
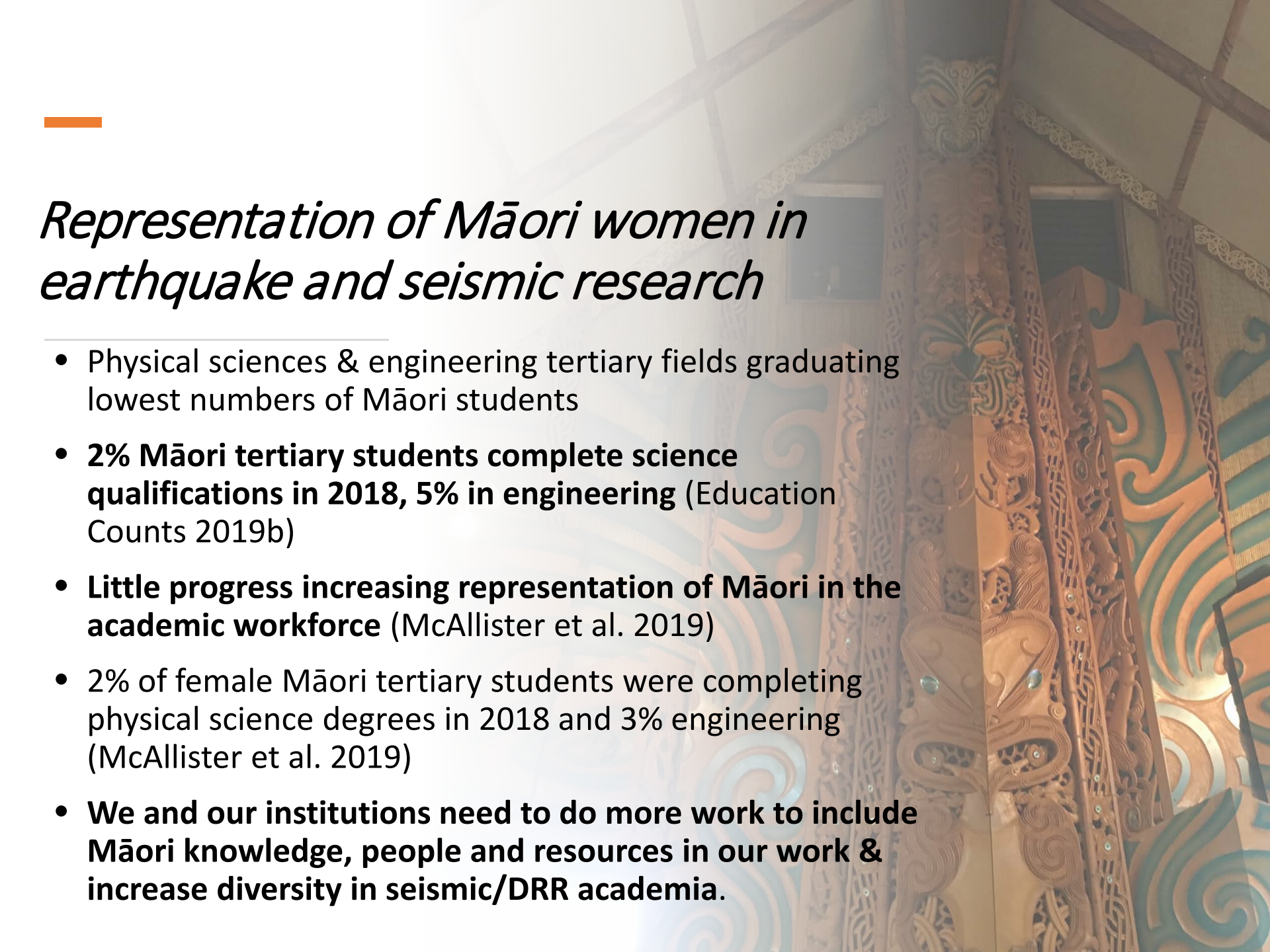


Lessons from early career wāhine kairangahau Māori working in DRR in Aotearoa

L.H. Kaiser, K-L Thomas & E Campbell
Te Hiranga Rū Annual Meeting, Whakatū
10 December 2020



Representation of Māori women in earthquake and seismic research

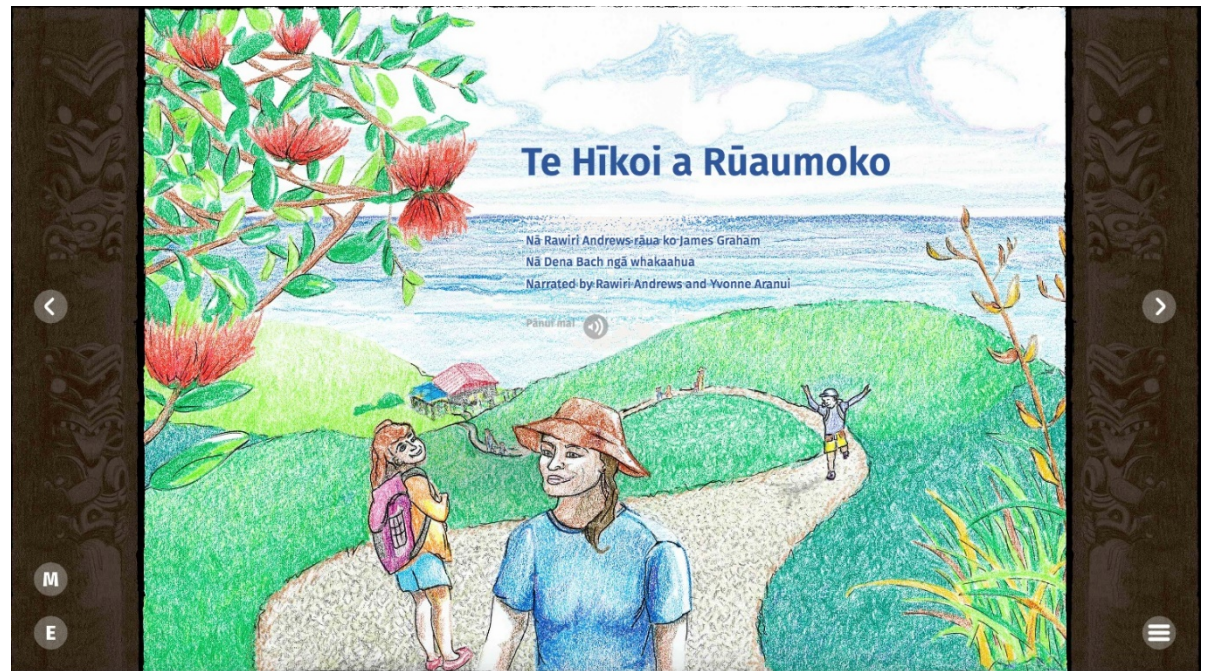
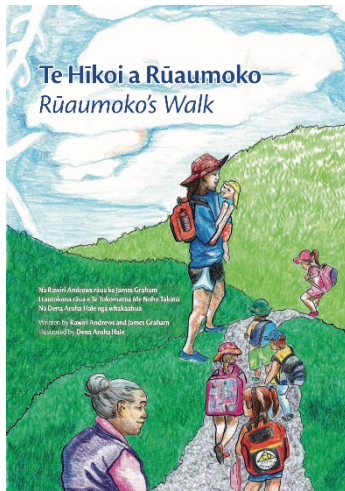
- Physical sciences & engineering tertiary fields graduating lowest numbers of Māori students
- **2% Māori tertiary students complete science qualifications in 2018, 5% in engineering** (Education Counts 2019b)
- **Little progress increasing representation of Māori in the academic workforce** (McAllister et al. 2019)
- 2% of female Māori tertiary students were completing physical science degrees in 2018 and 3% engineering (McAllister et al. 2019)
- **We and our institutions need to do more work to include Māori knowledge, people and resources in our work & increase diversity in seismic/DRR academia.**

*Wahine tapuhi
ō te
Parawhenua
Mea kia
mataara*

- Three Aotearoa (NZ) case study projects:
 - **Te Hīkoi a Rūaumoko-** Digitising a bilingual pukapuka (book) based on Ngāti Kahungunu iwi (tribe) pūrākau (stories) around earthquake warnings and preparedness (Emily Campbell)
 - **Kura e Tai Āniwhaniwha-** Bicultural approach to increasing tsunami preparedness for kura ākonga (school students) in Hawke's Bay (Lucy Kaiser)
 - **Reciprocal hui and community events on historic and contemporary tsunami risk in Wharekauri Rerekohu- the Chatham Islands** (Kristie-Lee Thomas)

Te Hīkoi a Rūaumoko

(Digital bilingual ebook)



Acknowledgements:

Objectives



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Reengage the local
working group



Agree upon the
kaupapa



Deliver a resource
that is appropriate
and accessible



Explore the utility of
the resource

Resource attributes



Kura e Tai Āniwhaniwha (Schools and Tsunami)

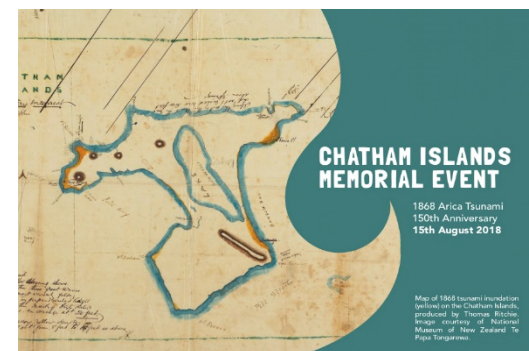
- To enhance community disaster preparedness – need more effective engagement with indigenous epistemologies and greater inclusion of children's voices (United Nations Office for Disaster Risk Reduction, 2013)
- This project pilots two culturally appropriate educational outreach activity programmes for students enrolled at kura kaupapa Māori/Māori medium schools
- Objective: increase awareness and preparedness for regional seismic hazards for Māori students in the Hawke's Bay and Wellington regions.
- Research activities were collaboratively designed with Māori knowledge and cultural frameworks





Reciprocal Hui and Memorial Event - Wharekauri Rerekohu

- MSc thesis 2017 - community-based **participatory tsunami impact assessment** weaving together Mātauranga Māori, local knowledge and scientific knowledge.
- Needed to return after completion to **reciprocate and return the new knowledge we created together**
- **Memorial Event for Anniversary**
 - 2018, 150th anniversary of 1868 Arica tsunami - opportunity to continue conversations & reciprocity through **co-organising a memorial event with iwi and Civil Defence**.
 - Event abided by **local tikanga and kawa**
 - Resources **co-developed and shared, event well attended and covered widely in the media**



Reciprocal Hui

- Hui, co-designed with Ngāti Mutunga o Wharekauri Iwi Trust
- Hikoi to visit wahi tapu (sacred sites), karakia by kaumatua, story-telling, kai (sharing a meal) at the marae, followed by korero about tsunami impacts and planning.
- Lots of discussion throughout the day, positive feedback and suggestions for **community-led action**.





Collective Experiences

- Maintaining a Te Ao Māori or bicultural lens
- Adaptive and flexible engagement
- Ethics of reciprocity
- Academic and cultural support



MAINTAINING A TE AO MĀORI OR BICULTURAL LENS

Te Ao Māori and Academia can be bifurcating worlds with entirely different processes, kawa, tikanga and expectations that do not always harmoniously co-exist. The communities we engage with are culturally complex, so it is important to abide by local tikanga and kawa which may draw from Te Ao Maori, European or multi-cultural heritage and approaches.



ENGAGEMENT

Engagement activities need to be adaptive and flexible to suit community needs and priorities. Timing and repetition of engagement following completion should also be considered (including Masters and PhD thesis timeframes). It is also critical to incorporate people with mana (authority/influence) such as kaumatua (respected elders) as key drivers within the research.



RECIPROCITY

Novel approaches are required which support the koha (gift) of knowledge between scientists, Māori, emergency management agencies and multicultural communities to increase resilience for Māori communities and build capacity. As more VM research projects arise across STEAM we (all researchers) need to be mindful of the limited capacity and busy schedules of iwi and community partners.



ACADEMIC AND CULTURAL SUPPORT

Emerging researchers, students require appropriate cultural support from experienced academics or cultural advisors who have navigated Māori research and pressures. A network of Māori and Indigenous researchers to support each other, exchange ideas, and share themes and practices may alleviate some of the pedagogical and mentoring load of senior Indigenous researchers/advisors.

RAUIKA MĀNGAI

A GUIDE TO VISION MĀTAURANGA

LESSONS FROM MĀORI VOICES IN
THE NEW ZEALAND SCIENCE SECTOR

Vision Mātauranga Leadership Hub. Designed by Niki Ngāi a Hōpū. Māori

“When you are first in an area, you often don’t have a person to guide you, especially in the area of science. People can tell you how to do science, but they can’t tell you how to be Māori in science.”

“It’s not our responsibility to educate non-Māori in this space. It’s exhausting, it’s tiring, so I’m really trying to stay in my own lane now.”

“I was in a system that I’m feeling frustrated with, feeling isolated, I haven’t saved anything, and I’m really angry about it.”

“It hurts now sometimes when I’m asked to review something and I think it’s because I’m a scientist, but they say, ‘Oh no, we just want you to look at the cultural.’



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Te Hiraŋa Rū

INTEGRATE

Te Ao Māori across
school and university
teaching and
curricula

CREATE

nurturing
environments that
are co-designed by
Māori staff

PRACTICE

tuakana/teina
academic mentoring
systems supported
with time and
resources

FORM

Māori research
support groups
across institutions
(universities, CRIs,
private orgs) and
disciplines

RESOURCE

emerging Māori
researchers and
community members
to participate in
workshops and
conferences

EMPLOY

certified Te Reo
Māori translators
and Māori cultural
advisors

SHARE

best practice
with international
networks of Indigenous
practitioners,
researchers and
educators



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Te Hiranga Rū

Ngā mihi nui!
Thank you!

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www.quakecore.nz

Waiata

*Tōku reo tōku ohooho māpihi maurea whakakai marihi
Nei ra te kaupapa ko te reo Māori e
He taonga tuku iho no nga tīpuna
He pare kawakawa he mea hirahira e
Tōku reo tōku ohooho māpihi maurea whakakai marihi*

*Korerotia te reo I ngā wa katoa
Kia kore e rite ki te moa
Mana tangata mana motuhake*

*Tōku reo tōku ohooho māpihi maurea whakakai marihi
Tōku reo tōku ohooho māpihi maurea whakakai marihi*