

Chairman's Chatter

By Pip Penney

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Central Council support for ITTS promotion

Following the Wellesbourne Conference 'Change Ringing for the Future' in November 2011, a Recruitment and Training Forum was set up at the 2012 Central Council (CC) meeting in Chester to follow up the ideas that the conference had generated.

I was a member of this forum. At the time of the meeting support for the ITTS and ART was expressed. As a result of the work of this group a report is to be presented to the CC meeting in 2013 making various proposals. One of these proposals is that the Administrative Committee of the CC are planning to hold regional forums to pursue certain objectives.

One of these objectives is to "Recommend the use of ITTS/ART". The venues for these

forums have not been decided yet, but keep a look out for one which might happen near you and please do come along.

New branded clothing

Would you like a t-shirt, sweatshirt, fleece or polo shirt with the ITTS logo on? The promotional code for the ITTS logo is ZZ16741. The logo will cost you £2.50 in addition to the price of the garment. Go to...

www.ringingteachers.co.uk/ittsclothing

Calling all ART members

If you have not already done so please send your postal address to Angela Roskelly via admin@ringingteachers.co.uk

Coming soon - Mentoring Workshop

Following the Mentoring presentation at the AGM there has been a call for a Mentoring Workshop for ITTS delegates and



ART members. Work is currently underway on this proposal. It will take the form of an interactive workshop lasting for a short day. All Mentors and would be welcome to attend. Further details to be provided soon.

Moodle – Learning to Ring course gets a facelift

At the AGM, Clare McCardle gave a presentation entitled "Making the most of Moodle". It was an excellent presentation but not totally complementary about the part of the site to which our new ringers have access!

I spoke to Clare after the AGM and she is now going to take over the editing of that part of the Moodle website to make it more interesting for new ringers. So watch that space. Any ideas or material you would like to see included, send to Clare via claremcardle@ringingteachers.co.uk

Learning the Ropes – now on DVD

ART launches first DVD production, available now for teachers & learners

'Learning the Ropes: A Guide to Teaching Bell Handling'

We are pleased to introduce the brand new DVD from ART, following its premiere at the ART Conference.

'Learning the Ropes: A Guide to Teaching Bell Handling' is a great resource for Teachers and those learning to ring alike. It is full of useful tips and advice on ringing style and skill development.

The DVD covers learning theory, examples of proficient bell handling, demonstrations of common handling problems and how to correct them. The DVD also features a major section showing a learner with no previous experience being given their first training session based on ITTS principles.

You can order through the ART website, where there is also a downloadable order form option. Copies are available to the public and those current progressing through the ITTS Scheme at £15 each, with a 20% discount available to accredited ART Members.



Review

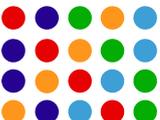
By Simon Linford

With "Learning the Ropes – Bell Handling", the Association of Ringing Teachers has risen to the challenges of the genre. Sitting down as a sceptical reviewer of this new DVD I was not filled with hope, but finished my first viewing with a smile on my face, an appreciation of the effort and skill that had gone into it, and one or two tips which, even as a relatively experienced teacher, I would take away with me for future use.

A gap in the current repertoire of teaching aids has been filled with this DVD. There is no doubt that there is something everyone can learn here, and I commend it to you.

A teaser clip will be available soon, but feedback from the premiere at the ART Conference has been great – 65% of Members rated it excellent!

Copies are selling fast – order yours through the ART website at www.ringingteachers.co.uk/dvd

 Association of
Ringing
Teachers

www.ringingteachers.co.uk

Mission Statement

"To improve the learning experience of new ringers"

Our Purpose

To develop and support the delivery, integrity, and standards in the teaching, instruction and education of the art of change ringing

Teaching Tips #4

Mind your language – feedback, in the right way, is key to success

Feedback is an important teaching tool when progressing a learner with their ringing.

Without feedback it is difficult for a ringer to understand and modify their ringing. Learners who obtain feedback tend to perform more consistently over the long term.

Verbal feedback

One type of feedback which a ringer will receive is verbal feedback from the teacher. This verbal feedback can be positive, negative or neutral (informational with no positive or negative connotations – such as - remember to keep your handstroke lead open)

Both positive and negative feedback have their role in teaching but care must be taken as to the result the feedback has on the ringer's attitude to further learning. Feedback is a powerful tool and should be used carefully and thoughtfully.

Positive feedback can

- Motivate ringers
- Reinforce the desired technique – eg good leading or striking
- Correct technique

Positive feedback provides encouragement; ringers like to receive praise especially when it is sincere and honest.

Negative feedback can

- Demotivate ringers
- Change attitudes for the worse
- Undermine a ringer's confidence

Negative feedback does not encourage ringers, may be counterproductive to their motivation and contribute to them giving up easily.

Self-confidence

Teachers want their ringers to

- Be enthusiastic and take a positive attitude
- Show perseverance even when things are hard to learn
- Attempt challenging tasks such as moving on to a larger number of bells, learn new and more complex methods or learn the Standard 8.

To be able to act in this way the ringer must feel confident in his or her own ability to succeed. Self-confidence is an indicator of the fact that the ringer believes in his or her own ability.

There is a clear relationship between self-confidence and success. This means that teachers need to concern themselves with building self-confidence in their ringers. The behaviour of the teacher will have a strong effect on the self-confidence of a ringer.

Teachers should give out the message that all ringers can improve and succeed with practice and application.

To help maintain self confidence the teacher needs to ensure that the ringer feels he or she is of value to the teacher no matter where the ringer is in terms of skill development and how advanced their ringing might be.

The way in which the teacher uses feedback will affect the way the learner feels. It should be the aim of a teacher to use feedback in a manner which leaves the ringer feeling positive.

DON'T

"DON'T" is one of the most negative words a teacher can use!

Used frequently it will demotivate, especially during the early stages of learning to ring and when learning to handle a bell. Unfortunately, it is commonly used!

Teachers are notorious for recognising and correcting errors more often than noticing correct aspects of movements. The positive aspects of performance should be recognised and used in the feedback to the ringer. Teachers should avoid the use of the word "Don't" where ever possible.

Teachers should not use sarcasm and should never, never shout at a ringer unless there is an unsafe situation that requires immediate action.

The next time you are teaching, see if you can count how many times you use the word "Don't". How could you phrase your feedback to avoid using the word?

Avoiding the use of "DON'T"

Feedback must be accurate but to be effective the ringer must be in the right frame of mind to accept the feedback being given.

The use of 'Good – Better – How' provides the teacher with a suitable technique. A teacher should start with what was good

about the ringer's performance or attitude, next should come better - what needs to be improved - and following that how - guidance on what the ringer should do to improve performance.

This feedback should be followed up with the opportunity to practice what needs to be improved.

Immediate feedback is more useful for improving performance than delayed feedback; if the feedback is delayed it is more likely that the ringer will have forgotten exactly how they performed.

The feedback sandwich

To make the feedback more acceptable to the ringer, verbal

feedback can be thought of in terms of a sandwich!

- Good - first the teacher makes a positive comment to attune the ringer to forthcoming comments (feedback). This is represented by the top piece of bread
- Better – the teacher gives the feedback about what needs to be worked on. This is represented the sandwich filling.
- How – the teacher provides the advice and the opportunity for the ringer to improve their performance. This is represented by the underneath piece of bread.

Somerset youngsters achieve LtR awards

By Pam Ebsworth, ART Member

Following our first local ITTS Module 1 Day Course, three youngsters were taught in the Axbridge Branch using the Learning the Ropes scheme.

After three months all could raise and lower a bell safely on their own and ring rounds so were presented with Learning the Ropes Level 1 awards.

One of the youngsters, Kaitlin, soon gained lots of experience on different weights and types of bells and her achievements rapidly increased (thanks to her mum driving her all over the county!!).

She rang her first ¼ Peal after 9 months; first as cover after 11 months and first inside after 14 months. Kaitlin recently became the first person in the Diocese to have reached Learning the Ropes Level 4.



At the B&W Association AGM, on Easter Monday, she was presented with her latest certificate by Tim Hawkings (B&W Master). Further Learning the Ropes awards included LtR Level 1 Frank (Worle), & LtR Level 2 Daniel (Lympsham).

200th Learning the Ropes certificate awarded

On March 8th 2013, the 200th Learning the Ropes certificate was awarded to Ieuan Hallas, a ringer at St Helen's Abingdon. Ieuan is

taught by ART Member Susan Read and achieved LtR Level 2 – Foundation Ringing Skills. Congratulations Ieuan!

Salisbury Guild success with ITTS

By David Hacker, ART Member

ITTS came to be part of our training for new ringers after a very sceptical start. There had been several write-ups and various items of correspondence in the "Ringing Press" before our Guild AGM at Gillingham in May 2012. I was not sure whether it was something that I could support or not when I took over as Guild Training Officer. However, I felt that it should be investigated with an open mind.

Christine Purnell, Devizes Branch Training Officer, spoke to Pip Penney about the Scheme at the Central Council meeting. Pip persuaded Chris that the way forward was for us to find six new teachers and six people willing to act as mentors, and then arrange an ITTS Module 1 Day Course so that we had a full insight into how the Scheme worked. Chris took on the organising of this first Day Course and persuaded me to go along to Mentor our branch Chairman who had not taught before.

The twelve of us attended a Day Course last September at Devizes before we started to teach some



ITTS Delegates after the Module 1 Day Course at Bradpole Ringing Centre on 21 March 2013. The Day Course was led by ITTS Tutor, Frank Seabright.

new recruits that Chris had lined up. We were now completely on board with ITTS, our reservations had been completely blown away by what we had seen and our experiences in the teaching of new recruits.

My enthusiasm for the scheme was increasing all the time, hence my visit to Bradpole last November to promote ITTS and offer it to the West Dorset Branch as an alternative way of teaching which, I am pleased to say, came to fruition with their own Day Course (see photo).

The support in the Devizes Branch has grown tremendously and

earlier this month we ran our second Module 1 Day Course with more teachers coming forward, and some of the first group standing in as mentors. We are now planning for the first group to attend a Module 2 Day Course at Edington that takes them on to the next stage of teaching changes to their learners.

Furthermore, after discussions at the Training Committee meeting, it looks as if we will have enough new teachers and mentors to run another Module 1 Day Course in the summer, which has surpassed all expectations that I had last May.

Your ideas for Teaching Tips Xtra!

Moodle now has a new Teaching Tips Xtra! section for both ITTS Module 1 and 2. We are looking to collect ideas and suggestions for new teaching techniques or ideas from all our teachers. Perhaps a new idea that worked for you can

be shared with everyone else? If you have a good idea or an exercise that has worked for you, please send details to grahamnabb@ringingteachers.co.uk After approval it will go on Moodle for everyone to use.

Going Above & Beyond

Introducing Beyond Learning the Ropes

Research clearly demonstrates the importance of having aims, objectives and goals to achievement.

Objectives help to clarify the pathway to follow to enable progress to be made; aims will help a learner understand that pathway. Achievement makes people feel successful, people who feel successful gain confidence. Feeling confident is likely to keep people feeling involved and keep them better motivated.

Beyond Learning the Ropes is for those ringers who want to go further. It follows on from Learning the Ropes and will take the ringer into the rich world of method ringing, helping them to expand and extend their ringing skills and their understanding of method ringing.



Learning the Ropes

However, unlike Learning the Ropes it is not a progressive scheme but a modular scheme consisting of various Options.

There are 5 Options in the scheme; Doubles, Minor, Surprise Minor, Triples and Major and Surprise Major.

The Options do not have to be worked through in a chronological manner. The objective may be to allow the whole band to move forwards with their ringing or it may be used to progress the skills of a particular ringer within the band.

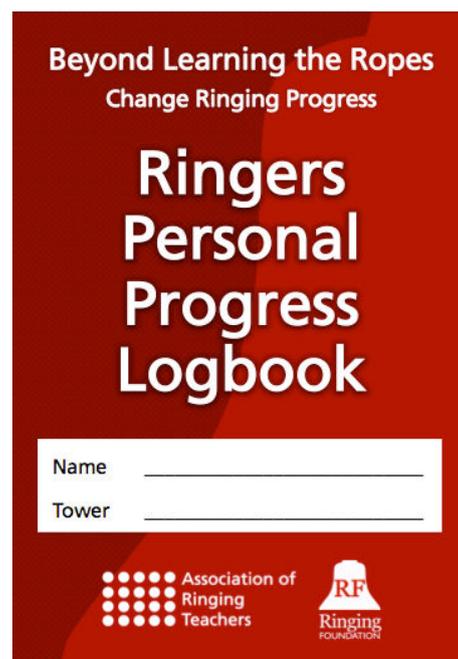
Together with the ringer(s) the teacher can select which Option is best suited to the local circumstances. The choice will be affected by the ringer's circumstances, stage of learning and what the teacher and ringer want to work towards.

Each Option is accompanied by methods to be learned, quarter peals to be rung and theory to get to know.

There are some suggested methods but there is also scope for ringers to learn methods of their own choice. Certain towers or areas of the country may have different method ringing preferences and the scheme takes this into account.

New easy online form for LtR certificate requests

Teachers can now submit online applications for Learning the Ropes certificates, replacing the need to download a form, fill it in



This scheme is for all ART Members both Associate and Full to use with their ringers. There are curriculum documents on Moodle website and teachers can send off for Ringers Personal Progress Logbooks for the ringer(s) to work through.

When the objectives set out in the Ringers Personal Progress Logbook have been achieved, the teacher then submits these results through the ART section of the Moodle site. A certificate is issued and sent to the teacher to be presented to the ringer.

Encourage your ringers to go further, why not check out the details on Moodle and see what the scheme could do for the ringers in your band!

and return it via email. You can find the form on the ITTS Module 1 and ITTS Module 2 pages on Moodle.

Inaugural ART Annual Conference

On Saturday 9 March, 60 ART Members and ITTS Participants met at Kineton, Warwickshire for the inaugural ART Annual Conference. The day was packed full of workshops and master classes, including a keynote presentation from Mark Regan of Worcester Ringing Centre.

By Diane Pritchard, ART Member

Having taken part in ITTS, I was looking forward to the first national conference run by ART.

As I was travelling with a non member, we missed the AGM part, arriving at Kineton to a buzzing atmosphere and friendly registration. Refreshed with a welcome cuppa, we settled down to listen to Mark Regan's talk on ringing at Worcester Cathedral.



Mark is an excellent speaker who manages to inspire his audience and we were left in no doubt that "Making it happen" brought rewards along with a few frustrations! Just how ringers' engagement with the church and local communities can be encouraged back in our own environs is the challenge set down to us all.

Claire's talk on Moodle was a good introduction for newer members, but the presentation I found most interesting was the group teaching, linking to area recruitment - very relevant to rural areas such as my own patch.

Turning thoughts to next year, I have an eye on the mentoring workshop if run again.

Obviously, much thought had gone into planning the day. There were plenty of display boards to browse whilst networking and enjoying the excellent catering. A huge well done to the hard work of all involved behind the scenes, all the effort made for an enjoyable day.

By Pip Penney, ART Chairman

Thank you to everyone for coming along, the day went really well.

We have had an excellent first year and we still have many more ideas to proceed with. However, I must say that it has been the sheer hard work and dedication of 'the team' which has got us to the

point we are at now. I am overwhelmed with the effort so many diverse people are prepared to put in on so many diverse aspects of both ITTS and ART.

The day also featured the premiere of ART's first video production. 'Learning the Ropes DVD' is a new training film which

promises to be useful to both teachers and ringers alike.

Looking ahead to next year, I would like to see the event evolve beyond an AGM with additional lectures, workshops and master classes to a dynamic event that is a 'don't miss' day in the calendar of our Members.



Records of Achievement Feb, Mar & Apr 2013

Level 1

Laura Krippans - Barrow upon Humber
Bethan Pinnock - Harborne
Lewis Jackson - Reydon
Christine Blunt - Reydon
Charlie Quniby - St Michael on Greenhill
Gillian Wooton - St Michael on Greenhill
Jennifer Deakin - St Michael on Greenhill
Rachel Deakin - St Michael on Greenhill
Paul Williams Jones - Minster in Thanet
Stephen Williams Jones - Minster in Thanet
Gordon Bott - Farnborough, Warwickshire
David Sewell - Barrow upon Humber
Sonia Dugmore - St Michael, Lichfield
Sam Locock - St Michael, Lichfield
Mary Thatcher - St Michael, Lichfield
Jordan Thatcher - St Michael, Lichfield
Jan Mitchell - St Michael, Lichfield
Goegia Locock - St Michael, Lichfield
Chris Browning - St Michael, Lichfield
Krys Pietrecki - Lighthorne
Frank Jordan - Worle
Fred Parker - Belper
Angela Breton - Wickhambreaux
Malcolm Withers - Wickhambreaux
Christine Hutchings - Wickhambreaux
Heather Mackey - St Leonard's Deal
Linda Ridpath - St Michael's, Bishops Itchington
Tara Taylor - Stonesfield
Adam Shard - Bury St. Edmunds
Daniel Anderson - Lynpsham
Denise Daykin - St Barrtholomew, Quorn
Scott Folkard - St Barrtholomew, Quorn
Vivienne Sewell - Barrow upon Humber
David Tudor Downs-Powell - Minster in Thanet
Ella Barker - Edington Priory
William Groves - Brewood
Sheila Pickrell - Brewood
David Roemmele - Dunkeld Cathedral
Adele Simpson - Brewood
John Montague - Shirenewton
Paul Brown - St. John, Devizes
Patrick Duffy - Wickhambreaux

Jonathon Holt - Studley
Mara Maggio - Dunkeld Cathedral
Sam Kellaway - Shirenewton

Level 2

Philip Rothwell - St Nicholas, Warwick
Catherine Pinnock - Harborne
Rob Pinnock - Harborne
Ambrin Williams - Reydon
Rachel Deakin - St Michael on Greenhill, Lichfield
Jennifer Deakn - St Michael on Greenhill, Lichfield
Charlie Quinby - St Michael on Greenhill, Lichfield
Ben Brain - North Curry
Mark J Hawes - Bishops Lydeard
Alison Tite - Horley, Oxon
Linda Ridpath - St Michael's, Bishops Itchington
Emily Roderick - St Michael's, Bishops Itchington
Noah Wilson Bell - Tadcaster, North Yorkshire
Ieuan Hallas - Abingdon, St Helen
Alison Tite - Horley Oxon
Julia Tite - Horley
Bethan Pinnock - Harborne
Mara Maggio - Dunkeld Cathedral
Matthew Porter - Berkswell

Level 3

Kaitlin Jarvis - Lympsham
Ross Manning - St Mary's, Dover
Ambrin Williams - Reydon
Jennifer Deakin - St Michael on Greenhill, Lichfield
Richard Pinnock - Harborne
Gervald Frykman - Bishops Itchington
Cathy Parry - Berkswell
Ruth Eyles - Leek Wootten

Level 4 (Doubles)

Rose Horton - Harborne
Ambrin Williams - Reydon
Richard Pinnock - Harborne
Nadeem Akhlaq - Halford

There have been no further passes of Level 5 (Doubles).
As yet, there are no ringers who have passed Level 4
(Minor) or Level 5 (Minor).