

## ART Conference gets Teachers 'buzzing'



Association of  
Ringing  
Teachers

[Read more on page 10](#)



## Inside ART WORKS 8

- 2 Chairman's Chatter
- 3 Safeguarding update
- 4 Gill shares lessons learnt in Lichfield
- 6 Roos jump into action
- 7 Teaching Tips #8: Participation and performance
- 8 Why become an ART Member?
- 9 Foundation and finance
- 10 Reliving the ART Conference
- 12 Records of Achievement for February, March & April

## Editorial

**Rob Parker**  
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The ART Conference was an interesting day out, and it was great to see so many other passionate Ringing Teachers and hear their stories.

Pip highlights the importance of completing the ITTS Module you are working towards. The benefits of being an ART Member (page 7) at the completion of your Module provides an attractive incentive to finish the Scheme.

We love to hear reports from Teachers like Gill Eastwood who are using ITTS / LtR. Please share your stories with us in ART WORKS.

# Chairman's Chatter

## ART Conference thanks

Thank you to all those who attended, presented and helped out at the ART Conference in March. It was a really good day, a great opportunity to meet teachers from around the country and the feedback has been very positive. Remember to put 7th March 2015 in your diary for next year's Conference in Birmingham!

## Working with the Central Council

The Central Council has arranged several Regional Seminars following up on the recommendations of the Change Ringing for the Future Conference held in Wellesbourne in November 2011. ART has been fully represented at these seminars and has been given plenty of time in the schedule to get the message over to audiences which in some cases were initially sceptical. Several ITTS Module 1 Day Courses have been requested following the seminars. So far the seminars have been held in Nantwich, Nottingham, York and Winchester, with another two planned – Bristol 17th May and Exeter 19th July. Please do come along if you are nearby.

## Recruitment

The newly released recruitment video made for ART by Neil Ephgrave is now on YouTube for all to see. It is a short film designed to spark the imagination of members of the public who might like to take up ringing. Watch it at <http://youtu.be/ely5Upy9NyQ> or search for 'Bell Ringing – The Inside Story'.

The film has also been released on DVD (right) for people who would like to buy a copy for recruitment purposes locally. You can obtain a copy from the ART Shop at [www.ringingteachers.co.uk/shop](http://www.ringingteachers.co.uk/shop)

## Teaching Toolboxes

Are you using the Teaching Toolboxes? They provide ready-made course materials for you to use with your ringers. Each one has guidance notes to assist with things like identifying suitable ringers and other planning matters.

For each one there is a pack of student resources and a pack of teacher resources. Each toolkit also has a power point presentation for you to use to cover the theory of each topic. There are seven toolboxes Foundation Skill/Plain Hunt/Plain Bob Doubles/Grandsire Doubles/Plain Bob Minor/Stedman Doubles/Much more Minor.

They are freely available to ART Members via the Association of Ringing Teachers section of the Moodle website and to all those who have attended a Module 2 Day Course in the ITTS Module 2 section on Moodle. For all others they can be purchased on a CD (right) from [www.ringingteachers.co.uk/shop](http://www.ringingteachers.co.uk/shop)

## Merchandising Manager

Tony Goodman is our new merchandising manager and he is the one who will send you out the various CDs and DVDs we produce and also the Learning the Ropes Personal Progress Logbooks. He is the face behind the online 'shop'. We are very grateful to Tony for all the hard work he has put in to get the scheme up and running. He can be contacted via [merchandise@ringingteachers.co.uk](mailto:merchandise@ringingteachers.co.uk)

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By Pip Penney  
ART Chairman  
[pippenney@ringingteachers.co.uk](mailto:pippenney@ringingteachers.co.uk)



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## How are you progressing with your Module 2?

Have you completed your Module 2 online theory test and assessed lesson?  
We need 79 Teachers to complete by the end of November to hit our target!

The Ringing Foundation have set us targets as conditions of their financial support. We are doing well on the targets for the number of Day Courses we have run, the number of Teachers accredited at Module 1 and for new ringers we are excelling the target by nearly three fold! This is good news, however we are behind on our Module 2 accreditations. If we do not make the target set it may very well have financial implications for our future.

So if you are part way through your accreditation process please complete the parts you have not done, get your Mentor to do your assessed teaching sessions and submit the passes to the Moodle site.

## Learning the Ropes

How are your ringers getting on with their Personal Progress Logbooks?  
Do they like receiving their certificates? Where do they have them presented?  
Do you make an occasion of it for them?

Don't forget you can put those you have recently taught onto the Learning the Ropes scheme as long as they can pass the Level 2 handling assessment. It is good to see ringers passing through the system and becoming proficient at with their ringing. Once you have got a ringer to Level 5 you will have a fully-fledged ringer who can go out into the broader ringing world and progress even further.

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## ART Charity Status

Our application to the Charities Commission to become a registered charity has taken longer than expected but following a Management Committee meeting in May we expect to achieve charity status quite quickly. Fingers crossed!



## Learning the Ropes

**Remember to submit all your ringers passes to Moodle!**

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# Safeguarding Update

By **Graham Nabb**

The Management Committee, as trustees, have had to make declarations to the Charity Commission in our application that includes issues on Safeguarding (how we work with children and vulnerable adults) and management of DBS checks. As part of the Commission's preliminary enquiries they required information on our Safeguarding policies, guidelines and procedures and I was able to give assurances on how we operate – clearly this is a very important issue for them.

Once we are registered with them we will be able to access training from other organisations at discounted costs for members and safeguarding training will be high on the agenda.

We tend to assume that DBS (was CRB) checks are an English phenomenon given their origins following the Cambridgeshire tragedy years ago and perhaps the high profile cases we hear of in the press. However I have seen equivalent documents from Scotland, Northern Ireland, the Republic of Ireland & Australia so far ...

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# ITTS Abroad

Upcoming ITTS Day Courses during 2014 are getting a distinctly international flavour...

## St Pierre du Bois Church, Guernsey

10 May 2014 - Tutor: Pip Penney

## Philadelphia, Pennsylvania, USA

28 Jul 2014 - Tutor: Bruce Butler and Tony Furnivall

## Adelaide, Australia

17-19 Oct 2014 - Tutor: Pip Penney

## Wellington, New Zealand

22-24 Oct 2014 - Tutor: Gill Hughes

See upcoming Day Courses or request a new one in your area at [www.ringingteachers.co.uk](http://www.ringingteachers.co.uk)

# Lynchpin of Lichfield tower

With Modules 1 and 2 completed in the last 18 months, and having taught most of our 14-strong band at St Michael's Lichfield (6), I would like to share my experiences with my fellow Ringing Teachers.

We gained our first recruits by advertising in the Church magazine, by holding an open afternoon and word of mouth. Our newest recruits came after we manned a mobile belfry at a local event during which we met and "taught" so many people who were fascinated by bell ringing and we have gained 3 ringers as a result. Our band includes 5 teenagers and 3 of the adults are their mums. Our practices are busy, friendly and fun and everyone is learning together although some are more advanced than others. Abilities vary from complete beginner to Jennifer (13) who rang Stedman Triples for the first time on a visit to Birmingham this week. Most are currently learning to plain hunt.

We use Learning the Ropes so that all the ringers can see from the start how their learning will progress. I'm starting some "Tower challenges" in addition to LtR because not all of the band want to progress to ringing quarter peals yet, but they want to feel their achievements are recognised. Small rewards are very well received - a bar of chocolate and certificate for plain hunt on 5, covering on the tenor etc etc.

I'm a firm teacher/tower captain, but I don't shout and we have a laugh when things go wrong. I do despair occasionally when the same mistakes are repeated week after week, but I keep encouraging, reinforcing what they need to know and explaining why what they are doing isn't correct. I use demonstrations as well so they can see as well as hear what they need to do.

I teach all ringers from the bell being down following the ITTS approach as I have found that the new ringer gets a feel of pulling the rope immediately. When they can get the bell about half way up and down again I introduce backstroke, which they usually quickly 'get'. The most recent recruits have been ringing rounds within a few weeks - with assistance -but it's really reduced the learning time. What I don't do though is move on before a ringer is ready. There is no point in putting someone in rounds if they can't handle and they don't move on to plain hunt until they can do changes well.

With so many people we don't have many gaps between ringing. If we have a break it's to discuss progression, for example explaining plain hunt and writing it out. Those who can already do it are encouraged to help out those who can't so no one is left out. We do have a break though most weeks for a drink and biscuit so that everyone gets to chat socially.

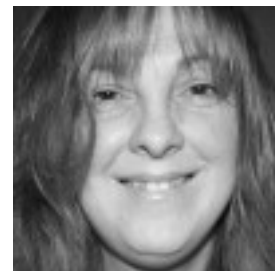
I place the band (or the majority) for every ring. Only when all six are standing ready to ring do I explain what they are going to do. I've found this saves time rather than explaining to each ringer in turn. It also means that everyone is getting used to listening as a band and those who won't be ringing also hear the instructions and are learning from them even though they won't be ringing at that time. They may be about to do the same thing in 5 minutes so a second explanation isn't needed if everyone has paid attention.

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By Gill Eastwood  
ART Member  
Lichfield, Staffordshire



I'm a firm teacher but we have a laugh when things go wrong





I learned to ring in a busy fun environment and that's what I like to achieve now. I set spur of the moment challenges - we can manage to ring minimus so those who can are challenged to learn a new method in 10 minutes and ring it. If we have visitors making it possible to ring doubles or minor then I make sure the more able ringers get to ring something for their ability.

Everyone gets a good ring to suit their ability. I use my better ringers to help those who are learning even though they are still learning themselves.

I prefer demonstrations and putting things into practice. For a new ringer I will get one of my more able teenagers to demonstrate what I want the new ringer to do while I continue to do exactly what I'll be doing when teaching the new ringer. I've found this means the new ringer then knows exactly what they are expected to do rather than trying to demonstrate it myself. A good example of this is perhaps ringing backstroke. I give the teenager the tail, explain to the teenager and the new recruit what they are going to do. I pull off at handstroke, the teenager does the backstroke and I catch the handstroke. The new recruit can see exactly what they are going to do rather than me trying to explain and doing the hand and backstroke myself. It also engages the more able new ringers because they've been asked to demonstrate.

I teach health and safety. We have nights where I make everyone pass the bell from one person to the next without stopping so that everyone, whatever level of ringing can help in an emergency. As they learn, I also teach them to take a bell (from me) when it is part down and the rope slack. They then have to get it back under control and ring it either up or down safely.

I learned to ring in a busy fun environment and that's what I like to achieve now. I set spur of the moment challenges - at the moment the band is restricted unless we have a couple of visitors but we can usually manage to ring minimus so those who can are challenged to learn a new method in 10 minutes and ring it. If we have visitors making it possible to ring doubles or minor then I make sure the more able ringers get to ring something for their ability.

As we only have 6 bells we sometimes move our practice and book a tower elsewhere or arrange to join another practice. I've taken the whole band to 10 and 12 bell towers where some of the local band come along to help us out as well. A fantastic opportunity for new ringers and so worthwhile to improve their skills even if we spend most of the night ringing rounds. Three of the teenagers took part in the National Youth Contest last year and they are starting to practice already for this years competition.

Teamwork, fun and personality are my top tips for any band. If everyone gets on well and leaves having had a pleasant evening then they will keep coming. As tower captain or ringing master it's my job to make sure that my band have a good night. I want them to leave feeling as though they've had an enjoyable evening, they've had the same opportunity as everyone else and most importantly that they've made some progress. If they do well I tell them so and I always thank everyone for coming.

We usually get 8 – 12 ringers on a Sunday morning and we rang for two Christmas Eve Services including Midnight Mass. A good sign of an enthusiastic band and I'm really proud of them all.



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St Michael's Lichfield



I want them to leave feeling as though they've had an enjoyable evening, they've had the same opportunity as everyone else and most importantly that they've made some progress

# Roos jump into action

As a foundation governor at Roos C of E Primary School it has been my wish for some time to encourage some of the children to learn to ring. The ITTS Scheme has given me the skills and confidence to teach them. Lloyd Ainley was my 9 year old guinea pig. He recently achieved his Learning the Ropes Level 1 Certificate and this has encouraged others to come forward. Three more children are progressing well, and one of their mothers is also learning.

Roos Primary had a SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection just before the end of last term. The school was given an 'Outstanding' rating, and the inspector mentioned in his report that some of the children are learning to ring the bells.

It seems right therefore that the older children from the school should have the opportunity to witness the casting of our two new trebles, for which we have just received the faculty. The stumbling block was the cost of a coach to take them to Loughborough. We have just had some tremendous news in that our grant application to the Archbishop of York's Mission Fund has been successful. We have been awarded £618 – virtually the whole amount we need. We see this as a very generous gesture of support from the Diocese towards what we are trying to achieve. Let's hope the trip will inspire the children (and their friends) with their ringing!

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By Helen Audley  
ART Member  
Roos, East Yorkshire

# Paul links up locals

I spoke recently at the ART Conference to update the Teachers present about the work I am doing to build links with and support for our Local Organisers and Assessing Mentors. These roles have developed ad-hoc as ITTS has grown, so I'm keen to provide some clarity and I look forward to providing further information and documentation to be appearing soon.

Local Organisers are core to the promotion of ART's objective to develop and support the delivery, integrity, and standards in teaching. They are usually the initial force to develop ITTS standards in a ringing community and will see local Teachers through the ITTS Day Courses to completion. Their role stretches from making arrangements for the Day Courses, to the important 'follow-on' work to develop ITTS principles locally and to encourage progression towards accreditation and ART Membership.

External Moderators (either Tutors or 'Assessing Mentors') are responsible for teacher assessment in completing each Module in order to gain accreditation and be eligible for Associate or Full ART Membership. This is an important role in promoting standards, the use of appropriate methods and the development of relevant teacher skills. They should be consistent in approach and able to interpret published assessment criteria accurately.

Both the Local Organisers and External Moderators are critically important in the development of ART, the delivery of teaching standards and in reaching our funding targets. We now have a regular email list to share information on local initiatives, good practice, teacher assessment and to offer assistance.

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By Paul Lewis  
ART Management Committee  
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See Paul's ART Conference presentation on Moodle at...  
[www.ringingteachers.co.uk/moodle](http://www.ringingteachers.co.uk/moodle)

# Participation to performance

The last Teaching Tips article explained the most recent ways of thinking about training people. The latest research shows that more people stay actively involved if the training follows a participants' needs led model. This approach to training creates a larger pool of people who remain actively involved and from whom high-end performers and experts can emerge over an extended.

## How much do we think about our ringers' needs?

The ringers we teach will comprise of very many different types of people. Their ages will cover a wide year span, their backgrounds and life experiences will be different, the stage they have reached with their ringing will be wide ranging and their aspirations will vary.

Some of us will be teaching locally at towers where the standard of ringing is not very advanced whilst some of us will be teaching, or to use a more accurately descriptive word, coaching, at the top end bringing ringers on to ring complicated methods, to higher numbers of bells and to ring extended lengths, quarter peals and peals.

Who are you coaching and how do you adapt your coaching?

## Stages of development

When people start to learn an activity there are various stages that have been identified as their skills develop – see box to right. How many of these stages do you have to adapt your coaching to cover in your own tower?

As we have already identified the aspirations of our various ringers will vary as will their rate of progress.

The rate of progress will depend partly on the ringer's natural ability and partly on how much ringing he or she participates in. It will also be affected by the quality of the coaching and the quality of the other ringers involved.

Once ringers have passed through the beginner stage some will immediately continue to develop and go on to become top end performers. This route is known as "early talent development". These ringers need to be coached with a view to developing their performance and the role of the coach in these circumstances is "performance development coach".

Other ringers will not develop so fast and may plateau; however, we still want to keep these ringers involved and participating in the local ringing. Our coaching approach to these ringers is very different to in the above example. These ringers need to be coached to sustain participation and the role of the coach in these circumstances is "participation coach".

## Handling early talent

Research has shown that early talent is not always a good predictor of eventual expert performance. There is another route to high performance and becoming an expert. This route is known as the "late talent development route". It is this route that helps to explain why it is so important to maintain participation.

## Teaching Tips #8

### Part 1 of 2

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By Pip Penney  
ITTS Tutor

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## Stages of development

- Novice
- Advanced Beginner
- Competent performer
- Proficient
- Expert



Early talent is not always a good predictor of eventual expert performance

Whether the ringer makes progress through the early talent development route or the late talent development route at some point that ringer is going to need coaching for this high level of performance. The role of the coach in these circumstances is “high performance coach”.

Passing through all these stages of development will be children and as we know the needs of children are different from the needs of adults. Thus we have to take on yet another coaching role that of “children’s coach”.

Our teaching has to be able to adapt to coaching all these different ringers and aspects of their learning but obviously each of us cannot be expected to become expert coaches in all of the above areas.

Which area of coaching do you need to deliver to your ringers? Next time we will take a look at coping with all these different aspects of coaching ringing.

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## 4 roles of a coach

- Performance development coach
- Participation coach
- High performance coach
- Childrens’ coach

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## Perks of position as ART Member

Everyone who completes one or both of the ITTS Modules is eligible for ART Membership. For just £5 per year, ART Membership offers great value benefits and discounts to Ringing Teachers.



The key benefits include on-going Moodle and Learning the Ropes access, plus savings on DVDs, Teaching Toolboxes and the ART Conference. See full details below, or contact Les Boyce, ART Secretary via [lesboyce@ringingteachers.co.uk](mailto:lesboyce@ringingteachers.co.uk).

- Full access to Moodle resources
- On-going access to full Learning the Ropes scheme
- Preferential pricing for Bell Handling DVD – £2 off
- Reduced pricing on upcoming ART DVD’s this year
- Free access to the Youth Toolbox – saving £5
- Recruitment support
- Free access to current, new and updated Teaching Toolboxes – saving £10
- Reduced ticket price for ART Conference
- Priority workshop booking for ART Conference
- Teaching liability insurance
- Safeguarding best practice and DBS
- Appear on our website as an accredited Teacher

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## Try the Teachers Forum

Have you used the new Teachers Forum yet? It is a new facility available on Moodle that allows you to ask questions and share your tips. The ITTS Tutors are also on-hand to provide suggestions. Recent questions, answers and discussions have included...

- Left handed ringers
- A pack for new recruits
- Salling watching
- Separating hands

Visit the Teachers Forum via the Shortcuts box in Moodle or by visiting [www.ringingteachers.co.uk/forum](http://www.ringingteachers.co.uk/forum)





# Figuring out the finances

Good news from the Ringing Foundation - they have agreed to continue to support our administrative costs for 2015!

They have also agreed to support us for a further five years with this funding gradually reducing over this period until ART must be financially independent. Within this though, the RF has indicated its support for an increase in paid admin time as a result of on-going Administrator pressure due to the high demand for Day Courses. The current cost of overtime is the cause of a projected loss for ART during 2014. The total cost per head for a Day Course including follow up and facilities is about £35 – and no, tutors don't get paid!

However discussions with the RF are still ongoing regarding the detail and the RF are particularly keen that there are more ringers achieving Learning the Ropes Level 5 in the coming year. The RF feel that 20% of all LtR ringers should get to Level 5 – that is a quarter peal of Bob Minor 'inside'. Focussing only on those areas committed to both Modules and capable of achieving this result is not currently ART strategy. There is no doubt that delivering Module 1 and 2 Day Courses in areas where teaching skills are desperately required to develop bands and increase participation is meeting local needs, although we all want to see ringers progress as far as possible.

If you have any thoughts on how we should focus our efforts and where the greatest benefits would accrue do let me know.

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

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# Far from an 'Eaton' Mess!

I'd like to share an update from the newly formed team at Eaton Bray - who were featured in ART WORKS last year.

At the end of March, Eaton Bray came first in the Bedfordshire Association Luton District Striking Competition in the rounds category. Three ITTS Teachers from Marsworth rang alongside three local ringers (right) – largely because half the local band were all in a play this evening so couldn't take part.

The tower at Eaton Bray has not had a team for many years and as far as we know has never entered or won a striking competition before. We can now strive to enter two teams next year – one for rounds and the method category also..... (as long as nobody is in a play again!)

The Marsworth teaching team have continued teaching the whole new band using Learning the Ropes and most ringers are working towards Level 2. They ring for service every single Sunday and are thoroughly enjoying their ringing.

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By Rose Nightingale  
ART Member  
Marsworth, Buckinghamshire



# Conference gets in gear

This year's ART Conference and AGM was held at Earlswood Hall, Near Shirenewton, on Saturday 8th March, and was attended by over 70 people from across the UK, with one person attending from Australia.

Opening the Conference, Pip Penney highlighted the year's work and successes, especially the increase in demand for the ITTS Module 1 Day Courses, which completely outstripped expected demand. It's very encouraging to find that there are plenty of people out there who want train up to help teach new ringers - and to teach them in a standard way - to keep the Exercise alive.

The keynote speech was given by Dr Ruth Eyles, and entitled 'Keeping People Ringing'. Ruth has a background in Physics, Management, Teaching and more recently with British Cycling, both racing at a high level and as a coach. In 2012, Ruth started to learn to ring with Learning the Ropes. After going through this structured training program, Ruth has progressed to ring Surprise Major, so has a good idea of the similarities and differences between the two exercises.

Ruth said that there was a perceived problem that if people wanted to get into cycling as a hobby, then they had to join Cycling Clubs, which were somewhat old fashioned in their approach and thinking, providing rigid structures and ride times. This deterred people from joining in, as they were expected to push themselves further than possible in too short a time after first joining a Club.

The message 'If you keep doing what you are doing, then you will keep getting what your getting' started to come through. This is where British Cycling got the message and started organising accessible events aimed at increasing participation and providing simple achievable goals to aim for. These events, called 'Sportives', were aimed at people who were not members of Cycling Clubs, but wanted to get out and cycle with others. Participants pay an entry fee and the event is designed to stretch them slightly within a supportive environment of stewards and signed routes. They also have a goal to prepare for a few months in advance. These kind of events ended up getting people hooked, which then resulted in more people joining Clubs, and British Cycling itself, with membership shooting up to 82,000 by 2013. Ruth stated getting people involved and enthused at the lower level will eventually lead to an increase in numbers at the higher level as well.

Cycling has regeared for increased participation at the lower end, from new women's groups to reformatted cycling magazines (Ringing World watchout!)

Ruth suggested that in ringing might be able to learn the same lessons as cycling. Some of the possible reasons people drop out of ringing might be due to the stress of finding methods too difficult, or the expectation that they have to move on to methods. This in turn then creates a lack of enjoyment / fun, leading to people giving up. Ruth challenged that perhaps the ringing fraternity needs to look at the needs of these ringers, if they are happy ringing rounds, call changes and other basic exercises, then so be it, but they should be encouraged to stay by increasing the fun element along the way in a similar way that the Sportives brought fun and participation to cyclists.

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By Andrew Phillips  
ART Member  
Newport, South Wales



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Ruth Eyles presents 'Keeping People Ringing' at the ART Conference



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Watch Ruth and Arthur's full presentations on YouTube, plus see photos from the whole event, at... [www.ringingteachers.co.uk/conference](http://www.ringingteachers.co.uk/conference)

In conclusion, Ruth said that it was all about increasing participation by enthusing people to want to get involved, especially by increasing the fun element, and not about driving people away by pushing them to higher levels they don't want to go to, or they are not ready for.

Ruth gave an excellent and well presented talk, although there were some who disagreed with Ruth's assessment of the comparisons between ringing and cycling. I believe they failed to fully understand the whole of the message, certainly given the presentations title. I did make a note of it at the time - it went something like 'Blinkered Dinosaurs!'

The next to speak was Arthur Reeves, who talked about the Birmingham Ringing Summer Camps. Arthur spoke about the rationales behind the first Summer Camp they organised, which was based around Retention, Opportunity and Fun, and identified the key ingredients of a good Summer Camp as lots of good fun, an outing and keen participants.

For the first Summer Camp they organised, they were 'given' a group of Choirboys who were interested in learning to ring. Even though they all fully enjoyed themselves over the week and learnt to ring rounds by themselves, only 1 carried on ringing afterwards. However, he did end up introducing the rest of his family to ringing, so not a total loss!

The second Summer Camp failed to recruit new ringers, but they did run an improver's week instead, highlighting that recruitment remains a major issue. In conclusion Arthur said that it was surprising how much progress can be made in such little time when it's all concentrated in a week, which made all the work well worth the effort.

After the lunch break, several workshop events were held including the use of Kaleidoscope (Lynne Hughes), Ringing Simulators (Frank Seabright & Derek Ballard), Teaching Stedman (Peter Bennett) and Giving Feedback (Pip Penney).

The Conference was rounded off with a demonstration of some of the latest Teaching Toolboxes now available to Teachers, either from Moodle or on CDs. The day was finally rounded off with an open question and answer session to the ART Management Committee.

It was a very useful set of talks, presentations and sharing of ideas for Ringing Teachers. As Mr Punch might say, 'ARTs the way to do it!'

It was a successful day and achieved quite a buzz factor, which I hope helped everyone to go back home enthused about their teaching – I certainly did!

We also heard a renewed commitment to the work of ART from Chris Mew, Vice-President of the Central Council, who sent his best wishes for the success of the Conference and assured ART Members that the work of the Association in progressing ITTS training is very much applauded by the Central Council.

The ART Conference 2015 will be held on Saturday 7 March. Simon Linford, of the Birmingham School of Bell Ringing, has kindly offered to host the event in Birmingham. We hope that the central location will enable many more of the growing number of ITTS Teachers from around the country to join us. There is even a possibility that the Conference will be a two day event!



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Arthur Reeves presenting the Birmingham Summer Camps to the Teachers at the ART Conference 2014

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By Rob Parker  
ART Management Committee

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Date for your diary...  
**7 March 2015**

**ART Conference 2015  
in Birmingham**



# Records for Feb, Mar & Apr 2014



## Learning the Ropes

### Level 1

William Hamer - Horley  
Poppy Harrison - Warwick Schools  
Macer Gifford - Horley  
Yvonne Jackson - Kineton  
Luke Brooke - Christchurch Priory  
Robert Skerten - Christchurch Priory  
Callum Hayes - Sandridge  
Albert Martin-Flaven - Sandridge  
Anne Judd - Landbeach  
Zia Hall - Lichfield  
Emil Gibbons - Lichfield  
Gonny Pol - Marsworth  
Wil van der Veen - Marsworth  
Lloyd Ainley - Roos  
Bronwyn Smith - Bramcote  
Judith Portwood - Bramcote  
Richard Portwood - Bramcote  
Steven Shortland - Belper  
Matthew W Norman - Wilton, Taunton  
Rosie Brain - Stoke St. Mary  
Victoria Moulton - Great Gransden  
Abigail Hunt - Warwick Schools  
Yvonne Hollings - Keighley  
John Luckcock - St Peter in Thanet  
Claire Braybrook - Fownhope  
Alan Bryer - Holy Cross, Seend  
Pip Cornwell - Great Yeldham  
Robin Peers - Fownhope  
Toby Wright - Fownhope  
Chris Lane - Cleator Moor  
Rowena Sanders - Isleham  
Su Mallett - Isleham  
Fiona Jones - Isleham  
Zach Rogers - Dover  
Val Graham - Tiverton St Peter  
Dave Graham - Tiverton St Peter  
Helen Turner - Cassington  
Lydia Russell - Fownhope  
David Russell - Fownhope  
Daniel Sneller - St Clement's, Sandwich  
Annika Sneller - St Clement's, Sandwich

Patrick Freeman - St Leonards, Deal  
Luke Maunsell - Keighley  
Charlotte Sorell - Adelaide Ringing Centre  
Michela Quarisa - Adelaide Ringing Centre  
Rachel Horsburgh - Monkton  
Heather Middleton - Mildenhall  
Heather Gunton - Monkton  
Lewie Hawkins - Kineton  
Emily Winter - Wethersfield  
Luigi Vincenti - Greenwich  
Giuseppina Vincenti - Greenwich  
Jack Robinson - Mildenhall  
Scott Elkington - Shiplake  
Ethan McLellan - Buckland  
Gilly O'Neill - Monkton  
Emma Goodchild - Hollesley

### Level 2

Phoebe Rowe - Radford Semele  
Francis Grey - Bosbury  
Freddie Williams - Warwick Schools  
Sophie Martin - Abingdon  
Kit Hughes - Lyonshall  
Anne Judd - Landbeach  
Mary Thatcher - Lichfield  
Jan Mitchell - Lichfield  
Geogia Locock - Lichfield  
Sam Locock - Lichfield  
Gill Wootton - Lichfield  
Elisabeth McHugh - Oxenhope  
Sonia Dugmore - Lichfield  
George Jones - Warwick Schools  
Sam Jones - Warwick Schools  
Rhys Dale-Peerman - Linslade  
Chris Gooding - Offenham  
Mark Heritage - Tiverton, St Peter  
Sam Pearce - St. Giles, Cheddington  
Matthew W Norman - Wilton, Taunton  
Ella Barker - Edington  
Kevin Jackson - St Editha - Tamworth  
Ben Jackson - St Editha - Tamworth  
Gordon Gray - St. Mary's, Eaton Bray  
Barbara Morton - St. Mary's, Eaton Bray  
Julianne Hormann - Birmingham SoBR

### Level 3

Thomas Monks - Marsworth  
Neil Toussaint - Ledbury  
Brenda Thomson - Birmingham SoBR  
Alexander Rogers - Pillerton Hersey  
Charlie Quinby - Lichfield  
Bob Deeley - Marsworth  
Roy Followell - Birmingham SoBR

### Level 4 (Doubles)

Ieuan Hallas - Abingdon  
Jennifer Deakin - Litchfield

### Level 4 (Minor)

Jennifer Deakin - Litchfield

You can also see names of those passing each Learning the Ropes Level published in The Ringing World magazine each month.

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## One final thing...



## NEWBURY2014

The Association of Ringing Teachers will be attending the Ringing Roadshow 2014 in Newbury on 6 September. We will have a stand and be presenting a seminar.

We hope to see lots of our ART Members, ITTS Teachers and Learning the Ropes ringers there on the day!