

Teaching leadership critically: Threshold concepts, structure and narratives

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Workshop

In this workshop we will consider how Critical Leadership Studies (CLS) is taught and learned in the classroom. Indeed, whilst there has been an upsurge of interest in critical approaches to leadership in the last decade, considerably less has been written about how such concepts are engaged with outside of intra-academic debates. This is particularly important if we frame CLS as a 'threshold concept' – that which is hard to understand but represents a transformed way of understanding that is irreversible and integrates previous knowledge.

Various threshold concept scholars have flagged the importance of educators considering not only the *content* of critical modules, but also how the *form* can enhance learning outcomes. We therefore invite participants to discuss and deliberate on a variety of topics and questions, including: How are critical modules structured? What narratives are most efficacious? How is knowledge presented, understood and assessed? What part does the tutor play in student 'transformation'? How useful are labels like CLS? By doing so we hope to open up a debate about the current state of critical leadership teaching; to share anecdotes and practical experiences; and to consider future potentialities.