

# ART WORKS

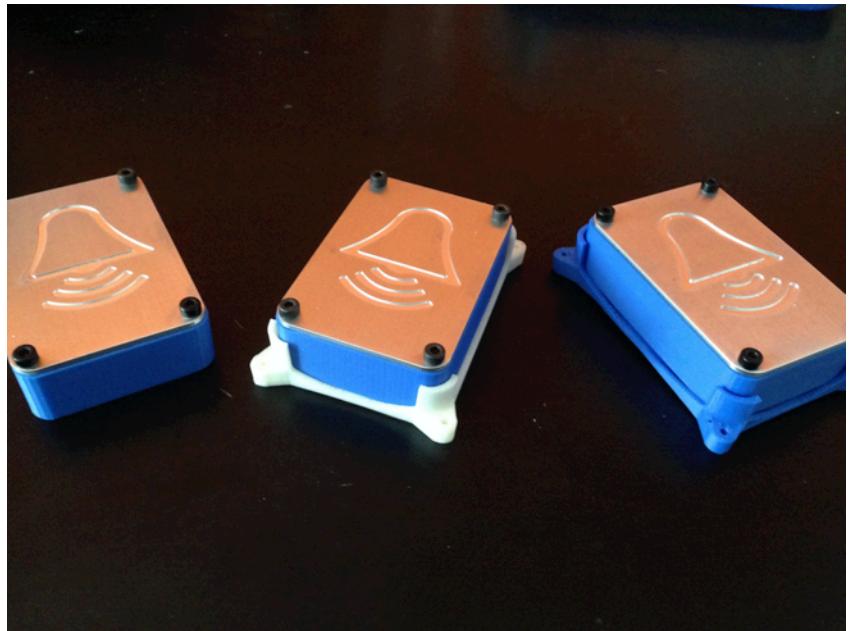
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Association of Ringing Teachers • [www.ringingteachers.co.uk](http://www.ringingteachers.co.uk) • November 2014

## Setting your 'Bel-free' Introducing the brand new simulator solution

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Read more on page 9



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## Editorial

Rob Parker  
[robparker@ringingteachers.co.uk](mailto:robparker@ringingteachers.co.uk)

Once again the end of the year, and the festive period, is nearly here – where did the year go?!

This has been a big year for ART and the growing Learning the Ropes scheme. 2015 promises lots more!

One of the highlights will undoubtedly be the ART Conference 2015 – to be held in Birmingham on March 7th. Tickets will go on sale in January and a great line-up of speakers, sessions and seminars is being confirmed – page 11.

Make sure the date is in your diary and you book your place!

# Chairman's Chatter

## Roadshow review

The ART stall at the Ringing Roadshow at the start of September was busy all day long. Thousands of information leaflets were handed out and hundreds of people came to talk to those manning the stall to find out more about ART. All in all it proved a very worthwhile day, and it was great to meet many of you.

Graham Nabb and I gave a presentation to about 60 people titled "Teaching Ringing for the Twenty-first Century" – see page 6 – and one of our Tutors, Helen McGregor from Tulloch Ringing Centre gave a presentation on teaching the early stages of hand bell ringing. Notes available at <http://bit.ly/1EVQcKT>

## Learning the Ropes Milestone reached

Over 1,000 Ringers Personal Progress Logbooks ('Little Blue Books') have now been sold - a great achievement. If you need more books, they can be ordered through the Module 1 or 2 sections of Moodle. Brand new Learning the Ropes badges are now also available – see page 6.

## ART goes down under

ANZAB invited two Tutors to go to Australia and New Zealand to deliver Module 1 - Teaching Bell Handling and Module 2- Teaching Elementary Change Ringing Day Courses. In October Gill Hughes and I travelled to Adelaide and to Wellington. Demand was so high the Day Courses had to be run in two halves to accommodate the large number of delegates. 10% of all ANZAB ringers attended and feedback – see page 3 – was very positive. Two ANZAB ringers also completed their training to become ART tutors.

## New ART Facebook group

Chris de Cordova has been instrumental in enabling us to set up a new communication channel for Teachers on the Association of Ringing Teachers training scheme (ITTS). We hope it will prove a useful addition to the Teachers Forum on Moodle. If you have been on an ITTS Day Course and you are a Facebook user, please join and start chatting and sharing at [www.facebook.com/groups/ringingteachers](http://www.facebook.com/groups/ringingteachers)

## Win cash prizes with our new 50/50 Club

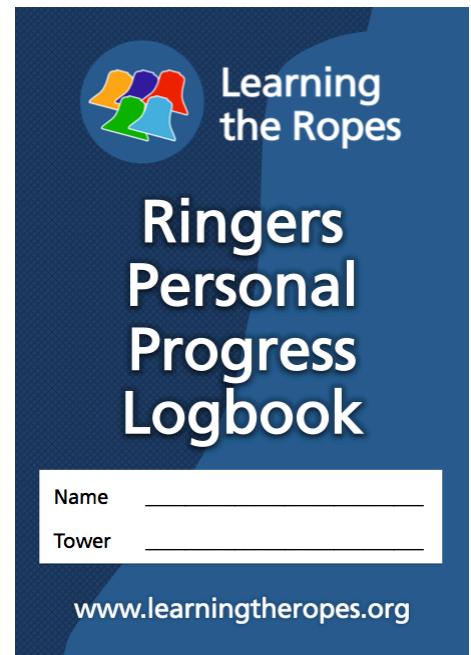
All those on the Moodle site will be offered the opportunity to join in. Half of the money raised will be awarded as prizes and the other half will go to support ART. Draws will be every quarter plus there will be a big annual jackpot. More details will be coming out soon!

## From Rounds to Ropesight

A new DVD/book combo jointly produced by The Whiting Society and ART is now available from the ART Shop - [www.ringingteachers.co.uk/shop](http://www.ringingteachers.co.uk/shop) This is intended for use by ringers to move onto change ringing and their Teachers, aimed at teaching ropesight in easy stages. The DVD contains over 100 minutes of video, split between numerous explanatory scenes and a lot of exercises. A great teaching tool for you and your ringers!

And you can now buy this, and our other products, using PayPal which comes as standard through the ART Shop.

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



# Adelaide teachers ace ITTS

Adelaide Ringing School was a wonderful opportunity for ringers to learn to teach. Despite it being a busy, jam-packed, fun-filled weekend, there was a lot to take in, lots of notes to take and methods and techniques to perfect.

Two groups were established early Saturday morning with Group 2 heading out on the mini bus and Group 1 (my group) beginning with a short theory session and then on to the St Peter's simulator bells. There we discussed many elements of technique, exchanging ideas about how to make changes to those 'set in their ways' amongst various towers. Gill Hughes brought her vast experience and great teaching skills to offer solutions with the support of the Group 1 mentors: Jim, Deryn, Peter, Ian, and Matthew S. Along with concepts such as ringing up and down, tension in the rope and floating hands, we learnt the ultimate 'party trick' of dropping the tail and even the mentors had trouble with ringing left handed.

A short lunch was followed by an equally short theory session which then lead onto Group 1's time in the ringing chamber of St Peters. The heavy bells, including Great Frederick, caused some consternation amongst the teachers, but again, with the support and patience of the mentors, most of the teachers were able to ring most of the bells. Ruth Andersen and I even gave the tenor a successful pull and managed to not break anything.

A feast was laid on for dinner, some brief speeches and organisation of quarters for Sunday and a fascinating demonstration by Doug of Virtual Belfry. An early night was had by all to refuel for the next onslaught.

Group 1 piled into the minibus in the morning (thanks to Peter for driving) and headed off for Walkerville. The bells are lovely, a sweet 'village' 6. St Xaviers's was a highlight for many of the country tower ringers. Not only is the giant glass window dramatic, but the bells were wonderful to ring. We had quite a crowd of ringers with a range of abilities and some great firsts.

Group 1's next step was Prospect. So many ideas were shared, from 'Twinkle Twinkle' on 6 to Bayles and other short methods to improve ropesight and help introduce methods to learners. Tea and coffee was interspersed with more short theory sessions as the heat set in. The last exercise was to develop our own short method and to help demonstrate the correct building of a band to match the method being played. This was invaluable as it showed the importance of selecting a band amongst ringers of all abilities.

We overran The Archer on Sunday night, devouring a great meal and lovely wine. Debriefs were detailed and eventually, goodbyes said.

I did not need inspiration to ring, or so I thought. Adelaide has inflamed my passion, more than it was. It has showed me the importance of technique and helped me develop strategies to teach correctly. It strengthened ties between towers and ringers and it reinforced the support which is always there for smaller, less experienced towers.

A heartfelt thanks to everyone, from Matthew Sorell to the Adelaide helpers, Pip and Gill and all of the Mentors. We found it invaluable and inspirational.

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By Oriana Zanon  
ANZAB



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Top: Gill Hughes (centre left) leads a Module 1 Day Course  
Bottom: Pip Penney (second left) at a Module 2 Day Course

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See loads more photos from Australia on the ART website at...  
[www.ringingteachers.co.uk/media](http://www.ringingteachers.co.uk/media)

# Risks of haphazard approach

How can you make a subject like risk assessment interesting? Well, I almost started with the industry guidance from the Health and Safety Executive pamphlet entitled "Five steps to risk assessment" but fortunately it doesn't lend itself to the problems of teaching bell ringing. So let us have a fresh look at risk assessment.

Hazards are all around us. From early childhood we learn not to trip or fall from experience every day, that we can hurt ourselves climbing, or falling into water. We learn not to upset people or they might retaliate. As adults we will be conscious of many things that can affect our personal health and safety but we will develop almost innate ways of avoiding these hazards. I have added the word almost because we aren't born with a natural sense to avoid hazards. We learn how to avoid them. We carry out our own risk assessment – determining what hazards might occur and whether we need to adopt preventative measures to reduce the risk to an acceptable level.

Let us just recap. Hazard is defined as the result of something happening which affects human health and safety. Risk is the likelihood of the hazard occurring. A control measure is something adopted to reduce the risk to an acceptable level. Any risk that is considered high should be reduced to medium or low if reasonably practicable. "Reasonably practicable" is a qualification added into the main sections of the Health & Safety at Work Act 1974 and all its associated regulations and guidance. Its meaning has been decided in law. Reasonably practicable" allows a judgement to be made on what is required to be done. You have to take action to control the risk except where the cost (in terms of time and effort as well as money) of doing so is grossly disproportionate to the reduction in the risk.

Let us consider preparing a risk assessment for teaching bell ringing in a bell tower. Disregard everything that is not connected with bell ringing. Use a blank piece of paper and head it Risk Assessment for the teaching of bell ringing at ..... Make three columns side by side and head them from left to right – Hazard, Risk, Preventative Measures. Although you will have limited space don't use abbreviations that can't be understood or have no meaning, e.g. after an employee fell through a roof panel the company risk assessment stated: Hazard – roof work, Risk – falling, Preventative measures – use ladders. The company was prosecuted for having an inadequate risk assessment.

What are the hazards associated with teaching bell ringing? They could include:

- Access to and exit from the tower
- Slips, trips and falls in the tower
- Bell ropes
- Health problems affecting the trainee

## What are the risks for the above listed hazards?

**Access and exit** – this might involve the use of a stairway. The risk will be low if the stairway is properly lit and has reasonable handholds. If access is difficult for the group of learners you will probably select another bell tower.

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By Terry Williams  
ART Health & Safety Officer  
[terrywilliams@ringingteachers.co.uk](mailto:terrywilliams@ringingteachers.co.uk)



Any risk that is considered high should be reduced to medium or low if reasonably practicable

**Slips, trips and falls** – will be caused by loose objects on the floor such a carpet squares, holes and clock levers. The risk is medium to low.

**Bell ropes** – we all know that mishandling a bell can cause very serious rope problems. The risk is high.

**Personal health** – could unsettle tutor if they occur during training exercises. Risk medium to low.

## Preventative measures

**Access and exit** - these should be inspected to see if they can be improved by additional lighting or repairs. Accompany those with mobility difficulties. Risk can be reduced to low.

**Slips, trips and falls** - can be reduced by removing loose items or re-arranging. If possible avoid using bell ropes that rise and fall near clock levers or other obstacles. Risk can be reduced to low.

**Bell ropes** – teaching of bell ringing will be carried out as part of a structured and researched training scheme involving trained instructors who supervise learners on every occasion they are using a bell rope. Hazards will be explained to the learner at an early stage and they will be told what to do in an emergency. Risks can be reduced from high to medium. The leaner and tutor must remain vigilant. We know from experience that very few serious accidents occur, so perhaps the risk is actually “low” in real terms.

**Personal health** – learners should declare any medical problem that could affect their ringing ability. If they admit to a problem, usually the condition can be handled, reducing the risk to low.

Lastly, having prepared a written risk assessment, sign and date it. You are not personally liable, but it is useful to know who wrote the last assessment and when it should be reviewed. Review every three years or thereabouts.

## Conclusion

You will not completely prevent accidents in the tower but you will be considering the main causes and reducing by, means of preventative measures, the likelihood that accidents will occur.

Fire safety and safeguarding young people and vulnerable adults are not health and safety subjects, but can be dealt with in a similar way. Don't confuse a health and safety risk assessment with fire safety or safeguarding.

There is no legal requirement for voluntary organisations to prepare risk assessments but it is recommended that these organisations shadow health and safety requirements of employed workers. You cannot show that a risk assessment has been done unless it is written down, although in law employers of fewer than 5 persons do not have to write down their risk assessments.

Quite often it is insurance companies who demand that risk assessments should be prepared and recorded but it is good practice anyway which we should encourage. Have a look on Moodle for a template for you to use in your tower or for your teaching.



You will not completely prevent accidents in the tower but you will be considering the main causes and reducing the likelihood that accidents will occur

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Visit the Moodle website to find a template to use:  
[www.ringingteachers.co.uk/moodle](http://www.ringingteachers.co.uk/moodle)

# Super certs show

Simon Linford has sent in a photo of their certificates wall at the Birmingham School of Bell Ringing, an ART Teaching Centre – and this is only the Teachers wall! We think it's great to be able to show-off the results of your efforts completing ITTS.

If you're working through the Modules and need any help or support, please get in touch with your ITTS Day Course Tutor – they will be delighted to help answer your questions and provide advice.



## Roadshow replay

At the Ringing Roadshow, ART were invited to present a seminar on 'Teaching for the 21st Century'. Pip Penney and Graham Nabb presented a session and then took questions from a room full of interested ringers. Whilst the escalating heat of the room and the background tinkling of mini-rings was a distraction, they provided a useful summary of the genesis, development, functioning and future of the Association of Ringing Teachers and the ITTS and Learning the Ropes schemes.

Even if you couldn't make the event, you can watch the video via our YouTube channel at [www.youtube.com/ringingteachers](https://www.youtube.com/ringingteachers)

## New badges and books to buy

Brand new Learning the Ropes badges are now available for all ITTS Teachers and ART Members! We've had numerous requests to offer badges for Teachers to award to their Ringers as recognition for passing each of the Learning the Ropes Levels. Since going on sale at the start of October, over 70 have already been sold! They're a great way to make achieve a LtR Level even more special.

The new badges are 25mm in diameter and are printed with the icon for each Level. They are available now to buy via Moodle in packs of five badges comprising either five badges at a single Level or a pack containing a single badge of each Level. Each pack of badges costs £5. As with all products from ART, postage and packing is free on every order to all UK addresses.

ART has also started a new partnership with the Whiting Society. A number of Whiting Society books and DVDs, including the new 'From Rounds to Ropesight' Book + DVD bundle (see Chairman's Chatter, and which is already receiving excellent reviews), are available to buy from the ART Shop at [www.ringingteachers.co.uk/shop](https://www.ringingteachers.co.uk/shop) - which also now accepts PayPal!



Brand new badges available to order from Moodle

# Get going with goals

Goal setting has been shown to be one of the most important motivational tools a tutor or coach can use when developing the skills of a participant in an activity. The principles of goal setting are generic and apply across the board to many activities including ringing.

Goal setting improves performance by increasing motivation.

## Motivation is the key to progress

Attempting to develop ringers' skills without a plan, involving goals can be compared to getting into a car with no steering wheel. A lot of distance may be covered but it is not possible to ensure that it is in an appropriate direction!

Goal setting can have a positive impact on your ringers by:-

- Enhancing motivation
- Boosting confidence
- Reducing anxiety and fear of failure
- Promoting a positive mental attitude

Goals provide direction by providing a target to aim for, people know what they are trying to achieve.

Goals can help with persistence both when being successful and when struggling to become successful. When a goal is achieved confidence is increased, ringers feel they are doing well, they feel good about themselves. When things are not going so well, ringers will look for new strategies to help them achieve what they want. This could be by attending more practices or a course. However, if there is no goal to aim for when making progress gets tough ringers are likely to quit.

## Setting goals successfully is not easy

When setting goals for your ringers you need to think of goals for the band as a whole and goals for the individual Ringers within the band. Ringers need to be involved in the goal setting process, in this way they will be committed to achieving the goals.

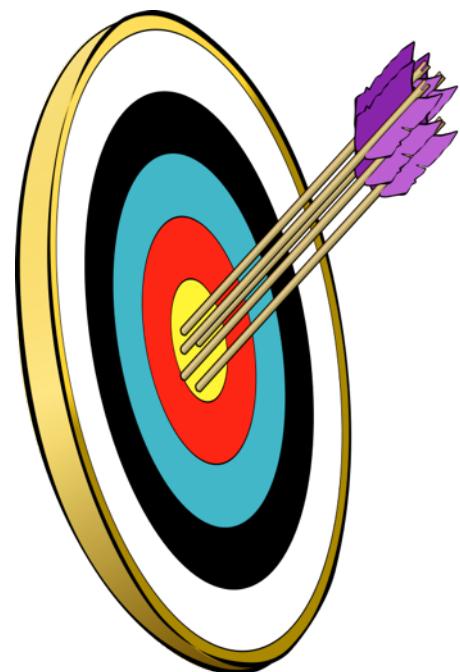
With early ringers moving on to Plain Hunt or their first method, the learning curve becomes steeper and more challenging for the ringer, their progress frequently slows down. At this stage it is very easy to lose ringers as they find the learning process hard and fear that they will not be able to achieve what they want to.

To reduce the likely hood of losing people at the "improver" stage there are a few basic principles which should be remembered

**Keep things fun and enjoyable**- the fastest way to loose people is to make things boring for them. Keep the atmosphere light hearted and inject some humour. A tower captain training a new band who were at the stage of ringing rounds created a positive attitude with a couple of phrases. When the band was attempting to ring rounds rather unsuccessfully he would say "Go rounds!" The ringers were made aware that things were not as they should

## Teaching Tips #10

By Pip Penney  
ITTS Tutor



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1. Keep things fun and enjoyable
2. Let Ringers develop at their own speed
3. Remind Ringers what they have achieved so far

have been but there was no implied criticism. After a particularly poor attempt he would say "Well, it's a jolly good thing that we are not the Red Arrows!" which brought the message home with humour.

**Let ringers develop at their own natural speed.** Don't force your expectation onto people you may scare them off by expecting them to develop more quickly than they are able to. This approach will also allow time for consolidation of their skills which is important for future development.

**Remind people what they have achieved so far.** As their rate of progress slows down your ringers will benefit from being reminded how much they have achieved already. Remind them of how their current performance contrasts with their earlier performance

### **Setting goals is complicated**

There are many different types of goals. Long term/short term/achievement/outcome/ performance, process/controllable/realistic/ challenging and considerable skill in using them effectively. But if integrated into your teaching, can deliver beneficial results for your Ringers.

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# **ART seeks new Administrator**

The Association of Ringing Teachers is looking for a new part-time, paid Administrator to take over this key support role for the organisation. ART is a registered charity (no. 1156971) operating ITTS for Ringing Teachers and Learning the Ropes for Ringers.

Angela Roskelly has ably filled this role for the last two years, and we would like to thank her for her immense contribution to the success of ART during a period that has seen very significant growth in the organisation. Whilst Angela has enjoyed being ART Administrator, she is looking to begin a new business venture and has unfortunately decided now is the time to move on.

This opportunity comes at an exciting time for the organisation, and for a new Administrator. The role is a home-based job that involves the day-to-day management of the ART organisation, ART Teacher Training Scheme (ITTS) and the Learning the Ropes scheme.

### **Required Skills and Attributes**

- Knowledge of change ringing with an interest in training and education
- Competency with IT systems and applications, particularly Microsoft Excel, spread sheets and access and email applications
- Knowledge/experience of using web-based content systems
- Some understanding of basic statistics
- Good and effective communication and people skills
- Excellent personal organisation skills and ability to work alone

### **Hours, reward and tenure**

- 15 hrs per week (may be a requirement for up to 5 hours overtime)
- £8.50 per hour
- From 1st January 2015, 1yr contract with 3 months probationary period



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A full list of duties and responsibilities is available to view on the ART website.

To apply, send CV to Pip Penney (Chairman, ART)  
[pippenney@ringingteachers.co.uk](mailto:pippenney@ringingteachers.co.uk)

Closing Date - 30th November 2014

# Wireless wonder launched

Belfree started life at the ART Conference and when I attended an ITTS Module 2 Day Course. These both set me thinking... I was interested in putting a simulator into our tower particularly to teach bell handling to learners. BUT having seen the "rats nest" of wiring in the towers we visited and coming from an IT and electronics background I thought there MUST be a better way.

I spoke to the Leicester Guild Ringing Master and learned about all the downsides of IR switches etc and initially decided it wasn't worth going down the wired physical switch type route, however I got my thoughts together and spoke to two friends of mine - one a computing and electronics guru and the other a drum maker, engineer and electronics guru too. We got our heads together and started to see what we could come up with. We agreed there must be a better way! After several approaches (all of which worked but we thought we could improve on!) we have arrived in the last 2 months with what is our pre-production prototype which we demonstrated at the Ringing Roadshow with help and support of the Leicester Guild Education Committee.

The principal is that we have a wireless (radio) link between the sensors mounted with a quick release clip on the bell wheels and a "dongle" receiver (about the size of a USB Memory stick) which plugs into the USB port of a PC running Abel or Beltower. Thus no cabling or electronics expertise required just a few option settings in the software, as near to "plug and play" as possible!

This means that Belfree is for the technophobes and is portable! You can take the one or multi-bell set up to other tower(s) simply using the wheel mounts into which the sensors clip. Ideal for teaching learners on one or two tied / silenced bells or for full ringing practices without disturbing the neighbours.

We are just finalising the design and chip set and hope to be in production in early 2015. The Belfree WRS sensor detects the rotation and position of the bell wheel to indicate a strike. It is also capable of sounding the bell such that ringing up and down can also be practised using them. We are planning to have an open day at St Margarets, Leicester, to show the sensors working in this large architecturally challenging tower – details will be in ART WORKS.

Belfree consists of at least one bell mounted wireless sensor communicating with a USB dongle which interfaces with both Abel and Beltower which must be purchased separately.

Our plans are to produce 3 products:

- Belfree WRS - standard sensor(s) and dongle using Abel or Beltower. As many or few bells as you like. A single bell sensor, mount, charger and dongle will cost £170. More sensors and foot controls pedals at £85 each.
- Belfree "in a box" - transportable one sensor one dongle for teaching basic handling skills on different bells and towers. It contains a small computer that reproduces bell strikes so a laptop or other PC is not needed. Cost TBC.
- Belfree Pro - the sensors can do so much more than a simple switch so we plan to develop a specialised version which can sense vibration, angles of rotation, speed of rotation, temperature, etc.. This will be useful for assessing frame movements and the source of mechanical issues in towers.

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By Tony Croft  
[www.belfree.co.uk](http://www.belfree.co.uk)



The sensor batteries need to be kept charged, but, as you have to go up to the bells to fit and remove the muffles / turn the tyres and as the sensor are quick release from the housing mounted on the wheel, charging should not be a major problem and sensors will run for more than 10 hours on a full charge. We are also exploring a variety of charging methods like motion or light. We are talking to the simulator software developers as we can transmit battery status and other information to them for displaying on the simulator PC.

From recent discussions and ART Teachers Forum posts it is clear there is a need for a simple set-up that anybody can use. Belfree is that system - coupled with Abel or Beltower or the "Belfree in a box" depending on your needs. For more information on the use of simulators in the teaching setting see Part C of the "From Rounds to Ropesight" book and DVD available from the ART Shop.

We will advertise final availability, costs etc in ART WORKS as soon as we have them. In the meantime our website will be kept updated too. Please do not hesitate to contact us with any questions or to register your interest.

## En-Abel-ing better simulators

Ever since Abel was launched in 1993, learners have hoped it would help them with rope sight. And it did, but not in the way they'd hoped. Rope sight works only if you ring your bell in about the right place. Abel let people get used to the rhythm of perfect ringing, and helped them learn to listen to where their bell was sounding. Thus, in live ringing, they were more likely to ring their bell in the right place and rope sight was more likely to work. What Abel didn't provide was any way to practise rope sight directly.

Abel 3.8, launched at the 2014 Ringing Roadshow, provides "Moving Ringers". This is a video-like display of real ringers as they ring the simulated bells. When ringing with a tower bell or dumbbell connected to the PC, learners find it very helpful for learning rope sight, initially while tenoring behind, and later while ringing inside. Ringers who are used to rope sight find it easy to follow the ropes; it is far less intimidating than trying to ring entirely by listening. The ropes are normally arranged as you'd see them in the tower while ringing: for example, if you are ringing the third, the four is at (your) left and the two is at (your) right. Your own bell is at the edge of the screen, and can be greyed out as you start to ring, thus not distracting you from watching the other ringers.

If a PC projector is used with a large screen or blank wall, the Moving Ringers can be shown at near-lifesize, giving the most realistic experience. Alternatively, if the PC screen is on a stand just in front of the ringer, rope sight still works well.

You can also use the "Moving Ringers" while ringing from the keyboard, pressing the 'ring' key when you want the rope to start moving rather than when you want the bell to sound. But at the keyboard, rope sight and good striking are much much more difficult than they are when ringing a bell! The Abel 3.8 upgrade is available free to existing Abel users, from the [www.abelsim.co.uk](http://www.abelsim.co.uk) website. There is a 2-minute video of the Abel 3.8 Moving Ringers, being used with a Saxilby Simulators dumbbell, at <http://youtu.be/93jWpvGCQME>

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By Chris Hughes



Roger Booth

ITTS Tutor, London Docklands  
Posted on the Teachers Form  
[www.ringingteachers.co.uk/forum](http://www.ringingteachers.co.uk/forum)

We installed sensors on all of our bells to help train a new band. We also installed Abel and, with a projector onto the wall, had a screen with near life-size ringers.

Since then we have tried various things, with excellent results. By using the 'add method' feature we have been able to add various kaleidoscope exercises, as well as many of the exercises in ART's Teaching Toolbox. We were also able to have useful discussions about striking, with several Ringers watching the striking display at the bottom of the screen to see how far out they were.

We have effectively been able to set up a second practice night, without the need to find four more experienced ringers who are prepared to ring just rounds, call changes, kaleidoscope exercises and plain hunting all night long. Just what is needed to enable the Ringers to progress faster.

# Rewarding Ringers everywhere

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ART is pleased to announce the new ART 'Ringers Awards', to be led by Stephanie Warboys.

The Ringers Awards will be open to all Ringers , Teachers and ringing groups with the aim to recognise and reward both individual progress or achievement and excellent or innovative ringing initiatives by individuals or groups. The objective is to inspire activity in the areas where it is most needed and recognise best practice that can be shared for the benefit of the wider Exercise.

The Awards will vary from year to year but are intended to include individual achievement, such as progress from first bell handling or new conducting skills. It will also recognize other initiatives such as school or youth groups, recruitment, teaching centres, or use or development of technology.

We are very grateful to Stephanie Warboys for agreeing to lead the Ringers Awards. Under her direction, a panel will be appointed over the coming months to develop the categories and decide on criteria for judging.

The prizes for winning Ringers and groups will be sponsored and if you, or an organisation you're involved with, are interesting in being a sponsor of one or more of the awards – do get in touch.

Lots more detail will be announced at the ART Conference 2015 and the first presentation of the Ringers Awards will be at the ART Conference 2016.

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By Graham Nabb  
ART Management Committee  
[grahamnabb@ringingteachers.co.uk](mailto:grahamnabb@ringingteachers.co.uk)

## Conference 2015 – Coming soon!

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After the second successful ART Conference in 2014, the next ART Conference is to be held in Birmingham on 7 March 2015. As in previous years, the event is open to all Teachers interest in ringing teaching.

You can relive the Headline Speakers from 2014 on the ART website at [www.ringingteachers.co.uk/conference](http://www.ringingteachers.co.uk/conference)

Our 2015 event will include the familiar mix of presentations, smaller sessions and opportunities to meet other Teachers.

In Birmingham, we will be joined by Alison Hodge presenting links between Education and Bell Ringing, Clare McArdle from the Birmingham School of Bell Ringing and planned sessions including..

- A Welcoming Belfy
- Taunton Recruitment & Training
- Training Techniques for Teaching Performance
- Beverley Recruitment and Training
- Steeple Keeping – Up The Tower
- Simon Linford's 'Starting to Conduct'

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Booking opens in January 2015



# Records for Aug, Sep & Oct 2014

## Level 1

Lucie Birdsall - Tadcaster  
Jane Syckelmore - Heddington  
Nick Sparks - Worle  
Stephanie Nicholls - Marsworth  
Malcolm Creese - Swaffham Bulbeck  
Alison Morris - Marsworth/Eaton Bray  
Liam Ledger - All Saints, Roos  
Ebony Shrubbs - Thorpe on the Hill  
Buky Rufai - Isle of Dogs  
Neil Waterman - Marsworth  
Cristina Garriga - Glasgow  
Annie Cunningham - Marsworth  
Toby Hamblin - Mathon  
William Burnet - Gainsborough  
Diane Biggs - Devizes  
Joccoaa Weatherhead - Edington  
Hannah Simpson - Edington  
Maureen Lord - Bishops Lydeard  
Bradley Flinders - Wilton  
Elisabeth Willis - Taunton  
Mia George - Taunton  
Ellie George - Taunton  
Amelie Burrows - Moorlinch  
Stevie Burrows - Moorlinch  
Toby Burrows - Moorlinch  
Emily Fry - Moorlinch  
Edward Roberts - Cradley  
Bob Stenhouse - Taunton  
Nicola Welch - Churchstanton  
Joyce Kirk - Taunton  
Helen Simms - Hathern  
Posy Marriage - Litlington  
Hannah Brighty - Harpole  
Michael Letts - Northampton  
Philip Hulme - Kingston St Mary,  
John Hughes - Kingston St Mary,  
Carol Wood - Bridgwater  
Eric Wood - Bridgwater  
Chris Chamberlain - Horley  
Sophie Keeble - Harborne  
Amanda Beggs - Waltham Abbey  
Claire Allen - Offenham  
Colin Allen - Offenham  
Jenny Wheatcroft - Weston  
Scott Flinders - Wilton  
Joshua Brown - Landbeach  
Zachary Brown - Landbeach  
Aisha Gilbert - Clopton  
Janice Gilbert - Clopton  
Diana Taylor - Clopton  
Murray Smith - Bramcote  
Andrew Madden - Dumfries  
Peter Johnson - Dumfries

Kevin Stevenson - Dumfries  
Gaynor Evans - Broseley  
Caroline Rees-Clark - Broseley  
Ena Plant - Broseley  
Josh Ball - Abingdon  
Lisa Astbury - Abingdon  
Phoebe Astbury - Abingdon  
Finlay Matthews - Dunblane  
Sue Bigglestone - Heddington  
Mary Hartley - Cranfield

## Level 2

Jane Dow - Bardwell  
Diane Lavender - All Saints, Roos  
Poppy Harrison - The Warwick Schools  
Foundation  
Gordon Leigh - Cadbury, Devon  
Roger Gowing - Cadbury, Devon  
Sheila Jefferies - Cadbury, Devon  
Libby Price - Cadbury, Devon  
Alice Channon - Cadbury, Devon  
Saffron Chambers-Taylor - Swaffham  
Bulbeck  
Kira Wilson - Swaffham Bulbeck  
Tony Stapleton - Cradley  
Mia George - Corfe  
Ellie George - Corfe  
Sue Webb - Berkswell  
Amelie Burrows - Moorlinch  
Stevie Burrows - Moorlinch  
Toby Burrows - Moorlinch  
Emily Fry - Moorlinch  
Elisabeth Willis - Taunton  
David Akerman - North Curry  
David Birch - North Curry  
George Jones - North Curry  
Lorna Thomas - Norton Fitzwarren  
James Thomas - Norton Fitzwarren  
Charlotte Gill - Norton Fitzwarren  
James Wilkie - Roos  
Sandy Killick - Pitminster  
Gordon Hubbleday - Berkswell  
Melinda Callas - Burnham on Sea  
Georgina Jones - Bridgwater  
Robert Jones - Bridgwater  
Diane Biggs - Devizes  
Julia Hutchings - Trowell  
Salli Greenwood - Trowell  
Jack Robinson - Mildenhall  
Joyce Gent - Alrewas  
Andrew Green - Cadbury  
Ella May - Henham  
Su Mallett - Isleham

Gabriel McCarthy - Oxenhope  
Andrew McCarthy - Oxenhope  
Luke Maunsell - Keighley  
Helen Turner - Cassington  
Anita Hirschhorn - Colwall

## Level 3

Richard Lennox - Worle  
Alice Kaye - Offchurch  
Mark Heritage - Tiverton  
Anne-Marie Suddaby - North Curry  
Marilyn Griffin - Staplegrove  
Mo Awkati - Kinver  
Stuart Mallen - Kinver  
Bob Walker - Bishops Lydeard  
Vicky Chapman - Churchstanton  
Rob Chapman - Churchstanton  
Muriel Cole - Creech St Michael  
Matthew Porter - Berkswell  
Martin Cursham - Staplegrove  
Michael Clark - Staplegrove  
Joan Bird - Staplegrove  
Moira Read - Staplegrove  
Ian Hooper - Churchstanton  
Heather Williams - Staplegrove  
Matthew W Norman - Wilton  
Adrian Dyke - Hillfarrance  
Rosie Storrar - Marsworth  
Anne Judd - Landbeach

## Level 4

Bob Deeley - Marsworth Team  
Stuart Mallen - Kinver  
Ally Gabell - Hillfarrance  
Vicky Chapman - Churchstanton  
Cathy Parry - Berkswell  
Julia Porter - Berkswell  
Rob Chapman - Churchstanton  
Anne Suddaby - North Curry  
Michael Clark - Staplegrove  
Martin Cursham - Staplegrove  
Moira Read - Staplegrove  
Ian Hooper - Churchstanton  
Heather Williams - Staplegrove  
Joan Bird - Staplegrove  
Stuart Mallen - Kinver

## Level 5

Stuart Mallen - Kinver  
Thomas Monks - Marsworth  
Bob Deeley - Marsworth