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 M i a a I a b e s S a b s
 a a T e R e M i a e
 U i e s i f C a e b

The values of Aotahi have been modelled on the traditions of Mui-Tikitiki-a-Taranga – the Mōri demigod famous for obtaining the knowledge of fire and snaring the sun.

At Aotahi we believe students need to be ready for a changing world. We want you to have an assortment of career pathways and to be at the forefront of Mōri innovation in whatever sector you choose. Whether that means working within Mōri communities or continuing study into advanced academic research, Aotahi promises to guide you along the same track carved by scholars like Sir Pirana Ngata.

To do this, Aotahi offers a broad spectrum of educational content. Our papers prepare you to be future makers by opening up generations of learning and ancestral experience. From traditional Mōri Studies to contemporary issues we show how to be agile and adapt in the changing cultural contexts of our fast paced modern world. Aotahi also encourages you to continue your te reo journey at any stage of learning. Our language and performing arts papers are open to anyone wanting to grow their tikanga and familiarise themselves with Mōri culture.

Te Ao Mōri has always moved rapidly. Our people shifted rohe, moved islands, changed technology and even sailed across wide oceans. Te Ao Mōri moves fast and Mōri Studies has to keep up with our people. Te Ao Mōri now has a \$37 billion economy and we're in charge of our own destiny through our iwi and Mōri organisations. To that end, Mōri Studies should drive our future as much as it celebrates our past.

In keeping with Mui and his courageous spirit

Head of School

Sacha McMeeking

Ng i Tahu



Sacha brings a serial entrepreneur's approach to working with and for Iwi M ōri. From instigating United Nations proceedings to architecting a M ōri social enterprise fund and

leading commercial negotiations, she is known for solution-building that meets Iwi M ōri aspirations.

Before coming to UC, Sacha was the director of a boutique consultancy working with Iwi M ōri

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Lecturer

Teena Henderson
Ng i Tahu



Teena's passion for languages began at home in Arahura on Te Tai o Poutini, the West Coast, when she first started learning te reo at home

Moki Tamati-Eli e

Ng i Tahu, Te Ati Awa, Ng ti Mutunga, Ng ti Taha



Moki, also known as Kommi among many other names, has firm K i Tahu links to t kou as well as Taranaki links to Te- ti-Awa, Ng ti Mutunga, Ng ti Tama and Taranaki.

With 20 plus years of music performance and production experience and 17 years of broadcasting under his belt, most of which was in M ori radio and TV, to this position he brings a magnetic vibe and encouraging verve, laced with a healthy little pinch of dead pan sarcasm for measure. In his past positions, from presenting through to producing and being an audio production engineer as well as a successful programme director, Moki worked closely with the M ori community locally and nationally, specifically those with the intention to represent M ori in a positive light.

He is relatively new to the world of research. Moki says "I'm excited by the growth of te reo M ori, my own reo which started with my wh nau in Dunedin as a young boy, and seeing that continue with us today. I'm fascinated by what makes individuals and certain social groups tick. And I've always had a burning innate desire to make the world a better place for my people." Moki is now embodying these passions, being in his third year of completing a BA with a triple major in M ori and Indigenous Studies, Te Reo M ori and Psychology as well as working with the vibrant new Te Ao Hurihuri research team.

Allen McIntyre

Ng i Tahu



Born in Timaru, Al is of Ng i Tahu decent by Koukourarata through his kuia. After 10 years in retail management Al came to the University of Canterbury to study a BA in Sociology and

Psychology. After taking an introductory paper on the Treaty of Waitangi he immediately changed his majors to M ori and Indigenous Studies and Psychology. Al lo hulus

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What do you study?



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Aotahi offers two programmes of study:

- Māori and Indigenous Studies; and
- Te Reo Māori.

Our Māori and Indigenous Studies programme explores social, cultural and political dimensions of Māori and Indigenous peoples globally. Through our Māori and Indigenous Studies papers you can dive deep into:

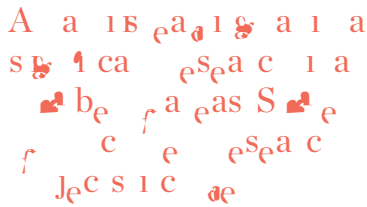
- Traditional Māori society;
- Mātauranga Māori;
- Māori philosophies;
- Treaty of Waitangi;
- Contemporary issues affecting Māori; and/or
- Iwi and Māori development in the post-Settlement era.

You can design your study so that you get breadth across all of these areas, or particularly focus on traditional knowledge or contemporary issues.

Through our papers, you will learn more than just the content in the lectures. We have designed our programme so that you develop practical skills along the way. Some of our papers prepare you for further postgraduate study, others have a more professional focus preparing you for entering the workforce. All of our Māori and Indigenous Studies courses will develop your abilities in the areas of:

- Critical analysis;
- Creative problem solving;
- Practical writing skills; and
- Communication and presentation skills.

Our te reo Māori programme is designed for both those just starting their journey with te reo Māori and people with existing te reo Māori. We have a number of first year papers so that



Tuhinga M horahora

Most days in M ori immersion classrooms, the children write for 10 minutes about any topic they like. The Tuhinga M horahora project is collecting and analyzing this writing in M ori so we can devise ways to provide feedback and support to classroom teachers by telling them what words their students are and aren't using and suggesting ways of increasing exposure to targeted vocabulary. This research provides valuable support to individual teachers as well as establishing a unique corpus of children's writing in M ori.

Research team: Jeanette King, Mary Boyce and Christine Brown. Research assistants: Niwa Wehi and Caitlin Swan.

Comparative Language Input Project (CLIP)

There are increasing numbers of Indigenous immersion programmes worldwide, most of which are based on k hanga reo and kura kaupapa M ori in New Zealand. CLIP is an international project looking at teacher speech – what is a typical day's input that a child in an immersion classroom is exposed to? This information will help immersion programmes worldwide in devising their curricula.

Research team: Jeanette King, Mary Boyce and Christine Brown. Research assistants: Niwa Wehi and Caitlin Swan.

Exploring M ori publishing history through the K mako bibliographic database

K mako is a bibliography of writing by M ori in English gathered by Bridget Underhill during her doctoral research. This material has been digitized and is stored in a relational database. This project aims at extending and improving the data contained in the database in order to make the information available publicly online. The online database will provide the M ori community with valuable information about how extensive M ori writing is. This information will stimulate interest in M ori authorship and scholarship and encourage future writers within the M ori community.

Research team: Bridget Underhill, Christopher Thomson, Jeanette King.

Statistical learning with and without a lexicon

Speakers of a language display a vast amount of statistical knowledge. For example, they know where different sounds tend to occur in their language, and the relative likelihood of particular sounds occurring together in combination. This knowledge is believed to be drawn from the speaker's vocabulary – their lexicon. But we don't know this for sure. This project aims to understand the nature of learning that takes place when you do, or don't, have a lexicon. New Zealand provides a unique testing-ground for this question since many New Zealanders have regular exposure to M ori, but don't know many words. This will enable the research team to study pre-lexical statistical learning in considerable depth. This project highlights the importance of Te Reo and will document the statistical properties of the sound structure of the M ori language.

Research team: Jen Hay, Janet Pierrehumbert, Jeanette King.

Te Ao Hurihuri

Aotahi has partnered with Te P taitanga o Te Waipounamu, the South Island Wh nau Ora Commissioning Agency.

Te P taitanga is responsible for investing approximately \$5 million of government money per annum in wh nau, hap and community transformation.

Our research partnership aims to:

- Provide direction to the most impactful
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Te reo M ori papers

TREO110 Conversational
M ori for Absolute Beginners

Course Coordinator: Teena Henderson
Semester One, Two and Summer

Material like mihi, whakatauk and k waha enable students to learn the meaning behind important M ōri speeches and written bodies of work. Many of these cultural elements are specific to Ng ōi Tahu and will help to familiarise you with the protocol and traditions of the largest iwi in Te Wai Pounamu.

TREO112 will give you the confidence to introduce yourself in a formal M ōri setting and teach you whakatauk which describe the powerful cultural significance of many M ōri proverbs. Your ability to communicate and understand basic Te Reo will be invaluable in any New Zealand workforce and your journey can easily continue into further M ōri language studies from this point.

TREO260 Te Pihinga- Intermediate Language

Course Coordinator: Jeanette King
Whole Year

E kore au e ngaro; he k kano i ruia mai i
Rangi tea - I will not be lost; the seed planted
in Rangi tea.

Continue your M ōri language journey with TREO260, an intermediate level course for those who have completed TREO112 or who have recognised prior learning. This course expands your everyday ability to use Te Reo M ōri by studying a variety of common conversational themes. TREO260 aims to increase the fluency of your Te Reo and provide a wider range of conversational ability. The course has its own Facebook page where students ro5 (n)-ei vers

M ori and Indigenous Studies papers

MAOR107 Aotearoa: Introduction to Traditional M ori Society

Course Coordinator: Phillip Borell
Semester One

MAOR107 provides a comprehensive introduction to traditional M ori society, covering a large range of historical and cultural material. MAOR107 follows the movement of M ori people through the Pacific to Aotearoa, examining not only the geographical shift of M ori people but the development changes that shaped M ori. Topics include oral traditions to navigation, warfare, tikanga, traditional environmental knowledge and more.

This paper is an ideal starting point for anyone wishing to pursue a degree in M ori and Indigenous Studies. This content provides a broad introduction to various themes and topics that can be further explored in more advanced papers.

MAOR107 is extremely useful for anyone who wishes to gain a general understanding of M ori cultural themes. This paper is particularly important for people who work in a community role and would like to have a better awareness of M ori culture.

As an introductory paper, you will begin to develop skills in intercultural communication and analytical thinking that can be further improved by subsequent M ori and Indigenous Studies courses.

Whatever stage of your academic journey, MAOR107 is a great first step on the road to better understanding M ori people.

MAOR165 He Timatanga: Engaging with M ori

Course Coordinator: Hamuera Kahi
Semester One & Summer

This course is for students who may work, research or otherwise engage with M ori communities. The focus in MAOR165 is engaging with Te Ao M ori and M ori stakeholders by understanding culture, and gaining an awareness of where Te Ao M ori is situated in modern day Aotearoa.

This paper focuses on basic M ori language, marae protocols and M ori values. The communication skills, research and cultural knowledge covered in the course are designed to improve your confidence when engaging with Te Ao M ori.

Content based around the practical applications of the Treaty of Waitangi will also help you to understand current policies when working with M ori stakeholders.

MAOR165 is a particularly useful paper for people seeking work within any role in the public and private sectors. Positions in the social, health or educational sector can benefit hugely from the knowledge that this paper teaches, and employers are increasingly on the lookout for the cultural skills that MAOR165 awards.

MAOR172 Science, M ori and Indigenous Knowledge

Course Coordinator: Hamuera Kahi
Semester Two

This is an integrated multi-disciplinary course between Aotahi: School of M ori and Indigenous Studies and the College of Science.

MAOR172 is about understanding M ori knowledge, how it's used, where it comes from and how it can be applied in a modern context. This paper provides a basic understanding of the knowledge of M ori and Indigenous people in an If Me

While this course traces historical dimensions of social, cultural, environmental, political and economic development, the emphasis throughout the paper is Māori and Indigenous contemporary innovation. Māori and Indigenous peoples have growing financial resources and people with knowledge, courage and skills, to self-determine their future pathways. This paper traces the reclamation of self-determination by Māori and Indigenous peoples, and examines the values, aspirations and trajectories that Māori and Indigenous peoples are determining for their people, land and resources in the 21st Century.

MAOR 212 is an extremely useful paper for anyone interested in the contemporary state of Māori self-determination. This paper also provides an important understanding of how New Zealand history has shaped the face of modern Māori development.

This paper will improve your ability to work with Māori organisations and give you the knowledge to better understand how these organisations can distinguish themselves in a western, globalising framework.

Take a range of improved skills into your next stage of study or work, from critical and analytical thinking, to problem solving and independent judgment. These will go hand in hand with your new understanding of Māori development as you choose from virtually any sector of relevant employment.

MAOR219 Te Tiriti: The Treaty of Waitangi

**Course Coordinator: Phillip Borell
Semester Two**

This course uses the Treaty of Waitangi to frame examinations of contemporary New Zealand

society. We ask questions designed to highlight and emphasise the relevance of the Treaty of Waitangi to everyday New Zealanders.

MAOR219 provides a fresh perspective on the Treaty of Waitangi as we examine contemporary social themes and real life examples that we can then whakapapa bō ()tūtū of

Planning your degree

A a i s c s e s c a b e
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a e s a i g a e U l e s i
Ca e b e e
i s C e e e S e b e
La A s

We are here to help and there are also other support teams at UC that can offer specialist help.

To help you know who to talk to:

Aotahi contact people

M ori and Indigenous Studies Co-ordinator

Garrick Cooper

Room: 157 Hikuraki (Te Ao Marama)

Phone: (03) 364-2987 ext. 6494

garrick.cooper@canterbury.ac.nz

Te Reo M ori Co-ordinator

Teena Henderson

Room: 161, Hikuraki (Te Ao Marama)

Phone: (03) 364-2987 ext.7495

teena.henderson@canterbury.ac.nz

Post-Graduate Co-ordinator

Associate Professor Jeanette King

Room: 158 Hikuraki (Te Ao Marama)

Phone: (03) 364-2987 ext. 8592

jeanette.king@canterbury.ac.nz

For degree planning & course advice (Arts)

Student Advisor

College of Arts

University of Canterbury

Private Bag 4800

Christchurch

artsdegreeadvice@canterbury.ac.nz



Even as a child, Awhina would get involved in helping others with special needs. 'I have always enjoyed working with people and have always wanted to help people. When I was at primary school I would volunteer my lunch time to the disabled unit at the school, taking the kids into the playground or playing with the kids in the unit.'

Having graduated with her UC degree, Awhina is now working in Australia for a charity which provides community-based support to people living with mental illness, intellectual disability or acquired brain injury (ABI). Awhina specialises in the latter.

Awhina says the best thing about the job is 'watching clients make progress and achieve their goals', and in the longer term she hopes to 'move up the career ladder within the organisation'.

When it came to qualifications, the Human Services programme at UC offered the perfect balance between academic courses, such as Sociology, and professional degrees, such as Social Work.

'The courses I took in Human Services have helped me with my current job, but taking M ori and Indigenous Studies helped me "find myself", which has given me more confidence as a Maori student.

'I enjoyed my courses and I had great lecturers and tutors. My degree helped me get my current job and I couldn't be happier. Overall, the degree gave me the confidence to go out into the big world and apply the knowledge I had to my job.

I have had comments about how professional I am after only six months of being there.'

For Awhina, the relationships that can be built while studying at university remain one of the highlights of her time at UC.

'I really enjoyed the UC culture. There is so much

