



LPT Guide - Level 3 Professional Instructor - Training Course

How to use this guide:

This guide will provide you, the LPT, with a general timeline and outline to help keep you on task. It is not meant to be a step by step guide of how to run your course so understanding it throughout is essential. The exact approaches you use to achieve the learning outcomes are going to be determined by the participants in your group, the conditions, and the ski area layout. This is critical and in line with a student-centered approach to fun, safe, learning.

To ensure that you are prepared to deliver the best program possible, it is incumbent on you to “know your stuff”, have a good understanding of the requirements of the program and possess a toolbox to deliver it with. Then, use your experience, knowledge and creativity to bring it to life!

General Program Operations:

Be sure to refer to the LPT Program Ops Guide for a broad overview of general operations that pertain to all programs. The guide is linked here:

[LPT Program Ops Guide](#)

Program Overview:

Be sure to read the program overview for the Level 3, this is what your participants have read and will be expecting. It is also a must to review the e-learning content as well!

[L3 Program Overview](#)

Essential knowledge:

Ensure you are thoroughly familiar and comfortable with the Ecosystem components, learning outcomes and ELearning . It's vital that you deeply understand and are confident in the content of these materials. Know your stuff!

What is the Start-Up Camp all about?

The Level 3 Training Course is a 4 day training camp for Level 2 ski instructors designed to enhance knowledge of the technical aspects of skiing and further their teaching and skiing skills in advanced situations through . It provides in depth training, direction and guidance for future development targeted at the learning outcomes of the Level 3 Certification.

As with all PSIC programs, the Level 3 should be fun, energetic and exciting and help participants not only develop their skills but also learn leadership and professional skills including recognizing their own performance levels and learning styles. Interest and ability to

take part in the design of their own training plan design and progress is important because ultimately, responsibility for development and the success of achieving the Level 3 rests largely with each individual in the process. A well run course, with the right engagement and connection built with your trainees should result in the trainees ability to self assess, with your help, their own strengths, areas for development and milestones that they have achieved throughout the week with you whether that be skiing/ teaching outcome related, understanding and knowledge gained and any other realizations that have helped their thinking moving forward.

The Approach:

Your approach should match the Purpose of the L3 and guide your participants toward the learning outcomes of the program. Your openness, curiosity, vulnerability, empathy, energy and enthusiasm for helping others will have more impact on the participants than most other things. Keep the pace up as best you can without skipping steps or missing learning opportunities. More skiing is more fun and how we run this program should be a great example of how fun and versatile we can be as advanced instructors.

Using *The Method* and *The Adventure* Philosophy as your guide....ensure the 4 days consist of FUN SAFE LEARNING so that you and your participants will have a great time!

With the considerations of The Method in mind - keep a checklist of their intellectual, emotional and physical status throughout the day. Your mission for the entire program is to create a fun, safe, learning environment where they are engaged and connected to you, the group and the activities!

TOP LINE PRIORITIES

- Fun Safe Learning
- Positive, constructive ski improvement
- Exposure of ALL of the learning outcomes
- Create connection and relevance between the outcomes and the terrain situations you would use them in. (Purpose)
- Provide clear development plans and evaluation recommendations for each participant

Modeling and Labeling, Experience and Reflection

The participants in your program learn the most through:

- 1) Modeling (showing them) what to do and how to do it
- 2) Labeling (your descriptions) of what and why you are doing those things.
- 3) Experiencing (them doing) it themselves through many opportunities to try it
- 4) Reflecting (thinking and analyzing) on the experience to deepen learning

As you go, check in repeatedly to ensure your teaching is understood. Empowering them with knowledge and increasing their effectiveness involves both understanding as well as plenty of deliberate practice.

L3 TEACH Learning outcomes:

Teaching Skills

- Builds connections with trainees and trainers by engaging in the process and learning activities of the program.
- Applies learning activities within student's Challenge Zone to promote Fun Safe Learning.
- Uses verbal, visual, and experiential methods providing effective explanations, demonstrations and practice.
- Adapts lesson in response to terrain changes and utilizes terrain play to enhance skill development and the learning experience.
- Applies an effective balance between ski mileage, delivering group instruction and offering individualized feedback.
- Adapts instructional approaches to foster psychological safety and mitigate physical risks, ensuring a supportive learning environment.

Advanced Technical Comprehension and Application

- Exhibits advanced comprehension of how skiing works - providing the ability to accurately assess, interpret and discuss skiing using the aspects encompassed in the PSIC's Technical Blueprint.
- Applies technically accurate guidance and structured development processes for students—defining purpose, facilitating progress, and designing targeted learning Adventures for advanced skiers through a broad range of skiing scenarios.

L3 SKI Learning outcomes:

Participants MUST have an intimate understanding of each of these by the time they complete the course. Ensure you connect your purpose based mountain exploration and play to each of the outcomes.

The learning outcomes expose Skills to demonstrate versatility and adaptability through a range of outcomes and situations. Speed is advanced unless otherwise stated.

Advanced Skiing Skills - Versatility and Adaptability

Short Turn Versatility

- Short turns - Steered
 - Ability to maintain speed and turn shape on moderate black groomed terrain
 - Force created by the skis deflects the mass.
- Short turns - Free
 - Ability to manage speed and turn shape in advanced off-piste/varied conditions.
 - Force created by skis may or may not deflect the mass - situation dependent.

Medium Turn Versatility

- Medium Turns - Steered
 - Ability to maintain medium speed in a round turn on blue to black terrain
- Medium Turns - Drifted in Carved out
 - Ability to start turn drifted and blend to carved performance on blue terrain
- Medium Turns - Carved
 - Ability to maintain speed and turn shape on moderate blue terrain

Adaptability

- Off-Piste - Your Best Skiing
 - Ability to control and choose speed, path and performance in advanced unprepared/off-piste terrain
- Bumps - Advanced Terrain
 - The intention is primarily short turn, fall line
 - Ability to adapt line, speed and snow contact (at will) in advanced bumps

REMINDER: These are not “ski off runs” or “maneuvers”, it is **functional skiing** with a predetermined purpose relevant to the situation at the Level 3 ability. Moving through the various runs as situations present themselves can help things stay relevant to the situation and help them develop versatility..

IMPORTANT: Check the weather for the week to enhance the likelihood of covering all aspects of terrain based on snow and weather conditions.

Program Itinerary - General

It is very important to spend time on Day 1 as you warm up, addressing the learning outcomes above. This can be a great way to initiate connections with and among the group. Generally, what the outcomes describe is effective teaching in a holistic sense and adaptability in skiing up to advanced terrain, speed, and performance levels.. It is important to note that they are not meant to be a checklist of things to do in a one hour lesson or ski off, rather they describe the skills of a professional instructor who is versatile and able to deliver Adventures at an advanced level. This fits with the process in which they will be evaluated in the L3 Evaluation which is through teaching practice and workshops, Q and A, discussions with group peers etc. (not a time limited, single lesson exam), as well as situation and purpose based skiing evaluations throughout.

Setting you and your participants up for success means building connections, safety, comfort, respect, trust, etc to help them into the challenge zone where mistakes can happen and discomfort - to some degree - is likely.

By the end of the four day program, Trainees should be able to recognize and clearly explain their own strengths, areas for development, deliberate practice strategies and milestones to help them identify development and success.

By the end of Day 1 you should have:

- Connected with your trainees, building trust and rapport within the group and setting the stage for learning, sharing among them and willingness to make mistakes.
- Discussed their expectations and experiences to help understand “where to start”.
- Preview the program and how you will teach and assess, you are there to support and empower - establish a learning environment right from the beginning!!
- Exposed “**The Technical Blueprint: A Purpose Based-Approach**”, “**The Method**”, and “**The Adventure**” and “**Adventure Builder**” to lay groundwork and base understanding for the foundations of teaching and skiing.
- Reviewed the learning outcomes, answered questions etc.
- Observed and recognized skiing and teaching skills within the contexts of the day
- Shot video in various contexts.
- Held a debrief of the day, having your group highlight key takeaways, successes and “struggles” that they are working through. This will help you with the planning of Day 2.

- Connect and Create
 - Use the first few runs to lay some groundwork, connect and begin to create community, and build your approach based on the group. Get them speaking and discussing right away.
 - Through warm up, start to create a collaborative plan of how to get the most out of the week - cooperation, safety (psychological, physical, emotional etc) positive, constructive feedback, trust.....
 - Group discussions and smaller on chair discussion topics to address these things will help get your day started with skiing and limited standing still. This will set a tone that they will notice.

- Facilitation and Feedback
 - Expose clearly, in your approach, and language the foundations listed above. This will be the language and framework they will experience throughout. It is likely that you will need to dig into the foundational concepts as many of our current L3 participants are coming from other systems.
 - Ski a lot and shoot video throughout but don’t go deep into detail right away, video should be part of every day so they can self assess, and monitor progress. This can be reviewed on chairs, at lunch and end of the day.
 - Be sure to “give them the floor” often. Your work through the entire four days, should be equal measures of teaching and skiing practice. Start this on day 1 to avoid the pitfall of them having only minimal opportunities to work on their teaching and delivery.

- Practice and Play
 - Keep the skiing approach functional based on terrain and conditions.
 - Using two or three different contexts from the skiing outcomes, create opportunities to compare and contrast skiing competencies within the group. Ski

improvement should be based on Purpose, conditions, and should develop skills, NOT specific outcomes of “ski off runs”.

- Have them watching each other all the time. The more they pay attention to what is going on around them, the less internal they will tend to get and more they will learn from the entire week.
- Allowing enough time to work through an idea can be very helpful with enough check ins from you to guide where necessary. Pairs can work great for this.

Some “key messages” to consider:

- What we mean by “Purpose based” and why it’s important to start there.
- The challenge zone and how you get them there.
- Why and how positive, supportive learning experiences and feedback make a difference (emotional aspect of learning/ The Method/ safety)
- Why understanding skiing through the skis' interaction with the snow matters and how skills are involved.
- The importance of understanding force and balance for effective, purpose based teaching. (assessment and development of skiing).

By the end of Day 2 you should have:

- Seen each trainee ski in virtually all of the ranges of skiing and conditions provided they are available and safe.
- Provided both well labelled teaching examples and had your participants work in partners or small groups to assess skiing in different contexts, practicing use of the TBP as the blueprint for assessing.
- Taken advantage of the conditions to ensure that you have skied on and off piste.
- Exposed and “dissected” the foundational concepts that will help their thinking and understanding and improve their delivery of high end lessons.
- Held a debrief of the day, having your group highlight key takeaways, successes and “struggles” that they are working through. This will help you with the planning of Day 3.
- Held 1 2 1 Check In with each participant to clarify current skill sets, focus and receive feedback from them about how they feel about their progress.
- **if you haven’t already, today is good day to start adding notes to their feedback forms

Some learning activity ideas:

- Show and Tell
 - Work with a partner for a couple runs and develop their skiing
 - Be sure to address purpose (what are they trying to achieve) and movements (how are they trying to achieve it)
 - After a predetermined amount of time, bring the group back together and have each partner ski while the other partner describes what they are working on, why, and what the outcomes are.
- Good ‘ol Ski Improvement

- Practice teach opportunities on specifics as required.
- Have each teacher prime the group with what they are going to focus on (precise technical feedback, clear descriptions of activities, etc) then provide feedback based on these aspects.
- This is an opportunity for all trainees to be focused on aspects of the lesson delivery, not just their own ski improvement.
- Test Drive
 - Each Trainee describes their Purpose or Intention based on the terrain at hand. They then run a session that must describe, show and teach the movements they are focusing on to the rest of the group. These should of course link back to purpose. This will help them learn to describe and justify their skill development approach using the blueprint.
- Pass the Baton
 - As each trainee does a practice teach, there should be an opportunity to debrief and find areas for development.
 - The next person to teach should be primed to “enhance” these development areas in their practice so that as a group, each person has the opportunity to model for the person previous.

Day 3 and 4

By the end of Day 4 you should have:

- Tied up “loose ends” with regards to focus for future development
- Allowed for clarification of focus and goals
- Ended on a high note with good energy and encouragement for each individual and as a group. Remember, this is the first step to an exciting period of development for everyone in the process.
- Provided clear and concise development recommendations for each individual.
- Submitted robust feedback through the online form that will go to each individual’s profile.

Some learning activity ideas:

- Some “final form” practice of areas that required development through the Camp.
- Ski lots. This can often be the best way for trainees to experience the positive outcomes of the three previous days of hard work. Their heads will be full and bodies will be tired.
- Practice and Play
- Peer teaching

Concluding the Camp

- Allow enough time in the afternoon of Day 4 to hold a proper debrief and clearly discuss improvement focus and targets. Recommend Top Up Camps where required.

- Critical Reflection - Trainees should be able to describe most of what their focus should be back to you. There should be very little feedback at the end of the Camp that they have not already heard during the Camp.
- Thank them for their hard work and continuing their own exciting Adventure within this profession. Committing to a journey and challenge of this magnitude is not a small task.

Providing Feedback and Submitting Forms

- Please refer to the LPT Program Ops Guide for notes on providing feedback.
- It is very important that feedback is supported with evidence. Be clear, concise and simple as possible.
- Ensure that you have submitted everyone's feedback forms BEFORE you leave the ski area. Please do not plan to submit these at a later time. Because these are development notes, not evaluations, it can work well to submit the feedback during lunch break on the last day. This will allow your notes to be part of the program wrap up discussion with your participants.