

3. Accreditation as a teacher

Module 1 – Teaching Bell Handling

The candidate for teacher accreditation must attend the Module 1 (Teaching Bell Handling) Day Course and teach at least one new ringer from their first lesson to the point where they can handle a bell safely and competently on their own. The mentor will confirm, by signing the items in the Teacher Training Logbook, that the teacher has satisfactorily completed that item with the new ringer. Alternatively the candidate may complete the required items during group teaching sessions.

Candidates should exhibit satisfactory bell handling skills themselves. Achievement of the criteria in the LtR Level 2 Handling Assessment is recommended.

Teachers must demonstrate an ability to use the concepts presented in the day course and then complete the sections in the Teacher Training Logbook. An ART Assessor must then observe the teacher.

Module content

- Teaching a skill - how to build skills.
- Becoming a good teacher – individuals and learning, communication, observation and feedback.
- Practical exercises for teaching the backstroke and handstroke and the joined stroke.
- Teaching ringing up and down.
- Solving common handling problems.

Assessment Requirements

- Four lesson plans with reviews must be submitted in the Teacher Training Logbook.
- All sections in the Teacher Training Logbook must be completed.
- Teachers will also complete an Assessed Lesson Plan, undertake an Assessed Teaching Session with an ART Assessor present and will be required to demonstrate that they have:
 1. Adequate understanding of safety considerations.
 2. The ability to plan a teaching session.
 3. The ability to review a teaching session.
 4. The ability to use the review to plan the next session.
 5. A relaxed and comfortable manner with the new ringer.
 6. The ability to give clear explanations and demonstrations.
 7. The ability to be flexible and use appropriate exercises for the new ringer (e.g. age and learning style).
 8. Adequate observation skills
 9. The ability to give appropriate timely feedback in a positive manner.

The checklist in "Guidance notes for ART Assessors (Module 1)" will be used for the assessment.

The relevant online multiple choice theory test must be completed satisfactorily before the teacher can be submitted by the Assessor for accreditation and membership of ART.

Module 2

Candidates may complete Module 2 prior to, or without completing Module 1. However, it is recommended that they attend Module 1 first and Module 2 candidates should note that they may be required to demonstrate knowledge of the following areas of teaching theory from Module 1:

- The theory of skills development.

- The ability to be flexible and use appropriate exercises for the new ringer (e.g age, learning style).
- Communication, observation and feedback skills.

Common Assessment Requirements for Modules 2F & 2C

An initial plan and four lesson plans ~~should~~ must be prepared and delivered with support from the mentor. An Assessed Lesson Plan must also be prepared and an ART Assessor must then observe the teacher and confirm that the teacher demonstrates:

- Understanding the importance of planning sessions with a view to ensuring that ringers can progress towards their personal goals.
- Understanding the importance of planning sessions with a view that the whole band can move towards shared goals.
- Understanding the importance of reviewing sessions and ability to use the review to plan the following session.
- The ability to use feedback positively and constructively for the individual ringer and the band as a whole.
- The ability to 'stand behind' a ringer and give instruction with accurate timing on how to improve performance.
- The ability to explain ringing theory to a ringer or group of ringers in an accessible and meaningful way to aid understanding.
- The ability to adapt ringing teaching to suit the individual ringer.
- The ability to adapt the plan for the session where necessary.
- The ability to run a varied practice and make the sessions enjoyable.

The checklist in "Guidance Notes for ART Assessors" (Module 2F or Module 2C) will be used for the assessment.

The relevant online multiple choice theory test must be completed satisfactorily before the teacher can be submitted by the Assessor for accreditation and membership of ART.

Module 2F – Teaching from Rounds to Plain Hunt

The candidate for teacher accreditation must attend the Module 2F Day Course and design and deliver a programme of learning to take a novice ringer from being able to handle a bell competently on their own to being able to ring call changes, Kaleidoscope sequences, Plain Hunt and covering. The mentor will review the teacher's lesson plans and confirm their satisfactory completion in the Teacher Training Logbook. Alternatively the candidate may complete the required items during group teaching sessions.

Module Content

- Coaching & building a strong band
- Developing foundation skills
- Teaching Call Changes
- Exploring Kaleidoscope Ringing
- Introduction to covering and Plain Hunt

Module 2C – Teaching Elementary Change Ringing

The candidate for teacher accreditation must attend the Module 2C Day Course and design and deliver a programme of learning for teaching elementary change ringing. The mentor will review the teacher's lesson plans and confirm their satisfactory completion in the Teacher Training Logbook. Alternatively the candidate may complete the required items during group teaching sessions.

Module Content

- Coaching & building a strong band

- Running a good practice
- Developing foundation skills
- Building Skills for Plain Hunt
- Easy Steps to Plain Bob
- Using Unusual Teaching Exercises
- Using goals to move on from Plain Bob Minor

Additional Entry Requirement

Candidates must submit evidence from BellBoard that they have rung a quarter peal of Plain Bob Minor inside or a more advanced method.

Candidates who have already attended a Module 2F Day Course may work towards Module 2C accreditation by attending a M2C Top-Up Half-Day Course as an alternative to the full day option. If M2F accreditation has not yet been reached full M2C procedures will need to be completed post half-day course to work towards M2C accreditation. If M2F accreditation has been reached further Teacher Training Logbook completion will not need to be undertaken but candidates should provide to the Assessor evidence of planning and reviewing of ringing sessions at a method level to support questioning.

4. Accreditation as a mentor

Module 1 – Teaching Bell Handling

In assisting the teacher, the mentor is required to:

- Attend the Module 1 Teaching Bell Handling Day Course.
- Assist the teacher to plan and deliver their teaching.
- Observe the teacher on a regular basis and offer advice and feedback.
- Sign the Teacher Training Logbook to show that the teacher has satisfactorily completed all the Teacher Training Logbook's requirements.
- Arrange for an Assessor to carry out an Assessed Teaching Session.

Module 2F – Teaching from Rounds to Plain Hunt & Module 2C - Teaching Elementary Change Ringing

In assisting the teacher, the mentor is required to:

- Attend the relevant Module 2F or Module 2C Day Course.
- Assist the teacher to plan and deliver their teaching.
- Observe the teacher on a regular basis and offer advice and feedback.
- Review at least one teaching session led by the teacher.
- Sign the Teacher Training Logbook to show that the teacher has satisfactorily completed all the Teacher Training Logbook requirements.
- Arrange for an ART Assessor to carry out an Assessed Teaching Session.

Assessment Requirements for all Modules

To become an accredited mentor, the mentor must:

- Sign the completed Teacher Training Logbook for the Teacher and arrange the Assessed Teaching Sessions for both teacher and self.
- Complete satisfactorily the relevant online multiple choice theory test.
- Undertake an Assessed Teaching Session using the same assessment criteria as teachers but without the need to complete own Teacher Training Logbook

ART Assessors will seek evidence that mentors have given their teachers adequate support.

If the teacher fails to complete a course, the mentor may themselves accredit as a teacher by completing the requirements for a teacher by teaching, completing the Teacher Training Logbook and having an assessed lesson.