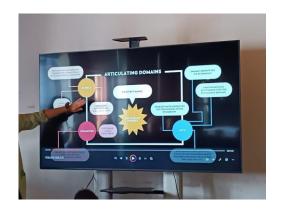
# Dramatic Inquiry as an inclusive approach to teaching and learning

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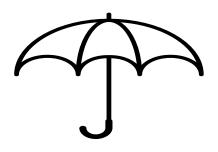
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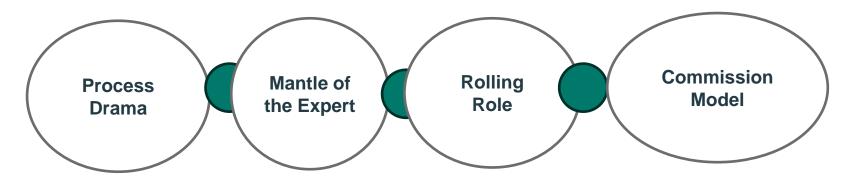






# **Dramatic Inquiry**

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

example to reimagine a marketplace,

have been asked to undertake for

run an animal shelter, create a

student wellbeing center.

Can be introduced with a

memo/email/phone call



#### MEMO

### From Wellbeing committee for education Ireland Student Wellbeing Centre

To: Planning Team

The Committee recently conducted a survey of student wellbeing and the results that came back have caused some concern. Several students reported feeling burnt out, not eating well and not getting enough outdoor activity. The survey also indicated that many students spend too much time on their phone, and they feel that it may be part of their tiredness. Some feedback said that academically students felt overwhelmed. Several students mentioned their unhealthy eating being linked to not having the time to prepare healthy meals due to a busy schedule. We also heard from students that had experienced bullying online and in person.

Your group have been identified as being very knowledgeable in the areas of wellbeing: emotional, physical, mental, and social. and we would love for you to lead this project. We would like you to set up a wellbeing center that is supporting and inviting, distraction free, tranquil and offer a range of services. If successful we plan to implement wellbeing centers into towns and schools across Ireland. We have left a supply of recycled materials for you to help in setting up the













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# 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 places 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/