

Core elements of the 'Mantle of the Expert' approach to education

1. The students/learners gradually take on responsibility for running an **enterprise** in a **fictional world**
2. The student/learners **care** enough about the long-term goals of a fictional **client** that they engage in activities through which they begin to **imagine** the fictional world
3. Learners and teacher together:
 - a. interact predominantly as 'themselves'
 - b. **imagine** that they are interacting as **experts** who run the enterprise
 - c. imagine that they are interacting as **other people** in the fictional world with whom the experts are concerned
4. Over time, the pupils engage in activities that at the same time are both **curriculum tasks** and that would be **professional practices** in the fictional enterprise
5. The teacher must share power to **position** the students (individually and collectively) as **knowledgeable and competent colleagues** and also ensure that children position one another similarly
6. The children must **reflect to make meaning**.

Adapted from:

Heathcote, D. & Bolton, G. (1995). Drama for Learning: Dorothy Heathcote's Mantle of the Expert Approach to Education. Portsmouth, NH: Heinemann USA