



The 4th Annual Converge Research Symposium 2026

Celebrating Diverse Perspectives

Friday 3rd July, 2026



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Converge Research Symposium 2026

Keynote Speaker Details



PROFESSOR DAVID MCKIE

TACKLING CRISES: CONVERGING DISCIPLINES, DANCING ON EDGES, AND WICKED PROBLEMS

Summary

This age is marked by major expanding crises, and substantial kinds of converging. While each crisis contains seemingly intractable challenges (often characterised as “wicked problems”), “convergings” can contribute to their resolution. In this talk, I argue for better engaging with contemporary volatility in iterative ways. Such an approach is more akin to dancing on dodgy floors with ill-defined edges than nutting out (and universalising) any single concept or convergence to deliver “predictable” outcomes. Instead, I explore learning from emerging clusters across diverse examples with different mindsets and timespans in different arenas (e.g., Delors, 1996). Points of focus range from the historic emergence of disciplines; through Watson’s (2016) positioning of Convergence as the cohering idea at the core of modern science; and to 21st century intensifications of interdisciplinarity (Frodeman et al., 2010; 2017). I conclude by suggesting how all contain helpful resources, for example, co-creating wicked strategies out of wicked problems (Camillus, 2016) for co-evolving more effective responses

About the author

Emeritus Professor David McKie teaches Strategic Communication and Leadership and has co-authored six books, published over 40 book chapters, 60 refereed journal articles, and delivered over 100 international conference papers. For Corporate and Executive Education at Waikato Management School, he taught MBA Leadership classes and did Leadership Development Trainings for public and private sector organisations. Passionate about delivering learning with outcomes and ongoing self-development, he qualified as a WIAL (World Institute of Action Learning) coach, an accredited Emotional Intelligence trainer, and an Alchemist practitioner in the Harthill Leadership Development Framework. His current interests include action learning, coaching, complexity science, emotional agility, leadership, and working positively with neurodiverse learners.

As CEO of RAM (Results by Action Management) International Consulting, David keeps involved in contemporary commercial and public sector realities, organisational cultures, and their challenges. He has consulting experience in the private and public sectors in China, Europe, Korea, India, the Middle East, and the U.S. He has also acted as a consultant, provided coaching, and/or run development courses for many Asian and Australasian organisations, including Digital Indigenous, Downer NZ, Fonterra, Healthcare NZ, Livingstone Building, MetOcean Solutions, NZ Logistics, New Zealand Police, Opus, Prolife Foods, Spark, Sri Lanka Insurance, Te Pou, Waikato Chiefs, Waikato DHB, Waikato Regional Council, and Zespri.

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Workshop Summaries

Converge Research Symposium
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DR DAVID PARSONS

EXPLORING THE ACADEMYEX AI GUIDELINES WITH PRACTICAL ACTIVITIES

Summary

The academyEX AI Guidelines were developed using co-design, a systematic process for ensuring stakeholder participation in all types of design (Ambrosetti et al, 2025). The design process took several months and involved a range of staff and students from academyEX, taking part in activities such as surveys, focus groups and workshops (Parsons et al., 2026).

One of the important ideas that came out of this process was that, for each guideline, there should be an example practice for academyEX students. The idea of the example practices is that they demonstrate relevant uses of AI that help to explain how the guidelines support AI-literate learning, reinforcing learner agency with, rather than through, AI (Küçükuncular, 2025).

The focus of this workshop will be to try out several example practices using a range of AI tools to provide insights into different aspects of the AI guidelines, developing a range of AI literacies from the SAIL framework (MacCallum et al., 2024). The 20 guidelines appear across five categories, and the intention of the workshop is to try out a subset of these that can be successfully addressed by anyone within the constraints of the workshop context using freely available AI tools.

This workshop is designed for:

- This workshop is relevant for anyone who is a member of the academyEX learning community and wishes to become familiar with the AI guidelines and how they can be usefully applied in practice.

Participants will gain:

- Participants will have the opportunity to explore the AI guidelines in an interactive workshop context, to be more confident in the safe, transparent, and ethical use of AI, and gain new insights into how to apply the most appropriate AI tool to a given learning task.

About the author

Dr David Parsons is Research Director for academyEX in Auckland, New Zealand and Adjunct Professor in the Digital Education Futures Lab at the University of Canterbury. He holds a PhD in Information Technology and a postgraduate teaching qualification, and has wide experience in both academia and the IT industry. Since joining The Mind Lab in 2015 he has been deeply engaged in postgraduate teacher education. He has published widely on technology-enhanced learning and curriculum, with a recent focus on AI literacy

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HUW JONES

WAYFINDING FUTURES - LIVING WELL IN 2050: CO-CREATING A MULTI-SENSORY EXPERIENCE OF SPECULATIVE FUTURES

Summary

What might 'living well' in 2050 be like? Embark on a self-directed wayfinding experience of speculative futures interacting with 'sensory islands' to co-create a series of artefacts relating to healthy homes, families and communities 24 years into the future. The purpose of this workshop is to introduce participants to the Wayfinding Futures Protocol (Jones, 2025) through an immersive, interactive and experiential practice inspired by indigenous innovation, polynesian voyaging, the Pūrakau of Tāwhirimātea (Keane, 2006), and the facilitation skills of various futurists (Clarke & Cooper, 2025), educators and mindfulness practitioners (Farrow & Hoffman, 2025). The workshop will begin with a mihi and karakia, welcoming attendees into the space and acknowledging the mana that each person carries with them. This is followed by an introduction to 'The Islands' - an overview of the four sensory stations that attendees will interact with. Encouraged to navigate in silence, participants will have approx. 25 mins to explore, experience and engage with a variety of scents, sounds, vibrations and visuals - representing possibilities and provocations for 'living well' in the future. Throughout this process attendees will make a contribution at each sensory island, culminating in a collective effort to speculate on what 'living well' might be like in 2050.

During the final phase of the workshop, attendees will be invited to participate in a guided mindfulness practice providing a 'mindful moment' of clarity, contentment and a conscious commitment to embodying the speculative futures they've contributed to.

This workshop is designed for:

- This workshop is appropriate for a diverse audience interested in indigenous innovation, speculative futures, flow states, and mindfulness. Attendees will gain an insight into the Wayfinding Futures Protocol, as well as a range of practical exploration techniques that can be adapted into their mahi, progressing skills in the art of facilitation, foresight practice and futures work. Ideal Workshop Capacity: 16 - 24 participants.

About the author

*He uri ahau nō Ngāti Whakaue, Ngāti Pikiao, Waikato-Tainui, Taranaki me Ngāpuhi hoki.
Nō Ngāti Hamoa, Ngāti Tonga me Ngāti Kereti ōku tūpuna.*

Huw Jones is a postgraduate advisor, educator, and entrepreneur whose work explores the intersection of Indigenous knowledge systems, strategic foresight, leadership, and emerging technologies. He is particularly interested in how Indigenous perspectives can inform more inclusive, regenerative, and intergenerational approaches to innovation, research, and societal transformation.

As Kaitohu Moana Māori | Director Māori & Pacific Strategy and Partnerships at academyEX, Huw provides strategic leadership to advance equitable outcomes for Māori and Pacific learners, strengthen organisational capability in Te Tiriti o Waitangi, and cultivate partnerships that connect research, practice, and community aspirations. Through his work, he seeks to bridge mātauranga Moana Māori and contemporary innovation to support positive futures for people, organisations, and communities.

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Presentation Summaries

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DR DEBI FUTTER-PUATI

INTRODUCING THE TIVAEVAE RESEARCH FRAMEWORK

Summary

The use of a context-specific research model is critical when undertaking research that involves Pacific people (Thaman, 2003; Nabobo-Baba, 2008). This presentation discusses the use of a Kuki Airani | Cook Islands research framework known as the Tivaevae Model in a research project with young people in the Cook Islands (Futter-Puati & Maua-Hodges, 2019). This model, first introduced by Teremoana Maua-Hodges, borrows from the traditions of creating a traditional tivaevae | handmade quilt. The tivaevae represents Kuki Airani epistemological and ontological worldviews.

This presentation will discuss the research process and how the tivaevae framework was used through data collection, analysis, and findings to then design an educational resource (Futter-Puati, 2017). In doing so, this presentation shares a research process that was contextually and culturally appropriate (Anae et al., 2001) to better understand the nuances of what indigenous research methods can potentially offer, both conceptually and methodologically, to critical researchers (Futter, 2009).

About the author

Dr Debi Futter-Puati is currently the Director of Teaching and Learning at academyEX. Debi spent sixteen years investigating health education with young people in the Cook Islands. In roles with the Cook Islands Ministry of Education and the Cook Islands Ministry of Health, she coordinated several research projects, e.g. development of a Cook Islands concept of wellbeing called 'Pito'enua'; Men who have Sex with Men in the Cook Islands (a first for the Pacific). Her Master's explored how the Cook Islands eliminated Tuberculosis (the only country in the world to do so), while her PhD investigated the desires of Cook Islands youth in relation to culturally appropriate sexuality education. The thesis findings led to Debi writing a sexuality and relationships educational resource for educators (funded by UNESCO).

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JAYANATH RANATUNGA

FROM HUMAN RIGHTS TO MACHINE RIGHTS? DRAWING THE LINE IN THE AI ERA

Summary

This research explores the recent debate about conferring rights to artificial intelligence (AI) systems, and the boundaries of humanity and machines. Contemporary legal systems are based on human-centred philosophies such as the Universal Declaration of Human Rights, which link rights to dignity, moral responsibility and accountability (Tunç, 2023). But the growing autonomy of AI systems, especially in security, governance and decision-making, has led to an "accountability gap" (Lovell, 2024), suggesting to some the need for various forms of legal personhood for machines (Fenwick & Wrba, 2022).

This research assesses this claim through the lens of legal theory, philosophical criteria for rights, and emerging policies and standards for AI. The study concludes that AI systems lack key capacities such as consciousness, intentionality, and moral responsibility, making it problematic to extend rights (Marshall, 2023). Additionally, attributing rights to machines has the potential to weaken the normative weight of human rights and allow corporate or legal persons to avoid responsibility (Lau, 2019).

Instead, the study proposes a human-centred approach, highlighting the need for human accountability for AI outcomes, such as developers, operators, and states. It concludes that while law needs to be responsive to technology (Solum, 2008), the upholding of human dignity and accountability should remain the underlying basis for law in the age of AI (Yampolskiy, 2021).

About the author

Jayanath Ranatunga is currently a student at AcademyEX, focusing on emerging technologies, leadership, and the future of governance. His academic interests centre on the intersection of law, artificial intelligence, and human rights. He previously worked as Assistant Director (Legal) at the Commission to Investigate Allegations of Bribery or Corruption (CIABOC), where he was involved in legal and anti-corruption work. He also has experience in legal education, particularly in areas such as criminal law, human rights law, forensic medicine and international humanitarian law. Jayanath holds a Master's degrees in Criminal Justice and Corrections and Master in Laws (LL.M). His current research explores how legal systems can respond to the challenges posed by artificial intelligence, with a focus on accountability and protecting human rights.

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JUDE GALFORD

SKILLBRIDGE: BRIDGING THE NEW ZEALAND EXPERIENCE GAP FOR INTERNATIONAL GRADUATES IN NEW ZEALAND

Summary

The research investigates the "New Zealand Experience Gap," a barrier faced by international students and graduates who struggle to access degree-relevant employment while studying, or after completing their qualifications, in New Zealand (Sofat, 2021). This gap is characterised by a lack of "social proof" — in the form of local references or verified work experience — which significantly hinders the transition from university to the workplace (University of Auckland, 2019). The issue is particularly critical because many international students view NZ education as a pathway to long-term settlement in Aotearoa, which is contingent on obtaining degree-relevant employment post-graduation (Statistics New Zealand & Universities New Zealand, 2021). Existing research has documented the complexity of this challenge. The Ministry of Education's "Moving places" study found that international graduates face distinct disadvantages in employment outcomes compared to domestic graduates (Ministry of Education, 2017). Employer-focused research indicates that while employers recognise potential value in international graduates, concerns about trust, cultural fit, and unfamiliarity with local professional networks limit hiring decisions (Education New Zealand & TRA, 2019). The MBIE International Student Wellbeing and Settlement Intentions Survey (MBIE, 2020) highlights that settlement intentions are strong among international students, yet employment barriers undermine these aspirations. The Education New Zealand (2022) International Education Strategy 2022–2030 acknowledges the need to improve post-study pathways. These structural challenges are compounded by a "hidden job market" characterised by silent hiring practices, weak institutional brokerage between universities and employers, visa uncertainty under the Skilled Migrant Category framework (Immigration New Zealand, 2023), and risks of exploitation in unpaid internships (NZ Productivity Commission, 2021).

Data were collected through semi-structured interviews with international students, recent graduates, and employers. Analysis used reflexive thematic analysis, guided by the framework established by Braun and Clarke (2006), and triangulation across participant groups. Ethical considerations were addressed through the Te Ara Tika ethical framework for Māori research ethics (Hudson et al., 2010), alongside institutional ethics guidelines from Auckland University of Technology (AUT, 2019). The thematic analysis revealed that the NZ experience gap is a compound problem involving multiple interlocking factors. Visa processing uncertainty remains a primary concern (MBIE, 2024). Employers expressed hesitancy rooted in unfamiliarity with international credentials and lack of verifiable local work history. Students reported frustration with opaque hiring processes and a lack of institutional support. Risks of exploitation in unpaid internships emerged as a significant concern. In response to these findings, the study informed the development of SkillBridge, an internship-focused web application prototype designed to help international students build local references while providing employers with clearer, lower-risk signals about candidate work rights and suitability. The project contributes a research-informed, ethically grounded prototype that addresses a documented gap in the international student employment ecosystem.

About the author

Based in Auckland, Jude recently completed the requirements for his Master of Technological Futures (AI Focus) at AcademyEX, where he developed SkillBridge—an AI-powered web application designed to help international graduates navigate the NZ job market and secure equitable employment. Driven by a commitment to social impact, Jude currently serves as a Community Engagement Facilitator at St. Luke's Parish, Flatbush. He combines a technical background in AI with a versatile toolkit in stakeholder relations, policy research, and marketing strategy. A clear communicator and workshop facilitator, Jude is dedicated to delivering practical, insight-driven solutions for New Zealand organizations across the public health, community, and corporate communication sectors.

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MONIQUE ZWAAN

WANANGA AT THE WATER'S EDGE – IN AN INCREASINGLY UNCERTAIN WORLD, HOW CAN TE TIRITI O WAITANGI UNITE US TO NAVIGATE WELL? - INSIGHTS AND HIGHLIGHTS FROM A RECENT MCOR RESEARCH FROM A TANGATA TIRITI PERSPECTIVE.

Summary

'Wananga at the Water's Edge' is an MCOR research focused on tangata tiriti removing barriers in public sector funding environments for whānau centred approaches led by Māori in the social sector (Charters et al., 2020). The central focus of the research is the voice of Māori leaders experience and works for them (Pihama, 2002). Tangata whenua (Māori) continue to experience inequity in social, health and wellbeing outcomes in New Zealand yet when whānau centred approaches are adopted inequity is significantly reduced (Smith, 2021) and (Duckworth et al., 2024). Methodology includes semi-structured interviews with leaders, with reflexive thematic analysis used to code then develop insights and themes.

This presentation will briefly outline the three parts to the research,

- Māori leaders experience of what works for them
- Tangata Tiriti experience as funders
- Self-ethnography, including photos taken 'of the water's edge' throughout the research to visualise concepts.

Research insights will be shared, and the metaphor of the 'Wananga at the Water's Edge' will be unpacked in this presentation to outline how this is of relevance to anyone living in Aotearoa, especially at this time (Macfarlane et al., 2024).

About the author

Nō Netherlands ōku tipuna

Kēi te noho au ki Whanganui a Tara

Ko Monique tōku ingoa

I'm a Wellington based organisational change consultant who had the enormous privilege of designing and leading an innovation programme over a number of years, focused on removing barriers that enable tangata whenua leaders to develop strength based whānau centred solutions where family harm has occurred. In the current environment that work has paused, so my focus is on supporting individuals and organisations to navigate these uncertain times.

As a curious, thoughtful and purpose driven person, I am motivated to address inequity, strive for justice and to playfully create change with others.

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NADINE YOUNG

ETHICAL AI AND INDIGENOUS STORYTELLING: PROTECTING LANGUAGE, DATA, AND CULTURE — A KAUPAPA MĀORI APPROACH TO AI GOVERNANCE IN AOTEAROA

Summary

Artificial intelligence is being adopted at pace across sectors, yet Indigenous communities — particularly Māori in Aotearoa — are rarely at the design table. This research examines how AI can be ethically co-designed with Indigenous communities to support the revitalisation and protection of te reo Māori, Indigenous storytelling, and cultural heritage, while upholding data sovereignty and community control (Smith, 2021).

Grounded in kaupapa Māori methodology and guided by the Te Ara Tika ethical framework, this study draws on 10 semi-structured interviews including Māori AI practitioners, language advocates, and digital sovereignty experts — alongside 20 survey responses from across Aotearoa.

Five interconnected themes emerged (Braun & Clarke, 2022): AI as a crossroads for te reo Māori; data sovereignty as a non-negotiable foundation; tikanga-based governance (not tokenistic representation); community authority and genuine co-design; and the persistent gap between principle and practice.

The research produces a practical ethical guidance framework for organisations, government, and communities navigating AI use in Māori language and cultural contexts. It argues that closing the gap between knowing and doing requires structural solutions — not just goodwill — and that Indigenous data sovereignty is a cultural and political imperative, not a technical checkbox.

About the author

Nadine Young (Ngāi Tahu) is a researcher, IT Project Manager, and founder of NRX Auaha — a brand focused on ethical AI, leadership, and technology in Aotearoa. She completed her Master of Technological Futures at AcademyEX in April 2026, with her thesis examining the intersection of AI governance, te reo Māori, and Indigenous data sovereignty.

Her research was motivated by lived experience: as a Māori wahine reconnecting with her whakapapa, she observed first-hand how AI systems interact with te reo Māori — and how rarely Māori communities are centred in those conversations.

Through NRX Auaha, Nadine works with organisations, communities, and leaders to build ethical, culturally grounded approaches to AI and technology. She is committed to making this kaupapa accessible — not just to academics, but to the people and organisations who need it most.

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PALAK SHRIVASTAVA

BRIDGING THE GUIDANCE GAP: DESIGNING AN AI-POWERED HUMAN CONNECTOR PLATFORM FOR ASPIRANTS NAVIGATING DOMESTIC AND INTERNATIONAL MOBILITY

Summary

Every year, hundreds of thousands of people make life-defining decisions about studying, working, or relocating to a new country (Docquier & Rapoport, 2012) - navigating those decisions through agents with commercial agendas, outdated forums, and aspirational social media content that rarely reflects reality. The result is a systemic guidance gap that costs individuals financially, emotionally, and professionally.

This research investigates the nature and lived experience of that guidance gap for migrants at every stage of their journey, and examines how an AI-powered peer connection platform - Exora - can be designed to address it in ways that are trustworthy, equitable, and genuinely centered on human connection (Köbis & Mehner, 2021). Drawing on Indian relational philosophy - Vasudhaiva Kutumbakam, Atithi Devo Bhava, the Guru-Shishya parampara - and on principles from Kaupapa Māori, including whanaungatanga, manaakitanga, and kaitiakitanga (Cribb et al., 2024; Kukutai & Taylor, 2016), the research argues that the most ethical and effective AI systems are those designed to facilitate human connection rather than replace it.

Drawing on emerging literature in AI-powered mentorship (Anyinkeng et al., 2025) and platform ethics, this presentation outlines the research framework, preliminary findings from existing research, and the design principles that will govern Exora's development.

About the author

Palak is a Master of Technological Futures candidate at AcademyEX, originally from India and based in Auckland, New Zealand. Her research sits at the intersection of human connection, artificial intelligence, and the lived experience of migration - grounded in a deeply personal understanding of what it means to arrive somewhere unfamiliar without a trusted guide.

She came to New Zealand in early 2020 at twenty-one years old, without knowing a single person in the country. That experience - and the experiences of the hundreds of thousands of people who make similar journeys every year, often with far less support - became the foundation for Exora, an AI-powered connector platform she is building with her siblings to bridge the guidance gap facing aspirants navigating domestic and international mobility.

Her professional background is in science, technology and software, and she brings both a founder's urgency and a researcher's rigour to this work. She is committed to building Exora in a way that is ethically grounded, culturally responsive, and genuinely centered on human connection - shaped by Indian relational values and informed by Kaupapa Māori frameworks encountered through this programme.

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Pecha Kucha Topics

Converge Research Symposium
Friday 3rd July, 2026

Michelle Neftd: Rethink, Adapt & Thrive: Embracing Disruptive Change

Griffa Rivers: "But I thought you wanted us to learn Māori?" A Pākehā perspective on learning te reo with integrity

Pratishtha Purohit: Cultural Turnitin: How Leading LLMs Respond to and Represent Indigenous Breathing and Wellbeing Knowledge

Jacqueline Brand-Holt: Notes on Startup Incubators & Accelerators of South Korea



Poster Abstracts

Converge Research Symposium
Friday 3rd July, 2026

**NAVIGATING THE HUMAN-TECHNOLOGY INTERFACE (AI IN PROJECT
MANAGEMENT FOR URBAN PLANNING & REGENERATION**

Abstract

Currently in its early stages at the time of the academic poster's publication, this research project poses a question that adoption statistics alone cannot answer. Generative AI tools enter urban regeneration and planning workflows, as well as community engagement. How can we preserve human professional judgement and accountability in AI-augmented practice? The research treats AI's role in this practice as an outcome of human and institutional choices, not a fixed trajectory set by technological acceleration, following Actor-Network Theory (Latour, 2005). This framing pushes back against accounts that treat AI adoption as inevitable and instead asks how practitioners negotiate discretion and legitimacy as new tools that act as 'black boxes' enter their work. These are the trust and accountability questions Du et al. (2024) identify as unresolved in AI-enabled participatory planning. The project also turns to Māori data and algorithmic sovereignty, drawing on the Māori Data Governance Model (Kukutai et al., 2023) and the principles set out by Brown et al. (2024), to ask what a tool trained on a non-Māori corpus can, and cannot, responsibly claim to represent. The study itself follows a multiphase mixed-methods design (Creswell & Creswell, 2023): practitioner survey and interview data alongside the build of a retrieval-based AI artefact, used as a critical research prototype rather than a commercially viable productivity tool. By making the tool's design assumptions visible through the build process itself, the study develops an evidence base for where AI-augmented practice supports professional judgement and responsibility in regeneration and where it does not. These findings inform recommendations for better-designed, ethical AI for the practice. The critical question is not whether AI can produce outputs that are technically correct, but whether AI-assisted practices preserve practitioners' capacity to understand, evaluate and generate the human-specific knowledge on which those outputs depend.

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INTEGRATING TECHNOLOGICAL INNOVATIONS WITH TRADITIONAL VALUES IN DISASTER RESPONSE: A PATHWAY FOR ORGANISATIONAL RESILIENCE IN AOTEAROA NEW ZEALAND

Abstract

Technological innovations such as early-warning systems, geographic information systems (GIS), artificial intelligence (AI), digital communication technologies, and simulation tools are increasingly being used in disaster management. Research indicates that technologies such as GIS, remote sensing, social media, and deep learning can support information sharing, situational awareness, damage assessment, and disaster response (Algiriyage et al., 2022; Lu et al., 2020). However, technology is only one part of how communities and organisations prepare for and respond to disasters. Community resilience is also shaped by local knowledge, community networks and relationships, communication, governance and leadership, resources, preparedness, and other social factors (Patel et al., 2017).

The poster considers both highly visible disasters, including floods, earthquakes, and storms, and less visible impacts such as displacement, mental health challenges, and social vulnerability. It presents two complementary pathways that can contribute to disaster management. The first draws on Māori and non-Māori knowledge systems, community relationships, local environmental knowledge, land-use practices, and cultural support networks. Research examining the Christchurch earthquakes demonstrates how Māori cultural values, knowledge, practices, and community networks contributed to disaster risk reduction, response, recovery, and resilience (Kenney et al., 2015; Phibbs et al., 2015). More recent research has developed a te ao Māori disaster risk reduction framework to support the incorporation of Māori knowledge and worldviews into disaster risk reduction and emergency management in Aotearoa New Zealand (Rout et al., 2024).

The second pathway focuses on technological innovations such as early-warning systems, GIS, AI, digital communication, and simulation and training tools. Systematic research demonstrates the growing use of information and communication technologies and data-driven technologies in disaster response, while also highlighting that technological tools are not equally applicable to every disaster context and that evidence of their real-world effectiveness remains limited (Algiriyage et al., 2022; Lu et al., 2020).

The key argument is that technological innovation should complement, rather than replace, existing knowledge, relationships, and community strengths. Bringing technological capabilities together with local knowledge, cultural values, community relationships, and organisational capacity could support more inclusive preparedness, more effective disaster response, and stronger community resilience (Kenney et al., 2015; Patel et al., 2017; Rout et al., 2024). For Aotearoa New Zealand, this means considering technology alongside local knowledge and community needs, while strengthening collaboration between communities, organisations, researchers, and government agencies.

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