



The A.R.T. Training Scheme

[Formerly "The Integrated Teacher Training Scheme"(ITTS)]

**Regulations for the Accreditation of
Teachers, Mentors and Tutors & Criteria
for Membership of the Association**

Edition 2

**Approved by the Association's
Management Committee**

Jan 2016

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CHANGES INTRODUCED IN THIS EDITION

- The name of the scheme is now “The A.R.T. Training Scheme”
- Module 2 is now divided into two separate modules: 2F “Foundation Skills: Teaching from Rounds to Plain Hunt” and 2C “Teaching Elementary Change Ringing”. The content of both modules has been updated.
- The time limit for completing Module 2 courses is now two years.
- The minimum age for membership of the Association has been reduced to 16.
- The final assessment of candidates for accreditation is now carried out by an “ART Assessor”.
- Mentors who seek accreditation as a teacher, their mentored teacher having failed to complete, are now subject to final assessment by an ART Assessor.
- Full membership of the Association is offered to candidates completing Module 1 and either 2C or 2F. Associate membership is offered to those completing any one module.

1. INTRODUCTION

These regulations set out the key requirements for accreditation under the A.R.T. Training Scheme (ATS) and for admittance to membership of the Association of Ringing Teachers (ART). They are intended to provide information on the module content and assessment requirements for those interested in becoming accredited teachers or mentors and to set out clearly the assessment requirements for those already following an ATS programme. They do not constitute an entire curriculum for the modules of the ATS. They should be read in conjunction with the following documents which set out detailed requirements and guidance notes for participants in the Scheme:

- *ATS Teacher Training Logbook*

Latest versions on SmART Ringer of the following documents:

- *Becoming a Teacher on the ATS*
- *Becoming a Mentor on the ATS*
- *Guidance notes for ART Assessors (Modules 1 & 2)*
- *New Teacher Training Logbook – Guidance notes for mentors*

These regulations set out the minimum requirements for assessment and accreditation. They are not intended to prescribe the teaching methods to be adopted by teachers or their mentors. Participants in ATS programmes are expected to demonstrate an understanding of the principles of skill development and the learning styles of the ringers they teach. However, teachers and mentors are also encouraged to adopt a flexible approach which meets the needs of individual learners and will be expected to demonstrate such flexibility.

ART expects that candidates will use its scheme for training new ringers, “**Learning the Ropes**” (LTR). Its use will be found helpful to teachers and mentors and can be used alongside other established training materials and schemes. A list of recommended teaching resources is available on SmART Ringer.

2. DEFINITIONS

Accreditation At the completion of a Module, the Teacher becomes an accredited Teacher recognised by ART and is eligible for membership of the Association. A certificate will be awarded to record their achievement.

ART Assessor An accredited teacher or mentor who is invited to carry out the final assessment of a teacher at the request of that teacher’s own mentor. Tutors are also able to act as ART Assessors.

ART Membership Membership is open to any teacher or mentor who is accredited under an ATS programme. Full membership is offered to those completing two Modules and Associate membership to those completing one. Membership is additional to Accreditation and requires payment of an annual subscription fee.

Association of Ringing Teachers (ART) ART is the management and accreditation body for the ATS. It is made up of Members who have completed ATS Modules and ATS Tutors.

Learning the Ropes (LTR) A scheme for Ringers that works alongside the ATS. It has five Levels from Bell Handling to Change Ringing.

Mentor An experienced existing teacher, who supports the new Teacher in their learning.

Ringer A Ringer is the person being taught by the Teacher. For Module 1 this will be a complete novice, for Module 2F this will be a ringer able to control a bell in rounds moving into call changes or plain hunt and for Module 2C this will be an existing ringer moving on to change ringing.

Teacher A capable ringer who has had no or some teaching experience and joins the ATS to learn how to teach and develop their teaching skills.

Tutor A Leader of local ATS Day Courses and someone experienced in using the Scheme. Tutors are selected from ART Members, trained to deliver courses and are appointed by the Management Committee after training.

3. ACCREDITATION AS A TEACHER

MODULE 1 – Teaching Bell Handling

The candidate for teacher accreditation must teach at least one new ringer who is a total beginner 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's logbook, that the teacher has satisfactorily completed that item with the new ringer.

Entry Requirements

Must be at least 14 years old to enrol on the course *

Must exhibit satisfactory bell handling skills themselves (Achievement of the criteria in the LTR Level 2 Handling Assessment is recommended.)

*** Under-18 year old teachers.** Candidates who are 14 years and older will be admitted to ATS Modules only on the understanding that their teaching will be supervised at all times by an over-18 year old ATS teacher or mentor. This is necessary in order to ensure the proper safety of the learner. Under-16 candidates may achieve accreditation before their 16th birthday, but will not be admitted as a member of ART until they are 16.

Attendance Requirement

Must attend the “Teaching Bell Handling” day course

Module content

Teachers must demonstrate an ability to use the concepts presented in the day course and then complete the following sections in the logbook:

1. Introduction to the bells
2. Safety considerations
3. Building skills for the backstroke
4. Building skills for the handstroke
5. Building skills for joining both strokes together
6. Further experience exercises
7. Lesson Planning and Reviewing

Assessment Requirements

- Four lesson plans with reviews will be submitted in the logbook.
- All sections in the logbook must be completed.
- The online multiple choice theory test and an ART Membership Declaration, showing that the teacher has read the relevant ART policy documents, must be completed satisfactorily before their mentor can submit the teacher for accreditation and membership of ART.
- Teachers will also undertake an Assessed Teaching Session with an external 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 (especially for auditory learners)
 7. The ability to give clear demonstrations (especially for visual learners)
 8. The ability to use exercises for kinaesthetic learners
 9. Adequate observation skills
 10. The ability to give feedback in a positive manner

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

Time Limit

Candidates have two years from the date of the day course to be submitted for accreditation for Module 1.

MODULE 2F – Foundation Skills – Teaching from Rounds to Plain Hunt

The candidate for teacher accreditation must 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 logbook.

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
- Learning styles
- Communication, Observation and feedback skills

Entry Requirements

Must be at least 14 years old to enrol on the course *

Must exhibit satisfactory bell handling skills themselves (Achievement of the criteria in the LTR Level 2 Handling Assessment is recommended.)

* See note on Under-18 year old teachers above

Attendance Requirement

Must attend the Module 2F “Foundation skills” day course

Module content

- Coaching & Building a strong band
- Developing Foundation skills
- Teaching call changes
- Exploring Kaleidoscope Ringing
- Introduction to covering and Plain Hunt

Assessment Requirements

See the Module 2 Common Assessment Requirements below

Time Limit

Candidates have two years from the date of the day course to be submitted for accreditation for Module 2F.

MODULE 2C – Teaching Elementary Change Ringing

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
- Learning styles
- Communication, Observation and feedback skills

Candidates for Module 2C should also have a knowledge and understanding of the importance of Foundation Skills and coaching theory from Module 2F.

Entry Requirements

Must be at least 14 years old *

Submit evidence from Bellboard or Campanophile that they have rung a Quarter Peal of Plain Bob Minor inside or a more advanced method.

* See note on “Under 18-year old teachers” above

Attendance Requirement

Must attend the Module 2C “Teaching Elementary Change Ringing” day course

Module Content

- Teaching ringing theory
- Leadership in the tower
- Skill building for Plain Hunt and Bob Doubles
- Running a good practice
- Using goals to move on from Plain Bob Minor

They must then plan a series of practices or teaching sessions using the documents in the Teacher Training Logbook.

Assessment Requirements

See the Module 2 Common Assessment Requirements below

Time Limit

Candidates have two years from the date of the day course to be submitted for accreditation for Module 2.

Common Assessment Requirements for Modules 2F & 2C

An initial Plan and four Lesson Plans should be prepared with support from the mentor together with a lesson plan which is reviewed by their mentor. The mentor will then arrange for an ART Assessor to observe the teacher and confirm that the teacher demonstrates:

1. Understanding of the importance of planning sessions with a view to ensuring that ringers can progress towards their personal goals
2. Understanding of the importance of planning sessions with a view that the whole band can move towards shared goals
3. Understanding of the importance of reviewing sessions and ability to use the review to plan the following session.
4. The ability to use feedback positively and constructively for the individual ringer and the band as a whole
5. The ability to stand behind a ringer and give instruction with accurate timing on how to improve performance
6. The ability to explain ringing theory to a ringer or group of ringers in an accessible and meaningful way to aid understanding
7. The ability to adapt ringing teaching to suit the individual ringer [Age/ learning style]
8. The ability to adapt the plan for the session if less/more ringers attend than predicted.
9. The ability to run a varied practice and make the sessions enjoyable

The relevant online multiple choice theory test must be completed satisfactorily before their mentor can submit the teacher for accreditation and membership of ART.

The ART Membership Declaration showing that the teacher has read the relevant ART policy documents must also be completed if the teacher has not already done this for Module 1.

4. ACCREDITATION AS A MENTOR

MODULE 1 – Teaching Bell Handling

Entry Requirements

A mentor is an existing experienced teacher of bell handling who has been identified by the Course Organiser in consultation with the course tutor. The tutor will confirm the mentor's allocation to a teacher immediately following the day course. They should be committed to

adopting the ATS philosophy and to applying it to their own teaching. They will be required to verify that the teacher has satisfactorily completed the items in the logbook.

Attendance Requirement

Must attend the Module 1 “Teaching Bell Handling” day course

Module Content

In assisting the teacher, the mentor is required to:

- Assist the teacher to plan and deliver their teaching
- Observe the teacher on a regular basis and offer advice and feedback
- Arrange for an ART Assessor to carry out an Assessed Teaching Session. (The checklist in *Guidance notes for ART Assessors* (Module 1) will be used for the assessment.)
- Sign the teacher’s logbook to show that the teacher has satisfactorily completed all the logbook’s requirements
- Submit the teacher for accreditation once the teacher has met the above requirements.

Assessment Requirements

To become an accredited mentor, the mentor must:

- Sign the completed logbook for the teacher and submit the teacher for accreditation
- Complete satisfactorily the online multiple choice theory test and the ART Membership Declaration showing that they have read the relevant ART policy documents
- Submit themselves for accreditation once these steps have been completed
- If the teacher fails to make satisfactory progress or complete within the time limit, the mentor may themselves teach a new ringer to LTR Level 1 to qualify for accreditation as a teacher subject to the assessment of an ART Assessor.

MODULE 2F – Foundation Skills & MODULE 2C - Teaching Elementary Change Ringing

Entry Requirements

A mentor is an existing experienced teacher who has been identified by the local organiser in consultation with the course tutor. The tutor will confirm the mentor’s allocation to a teacher immediately following the day course. They should be committed to adopting the ATS philosophy

and to applying it to their own teaching. They will be required to verify that the teacher has satisfactorily completed the items in the logbook.

Attendance Requirement

Must attend the relevant Module 2F “Foundation Skills” or Module 2C “Teaching Elementary Change Ringing” day course.

Module Content

In assisting the teacher, the mentor is required to:

- Observe the teacher on a regular basis and offer advice and feedback
- Review at least one teaching session led by the trainee teacher
- Sign the teacher’s logbook to show that the teacher has satisfactorily completed all the logbook’s requirements
- Arrange for an ART Assessor to observe the teacher’s Assessed Teaching Session
- Submit the teacher for accreditation once the teacher has met the requirements for Module 2.

Assessment Requirements

To become an accredited mentor, the mentor must:

- Sign the completed logbook for the teacher, arrange the Assessed Teaching Session and submit the teacher for accreditation
- Complete satisfactorily the relevant online multiple choice theory test and, if not already done, the ART Membership Declaration showing that they have read the relevant ART policy documents
- Submit themselves for accreditation once the above steps have been completed
- If the teacher fails to complete within the time limit, the mentor may themselves teach a ringer to LTR Level 2, 3, 4 or 5 to qualify for accreditation as a teacher, subject to the assessment of an ART Assessor.

5. TIME LIMITS

Candidates who reach the time limit for completion of a Module will be advised by the Scheme Administrator. If a candidate wishes, for reasons of extenuating circumstances, to ask for a time extension, they must do so within 14 days of receiving the letter from the Administrator. Their application must specify the nature of the extenuating circumstances and must be accompanied by a supporting statement from their mentor. A decision on the request for an extension will be made by Officers of the Association and will be reported to the Management Committee.

6. ART MEMBERSHIP

The following classes of member will be admitted to ART:

- Tutors

- Members
- Associate Members
- Affiliated Members

All members are required to complete the Membership Declaration and to submit appropriate safeguarding documents or sign a declaration that they will not be working with children or vulnerable adults.

6.1 TUTORS

Tutors will be selected from Members and be appointed after satisfactory completion of training on the decision of the Management Committee. They will tutor on only the Modules previously attended.

The Proposed Tutor

- a. Will attend two each of Module 1 and Module 2 day courses
- b. Will have taught a new ringer at LTR levels 1 and 2 and achieved accreditation at both levels and be a Full Member of ART.
- c. Will run, that is organize and tutor on, a course in each of the Modules with an existing Tutor attending all courses. The same or different existing tutors may observe the proposed tutor. After each course in each module feedback will be given to the prospective tutor. The proposed tutor will be required to demonstrate effective presentation skills. The existing Tutor will make a recommendation to the Management Committee prior to the Committee making their decision.

All Tutors

- d. Will be appointed for a 5 year term
- e. Will attend courses, in alternate years, of other Tutors in the Modules they are themselves teaching, to appraise their own tutoring and give feedback on the attended course.
- f. May be re-appointed by the Management Committee for a further term

6.2 MEMBERS – TEACHERS

Full Membership of the Association shall be open to those Teachers who have satisfactorily completed the assessment targets for the ATS Module 1- Teaching Bell Handling and either Module 2F – Foundation Skills or Module 2C – Teaching Elementary Change Ringing and whose results have been submitted by their Mentors.

Under 16s may be accredited for successful completion of each module but may not be received into membership until their 16th birthday.

6.3 MEMBERS – MENTORS

Full Membership shall be open to those Mentors who have taken Teachers through the ATS. Those teachers will have satisfactorily completed the assessment targets for at least two Modules and the Mentor will have submitted these results.

Membership shall also be open to Mentors whose mentees have not completed the course, but who have themselves attended Module 1- Teaching Bell Handling and either Module 2F Foundation Skills or Module 2- Teaching Elementary Change

Ringing, have successfully completed the on-line multiple choice test for both Modules and who have taught learners to certification at Level 1 in the “Learning The Ropes” scheme for Module 1 and either to Level 2 for Module 2F, or Level 3, 4 or 5 for Module 2C

6.4 ASSOCIATE MEMBERS (No voting rights)

TEACHERS

Associate Membership shall be open to those Teachers who have successfully completed the assessment targets for any one of the modules and had their results submitted.

MENTORS

Associate Membership shall be open to those Mentors who have taken their Teachers through the ATS satisfactorily completing the assessment targets for any one of the Modules (Module 1 – Teaching Bell Handling, Module 2F Foundation Skills or Module 2 – Teaching Elementary Change Ringing) and who have submitted these results.

Associate Membership as teachers shall also be open to those Mentors whose mentees have not completed a particular module but who have themselves attended that particular module, completed the on line multiple choice theory test for the same module and who have taught a learner to certification at Level 1 in the “Learning The Ropes” scheme (for Module 1) or to Levels 2 (for Module 2F) or Level 3, 4 or 5 (for Module 2C).

6.5 AFFILIATED MEMBERS (No voting rights)

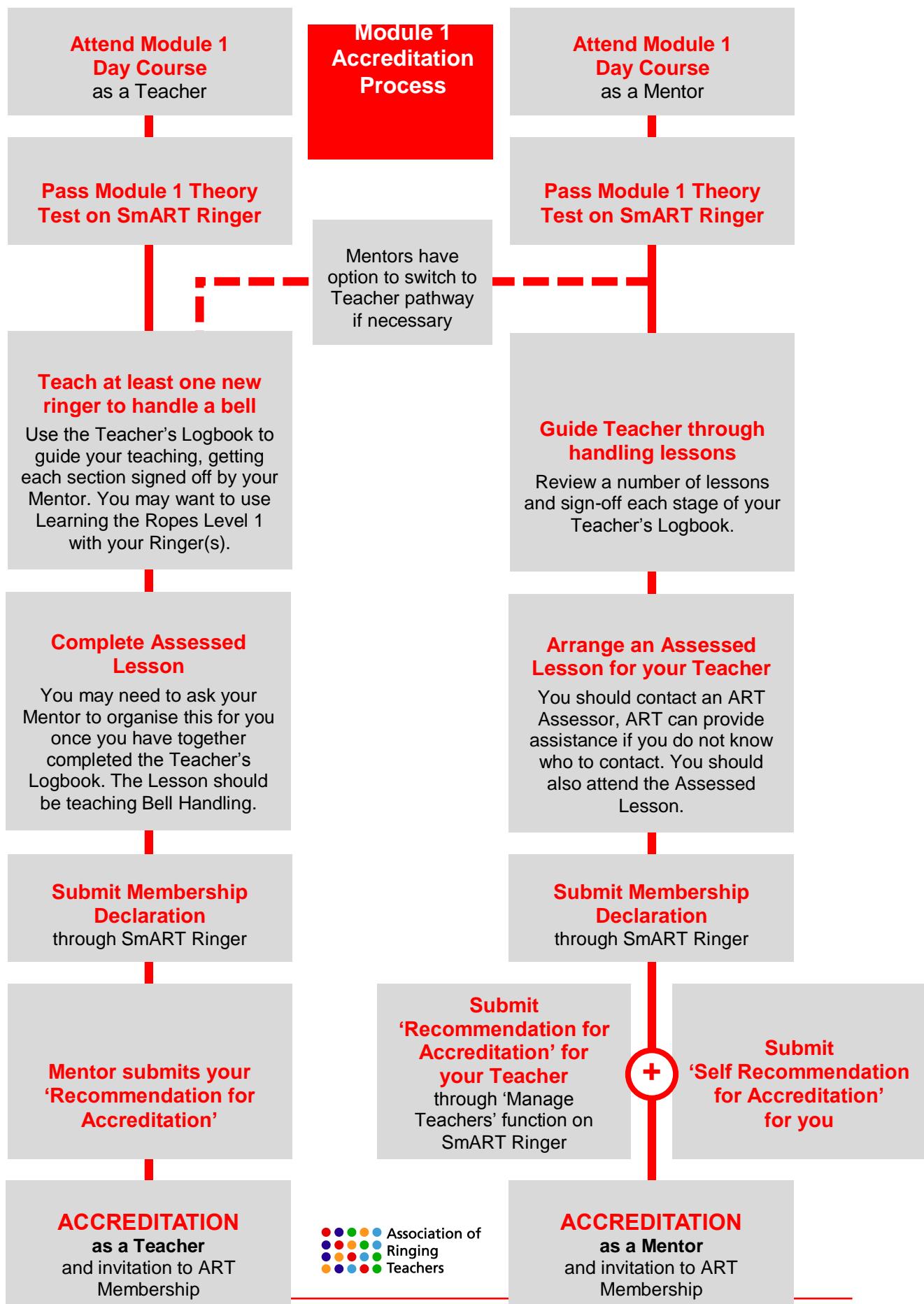
Affiliated Members shall consist of those who possess skills or knowledge deemed to be beneficial to the objective of the Association. These shall be appointed by the Management Committee.

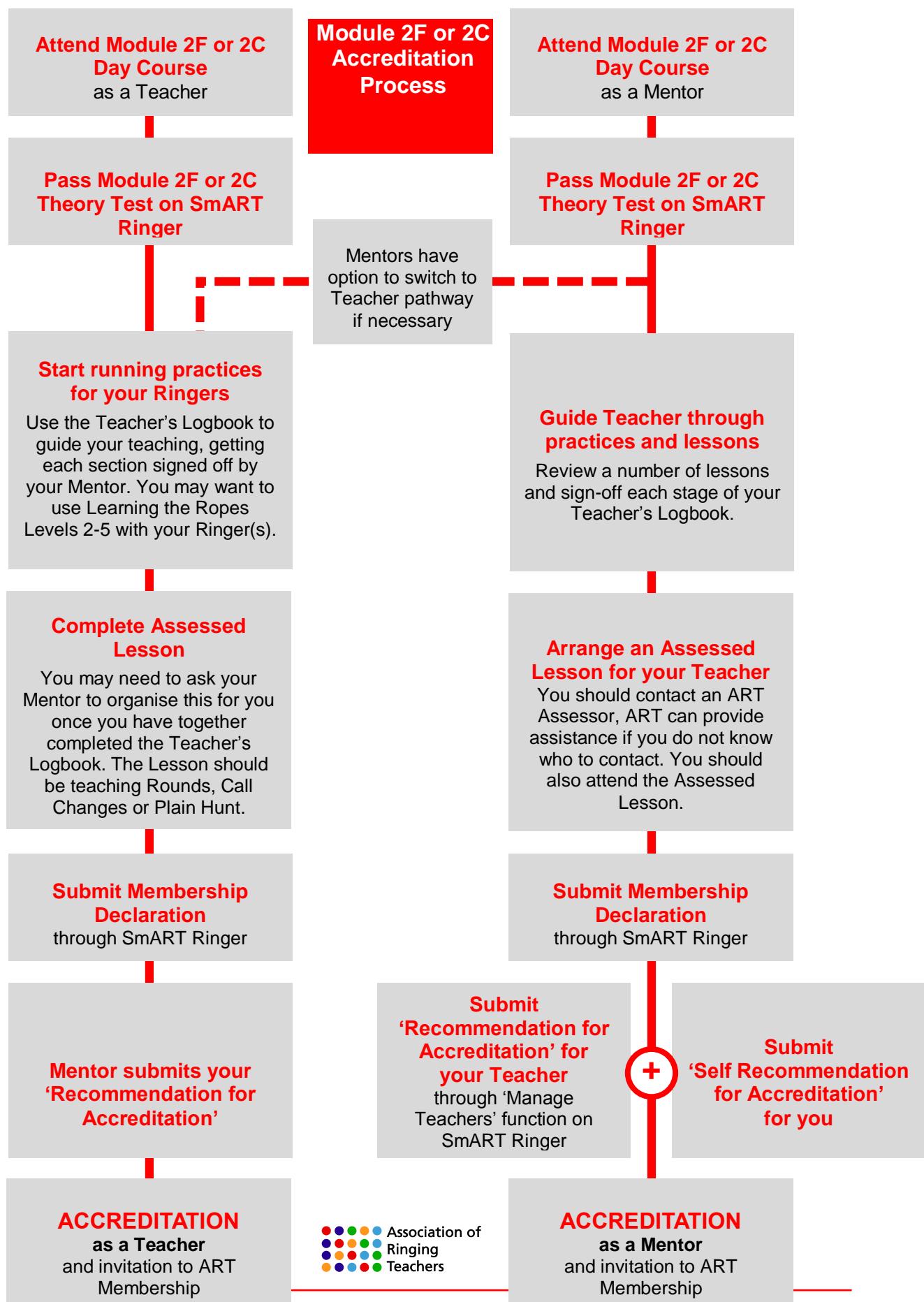
7. CHANGES TO THESE REGULATIONS

Changes to these Regulations will only be made by the Association’s Management Committee. Three months’ notice will be given prior to changes coming into force. *Changed regulations will apply to all candidates for accreditation from the date of the implementation of the changes irrespective of the date on which candidates enrolled on the programme.*

N.B. The Module 2: “Teaching Elementary Change Ringing” prescribed in Edition 1 will be withdrawn from 1st May 2016. Candidates for Module 2 (Edition 1) already on programme by this date may complete under the regulations in Edition 1 until 30th April 2018, but all Module 2 candidates will be required to undergo final assessment by an ART Assessor.

Approved by the Management Committee at their meeting on: 29th Nov 2015





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