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INTRODUCTION

Welcome to our joint venture between the National Education Union (NEU) and Mantle of the Expert. This handbook is designed to be your first point of reference throughout the four terms of your studies and for any information you may need during your course.

Information in this handbook contains the Mantle of the Expert programme, learning and teaching methods to be used, key dates, and assignments to be completed. The handbook is also available on the Mantle of the Expert website, mantleoftheexpert.com.

Please visit the website, where you will find further details of the programme, as well as resources, articles, assignments, and research.

The course documents you will receive while studying with us are important and intended to support you as you progress through your studies. You should familiarise yourself with the contents of this handbook and use it as a reference tool during the course, which is aimed at postgraduate level and has a strong emphasis on practice, reading, and reflective learning. These activities are at the heart of the programme.

Your course is accredited by the NEU and Mantle of the Expert, and on successful completion of the course you will be awarded the Mantle of the Expert Lead Teacher Quality Mark, at no extra cost to you or your school. NEU has commissioned us at Mantle of the Expert as a training organisation. Teachers benefit from the excellent standard and high reputation of the methods embedded in Mantle of the Expert over the past thirteen years, backed by the immensely strong vocational reputation that the NEU brings to the programme. The Mantle of the Expert Lead Teacher Quality Mark carries excellent standing and credibility, and is a high-quality community of practice CPD award.

Over the past twenty years we have been planning and teaching courses in Mantle of the Expert and have learnt there are no quick fixes or shortcuts to understanding the approach. It takes time and dedication to grasp the range of complex elements involved, and a willingness to take risks.

The different stages will ask a great deal of you and you will need to make a commitment from the beginning to engage enthusiastically with the assignments. From past experience we have learnt that success relies heavily on six interlinking factors: the unwavering support of your school leadership team; regular and sustained practice in the classroom; a commitment to reflect, evaluate, and adapt your practice in response to your experiences;
ongoing and regular support; high-quality training and the opportunity to see the approach being demonstrated; a willingness to be observed and to accept supportive feedback.

Teaching is a very challenging profession with often competing pressures on our time and expertise. This course has been designed to be rigorous and intellectually demanding. There are likely to be occasions when you feel your commitment sliding. At those times, talking to colleagues, discussing the pressures with your mentor, and sharing your feelings with others are a vital part of this professional learning. You are not alone. Although the process of learning Mantle of the Expert is intense and time-consuming, we hope you will find the process exciting, intellectually stimulating, and, ultimately, professionally rewarding.
COURSE OVERVIEW: MANTLE OF THE EXPERT
PEDAGOGY AND PRACTICE

This four-term programme of professional development focuses on the wide range of skills and understanding required to become an advanced user of the Mantle of the Expert approach. This will involve developing your teaching skills and your repertoire of drama techniques, such as the use of different ‘voices’, which can be used to enable teaching in subtle and sophisticated ways. You will find your use of language – particularly questioning – will be at the heart of your research during this programme.

In addition, you will learn how play, drama, and thought are interconnected, and how to deploy a wide range of drama strategies to create classroom-based make-believe and imaginative contexts for learning.

The theoretical and practical basis of Mantle of the Expert will be investigated, as well as the understanding of drama form and the application of theatre strategy in teaching. Furthermore, you will gain insights and wider knowledge through selected reading, individual coaching, and opportunities to observe experienced practitioners using the approach with your students.

During the course you will learn how to use role, how to use different forms of representation, how to plan for engaging and challenging activities, how to co-create meaningful contexts for learning, how to attract your students’ interest using stories, symbols, role, and images, and how to build investment and concern. There will be discussions on subjects such as engaging hard-to-reach learners, differentiation, the use of scaffolding learning, power and authority, and methods to support your class in their personal, intellectual, spiritual, and moral growth. Finally, you will be involved in investigations into deploying high-level questioning techniques, the use of sign, and an introduction to semiotics.

Over the four terms of the programme you will develop from novice practitioner to someone advanced in using the approach. Key to this development will be your work in the classroom, planning, practising, and reflecting on your use of Mantle of the Expert. To support you in this process you will have a personal mentor, who you will have contact with online throughout the course, so you can discuss your development, ask questions, and receive feedback.

As well as attending the three weekends, completing the assignments, and doing the course reading, we strongly recommend you contact and visit at least one of the six Mantle of the Expert training schools based around the country. These schools have been using Mantle of the Expert for many years and have developed the approach to a high level. Visiting the classrooms of teachers working in these schools will give you a good idea of what it looks like day to day and the opportunity to ask questions about subjects such as standards, assessment, planning, and behaviour.
ELEMENTS OF THE COURSE

Your course will run over sixteen months, starting with the first residential weekend in April 2018 and finishing with a final assignment in August 2019. It will involve a combination of training, demonstration lessons, coaching, online support, observation, and feedback. You will be asked to attend three residential weekends and a minimum of three demonstration lessons, as well as engaging with the reading, and completing the course assignments.

The course is made up of four supportive elements:

<table>
<thead>
<tr>
<th>Three residential training weekends</th>
<th>A minimum of three development days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online coaching and support</td>
<td>An observation lesson, with feedback and support</td>
</tr>
</tbody>
</table>

Element 1: Residential weekends

Over the course of the programme you will attend three weekend courses. These will start on the Friday night and run until Sunday lunchtime. The aim is to develop your use of Mantle of the Expert and the associated elements of inquiry and drama for learning. The weekends are the product of thirteen years of research and development and will play a central role in your understanding of the approach. They are conducted in the form of workshops, where you will experience Mantle of the Expert, both from the inside, as participants seeing how it is for students, and from the outside, as observers analysing how it works.

Element 2: Development days

Over the first three terms of the course you will be required to attend a minimum of three development days, one of which will be in your own school. There is no limit to the number of additional days you can attend, and there is an open invitation for you to attend as many as you can arrange time for.

Each development day will involve a demonstration lesson in the morning, followed by reflection and discussion in the afternoon. The content will be planned in collaboration with the host teacher, using the curriculum theme of their choice.

The aim of a demonstration lesson is to look at the Mantle of the Expert approach in practice: to examine how it works with children, to explore the various challenges (including behaviour management, engagement, curriculum development), and to reflect on
the kinds of teacher skills required (questioning, listening, organisation, collaboration, and so on).

The aim of the afternoon session is to reflect on the observed lesson, and to discuss planning, teaching, assessment, and other subjects of interest.

Each participant will be expected to organise one development day in their school. This day will involve:

1. Planning time
2. In-class demonstration
3. Reflection on the session, discussing any matters arising, and next steps
4. Discussion with the course tutor and other participants

The development days are designed to be flexible, in order to allow participants and the course tutor opportunities to shape and use the day as they choose.

The fifteen participants on the course will be organised into five groups of three, or ‘triads’. The purpose of the triads is to create closer links between participants. We have learnt from past experience that teachers who form bonds and share practice are more likely to continue using the approach and to develop a better understanding of how the approach works.

During the first weekend, the course tutors will arrange a development day for each teacher in the triad. These days will follow the following arrangement:

<table>
<thead>
<tr>
<th>TIMESCALE</th>
<th>SCHOOL</th>
<th>FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>School 1</td>
<td>The tutor will plan and demonstrate Mantle of the Expert in class for at least an hour with young children and for up to half a day with older ones. The observing teachers will watch and take notes.</td>
</tr>
<tr>
<td>Term 2</td>
<td>School 2</td>
<td>The tutor will plan the session with the participating teachers, then demonstrate an agreed strand of the approach (for example ‘teacher in role’). Participants will help facilitate the session.</td>
</tr>
<tr>
<td>Term 3</td>
<td>School 3</td>
<td>The tutor will support participating teachers in planning the session. There will be agreed areas for focus. Participating teachers will work together to teach the session, with the tutor’s support and guidance.</td>
</tr>
</tbody>
</table>

Please note: participants can attend as many development days in other schools as they wish (as well as visiting all the development days in their own triad). This means it would be possible for participants to attend as many as fifteen days over the three terms.
Element 3: Online coaching and support

During this course you will need to reflect regularly on your practice and development. These reflections can come in three forms:

<table>
<thead>
<tr>
<th>MEDIUM</th>
<th>FORM</th>
<th>PURPOSE</th>
<th>REQUIREMENT</th>
<th>TIMESCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>Personal</td>
<td>Notes, reflections, and evaluations</td>
<td>Obligatory</td>
<td>After each teaching session</td>
</tr>
<tr>
<td>Googledocs</td>
<td>Shared one-to-one with course tutor</td>
<td>To discuss practice and development</td>
<td>Obligatory</td>
<td>Once every half-term (eight times)</td>
</tr>
<tr>
<td>Forum</td>
<td>Open</td>
<td>To ask questions which might be of interest to the wider community</td>
<td>Voluntary</td>
<td>Whenever useful</td>
</tr>
</tbody>
</table>

To support you in this process you will have access to an online mentor throughout the project, who will guide and support you in your development of the approach. The mentors are expert practitioners in Mantle of the Expert and will be able to give you advice and support on planning, teaching, assessment, behaviour management, and many other aspects.

Your mentor will also support you with the completion of your assignments and on your regular teaching and reflections on the approach. From past experience, we know that using an action-research approach (that is, planning, teaching, reflecting, evaluating, and using assessment to plan next sessions) is the most effective way to develop an understanding of Mantle of the Expert. Teachers who don’t keep a journal (or some other method of reflection) rarely make progress. However, we understand teachers are busy people and that keeping on top of the work can be difficult. Your mentor will give you support and guidance in this process.

Element 4: An observation lesson with feedback and support

The fourth element of the course is a lesson observation, where you will have the opportunity to demonstrate your understanding of the approach in front of one of the course tutors. The observation will take place in your classroom and will last for between one hour and half a day, depending on the age of the students and your individual requirements. It will be followed by discussion, feedback, and ongoing support, as well as a short (approximately thirty-minute) viva conducted by the course tutor.

The aim of the observation lesson and the viva is to assess your understanding of the approach and to provide any necessary support and guidance on further development. Please note that the observation will not be judgemental: there will be no grading or marking against Ofsted standards. The experience is designed to be educational, collaborative, and responsive to your development, not a judgement on your teaching skills.
COURSE REQUIREMENTS

Over the course of the programme you will be asked to fulfil nine requirements:

1. Attendance on the three residential training weekends
2. Attendance on at least three demonstration lessons
3. Regular contact with your online coach
4. Weekly practice of Mantle of the Expert in class
5. Regular and ongoing reflection in the form of an online journal
6. The completion of four assignments
7. The planning, teaching, and discussion of an observed lesson
8. Participation in a thirty-minute viva on the day of the observation lesson
9. Presentation at the Celebration Ceremony

Assignments

There will be four assignments over the course, one assignment per term. Each of the assignments is designed to be reflective in nature. Although the tasks will have general headings and guidance, we aim to give you as much freedom and responsibility as possible to mould and interpret each assignment as you choose, and in ways that are most useful to you and your own professional development.

<table>
<thead>
<tr>
<th>TIMESCALE</th>
<th>INQUIRY</th>
<th>FORM</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 –</td>
<td>What am I finding out about Mantle of the</td>
<td>Flexible - e.g. an essay, a letter, a short</td>
<td>To reflect on the main elements of Mantle of the Expert; to consider</td>
</tr>
<tr>
<td>assignment 1</td>
<td>Expert?</td>
<td>film, a slideshow, etc.</td>
<td>how the approach works in your classroom and how it benefits your</td>
</tr>
<tr>
<td>Term 2 –</td>
<td>How can I plan and teach a Mantle of the</td>
<td>To use and adapt the planning format from A</td>
<td>To plan and teach a Mantle of the Expert context, looking at the</td>
</tr>
<tr>
<td>assignment 2</td>
<td>Expert context for my class?</td>
<td>Beginner’s Guide to Mantle of the Expert.</td>
<td>elements of planning, making connections across the curriculum, and</td>
</tr>
<tr>
<td>Term 3 –</td>
<td>How have I developed my use of Mantle of the</td>
<td>Flexible - e.g. an essay, a letter, a short</td>
<td>creating opportunities for learning.</td>
</tr>
<tr>
<td>assignment 3</td>
<td>Expert and my skills as a teacher?</td>
<td>film, a slideshow, etc.</td>
<td></td>
</tr>
<tr>
<td>Term 4 –</td>
<td>How can I communicate the work I have done</td>
<td>Flexible - e.g. a short film, a slideshow, a</td>
<td>To look back over the entire course and to create a presentation of</td>
</tr>
<tr>
<td>assignment 4</td>
<td>to others?</td>
<td>presentation, a poster display, etc.</td>
<td>some kind that communicates how you have used Mantle of the Expert and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>how the approach has helped in your professional development.</td>
</tr>
</tbody>
</table>
Weekly practice of Mantle of the Expert in class

A fundamental aspect of developing a deep understanding of the approach is a commitment to rigorous and sustained practice in the classroom. We strongly recommend you practise at least once a week; less than that and you are unlikely to benefit much from the course. Mantle of the Expert is a complex approach, needing practice, and there are, unfortunately, no shortcuts.

It is vital, therefore, that you are prepared to start practising Mantle of the Expert the week after you go back from the residential and that you are willing to increase your practice from there, and throughout the course.

The following are minimum requirements (we recommend more whenever possible):

<table>
<thead>
<tr>
<th>TIMESCALE</th>
<th>PRACTICE</th>
<th>REFLECTION</th>
<th>FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>One hour per week (minimum)</td>
<td>Thirty minutes in a journal after each session</td>
<td>A single, ‘standalone’ session, or a combination of sessions</td>
</tr>
<tr>
<td>Term 2</td>
<td>Increasing use of the approach with links across the curriculum</td>
<td>Thirty minutes in a journal per week</td>
<td>A context (or contexts) planned and taught over a number of weeks, making links to other areas of the curriculum.</td>
</tr>
<tr>
<td>Term 3</td>
<td>Utilisation of Mantle of the Expert into wide areas of the curriculum</td>
<td>Thirty minutes in a journal per week</td>
<td>A context planned, taught, and sustained over half a term, with multiple areas of the curriculum</td>
</tr>
<tr>
<td>Term 4</td>
<td>Consolidation of Mantle of the Expert into daily practice</td>
<td>Thirty minutes in a journal per week</td>
<td>A Mantle of the Expert context is planned and taught as an integral part of classroom practice, used and applied when most effective.</td>
</tr>
</tbody>
</table>

Observation lesson

In term 4 you will plan and teach an observed session in collaboration with your course tutor. The length, scope, and focus of the session will be discussed between you and your tutor. After the session you will have the opportunity to reflect on the session, discuss matters arising, and look at next steps.

The tutor will also conduct a short (thirty-minute) viva where you will, in conversation, explain your understanding of Mantle of the Expert, how the approach works and how it can be used to support and develop learning.
Reading

During the course you will be required to engage in reading on and around the subject of Mantle of the Expert. This reading is planned to support your understanding and develop your professional development.

*A Beginner’s Guide to Mantle of the Expert* by Tim Taylor is a prescribed text.

You will find the reading list on the Mantle of the Expert website.
PROGRAMME OF STUDY

The programme of study for this course is divided into four modules. Together they will introduce you to and then develop your understanding of the three components of Mantle of the Expert: inquiry, drama for learning, and Mantle of the Expert pedagogy.

The first module will give you an overview of the Mantle of the Expert approach; the second an introduction to inquiry teaching; the third will delve deeper into Mantle of the Expert as a pedagogy; the fourth explores drama as a medium for learning. Please don’t consider the four modules as separate or in any way sequential.

Module 1: An overview

This module is designed to give you an understanding of the key elements of Mantle of the Expert. It will help you to see the big picture, as well as giving you an insight into the principal components. During the first weekend the course tutors will create a number of Mantle of the Expert contexts, which will provide you with the chance to experience Mantle of the Expert as a participant and to share being inside a fictional context with the other teachers on the course. From this perspective you will be able to grasp the underlying aspects of the approach, such as sequencing, progression, and continuity, as well as to develop an understanding of how the approach can be used to create meaningful and engaging contexts for learning.

Module 2: Using inquiry

Module 2 focuses on socially constructed practices and inquiry, including a detailed understanding of the difference between enquiry and inquiry as modes of teaching and learning. Deep attention will be placed on the concepts of structured and open learning as well as tackling the notion of discovery-based learning. The first weekend will enable you to review and hone your skills in knowing the pitfalls and benefits of these pedagogic domains.

In addition, this module focuses on:

- Children as questioners, teacher as mediator.
- The use of different teaching methods: inductive, instructive, deductive, and the choices teachers make when using them.
- Exploration in detail of the concepts and practices of ‘community of inquiry’: the investigation of tensions, problem-setting and problem-solving and the strategies associated with adults sharing power with learners.
• The different applications of Mantle of the Expert practices to represent learning (iconic, symbolic, expressive) and understanding how to deploy interactive and reflective questioning that elicits responses of high demand from students. The idea is to ensure learners do more meaningful talk than the teacher.
• The effects of the hidden curriculum and the challenges Mantle of the Expert makes on these often unexamined aspects of school culture. Such as ‘hands up’ and the habitual use of rewards and punishments, including praise.

Module 3: Mantle of the Expert pedagogy

During this course you will explore the main concepts of the dramatic structure of Mantle of the Expert and how these can be used to develop learning across the curriculum. Mantle of the Expert has three defining features:

1. The students operate within a fictional setting, as an expert team with power and responsibilities.
2. The team works for a client, who sets standards, needs to be communicated with, and requires information of some sort. This is the driver for the outcomes in the mandated curriculum
3. The client (imaginary) commissions the team to perform tasks and activities towards an end outcome. This might be a product, a problem, or a project. The tasks and activities create opportunities for the students to study the curriculum across wide subject areas.

While exploring these features you will learn how to plan for Mantle of the Expert and how to use the approach to generate engaging and meaningful opportunities for learning.

Language, as you will discover, is at the centre of this process, and you will spend considerable time analysing your use of language (in particular questioning) in order to work collaboratively with your students, to share the power to make decisions, and to build a community of inquiry.

You will also learn about the use of narrative in Mantle of the Expert and how story-making is used to make learning memorable.

Module 4: Drama for learning

Based on the pioneering work of Dorothy Heathcote, Cecily O’Neil and Gavin Bolton, this module will examine how drama can be used to create opportunities for children to explore situations from multiple points of view, and how this experience can be used to develop significant curriculum study.

You will learn how to use the different facets of teaching in (and out) of role, how to develop dramatic tension, how to use the dimensions of dramatic fiction and make-believe, and how to plan for drama in Mantle of the Expert.
You will also study the ingredients of drama – people, ‘now time’, role, tension, and reflection from different points of view – as well as how to use signs, texts, images, and other resources to attract children’s interest and build deeper levels of investment.
# COURSE DATES

Below are the significant dates and assignments during the programme for 2018–19.

## Term 1

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 1</td>
<td>20–22 April 2018</td>
</tr>
<tr>
<td>Demonstrations 1</td>
<td>May–July 2018</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>May–July 2018</td>
</tr>
</tbody>
</table>

## Term 2

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 2</td>
<td>28–30 September 2018</td>
</tr>
<tr>
<td>Demonstrations 2</td>
<td>September–December 2018</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>September–December 2018</td>
</tr>
</tbody>
</table>

## Term 3

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 3</td>
<td>8–10 March 2019</td>
</tr>
<tr>
<td>Observations 1</td>
<td>January–April 2019</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>January–April 2019</td>
</tr>
</tbody>
</table>

## Term 4

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations 2</td>
<td>May–July 2019</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>May–July 2019</td>
</tr>
<tr>
<td>Celebration Ceremony</td>
<td>July 2019</td>
</tr>
</tbody>
</table>
CRITERIA FOR ADMISSION TO THE PROGRAMME

This programme is open to NEU-qualified teachers inside the UK who teach regularly in the classroom. It is not designed for students, as the work is based on advancing already significant teaching experiences. However, consultants, or members of school leadership teams may also apply but will need to have significant evidence that they have access to a long-term and regular teaching commitment.

Please note:

Those applying for the course must be members of the National Education Union, the National Union of Teachers, or the Association of Teachers and Lecturers before embarking on the programme.

It is not a requirement for you to have any experience of drama or Mantle of the Expert, but an interest in developing the approach and an understanding of the values underpinning it are essential. For more information on Mantle of the Expert, please visit mantleoftheexpert.com.

APPLICATION PROCESS

Dates for application will begin on 22 January 2018 and finish on 5 March 2018.

A selection of schools will be made by members of the NEU and Mantle of the Expert tutors.

The selection panel will meet on 14 March 2018.

Teachers selected will be informed in writing and by email by the NEU on 15 March.

Each school selected will arrange a one-hour meeting time to discuss the programme with a member of the NEU/tutor team before the programme begins. Meetings will be held between 16 and 19 April 2018.

The course will begin on the first weekend residential, 20–22 April 2018.

SELECTION CRITERIA

For the head teacher and senior leadership team:

1. A strong commitment to support the teacher on the programme, particularly with the extra work involved.
2. An understanding of the values underpinning Mantle of the Expert and how these align with the school’s aims and values.
3. A commitment to use Mantle of the Expert as a lever of change and an understanding of what this will mean.
4. A commitment to put the development of Mantle of the Expert on the school development plan, and a clear understanding of how this change will come about.

For the teacher:

1. An understanding from the teacher of the extra work involved in taking on the programme and of how this might affect their professional and personal lives.
2. An understanding of the values underpinning Mantle of the Expert and how these align with their own values as a teacher.
3. A commitment to explore the approach in their own classroom through regular practice.
4. A commitment to keep a journal and make regular assessment of their own learning and how the approach is changing their practice.
5. A commitment to attend all the residential weekends and at least three demonstration lessons.
6. A commitment to work with the other teachers on the programme and keep in regular contact with their mentor.
7. A commitment to engage with the required reading on the course.

**COURSE AIMS**

The aims of the course are:

- To develop your practice as an expert teacher in the use of drama for learning, Mantle of the Expert, and inquiry.
- To develop your teaching skills to an expert level in the use of questioning, mediation, behaviour management, collaborative learning, and co-construction of contexts.
- To develop your planning skills to create coherent and engaging contexts for learning, and meaningful, challenging, and purposeful activities for learning.
- To develop your assessment for learning skills, recognising how to use children’s suggestions, building on their knowledge, and consolidating their understanding.
- To develop your understanding of a range of teaching methods, in particular the use of inductive teaching that draws your students in, builds on their interest, and creates opportunities for deep levels of investment.
- To develop your knowledge of the leading theoretical subjects of current and historical thinking in education. In particular the work of Dorothy Heathcote and Gavin Bolton.
- To develop your skills as a reflective practitioner, and to acquire the critical self-evaluation, independent thinking, and flexibility needed to respond to the range of challenges of Mantle of the Expert.
- To develop your knowledge of ‘form’ in drama and theatre, and acquire the skills to plan and deploy them in classrooms.
- To promote Mantle of the Expert in your school and provide you with the knowledge and skills you need to explain the work to others and support those who wish to take it up.
CERTIFICATION

On successful completion of the course you will be awarded the Mantle of the Expert Lead Teacher Quality Mark. This will recognise you as an expert practitioner, qualified to lead other colleagues in your school in the development of the approach. For more information on the Mantle of the Expert Lead Teacher Quality Mark please visit mantleoftheexpert.com.
FURTHER NOTES: 
COURSE GUIDANCE, TERM BY TERM

First term, April to July 2018

Over the first term you will need to spend at least one hour a week on experimenting with Mantle of the Expert in your classroom, as well as a minimum of thirty minutes to reflect and keep a journal. We know from past experience that without these minimum commitments little will be gained from this course. Merely attending the weekends and doing the odd session will not be enough to acquire the experiences and knowledge required to develop a deep level of expertise.

This first term lays the foundations for you to experiment with and develop your understanding of Mantle of the Expert. During the first weekend you will be introduced to the core elements of the approach and guided in taking the first steps into planning and teaching your own sessions. However, it is important to do the required reading, in particular the course text, A Beginner’s Guide to Mantle of the Expert. This book will support you throughout the course, but particularly at the beginning. You will also need to become familiar with the content of the Mantle of the Expert website, where you will find planning contexts, resources, and other useful material.

Throughout this course you will need to be a reflective practitioner, so please get into the habit of writing your journal after every session. We suggest a minimum of thirty minutes a week, although you might find more is essential. Your journal will become a personal record of your journey, outlining your gains, understanding, and progress towards your goal as a reflective and expert practitioner of Mantle of the Expert. If you struggle to find the time, please talk to your mentor and your head teacher: both understand the extra work you are taking on and have made a commitment to help you.

Your relationship with your mentor and the other teachers on the course will play a significant role in its success. Keep in regular contact: share ideas, experiences, challenges, and planning. In the past we have found developing a sense of community and a network of mutual support has been crucial in helping teachers to keep going and maintain progress.

During the first weekend the cohort will be organised into five ‘triads’. Each triad is made up of three teachers (ideally from different schools) who will share the time of one course tutor. The tutor’s role is to visit the classrooms of each of the teachers in the triad and teach a demonstration lesson for all those attending. One of these sessions will be in your class. You will have time to plan the session with your tutor in advance and to discuss the context and the aims of the session. After the session there will be time for reflection and questioning. Please feel free to invite other colleagues from your school who may be interested in seeing Mantle of the Expert in practice. One of the main aims of this programme is to model the approach and, as long as there is room, we don’t mind how many people are watching.
Second term, September to December 2018

The second term continues the pattern of the first in its combination of drama practices, inquiry, and Mantle of the Expert. You will attend a second weekend, which will build on your experiences in class, the demo lessons you have attended, and the training you received in the first weekend.

The foundational skills you developed in the first term are now applied to the production of more complex planning and systematic Mantle of the Expert forms. In particular, we will examine how Mantle of the Expert supports students in developing ethical identities through the operation of the responsible team.

We strongly recommend a visit to one our Mantle of the Expert training schools in different parts of the country. Such a visit will provide you with an essential insight into the way schools (experienced in the use of the approach) manage learning through fictional settings, how children respond to the ‘as if’ nature of make-believe, how teachers manage planning and assessment, and how school leaders cope with the demands of the accountability measures. You will find a list of the training schools on the Mantle of the Expert website.

Third term, January to April 2019

The penultimate term of study involves you in the planning, researching and execution of Mantle of the Expert projects within your own school. You may also like to plan and run an open day in your classroom to display the use of Mantle of the Expert to others, such as your teaching team, visitors, governors, and interested parents.

The final weekend residential will provide you with the opportunity to inquire into richer aspects of drama by immersion into the texts of Dorothy Heathcote. In particular we will be exploring in depth the techniques associated with the conventions of dramatic action, published in her landmark article, ‘Signs and Portents’. You can find a copy of this article on the Mantle of the Expert website.

During this term you will begin to rely heavily on your newly gained expertise in Mantle of the Expert, applying the approach to a growing number of lessons and looking to incorporate wider areas of the curriculum into the fictional setting. We will also address the issues of how to develop Mantle of the Expert practices with other colleagues and the possible development of your school as a future Mantle of the Expert training school.

In this third term you will also negotiate with your tutor when you would like to organise your observed lesson and viva. This can be planned in advance, with plenty of time to get ready and be prepared.

Fourth and final term, April to July 2019

During the final residential (in term three), you will agree your end of programme assignment with your tutor and mentor. This assignment will be a summary of your learning over the sixteen months of the course and will focus on a Mantle of the Expert context of
your choice. How you choose to present your assignment is up to you. It can be in any form you like: an article, a report, a film, a slideshow, a poster display. Whatever works for you.

Whichever form you choose, this assignment will reflect the learning you have accomplished over the term of the course, incorporating the effects of the approach on your students’ learning and outcomes.

At the final event in July 2019, all participants on the course will have the opportunity to share their assignments. This will be followed by an celebration ceremony where you will be presented with a Mantle of the Expert Lead Teacher Quality Mark.
SYLLABUS FOR TRAINING WEEKENDS

The weekends are designed for you to incrementally increase your knowledge, understanding and pedagogic skills in the deployment of Mantle of the Expert. We will also have a rich course booklet for you to use during the rest of the programme over the four terms. The content of the modules and the course booklet has been developed over thirteen years of similar weekends at our centre at Ringsfield Hall, Beccles, in Suffolk, with many hundreds of teachers attending. So we know that they are honed to what is required. Over time and with teaching tasks to be applied between each of the three weekends, you will be able to apply the learning developing in your chosen setting. These in-class tasks will be supported by the Mantle of the Expert tutor team on the assigned development days in your school or setting.

Weekend 1

Introduction to the four modules
Friday 20 to Sunday 22 April 2018
Tutors: Luke Abbott, Tim Taylor, and a nominated research member of NEU Executive
Venue: TBA

Pre-reading:

- *A Beginner’s Guide to Mantle of the Expert* by Tim Taylor, Chapter 1
- *The Authentic Teacher* by Dorothy Heathcote (available online at mantleoftheexpert.com)

**Module 1: An overview of Mantle of the Expert**
We have designed this module so that you will understand the key practical dimensions in the method. The course tutors will create a number of practical models with the members of the course to enable participants to experience Mantle of the Expert from the viewpoints of both a participant and a practising teacher in a teaching-lab structure. This creates an understanding of the sequences, progression and continuity needed to help raise the standards of learning in classrooms using Mantle of the Expert. This first module prepares you to understand the big picture and ‘direction of travel’ of Mantle of the Expert, as well as to experience deep learning with other teachers on the course.

**Module 2: Using the community of inquiry approach**
Module 2 focuses on socially constructed practices and inquiry, including a detailed understanding of the difference between enquiry-led and inquiry-led learning. Deep attention will be placed on the concepts of structured learning and open learning, as well as tackling the notion of discovery-based learning. This first weekend enables you to review and hone skills in knowing the pitfalls and benefits of these pedagogic domains.

In addition, this module focuses on:

- Children as questioners, teacher as mediator.
• Inductive teaching, instructive teaching and deductive teaching methods, and the choices teachers make to use any of them.
• Exploration in detail of the concepts and practices of ‘community of inquiry’: the investigation of tensions, problem-setting, problem-solving and the strategies associated with adults sharing the ‘power to influence’ with learners,
• The different applications Mantle of the Expert practices use to represent learning (iconic, symbolic and expressive), and understanding how to deploy interactive reflective questioning techniques that elicit responses of high demand from learners. The idea is to ensure learners do more meaningful talk than the teacher.
• The effects of the hidden curriculum and the culture of schools on practice. (For example, ‘hands up’ strategies in raising questions and answers in a classroom is very varied, not only across schools but across year groups in the same school.)

Module 3: An introduction to Mantle of the Expert
During the weekend we will explore the three main concepts of the dramatic structure of Mantle of the Expert and your application for learning across the curriculum. You will learn the main ingredients of all Mantle of the Expert structures, which are very simple and easily understood! As teachers using Mantle of the Expert we always create a team with imagined expertise, who are commissioned by an imagined client to tackle a fictional project with a great deal to think about. The team are to report their progress in overcoming their challenges to a range of audiences, including the client.

You will investigate matters such as:
• What specific ingredients need to be in place for Mantle of the Expert to work?
• How the three mainstays of the method are brought into the learning episodes through a selected curriculum context carrying the National Curriculum gives. For example, a school uses animal habitats context as a means to broaden learner experiences across the curriculum: science (the particular conditions animals need to survive and human impacts on animal welfare around the world), geography (maps and mapping, using coordinates – also involving maths), British values (morality: how to keep animal numbers in check; spirituality: whether animals dream; RE: whether great apes are able to believe in a god).

A practitioner applying Mantle of the Expert methods might design a programme of learning using a specific context in the following way:

1. The planned imaginary context that focuses on the mandated curriculum. (For example, a Scottish landowner wishes to reintroduce the wolf as a predator in order to keep deer numbers in check instead of the cull currently used.)
2. The imagined commission from the context. (Hetty McLeod, the landowner, wants to hire a team of people to bring a breeding pair of wolves from northern Europe to the Scottish Highlands and develop a natural way of keeping deer numbers down.)
3. The imagined responsibility of the class’s mantle of expertise. (A team of animal handlers who have the job of locating suitable wolf packs, selecting a breeding pair, collecting the chosen animals, releasing the wolves, and finally keeping an eye on the whole project.)

You will be invited to plan not only the focus and choices selected for curriculum mandates, but also a range of possible additional curriculum domains beyond the standard expectations.
Module 4: Drama for learning – methods and skills
This module is integral to the others above and examines the folding-in of educational drama techniques (now more commonly known as ‘applied drama’, as taught in drama colleges around the world). The essential concept under scrutiny is how exploring different points of view, by adopting them as if we are in other people’s shoes, can raise the quality and standards in learning.

The teaching canon of the North East School of Drama will be predominant as the work in this module is based on the great pioneers of the method: Dorothy Heathcote, Cecily O’Neil and Gavin Bolton.

- You will learn the methods associated with ‘teacher in and out of role’ and the three other allied role constructs, as well as how to use them in classroom episodes.
- Secondly, creating and using dramatic tensions in learning will be introduced and tutors will scaffold many episodes over the weekend for investigations and experiments to take place.
- You will experience how to use time dimensions in dramatic fiction. For example, the time in drama/make-believe and the time in the classroom may be very different, which would demand different styles of language and perhaps decisions, depending on the context.
- A major element for you is how to use our Mantle of the Expert planning frameworks, forecasting/creating Mantle of the Expert schemes of work, including how to teach your learners drama skills by developing your own knowledge, skills and understanding.
- During this first weekend, you will be inducted into the articulating and deep understanding of the ingredients of drama, especially if you are not drama-trained already. You will begin to learn how drama works and understand the power of language choices – for example, avoiding muddling terminology such as ‘pretend’ rather than ‘make-believe’.
- You will learn how drama always involves people: people creating a make-believe together, people behaving ‘as if’ they are other people (role-taking) facing some sort of tension where the actions created are in the ‘now’ of time, people reflecting on and making meaning from an observer or observed viewpoint, throughout the activity.
- Lastly, the way the methodology takes learners from interest to obsession will be a major aspect of selectivity in planning. This will include identifying the deployment of strategies to engage classes, scaffolding them to invest deeply and emotionally in the work in hand.

Weekend 2

The application of Mantle of the Expert in the classroom
Friday 28 to Sunday 30 September 2018
Tutors: Luke Abbott and Tim Taylor
Venue: TBA
Pre-reading:
- ‘Signs and Portents’ by Dorothy Heathcote (this will be available in the pack and online at mantleoftheexpert.com)
- A Beginner’s Guide to Mantle of the Expert by Tim Taylor; Chapter 6: Planning (please bring your copy of the book to the weekend)

This will be a predominantly practical weekend to deepen your understanding and skills in applying the work in classrooms or other settings. We will review our progress so far, identifying next steps from the work we have engaged in and prepare for the Development Days. The application of the dramatic imagination will be a major aspect of the weekend, as well as examining the toolkit left to us by Dorothy Heathcote. We will explore the key strategy of ‘teacher in and out of role: teacher as follower’ technique, teaching skills, devices, methods and strategies. The Nine Aspects of Great Pedagogy will be a backdrop to our investigations into modern pedagogic skills in the classroom.

**Weekend 3**

Friday 8 – Sunday 10 March 2019
Tutors: Luke Abbott and Tim Taylor
Venue: TBA

Pre-reading:
- The Quality Marks description on mantleoftheexpert.com
- Extracts from The Drama of History by Dr John Fines and Raymond Verrier (available on mantleoftheexpert.com website)

This final weekend will follow up on the learning of the course up until now and will be planned in relation to the work you have been doing in school. We will scrutinise the concept of learning through experiences – in our case, learning through drama and theatre form – and its connections to sign in the theatre. We will revisit ‘what do we do when we do drama?’ and the significance of points of view in drama work, and we will discuss how to set up a training school. This will lead us to understand more about the Mantle of the Expert Lead Teacher Quality Marks and their significance. Other matters such as ‘challenging my practice’ (reviewing the outcomes of self-review and identifying in detail ‘how my class are now learning’) will form a backdrop to the final phase of the course ahead of certification at the end of July.