



LPT Guide - Level 4 Professional Instructor - Training Camp

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

Program Overview:

Be sure to read the program overview for the Level 4, this is what your participants have read and will be expecting. It is also a must to review the e-learning content as well!

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 L4 Training camp is a 4 day training camp for Level 3 ski instructors designed to hone their teaching and skiing skills. It is a mandatory first step in the Level 4 process and provides intensive, in depth training, and direction and guidance for future development targeted at the learning outcomes of the Level 4 Certification. More holistically, It is important to note that the Level 4 process is about training the broad skill set that characterizes the Level 4 Professional Ski Instructor. What it is not, is a process to build a specific format of delivery of a “final exam” lesson.

The Camp 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 4 rests with each individual in the process. A well run Camp, 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.

Below are some concepts to consider that will factor into the professional development of teachers and trainers at this level. These are not concepts to be approached as “content” to be taught however, they are relevant to professional, high level development and growth and should be exposed and discussed throughout your work with them. The Level 4 certification journey varies for everyone and to take advantage of training and development when participants are not face to face with PSIC trainers will be required. The concepts below are factors in ALL of our ongoing development.

Self Regulated Learning:

Self-regulated learning refers to one's ability to understand and control one's learning environment. Self-regulation abilities include goal setting, self- monitoring, self-instruction, and self-reinforcement (Harris & Graham, 1999; Schraw, Crippen, & Hartley, 2006; Shunk, 1996).

Self-regulated learning is a domain of self-regulation and is aligned most closely with educational aims. Broadly speaking, it refers to learning that is guided by metacognition, strategic action, and motivation to learn.

Helping your trainees discuss and consider their own best practices for training and recognizing success should be a theme through the start up Camp. Suggest that they make note of important learning moments in any way they choose. This can help in the building of their training plans moving forward. *It can be useful to note that the physical act of writing something down increases the probability of recall and learning as it forces us to think about what we are actually writing down as we do it.*

Critical Reflection:

Critical reflection helps us make changes and improvements to our practice, knowledge, actions, interactions, and learning environment. Teachers should seek to investigate alternative approaches, evaluate the learning that occurred from different perspectives, and form specific, timely, and measurable action plans for improvement.

It is a crucial part of meaningful learning and practice improvement. Put simply, critical reflection makes us better educators and enriches student’s learning. True critical reflection requires a readiness for change, a willingness to challenge yourself and others, and the ability to adapt and take on feedback. It is incumbent on PSIC trainers to model this in our practice and to do our best to help those learning from us, the skill and willingness to embrace it in their own work.

Questions can be used in discussions with others and can be “self imposed” to promote critical reflection. They can be integrated regularly the deepen learning during or after an activity, and can be useful in end of day debriefs. Some examples are below. These questions can help dig deeper than surface-level observations of what learning is occurring, or has occurred.

- What is my understanding of each student?
- How and why were decisions made?
- What theories, philosophies, and understandings shape my practice?
- Who is advantaged when I work in this way? Who is disadvantaged?
- How do my own thoughts, feelings, and experience influence my practice?
- What ISN'T working and why? How do I know it's not working? How can I improve next time?
- What IS working and why? How do I know it's working? What will I repeat next time?
- What am I challenged by? How can I further my students learning and my own?
- How can I incorporate feedback?
- What perspectives or theories can I draw on to enrich my practice?
- How will I track my progress towards my goals?

Metacognition

Derived from the Greek root word "meta" (beyond) and the Latin "cognoscere" (getting to know), Metacognition refers to a learner's ability to reflect on their thought process and choose an effective strategy. Research indicates that harnessing Metacognitive strategies can improve academic performance. It's about an individual's capability to:

- Analyze their thinking patterns
- Have heightened self-awareness and manage their thoughts
- Select a suitable and advantageous approach for a task at hand

What is Metacognition?

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DEVELOPING HELPFUL THINKING STRATEGIES

Using reflective thinking before, during and after a task helps you plan effectively, stay on track and consider how you can improve for future tasks.



HAVING HIGH SELF-AWARENESS

Being aware of your skills to evaluate what you can and can't do, to help identify the areas that you can develop in.



CRITICALLY ANALYSING HOW YOU THINK

Stepping back and questioning your own thoughts, even when it's tough to admit that you might be wrong.



It is important to understand the role Metacognition plays in education and explore how you can help your trainees develop it. Training at this level must go beyond skill development and performance of tasks imposed by the trainer. We must invite our trainees and fellow professionals to engage in a level of learning and development that requires them to “own their learning”. In return, we must build connections and trust with them through an honest, open and humble approach, bringing meaningful guidance to help them on their path.

Living the PSIC's Values

How we engage with our Trainees and the tone we set for how they can choose to engage with one another is a vital factor in the quality of education that will result. Spending time discussing the best ways to capitalize on the training available can help everyone find themselves in a vibrant and valuable learning environment throughout the Camp. The PSICs Values can be a good place to initiate these discussions and conversations.

- Fun: create a fun and safe environment
- Curiosity: seek to understand, grow competencies, enjoy the journey in
- Kindness: have a positive attitude, be inclusive, empower others
- Respect: for yourself, for others, for the industry, for the planet
- Achievement: work hard, strive for excellence, make a difference

“Hunting Limitations”

Part of meeting and exceeding our own expectations is that we must discover and acknowledge the “limitations” that lie between our current abilities and what we expect or want them to be. Typically this means that we are going to experience “failure”, each time we encounter them. This must not be considered a negative or pessimistic view of our own performance, rather, something to be sought after actively in any learning process. Empowering ourselves to “hunt” our own limitations can provide a clear determination of where our Challenge Zone may lie and therefore how we can strategize and get to work to accomplish new milestones and exciting new levels in our skills and ability.

As a Trainer, paying close attention to this dynamic for each person in your group and inviting them to hunt their own limitations will help you both create learning opportunities with efficiency and openness in the learning process. Self regulated learning (the *ability to understand and control one's learning environment*) is a likely byproduct when trainees at this level are able to identify these limitations.

Trainers must guide this process with caution. Small steps towards these limitations through changes in terrain, activity design and the balance of current abilities and difficulty (challenge zone) are what will ensure that indicators still allow for the student to remain in a positive mindset, open to learning and far short of injuries, frustration and demotivation. It is important to note that this is relevant to teaching skills as well as motorskill development. A great skier, for example, may have difficulty confidently presenting skill development opportunities to others. In which case working on these aspects may be the right challenge zone for them to overcome their “limitations”.

Inviting trainees to actively hunt and identify their limitations while they have the support of and access to an expert and caring trainer will help them own, and take responsibility for next steps. Connections, trust and transparent communication between you and your trainees are absolutely vital in order to support them through the critically important emotional realities of learning.

The Approach:

The Level 4 Training Camp is an ongoing development process over the four day period. There will be a lot going on and you'll need to remain aware of the many aspects and dynamics that will be at play all week in order to provide the best education, inspiration and guidance possible. Your Adaptability and Creativity will be integral to the development of theirs.

Overall, the Camp should match the program Purpose and guide your participants toward the learning outcomes of the program by making them relevant in your approach. 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!*

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

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

L4 Learning outcomes:

Learning outcomes are based on the PSIC's *Adventure Philosophy* - Creating Fun, Safe, Learning experiences through Versatile, Adaptable and Creative teaching and skiing.

Expert Teaching — Versatility, Adaptability and Creativity

The Adventure — Fun, Safe, Learning for Expert Skiers

Assessment and Evaluation

Evaluation of learning outcomes is conducted through a 4-day ongoing assessment that reflects the entire course duration, incorporating all opportunities to develop and showcase these outcomes. For this reason, engagement and participation throughout the program are extremely important.

Evaluation is provided based on "exceeds expectations," "meets expectations," and "requires development" in relation to the learning outcomes, with a requirement to demonstrate these outcomes "most of the time" in the context of precise, expert-level skiing and teaching.

Teaching Skills

- Builds connections with trainees and trainers by engaging in the process and learning activities of the program fostering an expert-level exchange of knowledge.
- Creates learning activities tuned to student's Challenge Zone to ensure Fun Safe Learning.
- Creates 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.

Technical Skills - (Application of Technical Blueprint)

- Exhibits expert 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 expert skiers through a broad range of skiing scenarios.

Expert Skiing Skills - Versatility, Adaptability and Creativity

Short turns - Steered

- CARV Ski:IQ. Greater than 155 male, 153 Female. (Exceeds Expectations)
- Traditional Trainer evaluation on all CARV scores below threshold
- Ability to maintain speed, turn shape and performance
- Force from the skis precisely deflects the mass
- Pitch Greater than 23 degrees

Short turn - Carved

- Ability to maintain speed and turn shape on green/blue terrain.
- Force created by the skis is managed to limit deflection of the mass

Medium Turns - Carved

- CARV Ski:IQ. Greater than 155 male, 153 Female. (Exceeds Expectations)
- Traditional Trainer evaluation on all CARV scores below threshold

- Ability to maintain speed, turn shape and performance
- Force from the skis precisely deflects the mass
- Pitch Greater than 23 degrees.

Medium Turns - Drifted in, Carved out

- Ability to start turn drifted and then rapidly transition to carved on black terrain (Stivot)

Medium Turns - Steered

- Ability to maintain medium speed in a round turn on a black run

Off Piste - Your best skiing

- Ability to dictate speed, path and performance in expert off piste terrain

Bumps - Expert terrain

- Ability to dictate and adapt line, speed and snow contact (at will) in expert bumps.
- Run shows creativity through precise application of skill.

REMINDER: These are not “ski off runs” or “maneuvers”, it is **functional skiing** with a predetermined purpose relevant to the situation at the Level 4 ability. Moving through the various runs as situations present themselves can help things stay relevant to the situation and help them develop versatility and creativity.

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

Skiing and Teaching opportunities should blend constantly throughout all four days. Opportunities must be taken to instill knowledge of the concepts that will help your trainees be good teachers and these opportunities should come from ACTUAL teaching (you or your trainees), not based on presentation of concepts without context. Learning moments and opportunities will present themselves organically as often as you will construct them with purpose. Meeting our trainees “where they are” means adjusting to the realities present in your group while keeping everyone’s eyes on the targeted learning outcomes of the Level 4.

Each day should include examples from you of expert teaching and skiing. Each day should also include opportunities for ski improvement, deliberate practice, specific and immediate feedback and practice teaching for them. Your Active participation and observation of their evolving skill set should determine the specificity and focus of every next learning activity so that each time they try something, there is an opportunity for development. Every day should conclude with a clear debrief that helps clarify understanding, deepen learning, and strategize for the next day.

By the end of the four day Camp, 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.

Day 1 - 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!!
- Provided clarity and created consensus on concepts like **“The Technical Blueprint: A Purpose Based-Approach”**, **“The Method”**, and **“The Adventure”** and **“Adventure Builder”** as a way of “checking-in” on the group's collective understanding.
- 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.

Some learning activity ideas:

- 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
 - 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.

By the end of Day 2 and 3 you should have:

- Seen each trainee ski in virtually all of the ranges of skiing and conditions provided they are available and safe.
- Provided a minimum of two practice teaching opportunities for each participant. They can be short but should be specific to aspects that they require development in. Most often you will find that it will be based around the ability to assess and develop expert skiing.
- 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.
- 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.

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 season 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 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 starting their own exciting Adventure with 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.