



## 12 reasons your institution should support Māori & Indigenous PhD scholars

- ▶ To enable the affirmation of the fundamental rights as guaranteed under Te Tiriti o Waitangi for Māori as tāngata whenua
- ▶ To increase Māori & Indigenous participation and success in higher tertiary education and beyond
- ▶ To support the survival, retention and regeneration of Māori and Indigenous languages, cultures and knowledges
- ▶ To ensure career pathways and valuable opportunities are planned for the growing number of Māori and Indigenous PhD scholars
- ▶ To give effect to intergenerational whānau visions for wellbeing
- ▶ To develop expertise across disciplines that will support interventions in contexts where Māori and Indigenous peoples experience institutional and systemic racism
- ▶ To grow the Māori and Indigenous academic and research workforce to support the next generation of scholars
- ▶ To provide Māori and Indigenous approaches and perspectives across a range of sectors
- ▶ To contribute to the enhancement of opportunities for Māori and Indigenous peoples in current and future generations
- ▶ To increase Māori & Indigenous representation within the academy
- ▶ To respond to Māori & Indigenous research and development aspirations
- ▶ To make transformative change in the wider framework of self-determination, decolonisation and social justice

# 10 ways supervisors can support Māori & Indigenous PhD scholars

## CAPACITY BUILDING



Supervisors need to 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 is non-Indigenous. This includes having knowledge of relevant Indigenous methodologies and pedagogies that Māori and Indigenous (MAI) doctoral scholars may prefer, and/or being open-minded and willing to accept and support these aspects of their research.

MAI doctoral scholars require more support from supervisors and institutions to develop their writing abilities, and gain knowledge about the range of journals (in which to publish), relevant conferences, book proposals, funding, promotions, and university committees, to increase and access wider professional development and growth. Māori and Indigenous doctoral and early career academics also require safe spaces to build their confidence and develop experience.

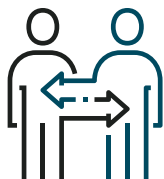
## HUI



Regular meetings and activities which have time for whakawhanaungatanga deliberately built in to enable the slow but steady development of supervisory relationships is critical.

Hui which engage on an iwi level are important. Opportunities where scholars can exchange and network with iwi/hapū leaders and/or scholars is highly desired and is key to generating post-doctoral pathways which enable MAI doctoral scholars to work with or for their people.

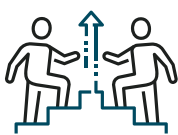
## MENTORSHIP and beyond



Sponsorship as an approach to supporting doctoral scholars that moves beyond mentorship is highly desired by MAI doctoral scholars. Described as an action-based process catalysing upward career mobility (whereas mentoring is credited with preparing people to move up). Sponsorship may include mentoring, coaching, protection, exposure, or an assignment of challenging work.

Sponsorship that is based in cultural frameworks such as tuakana teina is highly desired from supervisors. This requires active capacity building and the provision of opportunities which continues throughout the PhD and for at least 12 months after graduation.

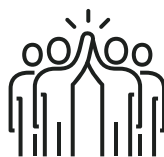
## PATHWAY PLANNING



Provide opportunities for MAI doctoral scholars to engage in active planning of their post-doctoral pathways.

Mentorship or sponsorship that is sourced from within whānau, hapū or iwi contexts should be supported by supervisors and institutions as being integral to creating and sustaining pathways for MAI doctoral scholars that go beyond the PhD.

## WHANAUNGATANGA



Many MAI doctoral scholars experience feelings of cultural and social isolation in academic institutions. Supervisors should advocate for more opportunities where scholars can socialise and interact with other Māori and Indigenous doctoral candidates or staff.

Advocating for physical space within the academy that is dedicated solely for MAI doctoral scholars is central to enabling scholars to gather and support each other. Creating and filling space, with our ways of knowing and being, is also essential to the systemic, institutional and societal changes Māori and Indigenous peoples seek.