

School of Māori and Indigenous Studies

Masters in Māori and Indigenous Leadership



Master of Māori and Indigenous Leadership—Programme Overview

The Masters in Māori and Indigenous Leadership (MMIL) is founded on the belief that the most significant contribution to tino rangatiratanga and indigenous self-determination at this time is people with courage, vision, and culturally imbedded leadership skills, who can imagine and realise practical solutions that achieve intergenerational aspirations.

The MMIL is an applied, professional and flexible multi-disciplinary taught Masters programme that is designed to accelerate the career progression of mid-career Māori across all sectors with the ultimate aim of growing inspired leaders capable of materially advancing self-determination in the service of their people.

The MMIL can be completed while in full time employment over an 18 month period and will be taught in a Wānanga delivery mode.

This programme will be wānanga or block taught modules to enable students from across Aotearoa New Zealand, and Internationally to enter the programme.

The programme will be based in different rohe each year, depending on interest in the programme from that region. Prospective students are urged to check with the programme coordinator to see where the closest delivery site is to you.

The programme is open to students who do not have an undergraduate degree, providing they can demonstrate service to Māori or First Nations sectors or aspirations.

It is open to people currently working in tribal organisations, Iwi, Māori, government, community and private organisations with responsibilities for engaging with indigenous peoples' interests, values, and aspirations.

The MMIL has been designed to:

- Make a significant contribution to the Māori sector by preparing emerging leaders to envision, implement and execute on the aspirations of 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 cultural values;
 - Develop advanced leadership skills and attributes to enable graduates to lead and implement change initiatives within Māori and Indigenous contexts;
 - Develop the breadth or 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 Indigenous Leaders.

Overview of Programme

The Masters in Māori and Indigenous Leadership Programme involves:

- Wānanga throughout the first 10 months of the programme, to be held at marae that will involve deep work on (1) leadership in the Māori sector that will develop strategic thinking, knowledge of functional management and personal leadership skills, and (2) comparative Indigenous models and theories of development. These wānanga will involve presentations from established leaders in the Māori sector.
- An International Hīkoi to connect with First Nations peoples and develop practical understanding of comparative Indigenous approaches to development and self-determination.
- One elective paper that can be drawn from any discipline to enable students to gain depth in an existing area of expertise, or to broaden their expertise into a new field. Notably, this elective paper can be completed at any tertiary provider in New Zealand, enabling those from outside the Canterbury to complete this course at a convenient location and to select the content they consider most relevant to their future aspirations.
- One practical project that will require students to design and implement an innovative initiative within their community or organisation. This project will synthesise the learning gained from across the programme as a whole.
- Research paper in an area relevant to the personal affinities of the student.

Contact Details

To express interest or seek more information on the programme, please contact any of the following people:

Sacha McMeeking
Head of School, Aotahi School of Māori and Indigenous Studies
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Bentham Ohia
Te Tau Ihu Programme Lead and Principal Lecturer
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Liam Grant
MMIL Co-ordinator
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Māori and Indigenous Leadership – Pathways

There are two pathways through the Māori and Indigenous Degree – either through the Postgraduate Certificate stream, which leads into the Masters programme, or directly into the Masters programme.

Pathway One: Postgraduate Certificate in Māori and Indigenous Leadership

For those who do not have an undergraduate qualification but have relevant experience and a commitment to Iwi self-determination, can enrol in the Postgraduate Certificate in Māori and Indigenous Leadership. To apply for the postgraduate certificate programme you must enrol in the following core papers:

- MAOR430 Māori Leadership
- MAOR431 Comparative Indigenous Models and Theories of Development.

Where students have passed the core PGCert papers with a B average they can progress into the Masters programme, so long as they have not graduated with the postgraduate certificate.

As the course is run concurrently with the Masters programme students, the PGCert students will not be at a disadvantage, and they will be able to graduate alongside the rōpū regardless of whether they started as a PGCert and progressed into the Masters programme.

Pathway Two: Masters in Māori and Indigenous Leadership

The Masters in Māori and Indigenous Leadership is open to graduates with a bachelor's degree with at least a B average, and at least three years professional experience in the Māori sector. To enrol in this Masters degree you must enrol in the following compulsory courses:

- MAOR430 Māori Leadership
- MAOR431 Comparative Indigenous Models and Theories of Development
- ARTS495 Professional and Community Engagement Internship
- MAOR679 Cross-Cultural Research (this paper involves an international tour).
- 30 point elective course (to the value of 0.25EFTS). These can be from another institution with UC School approval.

Feedback on Programme

Since the programme was established in 2017, we have approximately 53 students in the programme at varying stages of completion. Students from the first cohort are almost at the completion of their studies and are finalising their individual research dissertations in their relevant fields, and we will be celebrating the first graduates of the MMIL at the December Graduation in 2018.

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 her area of passion;

*I had been looking to do further study, a masters programme that would enhance my career. 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 all off, the kaupapa Māori approach and the focus on Māori and Indigenous leadership was hugely appealing. (Ariana, 2017)*

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;

*For me, it was not about myself. 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 is exactly what offers that. I also wanted to prove to others in my community that that was doable, that this higher education model programme created by Aotahi was achievable. (Melany, 2017)

The programme has been described as life and trajectory altering, the programme allows students to engage with new information in an encouraging and collaborative wānanga environment.

The course as a whole has been super enlightening... a real eye opener. I would recommend it to anyone in a leadership type position. The course covers and forces you to take stock of the Western realities and the indigenous experiences, movements, and the types of leaderships required to really move people. (Karaitiana, 2017)

The programme challenges views, and supports students to question the status quo so that they can achieve the change within their organisations or communities they know will further the aspirations of their people now and into the future;

Being in a leadership role already I was looking for, or felt **I was ready for something that would challenge my views and understandings of what leadership really is and means**; and how I could use that to influence succession and leadership within my Iwi and other organisations I work within to ensure that we are best prepared for the future. (Joanne, 2017)

The programme has been created so that it is flexible, and meets the needs of those we are serving – you, students and prospective students. The programme is flexible in that you as the student, and the professional in your area of expertise, can align your projects and assignments with 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 every day**, so it helps me in my full time mahi too. Very cool. (Di, 2018)

Programme Details

The programme will have five key components:

- 60 points of core courses: (1) MAOR430 Māori Leadership; and (2) MAOR431 Comparative Indigenous Models and Theories of Development. These two courses are designed to equip graduates with the skills, attributes and knowledge to lead within the Māori and indigenous sectors.
- A 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 tertiary institution.
- A 30-point practical community projects (PACE495) 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 two-three week cross cultural research tour across Commonwealth and North American jurisdictions to engage with Indigenous communities, analyse development strategies within their cultural context and develop alternative models and approaches to indigenous development.
- A 30-point research dissertation.

MAOR 430 Māori Leadership

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.

MAOR 431 Comparative Indigenous Models and Theories of Development

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.

MAOR 679 Cross Cultural Research

30 points/0.250 EFTS

This course involves a two – three week tour to Indigenous communities and organisations across North America to research comparative approaches to Indigenous development and engage directly with an international network of Indigenous peoples. 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 through the international tour that may have application in a New Zealand context and the adaption that would be required for cultural and contextual fit. If students are not able to travel to North America, there will be an alternative course option available.

PACE 495 Professional and Community Engagement

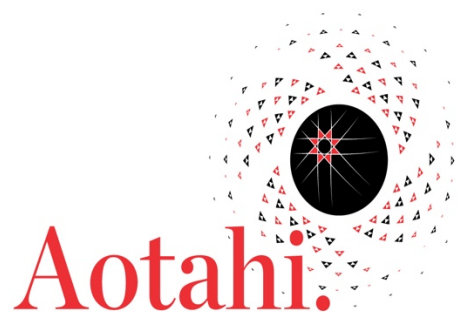
30 points/0.250 EFTS

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.

MAOR 680 Research Essay

30 points/0.250 EFTS

This research paper can be on any topic chosen by the student that is relevant to Māori and Indigenous peoples 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 an extended analysis of the project they have delivered for their organisation/community.



The Aotahi MMIL Team

Sacha McMeeking



Head of School
Senior Lecturer
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

Bentham Ohia



MMIL Leader
Lecturer

Bentham was born in bred in Waikawa Picton the whenua of his mother Linda (Riwaka) and is currently based in Papamoa Tauranga on the whenua of his father Monte. Bentham is currently serving in many institutions and movements in Aotearoa and overseas; as the President of Advancement of Maori Opportunity AMO, Trustee of Ngā Potiki a Tamapahore Trust, Deputy Chair of Waikato Tainui College of Research and Development, Board member of Te Mātāwai as the Mataatua Waka representative, and an advisor to a number of CEO's. Past positions include the CEO of Te Wānanga o Aotearoa, Chair of Te Tauihu o Nga Wānanga (collective of the three Wānanga), a Board member of the Glenn Enquiry on abuse in New Zealand. Qualifications include a BA (Otago University), Diploma in Teaching – Māori Immersion (Waikato University), MBA (Waikato University) and is in the closing processes of a PhD (Te Whare Wānanga o Awanuiāraangi) in “Whānau Transformation Through Education”.

Garrick Cooper



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

Garrick is interested in practices of 'decoloniality' in Aotearoa. This includes understanding the ways in which coloniality reproduces and sustains itself and maintains the interests of dominant groups in society and how we might subvert those processes. To this end, one part of his research includes using Maori epistemologies (and the philosophical insights that we can draw from these) to critique dominant narratives about Maori (and perhaps "others") and create new pathways forward that transcend the binaries of Europeans and natives, Maori and Pakeha, the oppressor and the oppressed.

Professor Jeanette King

Deputy Head of School



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

Phillip Borell



Lecturer
Ngāti Ranginui/Ngāti Tūwharetoa

Currently researching the history of Maori in Rugby League and Sport. Relevance of class, class differences, Maori influence, whanau and development in Rugby League. Te Tiriti o Waitangi. Colonisation and Maori.

Hamuera Kahi



Lecturer
Ngāti Paoa/Tainui

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

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

Komene Kururangi



Lecturer
Tauranga Moana/Te Whakatōhea/Ngāti Porou

Research interests include the revitalisation of the Māori language, the study of Māori language through moteatea and waiata and the development of haka.

- Revitalisation of the Māori language
- Study of Māori language through moteatea and contemporary waiata
- The development of Haka

William Grant



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Regulations for the Degree of Master of Māori and Indigenous Leadership

See also General Course and Examination Regulations.

1. Admission

Applicants for the Master of Māori and Indigenous Leadership must:

- (a) Either
 - i. have qualified for a bachelor's degree with a B average or better in 60 points of 300-level courses in the majoring subject; or
 - ii. have qualified for a bachelor's degree and completed a qualifying course with a B average or better in 60 points of 300-level courses; or
 - iii. have completed the requirements for the Postgraduate Certificate in Māori and Indigenous Leadership with at least a B average across both course; or
 - iv. have been admitted ad eundem status as fulfilling these requirements; and
- (b) Have had three or more years of professional experience in the Māori sector since graduation, as approved by the Head of Aotahi: School of Māori and Indigenous Studies (Head of School); and
- (c) Have submitted a portfolio of experience and attended a selection interview;
- (d) Have been approved as a candidate for the degree by the Head of School and the Dean of Arts.

Note: Applicants who have not qualified for a degree may be permitted to enrol in the Postgraduate Certificate in Māori and Indigenous Leadership subject to the approval of the Head of School and the Dean of Arts. Such candidates will be required to produce evidence to the satisfaction of the Dean of Arts of their eligibility for entry through extensive practical, professional or scholarly experience of an appropriate kind.

2. Degree Requirements

Students must pass:

- (a) MAOR 430, MAOR 431, MAOR 680 and PACE 495;
- (b) 30 points of 400-level coursework from the schedule of any postgraduate degree approved by the Head of School; and
- (c) either MAOR 679 or MAOR 681.

3. Approval of a course of Study

The personal course of study of each student must be approved by the Head of School. On the basis of previous study, a student may, with the permission of the Head of School, be permitted to replace a course or courses with another postgraduate course or courses approved by the Head of School.

4. The Postgraduate Certificate in Māori and Indigenous Leadership

A student who has completed the requirements for the Postgraduate Certificate in Māori and Indigenous Leadership with at least a B average across both courses, may apply to enrol in the Master of Māori and Indigenous Leadership and to transfer their courses to that degree.

5. Elective Course

A student may, with the approval of the Head of Aotahi, take their elective course or courses at another tertiary institution.

6. Time Limits, Part-Time Enrolments and Repetition of Courses

Full-time students who commence their studies at the beginning of the academic year must complete their degree by the end of the first semester in the following year. Part-time students must complete their degree within three and a half years of commencement of study.

A student who fails one course may, with the permission of the Head of Aotahi, be permitted to repeat that course or, in the case of an elective course, to enrol in an alternative course. A student who fails more than once of the courses offered will be withdrawn from the degree.

7. Award of Merit or Distinction

The Master of Māori and Indigenous Leadership may be awarded with Merit or Distinction.

Enrolment Process

Submit the following to william.grant@canterbury.ac.nz

- Personal Statement
A 1,500 – 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.
- Curriculum Vitae
This should include 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.

You will also need to post an original of the following:

- Proof of Identity
A certified as true hard copy of your proof of identity. This may be:
 - Passport
 - Birth Certificate
 - National Identity CardEach copy must be certified as a true copy of the original document and must be dated and signed by someone with statutory authority. Documents can be certified as true copies by:
 - New Zealand Justice of the Peace
 - Solicitor
 - Court Registrar or Deputy Registrar
 - Notary Public
 - An official of the institution that issued the original document
 - University of Canterbury Staff member.
- Academic Document (if you are applying for the Masters programme)
Please provide us with an original, official transcript from the institution where you gained your undergraduate degree. Please note, a results printout is not acceptable. Please contact your previous tertiary education provider and request an 'official transcript. This will be returned to you via normal post, unless a prepaid courier bag is provided with the documents.

Post to:

William Grant
Aotahi; College of Arts
University of Canterbury
Private Bag 4800
Christchurch 8140.