

Cathie Burgess Professor Community-led Education

Sydney School of Education & Social Work, Faculty of Arts and Social Sciences, University of Sydney

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Profile: <https://www.sydney.edu.au/arts/about/our-people/academic-staff/cathie-burgess.html>

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FOR CODES 450210, 450212, 450213, 390305, 390307, 390203

Profile Metadata: Indigenous Studies, Aboriginal Education, Community education, Teacher Education, Curriculum, Pedagogy, Policy, Leadership, Cross-cultural communication

BIOGRAPHICAL SUMMARY

Professor Cathie Burgess is a professor in AboriginalCommunity-led Education, Learning from Country and Leadership in Aboriginal Education at the Sydney School of Education and Social Work, The University of Sydney. She has extensive teaching and leadership experience in secondary schools and maintains strong connections with school-communities through teacher professional learning and research projects. Cathie's work in Aboriginal Education is acknowledged through an Honorary Life Member, NSW Aboriginal Education Consultative Group and Life Member, Aboriginal Studies Association NSW. She was awarded Australian Teacher Educator of the Year in 2024.

Along with co-Author and President of the Aboriginal Studies Association NSW Kylie Captain, Cathie published '[*Be that Teacher who makes a Difference and Lead Aboriginal Education for all Students*](#)' based on 40 years' of educational and leadership experience in primary, secondary and tertiary education. This book made the Amazon best sellers list in 2023.

Cathie has a strong publishing track record in highly ranked peer reviewed journals and book chapters, reflecting original teaching and research on culturally nourishing approaches to schooling that foreground the role of local Aboriginal families and communities as education leaders and mentors. The Learning from Country Framework emerging from the 2018-2022 teaching/research project, repositions thinking towards the significance of sovereignty, social justice and equity for Aboriginal and Torres Strait Islander people in a country that currently has no treaties with its First Peoples.

Her research involves community-led initiatives positioning Country, Aboriginal voices and Aboriginal community educators and Elders as leaders and collaborators in curriculum, pedagogy, teacher professional learning, educational leadership and research. Significantly, the Learning from Country in the City (LFC) teaching/research project is transformative for graduates entering the teaching profession. Cathie has recently extended the LFC project by creating an interdisciplinary team to develop in front-line service personnel such as nurses and social workers, the confidence and skills to provide culturally safe practices in Aboriginal communities. Current research projects also include the Aboriginal Voices Culturally Nourishing Schooling Project and Sparking Imagination Education: Transforming Inequality in Schools.

ACADEMIC QUALIFICATIONS

31/10/2014	Doctor of Philosophy	University of Sydney
29/05/1996	Master of Education: Aboriginal Education	University of South Australia
15/05/1987	Graduate Diploma in Educational Studies: Computer	University of Sydney

CURRICULUM VITAE

21/04/1983 Diploma of Teaching Special Education University of Technology Sydney

PRESENT APPOINTMENT

2025-present Professor Community-led Education Sydney School of Education, Faculty of Arts and Social Sciences, University of Sydney Australia

PREVIOUS APPOINTMENTS

2021-2024 Associate Professor, Sydney School of Education, Faculty of Arts and Social Sciences, University of Sydney Australia

2016-2020 Senior Lecturer, Sydney School of Education, Faculty of Arts and Social Sciences, University of Sydney Australia.

2008-2015 Lecturer, University of Sydney

1995-1996 Senior Aboriginal Education Consultant Department of Education

1989-1991 Manager, Aboriginal Rural Education Program Western Sydney University

1983-2007 Teacher, Head teacher and Relieving Deputy Principal at various schools

LEADERSHIP POSITIONS

2025-2027 Associate Dean Indigenous Strategies & Services

2024 - 2025 Leader Aboriginal Community Collaboration

2019-present Convener Master of Education: Leadership in Aboriginal Education

2016 Director Indigenous Education Programs

2013-2019 Convener Indigenous Research Collaboration Network

2009-2021 President Aboriginal Studies Association

AWARDS

2024 TUH Teacher Educator of the Year Award, Australian Teacher Education Association
<https://www.culturallynourishingschooling.org.au/leadership-aboriginal-teacher-education>

2023 Colin Marsh Award, Australian Curriculum Studies Association, Best Journal article for 2023, *Learning from Country to conceptualise what an Aboriginal curriculum narrative might look like in education.*

2020 Thompson Fellowship Equity Award \$50,000

2019 Colin Marsh Award, Australian Curriculum Studies Association, Best Journal article for 2019, *The intellectual quality and inclusivity of Aboriginal and Torres Strait Islander content in the NSW Stage 5 History syllabus*

2019 Life Membership Aboriginal Studies Association

2018 Faculty of Arts and Social Sciences Teaching Excellence Award

2014 Life Membership (Associate) NSW Aboriginal Education Consultative Group

2013 Faculty of Education & Social Work Teaching Excellence Award - Koori Centre Team

KEYNOTE PRESENTATIONS

2024 NSW Secondary Principals Association. *The Ripple Effect. Making a Difference One Student and School at a Time.* 11 June 2024. Presented with Aboriginal Author Kylie Captain

CURRICULUM VITAE

- 2023 Australian Teacher Education Association. *Moving beyond partnerships: micro-treaty making with Aboriginal communities*. 14-16 July, 2023. Presented with CNS Aboriginal Community Facilitator Julie Welsh
- 2019 Aboriginal Voices: Developing a research informed model of Indigenous Education. *International Symposium on Leading Culturally Nourishing Schooling*. University of Sydney, Sydney School of Education and Social Work, 15-16 October 2019
- 2018 Leaders, Leading and Leadership. *Leadership in Aboriginal Education Conference*. University of Sydney, Sydney School of Education and Social Work and Aboriginal Studies Association NSW. 21 September 2018
- 2017 Leading for Change. *Leadership in Aboriginal Education Conference*. University of Sydney, Sydney School of Education and Social Work and Aboriginal Studies Association NSW Conference. 20 October 2017

TEACHING AND SUPERVISION

Education Studies Major

EDUF 3135 Aboriginal Community Engagement

Master of Teaching Secondary (compulsory)

EDMT 6022 Learning from Country

Master of Education: Leadership in Aboriginal Education

EDPL 6002 Aboriginal Community Collaboration

EDPL 6003 Aboriginal Curriculum & Pedagogy

EDPL 6004 Leadership in Aboriginal Contexts

EDPL 6005 Aboriginal Education Policy & Practice

EDPL 6006 Culturally Responsive Methodologies

EDPL 6007 Racism & Well-Being

EDPL 6008 Professional Learning Aboriginal Contexts

Supervision – under teaching supervision, then under current research students only has Zana – HDR students better here. Could put honours/Med students here

Shanna Langdon: Doctor of Education: *Enacting culturally nourishing schooling through teacher engagement with Aboriginal cultural mentors and Indigenous knowledges.*

Jade Sparks: Doctor of Philosophy: *What is the impact of using Aboriginal pedagogies on a learning community of Aboriginal and non-Aboriginal teachers and students?*

Zana Jabir: Master of Philosophy Indigenous Scholarship holder. *What Imagination Pedagogy Practices (IPP) are used in Australian Indigenous Mentoring Experience (AIME) and how do these function in the AIME education settings?*

Maria Kelly: Master of Philosophy *A critical discourse analysis of inclusive education policies and their implementation in NSW.*

Suzanne Kenny: Doctor of Philosophy: *Researching place based partnerships and collaborations between Aboriginal community-controlled organisations, schools and universities: how can successful projects become more sustainable?*

CURRICULUM VITAE

RESEARCH

External competitive research grants

- 2022-25** ARC Linkages Grant: Sparking Imagination Education: Transforming inequality in schools. *Chief Investigator \$472 593*
- 2022-25** National Indigenous Australians Agency Culturally Nourishing Schooling Project. *Chief Investigator \$500,000. (UNSW lead)*
- 2022-25** Paul Ramsey Foundation. Culturally Nourishing Schooling Project. *Chief Investigator \$3,000,000 (UNSW lead)*
- 2021-24** Aboriginal-led teacher professional learning to develop culturally nourishing schooling practices. NSW Department of Education Strategic Research Grant (*\$584,527*)
- 2020-21** The role of The Smith Family's *Learning for Life* educational scholarship program in supporting Aboriginal and Torres Strait Islander Year 12 completions. (The Smith Family) *Chief Investigator \$77,207*. Invited to conduct this research due to successful 2019 project.
- 2019** Aboriginal and Torres Strait Islander students' early exit from The Smith Family's *Learning for Life* educational scholarship program. (The Smith Family) *Chief Investigator \$70,000* with Dr Katrina Thorpe
- 2016-2018** Aboriginal Voices: Insights and transformations (with Dr Kevin Lowe, UNSW) *Lead investigator, \$50,000*
- 2014** Connected Communities Narrative Research Project (NSW Department of Education and Communities, NSW Aboriginal Education Consultative Group, Aboriginal Studies Association) *Chief Investigator, \$100,000*.
- 2011-2012** Connecting to Country Research Project (NSW Department of Education and Communities, NSW Aboriginal Education Consultative Group, Aboriginal Studies Association) *Chief Investigator, \$100,000*.
- 2009** Aboriginal people's perceptions and beliefs about quality teaching. (NSW Aboriginal Education Consultative Group) *Chief Investigator \$20,000*

Internal competitive research grants

- 2025** Ngarangun: DVC(R) Indigenous Research Grant *Researching SLIC: Service Learning in Indigenous Communities Program Impacts \$20,000* Suzanne Kenney, Valerie Harwood, Cathie Burgess
- 2025** Learning From Country Living Toolkit for Transforming Education *Project Lead One Sydney Many People Indigenous Strategy & Services. \$60,701.80*
- 2024** Transforming professional practice through Learning from Country (**LFC**). *Project Lead. SSSHARC Research Impact Accelerator. \$28,860*
- 2021** Embedding 'Learning from Country' as foundational learning in the Education Studies Major *Chief investigator \$22,958.80*
- 2020** Thomson Fellowship Equity Grant \$60,000
- 2019-20** Bridging the 'Knowing-Doing' Gap. Impact of Learning from Country in the 'real-word' of teaching. *Chief investigator. \$5000*
- 2018-19** Community-led research: Living in the margins. *Team member \$79,462, 'Huddle' – Engaging the local Redfern Aboriginal community Lead researcher \$4,500.*
- 2018-19** Learning from Country in the City. *Chief investigator, \$21,370*
- 2018** Embedding Indigenous Knowledges through Learning from Country. *Chief investigator; \$10,000*
- 2014-15** Developing Teachers' Pedagogical Cultural Identity through Cultural Immersion: the key to engaging Indigenous Australian students and their families in education *Chief Investigator, \$21000*
- 2011-13** Pedagogical Approaches in a Mandatory Indigenous Education Subject *Chief Investigator \$5000*

PUBLICATIONS

Books

- Captain, K., & Burgess, C. (2022). *'Be that Teacher who makes a Difference and Lead Aboriginal Education for all Students'*. Ultimate World Publishing
- Thorpe, K., Burgess, C., Egan, S., & Harwood, V. (2025). *Aboriginal Community-Based Educators teaching the teachers. Learning from Country in the City*. Springer

Book chapters

- Scarcella, J., & **Burgess, C.** (2024). Applying Country-centred place-based pedagogies to include all learners in English. In A. Goodwyn, J. Manuel, C. Durrant, M. George, W. Sawyer., & M. Shoffner. *English Language Arts as an Emancipatory Subject. International Perspectives on Justice and Equity in the English Classroom*. Routledge. DOI: 10.4324/9781003470052-17
- Thorpe, K., **Burgess, C.**, Grice, C. (2024). Aboriginal curriculum enactment: Stirring teachers into the practices of learning from Country in the city. In K. Reimer., M. Kauko., S. Windsor., K. Mahon., & S. Kemmis. *Living Well in a World Worth Living In. Volume 2. Current Practices of Social Justice, Sustainability and Well Being*. Springer. Podcast interview on the chapter <https://open.spotify.com/episode/1X5zy3ypVhDM6wT3HGI16P>
- Burgess, C.**, Grice, C., & Wood, J. (2023). Leading by Listening. Why Aboriginal Voices matter in a world worth living in. In K. Reimer., M. Kauko., S. Windsor., K. Mahon., & S. Kemmis. *Living Well in a World Worth Living In. Volume 1. Current Practices of Social Justice, Sustainability and Well Being*. Springer. Chpt 7, pp115-136
- Burgess, C.**, Lowe, K., & Goodwin, S. (2023) What's the problem represented to be? Analysing Indigenous Education Policy as discourse. In Moodie, N., Lowe, K., & Dixon, R & Trimmer, K. (Eds.) (2023). *Assessing the Evidence in Indigenous Education Research: Implications for Policy and Practice*. (pp.) Palgrave Macmillan, Cham
- Burgess, C.**, Tennent, C., Vass, G., Guenther, J., Lowe, K., Harrison, N., & Moodie, N. (2023). What does quality teaching look like for Indigenous Australian students and how do we know? In Moodie, N., Lowe, K., & Dixon, R & Trimmer, K. (Eds.) (2023). *Assessing the Evidence in Indigenous Education Research: Implications for Policy and Practice*. (pp. ...) Palgrave Macmillan, Cham
- Guenther, J., Lowe, K., **Burgess, C.**, Vass, G., & Moodie, N. (2023). Making a difference in educational outcomes for remote First Nations students. In Moodie, N., Lowe, K., & Dixon, R & Trimmer, K. (Eds.) (2023). *Assessing the Evidence in Indigenous Education Research: Implications for Policy and Practice*. (pp. ...) Palgrave Macmillan, Cham
- Harrison, N., Tennent, C., **Burgess, C.**, Vass, G., Guenther, J., Lowe, K., & Moodie, N. (2023). Knowing in Being: an understanding of Indigenous knowledge in its relationship to reality through enacted curriculum. In Moodie, N., Lowe, K., & Dixon, R & Trimmer, K. (Eds.) (2023). *Assessing the Evidence in Indigenous Education Research: Implications for Policy and Practice*. (pp.) Palgrave Macmillan, Cham
- Lowe, K., **Burgess, C.**, Moodie, N., Tennent, C., & Guenther, J. (2023). The benefit of Indigenous cultural programs in schools. In Moodie, N., Lowe, K., & Dixon, R & Trimmer, K. (Eds.) (2023). *Assessing the Evidence in Indigenous Education Research: Implications for Policy and Practice*. (pp. ...) Palgrave Macmillan, Cham
- Lowe, K., Tennent, C., **Burgess, C.**, Moodie, N., Vass, G., & Guenther, J. (2023). Developing a systematic methodology to explore research in Indigenous education. In Moodie, N., Lowe, K., & Dixon, R & Trimmer, K. (Eds.) (2023). *Assessing the Evidence in Indigenous Education Research: Implications for Policy and Practice*. (pp. ...) Palgrave Macmillan, Cham
- Moodie, N., **Burgess, C.**, Lowe, K., & Vass, G. (2023). The Aboriginal Voices Project: What matters, who counts, in Indigenous Education. In Moodie, N., Lowe, K., & Dixon, R & Trimmer, K. (Eds.) (2023). *Assessing the Evidence in Indigenous Education Research: Implications for Policy and Practice*. (pp. ...) London: Palgrave Macmillan
- Vass, G., Lowe, K., **Burgess, C.**, Harrison, N. & Moodie, N. (2023). Professional learning and teacher identity in Indigenous education. In Moodie, N., Lowe, K., & Dixon, R & Trimmer, K. (Eds.) (2023). *Assessing the Evidence in Indigenous Education Research: Implications for Policy and Practice*. Palgrave Macmillan, Cham
- Welsh, J., & **Burgess, C.** (2021). Trepidation, Trust and Time. Research with Aboriginal communities. In J. Flexner., V. Rawlings., & L. Riley (Eds). *Community-Led Research: Walking Many Paths Together*. Sydney University Press, pp. 147-168
- Burgess, C.**, & Lowe, K. (2019) Aboriginal Voices: Social Justice and Transforming Aboriginal Education. In K. Freebody, S. Goodwin and H. Proctor. *Higher Education, Pedagogy and Social Justice Politics and Practice*. Palgrave McMillan, pp.97-117.

- Burgess, C., & Evans, J.** (2017). Culturally responsive relationships focused pedagogies: The key to quality teaching and quality learning environments. In J. Keengwe (Eds.), *Handbook of research on promoting cross-cultural competence and social justice in teacher education*. (pp 1-31). Hershey, PA: IGI Global.
- Burgess, C., & Myers, J.** (2005). Our Land – Dreaming to Federation. In K.J. Mason (Eds.), *Experience world history: Kingdoms, dynasties and colonies*. North Ryde: McGraw-Hill Australia Pty. Ltd.

Refereed journal articles

- Golledge, C., Lowe, K., Weuffen, S., **Burgess, C.**, & Frey, A. (2025). Conceptualising culturally nourishing school leadership. *Journal of Educational Administration and History*, 1–19. <https://doi.org/10.1080/00220620.2025.2542829>
- Lowe, K., Weuffen, S., Woods, A., **Burgess, C.**, Vass, G. (2024). Conceptualising Culturally Nourishing Pedagogies for professional learning in Australian schooling. *The Australian Educational Researcher*. DOI:10.1007/s13384-024-00733-0. <https://link.springer.com/article/10.1007/s13384-024-00733-0>
- Lembit, N., & **Burgess C.** (2024) Non-Indigenous Teachers' Understandings of Relationally Responsive Curriculum Through an Indigenous Standpoint. *Curriculum Perspectives*. <https://link.springer.com/article/10.1007/s41297-024-00260-z>
- Thorpe, K., ten Kate, L. & **Burgess, C.** (2024) Reimagining democratic education by positioning Aboriginal Country-centred learning as foundational to curriculum and pedagogy. *Curriculum Perspectives*. <https://doi.org/10.1007/s41297-024-00233-2>
- Coombs, D., Langdon, S., Jabir, Z., **Burgess, C.**, & Amazan, R. (2024) The impact of Learning from Country on teachers' understandings of place and community: insights from the Culturally Nourishing Schooling project. *The Australian Educational Researcher*. <https://link.springer.com/article/10.1007/s13384-024-00735-y>
- Golledge, C., & **Burgess, C.** (2023) 'Learning [history] from Country. *Teaching History* 57(4), 10-12
- Fricker, A., Moodie, N. & **Burgess, C.** (2023). 'Why can't we be smart?' Exploring School Community partnerships through Decolonising Race Theory. *The Australian Educational Researcher*. (2022). <https://doi.org/10.1007/s13384-022-00590-9>
- Burgess, C.**, Frycker A., & Weuffen, S. (2022). Lessons to learn, discourses to change, relationships to build: How Decolonising Race Theory can articulate the interface between school leadership and Aboriginal students' schooling experiences. *The Australian Educational Researcher* <https://doi.org/10.1007/s13384-022-00546-z>
- Weuffen, S., Lowe, K. & **Burgess, C.** (2023). Identity matters: Aboriginal educational sovereignty and futurity pushing back on the logic of elimination. *The Australian Educational Researcher*. 50, 1–10. <https://doi.org/10.1007/s13384-023-00608-w>
- Lowe, K., Thompson, K., Weuffen, S., & **Burgess, C.** (2023). Sovereign and pseudo hosts: The politics of hospitality for negotiating culturally nourishing schools, *The Australian Journal of Indigenous Education*. <https://doi.org/10.1007/s13384-022-00599-0>
- Burgess, C.**, Thorpe, K., Egan, S., & Harwood, V. (2022) Towards a conceptual framework for Country-inspired teaching and learning *Teachers and Teaching*. <https://doi.org/10.1080/13540602.2022.2137132>
- Burgess, C.**, & Lowe, K. (2022). Rhetoric vs reality: The disconnect between policy and practice for teachers implementing Aboriginal education in their schools. *Education Policy Analysis Archives*, 30(97). <https://doi.org/10.14507/epaa.30.6175>.
- Burgess, C.**, Thorpe, K., Egan, S., & Harwood, V. (2022) Learning from Country to conceptualise what an Aboriginal curriculum narrative might look like in education. *Curriculum Perspectives*, 42(2). <https://doi.org/10.1007/s41297-022-00164-w>
- Burgess C.** (2022) Learning from Country: Aboriginal Community-Led Relational Pedagogies. In: Peters M.A. (eds) *Encyclopedia of Teacher Education*. Springer, Singapore. https://doi.org/10.1007/978-981-13-1179-6_474-1
- Burgess, C.**, & Harwood, V. (2021). Aboriginal cultural educators teaching the teachers. Mobilising a collaborative cultural mentoring program to affect change. *Australian Educational Researcher*. <https://doi.org/10.1007/s13384-021-00493-1>
- Lowe, K., Tennent, C., Moodie, N., Guenther, J., & **Burgess, C.** (2021) School-based Indigenous cultural programs and their impact on Australian Indigenous students: a systematic review, *Asia-Pacific Journal of Teacher Education*, 49(1), 78-98, DOI: [10.1080/1359866X.2020.1843137](https://doi.org/10.1080/1359866X.2020.1843137)
- Thorpe, K., **Burgess, C.**, & Egan, S. (2021). Aboriginal Community-led Preservice Teacher Education: Learning from Country in the City. *Australian Journal of Teacher Education*, 46(1). Retrieved from <https://ro.ecu.edu.au/ajte/vol46/iss1/4>

- Burgess, C.,** Bishop, M., & Lowe, K. (2020). Decolonising Indigenous education. The case for cultural mentoring in supporting Indigenous knowledge reproduction. *Discourse: The cultural politics of education*.
<https://doi.org/10.1080/01596306.2020.1774513>
- Lowe, K., Skrebneva, I., **Burgess, C.,** Harrison, N., & Vass, G. (2020). Towards an Australian model of culturally nourishing schooling. *Journal of Curriculum Studies*. DOI: [10.1080/00220272.2020.1764111](https://doi.org/10.1080/00220272.2020.1764111)
- Stern, D., & **Burgess, C.** (2020). 'Teaching from the Heart'. Challenges for non-Aboriginal teachers teaching Stage 6 Aboriginal Studies in NSW Secondary Schools. *The Australian Journal of Indigenous Education*. 1–8.
<https://doi.org/10.1017/jie.2020.3>
- Burgess, C.** (2019). Beyond cultural competence: Transforming teacher professional learning through Aboriginal community-controlled cultural immersion. *Critical Studies in Education*, 60(4). pp477- 495
- Burgess, C.,** Tennent, C., Vass, G., Guenther, J. Lowe, K., & Moodie, N. (2019). A systematic review of pedagogies that support, engage and improve the educational outcomes of Aboriginal students? *The Australian Educational Researcher*, 46(2), 297-318. Doi 0.1007/s13384-019-00315-5
- Guenther, J., Harrison, N., **Burgess, C.** (2019) Editorial. Special Issue. Aboriginal Voices: Systematic Reviews of Indigenous Education. *The Australian Educational Researcher*, 46(2), 207-211
- Guenther, J., Lowe, K., **Burgess, C.** Vass, G., Moodie, N. (2019) Factors contributing to educational outcomes for First Nations students from remote communities: A Systematic Review. *The Australian Educational Researcher*, 46(2), 319-340
- Lowe, K., Tennent, C., Guenther, J., Harrison, N., **Burgess, C.** Moodie, N. & Vass, G. (2019). 'Aboriginal Voices': An overview of the methodology applied in the systematic review of recent research across ten key areas of Australian Indigenous education. *The Australian Educational Researcher*, 46(2), 213-229
- Scarcella, J., & **Burgess, C.** (2019) Aboriginal perspectives in English classroom texts. *English in Australia*, 54(1) 20-29.
- Vass, G., Lowe, K., **Burgess, C.,** Harrison, N. & Moodie, N. (2019). The possibilities and practicalities of professional learning in support of Indigenous student experiences in schooling: A systematic review. *The Australian Educational Researcher*, 46(2), 341-361
- Morris, A., & **Burgess, C.** (2018) The inclusivity and intellectual quality of Aboriginal and Torres Strait Islander content in the NSW History syllabus. *Curriculum Perspectives*, 38, 107-116. Doi:10.1007/s41297-018-0045-y
- Burgess, C.** (2017). 'Having to say everyday. I'm not black enough...I'm not white enough': Discourses of Aboriginality in the Australian education context. *Race Ethnicity and Education*, 20(6), 737-751.
- Burgess, C.** (2016). Conceptualising a pedagogical cultural identity through the narrative construction of early career Aboriginal teachers' professional identities. *Teaching and Teacher Education*, 58, 109-118.
- Burgess, C.,** Cavanagh, P. (2016). Cultural Immersion: Developing a Community of Practice of Teachers and Aboriginal Community Members. *The Australian Journal of Indigenous Education*, 45(1), 48-55.
- Thorpe, K., & **Burgess, C.** (2016). Challenging lecturer assumptions about preservice teacher learning in mandatory Indigenous Studies. *The Australian Journal of Indigenous Education*, 45(2), 119-128.
- Burgess, C.** (2012). The role of agency in determining and enacting the professional identities of early career Aboriginal teachers. In Jan Wright *Proceedings of the 2012 Joint International Conference of the Australian Association for Research in Education (AARE) and the Asia Pacific Educational Research Association (APERA)*. pp. 1-16. University of Sydney, 2 - 6 December 2012
- Burgess, C.** (2012). Aboriginal Preservice Teachers Experiences in the Professional Experience. *International Journal of Learning*, 18(3), 343-356.
- Burgess, C.** & Cavanagh, P. (2013). Real Stories, Extraordinary people. Preliminary findings from an Aboriginal community-controlled cultural immersion program for local teachers. In Jan Wright *Proceedings of the 2012 Joint International Conference of the Australian Association for Research in Education (AARE) and the Asia Pacific Educational Research Association (APERA)*. University of Sydney, 2 - 6 December 2012.
- Thorpe, K., & **Burgess, C.** (2012). Pedagogical Approaches in a Mandatory Indigenous Education Subject. *International Journal of Learning*, 18(11), 177-190.
- Burgess, C.** (2009). What good a national curriculum for Indigenous students? In Peter Jeffrey *Proceedings of the 2009 Australian Association for Research in Education (AARE) Conference*, Canberra, 29 November - 3 December 2009.

Burgess, C. & Berwick, C. (2009). Aboriginal peoples' perceptions and beliefs about quality teaching. In Peter Jeffrey *Proceedings of the 2009 Australian Association for Research in Education (AARE) Conference*, Canberra, 29 November - 3 December 2009.

Reports

Burgess, C., Golledge, C., Smallwood, R., Clough, B & Harwood, V. (2025). *Transforming Professional Practice: Learning from Country. Research Impact Report. SSSHARC Research Accelerator 2024.* Sydney eScholarship Repository. <https://url.au.m.mimecastprotect.com/s/5KI5Cv1rKiykJ1DWcQfncQHfSy?domain=hdl.handle.net> . DOI:[10.13140/RG.2.2.19681.83046](https://doi.org/10.13140/RG.2.2.19681.83046)

Burgess, C. Thorpe, K., & Egan, S, (2021). *The role of The Smith Family's Learning for Life educational scholarship program in supporting Aboriginal and Torres Strait Islander students complete Year 12.* Unpublished report for The Smith family.

Burgess, C., & Lowe, K. (2020). Position Paper: *Culturally Responsive Practices and Culturally Nourishing Education.* Evidence for Learning. Social Ventures Australia

Burgess, C. Thorpe, K., & Egan, S, (2019). *Aboriginal and Torres Strait Islander students early exist from The Smith Family's Learning for Life educational scholarship program.* Unpublished report for The Smith family.

Lowe, K., Harrison, N., **Burgess, C.,** & Vass, G. (2019) *Summary of recent systematic reviews on Indigenous education: importance of cultural programs in schools; school and community engagement; and school leadership.* Social Ventures Australia 25 October 2019 <https://www.socialventures.com.au/assets/SVA-Perspective-Education-Evidence-scan-for-Aboriginal-and-Torres-Strait-Islander-children.pdf>

Burgess, C., & Cavanagh, P. (2013). *Opening Up To Local Communities. 'You must have a heart miss, none of them other teachers ever go there'. Final Report of the External Research Team on the implementation of the Connecting to Country Program.* Darlinghurst Sydney: Department of Education and Communities. Retrieved November 3, 2015, from <http://www.cese.nsw.gov.au/evaluation-repository-search/opening-up-to-localcommunities-connecting-to-country-project>.

Burgess, C., & Cavanagh, P. (2015). *Connected communities narrative research project: Final report.* Unpublished report to the NSW DEC Connected Communities Directorate, Sydney

Other

Pontaoe, C., **Burgess, C.,** & Harwood, V. (2024) **Engaging Hearts to Engage Minds.** AARE Blogpost

Burgess, C., & Thorpe, K. (2024) How teachers can use the Learning from Country in the City teaching/research project to build an Aboriginal curriculum narrative for students. *Journal of Professional Learning NSW Teachers Federation* (on-line)

Golledge, C & **Burgess, C.** (2023). Learning (history) from Country. *Teaching History - Journal of the History Teachers' Association of NSW.*

Burgess C. (2022) Learning from Country: Aboriginal Community-Led Relational Pedagogies. In: Peters M.A. (eds) *Encyclopedia of Teacher Education.* Springer, Singapore. https://doi.org/10.1007/978-981-13-1179-6_474-1

Ditching school-based courses cuts passion and wonder. Shame the bureaucrats don't see that. Blogpost, Australian Association for Research in Education, 28/01/2021. <https://www.aare.edu.au/blog/?p=8244>

Perspectives in Education; Aboriginal and Torres Strait Islander Children, Social Ventures Australia, November 2019

Effective Teaching Methods in Indigenous Education: the latest research. Blogpost, Australian Association for Research in Education, 15/04/ 2019. <https://www.aare.edu.au/blog/?p=3941>

The bottom line in Indigenous education: why we're not seeing the progress we need, Independent Education, October 2018.

In the Media

CNS publication: Coombs, D., Langdon, S., Jabir, Z., **Burgess, C.,** & Amazan, R. (2024) The impact of Learning from Country on teachers' understandings of place and community: insights from the Culturally Nourishing Schooling project. *The Australian Educational Researcher.* <https://doi.org/10.1007/s13384-024-00735-y>; promoted to a **wider audience** due to the significance of this strategy for school reform

- <https://www.theeducatoronline.com/k12/news/building-bridges-how-immersion-programs-improve-aboriginal-education/285086>

- <https://nit.com.au/03-07-2024/12337/research-finds-taking-teachers-on-country-can-improve-schooling-for-indigenous-students>
- <https://www.unsw.edu.au/newsroom/news/2024/07/from-country-to-the-classroom-building-relationships-that-empower-teachers-students-and-communities>

Podcast interview <https://open.spotify.com/episode/1X5zy3ypVhDM6wT3HGI16P>

Thorpe, K., **Burgess, C.**, Grice, C. (2024). Aboriginal curriculum enactment: Stirring teachers into the practices of learning from Country in the city. In K. Reimer., M, Kauko., S. Windsor., K. Mahon., & S. Kemmis. *Living Well in a World Worth Living In. Volume 2. Current Practices of Social Justice, Sustainability and Well Being*. Springer.

Video Productions

2025

Aboriginal Community-led Education

<https://vimeo.com/1117046534/8bc3f123c8?share=copy>

Aboriginal Studies Association Conference

<https://www.youtube.com/watch?v=dXebPuHYO3U>

2024

Be That Teacher Promotion

<https://vimeo.com/1033768837/5ead2e3d36>

2022 Learning from Country in the City Teaching/research project

Themes

Explaining LFC <https://youtu.be/GvnJSqGZOI8>

LFC Experiences <https://youtu.be/9f70k-peyMo>

Relationship building <https://youtu.be/5v-SnEC1UFc>

2017

Aboriginal Studies Association NSW President (<https://www.youtube.com/watch?v=lu6IMftdNuA>)

Aboriginal community engagement (<https://www.youtube.com/watch?v=m5CGAIL9M1A>)

Conference Presentations

- Burgess, C. (2025) Counter Mapping, counter narratives and truth telling as pedagogical tools for building reparative futures Australian Teacher Education Association 2-4 July 2025
- Burgess, C. (2025) Learning from Country: An interdisciplinary approach to preparing culturally responsive practitioners in Aboriginal communities. Higher Education Research and Development Society of Australasia. 7-10 July 2025
- Burgess, C., Welsh, J., Foster, S., Naden, K. (2024) *Shifting the landscape. Local Aboriginal communities leading school-community engagement. Symposium: Insights into the Culturally Nourishing Schooling Project* presented at Australian Association of Research in Education (AARE) 1-5 December, 2024.
- Burgess, C., Harwood, V., Golledge, C., Welsh, J., Smallwood, R., & Cough, B. Developing confident and culturally responsive teachers and nurses working in local Aboriginal communities. Paper presented at Australian Association of Research in Education (AARE) 1-5 December, 2024.
- Harwood, H., Clapham, K., Thorpe, K., Welsh, J., & Burgess, C. (2024). Learning from Country, The Ngaramura Project, AIME's Imagi-Nation: Three Australian Projects connected with Aboriginal approaches to creatively transforming school learning. Paper presented at the Anthropology of Education Conference, 25-28 June 2024, Senate House University of London

- Coombs, D., Langdon, S., & Burgess, C. (2023). The impact of Learning from Country on teachers' understandings of place, community, and practice: Insights from the Culturally Nourishing Schooling project. *Symposium: Voice, Truth, Place: Critical junctions for educational research* presented at Australian Association of Research in Education (AARE) 26 - 30 November 2023.
- Thorpe, K & Burgess, C. (2022). Learning from Country Teaching/Research Project. *Indigenous Higher Education Conference University of Technology, Sydney*
- Thorpe, K., Welsh, J., & Burgess, C. (2022). Aboriginal community workers teaching the teachers. *Paper presented at the World Indigenous Peoples Conference Education. 26-30 September 2022*
- Thorpe, K & Burgess, C. (2023). Truth Telling is Healing, Healing is Nation Building. *Webinar for Australian Teacher Education Association, 14th June 2023*
- Thorpe, K & Burgess, C. (2022). Learning from Country Teaching/Research Project. *Indigenous Higher Education Conference UTS*
- Thorpe, K., Welsh, J., & Burgess, C. (2022). Aboriginal community workers teaching the teachers. *Paper presented at the World Indigenous Peoples Conference Education. 26-30 September 2022*
- Thorpe, K & Burgess, C. (2021). Learning from Country' experiences and their influence on Early Career Teacher Practice. *Paper presented at the Australian Association of Research in Education (AARE) on-line*
- Burgess, C, Fricker, A & Weuffen, S. (2021). Lessons to learn, discourses to change, relationships to build: DRT, school leadership & Aboriginal students' schooling experiences. *Symposium Paper presented at the Australian Association of Research in Education (AARE) on-line*
- Burgess, C. & Lowe, K. (2020, Apr 17 - 21) *Developing a Sustainable Professional Leadership Model to Embed a Culturally Nourishing Response to Aboriginal Education* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vs5thmz> (Conference Canceled)
- Thorpe, K. & Burgess, C. (2020, Apr 17 - 21) *Decolonizing Teacher Education Through Learning From Country* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tzoxqe7> (Conference Canceled)
- Burgess, C. & Lowe, K. (2019). Developing a sustainable professional leadership model to embed a culturally nourishing response to Aboriginal education. *Symposium paper presented at the Australian Association of Research in Education (AARE). Queensland University of Technology, Brisbane Australia, 1-5 December, 2019.*
- Thorpe, K. & Burgess, C. (2019). Aboriginal community educators' passion, purpose and obligation in leading Learning from Country in the City. *Paper presented at the Australian Association of Research in Education (AARE)., Queensland University of Technology, Brisbane Australia, 1-5 December 2019*
- Thorpe, K. & Burgess, C. (2019). Decolonising teacher education through Learning from Country. *Symposium paper presented at the Australian Association of Research in Education (AARE). Queensland University of Technology, Brisbane Australia, 1-5 December, 2019*
- Burgess, C. & Lowe, K. (2019). Aboriginal Voices - Developing a research informed model of Indigenous Education. *Keynote presented at the University of Sydney's International symposium on leading culturally nourishing schooling, Sydney School of Education and Social Work, 15-16 October, 2019*
- Burgess, C & Thorpe, K. (2019). Leading by listening: Learning from Country. *Presentation at the University of Sydney's International symposium on leading culturally nourishing schooling, Sydney School of Education and Social Work, 15-16 October, 2019*
- Burgess, C & Thorpe, K. (2019) Learning from Country. Aboriginal visions of community-led professional learning. *Workshop presented at the Australian Council for Educational Leaders, 2019 National Conference: Vision and Voice. The Hilton Sydney, 2-4 October 2019*
- Lowe, K. & Burgess, C. (2019). Culturally responsive leadership in Aboriginal contexts. *Paper presented at the Australian Council for Educational Leaders, 2019 National Conference: Vision and Voice. The Hilton Sydney, 2-4 October 2019*
- Burgess, C. (2019) Why Aboriginal Studies Matters. Curriculum and Pedagogy Workshop presented at the *Punaal. Boone. Biame. Spirit of Sun, Moon, Creator. Aboriginal and Torres Strait Islander Catholic Education NSW State Conference. Crown Plaza Hunter Valley, 10-12 September 2019*
- Burgess, C & Thorpe, K. (2019) Learning from Country in the City. *Paper presented in the Symposium 'Country as Teacher' at the Australian Teacher Education Association (ATEA) University of the Sunshine Coast 3-5 July 2019*
- Burgess, C. & Thorpe, K. (2018). Embedding Indigenous Knowledges Through Learning from Country. *6th World Curriculum Studies Conference, The University of Melbourne, 9-12 December.*
- Guenther, J., Harrison, N., & Burgess, C. (2018) Voices of Aboriginal and Torres Strait Islander families: A systematic review of the research literature: 2006 – 2017. *Symposium presented at the Australian Association for Research in Education (AARE), University of Sydney December 2018*

- Burgess, C., Vass., & Bishop, M (2018) Why and what sort of culturally responsive approach? *Symposium presented at the Australian Association for Research in Education (AARE)*, University of Sydney 2-6 December 2018
- Burgess, C., & Bishop, M (2018) Cultural mentoring in education: Using Decolonising Race Theory to re-view the importance of local Indigenous Knowledges in culturally responsive schooling practices. *Symposium presented at the Australian Association for Research in Education (AARE)*, University of Sydney 2-6 December 2018
- Golledge, C., & Burgess, C. (2018). Exploring praxis, practice and identity in case studies of Aboriginal teachers. *Paper presented at the Australian Association for Research in Education (AARE)*, University of Sydney 2-6 December 2018
- Burgess, C. (2017) What evidence is there of pedagogical practices that support, engage and improve the educational outcomes of Aboriginal students? What do we really know? The Systematic Review of programs that support Aboriginal and Torres Strait Islander students at school. *Symposium presented at the Australian Association for Research in Education (AARE)*, Hotel Realm, Canberra, Australia, 2017.
- Burgess, C., & Lowe, K. (2017) Aboriginal Voices: Transforming education for Aboriginal students. *Paper presented at the Australian Association for Research in Education (AARE)*, Hotel Realm, Canberra, Australia, 2017.
- Burgess, C., Lowe, K., & Goodwin, S. (2017) Problematising dominant ways of thinking in Aboriginal education policy. *Paper presented at the Australian Association for Research in Education (AARE)*, Hotel Realm, Canberra, Australia, 2017.
- Burgess, C. (2016). Mobilising Aboriginal community social and cultural capital to transform teacher professional learning. The Politics of Indigenous Curriculum: Dilemmas for Teacher and Teacher Educators. *Symposium Presented at the Australian Association for Research in Education (AARE)*, The Melbourne Cricket Club, Melbourne, Australia, 2016.
- Burgess, C (2015). Beyond cultural competence: relationships focused pedagogy through collaborative community engagement. *Paper presented at the Australian Association for Research in Education (AARE) Conference*, Freemantle, WA. December 2015
- Burgess, C (2015). Listening to the 'other' through narrative inquiry. *SYMPOSIUM Paper presented at the Australian Association for Research in Education (AARE) Conference*, Freemantle, WA. December 2015
- Burgess, C (2015). Community-controlled teacher professional learning through cultural immersion, pedagogical and cultural mentoring – a case study of two inner Sydney schools. *Paper presented at the National Aboriginal and Torres Strait Islander Education Conference*, Melbourne November 2015
- Thorpe, K., Burgess, C. (2014). Capturing authentic learning in mandatory Indigenous education subjects at the University of Sydney. *World Indigenous Peoples Conference on Education, 2014*, Kapiolani Community College, Hawaii.
- Burgess, C., Cavanagh, P. (2014). Cultural immersion for teachers: Developing a community of practice for teachers and community members. *Asia-Pacific Educational Research Association International Conference, 2014*, Hong Kong Institute of Education.
- Burgess, C., Cavanagh, P. (2014). Cultural immersion: The key to the next 50 years? *Breaking Barriers in Indigenous Research and Thinking*, National Convention Centre, Canberra.
- Burgess, C. (2014). Developing teachers' pedagogical cultural identity through cultural immersion: The key to engaging Indigenous Australian students and their families in education. *European Conference on Education, 2014*, Brighton, UK.
- Burgess, C., Thorpe, K. (2014). Mandating Indigenous education: Tensions and transformations. *Breaking Barriers in Indigenous Research and Thinking*, National Convention Centre, Canberra.
- Thorpe, K., Burgess, C. (2013). Mandating Indigenous education: Tensions and transformations. *Forum on Indigenous Teaching: Building an Evidence Base, 2013*, University of Melbourne.
- Burgess, C., Cavanagh, P. (2012). Real Stories, Extraordinary people. Preliminary findings from an Aboriginal community-controlled cultural immersion program for local teachers. *2012 Joint International Conference of the Australian Association for Research in Education (AARE) and the Asia Pacific Educational Research Association (APERA)*, Sydney: Australian Association for Research in Education (AARE).
- Burgess, C. (2012). The role of agency in determining and enacting the professional identities of early career Aboriginal teachers. *2012 Joint International Conference of the Australian Association for Research in Education (AARE) and the Asia Pacific Educational Research Association (APERA)*, Sydney: Australian Association for Research in Education (AARE).

CURRICULUM VITAE

- Burgess, C. (2011). Aboriginal pre-service teacher perspectives on the professional experience. *18th International Conference on Learning*, Mauritius.
- Thorpe, K., Burgess, C. (2011). Pedagogical approaches to teaching and learning in a mandatory Indigenous teacher education course. *18th International Conference on Learning*.
- Burgess, C., Berwick, C. (2010). Aboriginal peoples perceptions and beliefs about quality teaching. *AARE International Education Research Conference 2009*, Canberra: Australian Association for Research in Education (AARE).
- Burgess, C. (2010). Aboriginal Preservice Teacher perspectives on the Professional Experience [Roundtable presentation]. *Australian Teacher Education Association 2010 Conference - Teacher Education for a Sustainable Future*.
- Burgess, C. (2010). What Good a National Curriculum for Indigenous Students? *AARE International Education Research Conference 2009*, Canberra: Australian Association for Research in Education (AARE).