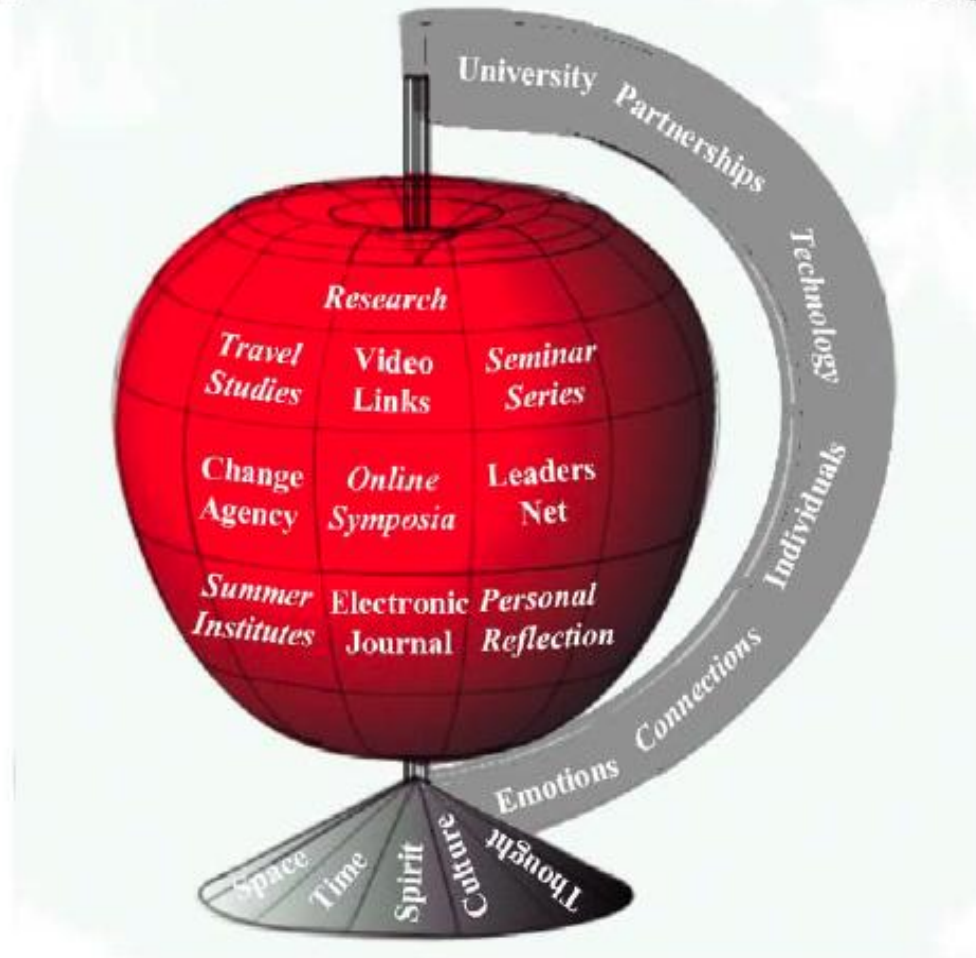


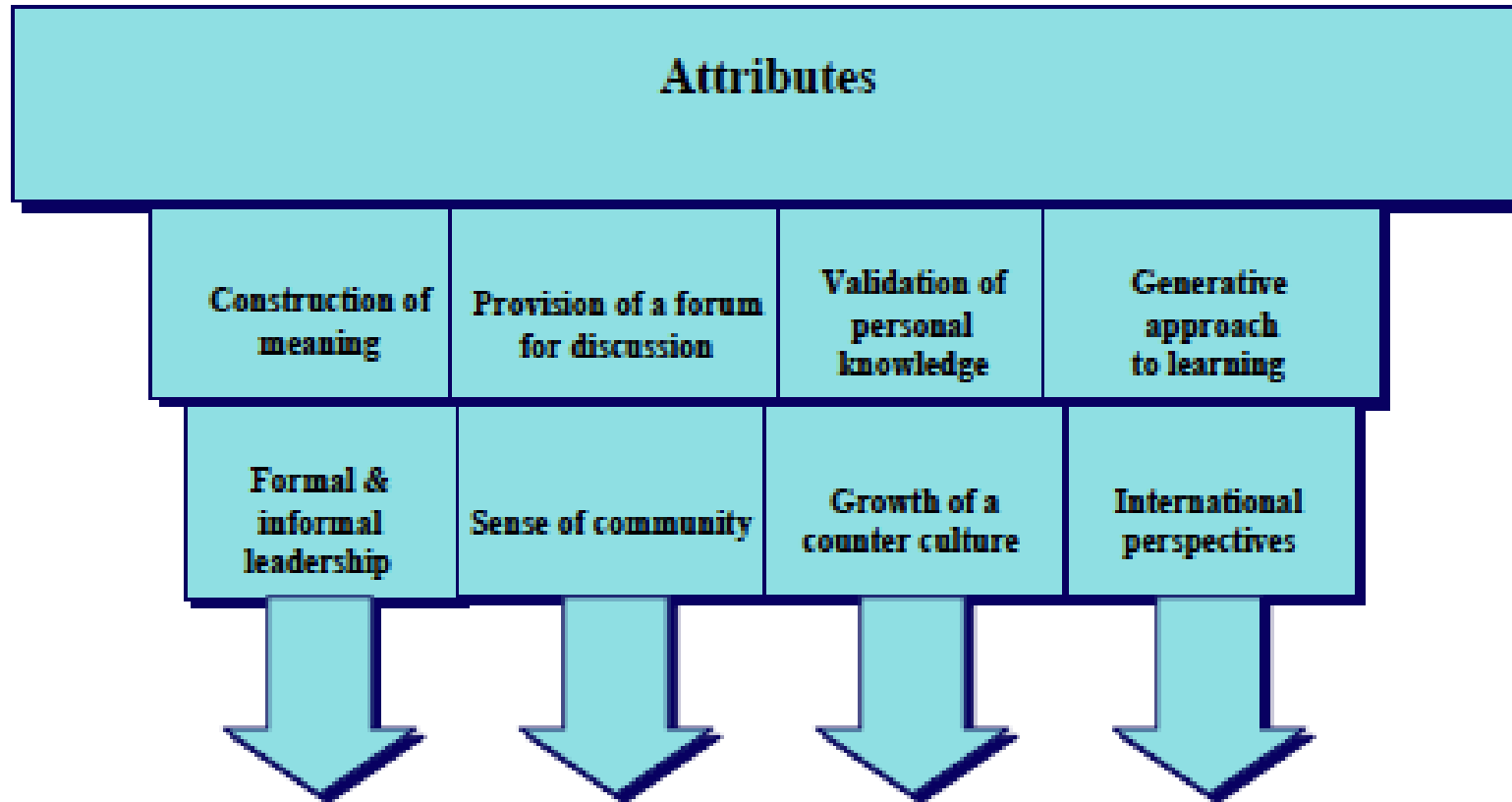


# Learning Through Space & Across Time



Previously published in: Webber, C.F. & Robertson, J.M. (2004). Internationalization and Educators' Understanding of Issues in Educational Leadership. *The Educational Forum* , 68(3), 264-275.

(Originally published in Robertson & Webber, 2000)



# Practices

Co-learning

Public learning  
and teaching

Flexible  
timing

Integration of  
technology

Confluence of  
theory and  
practice

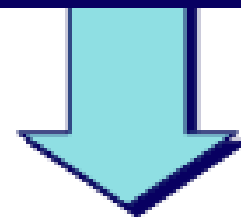
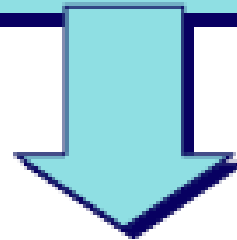
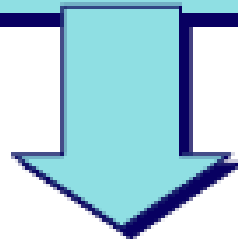
Reduced  
control

Pastoral  
care

Shared/modeled  
leadership

'Possibilizing'

'Big picture'  
focus



(Originally published in Robertson & Webber, 2000)

The development of agency - the self-efficacy and confidence required to move towards other ways of *being* - believing that you *are* an educational leader and an agent of change who can make things happen.

## Outcomes

Emotional engagement with learning

Development of a critical perspective

Movement beyond self

Development of agency

(Originally published in Robertson & Webber, 2000)

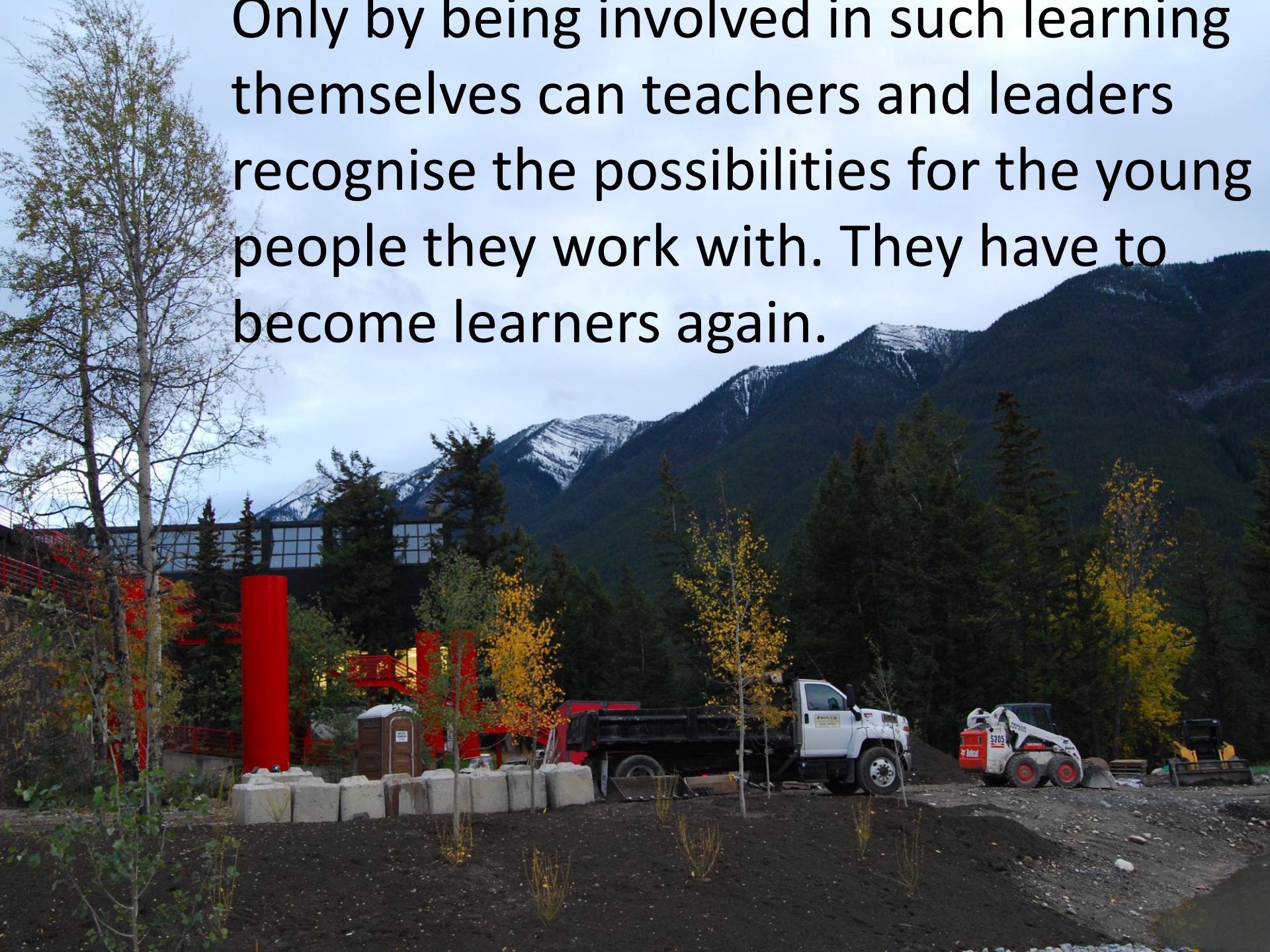




If we want students  
who are creative,  
adaptive,  
collaborative,  
agentic, engaged –  
with strong moral  
purpose –  
then we must give  
leaders these  
experiences in their  
own learning



Only by being involved in such learning themselves can teachers and leaders recognise the possibilities for the young people they work with. They have to become learners again.





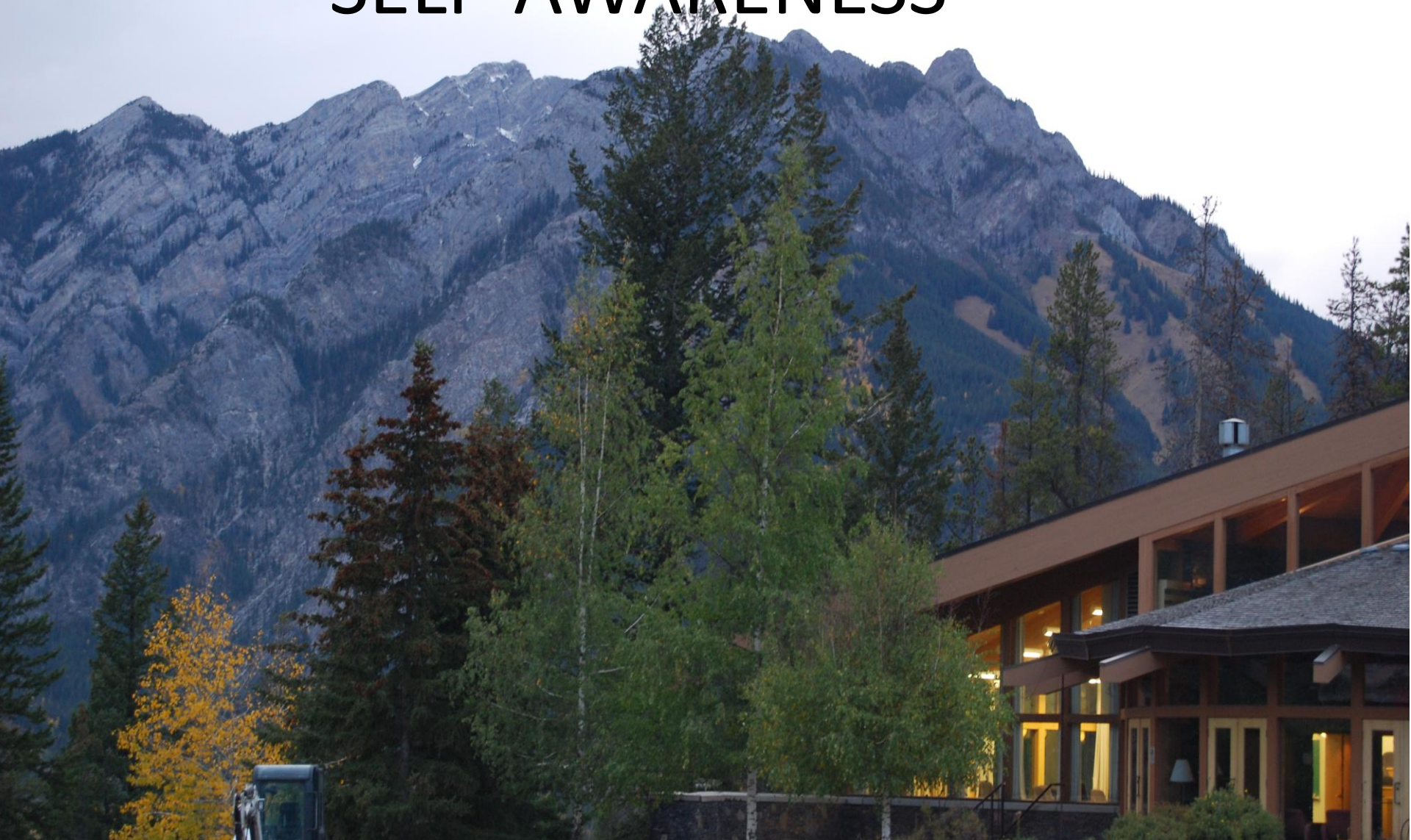
Knowing, doing, BEING





# Values, beliefs, biases, assumptions

## SELF-AWARENESS





Inquiry-focused, reflective practice,  
double/triple loop learning, feedback  
loops - fluid, flexible, anytime learning





A photograph of a modern glass building at dusk. The building's facade is composed of a grid of dark frames holding large glass panels. The sky is a deep blue, and the interior lights of the building are visible through the glass, creating a pattern of small, bright squares. The text is overlaid in white, sans-serif font, centered horizontally and positioned in the upper half of the image.

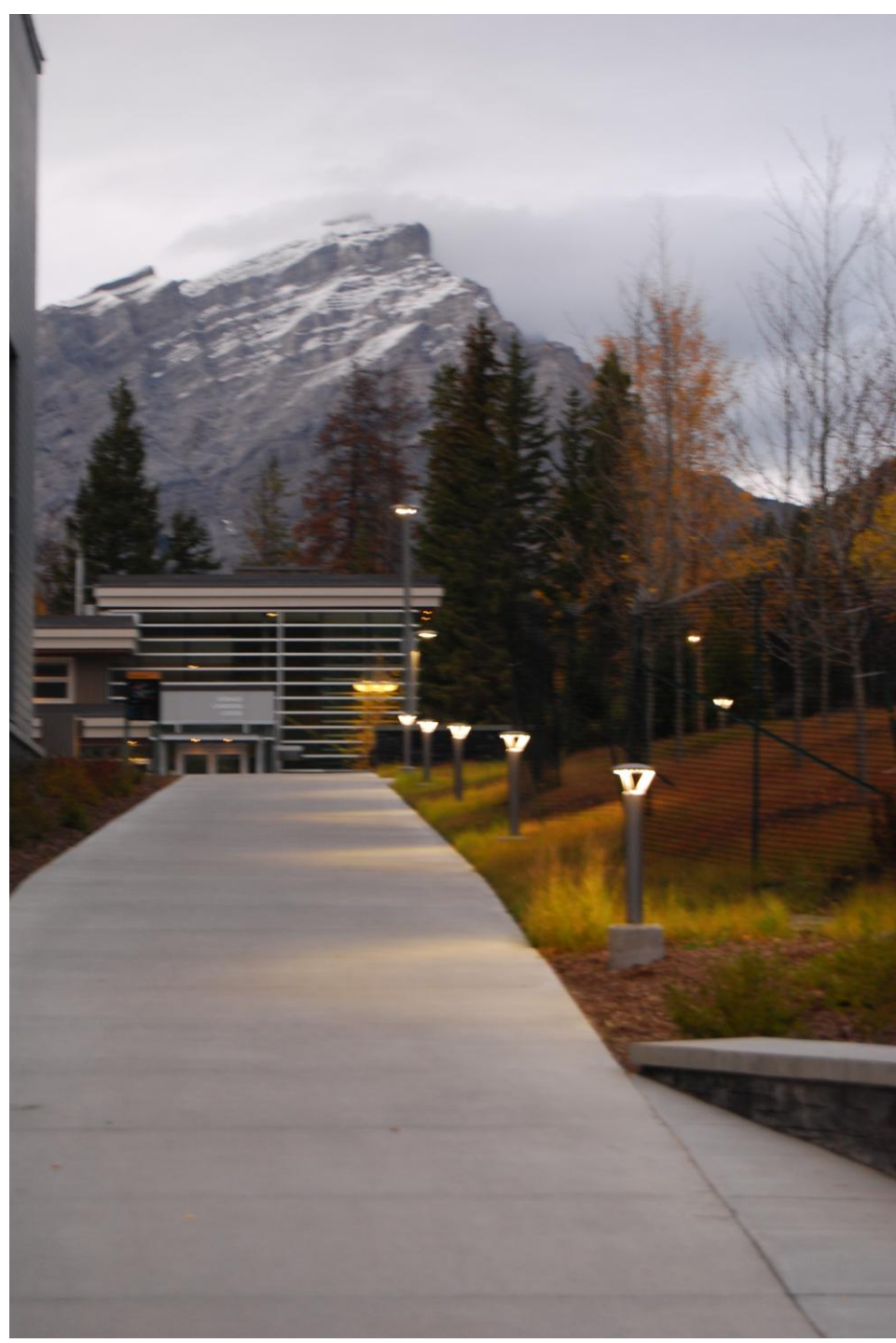
Outside perspectives are essential in  
the learning process: coaches,  
mentors, students, family, research





Validation of  
personal knowledge  
Informal and formal  
leadership;  
Reduced control;  
Partnership;  
Reciprocity.

Transformational,  
equity,  
social justice,  
moral purpose,  
culturally  
Responsive.





If we want leaders to design  
C21st learning environments then they  
need to be given those  
experiences, with meta-cognitive  
processes around their learning.

