

ART WORKS

Issue 22
February 2018

Association of Ringing Teachers – www.ringingteachers.org

Patrons: The Whiting Society, Paul Flavell and Helen McGregor & Peter Bevis



Conference 2018

Royston, Hertfordshire
3/4 March 2018

Tickets for Veronica Downing's session (2B) and Vinni & Ruth's session (3A) are fully booked!

All the Sunday sessions are now also fully booked.

At near capacity, this year's event promises to be busy and buzzing with bell-ringing banter.

Grab your tickets quick – Click Here

ART's exciting agenda this year includes a great line up of speakers, with keynotes by the St Martin's Guild Ringing Master, Simon Linford, Matt Bulbeck a professional outdoor sports coach and bell ringing teacher, and Colin Parker, ringer, teacher and keen cricketer.

Reflecting the rapid proliferation of questions and concerns around recent events, new additions to the ART line-up include presentations about safeguarding, insurance and

risk assessments with opportunities to talk through any local issues with the experts available throughout the day. And helping you put a positive spin on all this we have some lively "how to" sessions from the Central Council's Caroline Stockmann and Kate Flavell.

The second day of the conference weekend concentrates on simulators and new technology and is hosted by the Central Council. It is now fully booked.

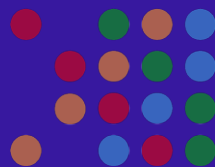
Editor – Claire Culham
artworks@ringingteachers.org

The next issue of ART WORKS will be May 2018.
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Chairman's Chatter



The new year has started well with a high demand for courses and lots of recruitment activity.

The CCCBR Armistice 100 initiative is developing a greater interest in bell ringing and whilst some of the publicity has not been positive, overall the effect is greatly beneficial to the Exercise. All enquiries that come direct to ART will be passed on to ART Members or, if there is no one nearby, we will pass them to ringing societies to place with a suitable local teacher. When we follow up these placements we sometimes find that they have been passed on without the quick positive response that these people expect and deserve. A professional and enthusiastic response is what is required to give ringing a good name, even if the enquirer is not a suitable candidate.

Other headlines have been made by ringing accidents and I have learned of two serious ones recently. Whilst ART teachers have not been directly involved I believe it is very important that we ensure that safety is emphasised to new ringers, proper instruction given and clearly indicated in the Ringer's Personal Progress Logbook. Proper emphasis need to be made of this at accreditation for both teachers and mentors. Remember that accidents where teaching is being done or supervised by ART members must be reported to ART using the accident report form on SmART Ringer and proper risk assessments should be in place. There is an opportunity to deal with risk assessments at the ART Conference when an expert from Ecclesiastical Insurance will be presenting and available to answer questions.

Also at the conference are a host of other speakers dealing with coaching, hubs & centres, youth groups and initiatives, PR at Guild & local level, teaching challenges, and retention, as well as a representative of the CofE explaining the new Volunteer Training and Recruitment requirements. There will be the usual displays, bookstalls, and the opportunity to mix and chat with other teachers and friends. I hope you have booked your place and have encouraged others to come along.

We are seeing significantly increased use of the Learning the Ropes scheme but also several queries on how to use it for the higher Levels. Most of these seem to arise because people have not followed though and completed a Module 2 course. If you have only completed Module 1 do arrange or book into a Module 2 – it's interesting, challenging, fun and great value!

The first of six groups of ART teachers have returned tired but inspired from a week teaching the band at Ypres. Fifteen new ringers were started and one went through a revision course and at the end of the week two LtR Level 1 certificates were achieved. The language barrier and small ringing chamber proved challenging but good progress was made and everyone enjoyed the experience. The local press and TV were very interested and proved an added complication! I am still seeking more people to go over – particularly in the second quarter and perhaps beyond – so if you would like a new experience abroad and the chance to grab a tower please let me know.

I am very please to welcome Mark Hibbard to his new role with ART - managing our extensive resources and workshop materials are key tasks and ones which now demand a clear focus. Welcome to the ART team, Mark

See you all at the conference!



ART Chairman – Graham Nabb
grahamnabb@ringingteachers.org



RINGING REMEMBERS

Ringling Remembers in the “W and P”

Over the eight week period from the end of November we’ve received 28 referrals – wonderful! Two of us have been pleased to be at the frontline, dealing with the enquiries. It’s very rewarding to meet so many keen, potential new ringers!

The bare bones then – 18 placed in 10 towers and the majority are underway with, and enjoying, their lessons. Four are pending final confirmation with towers and six are in the early stages of contact as yet.

Some of the new ringers have responded to the publicity in magazines, local papers and free papers in stores; one saw an item on regional T.V. and the lady who’d seen it online had actually been browsing for Boxing Day sales! After they’d submitted their application some had been pro-active and visited websites – the Central Council’s and our own Guild’s – to find out more about ringing.

A recent comment from a guy who’d responded as a result of seeing it in the Romsey Advertiser was “It was a good

sell - not in the marketing sense” ... he was very impressed with the publicity.

The feedback when we’ve first made contact, usually by email and then followed up with a phone call, has often included “Thanks for such a speedy response!” They are excited, of course, and just want to get on with their Taster Session! Also, “I’ve always wanted to try bell ringing”. Ringing Remembers has provided a significant focus, it seems.

Later on “We had our first lesson last week which we really enjoyed – we have a great instructor and he made the session fun. It’s obvious now that it’s more than just pulling on a rope but I’m sure we’ll pick it up given time”.

From our perspective then it’s been great! We’ve had to be up and running quickly and encouraging flexibility all round. Our towers and teachers have been magnificent in pulling out all the stops to accommodate the new ringers quickly.

Keep ‘em coming, please!

Viv Nobbs and David Mattingley





Taster session at St Clement Danes

There are a good number of enquiries for new learners coming through the Ringing Remembers initiative, an idea to replace the 1,400 ringers that were lost in the First World War and train them so they are ready to ring on the 100th anniversary of the Armistice on 11 November 2018.

Roger Booth organised a taster session to coordinate thirty five enquiries from across the London area from potential recruits at St Clement Danes on Saturday 20th January. Eight learners turned up together with a good number of experienced ringers, some of whom are ART Members.

Roger started the proceedings with a welcome to all. He explained that London was made up of Ringing Societies, namely parts of the Essex, Kent, Surrey and Middlesex Associations. Overall there are about 1300 members of these Associations in the London area, which roughly equates to one ringer per bell, but things are patchy and over half of the towers have insufficient ringers and some no ringers at all. There is also a shortage of competent teachers in some areas.

To combat this shortage, the Association of Ringing Teachers was formed in 2012 to train ringers to teach bell handling in a safe and structured way. The ART

course breaks all parts of handling a bell into manageable parts so that the learner masters each part before combining them into full handling. It takes 6-10 hours of one-to-one tuition to master handling a bell and probably 6 months more practise to develop the Foundation Skills to become a change ringer. A new ringer should be capable of contributing to Sunday ringing after 3 or 4 months.

Training new ringers requires commitment from the ringer, their teacher and existing ringers, so additional systems such as simulators and software have been developed to aid the learning process. The software 'rings' the other bells so that learners can 'practise' on a tied bell and listen to how they can improve their ringing.

The new learners were given a tour of St Clement Danes tower and bells and given individual sessions on hand ring exercise and backstrokes. They were then given a demonstration of ringing by the experienced ringers. All of them appeared to enjoy the session.

To follow this up, each of the new recruits is being put in touch with a teacher close to their home to ensure they receive competent training. It would be great to train these new recruits and man some of the silent towers on November 11th.

Paul Flavell



The Slapton Belles

The 5 bells at Slapton, Buckinghamshire, have been unringable for over 20 years. Always difficult to ring, having last been overhauled in 1889 by Mears & Stainbank of Whitechapel, they were finally silenced in about 1996 when the tower became unsafe.

Following a period of intensive fundraising, the tower was eventually repaired a few years ago, and thoughts started to turn towards the bells. However, in the intervening years, the bell fittings had deteriorated considerably and it was also found that the bell frame was inadequately supported. There was no appetite for further large-scale fundraising in the Parish at the time and there matters rested for a while – although the Ellacombe chiming mechanism was restored and brought back into use.

Recently, however, interest in the bells was rekindled and fund raising again started in earnest. Quotes were obtained to tune and rehang the bells and that from Whites of Appleton was accepted, with the aim of having the bells ringing for the centenary of the Armistice. Two bells have also been obtained from the Keltek Trust, one to augment the ring to 6 and another to replace one of the existing bells.

Marsworth is an ART Teaching Tower and in the same Benefice as Slapton. Following encouragement that a team should be trained up in anticipation of the bells being rehung – rather than having to rely on visiting ringers when that eventuality was realised – a group of ladies started coming from Slapton to Marsworth at the end of last Summer to learn to ring. They were joined by

several more at the end of October. In all, ten ladies are learning to ring – and, unsurprisingly, they have dubbed themselves the “Slapton Belles”!

As at the end of January 2018, one has achieved her “Learning the Ropes” Level 1, and a further 6 have all but completed Level 1 and will certainly do so during February. Most have started attending our practices and are making good progress ringing rounds – so far the highest number of Slapton ladies ringing together has been three, with the prospect of an all-Slapton team likely to become reality soon.

Remarkably, although these ten have been attending regular sessions at Marsworth, both for 1:1 bell handling lessons with one of our teachers – usually two come at a time – plus coming along to our practices, some of the Slapton ringers have not even met each other yet! Therefore a get-together is being planned during February at Slapton church when they will be able to visit the belfry and hopefully chime the bells.

I plan to give further reports on the progress of the Slapton team as the year goes on, but for now I will conclude with quotes from some members of the Slapton team.

Margaret writes “I thought the idea of a taster session to find out more about bell ringing sounded interesting, as there is an ongoing fundraising effort in Slapton to restore and refurbish the church bells. So I went along in early November out of curiosity, not really expecting to take it further. It was indeed fascinating and clearly a complicated business - and so



I booked a lesson for later in the week, and then another and another.

Thea writes “I decided to learn to ring because I very much wanted to support Slapton’s plan to have the Holy Cross church bells rung on Armistice Day 2018 to mark 100 years since the end of the First World War. I had thought off and on down the years that I would like to give bell ringing a try, and this was the first opportunity I had, since I am not a regular churchgoer.

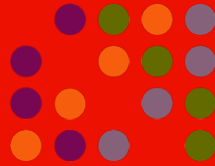
“Though my progress has been quite slow [I would dispute that!], every step forward is very rewarding and I am so grateful to all the teachers at Marsworth, and quite proud of myself for sticking with it and getting to the point where I can feel I am improving! I started off thinking that if I could be part of a band that was able to ring passable rounds in Slapton on Armistice Day 2018 then I would be satisfied. Now I think I would like to get better and better and ring not just in Slapton but in other towers as well, and that perhaps this is a hobby that I will continue with, in a much more committed way than I first imagined when I responded to the request for ringers for the new Slapton bells.”

But I think the final word must go to Freda, who at present chimes the bells prior to Sunday services using the Ellacombe mechanism. Although she is making quite slow progress because she is relatively elderly and can only practice for a few minutes at a time, she is very determined and is now ringing a bell quite competently on her own. She says she is not particularly bothered about ringing to more than a basic standard, but she does not want to lose touch with the bells and the new team.

Richard Booth
Tower Captain, Marsworth



No mentor? You can still progress to accreditation ...



Not every teacher can have the luxury of a mentor to assist and advise – there are just not enough to go around. In some areas experienced teachers are just very thin on the ground. Whilst the ART Modules assume one-on-one mentoring, it is still possible to progress if such experienced support is not available.

“ In such situations the process of accreditation can be adapted as long as it still follows the underlying principles behind accreditation. Namely, support and feedback from another teacher, lesson planning (through completing a Logbook and having it signed off by a teacher who has been on a day course) and standards can be shown to be met through an assessed lesson ”

Take for example a group of ringers with limited teaching experience who are keen to recruit and teach new ringers for their towers. Coming on a Module 1 course is a good place to start and they will all attend as teachers – but there will be no mentor. They will follow up by teaching and signing off each others' logbooks and by working and teaching as a group they will give each other mutual support. The time will come when they decide that they are ready for accreditation and will contact an ART Assessor. The Assessor will probably attend a group teaching event and assess more than one teacher during the session, and check that everyone is conversant and confident with all the exercises in the logbook and in planning lessons. Most likely the Assessor will have to come more than once as there will probably be areas which require more practice or have been missed.

“ Such group teaching will have the added benefit that it is very motivational for the new ringers ”

Sometimes experienced teachers who have not attended a Module 1 may assist with these group teaching sessions providing valuable input, although they will not be able to sign off logbooks. These experienced teachers may refer to the Teacher's Guide to Learning the Ropes and the Bell Handling DVD to find out more, and hopefully by participating in the group teaching sessions, they will understand the benefits and be motivated to attend a Module 1 course.

Progressing to accreditation without a mentor might be appropriate in other scenarios too. Sometimes there are a group of very experienced teachers working together and it is not appropriate for the course Tutor to single out one person to be a mentor either politically or practically. They too can work as a self-supporting group and achieve accreditation as above. Geography can also be an issue, and two similarly experienced teachers can work together with no other teachers immediately available either to work with or mentor. Again they give mutual support, sign each others' logbooks and when ready call on an ART Assessor.

All these groups can get advice by asking questions on the Ringing Teachers Facebook group or contacting their ART course Tutor.

In each case the Assessor will confirm the successful assessed lesson on SmART Ringer.

ART Chairman – Graham Nabb
grahamnabb@ringingteachers.org



Group Teaching

We are a group of ringers, all of whom learnt to ring at the Castor Ringing School over the last few years, plus one who has returned to ringing in the last 2 years. We appreciated the support of the school so much that we continued to attend as helpers rather than as learners. In 2017, four of us agreed to work towards becoming Tutors by taking part in the ART Training Scheme, starting with Module 2F in June. In addition, David Teall, the Head Tutor at the ringing school and our mentor, held a training session on teaching Plain Hunt and ropesight for us later in 2017. Since then we have been practising our teaching methods and completing our logbooks and hope to have a practice session assessed sometime soon. Three of us are continuing our training by attending a Module 1 bell handling course in February 2018.

We mainly link to two towers, Warmington and Nassington, both in Northamptonshire. The Nassington tower weekly practice has attracted learners from the Castor School, who are encouraged to come and to consolidate their learning. Over the past year, the evenings at both towers have progressed, with anywhere between 8 and 16 ringers attending, all at different levels of their ringing development. With the support of the Tower Captains, these busy nights have allowed us to test out our teaching

styles, and to put into practice what we learned on the Module 2F course. They include bell handling, and any of the following, depending on the ringers: Rounds, Plain Hunt on 2, 3, 4, 5, & 6, Kaleidoscope dodging/whole pull/long pull, Call Changes, Plain Bob Doubles/Minor and Grandsire Doubles. We are also developing our ability to call touches.

By training and learning together, both in our towers and at Castor, we have become a support group for one another - discussing what we plan to do at a practice session, and giving constructive feedback and encouragement. We can also support the learners, as we bring different skills and knowledge, and can often notice things about bell handling, timing etc, that someone standing with

a learner can't always see. We always ensure we have a constructive and fun session, remembering individuals all learn at different speeds and all this is taken into consideration and is catered for. Ringing is also about socialising, so after the Castor sessions the learners, tutors and helpers all go for a coffee and a chat.

We hope very much that the group will be able to carry the ethos of using systematic, compassionate, individual, yet inclusive teaching methods, out into our own and other towers proving that this type of approach is not only effective, but enjoyable and sustainable into the future.

**Angela Whiteway, Hilary Hardie,
Sylvia Upex & Terry Wright**
Castor Ringing School



Beyond Twinkle, Twinkle

Many of you have been introduced at Module 2 to Twinkle, Twinkle as an exercise in bell control. For those who haven't, try it, it can be a great leveller. So, I watched with much interest when Christopher Wright posted on the Ringing Teachers Facebook group asking for other tunes for his band to grapple with. As always, there were a lot of varied suggestions, some of which you might want to try in your own tower.

Ave Maria of Lourdes (6 bells – 5 ringers)

4 6 6 4 6 6
4 5 5 4 5 6
4 6 6 4 6 6
4 5 5 4 5 6
6 3 3 4 4 5 4 5 2
6 3 3 4 4 5 4 5 6

Frere Jacques (5 bells)

5 4 3 5 repeat
3 2 1 repeat
1 1 2 3 5 repeat
5 4 5 repeat

Little Donkey (7 bells – 6 ringers)

6 6 4 6
5 5 3 5
6 6 4 6 7
6 6 4 6
5 5 3 5
6 6 4 6 1

Now the day is ended (6 bells – 5 ringers)

4 4 3 3 2 4
3 3 4 4 5
4 4 5 6 3 4
4 4 5 5 6

Cambridge Chimes (back ten bells - only 1, 2, 3, 6 and 10 needed)

1st quarter 1, 2, 3, 6

2nd quarter 2, 1, 3, 6
3, 2, 1, 3

3rd quarter 1, 3, 2, 6
6, 2, 1, 3
1, 2, 3, 6

last quarter 3, 1, 2, 6
3, 2, 1, 3

1, 3, 2, 6
6, 2, 1, 3

hour 10, 10, 10, 10, 10 etc

Andrew's special learning journey



Andrew has autism and we have had to plan a different learning journey for him. It has proved very successful and this week he rang the treble to a touch of Plain Bob Minor, having only tried Plain Hunt on six for the first time the night before. Andrew has now gained LtR Level 3 by ringing the treble to a quarter of St Simons m/v.

Andrew is fascinated with all things ringing. When he turned up, he impressed me with all his knowledge of the names and weights of various large bells around the world, the number of bells in various cathedrals and plenty more. Later he surprised me by explaining how pairs of bells crossed over for call changes, and talked through getting them to Queens when he had never rung even in rounds and I had explained nothing.

He takes immense pleasure from being part of the band and in ringing. Andrew loves visiting new towers and never has any problem with any bells, large or small. He likes to test each bell to see if it is up or down, loves interacting with other ringers, who are, without exception, very encouraging! He likes being introduced and doesn't forget names; he loves doing various jobs in the tower and is a really useful member of our band. His love of ringing shines out like a beacon, giving pleasure to all who ring with him and great joy to those who teach him!

There have been problems. Putting both strokes together was too much for him, as was ringing call changes. He panicked and after several goes would decide he had bitten off more than he could chew. He could not get his head round all the things he had to do at once. Whenever this happened, we realised that we had to break each progression up into as many steps as possible, responding to what we found successful with him and building on it. Whilst learning to handle a bell, there was a lot of practising the movements on a 'down' bell, copying the movements of one of us ringing on a bell that was up and lots of repetition of earlier steps. Throughout, there was plenty of opportunity to praise and for him to feel he was progressing, and there were

many smiles of pure joy! This was all followed by setting. "I can't believe I set the bell!!!" and "I can't believe I set the bell at back stroke!!" and "I'll never set it ten times", until, "I can't believe I set the bell ten times!!" He had passed Level 1. One night he rang every bell in the tower up (12) and another time he set them all at backstroke.

But it's not just about the fact that we have taught him with success, it's how the route we chose was phenomenally fast ... and successful! How fast his ropesight came, once we started work on it. The first night he ever hunted the treble on five, he also rang it to Grandsire and Plain Bob, just by seeing his place amongst the ropes! Teaching someone like Andrew is incredibly rewarding, and we've all learned from it. I got a lot of valuable advice from Richard Last, Tower Captain at the other church I ring at, Whitehaven. His sons are both on the spectrum and although very bright, both had learning difficulties so he had experience that I had not. He had taught them to ring but now wished he had done ART before starting.

I am delighted at Andrew's progress and often tell him how proud I am of him. And teaching Andrew has shown other teachers the benefits of the ART approach. I was really pleased when a Tower Captain said he now sees that letting people ring by learning bell orders is counter-productive if you want a change ringer and this is how we will be working in future, in fact we have already started some number-dependent ringers on their new path!

Chris de Cordova

For a full account of Andrew's learning journey click [HERE](#)



The ART approach was developed when, according to its website, 'National ringing institutions recognised that the aging population of Tower Captains meant that the old ways of teaching had to change'. Dr Clare Lawrence learnt to ring under those old ways of teaching, and now considers the ART approach - and the Learning the Ropes scheme in particular - against the Teachers' Standards used in the world of school education.

As we all know, teaching has changed. In Initial Teacher Education, we stand or fall by the National Teachers' Standards, introduced in 2012 to give a 'clear baseline of expectations for the professional practice ... of teachers'. Every observation, appraisal or self-reflection for the trainee teacher is aligned with this set of guidelines and requirements.

I only discovered recently that the teaching of bell-ringing has also moved on. I found the ART website fascinating, and also deeply encouraging. Bell-ringing, it seems, is alive and kicking, and being brought to the next generation in an exciting, innovative, considered and forward-looking way.

So what happens if you put both together? How does the Learning the Ropes (LtR) scheme fare if evaluated using elements of the Teachers' Standards? The answer, it seems, is that in general it seems to fare rather well.

Standard 1: Set high expectations and ensure a safe learning environment

The Learning the Ropes (LtR) scheme certainly emphasises tower safety from the outset. Before anything else, the new ringer learns to handle a bell properly and safely, and to respect tower rules.

Standard 2: Promote good progress

The LtR scheme has done a great deal to de-mystify progress in ringing. In the old days, if you learned to handle a bell, then it was very much a case of 'just do more, and do it better'. There was also very little sense of personal autonomy. The new ringer took whichever bell he or she was directed to take, and rang whatever the captain directed. The LtR scheme gives learners

the opportunity to understand and reflect on where they are in their ringing journey, and through this to take responsibility for their own progress.

Standard 3: Demonstrate good knowledge of the subject

Clearly, a ringing teacher needs competency in ringing; this is a skills-based activity and the teacher needs to have mastery of those skills before they can be passed on. How to pass them on is a whole other matter. Bell-ringing is, I would suggest, not something that can be advanced through discussion or exploration. You can't 'try out' a new way to handle a bell, nor 'see how it goes' in Stedman. This means that many of the more socially-constructed pedagogies (teaching methods) are unsuitable, and it may therefore be a challenge to foster and maintain the interest of younger ringers used to a more negotiated learning style at school. Conversely, though, for other people it is the very exact and concrete nature of bell-ringing which draws them to it, and many may relish the precision of the teaching required.

Standard 4: Provide well-structured sessions

Equally, ringing is not a skill you can master on your own. You can't take a bell home to practice basic bell-handling, and although there are all sorts of ways of getting methods fixed in your head, at the end of the day you need a team of ringers to try that method out for real. With this in mind, one of the skills of the tower captain is to clarify the structure of practice nights. When will time be put aside to encourage new ringers, when are experienced ringers needed in support and when can those same ringers be let free to try their hand at their own challenges. Many a case of umbrage can be avoided if that expected round of Reverse Canterbury Doubles really does take place as promised at the end of the practice.

Standard 5: Adapt to respond to different strengths and needs

Meeting diverse needs remains an important challenge in all teaching, but the LtR scheme is at its core learner-centred, enabling progress to be measured against that learner's

previous position and allowing for individualised learning.

Standard 6: Make accurate and productive use of assessment

I remember, when I learnt, there was very little talk in the tower. You rang, you swapped bells or stood out, you rang again. The only real feedback came in competitions, when your bell might be singled out for praise or admonition. The LtR scheme makes the criteria for success at each level so much more transparent so that new ringers know what they are being assessed on, and how to do well.

Standard 7: Manage behaviour effectively

A bell tower is no place for ill-disciplined behaviour, and the LtR teacher and mentor training supports effective management of clear rules and expectations. Furthermore, the ART guidelines, policies and codes of practice brings safeguarding and the responsibilities of working with young people and vulnerable adults firmly into the 21st century.

Standard 8: Fulfil wider professional responsibilities

I don't know if the ART approach has reconciled the old adversaries – ringers, vicar, organist, verger and churchwardens – and the timing of when the bells stop before the service and when the organist begins his or her prelude may still be disputed in many parishes. However, there is every evidence that the ART approach is bringing ringing up to date, valuing the teaching of ringing as a serious concern and supporting bell ringing to thrive on into another generation. So, who knows – may be one day even the wider public, may be brought on board. Perhaps one day they will learn to say, not that the bells are ringing, but that people are ringing the bells – and that they are ringing them well!

Dr Clare Lawrence

Clare has been a bell-ringer or organist (and very occasionally both) at various churches over the last 40 years. She is Senior Lecturer in Teacher Development at Bishop Grosseteste University in Lincoln.

Caistor Ringers discover Learning the Ropes

We are a small band at Caistor and since January 2017 five of us have been progressing through the new Learning the Ropes programme at different levels. We are grateful to Heather Peachey for introducing us to the programme, teaching us and guiding us through the process. As a result we all feel that we have made measurable progress and we are very clear about what we need to do to get to the next level.

It's been a rocky road, others make it look so easy but when you consider trying to control a heavy weight on the end of a rope with a bit of a wheel and an old brain it's no wonder it takes a bit of mastering.

Prior to starting the programme our learning was progressing, but it was all vague and I constantly felt as if I was in a state of mild panic as I wasn't sure where I was, or where I should be going. It was a bit of a fog. Now we have a small book to tick off our achievements and outline the next steps.

Heather has been breaking the learning down into manageable chunks and there are exercises to practise which are easy to understand. Now as a band we can reliably ring a Mexican wave which would have been inconceivable at the beginning of this year.

I have been ringing for 4 years but it's only in the last 6 months (since starting the programme) that I have really gained a good understanding and have achieved Level 2 working now towards Level 3. I have rung three quarter peals and feel a real passion for ringing.

For me one of the highlights has been a visit to a tower at Howden where on a Saturday morning we wound our way up a stone spiral staircase, tottered along a walkway on the roof of the church and down along a tiny low tunnel into the ringing chamber to have the absolute privilege of ringing the bells in this beautiful historic town! We also met some great ringers from other local towers.

Mike, my husband, said that "Friday nights were just not the same without Karen and so I signed up on a trial - initially for 10 years. I thought by then I must be able to crack it, or much sooner the band would lose heart with my efforts and send me packing ..." Toby, the youngest at 16 years old, finished Level 5 and has recently attended the Masterclass in Birmingham - an opportunity he recommends anyone who attains Level 5 should take as he thoroughly enjoyed it. We are all very proud of him achieving Level 5.

Geoff says, "I started ringing in my late 60s going slowly from rough and ready handling to Plain Hunt. Then I had a longish gap when I didn't ring because of shoulder and back operations. About 4 years ago I started again and began to ring treble or tenor to quarters of doubles methods. However I was stuck in a rut, not making much progress. Since I have been in an structured learning programme I've tidied up my handling, can ring up and down in peal (sometimes!) and started to ring inside.

Recently I scored my first quarter of Bob Doubles off the 2nd. At 75 I was beginning to feel that I would struggle to make further progress. Getting into the ART scheme with its structured approach has made a huge difference; I'm getting better and enjoying ringing now. It's all thanks to well-planned, excellent tuition."

Karen Gilliat



Teaching with Simulators – revised and updated

There have been many advances in simulator hardware and software in recent years and the functionality that is now available is not widely understood. This revised and expanded publication aims to share the experience of a number of users who use simulators on a regular basis to train new ringers effectively, to make far better use of

the facilities that are already there, and to train many more ringers than would otherwise be possible.

The book includes sections on the hardware and the software, and how to use them deliver each stage of the Learning the Ropes scheme.



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OUT
NOW**

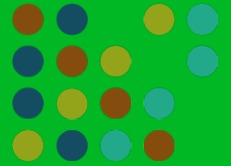
Association of
Ringing
Teachers

**Teaching with
Simulators**

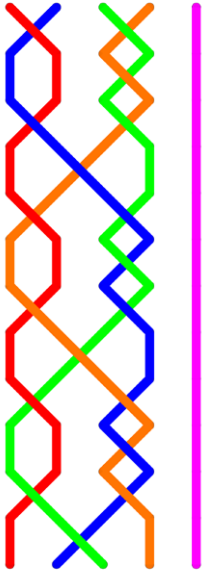
Written by Roger Booth

Pip's Teaching Tips

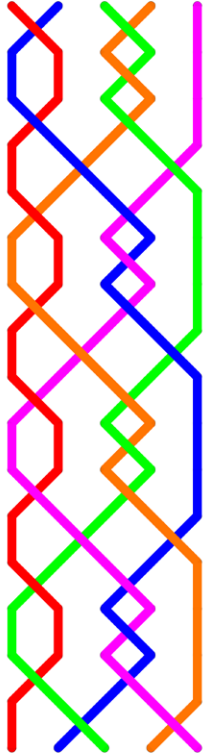
Using short teaching methods in preparation for ringing a plain course



Bastow



Bistow



When learning Plain Bob Doubles as the first method, a ringer often finds that being able to recall the four leads of the plain course whilst ringing is too much. By using short learning methods to introduce the various different pieces of work in Plain Bob Doubles the ringer does not have to be able to recall the whole forty changes of the plain course initially.

Shorter methods make the whole task of learning a plain course less daunting. They can often be learned over a very short period of time, sometimes in one practice session, leading to a sense of achievement and confidence in ability to understand and recall the method. They also provide variety for the supporting ringers.

blows behind]. As with Plain Bob Doubles the bell ringing long fifths rings over the two bells dodging in 3/4. A ringer is likely to be familiar with this technique if they have previously learned to cover to a pair of bells dodging in earlier skills building exercises.

Wotsit

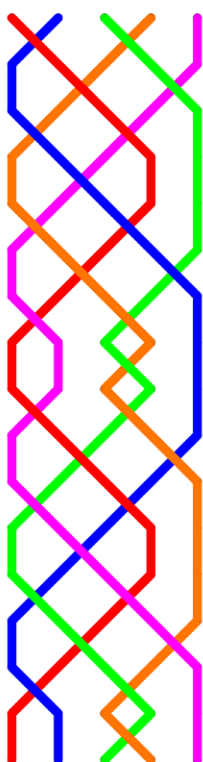
Wotsit is a short method devised by the Whiting Society. It is 18 changes long.

The working bells (2, 3 and 4) dodge 3/4 up, 3/4 down and make seconds. The treble hunts to thirds place and back to the front, whilst the 5 makes alternate fourths and long fifths over each pair of bells in turn as they dodge in 3/4.

Wotsit



Doodah



Bastow Little Bob Minimus

This is very short, being only twelve changes long, making it easy to memorise. It is very simple and provides an excellent introduction to method ringing. The order of work for the working bells is dodge 3/4 up and dodge 3/4 down.

The ringer can usually ring this straight off if they have been familiar with looking at blue lines when learning to hunt and they can frequently perfect it within a few sessions. It may take as little as one practice to master and move on.

Doodah

Doodah is another short teaching method devised by the Whiting Society.

The 2 makes seconds and long fifths alternately. The 3 and the 4 dodge 3/4 up, make long fifths and dodge 3/4 down. The treble hunts to fourth place and back to the front.

Within these four short methods there is an opportunity for the ringer to familiarise themselves with the four pieces of work in a plain course of Plain Bob Doubles.

This method is also straight forward for the supporting ringers to learn. Only two other method ringers are required! If ringing on 6 bells, the 5 has to cover to just three working bells as the treble only makes seconds throughout. The tenor ringer can follow the 5 and practise ringing at the end of the change.

These short teaching methods should be explained in the tower before the ringer takes hold to ring. Going through them with the ringer will help them to understand how a blue line can help them to learn a method. However, once this concept is understood the ringer should be encouraged to learn methods out of the tower, before arriving at practice.

Bistow Little Bob Doubles

This short method is sixteen changes long and includes a third piece of work from the plain course, long fifths [four

Getting Everyone on Board

I ran my first Module 1 course several years ago. I spent time firing everyone up with enthusiasm and getting them to sign up but, like me, they had no real idea of what to expect and how it would benefit them. It was a huge disappointment to me afterwards when so few people actually carried anything through and even more so when people told me they thought it was all too much bother and they didn't have a learner and they didn't want to do an online test.

Deflated but ever optimistic, I found myself organising another Module 1 half a year later. I was determined not to let the same thing happen, so I questioned why the first one hadn't been much of a success in the long term. I realised it was do with giving people realistic expectations and giving them an idea of what they were taking on. I thought a lot about the various reasons I heard for not continuing and decided to hold a pre-course briefing morning so that people understood a lot more about the whole process and could ask the questions which came up before, only this time before they had done the course, not after!

These included:

- **Do I have to have a brand new recruit?**
- **How do I find someone to teach?**
- **Who will be my mentor?**
- **How much lesson planning do I have to do?**
- **How often do I have to go online?**
- **What if I don't have time?**

I showed them the various booklets they would receive and I showed them my scribbled logbooks and some half completed LtR booklets. I was honest about the fact that this would require commitment from them and they might need to do things they didn't really want to – such as online tests and lesson plans. I explained the structure of the ART process and most importantly, I tried to always balance everything with the huge benefits of everyone learning and teaching together, the structured approach of LtR and the rewards and fun they could have doing it!

It worked really well – a much higher proportion of people on that course went on to become accredited and we also set up monthly teaching practices after the course, which were also very successful. If any of this sounds familiar to you, why not consider doing something like this? From my experience it greatly increases the chances of teachers making it through to accreditation and also builds the relationships upon which successful teaching is based.

Ruth Suggett

Resource Administrator

We are delighted to announce the appointment of Mark Hibbard to a new post - the Association of Ringing Teachers (ART) Resource Administrator.

Mark trained and served in the RAF as an aircraft maintenance engineer, then moved into the aerospace industry where his responsibilities grew from providing detailed technical support to customers, to managing the delivery of significant support contracts and the development of innovative support strategies. He retired from full-time employment in 2011 and enjoyed a few years working part-time for a charitable trust that operated a unique historic aircraft.

Mark learnt to ring as a teenager and, like many people, took a break for several years to focus on his professional career. Since returning to ringing in 2007 Mark has been keen to

do as much as he can to teach others and support learning initiatives. He attended a Module 1 ART Training Course in 2011 and since then has completed Module 2, becoming a full Member of ART, and acts as a mentor for other teachers. In addition to teaching at his home tower in Norfolk, he likes to organise and support training activities in the local area.

The Resource Administrator works alongside the ART Administrator (Rose Nightingale), the ART Management Committee and a number of dedicated volunteers. Our volunteers are vital to maintain the work of the organisation and we are hugely grateful to everyone involved.

From 1 February 2018, Mark will be the main point of contact for all enquiries regarding ART Workshops and will be charged with maintaining and improving

the ART websites and online resources. We are very pleased to welcome Mark to the Association of Ringing Teachers, and look forward to continuing to support the excellent work of ART Teachers and Learning the Ropes Ringers everywhere.



Training in the Vale of the White Horse – How we do it

The Vale of the White Horse (VOWH) Branch is fortunate to have a pool of ringing instructors, most of whom are ART-accredited mentors or teachers. Their expertise is being put to good use at various regular sessions for the benefit of ringers both in the Branch and further afield. Some teachers are local to the Vale and others kindly travel some distance to help teach. Hopefully, they go away with new ideas that they can use back in their local towers. Additionally, small teaching tasks can be given to anyone willing, thus introducing the idea of teaching to ringers who may not otherwise have considered it. We run a silent practice every Friday afternoon focussing on bell handling skills largely on a one-to-one basis, and once a month a training session is held, each with a specific focus.

After several years of moving training sessions around the Branch, they have settled on Longcot as their regular base. The bells are an ideal weight for training and relatively easy and safe to tie. The facilities are good and are soon to be



improved when the kitchen and toilet are added and the simulator is enhanced. The sound control means we do not



disturb the neighbours, the simulator is very useful and, being a ground floor ring, we can expand into the church with hand bells, white boards, books, phones, homemade cookies, tea, etc. when there is more activity than will fit in the ringing room.

The silent weekly afternoon practices are used for teaching Level 1 and 2 for both absolute beginners as well as existing ringers whose handling technique is hindering their progress. If the learner wishes to spend the entire time ringing a bell down or ringing one up, then a helper will assist by ringing it up or down again for them each time! They can also spend time perfecting their hand-transfer from the sally to the tail using the invaluable 'dummy tail end', or they can practice altering the speed of their bell. Two learners together or one plus a helper can practice dodging or place making.

The options are endless. The simulator

gets extensive use, whether for practising rounds, covering or even Plain Hunt.

The monthly evening training sessions focus on Level 3 and upwards skills. Topics in the last twelve months have been Bob Doubles, Bob Minor, Grandsire Doubles (twice), splicing methods, Plain Hunt (twice), raising & lowering in peal, call changes and the ever popular "listening, place counting & rhythm" workshop (three times) which we have also run for other guilds.

We welcome people from other branches of the ODG and other guilds to the sessions. It is both surprising and pleasing to find people who regularly travel quite long distances from neighbouring branches to attend.

VOWH Branch Training Team

Volunteer needed - course packs

Do you have some spare time to help ART make up its day course packs? Our current volunteer, Alison Barnet, has been doing a sterling job making up the packs over the past three years, but would like now to devote more of her time to take a more active role in local ringing. We wish her every success in that! And thank you, Alison, for all your work for ART.

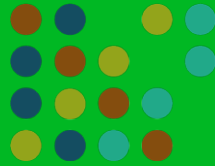
Making up the packs takes a few hours most weeks, with low periods principally in the Summer and over December and the New Year. You will need a lot of storage space and should be able to lift the heavy boxes weighing about 8kg.

It could be possible to split the role in two if required.



If you are interested in helping and would like find out more, then please email Gill Hughes gillhughes@ringingteachers.org for more information.

Harder than quantum physics?



Teachers working together under the ART umbrella have found very different ways of making a difference in their local ringing community. Here Barbara Le Gallez gives an insight into what they are doing in the Ely DA.

“Quantum physics is harder than bell ringing”. So claimed a fellow ringer, a Cambridge University don, when I remarked that bell ringing is the hardest thing we do in our everyday lives. Ladies and gentlemen, I can assure you that bell ringing is as difficult as quantum physics. In your head. Whilst dancing the hornpipe. At least, that’s been my feeling throughout my ringing career.

That’s why I think ART’s approach to training is so effective – it enables the student to perfect this fantastically complicated whole by identifying the different skills and working on them individually.

At Stretham Ringing Education Centre, the Ely DA’s Bell Ringing Training Centre, we enable clients to do just that. The REC, as it is known, offers virtually unlimited rope time on our simulator and the help of experienced, ART-qualified teachers. “Wonderful way to learn a new skill”, “Expert help tailored to your needs”, say some recent clients.

The REC was the brainchild of Ely DA officers Phil Bailey and Peter Binns. When Peter moved away, after doing a brilliant job setting up the REC, I became REC Manager. My inspiration was a comment in the Ringing World by A.J. Barnfield. He envisaged a Bell Ringing Sports Centre, open all day, every day, where ringers at all stages of development work out with a personal trainer or attend classes, and then socialise in bar or coffee shop. That’s what I have tried to achieve at the REC.

It’s an ambitious vision, and I hope it has been at least partially realised. Word has slowly spread and now a number of people come during the week or at weekends for intensive

small group lessons, generally at Learning the Ropes Level 1 and Level 2. Trainee ART teachers have benefitted hugely from using these sessions as teaching practice. As a mentor, I have learned a lot from my student teachers – mentoring is definitely a two-way process.

Publicity!, publicity!, publicity! - is where the REC needs to do more, better. How often have I talked to local ringers and discovered they didn’t understand that the REC was there for them! The Ely DA has been very supportive of the REC, putting on regular monthly training sessions and very popular one-off sessions. But what we need is a communications expert who can get the message across to all ringers. Is there one out there? Please get in touch.

Looking to the future, it’s exciting how rapidly new approaches are surfacing in bellringing, and as teachers we need to be flexible and open in our attitude, encouraging people to try out new ideas. As new opportunities take shape, I am confident the REC will adapt to meet them.

Do come and see us some time! Perhaps you would like to attend one of our ART Workshops. Coming up soon: the ART Teaching Handbells and Calling Plain Bob Doubles Workshops, led by Nicholas Small, bookable in the usual way through the ART website.

If you are interested in working with ART then we’d be delighted to talk with you. Please contact Alan Bentley to find out more.



Barbara Le Gallez
Stretham REC Manager



Learning the Ropes Achievers



Level 1 - Bell Handling and Control: Safe and competent bell handling including raising and lowering a bell.

December 2017

Rhiannon Godfrey - Swanage
 Trevor Haynes - Thaxted
 Matthew Wadey - Fyfield
 Sam Rickards - Thaxted
 Ken Heymer - Moreton
 Jenny Heymer - Moreton
 Denise Kerwin - Willingale
 Anne Marie Adams - Wargave (Loddon ART Hub)
 Aimee Ward - Cannock
 Liz Karendi - Northampton ART Hub
 John Hyde - Stretham REC ART Hub
 Emma Wellesley - Barnes
 Isabelle Johnson - Barnes
 Victoria Emms - Theberton
 Jim Gibson - Drumbo NI
 Katie Thomas - Sonning (Loddon ART Hub)
 Dominic Chapman - Willingham by Stow
 Alison Cockell - Bishops Lydeard
 Shan Nash - Eversley
 Carol Craven - Darlington
 Noah John McDermott - Sprotbrough
 Ella Reed - Nortallerton
 Louie Bass - Wokingham
 Eddie Bass - Wokingham
 Benji Bass - Wokingham
 Peggy Hirt - Great Tew

Dominic Johnson - Barnes
 Thea George - Marsworth ART Centre

January 2018

Simon Jones - Yetminster
 Candy King - Sandwich
 Colm Henry - Chearsley
 Joy Payne - Chearsley
 Akiko Salto - Stretham REC ART Hub
 Jane Lyden - Wingham
 Tony Venables - Ipsley
 Amanda Callister - Calne
 Alec Bell - Histon
 Andrew Pearce - Westonzoyland
 Angela Baxter - Thurstaston
 Steve Jones - Cheltenham Minster
 Gail Jones - Cheltenham Minster
 Carol Jones - Yetminster
 Bruce Williams - Sandwich
 Beccie Williams - Offenham
 Zoe Eyles Vaughan - Newport St Woolos
 Lisa Eyles - Newport St Woolos
 Carrie Anne Allen - St Columb Major
 Nigel Pridmore - Unattached, Dorset
 Hilary Wheeler - High Littleton
 Darren Swancott - Coalbrookdale
 Craig Atkinson - Allendale

Alison Atkinson - Allendale
 Eleanor Williamson - Sandon
 Gus Bridges - Bletchingdon
 Anson Jack - Cheltenham Minster
 Rosie Kirk - Hackney
 Graham Clarke - Gressenhall
 Sally Kunzig - Wargrave, Loddon ART Hub
 Maria Bradford - Evenley
 Ed Wilhelm - Birmingham School
 Alexander Carr - Heighington
 James Martin - Abingdon
 Ashleigh Foulser - Rusper
 Adrian Foulser - Rusper
 Henry Quarleri - Barrow upon Humber
 George Wilkinson - Barrow upon Humber
 Kaitlin Peaker - Messingham
 Julie Blackburn - Swanage
 David Moore - Dunster
 Teresa Timms - Messingham
 Ben Parkin - The East Riding Ringing Centre, North Cave
 Oliver Chapman - The East Riding Ringing Centre, North Cave
 Debbie Gedney - Sprotbrough
 Tiffany Clarke - Oxenhope



Level 2 - Foundation Ringing Skills: Ringing with others: able to dodge, make places and ring simple call changes.

December 2017

Piers Myers - Isle of Dogs Docklands ART Centre
 Bo Myers - Isle of Dogs Docklands ART Centre
 Noah John McDermott - Sprotbrough
 Victoria Emms - Theberton
 Stephanie Andrews - Ringwood
 Joseph Chesters - Minster
 Milli Godwin - Minster
 Peter Biggin - Tamworth
 Tamzin Gulliver - Tamworth
 Tracy Hanslip - Walsoken
 Martin Slough - Walsoken
 Jack Hanslip - Walsoken
 Pat Bell - Offenham
 John Marsh - Lytchett Matravers

January 2018

Maggie Fenton - Swaffham Bulbeck
 Joy Payne - Chearsley
 Caroline Cater - Kirtlington
 Lauren Kerman - Barrow upon Humber ART Hub
 Thomas Penny - Lydeard St Lawrence
 Jennifer Oakes - Brierley Hill
 Andrew Pearce - Westonzoyland
 Linda Cosnett - Orton on the Hill
 Robert Cosnett - Orton on the Hill
 Nigel Pridmore - Unattached, Dorset
 Sue Mantle - Buckingham
 Veronica Baker - Maids Moreton
 Janet Hodgson - Buckingham
 David Pearce - Maids Moreton
 Jonathan Tribbick - Newport St Woolos

Zoe Eyles Vaughan - Newport St Woolos
 Lisa Eyles - Newport St Woolos
 Daniel Braniff - Workington
 Graham Clarke - Gressenhall
 James Tye - Avebury
 Justina Pupeikyte - Docklands ART Hub, Greenwich
 Tim Forsey - Bardwell ART Teaching Centre
 Shona Rose Gilesnan - Brierley Hill
 Paul Taylor - Ladbroke
 Anne Marie Adams - Wargrave, Loddon ART Hub



Level 3 - Introduction to Change Ringing: Competent at Plain Hunt and covering (demonstrated by ringing two quarter peals at least one of which is on the treble)

December 2017

Kiyoshi Thompson - Swaffham Bulbeck
Max Pike - Swanage
Alfie Pike - Swanage
Debbie Phipps - Lytchett Matravers

Bernadette O'Dwyer - Birmingham School of Bell Ringing
Barry Garrett - Carlisle Cathedral
Jen Mundy - St Mellons
Jonathan Tribbick - Newport St Woolos
Zoe Eyles Vaughan - Newport St Woolos
Leo Fielding - Birmingham School of Bell Ringing
Catherine Simcock - Stretham St James

Theor Millard - Honiton
Joan Puckey - Bardwell ART Centre
Daniel Gillett - Abingdon
Emma Clewlow - Birmingham School
Karen Gilliat - Caistor
Andrew P Moncrief - Whitehaven
Edward Hodgson - South Petherton
Edward Askew - Kildwick

January 2018

Nick Barrows-Rudd - Lighthorne
Jenny Scholefield - Chearsley



Level 4 - Novice Change Ringer: Ringing and calling touches of a Doubles or Minor method (demonstrated by ringing a quarter peal inside). Raising and lowering a bell in peal.



Level 5 - Change Ringer: Ringing and calling a second method and ringing touches of Plain Bob (demonstrated by ringing three quarter peals including inside to Plain Bob Minor).



Learning the Ropes Plus: For ringers who have progressed beyond Level 5. Acknowledges achievements in ringing, conducting and organisation.

December 2017

Joshua Watkins - Horringer
Josh Ball - Abingdon
Melissa Hunt - Burnham on Sea
Rob Herbert - Edmond
Frank Jordan - Worle
Robert N Walton - North Leigh

December 2017

Joshua Watkins - Horringer
Nic Boyd - Pattishall
Josh Ball - Abingdon
Kitty Gingell - Wargrave (Loddon ART Hub)
Philip N Bailey - Wallington
Emma C Bailey - Wallington
Stella Tew - Birmingham School of Bell Ringing
June Banister - Alderney
Sam Pearce - Cheddington

December 2017

Ryan Kirby - Kineton (First Peal)

January 2018

Sophie Jermine - Chiswick & Barnes
Rob Hess - Brewood
Simon Lockhart - Shirenewton
Jonathan Tribbick - Newport St Woolos
Jimmy Hyeoman - Exning
Daniel Hughes - Addington

January 2018

Jonathan Tribbick - Newport St Woolos

Hot off the press from Ypres...

