

2. Becoming an Autonomous Teacher-Leader

In this course you will learn to become a leader, someone who can envision, develop and implement change necessary to benefit her community. Someone who has the skills and the foresight to know what needs to be done and the courage to do it.

You will develop skills for education in the 21st century that require teachers to

- ✓ be innovative
- ✓ adapt to constantly-changing circumstances
- ✓ know how to 'lead from behind'
- ✓ inspire colleagues, learners and management

You will develop the personal, emotional, ecological and spiritual strength necessary to become a true leader in your institution. You will join a community of dedicated, enthusiastic educators who, like yourself, want to make a real difference. This is an ideal follow up to the LAE program as it will help educators to implement learner autonomy and advising in their institutions.



Contact

Research Institute for Learner Autonomy Education (RILAE)

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Research, Professional Education, and Practice in Autonomy

The Research Institute for Learner Autonomy Education (RILAE) was established at Kanda University of International Studies in Japan in 2017 and is a resource for practitioners and researchers around the world interested in learner and teacher autonomy. The aim of RILAE is to promote research, professional development, and best practice in developing lifelong and lifewide autonomous learning. We do this through:

- ✓ an active community of practitioners and researchers
- ✓ free online 'LAb Sessions' for sharing best practice in research and practice of autonomy
- ✓ an open-access journal, called Relay Journal, open to all practitioners and researchers
- ✓ courses in the areas of advising and autonomy
- ✓ repositories of research instruments and data for autonomy-related studies



<https://kuis.kandagaigo.ac.jp/rilae/>



<https://kuis.kandagaigo.ac.jp/relayjournal/>

Relay Journal (ISSN 2433-5444) is a completely free, open-access journal dedicated to disseminating research and best practice in the broad areas of learner and teacher autonomy. It is firmly developmental in its aims, catering not just to established researchers but also to language practitioners in all contexts, reporting exploratory practice, action research, evaluations and development work. It covers a wide variety of formats, including research articles, reports on ongoing projects, opinion pieces designed to encourage active debate, graduate students' work, interviews with people active in the field, and so on.

Relay Journal uses a post-publication peer review model which enables authors to participate in discussion with the wider community and improve their papers as part of an open, supportive and collaborative process.



We offer intensive courses and online programs tailored to individual and institutional needs. The courses consist of a mixture of live workshops and lectures, online classes, group work, self-study, project work, and ongoing feedback. The courses are facilitated by leaders in the field. Please contact us for more details.

1. Learning Advisor Education (LAE) Program: Becoming a Professional in Promoting Autonomy through Reflective Dialogue

<https://kuis.kandagaigo.ac.jp/rilae/education/courses/>

The Learning Advisor Education (LAE) program enables you to become a professional advisor and a skilled practitioner in conducting reflective dialogue with learners to promote autonomy. The LAE program includes four courses (Getting Started, Going Deeper, Becoming Aware, and Transformation) by providing initial and continuing education for those who wish to become professional advisors. On completion of each course in the LAE program, you will receive a Certificate from RILAE, Kanda University of International Studies.