**The ART Training Scheme. Regulations for the Accreditation of Teachers, Mentors and Tutors & Criteria for Membership of the Association**

**Introduction**

These regulations set out the key requirements for accreditation under the ART 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 already following an ATS Scheme. They do not constitute an entire curriculum for the modules of the ATS.

Further guidance and detail is available on SmART Ringer, in the Teacher Training Logbook and in the guidance notes for assessors also on SmART Ringer.

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 Schemes are expected to demonstrate an understanding of the principles of skill development and teachers and mentors are also expected adopt and demonstrate a flexible approach which meets the needs of individual learners.

ART expects that candidates will use its structured learning scheme for training new ringers, Learning the Ropes (LtR).

**Definitions, requirements and limits**

**Accreditation.** On completion of a Module following satisfactory assessment, the Teacher becomes an accredited ART Teacher and is eligible for membership of the Association. A certificate will be awarded to record their achievement.

**ART Membership.** Membership is open to any Teacher or mentor who is accredited under an ATS programme. Full membership is offered to those completing both Module 1 and 2; Associate membership to those completing one module. Membership is additional to Accreditation and requires an application, declaration and payment of an annual subscription.

**Assessor**. An ART Member who is appointed by the management committee to carry out assessment of teachers. Tutors are also able to act as Assessors.

**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 Tutors.

**Learning the Ropes (LtR)***.* A structured learning scheme for Ringers.

**Mentor.** A mentor is an existing experienced teacher who has been identified by the Course Organiser in consultation with the course Tutor as having mentoring skills and is allocated to a Teacher. They should be committed to adopting the ATS philosophy and to applying it to their own teaching. They will be required to mentor a teacher and verify that the teacher has satisfactorily completed the items in the Teacher Training Logbook.

**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.

**Age Requirements**. Candidates must be at least 14 years old to enroll on the course.

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 ringer. Under-16 candidates may achieve accreditation before their 16th birthday, but will not be admitted as a member of ART until they are 16.

**Time Limit**

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

If a candidate wishes, for reasons of extenuating circumstances, to ask for a time extension, they must do so within 14 days from expiry. A decision on the request for an extension will be made by Officers of the Association and will be reported to the Management Committee.

**Accreditation as a Teacher**

**MODULE 1 – Teaching Bell Handling**

The candidate for teacher accreditation must attend the 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 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 back- and hand-strokes and the joined strokes
* Teaching ringing up and down
* Solving common handling problems

**Assessment Requirements**

* Four lesson plans with reviews will be submitted in the Teacher Training Logbook.
* All sections in the Teacher Training Logbook must be completed and signed by the mentor.
* Pass the online multiple choice theory test
* Teachers will also undertake an Assessed Teaching Session with an 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, learning style).
8. Adequate observation skills.
9. The ability to give appropriate timely feedback/reinforcement in a positive manner.

The checklist in Guidance notes for Assessorswill be used for the assessment.

**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 be prepared and delivered with support from the mentor. An Assessor must then observe the teacher and confirm that the Teacher demonstrates:

1. Understanding the importance of planning sessions with a view to ensuring that ringers can progress towards their personal goals.
2. Understanding the importance of planning sessions with a view that the whole band can move towards shared goals.
3. Understanding 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.
8. The ability to adapt the plan for the session where necessary.
9. The ability to run a varied practice and make the sessions enjoyable.

The checklist in Guidance Notes for Assessors will be used for the assessment.

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

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

The candidate for teacher accreditation must attend the Module 2F “Foundation skills” 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**

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

**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.

**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 and run a series of practices or teaching sessions using the documents in the Teacher Training Logbook.

**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.
* Arrange for an Assessor to carry out an Assessed Teaching Session.
* Sign the Teacher Training Logbook to show that the teacher has satisfactorily completed all the Teacher Training Logbook’s requirements.
* Submit the Teacher for accreditation once the teacher has met the above requirements.

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

In assisting the Teacher, the mentor is required to:

* Attend the relevant Module 2F “Foundation Skills” or Module 2C “Teaching Elementary Change Ringing” day course.
* 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 Assessor to carry out an Assessed Teaching Session.
* Submit the Teacher for accreditation once the teacher has met the requirements for Module 2.

**Assessment Requirements for both Modules**

To become an accredited mentor, the mentor must:

* Sign the completed Teacher Training Logbook for the Teacher, arrange the Assessed Teaching Session and submit the Teacher for accreditation
* Complete satisfactorily the relevant online multiple choice theory test.
* Submit themselves for accreditation once the above steps have been completed
* 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.

**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.

**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**

* Will attend two each of Module 1 and Module 2 day courses.
* Will have achieved accreditation at both levels and be a Full Member of ART.
* Will run, that is organize and tutor on, a course in each of the Modules with an existing Tutor attending.
* After each course in each module feedback will be given to the prospective tutor. The proposed tutor will be required to demonstrate effective presentation & communication skills. The existing Tutor will make a recommendation to the Management Committee prior to the Committee making their decision.

**All Tutors**

* Will be appointed for a 5 year term.
* Will attend, or jointly run, courses in alternate years, of other Tutors in the Modules they are themselves teaching, to re-appraise their own tutoring, give feedback to other tutors and support consistency.
* May be re-appointed by the Management Committee for a further term

**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.

**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 Module 1 and Module 2 or the mentor may themselves accredit as a Teacher by completing the requirements for a Teacher.

**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.

**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 or the mentor may themselves accredit as a teacher by completing the requirements for a Teacher.

**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 for a specified period and may be eligible for re-appointment.

**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.

**Edition 3**

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

**Jan 2017**