**Paper 1:** Establishing a critically informed model of culturally nourishing schooling for Aboriginal and Torres Strait Islander students

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Abstract

For 5-years, the Aboriginal Voices team have looked to establish a whole-of-community model of culturally nourishing schooling for Aboriginal and Torres Strait Islander students. Drawing on the theoretical work of Smith (2000), Brayboy (2020) and Nakata (2007), this presentation will frame this project within the tradition of critical Indigenous theory and disclose the pervasiveness of the colonial moment and its cumulative impact on the schooling of Indigenous students.

This presentation outlines the research that informed the foundations of this Australian model, by first focusing on the 3-year wide-ranging systematic review of Indigenous education in Australia, and, and a re-analysis of school-based case studies to identify the ontological, epistemic and axiological elements of this model of culturally nourishing schooling. We will argue that this purpose-built model is urgently required, if education is to meet the needs and aspirations of diverse Australian Indigenous communities.