

# Mantle of the Expert

## Make believe



None of us is as good as all of us.

# Mantle of the Expert

- The Mantle of the Expert is a dramatic-inquiry based approach to teaching and learning invented and developed by Professor Dorothy Heathcote at the University of Newcastle upon Tyne in the 1980's. The big idea is that the class do all their curriculum work as if they are an imagined group of experts.
- They might be scientists in a laboratory or archaeologists excavating a tomb, or a rescue team at the scene of a disaster. They might be running a removal company, or a factory, or a shop, or a space station or a French resistance group.





# *Mantle of the Expert*

*Handford Hall Primary School*

*TRAVEL BACK IN TIME AND BRING  
THE PAST TO LIFE - THE SUNKEN  
SHIP .*

*MoE project - years 5 and 6*

# Enterprise, client, expertise

- QCA Enquiry question: What were the effects of Tudor exploration? (History).
- The enterprise - the archaeologist team from City of London
- The client - BBC History Unit is making a series of programmes that chart all the major explorations from the Romans to the present time.
- The expertise - actors from the film company are commissioned to create a first cut version of the main events involving the sunken ship.
- Outcomes - recount/diary/news reports/non-chronological report, creative thinking/research/enquiry/use of ICT to make films, podcasts and TV presentations, caption and label making, experts explaining research to visitors, texts for talk/scripts/enactments.

# Teams

- Introduction to the Archaeologist team from the City of London (what do they do, where do they have their office, what equipment do they use etc. )
- In-role activities involving looking for various objects (outside/classroom).
- Preparing badges they are going to wear/identity cards/log books/office equipment/choosing a chairman, IT consultant etc, PowerPoint presentation - 'Archaeologist - who is he?'

# That important e-mail!

- Discovery of the sunken ship!
- Key questions: WHERE, WHEN, WHAT, WHY ...
- Trip organisation (diving equipment, relevant certificates PADI, hiring a boat/submarine etc).
- What do we need to take with us?
- How are we going to get there? (map work, planning a route, making important phone calls etc.)
- Visit from BBC History Unit

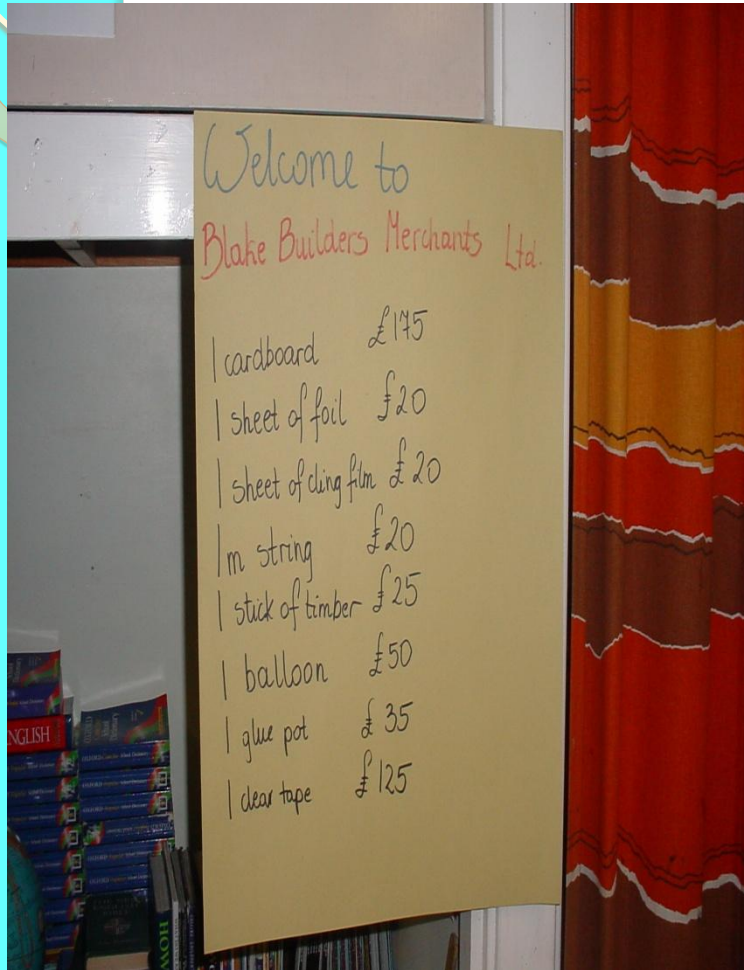
We've got a trip to organise, so stop chatting!



# HOW ARE WE GOING TO GET THERE?

- ***Designing a boat that is going to take us to the sunken ship.***
- Success criteria: it floats, carries weight, keeps equipment dry etc.
- Testing various materials.
- Budget setting.
- Buying relevant building materials (using specific suppliers)
- Designing and making a boat.
- Testing/evaluation.

# Blake's Builders Merchants Ltd



**Our suppliers**

Drama activities

# We have learnt how to budget...



- ❖ Choosing resources/equipment
- ❖ Checking materials against the success criteria
- ❖ Budgeting
- ❖ Choosing a member of each team to make a list and buy the supplies.....

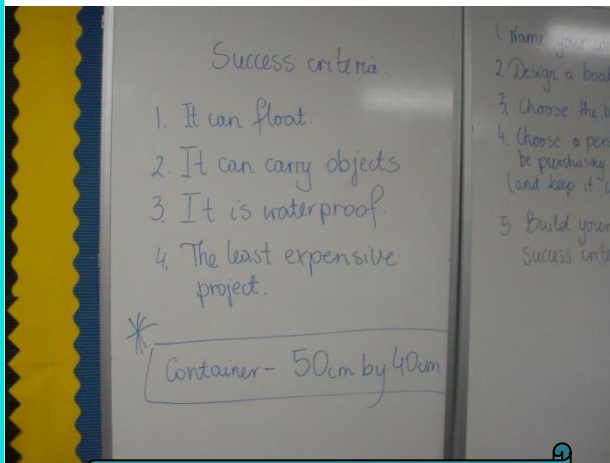
# Building contractors – planning meetings.



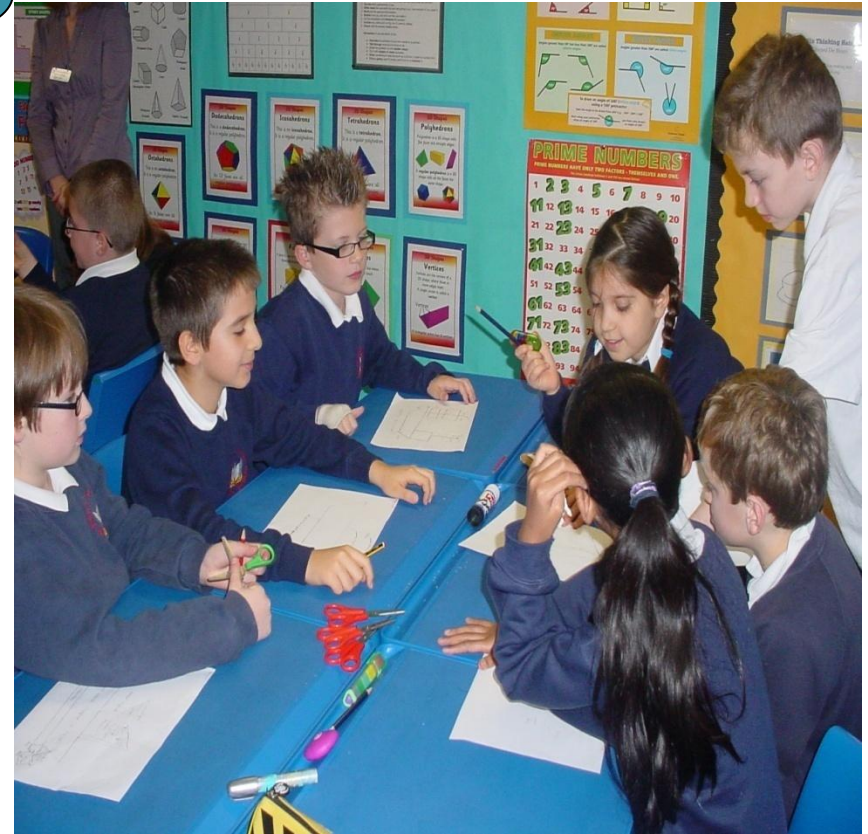
Discussions.....



# Choosing and analysing plans – presentations.



Our success criteria



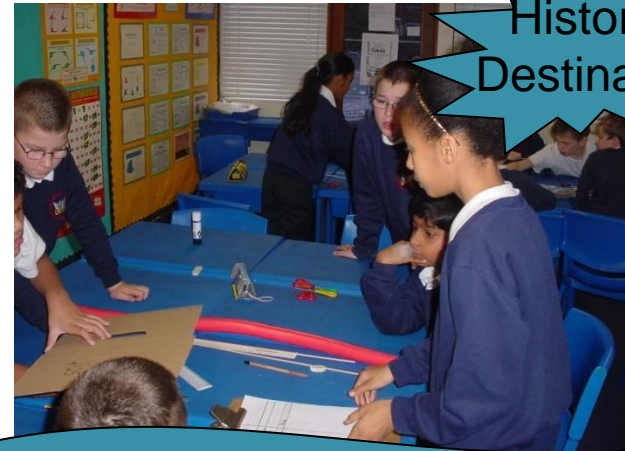
“ We need to modify our plan...” Azita

# Ready to shop!!!!!!!!!!!!

Welcome to Blake's Builders Merchants Ltd.

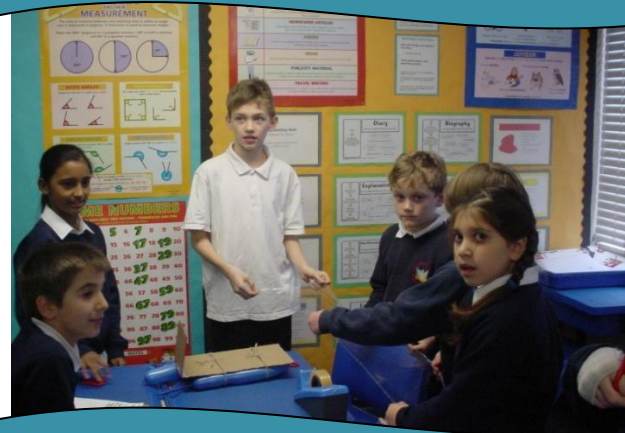


Will we be able to get a refund?



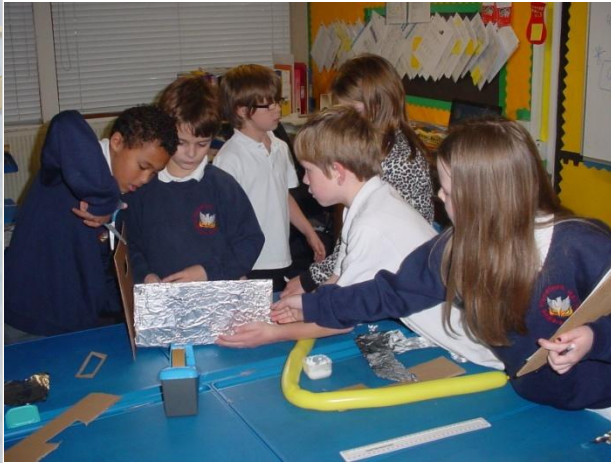
Historical Destinations

What else do we need?



"I worry about our budget..."

# We are working hard....



Boats 4 Us



IBD (Ipswich Boat Designers) – work in progress

# Do we have a leader?



“Please keep checking materials against success criteria. Ask yourself a question – do we REALLY need it? Is it cheap? Stick to the budget!!!!

Listen to each other...One person at the time. Teamwork is so important....”

# Testing our boats!!!!



# Have we succeeded?

Success criteria:

1. It floats
2. It can carry objects
3. It is waterproof
4. It costs the least.

## AND THE WINNER

IS.....Historical Destination  
(the boat could carry 4900 g, it was waterproof, it could float in all weather conditions, it was the cheapest project.....)

What did we like about this activity?

“ We had a chance to work with other people and get to know them better!

“It was such fun!!! It felt ‘real’”

“ We have learnt how important it is to get on. Teamwork is so important”

“I have learnt something new about myself”

“Some people have talents we didn't know about”

‘It is great to share ideas and take responsibilities for our actions. Could we do more...?’”

# The children's view of MoE



*‘Making it more exciting helps you learn better – because we are doing it ourselves’*

*‘It’s like having golden time all the time’*

*‘I can see myself doing it in the future!’*

# What parents think of MoE

- *'My daughter has been really inspired by the ....project. She informs us daily of the progress of the architects' company. Thank you so much .... you have given her a real passion for learning.'*
- *'My son always comes home full of enthusiasm and very keen to tell us about his day.'*
- *"I am amazed at how she is so interested in the history, she is telling us all about Tudors all of the time."*



# What teachers think of MoE

Teachers who use the system, report their classrooms become a different place, where children are energised and excited about learning.

*“Lessons are far more enjoyable, the children seem to thrive on needing the relevant knowledge to complete the tasks before them. The class are far more engaged in the learning process.”*

*“The children believe in it and in themselves. They know they are learning and feel much more a part of it. They see, the decisions they make have consequences and effects, they have to face up to and deal with.”*