

Becoming a teacher on the ART Training Scheme

Who can attend a course as a teacher?

Any ringer who is currently teaching, or who aspires to teach in the future can attend the course. Some teachers are already very experienced whilst others may not have taught anyone before. Course delegates will learn how to teach in a structured, effective way and even experienced teachers will pick up ideas and techniques to develop their skills further.

Which is the right course for a teacher?

Module 1 Teaching Bell Handling

This covers the skills and techniques necessary to take a ringer from their first lesson to having competent bell control. The day course includes a mixture of practical sessions and theory presentations:

- the theory of teaching a skill
- how to break down bell handling into easy, manageable steps that the learner can master
- how to adapt teaching to suit different new ringers
- the different 'levels of instruction'
- the benefits of intensive teaching

Module 2F Teaching from Rounds to Plain Hunt

This module focusses in depth on how to help your learners develop good foundation ringing skills. The course is designed for anyone involved in teaching a band where they are moving from ringing rounds up to and including plain hunt. To take part, course delegates will need to personally be able to ring at least plain hunt doubles on any bell. Theory sessions will cover:

- the importance of teaching in easy, understandable stages
- the critical importance of using effective feedback
- the theory of coaching
- how to form a strong band
- how to run an effective, enjoyable practice

This theory is supported by practical sessions with plenty of ideas and activities to use on a practice night, including how to teach Call Changes, an exploration of kaleidoscope ringing, different ways to introduce ringers to Covering and steps towards Plain Hunt.

Module 2C Teaching from Rounds to Elementary Change Ringing

This day course is ideal for those teaching bands who are moving from rounds to basic change ringing. As in Module 2F there is a focus on the importance of approaching teaching in easy, understandable stages, using effective feedback, the theory of coaching, running an enjoyable and productive practice and how to form a strong band.

The practical sessions will quickly cover some of the techniques taught in Module 2F but then concentrate on the development of change ringing skills using exercises and unusual methods to aid learning. The transition from Plain Hunt to Plain Bob Doubles and/or Plain Bob Minor will be broken down into several simpler, shorter steps, making the jump into change ringing both more gradual and

achievable for a new ringer. Delegates can expect to ring simple doubles and minor methods during the practical sessions.

What is expected from a teacher?

Standards of Ringing

Module 1 (Teaching Bell Handling) - teachers on the course need to have sufficiently good bell control and handling style to be able to inspire confidence in new ringers. Teachers also need to be able to comfortably raise and lower a bell.

Module 2F (Teaching from Rounds to Plain Hunt) - good handling, competence at rounds and call changes and the ability to ring Plain Hunt confidently on any bell is expected. Teachers also need to be able to comfortably raise and lower a bell.

Module 2C (Teaching from Rounds to Elementary Change Ringing) - teachers should at the very minimum be a competent Plain Bob Minor ringer to quarter peal standard - recorded on Bell Board. Teachers also need to be able to comfortably raise and lower a bell in peal.

For all modules we expect that a would-be teacher should easily be able to pass the Learning the Ropes Level 2 handling assessment. For more information, please see:

bellringing.org/about-teaching/bell-handling/#GoodHandlingStyle

After attending the Day Course

1. Teachers should find a new ringer to teach after the course (Module 1) or a group of ringers to develop (Module 2F/C) or have a plan as to how to do this soon after the course
2. The course organiser or ART Tutor will help arrange a mentor or co-teacher to work with the teacher.
3. Course delegates should log to SmART Ringer when their password and login are received, usually within a couple of days of the course.
4. Participants can review the course theory materials again at any time, and complete the online theory test.
5. Teachers can register any new ringers on the SmART Ringer website so that they can access the Learning the Ropes scheme and resources.
6. When teaching, complete lesson plans in the Teacher Training Logbook
7. Delegates can work with a mentor or co-teacher to teach a new ringer to handle a bell (Module 1) or for Module 2F/2C, gain teaching experience running practices at a tower, teaching hub, local association practice or ad hoc workshop to suit local needs.
8. An assessed teaching session can be arranged with an ART Assessor, by a teacher or via their mentor when they feel ready.

Delegates have two years to complete a Module to the point of completing the module (accreditation).

ART Membership

A teacher completing the module with accreditation will be eligible for membership of ART.

What does ART Membership offer?

The benefits of ART membership include:

- Ongoing access to SmART Ringer and the Learning the Ropes scheme for ringers, including an invitation to the LtR Masterclass if they achieve Level 5
- Inclusion on the ART Directory (unless a member has chosen to opt-out)
- ART Directory members will receive any learn to ring enquiries in their local area
- Public Liability Insurance scheme (UK, Channel Islands and Isle of Man only)
- DBS checks can be arranged via Lloyds Education (UK only)
- A discount on the purchase of a ticket to attend the annual ART Conference