

**Title:** Ko Māpuna tērā e kore e whitia e te rā – supporting emancipatory pedagogy

**Presenters:** Arapine Walker, Te Whai Mātauranga Smith

**Abstract:**

*“Ko Māpuna tērā e kore e whitia e te rā. Engari ko ngā ripo kau ana ka kitea”,* There is Māpuna, never revealed by the daylight. Only the ripples can be seen; is the whakataukī of Te Kura Kaupapa Māori o Whangaroa. This small school or kura is situated in the seaside community of Matauri Bay in the far north of the North Island of Aotearoa.

The whakataukī refers to a rock under the sea, though the rock cannot be seen its presence is indicated by the ripples across the top of the water. The whānau or community of the kura use this adage to inspire resilience and humility, to discuss distributed leadership, to emphasise the potential of this initiative on the wider community, to reinforce the importance of place and to foster deep thinking by students as they learn to unravel the meanings of this adage throughout their life at kura.

We will return to this whakataukī as we consider the ways and means that libraries and people in libraries can support indigenous communities, in this case, a kura to tell their own histories, their own stories in their own inimitable style.

In 2016, Te Kura Kaupapa Māori o Whangaroa agreed to develop learning resources in the Maori language to support an exhibition at the National Library called ‘He Tohu’. The exhibition showcases three iconic constitutional documents of our country, He Whakaputanga, Te Tiriti o Waitangi and Te Pētihana Whakamana Pōti Wāhine.

The process followed and the subsequent learnings from both parties is the subject of this presentation. How can libraries support emancipatory pedagogy? How can libraries support indigenous people to create cultural narrative? What do indigenous communities have to offer libraries?