

*Curriculum Vitae of Dr Gary James Leaf PhD, M.Ind.St. BEd. Dip.Tchg 20181.*

### **Section One. Personal Details**

#### **Work Address**

**Gary James Leaf**

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#### **Personal Address**

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### **Section Two. Academic Qualifications**

#### **Qualification**

2015 Doctor of Philosophy - Indigenous  
2008 Masters of Indigenous Studies  
2000 Bachelors of Māori Education  
1997 Tohu Kaiako Dip. Teaching (Primary)

#### **Institute**

Te Whare Wānanga o Awanuiārangi  
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Te Whare Wānanga o Awanuiārangi

#### **Academic Experience**

**March 2015 – July 2018 Tertiary Institution: Te Whare Wānanga o Awanuiārangi**

**Current Position - Lecturer – Senior Lecturer (TWWoA)**

- Bachelor of Humanities Programme Co-ordinator Manukau Campus.
- Senior Lecturer:
  - IND101 Intro. To Indigenous Studies o MAO130 Whare Wananga Development
  - MAO104 Intro. To Te Reo Māori o MAO106 Te Kawa o Te Marae
  - IND 201 Indigenous Studies
  - MAO203 Contemporary Māori Society: Te Ao Hurihuri

Post Graduate Studies – Masters Supervisor: Since 2015 Supervised two Masters thesis to completion

**January 2008-March 2015 Tertiary Institution: Auckland University of Technology, School of**

**Education Position Held: Assoc. Head of School - Senior Lecturer - Bachelor of Education**

- Lecturer:
  - Intro. To Treaty of Waitangi o Taki Haere Mai – Year One Te Reo Māori
  - Karanga Mai – Year Two Te Reo Māori o Secondary Teaching papers – Māori Studies o Post Graduate Studies – Research development • Cultural Advisor

- Equity Leader
- Iwi Liaison
- Associate Head of School o Faculty Academic Committee o Senior Academic Committee o Programme Academic Committee o Faculty Equity Committee o Diversity Committee
  - o University Māori Advisory Committee

### January 2008 – 2004 - Te Puna o Te Mātauranga - Head of Māori Studies NorthTec Polytechnic

Thesis Supervised to Completion:

AUT supervised to completion	1 Masters' Thesis
Te Whare Wānanga o Awanuiārangi	1 Master Thesis
Te Whare Wānanga o Awanuiārangi	1 Master Thesis due to submit

### Further Academic Experience

#### Research Projects at Auckland University of Technology

**2008** Completed Masters with Te Whare Wānanga o Awanuiārangi

**2008** Co-presenter - Presentation at World Indigenous Peoples Conference: Education (WIPC: E) Melbourne. Presentation Titled: Post Graduate Studies Wānanga style: Supervised by Dr Mark Laws TWWoA. Fellow presenter's Dr Miriama Postlethwaite, Dr Fiona McGrath

**2009:** Developed new Papers for School of Educations Bachelor of Education

*Year One:* Introduction to Māori Studies

*Year Two:* Cultural Sensitivity: Tātaiako: Cultural Sensitivity for Teachers of Māori learners.

**2010:**

Cultural Advisor to Early Childhood journal; Early Education Volume 47 Autumn / Winter. Clark, B., & Grey, A., (2010) Āta kitea te pae – Scanning the horizon: perspectives on early childhood education.

Forsyth, H., & Leaf, G. (2010). Te Tiriti o Waitangi and biculturalism in early childhood education. In B. Clark, & A. Grey (Eds.), *Āta kitea te pae - Scanning the horizon: Perspectives on early childhood education* (pp. 23-36). Auckland, New Zealand: Pearson.

Education Volume 47 *Cultural Advisor/Contributor* -

[http://www.aut.ac.nz/data/assets/pdf\\_file/0009/393822/EE47\\_web.pdf](http://www.aut.ac.nz/data/assets/pdf_file/0009/393822/EE47_web.pdf)

**2011:** AUT Conference presentation – Titled: *Crouch, Touch and Engage*

This presentation was based on my master's thesis which focused on the state of contemporary Maori sport and recreation (CMSR). The presentation focused on the impact that colonisation had on CMSR and used a Rugby Union Scrum terminology used at that time 'crouch, touch and engage' as a metaphor for the colonisation process.

**2012: Long Term Internal Research project:** Developed Iwi Liaison Protocol for SoE.

I developed a three-staged approach to Iwi liaison for the School of Education which was based on the degree of relationship required:

*Stage One:* Determine the amount of Iwi consultation required

*Stage Two:* Agree on terms of consultation – 1. Iwi view, degree of Iwi input required.

*Stage Three:* Memorandum of Understanding

For this I consulted with local iwi, i.e. Awataha Marae *Pan-tribal*, Ngati Hau, Te Aki Tai and Te Wai-o-Hua (Manukau).

**2013:** 6 Month PhD Research Sabbatical

**2014:** Bachelors of Pasifika Education (early Childhood Teaching Development and research for three papers:

ECET564 KoloaAotearoa: Indigenous and Migrant Education I in collaboration with Dr Lanita Manu'atu

ECET664 FakakoloaAotearoa: Indigenous and Migrant Education II

ECET764 Koloa'iaAotearoa: Indigenous and Migrant Education III

*Second Supervisor:* Master of Education Thesis; Feng Yue; Teaching from love (2014) (completed)

*Cultural Advisor:* PhD thesis, Dr Huhana Forsyth - 'Between the margin and the text: He kanohi kē to te Pākehā-Māori' (completed)

Reviewer: Early Education Volume 56 *Spring / Summer 2014* -

[https://www.aut.ac.nz/\\_data/assets/pdf\\_file/0017/610433/EE56\\_WEB.pdf](https://www.aut.ac.nz/_data/assets/pdf_file/0017/610433/EE56_WEB.pdf)

**2015:** Completed and submitted my PhD

Developed Education Post Graduate paper: Māori Research Development.

Early Education Volume 15 *Autumn/Winter 2015 Countering colonising narratives 35 A review of 'Early Childhood Education in Aotearoa New Zealand: History, Pedagogy, and Liberation'*

Reviewer: Gary Leaf -

[http://www.aut.ac.nz/\\_data/assets/pdf\\_file/0017/610433/EE56\\_WEB.pdf](http://www.aut.ac.nz/_data/assets/pdf_file/0017/610433/EE56_WEB.pdf)

**Lecturer 2013 – 2015:** Bachelor of Education Year One and Two papers, Graduate Diploma in Secondary Teaching, Post-Graduate Studies.

*Year One papers*      Taki Haere Mai – Intro. To Māori Society. Whānau, family and Society  
Health and Physical Education.

*Year Two*      Karanga Mai – paper based on Tātaiako- Cultural Competencies for teachers of Māori learners.

*Graduate Diploma in Secondary Teaching:* Introduction to Māori Education developments

*Post-Graduate Studies:* Introduction to Research. (1<sup>st</sup> Semester) Māori Research Development (2<sup>nd</sup> Semester)

**2016-17:**      Began Senior Lecturer role: Bachelors of Humanities at Te Whare Wānanga o

## Awanuiārangi

**2018**      **BHUM Research Project – Researcher:** Te Pūrere Whakamana: Empowering Students through the Humanities at Te Whare Wānanga o Awanuiārangi

Supervised and completed Three Master’s Thesis	2018 - 2019
Current Supervisor for Two PhD & 3 Masters candidates	Dec 2018 -2019
Performance Based Research Status	Beginning Researcher
Post Graduate Ethics Committee member	

### 3. *Elected and Voluntary Leadership Roles:*

Top of South Island Regional Cultural Committee	2007	Elected
School Board of Trustees: Manaia Primary School	2010	Public Election
Awataha Education Trust committee member	2015 – 2013	Elected
Te Kura Kaupapa Māori o Te Rakipaewhenua School Board Whānau executive	2015 - 2008	Public Election
Ngāti Hikairo Trust-board Consultant	2018	Volunteered

#### **2015-2017:**

Te Mākutu (short film): The Curse (2017) Zsofi Pictures

The premier of this film in October 2017 was the culmination of three years as a Cultural advisor & script writer for NZ Film Academy.

2012 – 2018	Northern Taekwondo Aotearoa -	Senior Principle Instructor
2014	Te Kura Kaupapa Māori o Te Rakipaewhenua –	Board of Trustees
2007	Manaia View Primary School	Board of Trustees Whangarei
1997	Senior Rugby Coach:	Matata Rugby club, Taneatua Rugby club
1997	Junior Tennis Club:	Matata Tennis club

#### **Example of Academic writing.**

**Taken from my PhD Thesis:**

**How can ‘Mana Toa’ (*authoritative chieftainship*) prosper in the milieu that is the Aotearoa New Zealand Sport and Recreation industry?**

***Contemporary Iwi Māori Sport and Recreation a pathway to socio-economic transformation***

**Abstract**

When Māori first contacted Western Sport and Recreation Activities (WSRA) in the late 1700s - 1800' in fact there were few colonists in New Zealand, and recognized sports organizations had not been established at that time. And, given that most WSRA would (up until that time) have been unknown to Māori it is highly likely that their first contact would have been disorganized and spontaneous, and may have happened in an inconspicuous place such as the backyard of an early colonial homestead, or a forest clearing, or a beach, or even a newly cleared paddock. Furthermore, given the arbitrary nature of WSRA at that time it is probable that Māori were practising their own forms of pre-colonial settlement sports and recreation (S&R).

However, Church Missionaries who built the first schools in New Zealand disapproved of customary pre-colonial games and pastimes and consequently banned their games and pastimes from Missionary schools. So, early contact for Māori with western education (i.e. Missionary schools) would likely have caused some to cease practicing their customary S&R practices. Nonetheless, from all accounts Māori willingly participated in WSRA and it flourished in Iwi (tribal) communities, then as New Zealand grew and developed as a nation so too did the S&R industry. To cater for that new agencies and providers such as the Hillary Commission and the New Zealand Rugby Union were established. But those new agencies and providers like the Church Missionaries also prevented access to sports.

For Māori that is not new, it is like their experience with western education, in which western knowledge dominates, which Memmi (1965) states creates a situation that influences: "The memory that is assigned him is certainly not that of his people. The history which is taught him is not his own ... He and his lands are non-entities ... or referenced to what he is not" (as cited in Mahuika 2008, p. 2). Additionally, in terms of education Mahuika (2008) states: "Fighting against the reality of their position as the colonized, and impassioned by the desire to prevent the further loss of our language, knowledge and culture, Māori began to fight back" (Mahuika, 2009, p. 2).

Accordingly, this thesis is a contribution to the 'fight back or struggle' Mahuika (2008) refers to above, for the reclamation, revitalization and repositioning of cultural practices and associated knowledge related to sport and recreation within the wider context that is the Aotearoa New Zealand Sport and Recreation Industry (ANZSRI). The thesis acknowledges that the history relating to sport and recreation began before the arrival of Europeans, but their future in the current industry depends on a constructive convergence with western worldviews and practices. In fact, this thesis argues, that positive and beneficial outcomes for in sport and recreation is dependent on a meaningful and mutually beneficial merger of the sport and recreation view, encapsulated through their language, knowledge and customary sport and recreation practices, with western sport and recreation view which is encapsulated in current sporting practices and literacy.

**Current Research Project Seeking Ako Aotearoa Funding**

**2018 – 2019**

Presentation at the Ahi Ka roa Conference at Rotorua Te Toi Ohomai campus 2018

## Research Project

Overall research question:

- How does the engagement between the Bachelor of Humanities (the B-hum) degree programme and students inter-relate with the empowerment of students in the conduct of their wider lives i.e. local communities, trusts, education

Specifically:

- How does empowerment of students in this wider sense contribute to academic outcomes on the B-Hum?

2/9/2019

### **Current Research Projects 2019:**

Bachelor of Humanities Language development longitudinal study.