

Managing & Motivating The Team

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A bit about us – newish ringers and loving it!



*Ian - the BIG birthday
'encouraged to take it up!'*



*Louise – the bright idea
'brought along to do it too!'*

“Making a Difference” ... a learners perspective.

Overview

- A better **insight** into how to **motivate, retain** and **support individuals** - *a learners perspective*
- **Key messages** to think about and something to **'take away'** and use in your **conversations ...**
- Considering passages through the a variety of **'threshold concepts'** and **'practices v performances'**

Thought for today:

When was the last time you heard some 'beautiful ringing'...



... would new ringers know what it is or how it should sound?

Managing the team (the band).
Or *leading* volunteers?

Time is limited

Everyone is different

First impressions count



... like herding cats but better!

Not everyone is perfect but we can try!

Do not be afraid to mix it up

Have guidelines for everyone to follow

Have clear plans for the session

“Making a Difference”

Motivating the team, volunteers and band members!

Do you know how individuals learn?



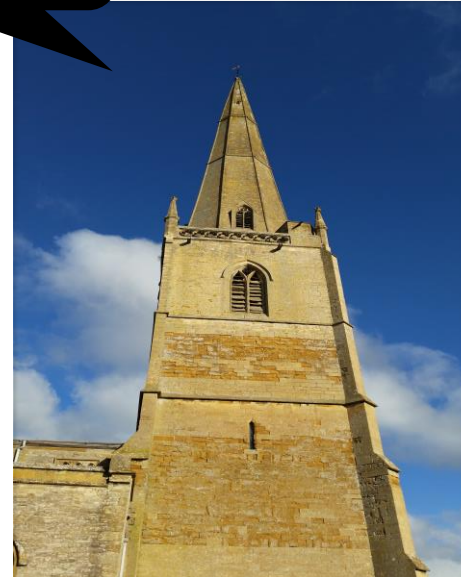
*The new
(and improvers)*

Find them a buddy

Let them stay to see (and hear) experienced ringers

Have lots of different training aids

Do you know how individuals learn?



*The established
(and experienced)*

Encourage them to visit other local towers

*Help them to understand why we need new ringers of all ages
(and visa versa)*

Set the expectations of learning or mastering new methods

Plan at least one week or session with no new learners

Don't just expect them to want to help or have the time

“Making a Difference”

New ringers & Assumptions

- Will **know** what good ringing **sounds like**
- Will **know** what they want to **achieve**
- That they can **hear** their bell
- That they can **count forwards** and **backwards**
- That they get **rope sight**
- That they know all the **terminology**
- They will know what a **bob** is or understand a **new language**?



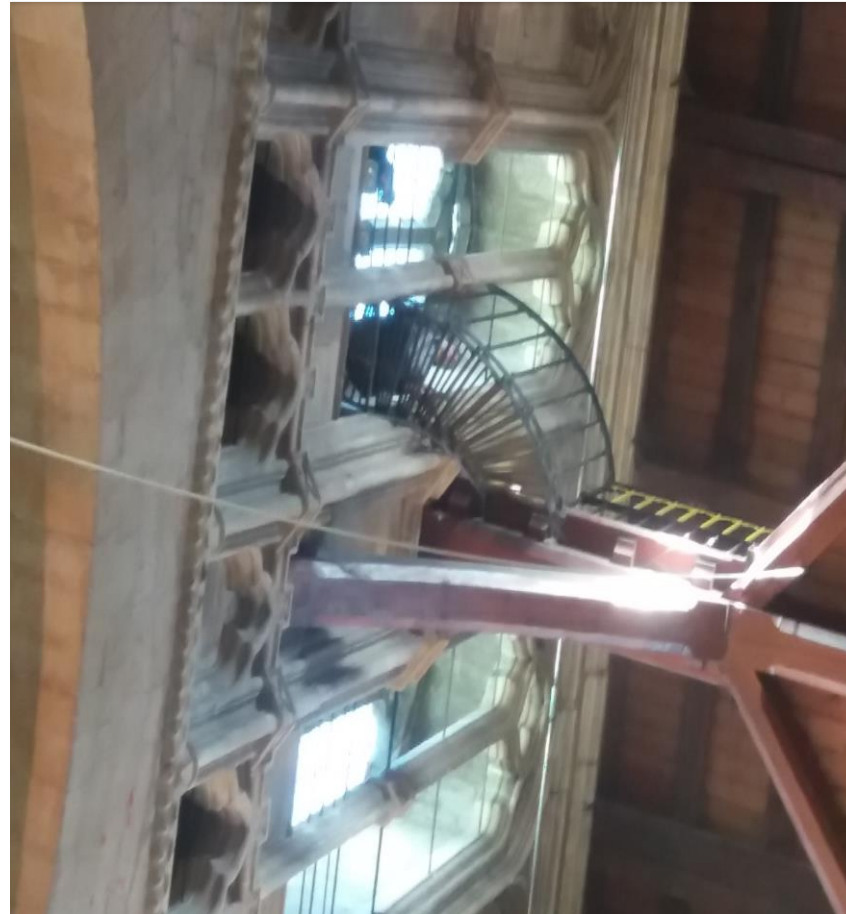
Demystifying the learning process and the road ahead ... managing expectations, assumptions and encouragement.

New ringers need to

- Visit a **good band** and **listen outside**, before going in
- Be **shown each step** of what they can hope to achieve
- Know it's not OK to keep **breaking the stay**
- **Bell control** and ringing **balance to balance**
- **Tenor behind** and **leading** practice will help with **rope sight**
- Organised **outings** and being **encouraged**
- Feel **involved** and **not left** in the corner

Experienced ringers - some possible assumptions?

- Know what they want to achieve and **where to go next**
- **Happy** to have **new learners** in the tower and **share time**
- **Happy** to, and **have time** to, help the new learners learn or others develop
- Want to **progress onwards** in **ringing career**
- Want to keep on learning new methods



The next personal challenge, continuing to develop and enjoy bell ringing

Experienced ringers needs

- Have a **choice to help** new ringers or not
- Be allowed **enjoy** where they have **reached** and not to learn new methods if they don't want to or don't feel ready

A Little Bit of Theory!

Threshold Concepts and Troublesome Knowledge

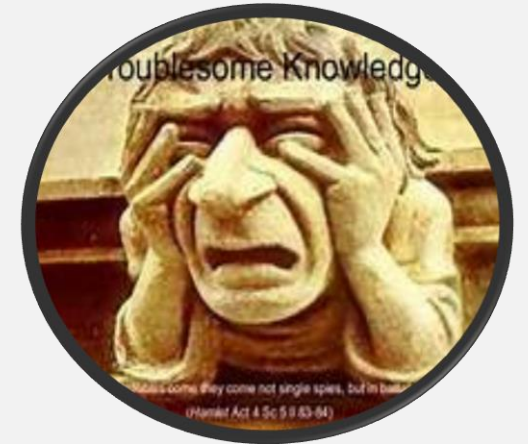
Think of this as being similar to ‘a **portal**, something that is ‘opening up a new and previously inaccessible way of thinking about something’ (Meyer & Land 2003)

- Bell ringing!

Represents a ‘**transformed way of understanding**, or interpreting, or **viewing something** without which the learner cannot progress’

(Meyer & Land 2003)

- *Handling the bell*
- *Learning to ‘Lead’*
- *Getting ‘Ropesight’*
- *and so on*



How do you **identify** and **prioritise** the various ‘threshold concepts’ your new learners go through?

What are the **barriers** to learning?

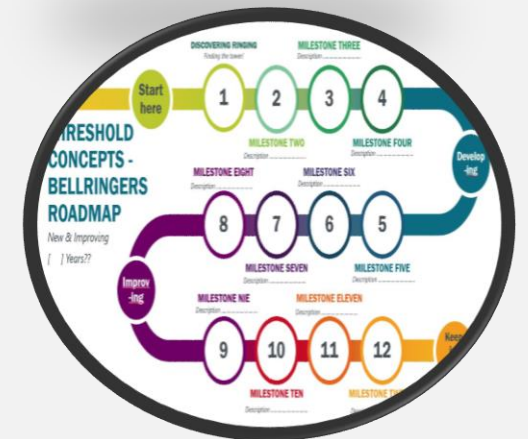
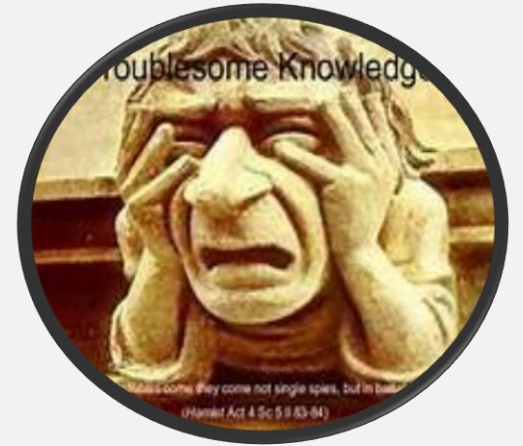
Does this match the learners view or interpretation - either the **new** and **established** bell ringers?

The Activity – Starting Conversations & Using the Route Map!

What portals do new (or established) bell ringers pass through as they learn and develop the art?

- List and prioritise **the steps** (stages of learning)
- **How long** does it take
- What is **'troublesome knowledge'** and **'portals'** need to be to passed through?

*Knowledge that is needed but 'alien'
Or counter-intuitive
Or needed but hard/complex to learn
or understand*



THRESHOLD CONCEPTS - BELLRINGERS ROADMAP

New & Improving
[] Years??



“Making a Difference”

Some don'ts

- Don't just give learners only 5-10 minutes rope time on practice nights
- Don't just wait until everyone turns up to decide what you are going to do
- Don't get carried away and ignore the learner or visitors
- Don't expect that they will find other towers to visit
- Don't discourage them from trying something new
- Don't give lots of negative feedback in one go!
- Don't leave them to find their own training aids or discover what is going on
- Don't say the ringing is 'good' if it isn't otherwise that becomes the standard
- Don't forget to have fun and enjoy!

Some do's

- One designated teacher in the tower to coach, help and guide
- Encourage everyone to get involved in the tower to make them all feel part of the band
- Give everyone an activity to do whilst others are ringing
- Encourage pre work, show them where they can find the information and help
- Make the most of special occasions
- Ringing up and down in peal – help them to gain confidence quickly
- Give them something to aim for or perfect
- Keep up the ART training rewards and recognition certificates
- Give praise and constructive feedback 1 negative with 3 positives works best!
- Have lots of teaching aids, YouTube clips, books, worksheets, internet, etc.
- Get people out and about, take them to other local towers and help them to discover the ringing world
- Introduce the 50 Ringing Things – 100 challenges
- Pair new learners up with other new ringers and it doesn't matter if they are from another tower - its good to feel you are in the same boat and not alone!



Ringling at Weddings and special occasions



Seeing how things are made



Bell maintenance & climbing



Ringers teas & fund raising



Community projects & team working



Visit a bell foundry & the 50 things



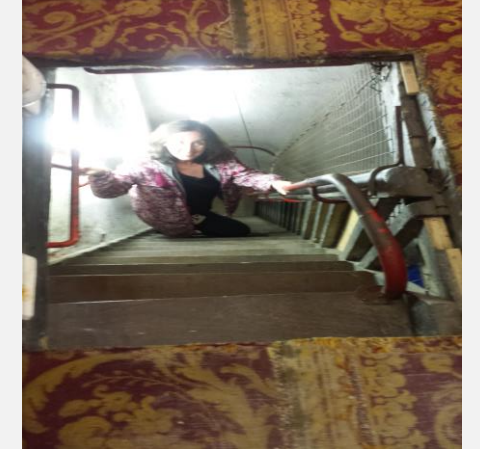
Outings - Band & Guild



Making things



Learning about history & interesting places



Venturing abroad!

Useful Links or References

- [Myer, J.H.F, and Land, R. \(2003\) Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising within the Disciplines](#)
- [Land, R. \(2015\) \(There could be trouble ahead'. Threshold Concepts, Troublesome Knowledge and Information Literacy – a current debate](#)
- A Video That Helped Overcome A 'Threshold Concept' and 'Troublesome Knowledge'
 - Perrin, G. (2006-2018) Direct Link to YouTube Clip: https://uk.video.search.yahoo.com/search/video;_ylt=AwrJS5fc_Hc.mEACwsM34lQ;_ylu=X3oDMTBoZTgxN3QoBGNvbG8DaXlyBHBvcwMxBHZoaWQDBHNIYwNwaXZz?p=bob+doubles+education&fr2=piv-web&fr=mcafee#id=4&vid=c2773b1c9c5aef73754bae2eff3eb1ae&action=view



Now even our nephews and families are googling and making pictures of bell ringing for the photo album!!



Thank You

For listening and taking part!

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