

## Level 1 Teaching PIAs

L1 Teaching Assessment Criteria (Indicators)	
<b>Session Safety</b>	<ul style="list-style-type: none"> <li>Maintain the safety of the group, and other slope users, at all times.</li> </ul>
<b>Enjoyment</b>	<ul style="list-style-type: none"> <li>Ensure the session is enjoyable and delivered in an engaging manner.</li> </ul>
<b>Understanding and Delivery</b>	<ul style="list-style-type: none"> <li>Demonstrate the ability to deliver a session within the Central Theme, visiting each stage of TIED.</li> </ul>
<b>Session Review</b>	<ul style="list-style-type: none"> <li>Not assessed.</li> </ul>

What does a successful Level 1 teacher look like? (Actions)	
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>Behave in a way that always maintains safety – refer to the manual for more detailed information.</li> <li>Communicate clearly and at an appropriate level for the learners in the group.</li> <li>Smile and make eye contact with members of the group.</li> <li>Be considerate of learners' needs and questions.</li> </ul>
<b>Task</b>	<ul style="list-style-type: none"> <li>Use goals for the session that are clearly communicated.</li> <li>Give a clear explanation of the session activity.</li> <li>Provide an accurate demonstration if necessary.</li> <li>Ensure that participants have understood the task by engaging them with questions.</li> </ul>
<b>Information</b>	<ul style="list-style-type: none"> <li>Instructors should position themselves so that information can be gathered from different perspectives (from below, above, side-on etc.).</li> <li>Gather accurate information that is related to the task.</li> <li>Encourage participants to be a part of the feedback process.</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>Help participants understand the observations/feedback that have occurred.</li> <li>Relate observed inputs to task outcomes; <i>e.g., your plough is too wide, giving you too much edge (input) therefore you are struggling to turn (outcome).</i></li> <li>Consider how threads, other than technical, may be influencing performance.</li> </ul>
<b>Develop</b>	<ul style="list-style-type: none"> <li>The new focus may represent a new task, a modification to, or repeat of the existing task.</li> <li>Choose a way to develop the initial task that builds on the information gathered; <i>e.g., use a shallower slope and focus on a narrower plough shape to encourage rotation as opposed to edging.</i></li> <li>The new focus may involve the instructor choosing to use a chaining or whole part whole approach to the initial task.</li> </ul>
<b>Reviewing</b>	<ul style="list-style-type: none"> <li>Instructors should engage actively in the review led by the trainer.</li> <li>Begin to practise reviewing their peer sessions during the course, supported by the trainer.</li> <li>Start to use questions to direct people's reflections.</li> </ul>

### Outcome Description

You will be able to instruct learner skiers, using effective communication, while keeping the group safe. You will understand how the fundamental elements are introduced and developed and will be able to use the Central Theme to guide this process. Your knowledge and understanding may still be in the cognitive phase and, as such, you are encouraged to follow lesson plans for all levels up to and including parallel skiers.

## Level 2 Teaching PIAs

L2 Teaching Assessment Criteria (Indicators)	
<b>Session Safety</b>	<ul style="list-style-type: none"> <li>Maintain the safety of the group and other slope users at all times.</li> </ul>
<b>Enjoyment</b>	<ul style="list-style-type: none"> <li>Ensure the session is enjoyable and delivered in an engaging manner.</li> </ul>
<b>Understanding and Delivery</b>	<ul style="list-style-type: none"> <li>Demonstrate the ability to <b>achieve goals that are appropriate to learner needs</b> within the Central Theme, visiting each stage of TIED.</li> </ul>
<b>Session Review</b>	<ul style="list-style-type: none"> <li>Not assessed.</li> </ul>

What does a successful Level 2 Teacher look like? (Actions)	
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>Behave in a way that always maintains safety– refer to the manual for more detailed information.</li> <li>Communicate clearly and at an appropriate level for the learners in the group.</li> <li>Smile and make eye contact with members of the group.</li> <li>Be considerate of learners’ needs and questions.</li> </ul>
<b>Task</b>	<ul style="list-style-type: none"> <li>Use goals for the session that are clearly communicated.</li> <li><b>Explain why these goals are relevant to the learners – sell the lesson.</b></li> <li>Give a clear explanation of the session activity.</li> <li>Provide an accurate demonstration if necessary.</li> <li>Ensure that participants have understood the task by engaging them with questions.</li> <li><b>Teaching styles should relate to and enable the goal of the session; e.g., if the goal of the session is to practise a new skill, whilst building rapport within the group, then a reciprocal approach might be good. If it is to provide time for participants to develop the necessary speed to move from plough turning to plough, a practice session might work.</b></li> </ul>
<b>Information</b>	<ul style="list-style-type: none"> <li>Instructors should position themselves so that information can be gathered from different perspectives (from below, above, side-on etc.)</li> <li>Show an accurate observation of what is happening within participants’ performance. <b>This should be done through the eyes of the instructor and through conversation with participants.</b></li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li><b>Ensure that evaluation is built in to all teaching episodes.</b></li> <li>Help participants understand the observations/feedback that have occurred.</li> <li>Relate observed inputs to task outcomes; e.g., <i>your plough is too wide giving you too much edge (input) therefore you are struggling to turn (outcome).</i></li> <li>Consider all performance threads when making sense of the information.</li> <li><b>Relate evaluation to the initial task.</b></li> </ul>
<b>Develop</b>	<ul style="list-style-type: none"> <li>The new focus may represent a new task, a modification to, or repeat of the existing task.</li> <li>Choose a way to develop the initial task that builds on the information gathered; e.g., <i>use a shallower slope and focus on a narrower plough shape to encourage rotation as opposed to edging.</i></li> <li>The new focus may involve the instructor choosing to use a chaining, whole part whole or <b>shaping</b> approach to the initial task.</li> <li><b>Define parameters by which participants can further gauge success.</b></li> </ul>
<b>Reviewing</b>	<ul style="list-style-type: none"> <li>Instructors should engage actively in the review led by the trainer.</li> <li><b>Instructors should lead a review, structured on TIED,</b> supported and augmented by trainer.</li> <li>Use focussed and open questions to direct people's reflections and <b>gather and evaluate information.</b></li> </ul>

### Outcome Description

You can safely teach learner skiers using the TIED model and are able to communicate effectively. Your knowledge and understanding of the technical and teaching content is deep enough to tailor lesson plans to learners’ needs for all levels up to and including parallel skiing.

## Level 3 Teaching PIAs

L3 Teaching Assessment Criteria (Indicators)	
<b>Session Safety</b>	<ul style="list-style-type: none"> <li>Maintain the safety of the group, and other slope users, at all times.</li> </ul>
<b>Enjoyment</b>	<ul style="list-style-type: none"> <li>Ensure the session is enjoyable and delivered in an engaging manner.</li> </ul>
<b>Understanding and Delivery</b>	<ul style="list-style-type: none"> <li>Demonstrate the ability to achieve <a href="#">the negotiated</a> goals of a session within the Central Theme <a href="#">or strands</a>, visiting each stage of TIED <a href="#">at least once</a>.</li> </ul>
<b>Session Review</b>	<ul style="list-style-type: none"> <li><a href="#">Provide an effective review of a peer's teaching, visiting each stage of TIED at least once.</a></li> </ul>

What does a successful L3 Teacher look like? (Actions)	
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>Behave in a way that always maintains safety– refer to the manual for more detailed information.</li> <li>Communicate clearly and at an appropriate level for the learners in the group.</li> <li>Smile and make eye contact with members of the group.</li> <li>Be considerate of learners' needs and questions.</li> </ul>
<b>Task</b>	<ul style="list-style-type: none"> <li>Use goals for the session <a href="#">that relate to the participants' motivations, level of ability, recent past experience.</a></li> <li><a href="#">Negotiate goals for the session using a combination of questioning and guiding – communication skills should enable a true negotiation, as opposed to all the power lying with either the coach or the participants.</a></li> <li><a href="#">Define parameters by which participants can gauge success.</a></li> <li><a href="#">Demonstrate the ability to develop/change the task as the session proceeds, based on participant progression and needs. Consider the skill acquisition level of the students.</a></li> <li>Teaching styles should be used to enable the goals of the session, facilitating all or part of the TIED process.</li> </ul>
<b>Information</b>	<ul style="list-style-type: none"> <li><a href="#">Work with different sources and types of feedback to provide information related to the goal.</a></li> <li><a href="#">Encourage participants to take ownership of this information and actively develop self-awareness of their performance.</a></li> <li>Show an accurate observation of what is happening within a participant's performance. This should be done through the eyes of the instructor and through conversation with participants.</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>Ensure that evaluation is built in to all teaching episodes and <a href="#">evaluate all sources of information.</a></li> <li>Help participants understand the observations/feedback that have occurred <a href="#">using a combination of questioning and guiding/explaining.</a></li> <li>Relate observed inputs to outcomes <a href="#">and vice versa, making accurate reference to the fundamental elements; e.g., your upper body is falling to the inside of the turn (input) therefore you are struggling to balance and control your outside ski, resulting in an unwanted skid (outcome).</a></li> <li><a href="#">Highlight and prioritise the performance thread that helps make most sense of this information, following through to development.</a></li> <li>Relate evaluation to the initial task.</li> </ul>
<b>Develop</b>	<ul style="list-style-type: none"> <li>The new focus may represent a new task, a modification to, or repeat of the existing task.</li> <li>Choose a way to develop the initial task <a href="#">that links strongly to the information gathered and its evaluation.</a></li> <li>Define parameters by which participants can continue to gauge success.</li> <li><a href="#">Appreciate different learning preferences (VAK) within the group, without conceding to people's perceived preferred way of receiving information.</a></li> <li>Teaching styles should relate to and enable the new focus of the session. This may include direct instruction, a range of practice styles, more investigation or an emphasis on participant led activity.</li> <li>Use a leadership style that positively impacts learning.</li> <li><a href="#">Be clear whether the new focus is input, or outcome focussed, and provide a rationale for this choice.</a></li> <li><a href="#">Development is structured to accommodate some individual differences within the group.</a></li> </ul>
<b>Reviewing</b>	<ul style="list-style-type: none"> <li><a href="#">Having observed a peer led teaching session, instructors should review an entire session, attending to every part of the TIED model.</a></li> <li><a href="#">A review should avoid a replay of what happened but should highlight areas of interest.</a></li> <li><a href="#">A review should involve the thoughts of the participants and of the session leader.</a></li> </ul>

### Outcome Description

You can teach advanced skiers using the TIED model. You understand how the teaching tools relate to the TIED model and are able to design lessons that effectively develop performance of individuals as well as the group. You have a deep enough understanding of how the fundamental elements are developed, through the Central Theme and into the strands, to be able to teach safely and effectively up to and including all strand environments.

## Level 4 Teaching PIAs

L4 Teaching Assessment Criteria (Indicators)	
<b>Session Safety</b>	<ul style="list-style-type: none"> <li>Maintain the safety of the group, and other slope users, at all times.</li> </ul>
<b>Enjoyment</b>	<ul style="list-style-type: none"> <li>Ensure the session is enjoyable and delivered in an engaging manner.</li> </ul>
<b>Understanding and Delivery</b>	<ul style="list-style-type: none"> <li>Demonstrate the ability to achieve the negotiated goals of <b>one's peers</b>, visiting each stage of TIED at least once and <b>attending to the individual differences within the group</b>.</li> </ul>
<b>Session Review</b>	<ul style="list-style-type: none"> <li>Provide an effective review of a peer's teaching, visiting each stage of TIED at least once and <b>generate a clear and valued action plan</b>.</li> </ul>

What does a successful L4 Teacher look like? (Actions)	
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>Behave in a way that always maintains safety– refer to the manual for more detailed information.</li> <li>Communicate clearly and at an appropriate level for the learners in the group.</li> <li>Be considerate of learners' needs and questions.</li> </ul>
<b>Task</b>	<ul style="list-style-type: none"> <li>Use goals for the session that relate to the participants' motivations, level of ability, recent past experience and to the environmental conditions.</li> <li>Negotiate goals for the session using a combination of questioning and guiding.</li> <li>Define parameters by which participants can gauge success.</li> <li>Demonstrate the ability to develop/change the task as the session proceeds based on participant progression and needs.</li> <li>Set a task that is appropriate for the learners' stage of skill acquisition.</li> <li>Teaching styles should be used to enable the goals of the session, facilitating all or part of the TIED process.</li> <li><b>Show the ability to be innovative with the nature of the task whilst still attending to participant goals.</b></li> <li><b>Demonstrate the capability to run a session that is learner-led.</b></li> </ul>
<b>Information</b>	<ul style="list-style-type: none"> <li>Work with different sources and types of feedback to provide information related to the goal.</li> <li>Encourage participants to take ownership of this information and actively develop self-awareness of their performance.</li> <li>Show an accurate observation of what is happening within participant's performance. This should be done through the eyes of the instructor and through conversation with participants.</li> <li><b>Negotiate</b> parameters by which participants can gauge success <b>through all information channels</b>.</li> <li><b>Be able to augment and correct information that may be misleading.</b></li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>Ensure that evaluation is built in to all teaching episodes.</li> <li>Help participants understand the observations/feedback that have occurred using a combination of questioning and guiding/explaining.</li> <li>Relate observed inputs to outcomes and vice versa making accurate reference to the fundamental elements.</li> <li>Highlight and prioritise the performance thread that helps make most sense of this information and provides a pathway to change.</li> <li>Relate evaluation to the initial task.</li> <li><b>Evaluation needs to be real, not pre-planned, and should accommodate individuals and not just the group.</b></li> <li><b>Demonstrate a deep understanding of how the fundamental elements are developed through the Central Theme and the strands.</b></li> <li><b>Instructors should recognise the limitations of using questions where learners have insufficient knowledge, or poor questioning draws out the process unnecessarily.</b></li> </ul>
<b>Develop</b>	<ul style="list-style-type: none"> <li>Effectively select whether the on-going focus is a new task, a modification to or repeat of the existing task, and base this choice on the evaluation of information from the session.</li> <li>Define parameters by which participants can continue to gauge success.</li> <li>Appreciate different learning preferences (VAK) within the group, without conceding to people's perceived preferred way of receiving information.</li> <li>Teaching styles should relate to and enable the new focus of the session. This may include direct instruction, a range of practice styles, more investigation or an emphasis on participant led activity.</li> <li><b>Show the ability to develop both understanding and performance within the group.</b></li> <li><b>Link inputs and outcomes seamlessly, using each as appropriate for the new task and the needs of the student.</b></li> <li>Use effective leadership styles and <b>climate</b> to impact learning.</li> <li>Development is structured to enable <b>change in each individual</b>.</li> </ul>
<b>Reviewing</b>	<ul style="list-style-type: none"> <li>Having observed a peer led teaching session; instructors should review an entire session using the TIED model.</li> <li>A review should avoid a replay of what happened but should highlight areas of interest.</li> <li>A review should involve the thoughts of the participants and of the session leader. This will involve questioning and <b>an avoidance of the reviewer leading with their own opinions</b>.</li> <li><b>Throughout the review, the instructor should demonstrate reviewing skills that engage participants in the decision-making process.</b></li> <li><b>The instructor should be able to follow other peer reviews and augment as necessary.</b></li> </ul>

### Outcome Description

You can develop the performance of your peers, drawing where appropriate from the whole spectrum of teaching styles to skillfully work round the TIED model. You cater for the individual learners within a group and create different developmental paths within one session. You have a deep enough understanding of the fundamental elements to develop performance skiing in even the most challenging environments and conditions.