**Unlearning expertise: a practice-based study of teaching with sovereign knowledges in Creative Writing**

Introduction.

While it is taught on lands that nurture the world’s oldest ongoing storytelling, the discipline of Creative Writing in

Australia is dominated by teaching methods built on culturally exclusive learning and graduate outcomes (Cassidy,

2020). This is a local crisis of expertise, but one that raises productive questions. For instance, how might a

non-Indigenous practitioner of Creative Writing studies interrogate their expertise in relation with First Nations

knowing and being?

Aims.

I explore this question through a case study of my own experimental teaching and learning methods in undergraduate

Creative Writing. I speak from my standpoint as a non-Indigenous woman of Irish and German descent living on Dja

Dja Wurrung land in central Victoria. In doing so, I frame a set of recent teaching objectives, methods and learning

outcomes in relation with Kulin story.

Methods.

The design of the study was drawn from key theories in critical pedagogy, as well as Indigenous teaching methods

(Collis & Crawford, 2017). It was executed through an experimental course of digital teaching and learning activities

with undergraduate students in 2020. These were captured in class blogs, assessment tasks and a human

research-ethics approved survey.

Results.

Teaching and learning with sovereign ways of knowing requires reflexive capabilities of non-Indigenous practitioners.

My study suggests some measures of these capabilities which offer alternative approaches to course design.

Discussion.

How might both students and staff be supported within a practice that challenges discipline? What might an

alternative set of objectives for undergraduate Creative Writing include, to reflect different ways of knowing?

Cassidy B (2020) ‘Structural Whiteness and the Business of Creative Writing’ Text 24.1 (np)

Collis P & Crawford J (2018) ‘Six groundings for Aboriginal and Torres Strait Islander story in the Australian creative

writing classroom: Part 1’ Text 21.2 (np)