**Paper 2**: The Culture, Community and Curriculum Project in redux: A culturally nourishing mirage or miracle?

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Abstract

We advocate for an Australian culturally nourishing model of schooling with four interlinked elements: (1) rich understandings of Country, (2) Indigenous knowledges and heritage as foundational to identity-work, (3) epistemic mentoring of educators, and (4) transformative teacher professional learning. This model emerged drawing collectively on the empirical and theoretical work of contributors to the Aboriginal Voices team. In this paper, the model will be called on to look back at research that helped crystalize the import of this approach. Starting in 2016, the three-year *Culture, Community and Curriculum Project* (CCCP) took place in Sydney, it reveals both the possibilities and complexities for schools that are yet to effectively or sustainably support Indigenous learners. While incomplete with effecting wide-spread or long-term change, the CCCP none-the-less hints at the potential benefits that may emerge when the seeds of a culturally nourishing approach are carefully sown, watered and cared for.