

One of the aims of the 21st International Studying Leadership Conference is to “reconceive of leadership itself as a complex process of relational influence that enables interconnectivity and adaptability.” The classroom milieu is likely one of the most important locations where this complex process of relational influence occurs. Interventions in the leadership studies classroom are instrumental in creating the awareness and systemic change needed in our complex world.

Through this interactive workshop, the presenters will introduce and facilitate a conversation around topics of humanization/dehumanization (Freire, 1970), power and privilege (Dugan, 2017), intentional emergence (Hellstrom and Werner, 2021), and emergent strategy (Brown, 2017). Beginning from the definition of emergence as “the way complex systems and patterns emerge out of a multiplicity of relatively simple interactions” (Obolensky, 2010), participants will explore their own pedagogy. Specifically, participants will explore and share ways in which their own pedagogy reinforces existing systems of dehumanization and ways in which it is liberatory. Based on the awareness of the relatively simple interactions that happen in the classroom and their potential for enabling interconnectivity and adaptability, participants will collaborate to identify fractals of pedagogical innovation.

The workshop facilitators seek to model humanizing pedagogy in the workshop through the incorporation of multiple modalities. We will include examples of activities that participants could also apply to their own teaching. In this workshop, we plan to include the following: centering activity (connection before content, (Lipmanowicz & McCandless, 2013)), 1/2/4/all reflection and discussion, visual/artistic representations, and a gallery walk. The outline for the workshop is as follows (timing of the workshop can be adjusted to be either 60, 75 or 90 minutes, based upon conference scheduling limitations. 90 minutes is preferred).

Outline:

1. Centering Activity (5 minutes)
2. Presenters Intro (5 min)
3. Connecting classroom to systemic change – Content and Discussion (15 min)
 - a. Freire
 - b. Power and Privilege
 - c. Intentional Emergence
 - d. Emergent Strategy
4. One/Two/Four/All Reflection and Discussion (20 min)
5. Presenter Examples of Learning Interventions (5 min)
6. Small Group Artistic Representation and Gallery Walk (20 min)
7. Final Synthesis Takeaways (5 min)

Our classrooms can be formative in addressing the contemporary challenges listed in the conference theme. Climate change, economic inequality, race- and gender-based discrimination and violence cannot be solved if our classrooms mirror practices of dominance and eschew liberatory pedagogy. Through a deep dive and exploration of our own experiences, we hope that participants identify regenerative practices for systemic change.

Word Count: 403

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