

WHAKAWHANAUNGATANGA AND ANTIRACIST RESEARCH PRAXIS

Su'Ad Muse

University of Otago, Ōtepoti, Aotearoa

mussu943@student.otago.ac.nz



UNIVERSITY
of
OTAGO
Te Whare Wānanga o Ōtago
NEW ZEALAND

MIHI

- *Mihi/ Māori introduction*
- *Ko Su'Ad Muse taku ingoa/ My name is Su'Ad Muse*
- *Nō Waitakere ahau/ I am from West Auckland*
- *He Somali ahau/ I am Somali*
- *Kei Te Whare Wananga o Otago ahau e mahi ana/ I study at the University of Otago*

JOURNEY/OBJECTIVES

- Clinical setting/Public health research
- Māori worldviews
- Developing antiracist research praxis

CONTEXT AND ANTIRACISM

- Tangata whenua of Aotearoa/ *the indigenous people of New Zealand*
- Institutional racism: “a pattern of differential access to material resources and power determined by race, which advantages one sector of the population while disadvantaging another” [1]
- Antiracism = “counter hegemonic” [2]

THE HUI PROCESS

- The Hui Process [3]
- Mihi: initial greeting and engagement
- Whakawhānaungatanga: making a connection
- Kaupapa: attending to the main purpose of the encounter
- Poroporoaki: concluding the encounter

WHAKAWHANANGATA NGA

- Relationship building in a uniquely Māori context [4]
- =/= rapport
- Critical of power differentials

AFPHM LEARNING OBJECTIVE

2.2.1

- *Analyse public health issues from a Tiriti o Waitangi perspective*
- Treaty of Waitangi: participation, partnership, protection and upholds tino rangatiratanga/ *Māori sovereignty* [1]

WHAKAWHANAUNGATANGA AND ANTIRACISM

- Power and access
- Problematizing objectivity
- Building genuine connections

BEYOND

- Beyond research: consider public health policy/research funding
- Beyond this presentation: Kaupapa Māori research
- Self-reflection

CONCLUSION

- Acknowledgements: Anna, Frances, Prof. Baxter and the entire Hauora Māori department.

Nā tō rourou, nā tōku rourou, ka ora ai te iwi

With your knowledge and my knowledge we will thrive

REFERENCES

1. Came, H. (2014). Sites of institutional racism in public health policy making in New Zealand. *Social Science & Medicine*, 106, 214-220.
2. Dei, G. (2014). *Politics of Anti-Racism Education: In Search of Strategies for Transformative Learning* [co-editor, Mairi McDermott]. New York: Springer.
3. Lacey C, Huria T, Beckert L, Gilles M, Pitama S: The Hui Process: a framework to enhance the doctor-patient relationship with Maori. *The New Zealand medical journal*. 2012, 124 (1347): 72-78.
4. McNatty, W., Roa, C. (2002). Whanaungatanga: an illustration of the importance of cultural context. *He Puna Korero: Journal of Māori and Pacific Development*, (3), 1-9.