



DOROTHY HEATHCOTE:
THE RULES OF MANTLE OF THE EXPERT

Dorothy Heathcotes Story

Margaret Mallett



Dorothy Heathcotes Story:

Dorothy Heathcote's Story Gavin M. Bolton, 2003 Dorothy Heathcote is the most public drama teaching figure in the world She has taught classes of children in five continents The numbers must run into millions In addition innumerable teachers have watched her teach in person or on video and television How did someone who left secondary school at 14 become a world authority Bolton describes Dorothy Heathcote's upbringing her work as a mill girl her theatre training her unprecedented appointment to Durham and Newcastle Universities and her extraordinary rise to fame He examines the basis for her genius and shows how being a wife and mother contributed to her work Dorothy Heathcote on Education and Drama Cecily O'Neill, 2014-08-27 Dorothy Heathcote MBE was a unique educator whose practice had a vital influence on the international development of Drama in Education For more than half a century she inspired generations of teachers and educators all over the world by her original and authentic approach to teaching and learning This new collection of the essential writings of Dorothy Heathcote traces the development of her practice over her long professional life It combines the most important and influential articles from the first edition with more recent pieces to show the significant development in Heathcote's thinking and practice The book reveals the increasing complexity of her engagement with Mantle of the Expert as an approach to the curriculum and revisits earlier themes that are central to her work in such pieces as Productive Tension and Internal Coherence In everything she writes she is concerned with introducing teachers to the power of drama as a means of activating the curriculum and giving them the insight and understanding to enable them to generate significant learning experiences with their students Each section is accompanied by an introduction a summary of key points and an extensive list of resources Edited by a leading expert in drama education and featuring a Foreword by Gavin Bolton this new collection of Dorothy Heathcote's work will be welcomed by academics teachers of drama and student teachers **The Drama Classroom** Philip Taylor, 2004-01-14 How can teachers incorporate drama into the curriculum What drama activities are especially successful How do teachers know when students are learning in through and about drama Teachers who are new to drama or those wishing to refresh their knowledge and ideas should find practical answers and guidance in this text The book introduces the work of Cecily O'Neill to demonstrate the entry points to drama lessons the pre texts and how educators need to introduce lessons with challenging material He then uses the work of David Booth to highlight one aspect of drama story drama and how it can be used as an effective learning medium across the curriculum **Drama and Traditional Story for the Early Years** Nigel Toye, Francis Prendiville, 2000 This volume covers the teaching of drama at nursery and Key Stage 1 It looks at why drama should be used how it works and how to get children involved **Story Drama** David Booth, 2005 This revised and expanded edition of a popular classic resource explores constructive ways to use drama and story to engage students in learning through all areas of the curriculum Organized around proven ways to use all types of stories each chapter features effective frameworks and workshop lessons easily implemented in any classroom The

work is built around shared stories 7F 14 picture books folktales novels historical narratives and true life events Teachers will find numerous innovative ways to incorporate a variety of drama processes including improvising role playing mime storytelling enacting playmaking reading aloud writing in role and performing

Collected Writings on Education and Drama Dorothy Heathcote, 1991-08 What does it mean to be an excellent teacher To Dorothy Heathcote one of this century's most respected educational innovators it means seeing one's pupils as they really are shunning labels and stereotypes It means taking risks putting aside one's comfortable doctrinaire role and participating fully in the learning process Above all it means pushing oneself and one's students to the outer limits of capability often with miraculous results In this lively collection of essays and talks from 1967-80 Heathcote shares the findings of her groundbreaking work in the application of theater techniques and play to classroom teaching She provides a time tested philosophy on the value of dramatic activity in breaking down barriers and overcoming inertia Her insistence that teachers must step down from their pedestals and immerse themselves in the possibility of the moment makes for magical and challenging reading

Drama and Curriculum John O'Toole, Madonna Stinson, Tiina Moore, 2009-03-17 Here's a knocking indeed says the Porter in Shakespeare's Scottish play Act II Scene 3 and immediately puts himself into role in order to deal with the demands of such an early call after a late night of drinking and carousal If a man were porter of hell gate But what roles does the porter of curriculum gate take on in order to deal with drama's persistent demands for entry Ah that depends upon the temperature of the times We who have been knocking for what seems to be a very long time know well that when evaluation and measurement criteria are demanded as evidence of drama's efficacy an examiner stands as gatekeeper When the educational landscape is in danger of overcrowding we meet a territorial governor And how often has the courtesan turned out to be only a tease because the arts are for a brief moment in the spotlight for their abilities to foster out of the box thinkers In this text we meet these commissionaires and many more The gatekeeping roles and what they represent are so familiar that they have become clichés to us We know them by their arguments ripostes dismissals their brief encouragement and lack of follow up And we know that behind each one however firmly they think they keep the keys is a nancial and political master whose power controls the curriculum building and everything in it

Collected Writings on Education and Drama Dorothy Heathcote, 1991-08 What does it mean to be an excellent teacher To Dorothy Heathcote one of this century's most respected educational innovators it means seeing one's pupils as they really are shunning labels and stereotypes It means taking risks putting aside one's comfortable doctrinaire role and participating fully in the learning process Above all it means pushing oneself and one's students to the outer limits of capability often with miraculous results In this lively collection of essays and talks from 1967-80 Heathcote shares the findings of her groundbreaking work in the application of theater techniques and play to classroom teaching She provides a time tested philosophy on the value of dramatic activity in breaking down barriers and overcoming inertia Her insistence that teachers must step down from their pedestals and immerse themselves in the

possibility of the moment makes for magical and challenging reading The Primary English Encyclopedia Margaret Mallett, 2012-05-23 Do you know your diphthongs from your digraphs Are you au fait with all the main reading programmes published in the UK And can you really tell the difference between a legend a myth and a fable If you have any doubt about saying yes to any of these questions fear not the answers are all in The Primary English Encyclopedia This fantastic resource contains such a comprehensive coverage of literacy topics that it will undoubtedly become one of the most regularly consulted titles on your bookshelf Literacy Time Plus This user friendly encyclopedia explains concepts aims and current requirements in all aspects of the primary English curriculum and is an invaluable reference for all training and practising teachers Now in its fourth edition entries have been updated to take account of new research and thinking and now reflect the requirements of the new Primary National Curriculum and particularly The Communication Language and Literacy Development element The approach is critical but constructive and supportive of the reflective practitioner in developing sound subject knowledge and good classroom practice The encyclopedia includes over 600 entries including new entries on English in the Early Years bilingualism SEN the use of the internet synthetic phonics and many more short definitions of key concepts succinct explanations of current UK requirements extended entries on major topics such as speaking and listening reading writing drama poetry bilingualism and children s literature input on new literacies and new kinds of texts for children discussion of current issues and some input on the history of English teaching in the primary years gender and literacy important references for each topic advice on further reading and accounts of recent research findings a Who s Who of Primary English and lists of essential texts updated for this new edition This encyclopedia will be ideal for student teachers on BA and PGCE courses preparing for work in primary schools and primary school teachers Learning That Matters Susan Davis, 2016-03-22 This book presents research and practice which revitalises Heathcote s Rolling Role an innovative trans disciplinary model which connects the work of multiple classes to engage in collaborative imaginative work The original model was developed by legendary teacher Dorothy Heathcote an educational innovator who gained international fame for her transformational work centred on dramatic framing to activate meaningful and important learning She developed models that encouraged teachers to curate powerful learning experiences through careful planning framing enactment and reflection Teacher in Role and Mantle of the Expert are the most well known of her strategies approaches where the teacher exercises high selectivity in a range of mediational tools and means so as to empower students as agents with the power to act While the Rolling Role model is less well known Heathcote herself believed that it had great potential to be realised through using websites and digital technologies In the wake of her passing and ongoing examinations of her legacy a practical exploration was initiated to reconceptualise the Rolling Role model through the use of digital platforms The resulting project The Water Reckoning was an international project which engaged students in exploring ideas related to climate change water based catastrophe and human resilience Further analysis and archival research have informed a deeper understanding of key

principles for implementing Rolling Role and its potential for global collaboration and learning This work has included close analysis of a set of 16 videotapes Heathcote created as a set of consultations for teachers The book therefore collects together for the first time accounts regarding the historical development of the Rolling Role system examples of its use and reflections on its application through the use of digital technologies Rolling Role has the potential to be applied in a wide range of educational contexts with its focus on engaged learning and learning that matters *Learning Science Through*

Drama Debra McGregor, Dayle Anderson, 2023-01-01 This book presents a wide range of international perspectives that explore the different ways the diverse forms of drama supports learning in science It illustrates how learning science by adopting and adapting theatrical techniques can offer more inclusive ways for students to relate to scientific ideas and concepts The theatrical processes by which subject matter can be introduced thought about discussed transformed enacted and disseminated are shown to be endless The first section of the book considers different ways of theorising and applying drama in classrooms The second section provides a range of case studies illustrating how role play performance embodiment and enquiry approaches can be utilised for learning in primary secondary and tertiary education contexts The third section demonstrates how different research methods from questionnaires particular kinds of tests and even the theatrical conventions themselves can provide rich data that informs how drama impacts on learning science **Research**

Methodologies for Drama Education Judith Ackroyd, 2006 Drama education has been lacking a research methodology This much needed text provides models constructed by leading researchers in the field and presented at the International Drama in Education Research Institute Conference in 2004 Each chapter in this collection from across the Anglophone world describes a different research methodology It explains how the methodology was applied to the practice and outlines how teachers and other researchers can employ it in their own contexts Led by the editor's chapter on the context of research the contributions include The Process of Institute Research Stations by Philip Taylor The Reflective Practitioner by Jonathan Neelands Critical Ethnography by Kathleen Gallagher Narrative Inquiry by Bellarie Zatzman A case study by Joe Winston Performance Ethnography by Jane Bacon Post structuralist Deconstruction by Ian McCormick Feminist Methodology by Sharon Grady The book will be essential reading for research students and teachers because it provides models and approaches that connect with the immediacy of their practice Story Works David Booth, Bob Barton, 2000 This

comprehensive resource deals with all aspects of story including what kinds of stories to choose how to present them ways to integrate stories in the classroom evaluation and more Cf Our choice 2001 **The English Teacher's Drama Handbook** Nicholas McGuinn, 2014-04-24 The English Teacher's Drama Handbook is a rich thought provoking introduction to teaching drama within the English classroom Divided into two sections the first part of the book explores ideological influences that have shaped drama's relationship with English over the past 250 years and aims to help you locate your own practice within a theoretical and historical context Starting with Rousseau's seminal text Emile it considers the theories of key thinkers and

practitioners and a range of complex issues including the construction of childhood children's play the teacher and student relationship the implications of linking drama and English and the impact of national curricula on drama and English teaching The second half of the book offers a collection of comprehensive practical schemes of work to inspire and support you and your students to realise the power of drama in bringing English language and literature vividly to life Suitable for a range of ages and abilities each activity makes explicit links to the key thinkers and issues explored in the first part of the book and explores a particular aspect of work in English from grammar and spelling to poetry and play texts Together with guidance on how to begin and progress the activities each sequence includes ideas for exploring issues further in the English classroom Written for English teachers at any stage of their career The English Teacher's Drama Handbook offers new ways of looking at drama and English that will ensure meaningful and enjoyable teaching and learning

Creating Stories With Children Andrew Wright, 2013-07-15 This popular series addresses the needs of primary teachers teacher trainers and trainee teachers

What's New in Literacy Teaching? Karen Wood, Jeanne Paratore, Brian Kissel, Rachel McCormack, 2016 Reissue of ILA bestseller In this e book well known literacy scholars share practical ways to engage and challenge today's students Key topics covered include text complexity vocabulary instruction reading interventions digital tools critical literacy and self regulation User friendly chapters include enhanced content classroom scenarios transcripts photo essays links to videos and screen shots of online strategies Insightful and thought provoking What's New in Literacy Teaching is a must have resource that belongs in the hands of administrators curriculum coordinators preservice teachers experienced teachers and literacy coaches who want to see how theory and research can be transformed into practical and innovative instruction to engage and challenge today's students Patricia A Edwards Michigan State University Written by outstanding scholars this is a must read for all those engaged in literacy development Lesley Mandel Morrow distinguished professor Rutgers University Contributors include P David Pearson Camille L Z Blachowicz Julie Coiro Peter Afflerbach Jane Hansen Diane Lapp Elfreida H Heibert

Performative Arts and Social Transformation Mira Sack, Milena Meier, Andreas Bürgisser, 2024-11-22 What future challenges are we facing already today what room for action needs to be secured and which impulses result from this for professional future action Against the backdrop of social transformation processes that pose these questions the contributors to this volume highlight current developments in the field of performing arts asking for scientific references to the mode of crisis Their international framing places different academic positions in an overarching discourse by bringing knowledge from different theatre traditions and cultural contexts into a dialogue

Using Storytelling to Support Children and Adults with Special Needs Nicola Grove, 2013 This wide ranging book shows teachers and other educational professionals how to engage in highly creative approaches to the use of story which can be centred around myths and legends personal stories life stories or stories created by children themselves and highlights how storytelling can open new worlds for children with or without special educational needs

Pediatric Dramatherapy Carol E. Bouzoukis, 2001 Based

on a study conducted with chronically ill children Pediatric Dramatherapy shows how children who are unable to verbalize their feelings or inner conflicts can do so through dramatherapy The major sources of stress for chronically ill children are examined as they relate to situations within selected stories **Education and Dramatic Art** David Hornbrook, 2002-01-04
2nd ed of title previously published by Blackwells

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