


## Elements of Effective Teaching in a Professional Environment

<b>Objective</b>	
<p>To ensure the applicant learns the responsibilities of a flight instructor and the professional behaviors they are required to display.</p>	
<b>Purpose</b> <p>Aviation can be an intimidating environment for new students, and tensions or frustrations can run high. It is important for all instructors to present themselves professionally, and take their obligations to aviation safety and their students' well-being seriously. This lesson introduces prospective flight instructors to the responsibilities required of flight instructors, how to minimize student frustrations, and the professional behaviors they should display.</p>	
<b>Schedule</b>	<b>Equipment</b>
<ul style="list-style-type: none"> <li>● <b>Ground Lesson:</b> 20 minutes</li> <li>● <b>Student Q&amp;A:</b> 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>● Whiteboard / Markers (optional)</li> </ul>
<b>Student Actions</b>	<b>Instructor Actions</b>
<ul style="list-style-type: none"> <li>● Ask any questions, receive study material for the next lesson.</li> <li>● Watch linked video.</li> <li>● Review listed references.</li> </ul>	<ul style="list-style-type: none"> <li>● Deliver the ground lesson (below).</li> <li>● Answer student questions.</li> </ul>
<b>Completion Standards</b>	
<ul style="list-style-type: none"> <li>● Student can explain the following concepts: <ul style="list-style-type: none"> <li>● Primary Instructor Responsibilities</li> <li>● How to Minimize Student Frustrations</li> <li>● Physiological Obstacles to Flight Students</li> <li>● Elements of Flight Instructor Professionalism</li> <li>● How to Evaluate Student Piloting Ability</li> <li>● Professional Development</li> </ul> </li> </ul>	

## References

- FLY8MA.com Flight Training - “CFI ORAL EXAM: Part 1 | FOI”
  - YouTube - <https://www.youtube.com/watch?v=4lxiQeh0FFI>
- FAA-H-8083-9B (Aviation Instructor’s Handbook) - Chapter 8 [Instructor Responsibilities and Professionalism]
- FAA-S-ACS-25 (CFI ACS) - Area I Task E
- FAA-S-8081-9D (CFII PTS) - Area I Task F

## Ground Lesson Outline

- Aviation Instructor Responsibilities
  - Helping Students Learn
  - Providing Adequate Instruction
  - Standards of Performance
  - Emphasize the Positive
  - Ensure Aviation Safety
- Minimizing Student Frustrations
  - Motivate Students, Keep Students Informed, Approach Students as Individuals, Give Credit When Due, Criticize Constructively, Be Consistent, Admit Errors
- Flight Instructor Responsibilities
  - Ensuring Student Piloting Ability
  - Pilot Supervision
  - Practical Test Recommendations, Additional Training, and Endorsements
  - See and Avoid
  - Pilot Proficiency
- Physiological Obstacles for Flight Students
  - G-Forces, airsickness, Discomfort
- Professionalism
  - Ethics, Professional Conduct, Sincerity, Acceptance of the Student, Personal Appearance and Habits, Demeanor, Proper Language
- Aviation Instructors and Exams
  - Knowledge Tests, Practical Tests
- Evaluating Student Pilot Ability
  - Established Standards Tailored To Experience Level, Consider All Elements, Keep Student Informed of Progress, Allow Minor Errors to Play Out
- Professional Development
  - Continuing Education, Reading FAA Publications, Keep Instruction Interesting and Up-to-Date, Staying Well-Informed and Current

## Ground Lesson Content

- **Aviation Instructor Responsibilities**
  - **Helping Students Learn** - Tailoring instruction to meet individual student needs, helping them meet their training goals
  - **Providing Adequate Instruction** - Ensure that students are given high-quality instruction that meets the necessary standards for safety, etc.
  - **Standards of Performance** - Upholding performance standards, not just 'letting things slide', ensuring safety, etc.
  - **Emphasize the Positive** - Helps to keep students motivated and maintain their self-esteem and dignity
  - **Ensure Aviation Safety** - Produce safe pilots
- **Minimizing Student Frustrations**
  - **Motivate Students** - Flight training is very difficult and requires motivation
  - **Keep Students Informed** - Students who are well-informed about their progress are less frustrated
  - **Approach Students as Individuals** - Every student is different, so the same approach does not work for every student
  - **Give Credit When Due** - When a student performs well, recognize it and give appropriate praise
  - **Criticize Constructively** - When critiquing a student, make sure to give them useful tools for improving their performance
  - **Be Consistent** - Enforce consistent standards of flying, i.e. don't use checklists only half the time, etc. Insist on standardization of procedures, maneuvers, etc.
  - **Admit Errors** - CFIs make mistakes also, don't be afraid to admit you don't know or made a mistake, it will help students to realize this is normal
- **Flight Instructor Responsibilities**
  - **Ensuring Student Piloting Ability** - CFIs are responsible for ensuring student pilots have the necessary level of ability before endorsing for solo, checkride, etc.
  - **Pilot Supervision** - Supervising pilots on solo flights, etc.
  - **Practical Test Recommendations, Additional Training, and Endorsements** - Endorsing candidates for practical tests, providing training for complex/HP/other endorsements, flight reviews, etc.
  - **See and Avoid** - Keep eyes outside while students are performing maneuvers
  - **Pilot Proficiency** - Insisting on a high level of proficiency from students, improving the proficiency of the pilots they work with
- **Physiological Obstacles for Flight Students**
  - **G-Forces** - Can be uncomfortable or new experiences for many
  - **Airsickness** - Must be dealt with carefully, can potentially be improved with experience, but may also require remedies (ginger pills, etc)
  - **Discomfort** - Small airplanes are noisy, difficult environments, make sure pilots are feeling comfortable.
- **Professionalism**



- **Ethics** - Instructors **must** behave ethically at all times. We do not bend rules, lie, falsify records, or deceive our students. We prioritize safety. We are ambassadors and representatives of the aviation community. Additionally, we are being compensated by our students, and **we must be fair and accurate in our billing practices**. The following is a recommended code of ethics that instructors should follow:
  - Make safety the number one priority
  - Develop and exercise good judgment in making decisions
  - Recognize and manage risk effectively
  - Be accountable for his or her actions
  - Act with responsibility and courtesy
  - Adhere to prudent operating practices and personal operating parameters
  - Adhere to applicable laws and regulations.
- **Sincerity** - Flight instructors should take their relationship with their students seriously, and take a real interest in their success
- **Acceptance of the Student** - All students are different, and all have different strengths and weaknesses. Accept that students are different and respect each of them.
- **Personal Appearance and Habits** - Professional appearance, not disheveled, etc.
- **Demeanor and Professional Conduct** - Conduct yourself professionally. Give your students proper respect. When you are with a student you are in your *workplace*, and proper professional workplace conduct standards should be observed.
- **Proper Language** - Don't use profanity or vulgar language. Use a serious, professional voice when giving instruction, interacting with ATC, etc.

Instructor Do's
✔ Be professional at all times.
✔ Be sincere.
✔ Present a professional appearance and personal habits.
✔ Maintain a calm demeanor.
✔ Practice safety and accident prevention at all times.
✔ Avoid profanity.
✔ Define common terms.
✔ Continue professional development.
✔ Minimize student frustration.
✔ Motivate the student.
✔ Keep the student informed.
✔ Approach each student as an individual.
✔ Give credit when due.
✔ Criticize constructively.
✔ Be consistent.
✔ Admit errors.

Instructor Don'ts
✔ Ridicule the student's performance.
✔ Use profanity.
✔ Model irresponsible flight behaviors.
✔ Say one thing but do another.
✔ Forget personal hygiene.
✔ Disrespect the student.
✔ Demand unreasonable progress.
✔ Forget the student is new to aviation jargon.
✔ Set the student up for failure.
✔ Correct errors without an explanation of what went wrong.

- **Aviation Instructors and Exams**
  - **Knowledge Tests** - Multiple choice, generally needed for certificates
  - **Practical Tests** - Checkrides. Oral assessments and a flight test
- **Evaluating Student Pilot Ability**
  - **Established Standards Tailored To Experience Level** - Evaluate students to established standards for each lesson (state up front), but those standards should be tailored to the students current level.



- **Consider All Elements of Performance Individually** - Some elements of the performance may be good and some bad, consider each individually, not just the whole
  - **Keep Student Informed of Progress** - Ensure students are well informed about their progress so that they know the items that they must improve before moving forward
  - **Allow Minor Errors to Play Out** - Students can learn from making mistakes, and errors that don't create a safety issue should be allowed to 'play out' to give the student a chance to recognize and correct the errors.
- **Professional Development**
    - **Continuing Education** - Attending seminars, WINGS events, etc.
    - **Reading FAA Publications** - Keeping up to date with revisions of FAR/AIM, AFM, PHAK, etc.
    - **Keep Instruction Interesting and Up-to-Date** - Adapt with the times, integrate new technologies (e.g. tablets/apps, ADS-B, etc)
    - **Staying Well-Informed and Current** - Keep informed about latest changes to regulations and procedures