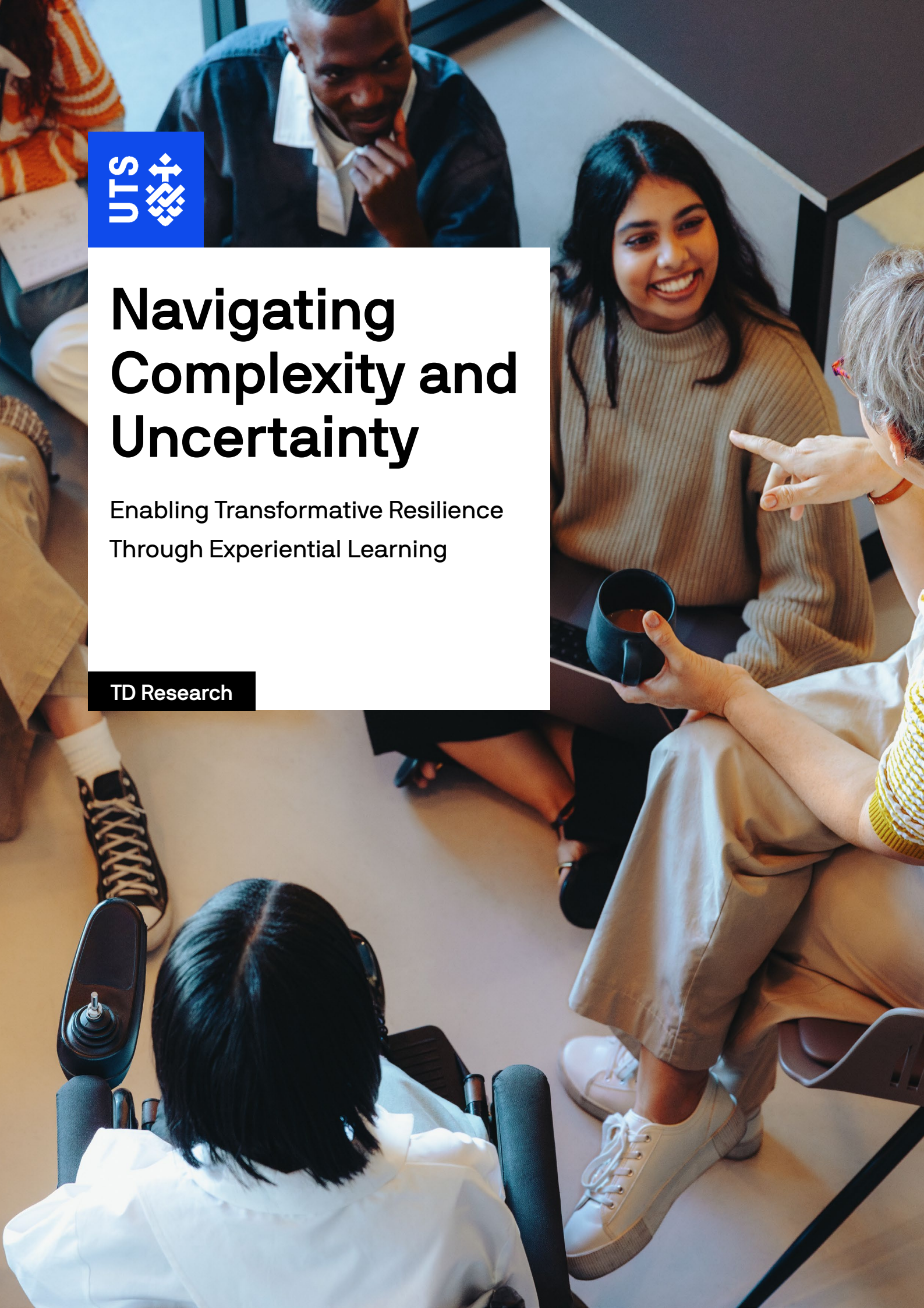




Navigating Complexity and Uncertainty

Enabling Transformative Resilience
Through Experiential Learning

TD Research



As societies face accelerating climate disruption, social fragmentation, and technological upheaval, education must do more than transfer knowledge—it must prepare learners to thrive in uncertainty. Today’s students need capabilities that go beyond technical skills: adaptability, agency, creativity, and resilience, and they need more than subject expertise — they need the capabilities to adapt, respond, and act with purpose in complex situations, empowering them to navigate complexity and lead regenerative change for sustainable futures.

So, in a world where uncertainty is becoming the norm, how might we reshape learning so all students can build the confidence, creativity, and agency to navigate complexity and influence the futures they will inherit?

Project Overview

This research investigates how experiential learning across disciplines enables transformative learning for students in school and university contexts. Applying participatory action research and co-design, we work with educators, students, educational institutions, and communities to better understand the needs of contemporary learners and design learning experiences that support individual and collective agency. A core concept explored in this research is transilience—transformative resilience, or how students interact with and respond to the systems they live within (schools, communities, families, climate) and how they can develop the inner and outer capacities to stay grounded and adaptive even in challenging situations. By integrating futures thinking, systems approaches, student-led projects, and experiential learning, the research informs curriculum and partnership design that cultivates purpose, creativity, agency, and regenerative leadership for navigating uncertainty.

Our Impact

Our transdisciplinary research team is driving systemic change in education—developing evidence-based frameworks that help schools and universities move beyond traditional models and toward approaches that foster resilience, creativity, purpose, and regenerative leadership. Through co-designed pilots with schools, families, and local health services, we support adaptation and resilience within education systems and spark global conversations among educators, policymakers, and industry on reimagining learning for sustainability and social justice. As a result, we help ensure students and graduates are equipped to lead ethically and innovate responsibly. By contributing practical prototypes and open processes for education and health collaborations, our research empowers individuals and communities to navigate uncertainty with confidence and compassion.

What this means in practice:

- **Helping Students Thrive in Uncertain Times:** Giving young people the skills, confidence, and regenerative leadership mindset to cope with climate anxiety and rapid social change.
- **Changing How We Teach:** Creating practical tools co-designed with schools, local services and families that build adaptability, compassion, and creativity into everyday learning.
- **Driving Big Picture Change:** Bringing educators, policymakers, health partners, and industry together to rethink education so it works better in a complex, uncertain world.
- **Making a Global Difference:** Sharing ideas and solutions internationally to shape education that supports sustainability, fairness, and a better future for all.

Work with us

We deliver a wide range of research projects for public and private sector partners seeking research expertise and support in overcoming their complex challenges using our unique transdisciplinary (TD) methodology. To find out how TD Research can help you and your organisation, please email -

TDResearch@uts.edu.au

INDUSTRY PARTNER

Possibility Studies Network.

COLLABORATING PARTNERS

UTS Transdisciplinary School, NSW Department of Education, Orygen Youth Mental Health Australia and Talkpoint Women.

RESEARCH TEAM

Monique Potts, Alex Baumber, Susanne Pratt, Bem Le Hunt, Giedre Kligyte, Sean Walsh, Lucy Allen-Kelley, Jarnae Leslie, Hannah Higgins and Dan Ferreira collaborate on a range of different areas relating to this research.



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