



# Master of Māori and Indigenous Leadership



*Kei aku nui, kei aku rahi, rauhī mai, tauti mai ki tēnei wānaga ki tēnei whare makatea. Tomo mai ki te whare o Aotahi kia āta wherawherahia e koe ngā kai o roto i te kete nei kia puta ko te manu tawhiorangi ki te whai ao, ki Te Ao Mārama. Nei mātou e mihi atu nei ki a koutou me ngā āhuatanga o te wā, nei rā hoki mātougou e pupuri tonu ana ki te aka matua, nō reira nau mai, tauti mai, rarau mai.*



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## Snapshot



The driving purpose of this programme is to contribute to the resurgence of **MANA MOTUHAKE** by building the courage, imagination and kete of resources within our communities.



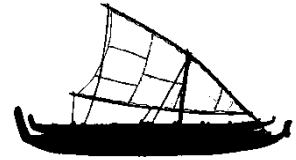
The programme is mainly delivered through wānanga at marae.

The programme is designed for people in full time work.



The programme is open to people without undergraduate qualifications. The main criteria for entry to the programme is 3+ years of service to the Māori community.

The programme involves a 2 week trip to visit with Indigenous whanaunga in Alaska, New Mexico, Canada and Hawaii.



### 2021-5th intake we will be based in two rohe:

- Rotorua
- Whanganui/Taranaki

2019-3rd intake of 60 students in three rohe:

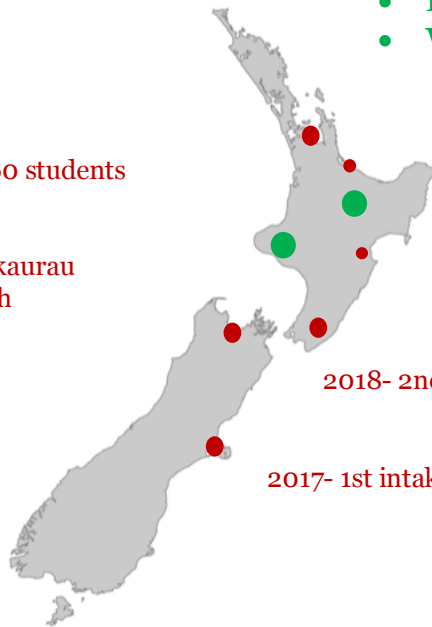
- Te Tau Ihu
- Tamaki Makaurau
- Christchurch

2020-4th intake of 70 students in three rohe:

- Tauranga
- Rotorua
- Te Matau a Māui

2018- 2nd intake of 34 students in Porirua NZ

2017- 1st intake of 14 students in Christchurch NZ



The programme travels to where our whānau want us. We believe all our communities should have the opportunity to grow and develop, so we come to you. If you want the programme in your rohe, let us know.





The programme has drawn students from a range of fields. For Ariana, her drive for enrolling in the programme was the flexibility it provided, and for aligning with her work and area of passion;

*When I found out about this degree programme I knew it was exactly what I was looking for. It ticked all the boxes. **It was relevant to the space I work in, and I could tailor it to fit the actual work that I do and am passionate about.** To top it off, the kaupapa Māori approach and the focus on Māori and Indigenous leadership was hugely appealing.*

For Mel, it was about unlocking her potential, so she could contribute to the best of her ability to the growing needs of her hapū;

*It was about unlocking my own potential, so that I could grow within my leadership roles, so that I could better benefit my community and whānau. **I want to be a radical change maker,** and this course offers exactly that.*

The programme has been created so that it is flexible, and meets the needs of those we are serving – our students. The programme is flexible in that you as the student, and you as the professional in your area of expertise, can align your projects and assignments with the work you are already doing;

*I really enjoyed the process of structuring my way of thinking and getting it all out. **Just magic.** Plus, I'm realising how lucky I am because I've been able to use the MMIL as a **springboard to create a project that I live and breathe everyday,** so it helps me in my full time mahi too. Very cool. (Di, 2018).*



## Overview of the programme

Our postgraduate programmes in Māori and Indigenous Leadership (MIL) are founded on the belief that the most significant contribution to advancing our tino rangatiratanga (self-determination) at this time is people with courage, vision and culturally embedded leadership skills, who can imagine and realise practical solutions that achieve intergenerational aspirations.

The MIL is an applied, multidisciplinary, professional and flexible taught programme that is designed to accelerate the career progression of mid-career Māori across all sectors. The ultimate aim of this programme is to grow inspired leaders capable of materially advancing tino rangatiratanga in the service of their people.

The MIL has been designed to:

- Make a significant contribution to the Māori and Indigenous sector by preparing emerging leaders to envision, implement, and execute the aspirations of our communities;
- Equip emerging leaders with knowledge and skills, including the ability to:
  - Analyse, critique, and create models of Indigenous development, drawing upon comparative approaches, practical knowledge, and soft skills to create pioneering models that uphold intergenerational aspirations and tikanga Māori/Indigenous customs;
  - Develop advanced leadership skills and attributes to enable graduates to lead and implement change initiatives within Māori and Indigenous contexts;
  - Develop the breadth of applied skills necessary to excel in a strategic leadership role; and
  - Deepen disciplinary expertise at an advanced level relevant to the personal affinities of each student.
- Create a national cohort of next generation Māori leaders, from across Iwi, Māori and government sectors; and
- Foster international Indigenous relationships around a cohort of Māori and Indigenous leaders.

There are two interconnected programmes within the MIL. The Postgraduate Certificate in Māori and Indigenous Leadership, and the Masters in Māori and Indigenous Leadership. The PGCert pathway feeds directly into the Master's degree, and is an entry point for those who have demonstrated contribution, service and appropriate skill within the Māori sector, but who do not have an undergraduate degree.

## How the programme is delivered

The MIL is largely taught through wānanga at marae, because we believe that the purpose of the programme, the type of kōrero (discussion) that is generated through the wānanga and the importance of whānau learning all suit marae based delivery. We have designed the MIL so that it is a journey programme that aims to create transformational change within both our ākonga, as well as within our communities, as our graduates go on to make meaningful contributions to the change they believe matters most. The programme does not feel like a standard university Masters programme, it feels like a kaupapa Māori approach to growing the people who serve our community. As a postgraduate programme, it will stretch hearts and minds, while building practical skills.

The programme also has, at its core, a practical project that ākonga can use to apply their learning. We believe that the skills to advance leadership and self-determination are best developed by doing. This project can be an existing work or community project, to ensure that the assessments in the programme contribute to existing commitments, and so that the programme can fit practically with the work and other responsibilities our ākonga have.

The defining characteristic of the programme is that it aims to foster lifelong relationships amongst our ākonga, and with the indigenous whanaunga that we visit through the international hikoī to North America and Hawaii.

## Who the programme is for

The main entry requirement for the programme is 3+ years service to the Māori community. There is no requirement for an undergraduate qualification.

The programme is designed to serve people from across Iwi, Māori and government sectors, as well as from across areas of work. Our ākonga and graduates have come from diverse backgrounds, ranging from mahinga kai warriors, to midwives, educationalists, local and central government and beyond.

The programme is designed to be customizable to the areas of interest of our students, as well as to fit around work.

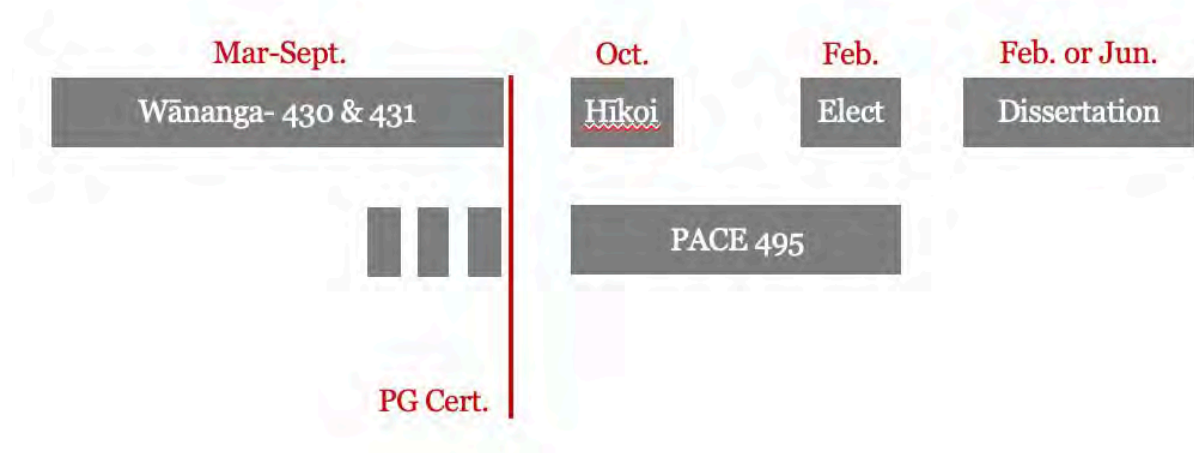
If you have a calling to serve our communities to the best of your ability, this programme exists to nurture your strengths, aspirations and capabilities to be of the greatest service.

## Course Details

The programme has five key components:

- 60 points of core courses (1) MAOR 430 Māori Leadership and, (2) MAOR431 Comparative Indigenous Models and Theories of Development. These two courses also make up the entire PGCert programme, and are designed to equip graduates with the skills, attributes, and knowledge to lead within the Māori sector.
- 30 point elective course (or two 15 point courses, or other courses to a total value of 0.25 EFTS) to enable students to customise their Masters-level study by either deepening their expertise in their current domain or broadening their knowledge base. The elective courses can be from postgraduate schedules in Science, Arts, Health, Education, and Commerce (including a number of MBA courses). With the permission of the Head of Aotahi the student may take the elective course or courses at another institution.
- A 30 point practical community project (PACE 495) that will require students to design, implement, and evaluate an initiative within their sector. This will draw upon the learning gained from the foundational and elective courses.
- A 30 point one to two-week research tour. During COVID this will be a domestic research tour to analyse development strategies within their cultural context and develop alternative models and approaches to Indigenous development. Post COVID we will begin re-engaging with our International Indigenous partners in the Commonwealth and North American jurisdictions to engage with Indigenous communities.
- A 30 point research dissertation.

The learning pathway timeline for both the PGCert and the MMIL is as depicted below:



The Postgraduate Certificate programme is made up of the first two papers of the Masters programme. Both Masters and Postgraduate students complete these two papers at the same time. Students can then decide to exit the programme and graduate with a PGCert, or those who have attained a B average across both PGCert papers can choose to continue onto the next papers that make up the full Masters programme.



## MIL Courses

### MAOR430 Māori Leadership

PGCert/Masters

30 points/0.250 EFTS

This course will enable students to gain practical leadership skills suited to management and governance roles within the Māori sector, as well as developing leadership attributes to effectively lead transformation initiatives that advance Māori aspirations. Students will explore Indigenous leadership models and philosophies, as well as critically engage with the organisational needs, structure and context of Iwi Māori organisations.

### MAOR431 Comparative Indigenous Models and Theories of Development

PGCert/Masters

30 points/0.250 EFTS

This course will expose students to Indigenous approaches to development, innovation, and self-determination across New Zealand, Australia, and the Americas to enable students to gain a deep and broad suite of precedents that can be drawn upon for designing creative and principled solutions within their communities and/or organisations. The course will also explore contrasting theoretical approaches to Indigenous development to provide students with a robust framework for critically engaging with and evaluating the comparative value, impact, and efficacy of different approaches to solution building within the Māori sector.

### MAOR679 Cross Cultural Research Masters

30 points/0.250 EFTS

This course involves a one to two week tour around Aotearoa to Māori iwi, hāpu and organisations across. To create networks, connections, and research comparative approaches to Indigenous development and

Students will be required to write a briefing paper, keep a reflective journal during the tour and, at the end of the course, report on the tools and approaches identified during the tour that may have application you're your own context and the adaption that would be required for cultural and contextual fit. If students are not able to travel there will be an alternative course option available. Please note, during COVID this course has been altered to create domestic field trip, we will

### PACE495 Professional and Community Engagement

Masters

30 points/0.250 EFTS

This paper involves students designing and delivering a project of benefit to their organisation/community. Students will be encouraged to develop a project that draws upon both the work they have completed in their elective paper (to deepen or broaden their disciplinary expertise) and the comparative Indigenous models paper, creating wide scope for students to develop a project that is relevant to their future career aspirations and organisation/community.

### MAOR680 Research Essay

Masters

30 points/0.250 EFTS

This research paper can be on any topic chosen by the student that is relevant to Māori and Indigenous people's development and aspirations. This is the dissertation component of the MMIL. Students will be encouraged to align the dissertation with their areas of professional interest and are able to use the dissertation to provide and extended analysis of the project they have delivered for their organisation/community.



## Wānanga Overview

The wānanga, held monthly from March to September, are for the Māori Leadership and Comparative Indigenous approaches courses. They each engage with a distinctive theme relevant to advancing self-determination, as summarized below:

### Wānanga 1

**Māori Leadership**—this first wānanga anchors the programme in the nature of leadership of traditional and contemporary leadership within Māori communities. We explore the characteristics, traits, attributes and skills needed for contemporary leadership, as well as contemporary challenges for practicing leadership within our communities.

### Wānanga 2

**Indigeneity and comparative Indigenous development**—this wānanga aims to expand what we consider possible and desirable strategies for Māori self-determination and development by learning from the experience of our Indigenous whanaunga.

### Wānanga 3

**Social change and visionary leadership**—this wānanga questions how social transformation can be achieved within our communities, recognizing both intergenerational aspirations and embedded barriers to transformation. We will consider and debate the process of social change, including the types of strategies for social change that are most suited to our diverse contemporary circumstances.

### Wānanga 4

**Self-determination**—this wānanga will explore emergent Indigenous practice and theories for advancing self-determination, to support our ākonga to define the strategies and actions they consider best advance our collective self-determination at this time.

### Wānanga 5

**Organisational transformation**—this wānanga will explore the purpose, structure and mechanics within Indigenous organisations, from a starting point that our current organizational template is version 1.0, that will continue to evolve as we self-define how we want to engage in culturally sourced, intergenerational development.

### Wānanga 6

**Futures**—this wānanga will engage with global and domestic trends that are likely to materially influence the resurgence of self-determination including disruptive technology and macro-political forces

The final wānanga in September is focused on preparing for the research tour with our Indigenous whānaunga and synthesizing the insights gained from previous wānanga.

During the wānanga there will be a dynamic mix of whānau learning through discussion, debates, as well as provocations from the academic team and guest speakers. The programme is based on an ethic of learning through our ākonga, not teaching to: all our ākonga come onto the programme with lived insights and knowledge into Māori leadership and self-determination. We aim to build on existing knowledge and create a structured way to challenge, stretch and grow together.

Our guest speakers have included:

- Honourable Nanaia Mahuta
- Dame Tariana Turia
- Honourable Justice Joe Williams
- Tā Tipene O'Regan
- Moana Jackson
- Hone Harawira
- Ngarimu Blair

Our wānanga create an intimate space for deeper, more personal kōrero with our rangatira to share their insights into the nature and challenges facing Māori leadership and the resurgence of mana motuhake.



## The Team



### **Sacha McMeeking**

Head of School  
Kāi Tahu

Sacha brings a serial entrepreneur's approach to working with and for Iwi Māori. From instigating United Nations proceedings to architecting a Māori social enterprise fund and leading commercial negotiations, she is known for solution-building that meets Iwi Māori aspirations. Before coming to UC, Sacha was the director of a boutique consultancy working with Iwi Māori in strategy development, kaupapa Māori asset management and innovation and the General Manager Strategy and influence with Te Rūnanga o Ngāi Tahu, responsible for government relations on behalf of the Iwi. Recognised as an emerging New Zealand leader, Sacha won the inaugural Fulbright Harkness Fellowship in 2010. Sacha is a change agent and compliments her varied background with a desire to support and grow the next generation of Māori scholars. Initiatives like the Māui lab are a product of that intent and just one of the many innovations that Sacha intends to bring through Aotahi in the years to come.

Sacha is researching in the areas of:

- Iwi Māori development, innovation and entrepreneurship
- Iwi Māori futures, social and cultural capital
- Comparative approaches to Indigenous peoples
- Public policy



### **Che Wilson**

Pou – MMIL Cohort  
Ngāti Rangi/Whananui/Ngā Rauru/Ngāti  
Apa/Mōkai Pātea/Tūwharetoa

Che Wilson was raised as part of a large extended whānau at the foothills of Mount Ruepehu and has been involved in tribal activities and leadership from a young age. He was granted access from the age of 11 and entrusted with knowledge from his Whare Wānanga.

Che is the Managing Director of Intugen Limited. Through Intugen, Che focuses principally in the tūpuna wisdom space as a guest speaker, consciousness coach, resource developer and a podcaster on a range of social media platforms. Che is the president of the Māori Party and until recently, was the Chair and Chief Negotiator for his Iwi Ngāti Tangi to settle historical grievances.

Che is also a director on Ātīhau-Whanganui Inc. that produces red meat, dairy, fibre and manuka honey, is the chair of Te Reo o Whanganui, a board focused on the revitalization of the Whanganui dialect and a trustee on Ngā Tāngata Tiaki o te Awa of Whanganui (the board that governs the tribal interests and represents the voice of the Legal Personality for the Whanganui River).

Che was part of the first Māori delegation of Te Hono Movement in 2013 to Stanford University and again in 2014 and was Deputy CE of the Ministry for the Environment.





### **Komene Kururangi**

Pou – MMIL Cohort  
Ngāi Te Rangi,/Ngāti Ranginui/Te  
Whakatōhea/Ngāti Porou

Tēnei au ka noho noa ki te taumata ki Mauao. Tīmu ana te tai, he paruparu te kai, he pāpaka te tangata. Ko Te Tāhuna o Rangataua tērā e tāwharau nei i ahau. Ko Hairini, ko Hūria, ko Tamatea, ko ahau. Tahuri atu rā ki runga o Ōpape e tohenihorautia ai taku tohe.

He mea whakatipu ahau e ōku kaumātua ki ngā wai ū ki Tauranga. E kore e wareware i a au ngā akoranga i takohatia mai ai e rātou. Mai i te Kōhanga Reo ki Te Whare Wānanga. Koirā te take e kaingākau ana tēnei ki te reo Māori, ngā tikanga, ngā kawa, ngā whakapapa me ngā mahi haka.

Ko tāku, he āwhina, he tautoko i ngā ākongā e tutuki ai i a koutou ngā kaupapa kei roto i a koutou. Ngā whāinga, ngā wawata, ngā tūmanako ka taea.

My passion is centered around helping our people and our communities achieve their goals through Mātauranga Māori. This passion comes from what I experienced as a tamaiti while being raised by my grandparents and extended whānau. E kī ana te whakataukī ‘Mātua Rautia’ as in ‘It takes a village to raise a child’ and this is the whakaaro around your journey with this kaupapa.

My position with this Masters is as a kaitiaki and all round haututū. The best advice I can give to our students for this year is that if you’re ever in doubt come and see us. Ahakoa te aha.



### **Garrick Cooper**

Senior Lecturer  
Ngāti Karaua (Hauraki)/ Te Pirirākau  
(Tauranga Moana)

Garrick Cooper is a Senior Lecturer at Aotahi School of Māori and Indigenous Studies and has been lecturing at the University of Canterbury since 2009. He previously worked as a researcher for the New Zealand Council of Education Research (NZCER) between 2000-2008.

My research attends to decolonial philosophy, in particular the borders between indigenous and non-indigenous knowledge systems, highlighting critical ontological dimensions of indigenous knowledges. In doing this I draw from philosophical re-readings of Maori oral tradition and practices, and I bring these into conversation with the works of indigenous and Africana decolonial philosophers. I have published journal articles and book chapters on Maori and indigenous philosophy, Kaupapa Maori research, and Maori education.

I occasionally write opinion pieces for the national media. For example, I have written on racism, the justice system and the treatment of refugees in the NZ Herald, Stuff, and Spasifik. I find this an important arena for Maori academics to engage in public discourse.

I supervise in the following areas:

- Decoloniality
- Indigenous/black thought and theory
- Indigenous knowledge systems and science
- Kaupapa Māori
- Decolonial research



**Professor Jeanette King**  
Deputy Head of School  
Ngāti Pakeha

Professor King has published widely in areas relating to the Māori language and languages spoken by Māori - from aspects of linguistic change, particularly in the phrasal lexicon, through to language revitalization. She is a member of the MAONZE (Māori and New Zealand English) project examining change over time in the pronunciation of Māori.

Professor King leads the bilingualism theme at the New Zealand Institute of Language, Brain and Behaviour (NZILBB) at UC where her current research includes work on non-verbal behaviour of Māori and Pākehā in New Zealand. Some of her current projects include “Tuhinga Māhorahora”, which involves the analyses of writing by children in Māori immersion schooling in order to provide feedback to teaching about the use of Māori by their students. Furthermore, Professor King is working on a collaboration with the School of Teacher and Education on a project entitled “Intergeneration Transmission of Minority Language”, which is an investigation of some of the factors which increase the likelihood of children in NZ being raised as speakers of these languages.

Her other research interests and areas include:

1. Māori language revitalisation.
2. Māori phrasal lexicon.
3. Analysis of spoken and written corpora of Māori.
4. Intergenerational transmission of parental or heritage languages



**Teena Henderson**  
Senior Lecturer  
Kai Tahu

My name is Teena Henderson and my tūrangawaewae is Arahura on Te Tai Poutini, the West Coast, where I grew up and have spent most of my life. I currently live and work in Christchurch. I have had an extensive and successful teaching career predominately in secondary schools, but also in primary schools in New Zealand and overseas. I am currently working in the tertiary area as a Lecturer in Te Reo Māori at the University of Canterbury. I also teach into the College of Education teacher training courses at the University. I am passionate about Te Reo Māori and about language teaching in general having worked as an English, ESOL and Spanish teacher in the past. Education and especially education issues for Māori is also an area I am very interested in and the topic of my PhD which I am currently working towards completing.

Outside of work I am involved with many whānau activities as my two teenagers keep me busy. I enjoy spending time with my whānau still in Arahura and find it important to continue to be connected to my hapū and to my rohe, travelling home often. I have been involved with my rūnaka leadership for a very long time and currently serve as the alternate to the Ngāi Tahu rūnaka council as well as on the education committee.

Nō reira, ngā mihi maioha ki a koutou  
Mauri ora!



**Phillip Borell**  
Lecturer  
Ngāti Ranginui

Phil is a lecturer in Aotahi: School of Māori and Indigenous Studies and has a research background in Māori history, sport sociology, sport history and contemporary Polynesian masculinities.

As a former rugby league player and current rugby league strength and conditioning coach Phil has worked for the best part of a decade to interweave his extra curricular activities into his research field. Phil has published several works examining the identities of professional rugby league players and the social and cultural politics that come with a career in professional sport.

Phil is also the co-owner and coach of The Kutt: Functional Fitness and works to improve hauora outcomes for lower socio-economic groups on the Eastside of Ōtautahi. Through this mahi he hopes that he is contributing to the self determination of his local, and wider, hāpori in creating healthier and happier whānau.



**Hamuera Kahi**  
Lecturer  
Ngāti Paoa/Tainui

Research interests include the interface between Mātauranga Māori/indigenous knowledge and science; Traditional Maori games and sports; Maori sports

- Maori sports
- Maori and indigenous knowledge systems
- Urban indigeneity

Christchurch born - to a muso and a teacher - and a proud papa of two. Hamuera has been studying, teaching, and researching in Aotahi for over a decade. In this time his teaching contributions are representative of the interdisciplinary nature of Māori Studies, including: mātauranga Māori, oral traditions, film and media, research methodologies, resource management and science.

Hamuera's research experience is similarly varied, with a focus on Māori experiences. These projects include mental health, policy and community resilience. He has also undertaken social research on rugby and sport in New Zealand, influenced by the writings of CLR James. His current research pursuit sits somewhere in a kaupapa that involves storytelling, music, film and aesthetics.

Hamuera is also part of the Māui Lab team at Aotahi, that works to grow the next generation of Māori students, by working on real-time projects for Māori organisations and communities. Hamu is fortunate to work in an area that can contribute to the realisation of the aspirations of Māori whānau and communities.



**Dr Manuhuia Barcham**  
Dissertation Supervisor  
Ngāti Kahungunu/Te Arawa/Ngāti Tūwharetoa

Manuhuia Barcham is Principal of Archetekt, a Strategic Design & Foresight firm based in Seattle, USA. He also maintains Adjunct-Professor positions at Presidio Graduate School and the University of Washington. He was formerly a faculty member at Massey University, New Zealand and the Asia Pacific School of Economics and Management at Australian National University, Australia. At Massey he was the Foundation Director of the Centre for Indigenous Governance and Development.

An expert in the area of Indigenous Governance and Development he has undertaken work in over 25 countries across the Asia-Pacific region working for organizations including the Australian, New Zealand and Canadian governments, the United Nations Development Program, the Commonwealth, the World Bank, and various indigenous groups around the Asia-Pacific. A former Board Member of OXFAM-New Zealand he has extensive experience working in the non-profit world as well. He continues to write and publish in addition to his practical work, with his current writing being grouped around three main themes: Decolonial Design; Indigenous Governance as World Building; and the concept of Strategic Design.



**William (Liam) Grant**  
Kāi Tahu/Ngāti Porou  
Director MMIL  
Phone: + 6433695934  
[william.grant@canterbury.ac.nz](mailto:william.grant@canterbury.ac.nz)

Liam left his hometown of Heretaunga to study at the University of Canterbury, he gained a degree in law with a heavy focus on international law in human and indigenous rights, and environmental Law. Alongside this, Liam gained a Bachelor of Arts with a double major in Māori and Indigenous Studies, and Sociology. Liam's strengths lie in research and writing and brings an interdisciplinary approach to his work.

With a strong appreciation for the environment and new frontiers, Liam undertook research on the Law of Outer Space and how Space might be harnessed as a platform for the sustainability of both Earth and Space. His research, entitled "Re-envisioning Climate Change from an Outer Space Perspective: exploring space law and the justification for the use and development of space for environmental protection" was awarded the 2016 Geoff Masel Prize in Aviation and Space law.

On completion of his Law degree in 2015, Liam had a small foray into legal practice life, working for a prominent barrister in Hawkes Bay, as a legal clerk. While enjoying the excitement of court work, Liam felt his current calling lay in research. Liam is currently pursuing a Masters in Law exploring the structure of International Law and the concept of Sovereignty, looking at its compatibility with Indigenous Self-determination.





**Unaiki Melrose**

Ngāti Kauwhata/Ngāti Raukawa

Coordinator MMIL

[unaiki.melrose@canterbury.ac.nz](mailto:unaiki.melrose@canterbury.ac.nz)

Unaiki has been studying and teaching within the Aotahi whānau for 6 years mainly in the reo Māori space but is starting to extend the breadth of her teaching to include Māori and Indigenous studies as well as teaching into kaupapa Māori topics in different schools within the university. This year Unaiki will also be jumping on board to assist with all things admin for MMIL as the programme grows and disseminates through Aotearoa.

Unaiki is currently completing a Masters of Te Reo Māori focusing on contributing resources to revitalise our reo rangatira. This includes the development of a series of bilingual children's books based on and creating new narratives around our Atua Wāhine within te ao Māori to modernise our narratives so that they seem relevant and inspiring to our children and contribute to a growing movement in the creation of inspiring resources for Māori children that celebrate and disseminate mātauranga Māori.



**Karen Murphy**

Ngāti Maru

Aotahi School Administrator

Te Ao Mārama Room 143

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[karen.murphy@canterbury.ac.nz](mailto:karen.murphy@canterbury.ac.nz)

Karen brings vast experience and an overwhelming passion for working with Māori to her position at Aotahi. She spent 13 years based at Te Puni Kōkiri and Ngāi Tahu and says that being able to support Māori students from the front desk of Te Ao Marama is the perfect place for her. Karen's guidance and desire to help Māori people creates the foundation on which Aotahi seeks to grow and serve our students. She is an outlet for all that is good in the School and the first port of call should anyone ever need information or advice.

Reach out to Karen for any of the following:

- Information about the timing/location of wānanga
- General inquiries

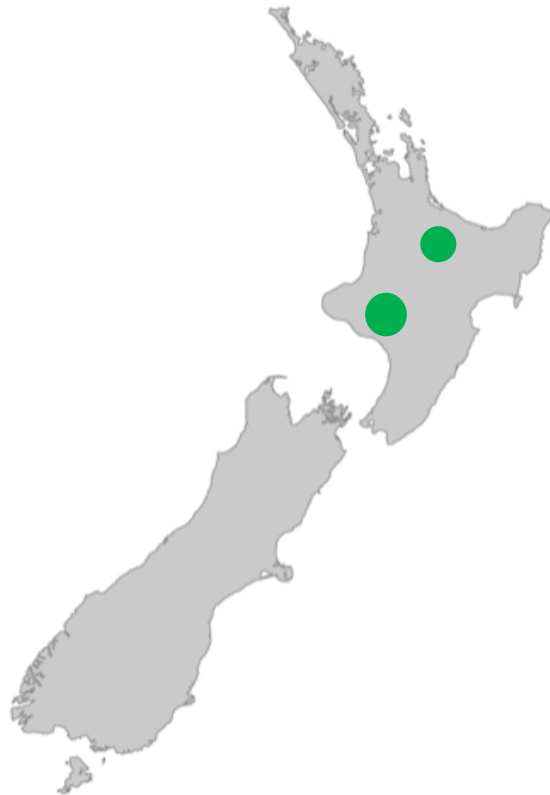
## Where is the programme delivered

The programme is held in various rohe across Aotearoa New Zealand each year. We believe it is important to take the programme to our communities. Our approach is that we will respond to whānau requests to deliver the programme in a particular rohe.

For 2021 we are committed to basing a cohort in two locations:

- Rotorua
- Taranaki/Whanganui

We have information hui each year in rohe across the country so that we can gauge the interest in a particular area. If you would like an information hui in your rohe, and/or for the programme to be delivered in that rohe, please get in contact.



## How to enrol

The programme takes expressions of interest at any time during the year. Enrolments must be completed by February in the year you intend to commence the programme. The process has two stages:

### Stage One—Eligibility

The first stage involves submitting the following via online portal by 1<sup>st</sup> December 2020:

- **Personal Statement:** A 1,500 to 2,000 word statement that describes your personal experience with and commitment to Iwi self-determination, as well as your study goals and expectations from this programme. Please include a project scope that describes a project or initiative that you want you pursue during your MMIL journey that you believe makes a significant contribution to our community, and how it contributes to Tino Rangatiratanga.
- **Curriculum Vitae:** This should include any academic history, work history, and relevant experience. This is to establish you are/have been working in a role that contributes to Māori interests and aspirations.
- If you have an undergraduate degree, please send a scan of your transcript (please note, if you should be offered a place on the programme, we will require a physical original). If you do not have an undergraduate degree, just send in a Personal Statement and a CV.

Please submit these via the online portal by typing the following URL into your internet search engine: <http://bit.ly/2UF8n6d>

If you have issues with the online portal, please email your documents to [william.grant@canterbury.ac.nz](mailto:william.grant@canterbury.ac.nz)

This information is used to ensure that all people entering the programme have 3+ years experience serving the Māori community.

### Stage Two—Online Enrolment

We will notify you of the outcome of your application by the 31<sup>st</sup> of December 2020. If you are accepted onto the programme, the second stage involves an online enrolment process through the UC system.

## More Information

If you would like more information on the programme please contact:

**William (Liam) Grant**

Kāi Tahi/Ngāti Porou

Director MMIL

Phone: + 6433695934

[william.grant@canterbury.ac.nz](mailto:william.grant@canterbury.ac.nz)

Mātiti kura ki tawhito  
Mātiti kura ki te Ao  
Mātiti ki te whenua hei tūranga e

Mapping your horizons  
Creating your world  
Establishing your foundation