrepresented in Psychiatric Hospitals? Part One*. Presented to Tōmaiora Seminar Department of Māori Health.

Bennett, P., & McKendrick, J. (2004, December). *Resilience in Indigenous Health*. Workshop Organisation and Presentation, Department of Māori Health.

Bennett, P., & McKendrick, J. (2005, Nov). *Rethinking Resilience*. Workshop Participant, UBC Longhouse, Vancouver Canada. (ICIHRP Workshop for 'funded collaborative research project: 'Roots of Resilience – transformation of identity and community').

Bennett, P., & McKendrick, J. (2005, March). *Do No Further Harm – Indigenous Women, Inequity and Mental Health*. Workshop Organisation and Participation, Department of Māori Health (Collaborative Project between Department of Māori Health, FMHS, University of Auckland and York University, Toronto 'Indigenous women, inequity, and mental health', funded by the Canadian Institute of Health Research).

Bishop, R. (2005, November). *Te Kotahitanga: Kaupapa Māori Research in Action*. Presentation to PRIDE project workshop on Teacher Education. Apia, Samoa.

Bishop, R. (2005, October). *Māori Student Achievement*. Keynote address to The First-Time Principals Programme. The University of Auckland, Faculty of Education. Christchurch, New Zealand.

Bishop, R. (2005, September 27-28). *Strengthened Relationships – Enhanced Learning*. Keynote address to the 5th Annual Professional Development Symposium: The Politics of Early Childhood Education, The University of Auckland, Faculty of Education, Auckland, New Zealand.

Bishop, R. (2005, July). *Challenges for the Profession: Messages from Te Kotahitanga*. Keynote address to International Study Association on Teachers and Teaching and The School of Education NSW Conference, Sydney, Australia.

Bishop, R. (2005, April). *Te Kotahitanga: Improving Indigenous Education Through Dialogic Pedagogy and Research*. Keynote address to Vancouver School Board, School Leadership Centre at UBC, Canada.

- Bishop, R. (2004, December). *Addressing Education for International Understanding in New Zealand*. Workshop of Education of International Understanding (EIU), hosted by Asia-Pacific Centre of Education for International Understanding, Korea.
- Bishop, R. (2004, September 8-11). *Quality Education and Social Inclusion*. Keynote & principal address to workshop 2A of International Conference on education (ICE): “Quality education for all young people: challenges, trends and priorities”, Geneva, Switzerland. International Bureau of Education (IBE)/UNESCO.
- Bishop, R. (2004). *Addressing Quality Education For All Students*. Keynote address to Ministry of Education Symposium on Quality Education, New Zealand.
- Bishop, R. (2004). *Formative Assessment, Evidence-Based Practice and Sustainability*. Presentation, Organisation for Economic Co-operation and Development (OECD) Education Section, September, Paris.
- Brewin, M. (2005). *The Pōwhiri Model—A Model For Engaging Effectively with Māori Injury Prevention*. Third National Injury Prevention Conference, Wellington.
- Brewin, M. (2004). *The Pōwhiri Model—A Sustainable Model for Māori Injury Prevention*. Australian Injury Prevention and Safe Communities Conference: “Living on the edge” at Mackay, Queensland.
- Brewin, M. (2004). *Results of the Evaluation of the Kia Piki Te Ora O Te Taitamariki Community Development Projects*. Australian Injury Prevention and Safe Communities Conference: “Living on the edge” at Mackay, Queensland.
- Brewin, M. (2004). *The Pōwhiri Model – A Sustainable Model for Māori Injury Prevention*. World Safe Communities Conference, Prague.
- Brewin, M. (2004). *The Pōwhiri Model – A Sustainable Model for Māori Injury Prevention*. World Injury Prevention and Control Conference, Vienna.
- Brewin, M. (2004). *Results of the Evaluation of the Kia Piki Te Ora O Te Taitamariki Community Development Projects*. World Injury Prevention and Control Conference, Vienna.
- # Carter, L.J. (2004, March 31–April 4). *Lessons from the Past: Māori Environmental Literacy*. Conference for the American Society for Environmental History and the National Council on Public History, Cultural Places and Natural Spaces: Memory, History, and Landscape, Victoria, British Columbia, Canada.
- # Carter, L.J. (2005 February 16-19). *Legitimising Indigenous Knowledge in Sustainable Land Management and Use*. Third International Conference on History and Sustainability, European Society for Environmental History, Florence, Italy.
- # Carter, L.J. (2005, July 6-8). *From Whakapapa to Registered Beneficiary: The Effects of Urban Relocation on Māori Traditionally-organised Groups in Aotearoa/New Zealand*. Sixth International Conference of the European Society for Oceanists, ‘Pacific Challenges: Questioning concepts, rethinking conflicts’, Marseilles, France.
- # Hohepa, M.K., Williams, N.N., & Barber, J. (2004, September 15-18). *Reading Comprehension and Indigenous Language Regeneration: Reading to Learn in Māori Language Immersion Contexts*. Paper presented at the British Educational Research Association Conference, UMIST, Manchester, UK.

- # Hohepa, M.K., Williams, N.N., & Barber, J. (2005, April 11-15) *Reading to Learn: Reading Comprehension and Indigenous Language Regeneration – Findings from the First Year*. Paper presented at the American Educational Research Association Conference, Montreal Canada.
- # Kēpa, M., Reynolds, P., & Walker, R. (2005, November 18-22). *Bring 'Me' Beyond Vulnerability*. Elderly Care of Māori, by Māori. Kei hinga au e, kei mate au e. Te Tiaki ā te Māori i te hunga kaumātua Māori. The 58th Annual Scientific Meeting of the Gerontological Society of America, Orlando World Center Resort Marriot, Florida.
- # Kēpa, M., Reynolds, P., & Walker, R. (2005, June 15-17). *Bring 'Me' Beyond Vulnerability*. Elderly Care of Māori, by Māori. Kei hinga au e, kei mate au e. Te Tiaki ā te Māori i te hunga kaumātua Māori. Panel presentation. Hawai'i Public Health Association Pacific Global Health Conference, Honolulu.
- * Kēpa, M., & Manu'atu, L. (2005, April 19-21). *Unending Curiosity and Empowering Tongan People: Indigenous Tongan & Māori Perspectives on Partnership & Practice in Secondary Schooling*. Paper presentation, Ministry of Education Northern Region Conference: "Partnership and Practice in the 21st Century".
- # Doherty, W., Hoskins, T., and Lee, J. (2005, June 24 – 26). *Māori Cultural Regeneration: Pūrākau as Pedagogy*. Paper presented as part of a symposium: Indigenous (Māori) Pedagogies: Towards community and cultural regeneration. Centre for Research in Lifelong Learning International Conference, Stirling, Scotland.
- * Lee, J., & Taurere, M. (2005, June 30–July 3). *Cultural Sustainability: Māori Teachers in 'Mainstream' Schools*. Paper presented as part of a symposium: Indigenous Education: Generating diverse approaches to cultural sustainability. The International Diversity Conference. Institute of Ethnic Administrators, Beijing, China.
- # Lee, J. (2004, July). *Articulating ako: Māori Pedagogy in New Zealand Education*. Paper presented at the International Conference of Diversity, UCLA, USA.
- * Manu'atu, L., & Kēpa, M. (2004). *'Fetuiaki Malie, Talking Together' Pasifika in Mainstream Education*. Pasifika in mainstream education Symposium. Pacific Research in Education Group, School of Education, University of Waikato, Hamilton.
- McKinley, E. (2005, February 9-11). *Māori Language and Culture Education: The Aotearoa New Zealand Experience*. Invited workshop for the Native Educators and Bilingual/Multicultural Education Conference, held in Anchorage, Alaska, USA.
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FINANCIAL STATEMENTS

Ngā Pae o te Māramatanga

NATIONAL INSTITUTE OF RESEARCH EXCELLENCE FOR MĀORI DEVELOPMENT AND ADVANCEMENT

STATEMENT OF FINANCIAL PERFORMANCE

FOR THE 18 MONTHS ENDED 31 DECEMBER 2005

	Notes	Actual 2005 18 Months \$	Actual 2004 12 Months \$	Actual 2003 12 Months \$
Operating income				
Tertiary Education Commission grant	3	5,320,000	3,306,667	3,262,223
Change in year end Research funds held	1c, 3d	820,282	(983,026)	(2,799,994)
Grant applied		6,140,282	2,323,641	462,229
Host/Partner support		0	0	0
External revenue	5	44,910	0	0
Total operating income		6,185,192	2,323,641	462,229
Expenditure				
Research projects:				
Salary and salary related costs		1,198,543	539,143	195,346
Overheads		850,368	390,307	179,234
Other operating costs		1,215,488	467,209	67,755
Subcontractors		2,886,905	920,289	19,373
Equipment Depreciation		33,887	6,693	521
Other				
Total research projects		6,185,192	2,323,641	462,229
Total operating expenditure	6	6,185,192	2,323,641	462,229
Total operating income less expenditure		(0)	0	0

The accompanying notes form part of these financial statements.

Ngā Pae o te Māramatanga

NATIONAL INSTITUTE OF RESEARCH EXCELLENCE FOR MĀORI DEVELOPMENT AND ADVANCEMENT

STATEMENT OF MOVEMENTS IN EQUITY

FOR THE 18 MONTHS ENDED 31 DECEMBER 2005

	Notes	Actual 2005 18 Months \$	Actual 2004 12 Months \$	Actual 2003 12 Months \$
Equity at beginning of period		382,000	382,000	0
Net movement in Capex Fund for period	9	(146,019)	0	382,000
Equity at end of period		235,981	382,000	382,000

The accompanying notes form part of these financial statements.

Ngā Pae o te Māramatanga

NATIONAL INSTITUTE OF RESEARCH EXCELLENCE FOR MĀORI DEVELOPMENT AND ADVANCEMENT

STATEMENT OF FINANCIAL POSITION

AS AT 31 December 2005

	Notes	2005 18 Months \$	2004 12 Months \$	2003 12 Months \$
Assets				
Current Assets				
Cash balance held by University of Auckland	8	3,198,719	4,165,020	3,181,994
Total current assets		3,198,719	4,165,020	3,181,994
Total Assets		3,198,719	4,165,020	3,181,994
Equity and Liabilities				
Current Liabilities				
Research Funds	1c, 3d	2,962,738	3,783,020	2,799,994
Total current liabilities		2,962,738	3,783,020	2,799,994
Equity				
Capital Equipment Fund	9	235,981	382,000	382,000
Total equity		235,981	382,000	382,000
Total Equity and Liabilities		3,198,719	4,165,020	3,181,994

The accompanying notes form part of these financial statements.

Signed on behalf of the Board

T. H. Barnes.

Acting Chairman



Director of Ngā Pae o te Māramatanga

Ngā Pae o te Māramatanga

NATIONAL INSTITUTE OF RESEARCH EXCELLENCE FOR MĀORI DEVELOPMENT AND ADVANCEMENT
NOTES TO THE FINANCIAL STATEMENTS

1. Statement of Accounting Policies

(a) Basis of Preparation

Ngā Pae o te Māramatanga, National Institute of Research Excellence for Māori Development and Advancement is a Centre for Research Excellence and is managed as an institute within the University of Auckland and has its own Board of Governance.

The financial statements comprise statements of: financial performance; movements in equity; financial position, and notes including accounting policies.

The financial statements have been prepared in New Zealand currency, on the basis of historical cost, and in accordance with generally accepted accounting practice in New Zealand.

The financial statements are for the 18 months ended 31 December 2005. The comparative figures are for the 12 months ended 30 June 2004 and 30 June 2003.

The Tertiary Education Commission has agreed to re-align the reporting year to end as at 31 December commencing 2005. This now agrees with the University of Auckland financial year end.

(b) Differential Reporting

Under the Framework for Differential Reporting issued by the New Zealand Institute of Chartered Accountants, Ngā Pae o te Māramatanga is classified as “small” and qualifies for differential reporting exemptions. Most available differential reporting exemptions allowed under the Framework have been adopted.

(c) Revenue

Research grant revenue from the Tertiary Education Commission is reduced by the obligation to continue research or ultimately return any unspent funds.

(d) Taxation

Ngā Pae o te Māramatanga income is exempt from income tax. All amounts are shown exclusive of Goods and Services Tax (GST). GST is accounted for outside Ngā Pae o te Māramatanga financial statements by the University of Auckland as host institution.

(e) Changes in Accounting Policy

Uniform accounting policies have been applied on a basis consistent with those of the previous period.

2. Audit

These financial statements are not required to be audited, although the financial statements of the University of Auckland are audited.

3. Tertiary Education Commission Grant

a) Funding Levels

Ngā Pae o te Māramatanga is primarily funded by the Tertiary Education Commission. Funding is approved until 30 June 2008. Approved levels are -

Approved and received for year ending 30 June 2003	\$3,262,223
Approved and received for year ending 30 June 2004	\$3,306,667
Approved and received for year ending 30 June 2005	\$3,546,667
Approved and received for half year ending 31 December 2005	\$1,773,333
Approved for year ending 31 December 2006	\$3,546,667
Approved for year ending 31 December 2007	\$3,546,667
Approved for year ending 30 June 2008	\$1,773,333

(b) Extension of Funding

An extension of funding for a wind down period of three years has been approved by the Tertiary Education Commission.

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Ngā Pae o te Māramatanga

NATIONAL INSTITUTE OF RESEARCH EXCELLENCE FOR MĀORI DEVELOPMENT AND ADVANCEMENT

NOTES TO THE FINANCIAL STATEMENTS (continued)

	Actual 2005 18 Months \$	Actual 2004 12 Months \$	Actual 2003 12 Months \$
(c) <i>Current Period Grant</i> Grant for the 18 months ending 31 December 2005	5,320,000	3,306,667	3,262,223
(d) <i>Research Funds Held</i> Research funds at beginning of period	3,783,020	2,799,994	0
Change in year end research funds held	(820,282)	983,026	2,799,994
Research funds at end of period	2,962,738	3,783,020	2,799,994
4 Research Contracts Contracts for research subcontract work in the Research, Capability and Knowledge Exchange Programmes have been signed and these contracts constitute a contractual obligation totalling \$2,496,976 at balance date.			
5 External Revenue Mixture of cost recoveries and research grants from sources external to Ngā Pae o te Māramatanga. The research grant revenue has been and will be expended only for the purposes of the grant.	44,910	0	0
6 Operating Expenditure Ngā Pae o te Māramatanga did not pay any interest, audit fees or write off any bad debts during the period (2003 and 2004 nil).			

7 Subcontractors			
Payments are for contracted research, knowledge exchange and capability building projects for all participating entities.			
8 Cash Balances			
Cash balances are held on behalf of Ngā Pae o te Māramatanga by University of Auckland - Research Funds	2,962,738	3,783,020	2,799,994
Capital Equipment Fund	235,981	382,000	382,000
	3,198,719	4,165,020	3,181,994
9 Capital Equipment Fund			
The Capital Equipment Fund from the Tertiary Education Commission for acquisition of capital equipment has not yet been fully expended.			
Fund at beginning of period	382,000	382,000	0
Capital funding from Tertiary Education Commission	0	0	382,000
Assets purchased and vested in University of Auckland	(146,019)	0	0
Capital funding returned to Tertiary Education Commission	0	0	0
Net movement during the period	(146,019)	0	382,000
Capital Equipment Fund at end of period	235,981	382,000	382,000



Professor Linda Smith
– Co-Director



Dr Mere Kēpa
– Researcher



Simon Rangiwāhia
– Programme Officer



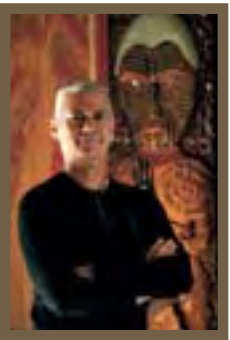
Professor Michael Walker
– Co-Director



Jane Rangiwāhia
– Programme Coordinator



Premika Sirisena
– Departmental
Administrator



Dr Clive Aspin
– Senior Research Fellow



Adrienne Pryor
– Business Support
Manager



Anahera Rāwiri
– Resource and
Events Officer



Dr Marilyn Brewin
– Acting Research Manager



Joseph Te Rito
– Knowledge
Exchange Manager

STAFF

- Donna Gardiner – Programme Officer
Mera Penehira – Programme Officer
Emeritus Professor Leslie R Tūmoana Williams
– Capability Building Manager

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THE SUPPORT OF ITS FOUNDING MEMBERS

The University of Auckland acting through Te Wānanga o Waipapa

The University of Waikato acting through its Māori Education Research Institute

Victoria University of Wellington acting through He Pārekereke:
The Institute for Research and Development in Education;
and the Māori Business Unit, School of Business and Public Management

The University of Otago acting through the Eru Pōmare Health Research Centre

Te Whare Wānanga o Awanuiārangi

Te Wānanga o Aotearoa

Manaaki Whenua Landcare Research

The Auckland War Memorial Museum

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