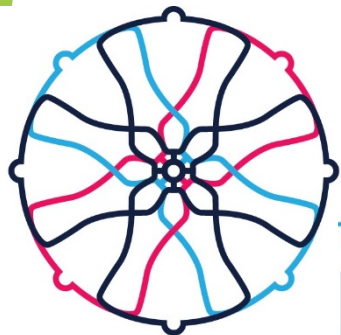


V&L Workgroup - Update and Discussions

Tim Hine &
Steph Pendlebury

8 Sept 2019



THE CENTRAL COUNCIL OF CHURCH
BELL RINGERS







Aims

Mobilise

mobilise bell ringers to create and develop for themselves the teams, knowledge, resources and skills to enable ringing to flourish.

Life-long learning

promote life-long learning in ringing both for individuals and teams and the development of support mechanisms for ringers and bands of all abilities.

Excellence

promote excellence in ringing through relevant technical and leadership training.



So, what's
this session
all about
then?



Some action taken recently /
planning to do in future...



Vision for 21st Century ringing
- your ideas...



What should the Central
Council be doing for ringers?
Your suggestions...



How you can get involved...

Action taken /
are already planning...

Achievements to date

Continuing things that worked well:

- ▶ Education Column in *Ringling World*
- ▶ Leadership interviews in *Ringling World*
- ▶ Partnership activity with ART

Planning and initiating new things:

- ▶ A set of Leadership interviews with a difference
- ▶ Youth Ringing conference - and plans going forwards
- ▶ Supporting organisation of Mini-Roadshow
- ▶ Developing workshops on Recruitment and Retention
- ▶ Arrange content for the new CCCBR website



One outstanding success

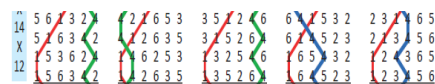


Diagram 6.1 – Single Oxford Minor

The Triples extension (Diagram 6.2) has two hunt bells. Inside bells ring only up to *fifth* place but again with two excursions to the back (two blows in 7th place and a triple 6-7 dodge) on either side of making *thirds* (wrong, over the two hunt bells). The rest of the time they move between the lead and fifth place, with Grandsire-like dodges in 4-5.



Diagram 6.2 – Single Oxford Triples

Double Court: Minor to Triples

In Double Court Minor (Diagram 6.3) the work of the inside bells is to plain hunt between the front and the back, with treble-bobbing at the front and the back (dodge, lead, dodge at the front; dodge, lie, dodge at the back). However, if after leading or lying you can't dodge because you meet the treble (light blue circles in the diagrams), you miss the dodge

black lines). This occurs just before the treble leads, and the bells above third place dodge (highlighted in blue).

What would those bells (dodging above 'A') have done at a *plain* lead-end? In Grandsire and in St Clement's *sevenths* would have been made (at 'B'). In Single Oxford and in Double Court *fifths* would have been made (at 'C'), so the bells in 6 and 7 (the green and brown lines)

would have dodged anyway. Thus in both Single Oxford and Double Court the two back bells are unaffected at a Bob (and also at a Single).

After the treble lead (highlighted in green) each bell starts its new place bell work. In most methods you leave the hunt with a double-dodge 4-5 down (orange line), but Double Court is different: its fifth place bell work starts by hunting straight down to the lead, rather than a 4-5 dodge.

At a Single, a bell makes seconds as the treble leads, and the bell in thirds stays there ('D'). You might expect a total of *four* blows in third place, but Double Court has just *three* blows (because third place bell in Double Court starts by heading straight out to make fifths).

DAVID SMITH

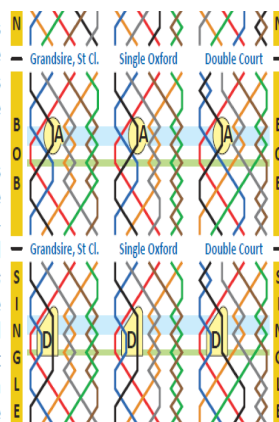


Diagram 6.5 Bobs & Singles in all four methods
The red line is the treble

Leadership Interviews in *Ringling World*



- ▶ *Tim Hine (lead), Elva Ainsworth (2018), David Smith (2019)*
- ▶ 2018 interviews were with leading ringers
- ▶ 2019 planned set will show further amazing skills
- ▶ Ambition to continue in this area with the dynamic strategic partnership with ART

Recruitment & Retention

- ▶ *Matt Lawrence (lead), James Ramsbottom, Vicki Chapman, Steph Pendlebury, Tim Hine*
- ▶ delivered in conjunction with ART
- ▶ Consensus that generally *retention* is the tougher issue.
- ▶ Developing workshops (which could be run together) on Recruitment and Retention.
- ▶ Not just talks - interactive sessions.
- ▶ Drawing attention to results of *Why do ringers lapse?* survey.
- ▶ Will be trialled through Associations by 2020, before wider roll-out.



Youth Ringing



- ▶ V&L organised workshop on “A vision for the future of youth ringing” - held on Day 2 of the 2019 ART Conference.
- ▶ Several young ringers took part in the discussions (as well as many not-so-young ringers!).
- ▶ Break-out discussions on:
 - ▶ School Groups
 - ▶ Transitioning to University
 - ▶ Mixed Age Groups
 - ▶ Youth Ringing and the RWNYC
- ▶ Discussions and key points recorded, summarised, and action plan drawn up...



Youth Ringing - Common Themes (wish list)



- ▶ How many young ringers are there? Need data!
- ▶ Ensure University Ringing section of CCCBR website is useful and up-to-date - map?
- ▶ Need for document/workshop(s) on
 - ▶ how to engage young ringers at tower and guild level.
 - ▶ setting up a school group.
 - ▶ Pointers for a successful university ringing society.
- ▶ Info for teachers on incorporating ringing into teaching (fit with curriculum).
- ▶ Regional Festivals of (Youth) Ringing - going beyond the RWNYC.
- ▶ Youth Leadership Development Programme (with awards).
- ▶ International Young Ringers' Organisation...

Summary of areas for action - Past, current and future...

Youth	Actions from youth conference 2019
Leadership	RW interviews; workshops & development work
Recruitment & Retention	Developing workshop; R&R conference 2020
Training	RW Education Column; workshops; working with ART
Support	Work with Associations & Guilds; evolve ringing centres
Resources	Develop website content & workshop/talk materials



The background features a dark blue-grey field on the left, transitioning into a series of overlapping, semi-transparent green and yellow-green geometric shapes on the right. These shapes are primarily triangles and polygons, creating a layered, abstract effect. A thin white line runs diagonally from the top right towards the bottom center, and a thin black line runs diagonally from the bottom left towards the top right, intersecting near the center.

Vision...

Vision

“land of milk
and honey -
with no
shouting”

Ideas please...

V&L vision thoughts

Ringin' fit for the 21st Centaury

- ▶ Inclusive, friendly
- ▶ Strong links to churches
- ▶ Better understood from “outside”
- ▶ Mixing people from a wide range of backgrounds
- ▶ Celebrate local events, provide ringin' where it's required - including at “silent” churches and “at risk” towers
- ▶ Fun practices
- ▶ Successful recruitment & retention
- ▶ Opportunities to share knowledge & enthusiasm - in person and online
- ▶ More young leaders, university ringin' and school ringin'
- ▶ More learning opportunities outside of traditional “practice night”
- ▶ A “level” for everyone - but with gentle upwards pushing by trained teachers and thoughtful leaders



V&L vision thoughts

Volunteers & Leaders

- ▶ Guilds & Societies have a clear role, engaging all members (strong social dimension) - leaner, lighter-touch meetings
- ▶ People support one another in various ways - “elite” bands/towers help and include weaker
- ▶ Prominent ringers are also leaders with “soft skills” - run practices (from advanced to basic), support the network, and help train ringers to be leaders
- ▶ Where more people feel they can make a contribution, and give something back to ringing



V&L vision thoughts

Vision for Ringer Experience

- ▶ Good teaching.
- ▶ Lively, social bands.
- ▶ Ringing organised around realities of modern life-styles.
- ▶ Ringing motivations met - whether challenge, social, community or church.
- ▶ Ringing as performance.
- ▶ Ringing as a service.
- ▶ Bands collaborating to provide opportunities and encouragement.
- ▶ Can develop as a ringer as far as want to and can do.
- ▶ Well maintained bells & well equipped and comfortable ringing chambers.
- ▶ Belong to a wider ringing community.



V&L vision thoughts

Vision for Teacher Experience

- ▶ Trained to be a good teacher.
- ▶ Skills to be a good leader.
- ▶ Builds a lively, social tower.
- ▶ Builds links and creates opportunities with other towers.
- ▶ Advocate of ringing - band, community and church.
- ▶ Encourages ringing as performance.
- ▶ Encourages ringing as a service.
- ▶ Encourages ringers to develop outside of home tower.
- ▶ Enough ringers - at least 1½ ringers per bell.
- ▶ Bells well maintained and good teaching environment.
- ▶ Keeps abreast of innovations and new ideas.
- ▶ Feels supported as a teacher and leader by the wider ringing community.
- ▶ Recruitment and succession planning.



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How can we achieve this?

What (practical) things could the CC do to achieve this vision?

How?


“land of milk
and honey -
with no
shouting”

Ideas please...

- ▶ Youth
- ▶ Recruitment and Retention
- ▶ Leadership (including skills for Tower Captains)
- ▶ Technology
- ▶ Ringing as Performance
- ▶ Conducting
- ▶ A Common Learning Scheme
- ▶ Development Pathways
- ▶ Development Officers
- ▶ Group Teaching



Themes or Sub-groups



How can **you**
get involved?

How can you contribute?

- ▶ Key motivator of CC reform was to allow “grass roots” ringers to get involved - no need to be a CC rep!!
- ▶ Often there are calls for “the Central Council should DO SOMETHING about this” - but we need people to make “something” happen...
- ▶ If you have ideas or suggestions, or want to be part of *making something happen*, get in touch!!
- ▶ 1 hour Skype meeting every couple of months, plus any actions you want to take on.
- ▶ It's up to you how much time you contribute - all help gratefully received!

We look forward to welcoming you to the workgroup 😊



Think not

*“what can ringing
do for me”,*

▶ *but*

*“what can I do
for ringing?”*

Summary

- ▶ Key themes (all inter-dependent):
 - ▶ Youth
 - ▶ Leadership
 - ▶ Recruitment & Retention
 - ▶ Workshops, materials, articles etc. (at all levels)
 - ▶ Support
- ▶ Strong partnership with ART
- ▶ We are here to “notice and encourage” good practice and engage the wider ringing community
- ▶ Importance of “grass-roots” ringers!
- ▶ LOTS of ideas
- ▶ We can do much more with your help...
- ▶ CAN YOU HELP??

