



Procedure for attaining Full EBTA Membership

Introduction

Associate membership of EBTA opens the door to bridge teachers to the information sources and training opportunities provided by the Association. Associates join the network of EBTA teachers, a supportive body of individuals who readily share their ideas and experiences with others. EBTA Associates quickly gain benefit from membership and are often recognised as more competent and skilled than non-EBTA teachers. In order to be recognised by the world at large as trained, qualified and effective, however, Full membership of EBTA is necessary. Full members are approved and accredited by the Association and can be positively recommended to individuals, colleges, clubs and others in search of bridge tuition. Full members are entitled to have a location pin posted on the EBU map.

The requirements

In order to become a Full member of EBTA, you need to:

- **attend at least one EBTA workshop or other training event**

A minimum of training is necessary, even for those who have taught before, to ensure that you have the opportunity to hear about, and see practical demonstrations of, various methods which have been developed for teaching bridge which have been proven to be effective and worthwhile.

- **attend at least one lesson given by an experienced, qualified EBTA member**

You are asked to take note of the techniques used for teaching, how the teacher interacts with his or her students, the practical arrangements adopted and so on, and to complete a report-back form, a copy of which is attached. This process will help you to focus on the particular teaching skills from which you can learn.

Ideally, an EBTA Professional member will give the lesson, but if none is convenient then another local experienced teacher will be identified. It is hoped that in many cases you will be able to take an active part in the lesson rather than just being a detached observer, helping with supervision of play, for example. Even better would be cases where this co-operation leads to some kind of mentoring arrangement between the two of you.

- **be observed satisfactorily presenting a sample teaching session either live or in a workshop environment**

EBTA management or consultants, or an EBTA Professional member or other senior teacher may carry out the assessment. The assessor will evaluate the session and provide constructive feedback and advice as appropriate, using a form very similar to the feedback form mentioned above. When presented during a workshop, the teaching should be delivered exactly as it would be in the usual classroom situation, the other teachers present “role-playing” the part of the students. It is not expected that a whole lesson will be completed – you are asked to be prepared to present for about one hour on a topic of your own choosing, but the duration may be shortened on the day. The lesson is graded according to the 4-point OFSTED scale – details overleaf.

- **pass a short test on basic bidding and straightforward play**

The written test will take about an hour to complete. The bidding questions are built around BfA Acol (Foundation Level). The play questions will test techniques expected of players in the first two years of a learning programme. The test is graded on the 4-point OFSTED scale - see overleaf.

- **submit details of the system you use, or plan to use, for teaching, together with details of text books or other sources, and present samples of your personal teaching notes**

Your teaching materials and system will normally be inspected at the same time as the sample lesson is assessed. You are expected to be organised and orderly and to have planned your teaching. What is taught should be up-to-date and, for beginners, you are expected to use a natural system based on a weak no trump, for example the Bridge for All Acol system. It is also expected that teaching is set in a duplicate bridge context.

- **complete the application form, as attached**

This should be done whenever you feel ready to advance to Full membership. If necessary you will be put in touch with someone local with whom to sit-in and observe, and appropriate arrangements will be made for the assessed lesson.

The form captures some background details which are useful to us when we are approached for teacher recommendations, and also helps us to build up a picture of our national teacher profile.

The 4-point OFSTED scale

Your lesson will be graded according to the scale:

Pass			Fail
1 Outstanding	2 Good	3 Satisfactory	4 Inadequate

Some indicators of how the lesson is graded and what the assessor would hope to see:

Grade 1 – Outstanding	Learners engaged throughout Teaching catering for individual need Lesson structure varied and adaptable using different learning styles Learners controlling their own learning An excellent performance by the teacher
Grade 2 – Good	Learners actively engaged Teaching catering for individual need Lesson Structure is varied to cater for learning styles Learners starting to take control of their own learning A good performance by the teacher
Grade 3 – Satisfactory	Learners following instruction Lesson structure caters for most learners Most learners on task most of the time A satisfactory performance by the teacher
Grade 4 – Inadequate	Learners off task Teacher not actively engaging students Lesson plans not detailed or followed without good reason A poor performance by the teacher

The written test

This will also be graded on the 4-point scale

The pass grades are

- 1 – Outstanding: One to three errors only
- 2 – Good: four to ten errors
- 3 – Satisfactory: eleven to about fifteen errors

The fail grade is

- 4 – Inadequate: more than about fifteen errors