

TE ARAWHITI BRIDGING TWO WORLDS

Regional Sports Trusts Network – Te Taumata o Kupe
AUT Sports Research Institute New Zealand (SPRINZ)

Presented by Dr. Tracy Molloy & Sable Heke

Presentation Overview

- **Opening Karakia – Tuia Ki Te Rangi**
- **Pepeha - Introductions**
- **Te Tiriti o Waitangi v Treaty of Waitangi**
- **Knowledge Systems (+ Group Wānanga/Discussions)**

- **Project Whakapapa – History**
- **Project Outline**
- **Participatory Action Research**
- **Kaupapa Māori Methodology**
- **Braided Approach**
- **Design Pātai/Questions (+ Group Wānanga/Discussions)**

Pepeha

Sable - Pepeha

Ko Mauao raua ko Karioi oku Maunga.
Ko Waikareao raua ko Waikato oku Awa.
Ko Tauranga Moana toku Moana.
Ko Takitimu raua ko Tainui oku Marae.
Ko Huria, Okapu, raua ko Te Papa o
Rotu oku Marae.
No Tauranga Moana, Kawhia, raua no
Whatawhata ahau.
He uri tenei no Ngāti Ranginui raua
no Tainui ahau.
Ko Ngai Tamarawaho, Ngāti Te Wehi,
raua no Ngāti Māhanga oku Hapu.
Ko Heke toku ingoa whānau
Ko Te Ata Mihi Ia toku ingoa Māori
Ko Sable Te Ata Mihi Ia Heke toku
ingoa

Tracy - Pepeha

Nō Aerana
me Kōtarana ōku tūpuna,

*Ngā hunga hautoa whakaterere i ngā
moana*

Ko Tauranga
tōku turangawaewe

*Ko Kaimai tōku maunga, Ko Wairoa te
awa*

Ko Fraser – Craig – Keenan – Molloy
Te ingoa whanau
*Ko Terry tōku papa, Ko Robyn tōku
mama*

Ko Joshua taku tama



TE TIRITI O WAITANGI

- 1840 – 500+ Māori leaders signed Te Tiriti o Waitangi
- A “partnership” between the British Crown & Māori
- Two versions created – One in English (Te Reo Pākehā) and Te Reo Māori (Māori Language)
- Te Tiriti o Waitangi refers to the Te Reo Māori version - which differs significantly the English version

ARTICLE ONE: Kāwanatanga | Governance

- 2026 – Biculturalism – Tangata Whenua (TW) + Tangata Tiriti (TT)
- *Rangatira give Queen of England complete government to their land.*

ARTICLE TWO: Rangatiratanga | Self-Determination

- *The Queen of England agrees to protect the Māori and all people in New Zealand in the unqualified exercise of their chieftainship over their lands, villages, and all Māori treasures. But Rangatira will sell land to the Queen at a price agreed to the person owning it and by the person buying on behalf of the Queen of England, as her purchase agent.*

ARTICLE THREE: Ōritetanga | Equality & Equity

- *The Queen of England will protect all the people of New Zealand, and will give them the same rights and duties of citizenship as the people of England.*

ARTICLE FOUR (Oral): Wairuatanga	Spiritual Freedom
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Te Tiriti & Sport Governance

– Te Taumata o Kupe (RSTN)

Kawangatanga - Governance

- Policy & practices that honour Te Tiriti, tikanga, kawa, mātauranga

Rangatiratanga – Self-Determination

- Māori leadership pathways, cultural appreciation (not appropriation), kaupapa Māori appropriately resourced

Ōritetanga - Equity

- Māori leadership at all levels with equity lens applied to recruitment, funding, work, evaluation/remuneration (indigenous frameworks)

Wairuatanga – Spiritual Competence

- Honour Māori spirituality, connection to Te Taiao, mātauranga, tikanga (inclusive of other religious & spiritual beliefs)

Knowledge Systems

– Indigenous – Colonial – Other

Knowledge systems in Aotearoa NZ:

- Positivist & Constructivist
- Māori & Colonial (Western European)
- Other?

Group discussion (5 mins):

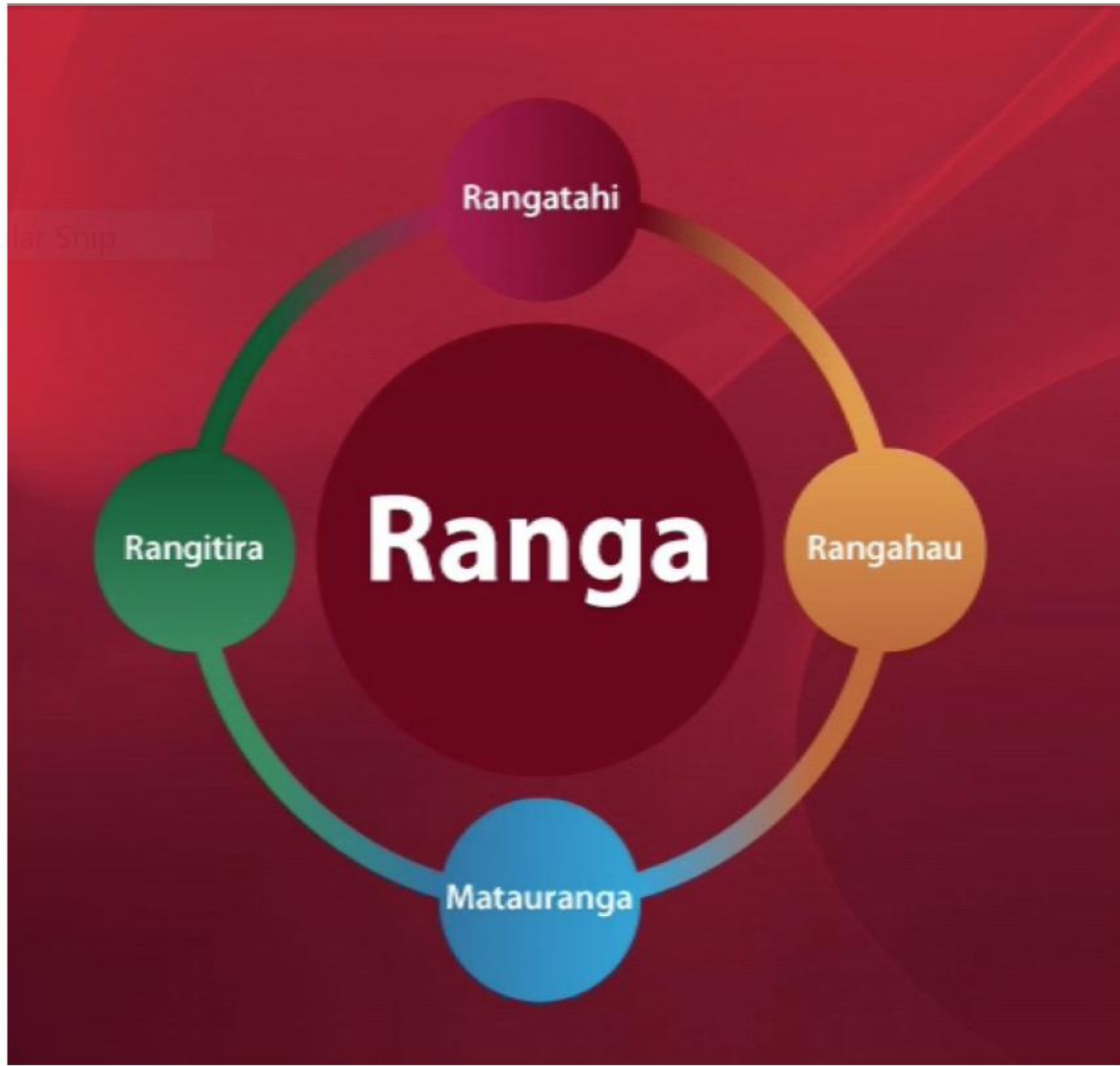
- What knowledge systems operate in your home nation?
- What is the 'dominant' knowledge system in your home nation/field of research?
- Where are you on the Ranga Learning Cycle (Doherty, 2009) for the non-dominant knowledge system in your home nation?
- What actions do/could you take to engage with (be an ally for) the non-dominant knowledge system in your home nations?

Ranga Learning Cycle (Doherty, 2009)

A framework from Mātauranga Tūhoe* based on “ranga” (strands) can help us think about the next steps

Phase	Meaning	Characteristics According to Mātauranga
 Rangatahi tahi = one, single	“Youth”: foundational concept, core ideology	Feels like a fundamental (the fundamental) way of looking at a subject
 Rangahau hau = wind, new space	Seeking out, investigating, the possibility of new strands/ways of seeing	Requires self knowledge and a firm place to stand (tūrangawaewae) to be able to branch out fruitfully and accept conceptual challenges
 Mātauranga matau = know, clarity	Knowledge, fluency, clarity of understanding, gained through praxis	Always ready to embrace new strands, aware of what you as practitioner are bringing into the space and therefore changing the space
 Rangatira tira = unity of people	Leader, able to unite the different strands in the community	Able to find a common thread amidst diversity, to bring people together without compromising their foundations

* Professor William Doherty, PhD thesis (2009, p. 91-94)



The Ranga Learning Cycle

(Doherty, 2009)

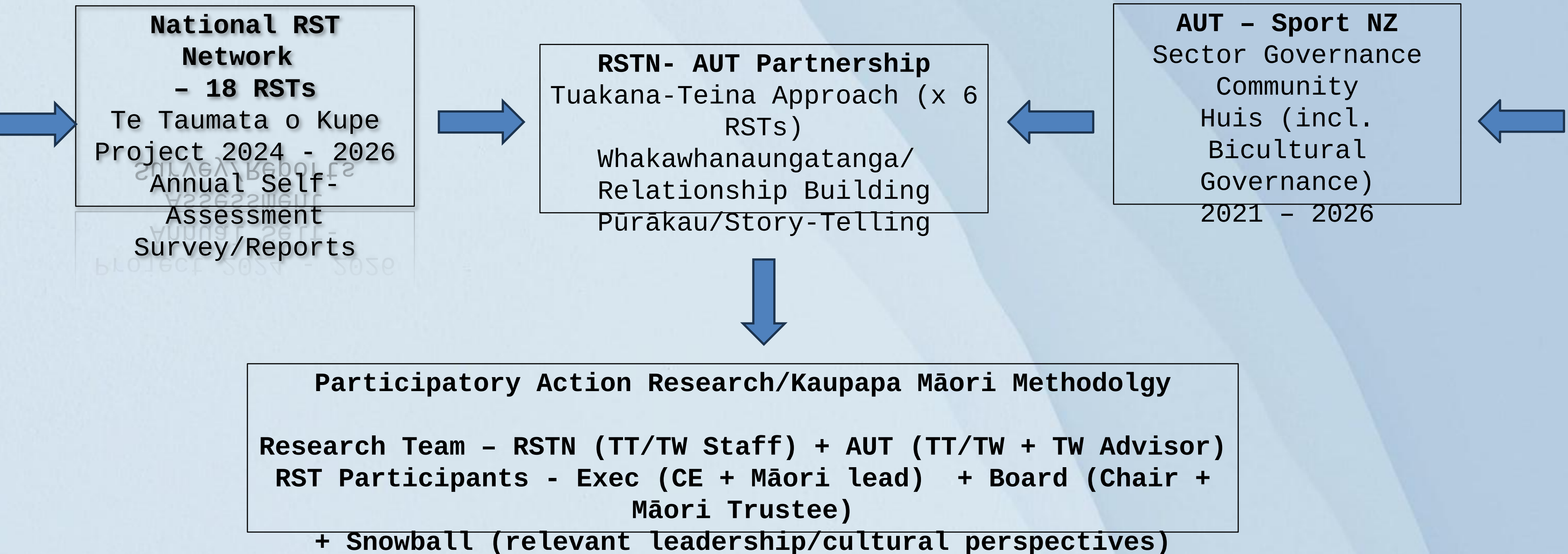
Ranga Learning Cycle - Wānanga

Wānanga – Exchanging Ideas:

- What knowledge systems operate in your home nation?
- What is the 'dominant' knowledge system in your home nation/field of research?
- Where are you on the Ranga Learning Cycle (Doherty, 2009) for the non-dominant knowledge system in your home nation?
- What actions do/could you take to engage with (be an ally for) the non-dominant knowledge system in your home nations?

Project Whakapapa

- AUT-RSTN Partnership



National RST Network - Members



Project Outline

- RQ – Organisations – Approach – Methods

Research Genesis - In response to sector-identified needs for practical approaches to advancing Te Tiriti-based governance.

Research Question - How can Te Tiriti-based futures for sport organisations be advanced through relational leadership practices in sport governance?

Possible Organisations – 3 x Mātauranga/Rangatira RSTs, 3 x Rangatahi/Rangahau RSTs

Approach – Tuakana – Teina (Mentor – Mentee)

Methods – Participatory Action Research (PAR) + Kaupapa Māori (KM)

Research Whakapapa

- Beyond... On, For, With, By Māori/For Māori

Methodology/methods modelling the project purpose... how to design by and for both Tangata Whenua (Māori/Indigenous) + Tangata Tiriti (non-Māori/Indigenous)

Table 2. Characteristics of four identified types of research, science and technology

Characteristics	Research not involving Maori	Research involving Maori	Maori-centred research	Kaupapa Maori research
Description	Research where Maori participation or data is neither sought nor considered relevant, Research whose results are thought to have no impact on Maori.	Research where Maori are involved as participants or subjects, or possibly as junior members of a research team, Research where Maori data is sought and analysed; Research where Maori may be trained in contemporary research methods and mainstream analysis.	Research where Maori are significant participants, and are typically senior members of research teams, Research where a Maori analysis is undertaken and which produces Maori knowledge, albeit measured against mainstream standards for research.	Research where Maori are significant participants, and where the research team is typically all Maori; Research where a Maori analysis is undertaken and which produces Maori knowledge; Research which primarily meets expectations and quality standards set by Maori.
Examples	Quantum chemistry; clinical trial; volcanology	Analysis of ethnic differentials in disease rates; genetic study of familial cancer	Longitudinal social science study of Maori households	Traditional study of cosmology, study of cultural determinants of health
Control	Mainstream	Mainstream	Mainstream	Maori
Maori Participation	Nil	Minor	Major	Major, possibly Exclusive
Methods/Tools	Contemporary - Mainstream	Contemporary - Mainstream	Contemporary - Mainstream and Maori	Contemporary - Maori and Mainstream
Analysis	Mainstream	Mainstream	Maori	Maori

(Cunningham, 2000)

Kaupapa Māori Research Methodology

Ngā Matapono o te Rangahau | Guiding Principles

RELATIONSHIPS	HOW WE ENGAGE	HOW WE HOLD OURSELVES AND OTHERS
Aroha ki te tangata <i>Care & Respect</i> Kanohi ki te kanohi <i>Face to face relationships</i> Manaakitanga ki te tangata <i>Generosity & Reciprocity</i>	Titiro, Whakarongo, Kōrero <i>Observe, listen, then speak</i> Kia tūpato <i>Proceeding with care</i>	Kaua e takahia te mana o te tangata <i>Don't stomp on the integrity of others.</i> Kaua e mahaki <i>Remain humble and be respectful.</i>

Research Methodology - PAR

- **Action Research**

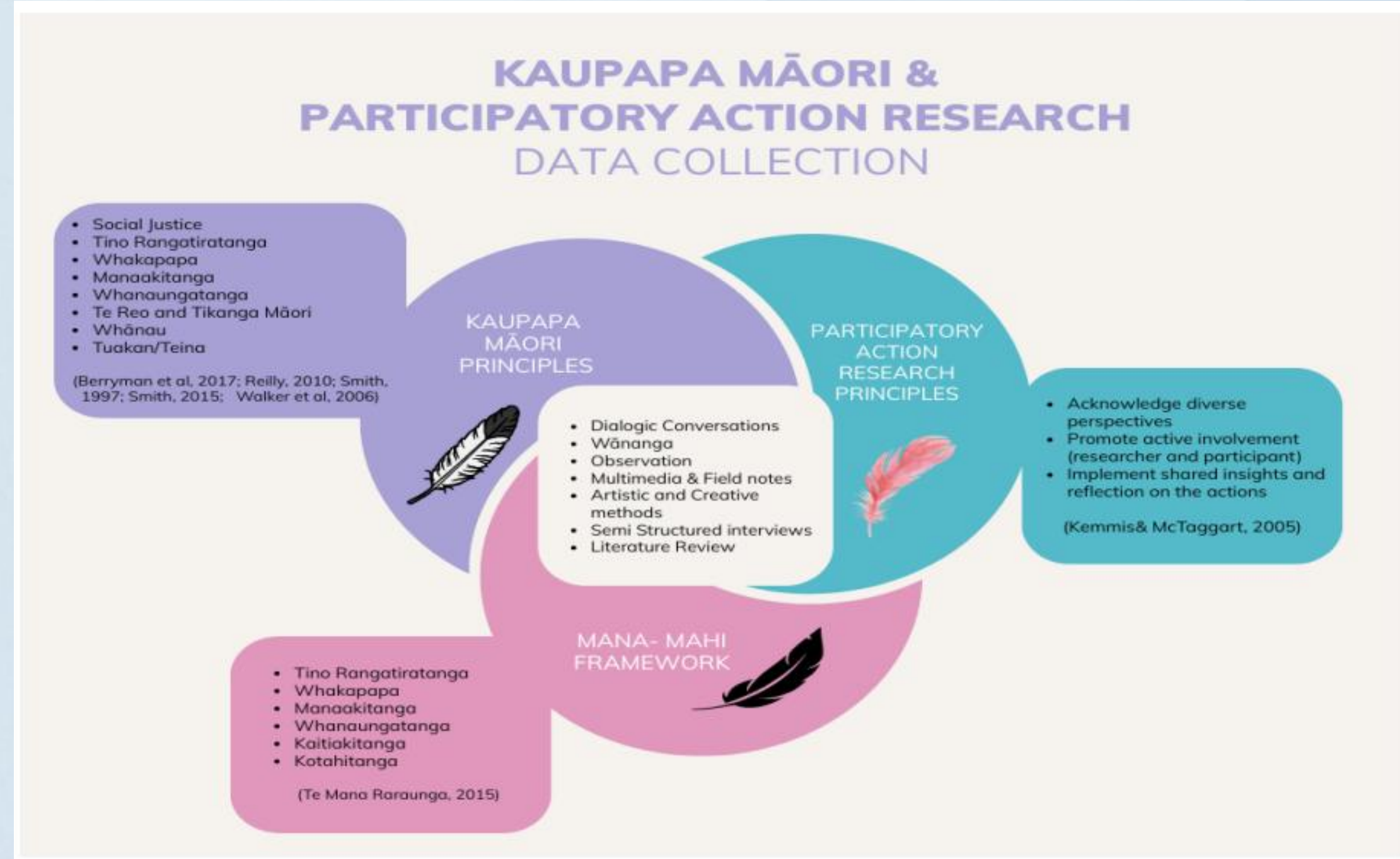
- Researcher/practitioner-initiated inquiry to generate practical change
- Systematic reflection process to improve practice within a specific context

- **Participatory Action Research**

- Participation is central as opposed to periphery
- **Co-define** problems – design actions – interpret findings
- Shift – from research **for** participants to research **with** participants

(Kaukau, 2026)

Research Methodology – Braided Approach – KM – PAR – Māori Data Sovereignty (Kaukau, 2026)



(Kaukau, 2026, p. 127)

Research Methodology – Braided Approach – KM – PAR – Māori Data Sovereignty (Kaukau, 2026)

Data Source	 Participatory Action Research (PAR)	 Kaupapa Māori Principles	 Māori Data Sovereignty (Mana-Mahi, 2015)
Dialogic Conversations	• Ongoing, iterative dialogue • Recognised multiple perspectives • Researcher–participant reflection with rotating guidance (tuakana–teina) by topic/context	• <i>Whanaungatanga</i> – relational trust • <i>Whakapapa</i> – shared histories • <i>Manaakitanga</i> – care and reciprocity • <i>Tino rangatiratanga</i> – participant-led shaping • <i>Tuakana–teina</i> – reciprocal teaching–learning in kōrero	• Relational checking of accuracy • Conversations in participant-defined spaces • <i>Tino Rangatiratanga</i> – autonomy in process
Semi-Structured Interviews	• Responsive, flexible conversations • Participants shaped questions • Iterative reflection across cycles • Role shifts (tuakana–teina): participant leads content; researcher stewards ethics/logistics	• <i>Tino rangatiratanga</i> – control over stories • <i>Manaakitanga</i> – safe spaces, kai shared • <i>Whānau</i> – inclusion of family/colleagues • <i>Tuakana–teina</i> – shared expertise and knowledge	• Transcript review and approval • <i>Kaitiakitanga</i> – stewardship of stories • <i>Tino Rangatiratanga</i> – authority over narratives
Wānanga	• Collective inquiry and analysis • Participants as co-researchers • Cycles of reflection and action • Rotating facilitation/analysis (tuakana–teina) to match expertise	• <i>Kotahitanga</i> – collective ownership <i>Whanaungatanga</i> – relational accountability • <i>Manaakitanga</i> – safe, inclusive spaces • <i>Tino rangatiratanga</i> – renaming Tool as <i>Te Kākano</i> • <i>Tuakana–teina</i> – shared leadership	• <i>Kotahitanga</i> – collective ownership notes/artefacts • Joint decision-making on tool design and analysis • <i>Mana Motuhake</i> -upheld flexible participation times

(Kaukau, 2026, p. 128)

Pātai + Wānanga

- Questions for Reflection

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GENERAL	SPECIFIC
RQ - How can Te Tiriti-based futures for sport organisations be advanced through relational leadership practices in sport governance? - <i>Does this presuppose a Western 'relational' approach?</i> Kaupapa Māori - <i>Methodology or theory or both?</i> Organisation (RST) v System (RSTN) Change - <i>How to best promote?</i>	Braided Design - <i>How to design/implement in a way that authentically mirrors the bicultural objectives - beyond 'labels'?</i> Conflict of Interest - RSTN Tangata Whenua staff (research team) + RST Māori lead - <i>manageable, or not, if not, why, if yes, how?</i> Anything else?

Closing Karakia + Waiata



Waiata

- <https://www.youtube.com/watch?v=Fn84ObOLFz4>

Kia tau

karakia whakamutunga

(for closing)

Kia tau kia tātou katoa

Te āio, te aroha me te marutau

Tihei Mauri Ora

May peace, love, and safety

Be upon us all

Tihei Mauri Ora

(Cram, 2009)

References

Doherty, W. (2009). *Mātauranga Tūhoe: The centrality of mātauranga-a-iwi to Māori education* (Doctoral dissertation, University of Auckland).

Cunningham, C. (2000). A framework for addressing Māori knowledge in research, science and technology. *Pacific Health Dialog*, 7(1), 62-69.

Kaukau, A. (2026). *Exploring Mātauranga Māori in bicultural physical education: He Awa Whiria (a braided river approach)* (Doctoral dissertation, University of Canterbury).