

In-Experience

(Mantle of the Expert within the Creative Classroom)

Education Partners:

- Dee Gillan (Lead teacher in MoE programme) & John Reeves Y6 - Wheatley Hill Community Primary and Nursery School (CPNS)
- Julie Hill Y2/3 - St Godric's RCVA primary school, Wheatley Hill

Creative Practitioners:

- Annie Bromley & Mark Labrow – Theatre Cap-a-Pie

This report has been written to give primary teachers an insight into the ways in which artists can work alongside teachers to boost pupil learning, engagement, motivation and self-confidence. This particular project offers ideas for introducing *Mantle of the Expert* into the classroom in order for children to develop knowledge and skills through working together on a co-operative creative enterprise. Contact details are provided at the end of the report. We welcome all enquiries.

Aims of the research:

- To explore Mantle of the Expert as a cross curricular tool to provide a context for learning.
- To examine the impact of Mantle of the Expert on the children's motivation and engagement in their own learning.
- To examine the impact of the Mantle of the Expert approach on student confidence and self belief.

Dimensions of the study

Wheatley Hill Community School is an LEA 3-11 full primary and nursery school with 228 pupils and 11 members of staff. St Godric's RCVA School is an LEA 4-11 primary school with 88 pupils and 4 members of staff. Theatre Cap-a-Pie has 10 years of experience of working alongside schools to examine how to create contexts for learning. The project took place during spring term 2007.

Summary of Main Finding

- Using Mantle of the Expert gave real purpose to the learning.
- Teachers' ability to engage all pupils improved.
- Teachers found real and valuable curricular links through using the approach.
- Differences between children's academic abilities became less important.
- Motivation in all children towards their learning improved (in particular SEN in Y2/3).
- A higher standard of work was produced across all abilities.
- Children felt they had more choice and freedom to engage in their learning.
- All children engaged in making decisions.
- Self-confidence and self-belief improved in all children.

Background and Context

Both schools taking part in the programme are in Wheatley Hill, County Durham. The village is an ex-mining community and shows a range of deprivation indicators such as high unemployment, low income and high risk for health problems. Low expectations are found among both students and parents and the motivation to learn is low – this is shown by the small number of children who proceed to higher education. The shortage of cultural experiences available to the children means that they lack the aspiration to reach beyond what they believe they can safely and realistically achieve.

- 33 mixed ability Y6 children took part from Wheatley Hill CPNS (including 13 SEN children and 1 statemented child). The school currently holds Artsmark and Activemark Gold; it is a leading SEAL School and holds an International Schools Award.
- 26 mixed ability Y2/3 children took part from St Godric's School (including 10 SEN children). The school currently holds Artsmark Gold and Activemark.

Wheatley Hill CPNS was involved in the CARA 1 programme, the Head Teacher has always been interested in developing creative learning. After talks with the Head Teacher from St Godric's they found that they were both interested in looking at how they could develop a more creative curriculum – they wanted to develop a more diverse and enriched curriculum within each of their schools; one built around the needs of the children, and which promotes creativity; enquiry, motivation and enjoyment through active learning. They also wanted to develop the teaching of lifelong skills that go beyond the curriculum and for the children to have the freedom to explore ideas, ask questions and to develop the confidence to make useful contributions in all areas of school life.

Research on the development of creative curricula in other schools and discussions with Cap-a-Pie led them to the decision to explore whether using *Mantle of the Expert* (MoE) could form part of a framework through which a more creative curriculum could be developed and delivered.

The creative team (Teacher's Head Teachers and Artists) then attended a MoE conference in September 2006 and, in early February 2007, some of the team visited Bealings School, Suffolk, where the approach has been used across the whole school.

The Intervention Processes and Strategies

Cap-a-Pie artists had worked in Wheatley Hill CPNS on a CARA 1 project, although not with either of the teachers involved this time and they had not worked in St Godric's school before. However, both schools enjoy hosting visits from a large number of artists who provide a range of 'one off' activities with the children.

For this project the teachers from both schools were very interested in working alongside experienced artists in a more developmental way and so they chose artists with a strong reputation for developing new ways of working in close collaboration with educators and learners.

The project took place over 6 weeks during February and March 2007 with the Cap-a-Pie artists visiting each school for two half day sessions per week. The teachers continued, developed and extended the work between the sessions.

Planning

Planning sessions involving artists and teachers took place in each school separately – there was not much interaction between the teachers until the reporting stage, although they were regularly updated on the progress in their partner school by Annie and Mark. During the early stages of the planning it became clear how using MoE strategies would allow the children and teachers to link together the various subject areas of curriculum in real and meaningful ways. Because of this, the level of enthusiasm and motivation to work in this way grew, even before children were involved in the work.

Within both schools, after the first session had been planned everyone agreed that further structured pre-planning may serve to stifle the children's freedom of thought and their opportunity to influence the direction of the work. So all further planning was done daily, after the children had worked together, with weekly pre-session updates to make sure that the ideas that the children had developed were built on in the following sessions.

Delivery - Wheatley Hill CPNS

At Wheatley Hill CPNS the curriculum entry point was a geography topic – Mountain Environments – the teachers would normally have taught this in isolation from the rest of the curriculum but it provided the perfect way to access other areas of the curriculum (please see Appendix 1 for further details).

Dee was interested in looking at the flight of Jewish refugees across the Pyrenees during WWII so a piece of text was used to introduce the topic of refugees to the class, after which the early sessions were used to develop the children's investment in examining a group of characters that they would care about.

In early role-play - the children had to consider how they would feel if they had to leave their homes in an emergency, they were asked to consider what they would take with them and what they would leave behind.

A ritual activity was introduced; the children had to draw each of the items that they would take with them and then place them in a suitcase, explaining each item was important to them. This further engaged the children in the dramatic process, allowing them to empathise with the characters in this situation. The suitcase would go with them when they left home. The children continued working 'as if' they were the refugee group of people and they had to cross a difficult terrain – i.e. a mountain – to get to safety.

When developing the drama they came up with a number of groupings, including families of all ages from babies to grandparents and individuals who had been separated from their families - and all who had to get across the mountain. They had to find a route through the mountains (gym equipment in the hall) making sure that all of the group members worked together to get everyone across safely – they really cared what happened to each of the characters on the way across the mountain - they created a camp layout for where they would rest in the mountains and developed storylines for why they each had to flee their homes. The whole class felt that they had to cross the mountain to escape pursuers and agreed with each other that this could possibly have taken place during WWII and that they may be fleeing from soldiers (although 1 group did want to be fleeing from the police because of a bank robbery – they agreed that the bank robbery could have taken place at the time of WWII).

They had to decide – because of the difficulty of the journey, which of their precious possessions they would leave behind on the mountain.

This early introduction to role-play and scenario setting enabled the children to engage emotionally with the plight of the refugees and to understand how hard it must have been for them to cross a mountain with little or no equipment and the difficult decisions they must have had to face on a daily basis.

Once the children had become familiar with drama and role play the creative team agreed that it was time to introduce the company / enterprise to help the children examine this topic, and that the best enterprise to achieve the learning outcomes would be an archaeological company. All agreed that the client would be the Holocaust Museum who would ask them to find the artefacts that these refugees had left on the mountain.

So in order to do that the children were inducted into the Mantle – i.e. introduced to the idea that they are a company using a strategy called Enterprise Setting. The children then used *Drama Goggles* to differentiate between “real world” and “enterprise” roles. When the children had on their drama goggles then the classroom was an office and the class was a company. When they had their drama goggles off then the classroom was a classroom and they were Y6 at Wheatley Hill CPNS.

The children then created:

- Company name – Archaeological Scene investigators (ASI)
- A company mission statement, and an identity (including logo)
- A historical timeline for the company
- Project reports for all of the previous digs undertaken by ASI
- A new 'office' layout – re-organising the desks and creating areas for different departments – including reception, admin, finance, human resources, marketing and future technologies.

After the enterprise was set a letter arrived from a potential client (The Holocaust Museum) outlining a commission – they wanted ASI to investigate the flight of Jewish Refugees over the Pyrenees during WWII.

The children prepared reports on;

- The environment of the Pyrenees
- possible risk factors,
- equipment currently available,
- new clothing and technological equipment that would be needed,
- food,
- travel,
- transport and accommodation issues,
- budget,
- French language tutorials (with Spanish ones to follow).

Once these reports had been prepared they had to decide whether they had the expertise, people and resources to carry out the commission; giving consideration to how much to charge the client, the risks of taking on the project and all of the other pros and cons. After weighing up everything they decided they had what it takes to complete the commission.

At all times the children were responsible for making decisions for the company – if they had decided not to accept the commission then another client would have made an approach to them.

One of the most exciting sessions took place because the teacher was very keen to see how the children would respond to the office being burgled. So, just as they were preparing for their mission to the Pyrenees there was a break in at the office and some of the ASI project and new technology files went missing. The children's response to this was passionate to say the least – they were outraged and excited, appalled and entirely caught up in the situation. They immediately wanted to find out who had done it (I have to say that due to the excitement the noise level within the classroom was so high that a teacher from the next class came along to see what the fuss was about).

They came up with the strategies for the investigation and used, interviewing, negotiation and analytical skills in an attempt to find out who it was that had burgled the company. They;

- searched for and found evidence in the office, which they bagged and tagged,

- they reported back what they had found and proposed theories for what it meant.
- They interviewed potential witnesses – from school to a school volunteer helper, who found some of the files outside the staff room, to a member of another company (class) who had been monitoring the hallway during the lunchtime when the burglary took place, and they developed a theory for what had happened.
- They felt that John (who was away on a course) may have been kidnapped.
- When John returned he was interviewed to find out where he had been and whether he had seen anything suspicious.
- When they had all of the evidence and witness statements a number of 'suspect' companies were introduced to them (see Appendix 1 - day 9 planning).
- The children then decided who they thought was the prime suspect.

This was as far as the work with the artists took the programme, however, John and Dee continued the work for a short while before reverting to a more traditional curriculum to prepare for SATs.

Curriculum areas not covered.

Most of the curriculum areas were accessible through the MoE processes, however Dee and John decided that Numeracy would be taught as a discreet topic as children were preparing for SATs and it seemed more appropriate to teach this independently.

Assessment for learning was done through observation and was done continually throughout the day rather than through assessment of formal writing tasks, most of the learning took place through using dialogic processes with the children learning from and teaching each other, children regularly carried out independent research and brought information into class to share with each other.

Wheatley Hill CPNS - Teacher Observations from research diaries:

- SEN children are indistinguishable from other children
*Children with behavioural problems are all controlling tempers and encouraging others - which was not done before.
All children have experienced a broader and more varied curriculum.
They have grasped concepts and problems quicker and solved them in many different ways.*
- Children are much more enthusiastic 90-95% engaged in all activities
*They like the fact that they are leading their own learning and enthusiasm for learning has increased dramatically. The concept of working for a company has instilled in them an ethos of team work and adaptability and the realisation that they must seek a broader outlook to achieve their goals.
Involvement in the project seems complete by all.*
- Group Work skills have improved.
The children are now more able to work together in groups (there has been less friction between individuals as they have worked to improve their departments.)
- Daily improvement in Speaking and Listening skills
Speaking and listening skills have improved, as has problem solving and the ability to express feelings and emotions. Surprisingly children who are very quiet in nature have really taken to being another character – it gives them freedom to interact without constraint
- Increase in and improved independent working
*Children have even begun to do work at home researching archaeologists and famous archaeological sites which they are then bringing in to share with the rest of the class. This has been excellent to observe and shows that if children are engaged they will go beyond what is expected of them.
The retention of information has also been impressive; all children have retained information that they have learnt independently and as part of their department.*

Delivery - St Godric's

In St Godric's the curriculum entry point was the Geography Topic of Island communities. The teacher's usual way of introducing the topic would be to use the Katy Morag stories and then to teach the topic in isolation from the rest of the curriculum. However, this time we decided to begin by using the children's imaginations to stimulate interest and enthusiasm for the topic.

We absolutely started at their understanding of what an island was and we built on from there.

Early sessions used drama and guided storytelling activities to generate information from the children about a young girl who lives on an island. These activities developed the children's investment in the drama process working 'as if' they were members of the island community. The children decided all of the jobs that people would do on an island from ferry driver to lighthouse keeper and shopkeepers. The children looked in atlases and finding out that islands could be very small to quite big – with them realising that the British Isles is a series of islands with one big one and lots of little ones around it.

In one of the early sessions the children developed the idea that the community association were record keepers of the history of the island because the children had been visited by an older member of the community about the Wheatley Hill Heritage centre and how life used to be in the past.

The children decided that the name of the island was - The Isle of Eack (pronounced eek), they 'remembered' all of the things that the association had done for the island over the years – e.g.

- the summer fete,
- raising money for the life-boat,
- raising money for the park,
- organising a carnival with a parade,
- they'd raised £350 by organising a non-uniform day at the school to raise money for UNICEF / CAFOD.

Eack Community Association then emerged as the natural enterprise through which the work would continue. The children loved the ritual of coming into the community association meeting and having their hands shaken by Mark and Annie – they also really like to have a formal seating arrangement for the meetings.

At all times the children were fully involved in creating the context alongside the teacher and for contribution ideas and making decisions about what the community association history was. They were also decided that what they wanted to do for their next community activity, was to have a fundraiser to save the coastline because it was dangerous and they needed to make it safe. They thought they might make money by having;

- an island shop that sold paintings / photographs of the lighthouse,
- educational visits to the island for schools.
- collecting tins in shops and hairdressers.

- a fun-day with talking mirrors, shows and a travelling fair with a mind reader and a finger reader,.
- lighthouse tours,
- and by making posters and advertising on Island Radio.

On a couple of occasions the children's ideas and desire to write about various elements of island life – such as the story of the ferry disaster, or news stories for the Isle of Eack newsletter took the sessions in a totally different direction to those planned for the day.

The children showed a deeply held ownership of the island and of the community association activities from the very beginning, so when the client *Lighthouse Travel* – a ferry company, approached them about going into partnership with people from an island who wanted to increase visitor numbers (the commission) they took the matter very seriously indeed.

They had to decide on the impact that this would have on the island - looking at the potential positive and negative consequences of this partnership and everyone had a vote. The discussion around whether or not to have more visitors was quite heated and there significant period of time where no adult voice was heard at all, the children were discussing, challenging, listening and problem solving without the need for any adult input. The children discussed all aspects of the impact on the community from transport and pollution issues to Emily (she was the shopkeeper) asking the questions –

If more people come where will I get the money to buy more things for the shop - for the people who come on the island? What if I run out of things? What will the people on the island buy then?

Some notable events during the programme include contributions from Carl who is a Y3 SEN child. On one occasion the children were involved in deciding how they would make the island more accessible for disabled visitors when Carl (SEN) decided that he would arrange for ramps to be put in to the sea-life centre. His knowledge of how to approach the task was wonderful - he described in detail the full process from hiring the diggers to dig the trenches, to filling them with concrete, creating the ramp and then laying carpet over top of the ramp to make it comfortable for people to walk on. In a later session he described what you had to do to weld pieces of metal together to the group – they were planning new gates for the park - and Carl's knowledge of welding allowed them to make a decision as to what the gates should be made of metal or wood.

Curriculum areas not covered

The programme was cross curricular and could have incorporated most curricular areas – however, within the time allocated for the project there was no specific RE, DT, Science or PE curriculum coverage, however, given more time there would be opportunities to include at least DT and Science.

In St Godric's the writing activities came directly from the children's interests and their absolute desire and enthusiasm to produce stories and newspaper articles about the island. Before they began writing they would record their ideas through drawing what they wanted to write about. Preparing for writing in this way meant that they drew their ideas in picture form and had a visual reference point for what they were going to write about. Julie felt that this element had a significant impact on the quality of the children's writing.

St Godric's - Teacher Observations from research diary

- There was increased engagement and participation by all pupils.
Children became the community of Eack – talking in “the now”. E.g. We need to do this because . . .”
- The children produced quality work daily and there was increased enjoyment in their work.
In Literacy all children were writing at a much higher standard with children achieving their end of year targets before the end of the Spring Term - with some children exceeded their targets.
Letter writing lent itself to ICT and it gave real purpose for using the word processor children were all very keen to get onto a laptop. The children seemed docile this morning but by the end of the day the work was very good
- There was a great deal of pride shown in their work – evidenced by the fact that they consistently wanted to show other peers and adults what they had been doing.
It is interesting to note that the head teacher popped in today it took her a long time to escape the classroom – many children approached her with their work which they were very proud of.
- Debate about topic areas opened up between the children with no prompting or encouragement from teacher
The children challenged each others views and developed each others understandings.
- Children became increasingly good at group work skills. Using open ended questions for example “what is missing from the maps?” led to many discussions within groups.
Morgan Chloe Megan and Melissa automatically selected an organiser in their group as a result they made decisions together, they listened to each other's responses and added on

Group 1

- Child 1 why have you put the sea-life centre there?*
Child 2 because it's next to the cliffs and there are really good creatures there
Child 3 Yes and it's next to the sea
Child 4 Do you think that's a good place to have a house?

Group 2

- Child 1 Where do you think we could put the police station*
Child 2 Next to the pub in case people have a fight

Children's Involvement

In both schools the children's views were vital to the development of the work. Quotes from some of the children's research diaries can be found in Appendix 2. Although not all of the children's diaries have been included the views are representative of all children engaged in the programme.

The quotes show how the children have engaged with the process and how they have developed they also show a desire to learn and that the children have developed life-long skills which include decision making, teamwork and the ability to think freely for themselves.

- *I have learned to compare desires, cooperate with others and think before I answer*
- *It's fun because it has also improved my imagination and literacy skills*

Findings

- Teachers' ability to engage all pupils improved a lot of the time
90 – 95% children engaged for most of the time (teacher assessment) where 70 - 80% is standard.
Within Wheatley Hill CPNS behaviour was monitored using tracking sheets and on average 30% less behaviour problems were encountered.
- Teachers' found real and valuable curricular links through using the approach.
- Differences between children's academic abilities became less important.
 - *Carl's expertise crops up everywhere. He uses technical vocabulary explains how things work clearly to other members of the class.*
 - Keiran (Y6 SEN) was in charge of office stationery and resources – through this position it was possible to set appropriate tasks for his individual learning goals. It also provided a position of status for him which he had never experienced before - as others within the class had to approach him to requisition equipment and stationery.
- Motivation in all children towards their learning improved
 - SEN children in Y2/3 at St Godric's were involved in discussions and activities that they had not previously joined in.
 - Y6 at Wheatley Hill undertook research at home and asked to be allowed to work on their reports during play-times and lunch-times (although it was not always possible for them to do this)
- Higher standards of work was produced across abilities:

- In Wheatley Hill although written work was minimal during the project and although the Primary Framework was not followed the children's SATs results in relation to literacy and science have been higher than expected.

	Expected	Attained	Level 5 Expected	Level 5 Attained
Literacy	79%	83%	6%	15%
Science	39%	95%	45%	77%

- Y2 / 3 at St Godric's achieved or exceeded end of year literacy targets by the end of Spring Term.
- Children felt they had more choice and freedom to engage in learning
 - *We were allowed to sit wherever we wanted*
 - *It was fun to think we were in charge of something*
 - *I have learned to work in a group and responsibilities*
 - *I liked when we went into groups to talk about what we would do next and how we would do it*
- All children engaged in decision making
 In both schools the children had to identify the potential benefits and negative consequences of certain courses of action – they then had the responsibility to decide within the context of the MoE what would be the best thing to do given all of the ideas that they had generated.
 - *We had to make decisions where to put things on our map*
 - *We had a meeting about how to save the coastline we had an idea of making posters about raising money Funfair, Lighthouse Tours*
 - *Yesterday we worked in groups and I enjoyed working with new people we needed to discuss where lots of different things could go on the map I've developed my decision making skills it was quite hard*
 - *In our groups we decided what we did not have on the island we had a bit of an argument about if we were having cars or not*
- Self-confidence and self-belief improved in all children
 - *Yesterday we did a newsletter I loved doing the newsletter I have got better at doing letters*
 - *I developed a skill the skill was talking skills*
 - *I have learned that I can let my ideas free by being myself*
 - *I can work good with other people*
 - *It makes us more grown up and mature*
 - *I know how to use my imagination*
- The MoE gave purpose to the learning
 - *Our imagination changes the classroom into an office*
 - *When you put invisible goggles on you went into a different world.*

Creativity Action Research Awards 2006/7

- *It was the best time of year 6 it was so much funnier and interesting than the national curriculum – we covered maths (using spreadsheets and working out budgets for the company), Literacy (writing letters, arguments etc.) DT (Making shelters) PSHCE (becoming more confident in speaking and listening) History (learning about people crossing the border- Pyrenees) **All in one hour.***
- *It's good experience for what a job is like*

What were the unintended outcomes?

- Some children showed an aptitude for taking responsibility for various elements of office life e.g. one girl was particularly aware of possible health and safety issues and was designated health and safety officer.
- Within role the children found the opportunity to give each other rewards and affirmations for good work produced.
- Some children took on different character personalities as a way of supporting the fiction of the office (Sarajane -Y6- had a whole alter-ego who's husband was a wrestler – they were going on a second honeymoon and were picking up some equipment left behind at a dig)
- In Y6 the children bought into the idea of drama goggles so readily that when they switched from the fictional world of work to the non-fictional world of school it was extremely effective e.g. during the Y6 burglary of the ASI office the following conversation took place:

<i>Andrew</i>	<i>I think Annie and Mark set this (burglary) up</i>
<i>Sarajane</i>	<i>Drama goggles off – of course Mark and Annie set it up. Drama goggles on – I wonder who broke into the office and stole the files!</i>
- It was surprising that opportunities to develop Numeracy fell into the context so naturally.
- The use of Role for SEN – Keiran became the most important person in the office - from someone who was a bit of a hanger on he had the authority to help people out. It was also a good opportunity to introduce appropriate skill based tasks. With Keiran in role as stationery officer he was in charge of measuring and colour sorting the paper and card so that it was all filed in the right place.
- Behaviour in Y6 actually got better (there had been concerns that a change in structure might cause a negative effect with the children with behavioural problems and on the group dynamic).
- That writing standards improved so much so quickly for Y2/3.
- One of the real surprises was the opportunity for SEN children to show expertise and engagement in discussion and activities Y2/3. *I didn't think for one second that the SEN children could be such experts in MoE. I was surprised and delighted.*
- The discovery that children learnt or used skills that you weren't actually teaching them;
e.g. when the Y2/3 children were asked to write a letter in response to Lighthouse Travel (the client for the Isle of Eack) they all produced a persuasive letter - but it had never been covered within literacy and no-one talked to them about persuasion. Also when they were given the

opportunity to write a story for a compilation of the Island Tales of Eack they all used connectives in the story writing without any prompting or teaching of the use of connectives.

Partnership

Firstly one of the good things about the partnership was the faith that the two head teachers placed in their teachers' judgement to access as much of the curriculum as they felt was achievable through the MoE structure over the 6 week period that the project would cover. Both the teachers and artists valued the freedom to explore and experiment, the Y6 teachers in particular appreciated the faith placed in them since the programme took place in the spring term and they had to prepare the children for SATs in the summer term.

The work provided a valuable learning curve for everyone involved and the work developed in an atmosphere of mutual respect. The artists were able to find a way to support the teachers in the development of the dramatic contexts and roles which boosted the teachers' confidence levels; and the teachers were able to provide the curriculum expertise that ensured that the learning was appropriate to for the children to develop the right skills. Therefore, all planning was undertaken through discussion and negotiation based on the ideas the children had developed and what needed to be done to achieve learning goals.

There was a great deal of flexibility in the approach taken – the artists and teachers responded intuitively to each other and to the children's ideas. It was very important to follow where the children wanted to lead, valuing their ideas and contributions whilst still bearing in mind that the opportunities for skills based learning had to be capitalised on a good example of this occurred when;

One day in St Godric's the children were coming into class - before the session had formally begun, a child started to talk about a news item that had happened, where a boy had been orphaned due to his parents dying in a car accident. This incident had obviously made an impact on her and she really felt that she needed to share it with everyone. Other children then began to share news stories that they had heard. After a few more stories had been shared Annie said:

I'm a bit confused. Are these English news stories or Isle of Eack news stories?

The children said they were real English stories but one child then said:

I know an Isle of Eack news story . . .

Which she then shared. After that other children volunteered Eack news stories.

They were so interested and enthusiastic about sharing their stories that it was decided to postpone the original plan for the session and to create an *Isle of Eack Newsletter* from all of the news stories that had been shared.

So whilst the children were sharing their stories the teacher created a newsletter template which was then printed off for the children to write their stories on.

The team were also a great deal more flexible with time – if the children were engaged in an activity before break that motivated them then they had begun continued it when they came back in. They might even continue the work into the afternoon if they were still engaged and enthusiastic to continue. Within the national curriculum the time-bound literacy and numeracy hours don't really allow for this level of flexibility, regardless of whether the children are engaged and motivated to continue their learning for longer than the time allocated.

Teachers said it was also good for the children to hear new voices in the classroom – particularly for the KS1 children to have a man come into the classroom to work alongside them.

Any initial reservations or fears that the teachers had about being put on the spot or asked to do things that they might feel uncomfortable with proved entirely unfounded. The two artists were sensitive to the ways in which the teachers were comfortable working with the children although encouragement was given to try new roles within the classroom e.g. within ASI Dee took on the role of a character called *Coach* – within this role she wasn't teacher but more a leader of learning – *Coach* was new to the company and had been instructed by head office to ensure that the various departments were working well and that all of the files were up to date – the children then had a responsibility to help her out, most of them having been with the company for longer than she had. The children responded to this really well, wanting to explain the workings of the company to her so that she had a better understanding of what to do.

John didn't take on this type of role specifically but he was viewed as a specialist by the class and was asked for advice in areas where he was deemed to have specialist knowledge. He was also interviewed children about the burglary as a co-worker.

Julie was regularly in role as the MP for the Island of Eack and was asked about potential funding for projects for the island and for advice on issues about planning and permissions. Although, without the need for any prompting from the artists, she was in role as Mary Poppins for the whole of World Book day – where the children and teachers came to school as their favourite fictional character (what was also great about the day was that Carl came as his character from the Isle of Eack *Mr Fisher* the sea-life centre man).

All members of the team found a way of working that challenged more conventional teaching methods, but everyone worked in a way that supported their own style and skills – a sort of personalised teaching plan – and everyone agreed that we couldn't expect the children to take risks if we weren't prepared to do it ourselves.

Reflective Practice

On reflecting on the programme both teachers felt that looking at the MoE work through a research lens has allowed the types of learning that have been going on to become more transparent, and that they have gained more insights into how children learn. It has also allowed them to consider the question as to why planning is done in the way it is – when working in this new way allows teachers to be more responsive to the children and to follow their interests whilst still attaining curriculum objectives

I think I will be more flexible now not follow a pre-ordained path

Both teachers felt that sometimes learning objectives in lessons can be restrictive, because using the authentic questioning techniques employed in MoE children can achieve a much broader understanding of the issues that come up naturally through conversation and dialogic teaching and learning methods

*I had been told in the past how important it is to question
– now I know how important the types of questions are*

They also feel that MoE gives you more freedom get to know the children to get to know what they like and what they are like and you can allow yourself to be less formal in certain situations.

It really allows for personality and personal interests to shine through

When asked if they would carry on with MoE within their teaching teachers agreed that they would.

Yes – I would do it in more depth I'm starting to think maybe to do a masters looking into learning styles

Yes – I really learned a lot about myself and about the children

When thinking about using action research again to examine their work both teachers felt that they would be very receptive to the idea

Yes, action research means that I'm going off my learning and developing my understanding as I go along– which is better than reading a book and writing an essay

Working in this way means you capture the philosophy and immediately translate that into practice

Evidence

The evidence for the research was mainly collected through reflective learning diaries that the children and teachers kept. On one side they wrote about the activities that were undertaken and on the opposite page they wrote their own analysis of learning that came about and their feelings about working in the way that they did (for some of the children's comments please see Appendix 2) . Teachers also made observational assessments during the sessions. In addition to this photographs were taken of the children working; and video footage of some of the sessions was collected at St Godric's (Please see Appendix 3). The children's written work and folders created for the enterprise activities and SATs tests results within Wheatley Hill CPNS were also examined.

Conclusions

It became apparent very early in the programme just how easily MoE can be used as a cross curricular tool to provide a rich context for learning. Both teachers accessed a large number of curriculum areas through the context – finding new links right across the curriculum that could be covered through using the enterprise.

When examining the impact of Mantle of the Expert on the children's motivation and engagement in their own learning. It became apparent that the context is key to engaging children in their learning on a very much deeper and more meaningful level. Within the two contexts explored the children showed how much they cared about their individual enterprises. The Y6 group wanted to produce the best work that they could for the good of the whole company and to maintain the profile and reputation that they had established in their company history. The Y2 community association cared desperately about their lovely island and didn't want any changes that would be detrimental to it

*we like our beautiful peaceful cove just the way it is
and we don't want to share it with visitors!*

The impact of the Mantle of the Expert approach on student confidence and self belief was evident in all of the children from the SEN children in Y2 who now continue to contribute ideas and suggestions, which they never did before, to the quiet and shy Y6 girl who through her role in ASI found a confident voice to speak out and share her ideas with the whole class.

Reflections on teaching and learning

Reflections on adult learning

- I've learnt to be quiet – let the children speak more, and without interruption
- I've learnt to abandon structure and let the children lead – let them direct pace and direction
- I've learnt how much fun you can have
- Don't take planning too seriously – does it matter if they do not learn exactly what you set out, as long as they are learning? You can catch up on the rest later.
- Don't stick rigidly to times – if children are learning and engaged, keep going
- It has confirmed my understanding that everything does not have to be recorded by the children to be a valuable learning activity.
- Drawing pictures is so valuable as a starting point to fuel imagination and learning.
- I've learned how to use my imagination – outside the box.
- I've learnt how powerful "role" is for learning.
- Learning has to be appropriate for the learner – creative learning / delivery allows that individual learning.

Reflections on children's learning

- Children skills improved in co-operation, problem solving and communication – discussion skills!
- Children have learnt and retained more without structure of a normal classroom.
- Much more peer learning and challenges went on in a non threatening environment.
- Whole classes travelling in the same direction – regardless of ability.
- A 'new' culture for learning evolved within classrooms.
- Children made a lot of progress in writing and other academic areas through learning in a creative way.

Definitions / Glossary

Mantle of the Expert

MoE of the Expert is a system that creates imaginary communities in the classroom. The learners are framed 'as if' they are experts. Through their work they create an imaginary enterprise. The enterprise has a client who commissions them to work on a project. The project work creates opportunities to explore the curriculum creating meaningful cross curricular contexts for learning.

Drama Goggles

Imaginary glasses that young people put on when entering a fiction. They are useful to define the difference between activities that need to be carried out in the real world and those necessary within the fictitious context.

Enterprise setting

Establishing the fictitious company that the children are part of – it is very important to create a 'history' for the company alongside the children in order them to understand that within the fiction they have a track record of success – they will then have the confidence and authority to accept a commission from a new client when the invitation arrives.

Watch out for

Due to week-long gaps between artist sessions, and because *MoE of the Expert* is an on-going, whole curriculum strategy, it has been very important for Annie and Mark to keep regular checks on how the classroom work has progressed. This has meant that artists have been able to develop the sessions based on up-to-date information, carrying the work forward based on what the children and teachers, and that teachers have not had to artificially halt or stall the work carried out within the classroom between sessions.

There may be a temptation to try to artificially crow-bar every curriculum area into the *MoE* context – if it doesn't 'fit' naturally then it may be more appropriate to teach those curriculum areas independently from the *MoE* work.

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