

Vision Mātauranga guidelines for applicants

I. Background

Vision Mātauranga is a policy about innovation, opportunity and the creation of knowledge that highlights the potential contribution of Māori knowledge, resources and people.

<https://royalsociety.org.nz/what-we-do/funds-and-opportunities/marsden/application/submitting-a-proposal/vision-matauranga/>

<http://www.mbie.govt.nz/info-services/science-innovation/agencies-policies-budget-initiatives/vision-matauranga-policy/?searchterm=vision%20matauranga%2A>

There are four themes:

- **Indigenous Innovation**, which involves contributing to economic growth through *distinctive research and development*;
- **Taiao**, which is concerned with achieving *environmental sustainability* through iwi and hapū relationships with land and sea;
- **Hauora/Oranga**, which centres around improving *health and social wellbeing*; and
- **Mātauranga**, which involves exploring *indigenous knowledge*.

II. Vision Mātauranga and the Marsden Fund

Please note that Vision Mātauranga is now included as an assessment criterion:

*Proposals should consider the relation of the research to the themes of Vision Mātauranga and, **where relevant**, how the project will engage with Māori.*

For the EOI round, applicants indicate using a tick box whether or not Vision Mātauranga is relevant and, if so, which of the four themes apply – please refer to instructions for Section 3.

At the Full Proposal round, or if applying for the Marsden Fund Council Award, up to one additional page will be available for statements on Vision Mātauranga immediately following the description of research in Sections 2a-2c. This is to enable Vision Mātauranga to be more easily integrated into the conceptual framework and/or research design. Where Vision Mātauranga is appropriate to a proposal, it can contribute to the assessment of its overall excellence.

How do I decide whether to include a Vision Mātauranga statement in my proposal?

A Vision Mātauranga statement must be included for all research that has relevance for Māori. The research category descriptions outlined in the next section may help you decide if this applies to your

Funding for research excellence

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project. Please note, however, that those categories are fluid, there may well be overlap between them, and not every point in each category need apply.

III. Categories of Research

The five categories identified below have been adapted from those on the National Science Challenge, Biological Heritage website <https://bioheritage.nz/about-us/vision-matauranga/> hosted by Manaaki Whenua Landcare Research. Please note that there may well be overlap between categories as in categories 2 and 3 in terms of the nature and degree of relevance to Māori.

The original categories were set out by MBIE in information for the Endeavour Fund c. 2015.

1. Research with no specific Māori component

- No mātauranga Māori (Māori knowledge) is used.
- Māori are not associated with the research process (e.g. not on any research management / advisory / governance panels, it is not inclusive of Māori land or institutions, nor the subject of any component of the research).
- Work is not likely to be of greater direct relevance to Māori than members of any other group.

2. Research specifically relevant to Māori

This category includes research projects where:

- There is specific relevance to Māori.
- Mātauranga Māori may be used in a minor way to guide the work and its relevance to Māori.
- It includes work that contributes to Māori aspirations and outcomes.

3. Research involving Māori

This category includes research projects where:

- Mātauranga Māori may be incorporated in the project, but is not central to the project.
- Research is specifically and directly relevant to Māori and Māori are involved in the design and/or undertaking of the research.
- The work typically contributes to Māori (e.g., iwi / hapū, organisations) aspirations and outcomes.

4. Māori-centred research

This category includes research projects where:

- The project is Māori led, and where Mātauranga Māori is used alongside other knowledges (e.g. through frameworks, models, methods, tools, etc.).
- Kaupapa Māori research is a key focus of the project.
- Research is typically collaborative or consultative, with direct input from Māori groups, commonly including Māori researchers or a collaboration with Māori researchers or researchers under the guidance/mentoring of Māori.
- There is alignment with and contribution to Māori (e.g., iwi / hapū, organisations) aspirations.

5. Kaupapa Māori research

This category includes research projects where:

- Mātauranga Māori is incorporated, used and understood, as a central focus of project and its findings.
- Research is grounded in te ao Māori and connected to Māori philosophies and principles.
- Research typically uses kaupapa Māori research methodologies.
- Te reo Māori may be a central feature to this kaupapa or research activity, and key researchers have medium to high cultural fluency or knowledge of tikanga and reo.
- The research is generally led by a Māori researcher; non-Indigenous researchers may carry out research under the guidance/mentoring of a Māori researcher.
- Māori participation (iwi/hapū/marae/individual) is high.
- The work contributes strongly to Māori (e.g., iwi/hapū, organisations) aspirations and outcomes and is mana enhancing.

IV. Developing a Vision Mātauranga statement

It is important to keep in mind that there is no single approach or prescription for Vision Mātauranga: one size does not fit all and there are many possible ways of addressing Vision Mātauranga. Vision Mātauranga should not, however, be seen as an add-on, nor should it be treated as separate from the research, methods or people involved in the project. A holistic approach that considers reciprocity and relationships is therefore desirable.

Vision Mātauranga does not begin and end with your Vision Mātauranga statement. You should document how you have considered Vision Mātauranga and demonstrate applicable actions and relationships throughout the research. The following questions may be useful to consider when conceptualising and writing your project:

- Have you co-created the research topic/issue with an iwi or Māori organisation?
- What does working in partnership with iwi mean to you as researchers?
- To what extent have you discussed the research with Māori partners and agreed on the methodology you will use?
- Was there full disclosure and informed consent to the proposed research with Māori partners? How has that agreement/informed consent been agreed to?
- Has budget been disclosed and agreed to with Māori partners? Is there provision in that budget for Māori involvement, capability development and consultation?
- Is there appropriate Māori researcher involvement in the project, both in terms of PI/AIs and capability development?
- What provisions have you made to ensure there is advice from appropriate Māori organisations throughout the life of the research project? If there are concerns or disagreements with Māori partners, how are these to be resolved?
- What provisions have you made to ensure there is appropriate technology transfer to Māori partners as the research proceeds and as findings become available towards the end of the project?
- Are there benefits to Māori? What are they? And how have these been agreed with Māori partners?
- How is the project an opportunity to build the capacity of Māori researchers or students in your discipline?
- How will you share the research outcomes with Māori?
- Has there been agreement about the intellectual property ownership of research findings with Māori partners? What is the nature of that agreement?

- Is there a need for members of the research team to be proficient in te reo? How has this aspect been addressed?
- Is there a Tiriti o Waitangi component or requirement in your research?
- Is the research mana enhancing?

V. Vision Mātauranga Resources

Below you will find a non-exhaustive list of published resources that describe, discuss, and talk about how researchers have engaged with Vision Mātauranga and kaupapa Māori research. These range from early conceptions of Vision Mātauranga to more recent frameworks. The resources underscore the diverse ways Vision Mātauranga may be approached across disciplines and methodologies.

Allen, W., Jamie M. Ataria, J. M., Apgar, J. M., Harmsworth, G., and Tremblay, L. A. (2009). Kia pono te mahi putaiao—doing science in the right spirit. *Journal of the Royal Society of New Zealand*, 39:4, 239-242.

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DOI: [10.1080/03014220909510571](https://doi.org/10.1080/03014220909510571)

Broughton, D. (Te Aitanga-a-Hauiti, Taranaki, Ngāti Porou, Ngāpuhi), and McBreen, K. (Waitaha, Kāti Māmoe, Ngāi Tahu). (2015). Mātauranga Māori, tino rangatiratanga and the future of New Zealand science. *Journal of the Royal Society of New Zealand*, 45:2, 83-88.

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Kana, F. and Tamatea, K. (2006). Sharing, listening, learning and developing understandings of Kaupapa Māori research by engaging with two Māori communities involved in education. *Waikato Journal of Education*, 12, 9-20.

<https://researchcommons.waikato.ac.nz/bitstream/handle/10289/6198/Kana%20Sharing.pdf?sequence=3&isAllowed=y>

Macfarlane, S., Macfarlane, A. and Gillon, G. (2015) Sharing the food baskets of knowledge: Creating space for a blending of streams. In A. Macfarlane, S. Macfarlane, M. Webber, (eds.), *Sociocultural realities: Exploring new horizons*. Christchurch: Canterbury University Press, 52-67.

Moewaka Barnes, H. (2006). Transforming Science: How our Structures Limit Innovation. *Social Policy Journal of New Zealand Te Puna Whakaaro*, 29, 1-16. <https://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj29/29-pages-1-16.pdf>

Pihama, L., Tiakiwai, S.-J., and Southey, K. (eds.). (2015). *Kaupapa rangahau: A reader. A collection of readings from the Kaupapa Rangahau workshops series*. (2nd ed.). Hamilton, New Zealand: Te Kotahi Research Institute.

https://researchcommons.waikato.ac.nz/bitstream/handle/10289/11738/Kaupapa%20Rangahau%20-%20A%20Reader_2nd%20Edition.pdf?sequence=7&isAllowed=y

Smith, L. T., Maxwell, T. K., Puke, H., and Temara, P. (2016). Indigenous knowledge, methodology and mayhem: What is the role of methodology in producing indigenous insights? A discussion from Mātauranga Māori. *Knowledge Cultures*, 4(3), 131–156.

<https://addletonacademicpublishers.com/component/content/article?id=2834:feature-article-indigenous->

[knowledge-methodology-and-mayhem-what-is-the-role-of-methodology-in-producing-indigenous-insights-a-discussion-from-matauranga-maori](#)