



Key principles for Supporting Māori and Indigenous
Doctoral Scholars: A Postcard Series

Rangatiratanga



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Requires that power and control rest within Māori cultural understandings and practices and that the issues and needs of Māori are the focus and outcome of all research. This principle is also situated within Te Tiriti o Waitangi.

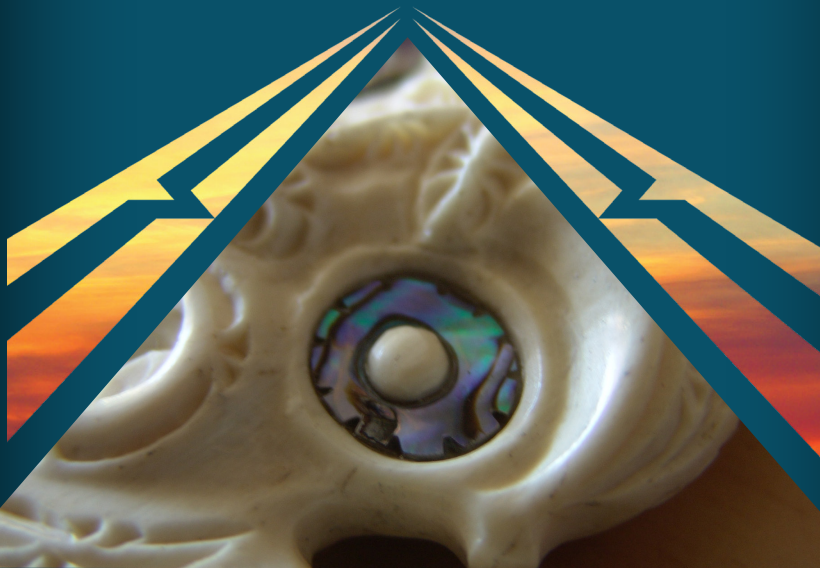
- A clear articulation of Te Tiriti o Waitangi is required to support the development of strong Māori programmes.
- Mainstream institutions must increase Māori academic staffing across all faculties to provide for the needs of Māori and Indigenous doctoral scholars.
- Staff at tertiary institutions where Māori and Indigenous doctoral scholars are enrolled or work have a key part in ensuring Māori and Indigenous culture is reflected within their own particular area of responsibility. This works directly against some of the systemic issues raised by participants such as racism and white privilege, for example.
- Mainstream institutions need to develop Kaupapa Māori programmes for Māori and Indigenous doctoral scholars.
- Identifying institutional racism within mainstream institutions is critical to ensuring Māori scholars have a positive experience in their doctoral and postdoctoral journeys.
- Doctoral and postdoctoral support programmes in mainstream institutions need to be developed in line with the cultural needs of Māori and Indigenous doctoral scholars.
- A commitment to anti-racist approaches in mainstream institutions is essential.



TE TĀTUA O KAHUKURA

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Taonga Tuku Iho



NGĀ PAE O TE
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Taonga Tuku Iho

Ensuring the validation of tikanga and te reo as cultural frameworks of success.

- Spaces and events that enable connection between Māori and Indigenous doctoral scholars and Māori and Iwi organisations are crucial.
- Supporting Māori and Indigenous students who are disconnected from hapū and iwi to reconnect through key Māori organisations is important.
- Enduring and meaningful connections with local marae and hapū are needed in order to provide a culturally safe space for students who may be away from their own 'home' or who might not necessarily have the opportunity to experience that connection in their own tribal location.
- Clear tikanga practices such as karakia, whakawhanaungatanga, and wānanga are integral to the development of strong Māori programmes.
- Bi-annual Māori and Indigenous graduate showcases or hui enhance connectedness with Iwi and Māori organisations and should be provided by Institutions.



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Tikanga



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Tikanga

Relationships where aroha, respect and manaakitanga (care) are a key foundation.

- Ensuring regular contact, a consistent timetable of meetings and clarity of purpose is important.
- The development of cohorts which link across institutions will enhance strong and supportive relationships nationally.
- It is critical that Māori and Indigenous doctoral scholars are actively included in academic events and research projects.
- Institutions need to identify mechanisms that facilitate inter national Indigenous linkages, such as Māori and Indigenous postdoctoral training programmes.
- Active involvement and affirmation of whānaCu support is integral to all Māori and Indigenous programmes and related activities.



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Whanaungatanga



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Whanaungatanga

Maintaining a focus on relationships to ensure networking and the maintenance of connections.

- The professional socialisation of doctoral scholars, including professional associations, conferences, and job fairs should be increased.
- Doctoral-focused job fairs and exploration into how existing and new university employment websites, such as NZ Uni Career Hub and Grad Connection, can better meet the needs of Māori organisations and students is required.
- Institutions should build doctoral student webpages which are officially associated with departments and faculty websites. For example, the promotion of recent graduates will serve to enhance the online research profile of doctoral scholars and therefore increase opportunities.
- Creating opportunities for academic placements both nationally and internationally is important.
- Introducing opportunities for doctoral scholars to connect with potential employers and organisations related to their field of study is recommended.



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Ako Māori



Ako Māori

Māori pedagogical processes are essential.

- Providing time and space for Māori and Indigenous scholars to think and plan their post-doctoral pathways is vital.
- Several forms of ako and related concepts such as wānanga, poutama, and whakataukī are integral to the learning and teaching of doctoral and post-doctoral scholars. Wairua inclusive processes were also indicated as being important.
- It is crucial that professional development be provided to supervisors on relevant Indigenous methodologies and pedagogies which Indigenous candidates may prefer. Subsequently, supervisors would be sensitive, aware, prepared for and supportive of, any and all cultural matters that may arise throughout the research project, particularly if the supervision team are Pākehā or non-Indigenous.
- Workshops or wānanga and training for MAI doctoral scholars to apply for international funding should be provided.



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Tuakana-Teina



Tuakana-Teina

Enables culturally defined relationships that provide a means for knowledge transition, the passing on of experiences and the creation of a cultural framework for supportive relationships.

- It is important that doctoral scholars are engaged in self-leadership skill building, peer support/sponsorship, and group leadership.
- Extending career guidance and support through at least the first year of the employment transition is required so that individuals are not simply abandoned after graduation.
- Mainstream institutions must create opportunities for regular interaction with a range of leading Māori academics and researchers.
- Providing a range of conference opportunities alongside senior academics who will support and promote MAI doctoral scholars is important.



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Kanohi ki te Kanohi



Kanohi ki te Kanohi

A key engagement strategy is face-to-face gatherings, which can then be supported through technology.

- A focus on doctoral career trajectories across a variety of sectors, as well as concurrent exploration of personal development pathways is critical to the improvement of post-doctoral pathways.
- Professional development workshops focused on post-doctoral planning are required.
- The development of transferable skills that can be applied to any career track, in addition to empirical training should be encouraged.
- Institutions must explore new combinations of virtual and in person activities and programming.
- Create space, time and events to build relationships with mentors, supervisors and potential sponsors.



TE TĀTUA O KAHUKURA

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Kia piki ake i ngā raruraru o te kāinga



NGĀ PAE O TE
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TE MATA PUNENGA O TE KOTAHĪ

Kia piki ake i ngā raruraru o te kāinga

Acknowledges that kaupapa Māori practices and values are able to successfully intervene for the well-being of the whānau.

- Further Māori and Iwi joint scholarships and fellowships with tertiary institutions should be encouraged.
- Financial and bridging support programmes must be provided.
- The allocation of funds is necessary for the provision of doctoral and post-doctoral support. Programmes and institutions should enhance doctoral career development and early career researcher activities through activities such as: career fairs, career development workshops, and dedicated student streams at professional conferences in Aotearoa New Zealand. This also requires an examination of measures which reduce conference fees and conference affordability for doctoral scholars.
- A sliding scale for registration fees that includes substantially reduced fees for students as well as unemployed researchers should be incorporated.
- Māori and Indigenous doctoral scholars need to be supported into professional groups and associations.