**LESSON TE3-3: TUTORIAL 1 – PRINCIPLES AND METHODS OF AIRBORNE INSTRUCTIONAL TECHNIQUE TUTORIAL 2 – APPLICATION OF THE DEMONSTRATE, DIRECT AND MONITOR PROCESS**

**FLIGHT INSTRUCTOR RATING – GRADE 3 TRAINING ENDORSEMENT (Helicopter) LESSON PLAN & TRAINING RECORD**

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| **TRAINEE NAME:** |  | **Trainee ARN:** |  |
| **INSTRUCTOR NAME:** |  | **TRAINING**  **SESSION DATE:** |  |
| **Lesson Overview**   * The objectives of the tutorials are to:   + Provide the trainee instructor with insight into practical techniques that can be applied in airborne instruction that will enhance student learning   + Introduce the application of the demonstrate, direct and monitor process in airborne instruction   + Review the principles of learning with emphasis on trainee instructor understanding of their importance and application when delivering airborne instruction   + Provide the trainee instructor with techniques and considerations that can be applied to the average student when delivering airborne training   + Guide the trainee instructor in understanding the importance of logical delivery and safety/risk management in airborne instruction | | | |
| **Training Notes**   1. The tutorials should be planned in a logical manner to ensure the trainee instructor receives the appropriate level of guidance and training in the theory and practical delivery of airborne instruction. 2. The principles of airborne instruction should be explained, such as:    * Revision    * Known-unknown-Known    * Walk before run    * Simple to complex    * Sub-division    * Repetition    * Consolidation 3. The instructor should identify the common issues associated with the delivery of an airborne lesson and discuss some strategies to address them when airborne. 4. The principles of demonstrate, direct and monitor process must be explained with the trainee instructor to ensure they understand the distinction between the three stages and can apply the technique to all airborne lessons. Explain the value of and give examples of when to use:    * A demonstration    * A quite demonstration    * A proof of concept demonstration    * A divergent demonstration    * Explain how and when to use a direct and the use of:    * A direct    * A limited direct    * Explain the use of a Monitor 5. The instructor can introduce the airborne lesson template discussed in item 2 (lesson TE3-4) as the basis for and practise in this tutorial 6. The Aviation Instructors handbook (FAA-H-8083-9A) and the Flight Instructor manual are useful references for some of the subject matter that should be included in this briefing 7. The training should use a real examples of a general aviation flying training sequence to enhance the learning and demonstrate the techniques being taught. 8. The training session should require the trainee instructor to demonstrate their understanding of the objectives of the lesson through simulated practical demonstrations and practised delivery. 9. Fault analysis and intervention techniques can be mentioned here but note they are addressed in separate briefings in lessons TE3-15 and TE3-28 respectively. 10. Post flight de-brief is included so that the trainee instructor can establish the logical links between the airborne lesson and the content of the post flight de-brief 11. There are no performance standards provide against the criteria in FIR4.1, FIR4.4 and FIR4.5. The inclusion of these elements is to provide some focus for the instructor and though not all can be directly demonstrated or practised on the ground the briefing provides an opportunity to discuss them with the trainee instructor as part of the scenarios by drawing attention to some of the issues and considerations that can occur in airborne instruction. | | | |

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| **MOS**  **Reference** | **Lesson Content** *(Elements & Performance Criteria)* |
| **FIR4.1** | **Plan training** |
| (a) | confirm trainee readiness for proposed training through review of training records to confirm their competency status; |
| (b) | identify training objectives based on performance criteria in the manual of standards and operators’ training plans; |
| (c) | identify underpinning knowledge for the units and elements relevant to the lesson and confirm trainee understanding; |
| (d) | select appropriate training methods to facilitate training objectives and knowledge transfer; |
| (e) | apply threat and error management into each ground lesson; |
| (g) | select appropriate training resources and confirm availability and serviceability of required facilities, equipment, training aids, reference material and the airworthiness of the training aircraft or device. |
| **FIR4.4** | **Conduct airborne training** |
| (a) | manage responsibilities as pilot in command for the safe operation of the aircraft; |
| (c) | demonstrate the task: |
|  | (i) introduce tasks in manageable portions without trainee overload; |
|  | (ii) make clear, concise and systematic explanations; |
|  | (iii) coordinate demonstration with explanation of manoeuvre; |
|  | (iv) make coordinated control inputs without abrupt manoeuvring, using accepted techniques |
| (d) | direct the task |
|  | (i) implement handover and takeover procedures for control of aircraft; |
|  | (ii) provide direction appropriate to trainee’s progress; |
|  | (iii) provide instructions in a clear, concise and timely manner; |
|  | (iv) provide sufficient practice for the trainee to achieve the task; |
|  | (v) intervene only to the extent necessary to assist the trainee’s progress or to maintain safety. |
| (e) | monitor the task (unassisted practice) |
|  | (i) identify the trainee’s deficiencies and provide feedback to assist the trainee in achieving the standard |
|  | (ii) provide and vary additional instruction and demonstration as necessary to assist trainee; |
|  | (iii) ensure remedial training is effective such that errors are corrected; |
|  | (iv) encourage the trainee to develop self-assessment skills; |
|  | (v) note training events for debriefing and assessment; |
| (g) | develop the trainee’s responsibility through the application of human factors principles for threat and error management |
| **FIR4.5** | **Conduct post-flight briefing** |
| (a) | encourage the trainee to self-assess performance against the performance criteria; |
| (b) | describe clearly and accurately, significant details of the trainee’s performance and assess the trainee’s achievement against the training outcomes for the lesson and associated performance criteria; |
| (c) | identify any deficiencies in performance and suggest remedial actions and training; |
| (d) | discuss threat and error management issues encountered during the flight; |
| (e) | brief the trainee on the details of the next training exercise; |
| **MOS Ref** | **Underpinning knowledge** |
| (b) | Principles and methods of instruction as prescribed in unit FIRC of schedule 3 of the part 61 MOS: |

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| **COMMENTS AND OUTCOME (INCLUDING ELEMENTS & PERFORMANCE CRITERIA THAT REQUIRE**  **CONSOLIDATION AND/OR REMEDIAL TRAINING)** | |
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| **Instructor’s Signature & Date** | **Trainee’s Signature & Date** |
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