



**Southern Cross  
University**

Sustainability, Environment, and the  
Arts in Education Research Centre

Sustainability, Environment, and the Arts in Education (SEAE) Research Centre

# SEAE – 2030 STRATEGY

REVOLUTIONARY EDUCATION AND  
ARTS-BASED RESEARCH FOR CLIMATE,  
ENVIRONMENTAL, AND SOCIAL JUSTICE

SEAE | Faculty of Education | Southern Cross University



## **Acknowledgment of Country**

We acknowledge Widjabal Country as the Country where Southern Cross University originated and grew, and from where it continues to grow. It seeded the growth of our Gumbaynggirr Campus in Coffs Harbour, our Yugambeh Campus in Coolangatta and it planted the seeds to transform the Countries we are on. Understanding our origins will make each step into the future a more purposeful one, leading all to transform tomorrow.

## PROFESSOR AMY CUTTER-MACKENZIE -KNOWLES



**SEAE Research Leader;  
Executive Dean, Faculty  
of Education**

Professor Amy Cutter-Mackenzie-Knowles is the Executive Dean of Southern Cross University's world-leading Faculty of Education, as well as the Research Leader of the 'Sustainability, Environment, and the Arts in Education' (SEAE) Research Centre. She is a career primary-secondary school teacher. Cutter-Mackenzie-Knowles's research centres on climate change, childhoodnature, posthuman philosophy, and child-framed research methodologies. She is particularly focused on the pivot points between education, science, and philosophy.

Professor Cutter-Mackenzie-Knowles has led over 40 national/international research projects, and is presently the lead researcher on a 2024-2027 Australian Research Council (ARC) Discovery grant on climate change education on/with Country. She has published more than 180 publications with her latest book entitled 'Posthuman Research Playspaces: Climate Child Imaginaries' Cutter-Mackenzie-Knowles has been recognised for both her teaching and research excellence in environmental education, including an Australian Teaching Excellence Award (OLT) and an Australian Association for Environmental Education Fellowship (Life Achievement Award) for her outstanding contribution to environmental education research.

## PROFESSOR ALEXANDRA LASCZIK



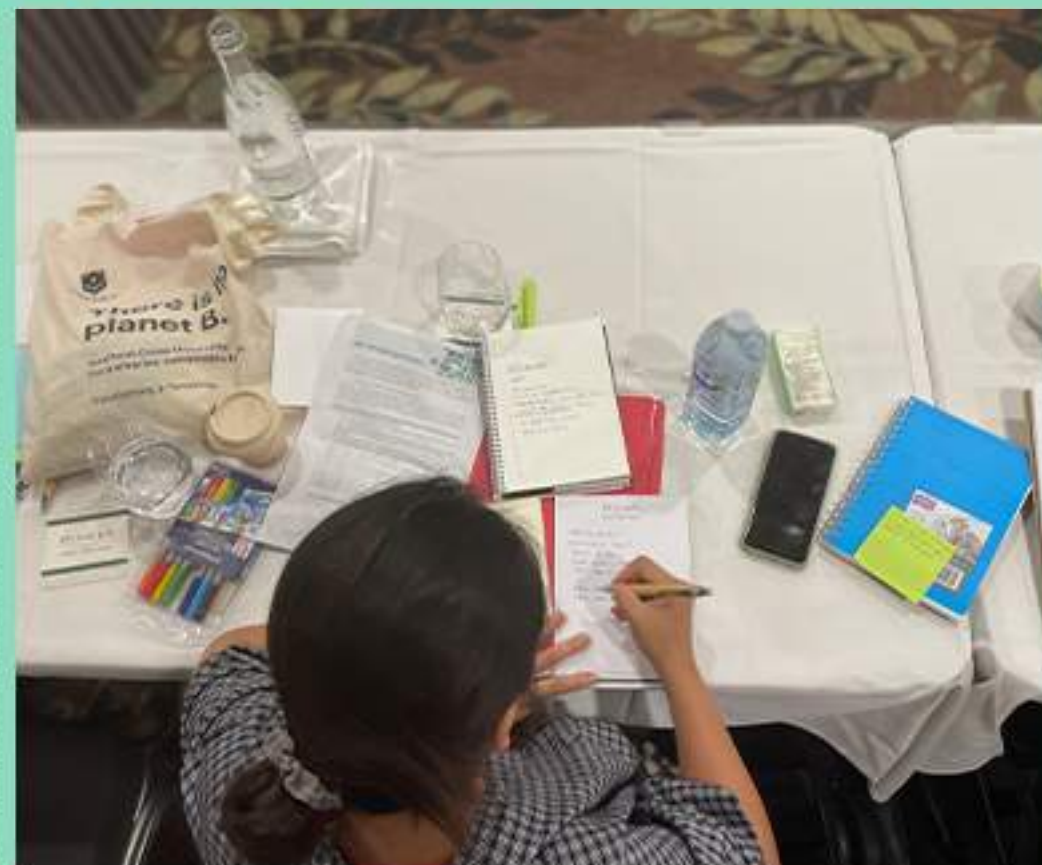
**SEAE Research Co-Leader**

Professor Lasczik's research is anchored in the integration of visual arts into education and practice. Her work explores themes of movement, climate change, philosophical inquiries, and interventions for youth at risk, employing a blend of painting, drawing, photography, poetry, walking inquiry, and creative writing. She is an expert in A/r/tography—a method blending art, research, and teaching to explore educational inquiries child-centred research methodologies. These approaches underscore her commitment to innovative and experiential learning and inquiry processes.



## 2030 Strategy

This research concentration was established in 2012 and is co-led by Professor Amy Cutter-Mackenzie-Knowles and Professor Alexandra Lasczik.



## Overview

The SEAE 2030 Strategy focuses on using education and art to promote climate, environmental, and social justice. It outlines goals and strategies to drive positive change through collaboration, radical thinking, and research, aiming to create a global network that works together to address pressing issues.

The strategy seeks to unite diverse communities and disciplines to tackle challenges like climate change, inequality, and environmental degradation. It promotes inclusive and sustainable solutions that benefit both people and the planet.





# PURPOSE

## **SEAE - 2030 STRATEGY**

REVOLUTIONARY EDUCATION AND  
ARTS-BASED RESEARCH PRAXES FOR  
CLIMATE, ENVIRONMENTAL, AND  
SOCIAL JUSTICE.



PURPOSE

# Relational research communities

Enliven relationality through collaborative praxis  
for/with climate, environmental, and social justice  
education research communities.

## OBJECTIVES

# Enliven relationality through collaborative praxis for/with climate, environmental, and social justice education research communities.

### 1.1

Invite and include broad representation in SEAE, including Aboriginal, Torres Strait Islander and global Indigenous peoples, young people and the more-than-human;

### 1.3

Foster opportunities and activities to mentor creatively and collectively and to develop professionally.

### 1.2

Create and nurture national and international collaborations with SEAE, partnerships and engagements with attention to ethical, equitable and majority-world concerns; and,

## STRATEGIES

- Establish a SEAE Advisory Board with diverse membership that includes Aboriginal & Torres Strait Islander peoples, children/youth, industry, and HDR candidates interested in climate, art, environmental, and social justice education research;
- Foreground culturally safe and socially responsive practices and relationships when planning SEAE events;
- Targeted recruitment of national and international SEAE adjuncts with attention to ethical, equitable and majority-world concerns;
- Host a biennial or triennial congress (by invitation and EOI/abstract) for national and international knowledge creation and exchange, mentoring and networking; and,
- Create a targeted mentoring program for grant writing, promotion, HDR/ECR career planning and development.





**RADICAL**

Centre radical philosophies in  
ongoing co-creations and imaginings  
of knowledge for/with children and  
the planet.

*philosophies*





## OBJECTIVES

Centre radical philosophies in ongoing co-creations and imaginings of knowledge for/with children and the planet.

### 2.1

Co-create, amplify and engage with Indigenous, feminist, posthuman, arts, radical ontologies, epistemologies, subjectivities, and theories that promote activist praxes in publications and impact initiatives through writing, making, and creating.

## STRATEGIES

- Co-create and publish a Climate Child International Reference Handbook with Springer in collaboration with diverse scholars, children, and young people;
- Prioritise SEAE philosophy keynotes, seminars, visiting scholars, and children/youth who engage with Indigenous, posthuman, arts, radical ontologies, epistemologies, subjectivities, and theories; and,
- Co-create and co-lead a seasonal school (e.g. summer school) focused on radical SEAE philosophies.





# Trans*disciplinary* methodologies

Enact transdisciplinary inquiry through climate, environmental, social justice, and arts education by creating, critiquing, and conversing with artful ways of doing, knowing and telling.



## OBJECTIVES

Enact transdisciplinary inquiry through climate, environmental, social justice, and arts education by creating, critiquing, and conversing with artful ways of doing, knowing and telling.

### 3.1

Advance, progress, promote and stimulate creative, innovative, inter-, intra, and trans-disciplinary methodologies through workshops, resources and knowledge-sharing networks; and,

### 3.2

Establish and maintain accessible making and collaborative research spaces.

## STRATEGIES

- Create a transdisciplinary methodology workshop series underpinned by research literature e.g. a/r/tography, participatory child-framed methodologies; postqual ways;
- Create a transdisciplinary methodology workshop series underpinned by research literature e.g. a/r/tography, participatory child-framed methodologies; postqual ways;
- Repurpose existing FoE real estate as exhibition spaces;
- Ensure that retreats always include at least one creative/practice-based activity with a view to collaborative publication;
- Establish and maintain a maker space on each campus;
- Ensure that the Living Lab spaces on each campus accommodate making and studio practice;
- Evaluate Studio Usage and needs annually; and,
- Invest in high quality, sustainable materials for making.





# DISRUPTING *EDUCATION* SYSTEMS

Disrupt, revolutionise, and enact climate, environmental, and social justice in education praxes for transformative change in policies, curricula, and pedagogies.



## OBJECTIVES

Disrupt, revolutionise, and enact climate, environmental, and social justice in education praxes for transformative change in policies, curricula, and pedagogies.

### 4.1

Collaborate with learning communities to revolutionise climate, environmental, and social justice in education;

### 4.3

Advocate and lead policy, curricula, and pedagogical development in climate change education, environmental education, and arts education.

### 4.2

Disrupt colonial discourses and co-create research-led anti-racist and posthuman pedagogies and curriculum; and,

## STRATEGIES

- Critically assess and implement amendments to the core environmental education ITE (Initial Teacher Education) units to transform curricula and pedagogies for climate, environmental, and social justice (including decolonial, anti-racist and posthuman pedagogies;
- Co-develop short courses on sustainability, focusing on climate, environmental, and social justice in education, for teachers and educational leaders;
- Co-develop short courses, units and professional development opportunities in decolonial and anti-racist pedagogies; and,
- Attract large-scale funding to lead policy, curricula, and pedagogical development in climate change education and environmental education.





# HIGH *IMPACT* RESEARCH

Mobilise climate, environmental, and social justice education research that attends to local and global issues through high-impact funding, publications, creative works, and praxes.



## OBJECTIVES

Mobilise climate, environmental, and social justice education research that attends to local and global issues through high-impact funding, publications, creative works, and praxes.

### 5.1

Prioritise high-impact funding and collaborations that deliver on SEAE's purpose;

### 5.3

Engage and apply feminist citation and support practices to foreground diverse scholars, knowledges, and communities; and,

### 5.2

Enhance research impact through knowledge sharing, exchange, and exhibition;

### 5.4

Develop a legacy plan for SEAE to ensure the sustainability of the research centre.

## STRATEGIES

- Identify annual SEAE Research Centre grant and publishing targets and report against at quarterly business meetings;
- Distribute quarterly updates on funding opportunities, and existing and planned collaborations;
- Develop research-impact outputs for newly published article/book chapter/book (eg. Conversation articles, 1-minute reels) and publish these on the SEAE website (external), SEAE socials, Faculty Matters, Southern Cross Matters, SCU Research Matters, and any other relevant avenues or platforms;
- Create a public pedagogy program that highlights research impact through exhibition, readings, think tanks, and public dialogues;
- Co-create SEAE feminist citation practice guidelines; glossary of feminist terminology; resource bank of feminist and diverse scholars, transdisciplinary methodologies and philosophies; and bias awareness training;
- Collaborate closely with the Faculty's/University's media office to enhance SEAE's public impact; and,
- Develop a SEAE knowledge archive and legacy plan.





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[seaersearchcentre.com](http://seaersearchcentre.com)