**Stream**: Creating Leaders Through the Eyes of Whiteness

**Title**: Transnationalism and the Flat World: Looking for Emerging Leaders in All the Right (?) Places.

Education, broadly, should produce a well-informed, responsive, and productive citizenry (Goodlad, 2000; Harkavy, 2006). As challenges of plurality increase in the public sphere and in our schools, there is equally a need to produce educators and leaders who can facilitate global and trans/national understandings. It is one thing to espouse leadership as transactional or/and transformative; it is wholly another to connect theory to the praxis of lived and authentic leadership experiences. Critical theory, critical race theory, and black feminist perspectives have opened up spaces for dialogue across race, gender, and abilities. However, the dynamics of a globalized flattening world have raised further challenges in im/migrations, giving rise to newer discourse on cosmopolitanism and global citizenries (Hansen, 2010; Darling-Hammond, 2008). Yet, much of this discourse continues to be lensed through whiteness and/or dominant representations of power and normalizations. I theorize that while the latter may not need to be deconstructed any further or dismantled because as power is not willingly nor easily surrendered, the time for reexamining the occupants of *power* has arrived. The rise of the rest (Apple, 2010), President Obama’s re-election in the face of all odds, and other emerging demographic changes should call to our attention, the need to reframe who and what the leaders of the future will look like: transnational, cosmopolitan, and *othered (*Ifedi, *2010*; Irizarry & Kleyn, 2011). They are currently populating our classrooms (Gallagher-Geurtsen, 2012) and producing leaders and educators who can inspire, encourage, and empower them is of essence. This paper will discuss these dynamics and how these new transnational leaders and educators can move the conversation by their stories and lived realities. There are implications for not only our educational systems but our local and globalized institutions and societies. One such story is an international educational experience of the author, a transnational professor and white American graduate educators to the U.K. through which they all gained better understandings of themselves as American citizens and educators. Some initial findings of that study indicate that contrary to much prevailing literature and media accounts, which are mostly Eurocentric, exposure to the *Other* makes educators both more conscious and appreciative of *Self* and others. The call is therefore to find new transnational leaders in all the unexpected contexts.

Immigration, Transnationalism, Global perspectives/International Education, Educators

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