

Craig conquers intensive teaching for teens



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Editorial

Rob Parker
robparker@ringingteachers.co.uk

The ART Conference is just a month away now – 8th March, see back page. There's a wide-range of speakers and workshops that I'm sure will make an interesting and worthwhile day.

As ever, Pip's Chatter column highlights just how busy and active ART is through your participation in the ITTS and Learning the Ropes schemes. We are a grass-roots membership organisation, and we'd hope that everyone using the schemes could be a champion for their further development locally.

I hope you enjoy ART WORKS 7, see you at Earlswood next month!

Chairman's Chatter

Brisk start to the New Year

A week before Christmas, Birmingham School of Bell Ringing [BSoBR] contacted me to say they urgently needed an ITTS Module 2 Day Course. BSoBR only uses ITTS Teachers in their Saturday morning teaching sessions. Now they have 3 towers each Saturday to teach between handling and Plain Bob Minor they needed more Teachers to attend a Module 2. Unfortunately there was a problem!

They had no free Saturdays due to all their teaching commitments, could ART run a course on New Year's Day!? Thus it was that I was up at the crack of dawn on a Bank Holiday setting off for Birmingham. I am glad to report that every single delegate arrived on time with no signs of a hangover in sight!

Paul Lewis joins management team

Paul Lewis, senior lecturer in soil and environmental science at Harper Adams University and long standing lecturer on the Hereford Ringing Course, has recently been co-opted on to ART Management Committee. Paul attended the very first ITTS pilot course in 2009 and is now an ITTS Tutor having run eight Day Courses to date.

Paul is taking on the important new role of Local Organiser Coordinator, developing communications and encouraging teaching initiatives locally. If you have organised an ITTS Day Course in your area, Paul will be in touch with you soon. You will be able to discuss local issues with him and communicate with other people fulfilling a similar role in other areas.

Assessing Mentors

Some areas have selected just one or maybe two of their local Mentors to take the role of Assessing Mentor [External Moderator] and do the Module 1 handling assessments for all local ITTS Delegates. This is an excellent system and helps to ensure continuity of standards locally.

Anyone who is currently a Mentor or anyone who is thinking of becoming a Mentor can find out more by attending a Mentor Development Workshop. Each is an Evening or half day workshop. Keep an eye out for a workshop at www.ringingteachers.co.uk/itts/register or request to hold one in your area.

Whiting Society

The Society publishes a wide range of books about bells and ringing, which are all available from their online shop at www.whitingsociety.org.uk. For beginners to change ringing, Carry on Counting and Doubles or Quit are particularly relevant to those teaching Learning the Ropes Level 3 - Plain Hunt and Learning the Ropes Levels 4 - Plain Bob Doubles.

Also on the website, you'll find an interesting "Articles" section, containing a great deal of training material covering subjects from bell handling and very basic change ringing to really advanced stuff. Take the time to explore the site. The Whiting Society is an active group, and runs a lot of practice sessions and courses. If you're interested, you can contact them via the website.

By Pip Penney
ART Chairman
pippenney@ringingteachers.co.uk



Paul Lewis will be leading communication with Local Organisers and Assessing Mentors

Be a local champion

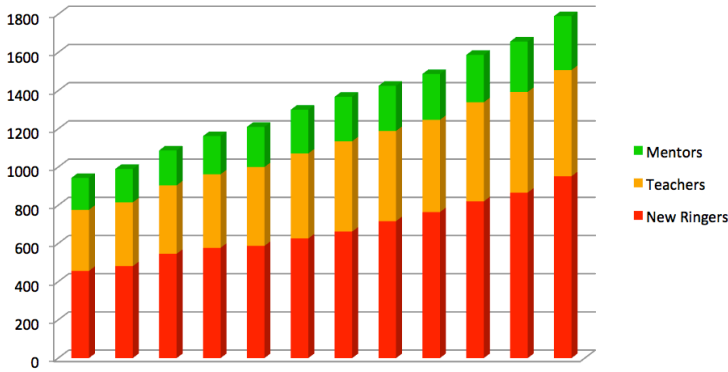
Have you found ITTS useful? Learnt from the Day Courses? Have your learners been supported by the Learning the Ropes scheme?



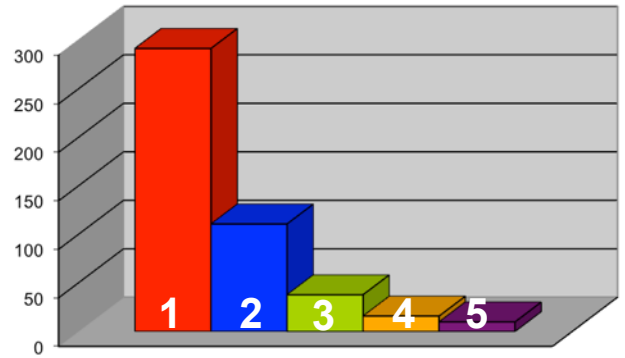
If so, we need you to be a local champion! Share your experiences of using ITTS and Learning the Ropes with your local ringers and officers. Help us to welcome more ringers nationwide in the schemes.

We are always happy to book in new ITTS Day Courses. If interest exists in your area, please contact me (email above) to get one arranged.

Our numbers are growing!



The numbers of people registered on to the Moodle site went up from in the region of 900 in October 2012 to nearly 1,800 in October 2013. Over 800 of these are new ringers being taught by ITTS Delegates and ART Members.



And, by the end of November 2013 there had been a total of 467 Learning the Ropes certificates awarded to 324 individual ringers.

Are you working with Youth Groups?

Graham Nabb has compiled a massive amount of information for those working with or intending to set up youth groups. ART Members can download this material for free from Moodle or is available on CD for non-Members. Find out more at www.ringingteachers.co.uk/shop

Stay safe in 2014

There is no need to frighten a trainee – just give safety advice as you need to during the process with a general warning at the start and in a positive way.

General

- Ensure learners aware not to touch a rope without specific instruction
- Make sure you give full attention to learner at all times when they are near, or using rope

Posture

- Feet always on floor
- Toes should never protrude over edge of any box.
- Not too much upper body movement.

Clothing

- Have a 'ties or scarves off' rule
- Tie up long hair
- Ensure jewellery/keys/belts and attachments /buckles and/or loose clothing cannot get caught.

Raising & Lowering

- Practice coils and release on a bell that's down
- Ensure last coil released before bell can set or touch stay.
- Ensure two hands on sally when bell can touch stay
- Ensure last coil released before two hands used on sally

For those not ringing

- Do not be a distraction e.g. noise, movement
- Keep feet flat on floor
- Do not move between ropes

Teacher

- For 'moving' demonstrations practise first and keep others at a distance

Health & Safety Policy

Read all ART policies on Moodle
www.ringingteachers.co.uk

Teachers should always be aware of the ART Health & Safety Principles whilst teaching. Please take the time to review the policy on Moodle. For more information contact Graham Nabb via grahamnabb@ringingteachers.co.uk

Success for teen teacher Craig

Craig Homewood, aged 17, attended an ITTS Day Course at Thorely in November 2013. Craig had made very quick progress in method ringing recently on tower and hand bells, and I had no doubts about suggesting that he should try his hand at teaching. It would be good if he could get accredited before going to University later this year. Following the ITTS Day Course we discussed potential recruits and Craig mentioned that his sister had shown some interest in learning to ring.

Sister Sian (14) had seen what a great time brother Craig was having ringing and decided that she wanted some of the action. However, having attended a local practice earlier in the year, did not like the long waiting time, said she was bored and did not return. I suggested to Craig that we could have a concentrated effort. Sian agreed and asked if her friend Chloe (13) could also be taught. We discussed dates and decided that the first week in January would be good – just before the return to school.

So we met on the morning of Thursday 2nd January 2014. Craig went through the safety drill and the lessons began. We made it quite clear from the outset that the young girls should drive the schedule and we would stop and rest if they got tired. Hands getting tired was the main reason for numerous breaks. However the girls proved to be very capable and very keen such that we had four 2-hour sessions over two days with Craig doing the majority of the teaching.

By the end of Friday afternoon, Sian and Chloe were both ringing rounds on three. This was followed by a Saturday morning teaching session (11th January), where, with help from a number of local ringers, very respectable rounds on 6 was achieved.

The girls are now ringing rounds at their local church, Royston, on practice nights. Two new ringers in under two weeks.

Sian and Chloe were registered on the Moodle website by Craig and at the end of Friday 3rd Jan their handling skills were assessed. They easily passed Learning the Ropes Level 1 – Bell Handling. I am now sure that they have achieved Level 2 (in under two weeks again!!) but we first need to get the Level 1 certificates presented.

During the breaks in the teaching sessions Craig was able to keep his Teacher Training Logbook up to date and during the journey to and from the tower, Craig and I were able to discuss the targets for the next sessions. Craig has excellent handling skills and showed mature teaching skills such that we were able to have an assessed lesson for him on the 18th January.

Craig has now passed his assessed lesson for ITTS Module 1. A Very good start to the New Year.

By Geoff Horritt
ITTS Tutor

Sian, Geoff and Chloe ring rounds on 3 at the end of the second day's teaching



Craig along with Don Salisbury (Assessor) in the middle and Richard Clements, Tower Captain of Weston, also having passed his assessed lesson on the same morning

Priorities and plans for progress

As with any organisation, ART has objectives they wish to achieve each year and plans to achieve them. In the case of ART, the Ringing Foundation has driven many of the objectives as part of our grant from them and in 2013 we achieved most of what we needed to.

In 2014 we have identified a number of issues we need to improve or develop and have plans to deal with most of these. Our objectives need to be achieved to show successful use of the RF grant and, with 200 ART Members already and 700+ new Ringers on Moodle, we are doing well. Learning the Ropes accreditations are not as high as is needed and I would urge all Teachers to ensure you record on Moodle your Ringer's pass at each Level so that the numbers can be recorded. Not only do you get a certificate issued but the Ringer's name is published with pride in the Ringing World and (equally importantly!) our income depends on it!

If you can contribute by assisting with any activity that will enable ART to achieve its objectives please get in touch – in the meantime please continue to recruit and train and enjoy your teaching!

The Management Committee has identified a number of areas of key strategic focus for 2014:-

- Growing the number accredited through ITTS
- Increasing number of Teachers using Learning the Ropes, and number of Ringers progressing through the scheme
- Improved communication – both internal and external
- Educational Development – materials/workshops/courses etc
- Recruitment advice and tools
- Wider involvement of volunteers
- Ensuring quality and consistency
- Finance and business planning for 2015+
- Adding value to ART Membership
- Moodle & IT systems

We have also set-out a number of operational objectives, of which a summary of the key items is on the right. These intend to guide the programmes and policies that receive our strategic attention this year.

You can easily notice a trend of growth amongst our strategy and objectives. Both the ITTS and Learning the Ropes schemes have continued to expand during 2013, and we need your help to ensure this for 2014... and 2015! Using your knowledge of ITTS Day Courses, the materials available and the benefits of the schemes, we hope you can be a local champion in your area to spread good practice and goodwill.

The ART Management Committee welcomes your feedback on the issues that you face in your teaching, and how the Association can help you. If there are resources or courses you need, let us know so we can add it into our plans.

Insights into strategy and objectives for 2014 and beyond

By Graham Nabb
ART Management Committee
grahamnabb@ringingteachers.co.uk

40
Day Courses run

250
accredited Teachers

Improve consistency
of standards and audit

1,000
new Ringers

DVD & online
development of support materials

450+
Ringers using Learning the Ropes

Keep ALL your ringers ringing

Every activity wants to keep the numbers of participants as high as possible and keep people involved for as long as possible. Ringing is no exception. We want to retain the ringers we recruit.

The traditional model in ringing development is the Pyramidal Model:-

Teaching Tips #7

By Pip Penney
ITTS Course Tutor



In this model there are fewer participants as progress advances. The drive is to improve performance with a wide initial base and an increasing dropout rate. Constant pressure to progress means this model is associated with a high "burn out" rate, with many participants unable to progress and leaving the activity.

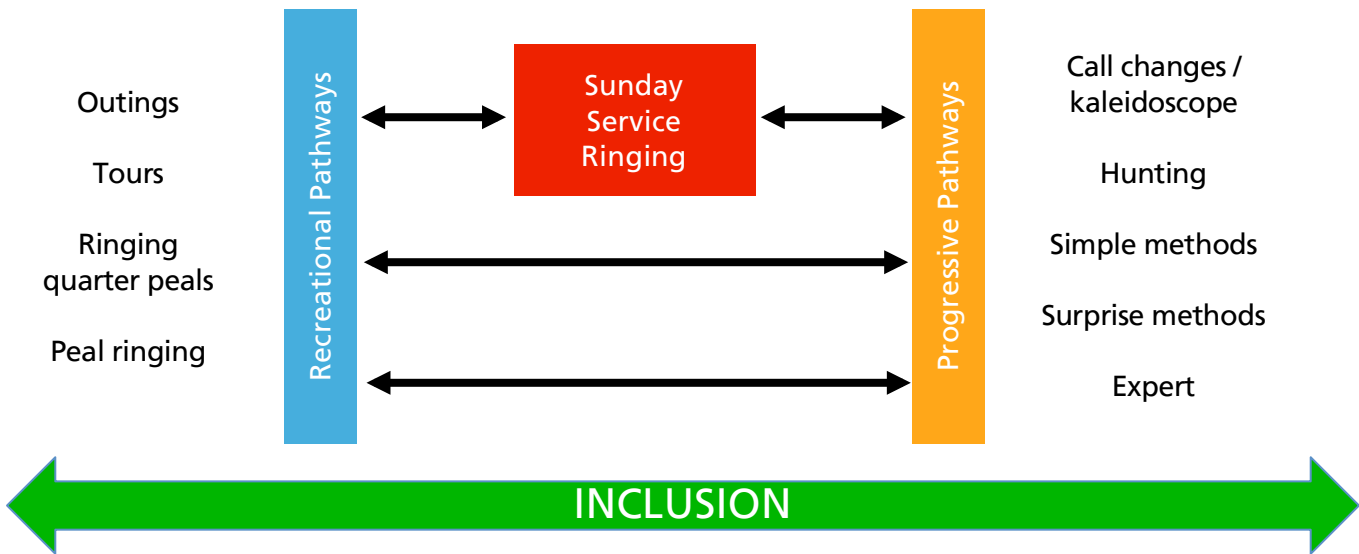
The Pyramidal Model is no longer seen as an efficient way of producing high-end performers. Research has shown that early talent is not necessarily a good predictor of eventual performance, with many high performers emerging late. This can be seen in ringing when people return to ringing after many years and then make quick progress with method learning.

There has been a significant amount of research done over recent decades into different approaches to maintaining participant numbers in various activities.

The needs of the participant change as the person grows from child to teenager to adult and then on to older adult. The needs of the participant change depending on the stage of progress they are at, for instance if they are a beginner, a ringer who wants to ring for Sunday service but has no desire to learn more methods, a keen ringer who is developing skills fast or a high performer.

Researchers such as Professor Istvan Balyi have developed new ideas to encourage lifelong participation and thus to increase numbers of participants. These ideas have been taken on by UK Coaching. Various groups such as The British Canoe Union and British Cycling have applied these research findings to their own activities.

The result of this research has been new ways of thinking about the development of the individual participant, the Participants' Needs Model:-



This model of development is built around the requirements of the individual at every stage of his or her development. More people stay involved, there are many pathways to excellence and the emphasis is placed on personal goals. The needs of those who wish to participate for mainly recreational reasons are catered for, as well as the needs of those who are ambitious to progress.

Both models lead to an equal proportion of those who perform at a high level but the Participants Needs Model leads to a greater number of people participating, via various diverse pathways. The model develops and recognises various "recreational pathways" which keep people participating without always having to progress at certain particular points in time.

Coaches are encouraged to show increased respect for the wishes of the recreational participant and to adapt their coaching style to incorporate their needs. These ringers should be coached with a view to "sustaining participation". Goals for these ringers would be less ambitious in terms of learning new methods than for those for ringers following a "progressive pathway". They would include improving performance at current level of advancement, i.e. what has already been learned and diversifying at a similar level, rather than concentrating on advancing to more complicated ringing.

In this manner individuals become free to enjoy their ringing without constant pressure to learn more. At certain stages in individual's lives the pressure for constant advancement may become more than people want and can prove counterproductive, leading to "burn out" and the loss of that ringer. By providing for the needs of the ringer who has no ambition to advance their method ringing at that point we are more likely to keep them participating in the activity. It may be that later, a time may come when a ringer will become more motivated and move on to follow a progressive pathway again.

By coaching to "sustain participation" of those who have temporarily moved onto a recreational pathway, we will ensure that those ringers will remain involved and will be in a position to return to a progressive pathway at some point in the future moving forwards with their method ringing once more, rather than being lost to ringing.



The model recognises 'recreational pathways' which keep people participating

A challenging day in Dumfries

When we planned a follow-up session to our Module 1 Day Course held in Tulloch last September there was a dual purpose - Scotland has just acquired a new ring of bells in St John's, Dumfries. A number of lapsed ringers live in the area and they will form the nucleus of a new band. Two of these ringers, who had not rung for many years, took the brave step to attend Module 1 with a view to teaching some new ringers once the bells were installed. This is a daunting task; returning to ringing and teaching raw recruits at the same time. Our aim was both to help the training in Dumfries and to provide an opportunity for other teachers to put their Module 1 skills into practice.

Three teachers from Glasgow, their mentor Jonathan and I joined Debbie and Noel in Dumfries for an intensive training day. We were amazed to find that 20 learners had been recruited! Some had been ringing for a few weeks and could combine both strokes, some had only had a couple of sessions and for others this was their first experience. It was certainly an intensive day with the majority of time spent in small groups with a teacher working on handling.

To provide variety and ease congestion in the tower, other topics were introduced in the warmth of a meeting room to small groups at a time. Parts of a bell were explained using a model. Listening skills were explored with the

use of clapping exercises. The skill of listening doesn't come naturally to everyone and benefits from coaching. This generated a great deal of hilarity but the skills required to achieve good striking were absorbed by the students. Later handbells were introduced to develop these skills. These activities also generated the opportunity to ask interesting questions regarding ringing.

When the more advanced students tried ringing rounds later in the day several were delighted that they could hear their bell! By the end of the day most students were able to ring at least the backstroke to rounds and had an appreciation of what they were aiming for. Some were ringing independently. Whatever stage they had reached, all ringers (including the teachers) had a thoroughly enjoyable day and all benefitted greatly.

Further intensive days are being planned by the Scottish Association to keep up the momentum in these early stages of training. Dumfries is an isolated tower, being 33 miles from its southerly neighbour Carlisle and 76 miles from Glasgow to the north. However the infectious enthusiasm of the new band makes it worth the journey!

Much credit is due to Debbie and Noel for starting up a new band, embracing the principles of ITTS and getting the training off to such a good start.

Judith Frye
ITTS Tutor



Left: The 'hand ring' exercise from the ITTS Module 1 Day Course is used with a ringer

Right: A Teacher observes a ringer's movement during the intensive tuition day

Get to grips with groups

In many areas there are insufficient experienced teachers or helpers to allow new ringers to progress in their own tower – and sometimes too few to ring all the bells.

The answer is clear – towers need to pool resources and not only ring together but work together to train ringers.

This is the key to progressing new ringers past Level 1 or 2 of Learning the Ropes, but it requires a radical change of culture from established ringing activities. ART is keen to support these groups by not only training the teachers and providing Learning the Ropes but by making theory and other training, recruitment and youth toolboxes available (some already on Moodle) and developing new training courses to support other needs.

Could this be a way forward in your area?

Try using a map (right) to define a group of towers that can, or perhaps even do already, work together. Leadership is required to motivate and organise towers into a cohesive group, and development of this is included in ITTS Module 2. Successful groups have had from 5 and up to 10 towers working together, although you should be mindful to limit the size for it to work practically. Often the established District or Branch boundaries are too large.

Then look at what experience you already have in the area - a simple evaluation form is available on Moodle or from Graham Nabb. This will allow you to review the status quo and look ahead to see what will happen if nothing changes – will change ringing survive? Will there be enough change ringers to support teaching?

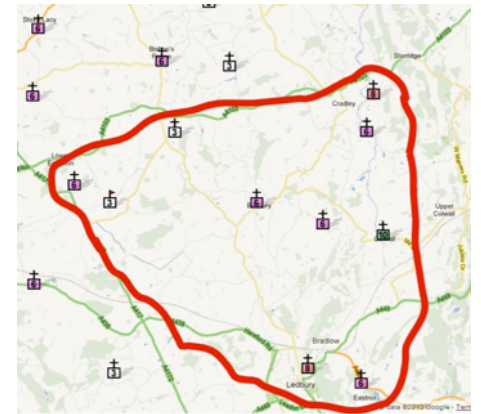
A key benefit of a wider group is the ability to deliver ‘target practices’ for individuals at similar Levels. Within a group, there are often multiple ringers practicing the same new skills and a focussed practice can aid their learning and provide social and peer support to the ringer. Target practices also allow supporting resources, such as helpers, theory sessions etc, to be planned and used more efficiently.

As you work as a group it is important to monitor progress. The progress of the whole group can be monitored using a simple spread sheet, or printed off on A3 paper as a wall chart – this is available to download from Moodle. This can show overall progress but can also be used to identify:-

- Where extra support needs to be targeted
- Where quarter peals are needed
- Where theory workshops are required

When using Learning the Ropes as the syllabus, it provides an easy method for progress monitoring. LTR logbooks for ringers are supported by wall charts for the group leadership to plot progress and identify needs. The scheme facilitates the use of multiple teachers within the group to train any ringer, who also benefits from a diversity of teaching styles. Ringers can also be provided with certificates & badges as part of Learning the Ropes, and get recognition of achievement in the Ringing World.

Contributions from Graham Nabb
and Rob Parker



Form a geographic cluster of towers
Source: Dove



The key to progressing new ringers requires a radical change of culture from established ringing activities

Download from Moodle

Target practice resources and a youth groups toolbox are available for download from Moodle

Key actions for making progress when working together:-

- Pool resources
- Achieve core base of ITTS Teachers
- Utilise common approach to teaching
- Set-up specific teaching and theory sessions
- Use a structured syllabus - 'Learning the Ropes'
- Target Practice sessions at each Level
- Periodic recruitment drives
- Be enthusiastic!
- Extend simulator base and use more IT
- Develop social interaction

ART Teaching Centre criteria have been developed to focus on group working, and the concept is gaining wider success with interesting ideas in Birmingham and Marsworth. There is now emphasis on group working within both ITTS Modules and best practice ideas and resources are now available on Moodle.

Please do ask for help/advice from others (including ART) and utilise the training, advice, literature, information and mentoring opportunities ART provide to facilitate group working.

Finally, don't forget to think big – together we can achieve more!

I thought I could teach, more or less
'Til I signed up for ITTS.
Now I nag all the time:

"Keep your hands in a line"
And my learners are suffering from stress!

Poetry Corner
'The ITTS Limerick'

Barbara Le Gallez

Stephanie to support our standards

I am very pleased to be taking on the role of an Independent Educational Advisor for ITTS with Richard Pargeter and Matthew Turner. Teaching ringing, in particular the basics of handling, is something I have always been interested in and I am looking forward to working with the leaders of ART.

It is clear that an enormous amount of hard work has already been done and numerous people have already benefited from the programmes. I hope that together we will be able to help support the initiatives in order to make for an excellent scheme which will have a significant effect on the teaching of ringing and recruitment and retention of ringers in the future.

Whilst I am just starting on the process of reviewing the course materials - if you have any feedback that you would like to give, please do not hesitate to contact me via standards@ringingteachers.co.uk

Stephanie Pattenden
Chair, Independent Educational
Standards Committee



Records for Nov, Dec '13 & Jan '14



Learning the Ropes

Level 1

David Akerman - North Curry
David Birch - North Curry
George Jones - North Curry
Helen Aries - Radford Semele
Kira Ashmore - Radford Semele
Charlotte Gill - All Saints Norton
Fitzwarren. Taunton
Hilary Weymouth - All Saints Norton
Fitzwarren. Taunton
Martin Carr - Bermondsey
Lorna Thomas - All Saints Norton
Fitzwarren Taunton
James Thomas - All Saints Norton
Fitzwarren Taunton
Andrew Green - Cadbury, Devon
Ben Jackson - St Editha, Tamworth
Kevin Jackson - St Editha, Tamworth
Scott Osborne - Coggeshall
George Jones - Warwick Schools
Doreen Slack - Penrith
Maciej Liberacki - Penrith
Margaret Missett - Belper
Cy Toplis - Belper
Lily-Belle Howard - Brewood
Rebecca Choy - St John's Hensingham
Michael Woollard - Weston
Pom Coulson - Weston
Julie Marvell - Weston
Emma Bailey - Wallington
Philip Bailey - Wallington
Jonathan Pritchard-Barrett - Wallington
Joseph Stosiek - St John's Yeovil
Sue Walker - St. Peter's Petersfield
Julie-Anne Wigley - St. Peter's Petersfield
Stuart Jeynes - Cleator Moor
Jeff Thomson - BSoBR
Christine Barnell - BSoBR
Judy Nestor - BSoBR
Julianne Hormann - BSoBR
Kate Bouckley - BSoBR
Ralph Holtom - Kineton
Sheila Jefferies - Cadbury, Devon
Jamie Dunsmore - St Matthew, Rowde
Lynsey Ollington - St Matthew, Rowde
Gordon Hubbleday - Berkswell
Sue Webb - Berkswell
Sam Jones - Warwick Schools
Sue Lawes - Great Barton
Sarah Breden - St Issey, Cornwall

Morwenna Smart - St Issey, Cornwall
Mollie Pendery - Kirby Muxloe
Clare Goodchild - All Saints Hollesley
Aaron Sanders - St. Marys Barnsley
Jack Curd - Horley
Jenny Jeffs - Marsworth
Bob Stilliard - Marsworth
Lara Bonney - Steeple Langford
Ruth Hatchett - Hollesley
Sian Homewood - Royston
Chloe Ward - Royston
Rowan Butler - Kineton
Pat Jones - Keighley
Ian Patch - Tendring
Alex Methuen - Shirenewton

Level 2

Marianne Fisher - Pershore Abbey
Edward Evans - St James Queen's Square
David Sewell - Barrow-upon-Humber
Lisa Greenway - Northfield
Cressida Gethin - Bredwardine
Fred Parker - Belper
Charlotte French - Belper
Suzanne Mace - Belper
Adele Simpson - Brewood
William Groves - Brewood
Lucinda Orr - Addingham, St Peter's
Thomas Monks - All Saints, Marsworth
Bob Deeley - Marsworth
Charis Armstrong - Sampford Brett
Paul Brow - St John, Devizes
Mattie Gilbert - St Matthew, Rowde
Susan Denning - Offchurch
Joe Ayris - St Matthew, Rowde
Robert W Walton - North Leigh
Sally Tulley - All Saints, Marsworth
Gaye Soule - St. Mary's, Eaton Bray
Sonia Ward - Brewood
Ruth Hatchett - Hollesley
Robert Hess - Brewood

Level 3

Ben Brain - North Curry
Marianne Fisher - Pershore Abbey
Ally Gabell - Hillfarrence
Aine Widdecombe - Bredwardine
Carl Jenkins - Northfield
Noah Wilson Bell - St Marys, Tadcaster
Lisa Greenway - Northfield
Albert Williams - Aston Cantlow
Harry Garrod - Bardwell

Level 4 (Doubles)

Benjamin H Brain - Stoke St. Mary

Level 5 (Doubles)

Julie Minch - North Leigh
Luke Marsden - Bishops Itchington

Level 5 (Minor)

Robert Pinnock - Harborne



Module 1

Audrey Harrison - Heckington
Craig Brown - Blaenavon
Dorothe Steidinger - St Lawrence-in-Thanet
Stuart Holtam - Addingham
Ken Quick - Rothbury and Hensingham
Duncan Walker - Penrith
Fiona Potts - Wallington
Kate Nye - Penrith
John Proudfoot - Carlisle
Mark Hibbard - Coningsby
Bill Evans - Chartham
Colin Holliday - Bangor
Micky McBurnie - Hollesley
Sheila George - Great Gransden
Philip George - Great Gransden
Martin Yardley - Bangor
Sue Marson - Belper
Richard Clements - Weston
Ryan Mills - Abingdon
Barbara Le Gallez - Landbeach
Nicholas Small - Landbeach
Helen Thorley - Hemsworth

Module 2

Stuart Holtam - Addingham
Micky McBurnie - Hollesley

ART Annual Conference

Recruiting and Retaining Ringers


8 March 2014 - Earlswood Hall, Earlswood, Nr Chepstow NP16 6AW

BOOK NOW!

Use online form
 or download PDF form at
www.ringingteachers.co.uk/conference

9.30	ART Members assemble Members only
9.45 – 9.50	Chairman's Welcome Members only
9.50 – 10.30	Annual General Meeting Members only Full members – voting rights / Associate Members – no voting rights
10.30	Coffee & Non-Members arrive
10.50 – 11.30	Keeping People Ringing with Dr Ruth Eyles Can bell ringing learn anything from the British Cycling experience?
11.30 – 11.45	Questions to Ruth
11.45 – 12.25	Birmingham Ringing Summer Camps with Arthur Reeves Recruitment and Training Birmingham Style
12.25 – 12.40	Questions to Arthur

LUNCH

1.45 – 2.30	A The Art of Giving Feedback with Pip Penney at Earlswood Hall	B Developing ringing skills from scratch to higher numbers with limited resources with Heather Peachey at Earlswood Hall	E Kaleidoscope Ringing with Lynne Hughes at Usk 1hr 30 mins Practical session	F Simulators and Their Varied Uses with Frank Seabright & Derek Ballard at Shirenewton 1hr 30 mins Practical session
2.30 – 3.15	C The Bells Ring Out Again with Brian Wood at Earlswood Hall	D Teaching Stedman with Peter Bennett at Earlswood Hall		

TEA

3.30 – 4.00	ART Teaching Toolboxes with Graham Nabb
4.00 – 4.15	New ART recruitment video – Premiere!
4.15 – 4.45	Have Your Say led by Graham Nabb Tell us what you have been up to with your teaching and ask us what you would like know

CLOSE

Afternoon sessions **E** and **F** have strictly limited places per session, allocated on first come first served basis.

Booking forms and further details available from admin@ringingteachers.co.uk