

## **So, you are considering becoming a gliding instructor.**

### **Introduction**

Teaching people can be a rewarding and fun activity. But it is not just about teaching people the mechanics of flying, your presence as the instructor can also have hidden beneficial effects for the club and the gliding community.

The example you set will determine the safety and motivation of the pilots around you. This is an important and very powerful influence that instructors have.

### **Why is the pupil there?**

As people leave, the sport shrinks in size. People are leaving faster than we can recruit new ones to replace them. World wide the sport is shrinking at the rate of 2% p.a. Retaining members is just as important as attracting new ones. (Addendum 1)

People take up gliding for a wide range of reasons and no two pupils are quite the same. For some it is a route to a career in aviation, for others it is a lifelong desire to be in command of an aircraft on their own. Very seldom do we see people who deliberately set out to be competitive flyers; this is something that tends to develop later. Generally pupils are motivated by the possibilities that flying offers, and the opportunity to learn an unusual and exciting new skill-set.

As the world of aviation unfolds in front of them, they make friends which tends to hold them to the social group. Finally and hopefully, they become hooked until the sport is part of their way of life.

### **Why do pupils and early pilots leave the sport?**

Here are some thought provoking ideas, and how the instructor can have a major impact:

1. ***Lack of confidence and a feeling of insecurity.*** Males in particular are often too proud to admit their concerns; a good instructor will be alert to these issues and provide appropriate coaching and support.---**The Instructor as personal coach and safety adviser**
2. ***Shyness and a lack of companionship.*** We all need companionship, and the instructor is often in the best position to facilitate this. The instructor should ensure all members of the group are introduced to each other, and encourage social interaction. --**The instructor as a host**
3. ***Self worth.*** We all need to feel we are respected and are able to contribute to the team effort. The good instructor will recognise and remember to acknowledge the good efforts and successes of the pupil. Whenever it is practical to do so, he will “praise in public”. Thanking members of the team for their input in a precise way is a valuable instructional tool. **The instructor as a manager.**

4. ***Value for time.*** New people often leave because they feel their own progress is hindered by the inefficient operations around them. The instructor can play a key role in ensuring pupils set and achieve realistic objectives for a day on the field. **The instructor as task setter and organiser.**
5. ***A lack of understanding of future development possibilities.*** Particularly post solo, pupils can feel there is little more to be achieved or gained---the learning slows down or stops, and in many cases the pupil looks for other learning opportunities in other activities. The instructor should be pointing out the endless exciting possibilities and suggesting the route the pupil should be taking, this might be in developing skills, knowledge, and sometimes research that will bring the pupil closer to his long term ambitions and interests. **The instructor as a motivator and mentor.**

### **So what competencies does an instructor need to develop?**

Apart from his flying competencies, the instructor must be able to teach. To teach he must be respected, and therefore we might say that if an individual is not respected as a safe, knowledgeable and sensible pilot, he is going to find instructing a challenge.

Your own reputation is key here, but don't worry too much, if you were not respected you would not be invited to train as an instructor.

Your own behaviour in the air and on the ground must continue to be safe, and conform to all the high standards of airmanship expected of an instructor. ***Your reputation is in your hands.***

### **EASA**

This is an extract from EASA 17b, and is the shape of instructor development and training to come. These training principles are expected to be in place by 2012.

***NPA 2008 17b***  
***3 Jun2008***

### ***FCL.920 Instructor competencies and assessment***

- (a) ***General. All instructors shall be trained to achieve the following competences:***

**NPA 17b Instructor competencies**

<b>Competence</b>	<b>Performance</b>	<b>Knowledge</b>
Prepare resources	<ul style="list-style-type: none"> <li>• Ensure adequate facilities</li> <li>• Prepares briefing material</li> <li>• Manage available tools</li> </ul>	<ul style="list-style-type: none"> <li>• Understand objectives</li> <li>• Available tools</li> <li>• Competency based training methods</li> </ul>
Create a climate conducive to learning	<ul style="list-style-type: none"> <li>• Establishes credentials,</li> <li>• Role models</li> <li>• appropriate behaviour</li> <li>• Clarifies roles</li> <li>• States objectives</li> <li>• Ascertains and supports trainees needs</li> </ul>	<ul style="list-style-type: none"> <li>• Barriers to learning</li> <li>• Learning styles</li> </ul>
Present knowledge	Communicates clearly Creates and sustains realism Looks for training opportunities	Teaching methods
Integrate TEM/CRM	Makes TEM/CRM links with technical training	Human Factors, TEM/CRM
Manage Time to achieve training objectives	Allocate time appropriate to achieving competency objective	Syllabus time allocation
Facilitate learning	Encourage trainee participation Motivating, patient, confident, assertive manner Conducts one to one coaching Encourages mutual support	Facilitation How to give constructive feedback How to encourage trainees to ask questions and seek advice
Assesses trainee performance	Assess and encourage trainee self assessment of performance against competency standards Makes assessment decision and provide clear feedback Observes CRM behaviour	Observation techniques Methods for recording observations
Monitor and review progress	Compare individual outcomes to defined objectives Identify individual differences in learning rates Apply appropriate corrective action	Learning styles Strategies for training adaptation to meet individual needs
Evaluate training sessions	Elicits feedback from trainees. Tracks training session processes against competence criteria Keeps appropriate records	Competency unit and associated elements Performance Criteria
Report outcome	Report accurately using only observed actions and events	Phase training objectives Individual versus systemic weaknesses

Although there are no guarantees, the EASA syllabus is unlikely to change very much in this area. Managing the training of your pupil is a very welcome change, and will be a major shift in philosophy for many established instructors.

There are many who suggest they see the methodologies of American Flight training and European drawing closer together. It does seem that much of the EASA work is modelled on the American philosophies. To that end this publication may be useful for you, because it deals with “how to teach” rather than “what to teach”:-

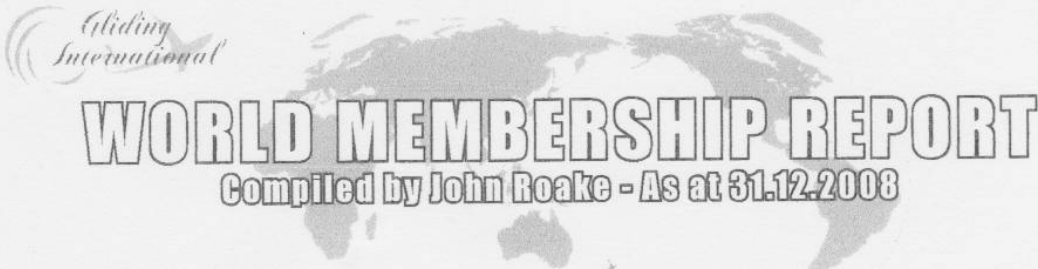
faa-h-8083-9 aviation instructor's handbook-----a free download of the American manual.

There is also a free download of the New Zealand Gliding Association Instructors manual parts 1 2 and 3 which can be found on their website under training/instructor resources.

**Preparation ( A few ideas)**

1. As a potential instructor you should fly as frequently as possible
2. Question your own flying competence; was that last landing as text book as you could make it? is your lookout good enough? .
3. When did you last stall or spin? Take every opportunity to practice these skills.
4. Get a copy of the ab-initio training card----could you deliver the briefings? Sit and listen to an experienced instructor briefing his pupil take notes and ask questions ---he won't mind.
5. Consider your own solo flying; are you developing your cross country skills? You need to if you are to offer your new pupils advice on the subject.
6. Consider your own values and principles (safety in the air, on the ground, and keeping to the rules), be sensible and consistent.
7. Get involved teaching ground skills to new members, find out what is being taught and get permission to teach these skills yourself.

Addendum 1



**WORLD MEMBERSHIP REPORT**  
Compiled by John Roake - As at 31.12.2008

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
ARGENTINA	253	242	252	264	186	174	182	230	249	223	120	165
AUSTRALIA	3139	3089	2976	2785	2725	2673	2606	2637	2575	2444	2460	2436
AUSTRIA	3990	3965	3928	3817	3790	3692	3690	3687	3598	3481	3466	3458
BELGIUM	1557	1570	1591	1530	1520	1472	1916	1877	1850	1760	1743	1713
CANADA	1319	1321	1313	1290	1350	1297	1232	1134	1103	1101	1140	1075
CHILE										147	148	152
CHINA							120	117	50	48	67	61
CROATIA							270	272	149	150	161	148
CZECH REPBL	3540	3591	3190	3142	3114	3206	3246	3249	3196	3121	3198	3240
DENMARK	1984	1927	1950	1892	1875	1841	1766	1756	1783	1738	1740	1683
FINLAND	2670	2474	2602	2814	2600	2548	2493	2442	2446	2329	2132	2244
FRANCE	12554	11813	11100	11510	12020	12155	13582	12829	12471	12375	12214	11643
GERMANY	36724	36768	36687	36414	35852	35650	35236	34642	33196	32229	31279	30792
GREECE	49	49	51	52	53	60	60	83	82	85	85	95
HUNGARY	1881	1664	1664	1628	1637	1643	1602	1450	1001	1063	1020	892
ICELAND	96	96	101	80	70	68	49	55	57	55	59	52
ISRAEL	189	190	190	183	184	175	180	176	170	175	175	170
IRELAND	79	81	85	94	98	111	118	111	119	112	116	85
ITALY	2120	2135	2125	2110	2122	2129	2129	1749	1641	1742	1807	1734
JAPAN	697	686	675	663	684	670	643	640	670	630	655	663
KENYA							7	9	8	13	23	12
KOREA							10	9	8	8	10	8
LUXEMBURG							49	35	35	38	46	35
LITHUANIA		471	469	472	494	510	526	532	540	527	510	475
NTHRLNDS	4046	4125	4079	4065	4088	3816	3617	3952	3949	3857	3822	3825
N. ZEALAND	1017	987	889	867	901	917	919	893	875	861	871	797
NORWAY	1701	1599	1574	1550	1578	1760	1760	1513	1528	1435	1411	1332
PAKISTAN		23	25	28	29	28	27	25	24	27	22	19
POLAND	2808	3062	2902	2892	3048	3058	3058	2996	2587	2362	2394	2274
PORTUGAL							64	64	62	58	64	59
RUSSIA	369	326	326	326	357	360	360	349	350	333	331	250
SERBIA							143	130	127	120	115	130
SLOVAK REPLB	925	846	774	736	699	729	675	652	680	624	662	715
SLOVENIA	885	874	861	872	924	949	949	598	579	624	593	557
STH AFRICA	641	688	728	579	597	613	635	598	628	590	596	582
SPAIN	490	493	498	496	435	436	560	561	550	526	520	514
SWEDEN	3249	3013	3025	2700	2950	2700	2912	2776	2678	2567	2391	2321
SWTZRLND	3647	3666	3680	3145	3040	2977	2871	3154	2995	2745	2794	2813
UNTD KNGDM	9225	9225	9164	8802	8848	9166	8341	8242	8105	8079	7950	7811
U.S.A.	32399	32645	32133	31592	31148	31146	30125	30222	30186	30136	29513	29192
	134243	133704	131607	129390	129016	128729	128728	126446	122900	120538	118423	116222