

Curriculum development and delivery as Storytelling: embedding Indigenous knowledges within Australian Universities.

Dr Frances Wyld

Indigenous Storyteller

Frances.wyld@gmail.com

Abstract for paper presentation

This presentation takes up the challenge of embedding Indigenous content in tertiary education and shifts into an Australian Aboriginal framework for developing and delivering curriculum for both Indigenous and non-Indigenous students. Storytelling or Storywork as pedagogy is articulated through a set of principles documented by Archibald, and “these principles may act as a catalyst for examining and developing other storywork theories” (2008, p. 140). Indigenous knowledges are land-based, they stem from a deep understanding of the world through listening to the song of the earth. This phenomenological process is often contrary to the rational and positivist approach of universities. As a binary we can discuss this in terms of *logos* and *mythos*. How do we follow the laws of the university alongside the laws of the land from which an Indigenous philosophy bases itself? In Australia for many Indigenous peoples this law is known as the Dreaming; an ancient contract between the land and its peoples. This contract when fulfilled and therefore in harmony is presented as a song or story, an ontology and epistemology (Wyld & Fredericks, 2014). Storytelling as curriculum development and delivery embraces this and follows the ethical principles of respect, relatedness and reciprocity (Archibald, 2008; Martin, 2008). This presentation from an Australian Aboriginal storyteller, lecturer and curriculum developer will give examples of first-hand course development and delivery that use Storytelling from an Australian Aboriginal perspective that promotes both adherence to university and government laws yet maintains the process of decolonisation and principles of Indigenous philosophies.