

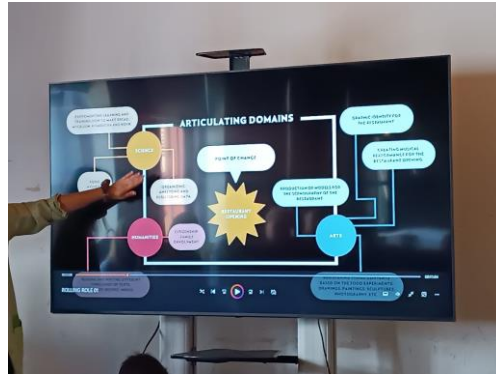


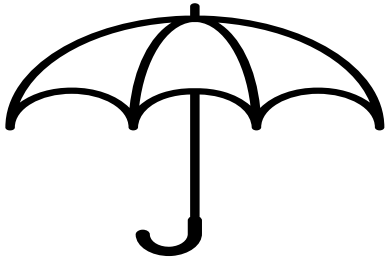


Dramatic Inquiry as an inclusive approach to teaching and learning

Tara Power
Assistant Lecturer Drama in Education
TU Dublin City Campus

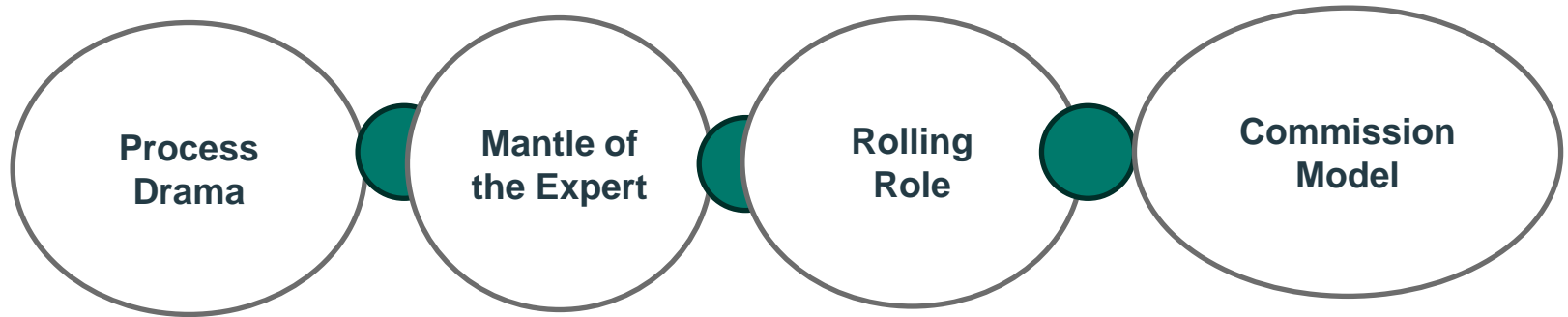






Dramatic Inquiry

The umbrella term coined by Dr. Brian Edmiston (2014) for Dr. Dorothy Heathcote's (1926-2012) four dramatic approaches to learning



MANTLE OF THE EXPERT

Mantle of the Expert approach places the participant at the centre of the learning. The teacher's role is to create the conditions whereby a mantle of leadership, knowledge, competency and understanding grows around the participant.

(Aitken, 2013)

The Fiction

The creation of a fictional context that is planned by the educator and developed in collaboration with the students.

(In this photo students are planning and discussing what is needed to re-imagine a derelict marketplace in the center of a town)

Inquiry Questions

- What do we know about the marketplace?
- What is community
- What does an outdoor space offer a community



The Expert Team

Expert teams are people with authority, power, and status; people with responsibilities and duties to others; a community with agreed values and a defined purpose; colleagues with a shared history of challenges, mistakes, and success; experts with training and experience (Taylor, 2016)



The Client

Typically, someone of high status who expects top standards.

For example: Local Council, CEO of the EPA, local preservation society

The Commission

- A specific commission that the team have been asked to undertake for example to reimagine a marketplace, run an animal shelter, create a student wellbeing center.
- Can be introduced with a memo/email/phone call



Curriculum tasks framed as professional tasks

Designing a recycle center/ setting up a school/ an early year's center, constructing signage, catering for visitors, researching, budgeting , resolving conflict

Tensions

Heathcote states that “the teacher puts the tension in, and the rest follows” (quoted in Smedley, 1971).

Well thought out obstacles are planned by teacher for the mantle. For example: cuts to funding, conflict between stakeholders, public opposition, damage to the building etc..

Drama for learning

Additional role-based activities are planned so that student's and teacher can explore different point's of view on the issues being explored. These roles are outside of the roles set up in the team

- Student's adopt different perspectives
- Explore different role status
- Empathise with other characters



Reflection

Reflection is crucial in Mantle of the Expert and takes place within the drama and afterwards.

The Participant in Mantle of the Expert is always aware of *both* the “as if “ *and* “as is” (Edmiston, 2003)

References

Aitken, V. (2013). *Dorothy Heathcote's mantle of the expert approach to teaching and Learning: A Brief introduction*. Connecting Curriculum, Linking Learning (pp.34-56) Chapter: 3: NZCER Press

Edmiston, B. (2014). *Transforming teaching and learning with active and dramatic approaches: Engaging students across the curriculum*. New York, NY: Routledge

Taylor, T. (2016). *A Beginner's Guide to Mantle of the Expert. A transformative approach to education*. Singular.



Further Resources:

<http://www.mantleoftheexpert.co.nz/>