

GUIDE FOR NEW INSTRUCTORS



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PROFESSIONAL SKI INSTRUCTORS OF AMERICA
AMERICAN ASSOCIATION OF SNOWBOARD INSTRUCTORS



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Introduction 介绍

Welcome to the exciting world of teaching skiing and snowboarding!
欢迎你进入单板或双板滑雪教学的精彩世界！

This guide will help you learn more about snowsports instruction and offers insights on how to earn Level I certification from Professional Ski Instructors of America and American Association of Snowboard Instructors (PSIA-AASI). You'll be introduced to PSIA-AASI's teaching models and concepts, which apply to all the different disciplines of snowsports: adaptive, alpine, cross country, telemark, and snowboarding.

本指南可以帮你初步了解雪上运动教学，并带你了解美国双板滑雪职业指导员协会（PSIA）和美国单板滑雪指导员协会（AASI）一级认证的内容。你将可以了解PSIA和AASI的教学模式和理念，并将它们应用到不同门类的雪上运动教学中，包括残疾人滑雪，高山滑雪，越野滑雪，泰勒马克滑雪以及单板滑雪。

Each section of this guide covers areas you'll find relevant as a new instructor, such as learning about your students, maintaining professionalism, and promoting safety on the hill. This guide isn't the only resource PSIA-AASI offers for snowsports instructors, however, so look to the last page for a list of additional publications with more in-depth information on specific topic areas. Also check with your division for recommendations on other tools and resources available to you.

对于新晋成为指导员的你，本指南的各个部分都涵盖了即将遇到的问题，包括如何了解你的学生，如何体现职业素养，以及如何宣讲山地安全等。然而，本指南并不是PSIA-AASI为雪上运动指导员提供的唯一资源。请参照本指南最后一页中的额外出版物清单，在那里你会找到一些更为具体的主题的深度内容。此外，你还可以与当地的分支机构联系，获取其他学习工具和资源。



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Who Are Your Students?

谁是你的学生？

As a ski or snowboard instructor, you represent yourself *and* your snowsports school and/or resort. Each time you work with a student, you leave an impression, whether that be positive, neutral, or negative. To provide the best possible guest service and a safe, fun, learning environment, try to see every situation from the student's perspective. Consider how your interactions affect their impressions – of you, the school, the resort, and snowsports in general. After all, you'll do more than just help students with their technique. As summed up in PSIA-AASI's vision statement, you create lifelong adventures through education.

作为一名双板或单板指导员，你不仅代表你自己，还代表你所在的滑雪学校和/或滑雪度假村。你每进行一次教学，都会给学生留下一个印象，它可能是正面的，中性的，或者是负面的。为了能够提供尽可能好的客户服务，以及创建一个安全、有趣、有益学习的环境，要多从学生的角度出发去考量每种情况。要时刻记得你的言行会影响到他们对你，对学校，对雪场，甚至总的来说整个雪上运动的印象。一句话，你的工作不仅仅是帮助学生学会滑雪。就如同PSIA-AASI的宗旨所总结的那样，你通过教学为学生提供了一个可以享受一生的事情。



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Guests of all types and ages come to snowsports areas to enjoy the winter environment and to learn how to slide on snow or improve the skills they already have. You'll be teaching students with a wide range of abilities – from beginners who have never been on snow to advanced students looking to get even better.

各种类型和年龄的客人来到滑雪场，享受冬日的快乐，学习如何滑雪或者提高已掌握的技术。你面对的学生会是各种能力范围的，从从未上过雪的初学者到想要滑的更好的进阶学生。

Beginners are especially important to the ski and snowboard industry. If they have a great time and enjoy their experience, they're more likely to continue to advance their skills on snow; thus, developing a passion for the sport and maybe even bringing others to join in the fun.

不论对于单板滑雪还是双板滑雪行业来说，初学者都是尤其重要的一部分。如果他们玩儿的开心，享受这个过程，他们非常有可能会继续完善雪上技巧，进而培养出对这种运动的热情，甚至可能带其他人一起来享受这快乐。

Study Questions:

- What are some key ways to provide great guest service?
- How do you make a good first impression?

学习问题:

- 要提供高质量的客户服务，有哪些关键之处？
- 你如何留下良好的第一印象？

Professionalism

职业精神

Of all the employees at any given resort or nordic center, it's the instructors who spend the most time in direct contact with guests. This means that you have an opportunity to influence them in many ways, sometimes unintentionally. In developing as a snowsports instructor, it's important to earn and maintain the respect and confidence of area management, guests, your students, and your co-workers.

无论是在滑雪度假村还是北欧运动中心，指导员总是花最多的时间和客人在一起的工种。这意味着作为一名指导员，你有机会在很多方面影响你的客人，有时候甚至是无意识的。当你在雪上运动指导员的道路上越走越远，你会发现赢得和维护管理层，客人，你的学生和你的同事的尊敬和信任是如此之重要。

Working at a resort can be very fun, but keep in mind that a resort is also a business and you're a paid employee. Whether you're teaching at a small ski hill, a local nordic center, or a large destination resort, businesses have certain expectations for how employees behave. Losing that respect and confidence damages your professional development and reputation as an instructor.

在度假村工作可能会非常好玩，但也要时刻谨记，度假村也是一间商业机构，而你是从他们那里拿工资的员工。不论你是在小雪场，北欧中心，或是一间很大的目的地度假村从事教学工作，这些商业机构都会对员工的表现有所要求。一旦失去这种尊敬和信任，你作为一名指导员的职业发展道路和信誉都会受到损害。



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The following guidelines are not all-inclusive, but do offer a foundation of best practices for interacting with others while wearing your resort's uniform. Be sure to check with your supervisor or manager regarding any additional conduct guidelines in place your snowsports area may have in place.

以下准则指南并不是大而全的，但它也是起到了一个基石的作用，让你可以在穿着你度假村的制服，与客人互动的时候做到最好。但要记得和你所在度假村的主管或经理再次确认，你所在的雪上运动区域是否还有更多的行为准则需要遵守。

Instructor Guidelines:

指导员行为准则：

- Consistently demonstrate a positive attitude toward snowsports and teaching.
- 对雪上运动和教学保有持续的正面态度。
- Be honest in all dealings and advice with customers.
- 诚实的与顾客相处并提供建议
- Provide professional opinions based upon facts and knowledge, rather than speculation and preconceived notions.
- 根据事实和相关知识提供专业意见，而不是臆测和先入为主的观念。
- Participate in continuing-education programs designed to help you maintain and improve your professional competence.
- 参加继续教育课程，帮助你保持和提高职业素养。
- Enthusiastically support other snowsports industry stakeholders and related service organizations. Other stakeholders include equipment manufacturers, distributors and retailers, and area operators. Related service organizations include the National Ski Areas Association (NSAA), the National Ski Patrol (NSP), the U.S. Ski & Snowboard (USSA) and its regional divisions, the United States Amateur Snowboarding Association (USASA), and agencies of federal, state, and local government responsible for the management of public lands.
- 对雪上运动行业的其他从业者以及相关服务机构提供热情支持。其他从业者包括器材设备生产商，销售代理和零售商，以及滑雪区域运营商。相关服务机构包括全国滑雪区域协会（NSAA），国家滑雪巡逻队协会（NSP），美国双板及单板联合会（USSA）及其地区分部，美国业余单板协会(USASA)，以及负责公共土地管理的国家，州和地方政府级别的管理机构。



Appearance

Many areas have specific policies regarding appearance and how you present yourself. Check with your school director, manager, or supervisor to ensure you comply with the policies of your area or school.

外表

很多滑雪区域都对指导员的外观和行为举止有具体规定。和你所在滑雪学校的校长，经理或主管确认，确保你的外表符合该滑雪区或学校的相关要求。

Continuing Education and Hours

To maintain PSIA-AASI Level I certification, instructors must take part in continuing education (earning continuing education units, or CEUs) to stay current with technology and teaching techniques. PSIA-AASI members who pursue and attain certification and actively teach at a resort must attend either two days or 12 hours of continuing education clinics every two years. Contact your PSIA-AASI division for CEU policies and credit requirements as well as information about the types of clinics offered and accepted.

继续教育和学时

要保住你的 PSIA-AASI 一级证书，指导员必须参与继续教育（获得继教积分 CEUs），以此来更新自己的技术和教学技巧。PSIA-AASI 会员如要继续获得更高资格证书，并在度假村一直从事教学工作，那则必须在每两年内参加为期 2 天或 12 小时的继续教育工作会议。请联系你所在区域的 PSIA-AASI 分部，了解 CEU 相关规定及学分要求，以及工作会议的类型和时间等信息。

Communication

Sometimes you might have questions or concerns, or need clarification about policies, processes, or expectations. Knowing where to go and who to ask for answers is important. For questions about training and certification, check with your snowsports

school supervisor or manager. If you're a PSIA-AASI member with questions about division-specific education events, get in touch with your PSIA-AASI division office (contact information is provided on the last page of this guide). If you have questions about becoming a PSIA-AASI member or your current member benefits, contact your division office or email PSIA-AASI's Member Services team at memberservices@thesnowpros.org.

沟通渠道

有时候你可能有问题，担心，或需要对政策，流程或前景进行澄清，需要知道要去问哪里或问谁会是很重要的事。如对训练和认证有问题，可与你所在的滑雪学校主管或经理确认。如果你是 PSIA-AASI 会员，对相关分部的具体教育项目有问题，你可以与所在分部的办公室联系（联系信息见此指南最后部分）。如果你对如何加入 PSIA-AASI，或对现有会员权益有任何疑问，可与所在分部办公室联系或直接发邮件给会员服务部门，memberservices@thesnowpros.org。

Responsibility to Resort/Area

Know your area management's policies regarding teaching outside of your regular teaching assignment and hours. If a student, area guest, or other person asks you to teach them a lesson in an unofficial capacity, please immediately connect with your supervisor or manager.

对度假区/滑雪区责任

了解你所在滑雪区管理机构对于你在常规工作时间之外教学的规定。如果有学生或客人要求你在非官方的时间之外提供教学，你应立即与你的主管或经理联系。

Equipment

As a snowsports instructor, you represent your area and yourself. The special purchasing programs offered to instructors are a direct benefit of being an employee of your school/area and of being a member of PSIA-AASI committed to continuing education and professionalism. Follow all terms and conditions, and act in a respectful and appreciative manner when communicating with the companies directly. The deals offered – and the criteria for eligibility – are up to the individual manufacturers, and it's your responsibility to understand any restrictions or specific guidelines included in these programs. Trying to obtain ski and snowboard products for anyone other than yourself can jeopardize this benefit for everyone.

Equipment is often offered through these purchase programs, and the gear you use when teaching represents you and your knowledge of modern snowsports. At the start of each season, consider whether your equipment is suitable for a professional instructor and, more importantly, whether it is safe to use.

关于装备

身为一名雪上运动指导员，你代表的是你自己以及你所在的滑雪区。为指导员提供的特价商品项目是作为滑雪学校/滑雪区雇员的一项直接福利。而作为 PSIA-AASI 会员也会拥有继续教育和职业发展的福利。在与器材公司直接沟通时请尊重对方并要带感激之情，遵守对方的条件与条款。厂商提供的优惠要完全视对方决定，并由他们决定你是否适用该优惠。你有责任了解这些优惠项目中的限制条款以及基本准则。为除你之外的其他人购买雪板，可能会导致计划终止，令所有人都无法再享受该福利。

指导员所用的装备通常都是通过这些优惠项目购买的，你在教学时所用的装备代表了你以及你对现代雪上运动的认识。在每个雪季开始之前，考虑一下你所用的装备是否适合一名职业指导员，还有更重要的，使用是否安全。

Study Questions:

- How does your behavior/professionalism affect lesson outcomes?
- Describe possible consequences that being unprofessional at your resort could have for you and the snowsports industry in general.
- How do you ensure that you're knowledgeable about your resort's policies and procedures?

学习问题

- 你的行为/职业素养将会如何影响课程的效果？
- 描述一下不专业的表现将会给你和你所在的滑雪场，以及整个滑雪产业带来什么可能的后果
- 你如何保证你了解所在滑雪场的规定和流程？

How to Teach 如何教学

Teaching snowsports is much more than simply explaining how to do something. The most effective and successful teachers make a point of developing a trusting relationship, actively listening, creating a safe environment, and inspiring learning in their students.

雪上运动教学远远不止仅仅解释如何做一个动作。有效和成功的教学应该是建立一种互相信任的关系，主动倾听，创造一个安全的环境，以及激励学生学习。

THE TEACHING MODEL				
<p>Student Makeup</p> <p><i>Discover your student's:</i></p> <ul style="list-style-type: none"> ■ Characteristics and background ■ Learning styles and preferences ■ Motivations, understandings, and desires ■ Emotional states ■ Beliefs, attitudes, and values ■ Physical conditioning and health 	+	<p>Instructor Behavior (Teaching Cycle)</p> <p><i>Use your skills to:</i></p> <ul style="list-style-type: none"> ■ Introduce Lesson and develop trust ■ Assess students and their movements ■ Determine goals and plan experiences ■ Present and share information ■ Guide practice ■ Check for understanding ■ Debrief the learning experience 	=	<p>Learning Partnership</p> <p><i>Create a lesson that</i></p> <ul style="list-style-type: none"> ■ Is creative, individualized, and student-centered ■ Is interactive, experiential, and FUN! ■ Contributes to the student's success ■ Produces positive results ■ Provides ownership of skills ■ Creates lasting memories ■ Encourages future learning ■ Culminates in guest satisfaction

教学模式

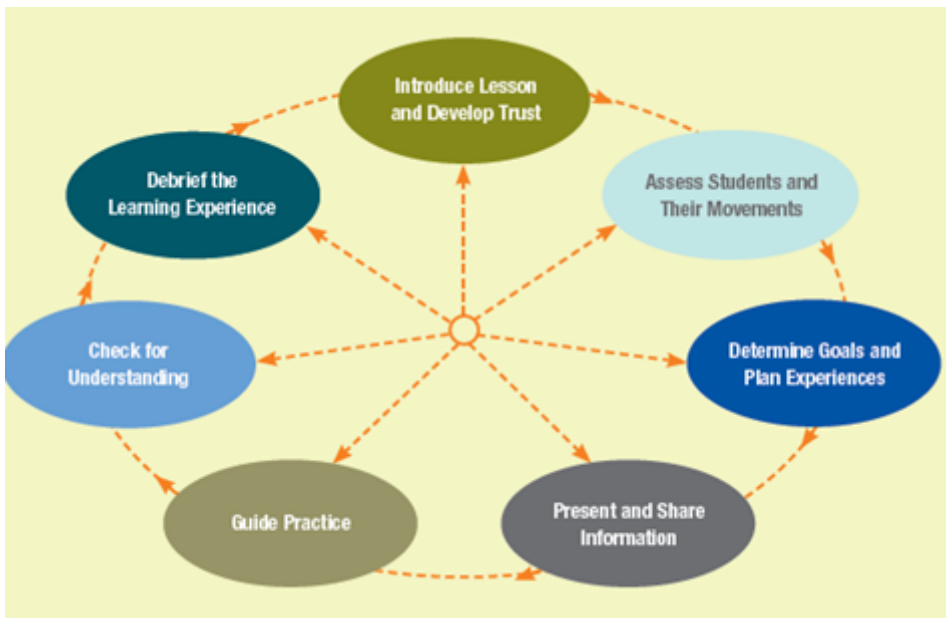
<p>学生信息</p> <p>你需了解学生的：</p> <ul style="list-style-type: none"> ■ 性格和背景 ■ 学习方式和喜好 ■ 目的，理解 and 需求 ■ 情绪状态 ■ 信仰，态度和价值观念 ■ 身体健康状态 	+	<p>指导员行为（教学流程）</p> <p>运用你的技巧来：</p> <ul style="list-style-type: none"> ■ 介绍课程信息和建立信任 ■ 评估学生情况和动作 ■ 设立目标，计划课程 ■ 呈现和分享信息 ■ 指导练习 ■ 检查理解程度 ■ 总结所学内容 	=	<p>伙伴式学习</p> <p>高质量的课程应为：</p> <ul style="list-style-type: none"> ■ 有创造性，个性化并以学生为中心 ■ 互动，实践和乐趣！ ■ 致力于学生的成功 ■ 产出正面结果 ■ 协助掌握技巧 ■ 建立长久记忆 ■ 鼓励后期学习 ■ 达成最高客户满意度
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One of the pillars of PSIA-AASI's educational system is the Teaching Model, which emphasizes the roles that student makeup and instructor behavior (as guided by the Teaching Cycle) have in creating a Learning Partnership (see table X and figure X). The Learning Partnership provides a way to organize your lessons so you can learn about your students, design a teaching plan tailored to them, and practice and anchor the learning – all while creating a fun and memorable experience. Using the Teaching Cycle helps you build a partnership in which you, as the instructor, understand the goals of your students and can use their goals to make the necessary adjustments throughout the lesson. Doing so will help students achieve or at least make progress toward their goals.

PSIA-AASI教育体系的支柱之一就是教学模式工具，其重点就是如何将学生信息与指导员行为（以教学循环为指导）相结合，创造伙伴式的学习环境（见上表）。伙伴式的学习环境得以让你了解你的学生，根据他们的情况制定课程计划，并依此练习，为学习夯实基础。通过这样的方式来组织教学，同时创造一个充满欢乐并让人难以忘怀的学习经历。使用教学循环工具能够让你以一名指导员的角色与学生建立伙伴关系，了解他们的目标，并根据目标在教学过程中做出必要的调整。这样做能够更好的让学生达成目标，或者至少向着目标进步。

Your goal as an instructor is to create a successful Learning Partnership with every student. Understanding your students' makeup, or profile, allows you to adapt and adjust your behavior to create an effective partnership.

作为一名指导员，你的目标是与每个学生建立成功的学习伙伴关系。了解你学生的个人情况，或者说给学生侧写，能够让你更好的适应和调整你的教学，建立有效的伙伴关系。



介绍课程建立信任 – 评估学生水平和动作 – 设定目标和计划课程 – 呈现和分析信息 – 指导练习 – 检查理解 – 总结所学课程

Using the Teaching Cycle gives you a pathway for presenting information to your students during your lesson. Following a continuous, cyclical flow through the Teaching Cycle ensures that your lesson remains focused on students' needs and wishes. That said, the cycle is designed to be flexible, so you can move back and forth to meet the changing needs of the lesson. Throughout the Teaching Cycle, apply effective class management and provide feedback to your student.

使用教学循环，使你可以在教学过程中一步步的给学生提供信息。按照教学循环这种递进周期性的节奏，能够让你的课程一直聚焦在学生的需求和意愿上。尽管有自己的次序，但教学循环并不是一成不变的，你可以根据课程的需要在教学循环中反复进行某些步骤。在运用教学循环的同时，你还要进行有效的课堂管理，同时给学生提供反馈。

The Teaching Cycle in Action

实际应用教学循环

- **Introduce the lesson and develop trust** by taking the time to introduce yourself, establish rapport, and build trust with students and the group.
- **介绍课程并建立信任：**花些时间来介绍你自己，建立默契，在学生和你以及学生之间建立信任
- **Assess students and their movements** by having them identify past experiences that could impact learning and skill development. Discover your students' learning

preferences (addressed in the “How Students Learn” section of this guide) and evaluate physical capacity.

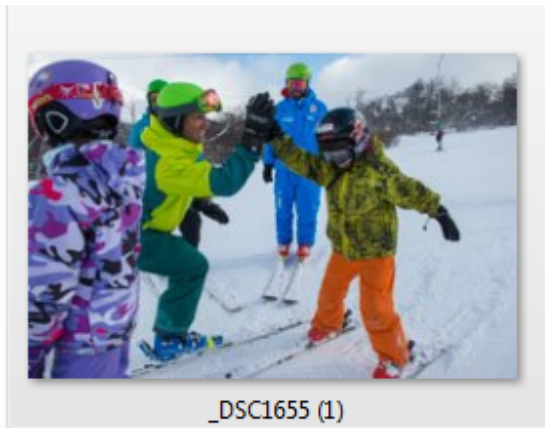
- **评估学生情况和动作：** 学生过去的经历会对其学习和技巧进步有一定影响。发现你学生的学习偏好（在本指南《学生如何学习》章节有介绍），同时评估其运动能力。
- **Determine goals and plan experiences** based on student makeup and physical assessment. Partner with students in designing their lesson plan and formulate a meaningful progression of movements and skills.
- **设定目标和计划课程：** 基于学生个人情况以及你对其运动能力的评估，有针对性的制定课程计划，制定合理的渐进式教学步骤来进行动作和技巧教学。
- **Present and share information** by clearly communicating and accurately demonstrating actions; connecting movements to outcomes.
- **呈现和分享信息：** 清晰的沟通，精确的描述动作，把动作和表现的因果关系联系起来。
- **Guide practice** by setting practice at levels appropriate to the students’ ability, energy, and desires. When you provide feedback during the lesson, you have the opportunity to ensure your student is actually learning and understanding the desired outcomes.
- **指导练习：** 根据学生的能力，体力和意愿来选择合适水平的练习动作。当你在教学中提供反馈的时候，你会了解到学生的实际学习情况，并了解是否达成预期的结果
- **Check for understanding** by verifying your students’ level of physical understanding based on their ability to make the movements required to accomplish desired outcomes. During your lesson, you’ll consistently check for understanding. It’s during this process that you’ll provide feedback or make any alterations to the lesson as necessary.
- **检查理解：** 学生要完成预先设定目标，需要有能力做出所需的动作，通过观察学生的动作你可以评估其是否理解动作上的要点。在教学过程中，你要不断的来检查学生的理解情况。也是在这一阶段，你要给学生提供反馈或者对课程做出必要的调整。
- **Debrief the learning experience** by engaging students in discussion to draw out insights about their performance.
- **总结课程：** 让学生一起参加讨论，让他们对自己的表现有深入的认识。

Experiences Shape the Lesson

以经验来制定课程

In developing learning partnership with your students, it's important to recognize that you each bring previous experiences that shape who you are as individuals. You'll want to establish a rapport and ask questions that help you assess and understand your student's background, motivations, and goals. Once you know more about your students, you can develop a plan to proceed and create an appropriate lesson.

在和学生互动，完善学习伙伴关系的过程中，要意识到每个人之前的经历都会令其各自不同。你可以通过问问题建立默契，帮助你评估和了解学生的背景，动机，目标。一旦了解了你的学生，你才能制定合适的计划，并以此来进行恰当的教学。



As the lesson unfolds and you receive more feedback about your students and their goals, you can adjust your teaching process as necessary by using the Teaching Cycle. Before the lesson ends, be sure you've answered all your students' questions and they're confident – or gaining confidence – with what they've learned. Before your students leave your class, summarize the experiences they had during the lesson and offer advice on the appropriate next steps.

随着教学的进展，你会收到更多的来自学生的反馈，以及更多的了解他们的目标，这时你可以在必要的时候运用教学循环工具调整你的教学进程。在课程结束之前，确定你解答了学生的所有问题，并通过学会的东西，帮他们建立了自信，或者说逐渐获得自信。在学生下课之前，根据教学的内容进行总结，并对他们下一步的学习目标给出建议。

Keep in mind that your students' opportunities to learn don't start and end with you during their lesson on the snow. Educational elements are present in all touch points of the resort; from the time your student arrives in the parking lot to the time he or she enters the rental shop, approaches the ticket counter, and heads for the lifts. When possible, ensure that students, potential students, and guests receive professional service throughout their time at the resort and not just if and when they are with you on snow.

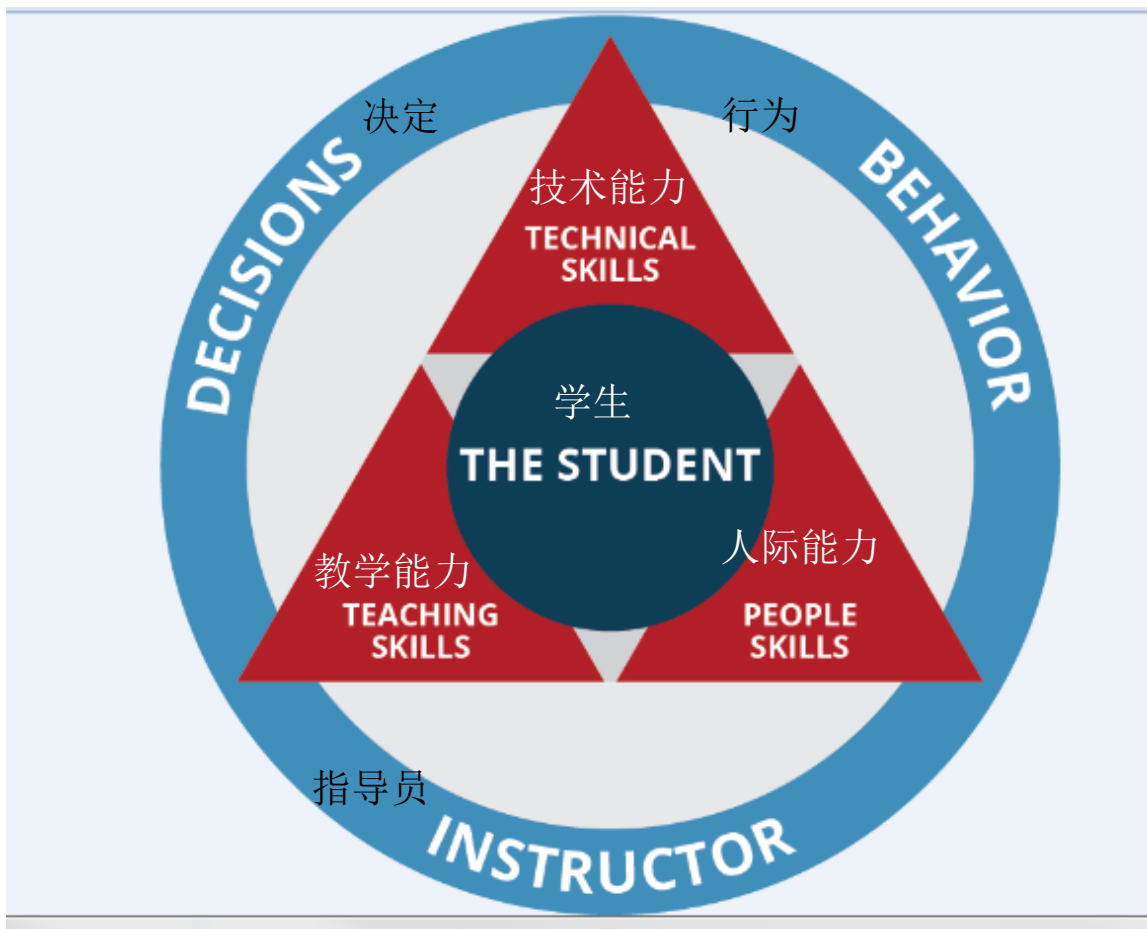
谨记学生的学习机会并不仅限于你雪上课程的开始和结束。在滑雪场的每个角落都有教育的要素，从他们到达停车场，到进入雪具租赁店，从售票柜台，再到准备使用缆车的时候。如有可能，保证学生，潜在的学生，以及客人在滑雪场从始至终都得到专业的服务，而不仅仅是和你在雪上的时候。

And don't feel as if you have to know everything there is to know about skiing and snowboarding, or unfailingly know how to teach for every scenario that may arise. Learning from your successes (and mistakes) helps make you a better instructor.

此外，不要觉得你应该了解滑雪方面的每项内容，或者你能解决教学中的所有可能出现的问题。从你的成功和错误中总结和学习也会帮助你成为更出色的指导员。

In addition to the teaching model and learning partnership, PSIA-AASI created the Developmental Framework to identify the fundamentals of great snowsports instruction, this framework encourages instructors to connect with students by focusing on the learning environment.

除了教学模式和学习伙伴关系之外，PSIA-AASI 还创造了发展框架，来说明构成高质量滑雪课程的基本要素。这个框架鼓励指导员们聚焦学习环境，更好的与学生关联起来。



Being student-centered is the key to establishing this connection, to create a true learning partnership it is essential that instructors balance the core fundamentals of Technical Skills, People Skills, and Teaching Skills as seen in the image above. 以学生为中心，是建立这个关联的关键。要创建真正的学习伙伴关系，如上图所示，指导员必须把技术能力，人际能力和教学能力，这三个核心基础平衡好。

Feedback 反馈

You may have noticed that the word “feedback” crops up frequently when talking about instruction. That’s no accident, since feedback is a crucial component in how students advance in their skills. In providing feedback – either during a given performance or directly after – you give students invaluable information about their movements, and help them use this information to guide future performance.

你也许已经注意到了，反馈这个词语在我们谈到教学的时候会频繁的出现。这并非巧合，因为反馈是学生取得技术进步过程中的一个至关重要的组成部分。在学生做动作的过程中，或者在学生做完动作之后提供反馈，你针对学生的动作提供宝贵的信息，这些反馈能够帮助他们在后面的表现中更好的运用你提供的信息。

In most learning situations, feedback can be intrinsic or extrinsic. Intrinsic feedback is the information your student receives when performing a movement, including sensory cues that, for instance, may indicate how the movement feels. Extrinsic feedback is information the student receives from external sources... primarily you in the role of instructor. It's the extrinsic feedback that builds upon the intrinsic feedback.

在大多数的学习环境中，反馈可分为内在和外在的两种。内在反馈是指学生在做动作的时候自身感觉到的信息，比如像做出一个动作的时候身体感知会告诉你这是一种什么感觉。外部反馈是指学生从外部资源得到的信息，主要就是从作为指导员的你那里得到的。外部反馈建立在内部反馈的基础之上。



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You can break down extrinsic feedback even further, into knowledge of results (KOR) and knowledge of performance (KOP). Feedback related to knowledge of results has to do with outcomes, the extent to which a *goal* is achieved. Feedback related to knowledge of performance is defined as information about the actual performance or execution of the *skill*. In general, instructors conducting ski and snowboard lessons use a lot of KOP feedback, whereas coaches in competitive ski and snowboard events may rely more on KOR feedback.

你可以把外在反馈进一步细化，分为结果回馈（KOR）和表现回馈（KOP）。和结果回馈相关的反馈主要以结果为主导，以要达到的目标为考虑范围。和表现回馈相关的反馈主要以实际表现或该技巧完成的过程为主要信息来源。总的来说，指导员在进行滑雪教学的时候会用到很多表现回馈，然而在竞技滑雪中教练会更多的采用结果回馈。

Feedback is paramount to learning since, without it, your students won't know how they're performing. In all cases – whether intrinsic or extrinsic – feedback provides the information students need to guide their efforts. Through well-considered feedback, you can reinforce effective performance and/or motivate students to try new movements. Simply put, feedback is critically important in skill acquisition and in improving and/or maintaining performance levels.

反馈对于学习是至高无上的一环，因为没有反馈，学生就不会知道他们做的怎么样。无论是内部反馈还是外部反馈，这些都能给学生提供信息，指给他们努力的方向。通过这些深思熟虑的反馈，你能让学生保持好的表现，和/或激发学生尝试新的动作。简而言之，反馈对于学习技巧，提高和/或保持表现水平是至关重要的。

To create an ideal learning environment, it's vital that you not only provide feedback but also be aware of the type of feedback you give. For more in-depth information on types of feedback (categorized as individual or group; positive or negative; concurrent, terminal, immediate, or delayed; and descriptive or prescriptive), download *The Teaching Dimension: A Compilation of Articles by Joan E. Heaton* at <http://www.psia-e.org/download/ed/TeachingDimension.pdf>.

要创立一个理想的学习环境，关键在于你不但要提供反馈还要了解你提供反馈的形式。要深度了解更多的关于反馈形式的信息（具体分类包括个人与团队，正面与负面，并发的，终极的，中间的，或延迟的，描述性的或规范的），可到如下网址下载《教学维度：Joan E. Heaton文章集》<http://www.psia-e.org/download/ed/TeachingDimension.pdf>.

Study Questions:

- In what part(s) of the Teaching Cycle do you address safety with your students?
- How do you use the Teaching Model to build a relationship with your students?
- If you already have a few lessons under your belt, think about a student you recently taught. Provide a brief profile of this student and describe what you did to effectively communicate with them. How do you know your tactics or techniques were successful?
- In your own words, how do you develop trust and rapport with your students?
- Describe at least three different ways you can check for understanding.
- List three ways to show active listening.

学习问题：

- 在教学循环中的哪一步或部分你会给学生讲解安全事宜？
- 你如何运用教学模式与学生建立关系？

- 如果你已经进行过一些教学，回想一下你最近教过的一个学生。简短的介绍一下学生的情况，并描述一下你是怎样和他们进行有效交流的。你怎么知道你采取的策略和技巧是成功的呢？
- 用你自己的语言说说，你是怎样和学生之间建立信任和默契的？
- 描述一下你可以检查理解的三个不同方法
- 列出可以表现出你在主动倾听的三个方法

How Students Learn

学生如何学习

With quality snowsports instruction, students learn the appropriate movements and skills that support desired outcomes, while feeling comfortable and inspired with their efforts. While every student has their own way of learning, all go through a cycle of experiences to learn how to ski or snowboard. Good instructors have methods that are effective for a broad range of students, but they're also adept at making adjustments and modifications – based, in part, on learning preferences – that support the student-centered lesson approach PSIA-AASI helped pioneer.

在高质量的滑雪教学中，学生学到了正确的动作和技巧，帮助他们实现想要的目标，同时觉得舒适并会被自己的努力所鼓舞。尽管每个学生都有自己的学习方法，但所有人在学习如何滑雪的过程中都会经历一个周期。好的指导员会有针对各种情况学生的各种有效方法，但他们也擅于做出调整和改善，有些调整就是根据学生的学习偏好来做的，这也是对PSIA-AASI一直倡导并引领行业的以学生为中心的教学方法的应用。

Learning styles or preferences represent the ways your students collect, organize, and transform information into movement patterns. They can be broken down into two basic components: how a person *perceives and communicates* information and how he or she *processes* that information. Drawing upon the work of various learning theorists, PSIA-AASI's education tenets explore four approaches to how students learn:

- **VAK** – Information enters the brain through three primary senses: visual (through sight), auditory (through sound), and kinesthetic (through feeling).
- **Four Learning Styles (Feeler, Watcher, Thinker, Doer)** – Students have a preferred (though not necessarily exclusive) learning style, i.e., way of processing information.
- **Motor Skill Acquisition** – Students move through three stages of learning when acquiring a new skill: initial, elementary, mature.
- **The CAP Model** – Students have three distinct modes of development: cognitive (how they think), affective (how they feel in terms of attitude and social/emotional needs), and physical (how they move in terms of psychomotor skills).

学习方式或偏好代表着你的学生收集信息，组织信息，以及将信息转换成动作方式的方法。这些方法可以被细分为两个基本组成部分：如何获得和交流信息以及如何处理信息。PSIA-AASI 在研究了关于学习过程的理论著作后总结出了 4 种学生学习的基本方法：

- **VAK** – 信息通过三种基本感知传进大脑：视觉（经过眼睛），听觉（经过耳朵），以及体感（经过感觉）
- 四种学习方式（感觉者，观察者，思想者和实践者）- 学生会有一种更为偏爱的

学习方式（尽管并不一定是独一无二的），或者说，处理信息的方式。

- 运动技能学习过程 – 学生要掌握一项新技巧要经历三个学习阶段，初始阶段，初级阶段和成熟阶段。
- CAP 模式 – 学生有三种完全不同的学习方式：认知（如何思考），情感（在态度和社交/情感需求上如何感受），身体感受（在身体运动技巧方面如何运动）。

Each of these educational theories are addressed at more length below.

下面我们会就这些教学理论展开详述。



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VAK

Largely attributed to educator Walter Barbe, this approach to teaching relies primarily how you, as the instructor, deliver information with regard to the student's visual, auditory, and kinesthetic senses. While students may have a preference for one or two of these areas, it's important to recognize that students should be given opportunities to collect or to perceive information through all three channels to effectively learn a new skill. Skiing and riding are movement-driven sports, so developing a kinesthetic awareness of the interaction of the ski or board with the snow and how the body moves in space is critical to student success, especially when they're first learning.

这个教学方法要归功于教育家Walter Barbe，而你作为一名指导员对这一方法的运用在于如何从视觉，听觉和体感方面来向学生传递信息。学生可能会对其中的一种或两种有所偏好，但要意识到应该给学生通过这三个渠道来收集或获得信息的机会，来有效的学习一项新技能。滑雪是一项以动作来推进的运动，所以帮助学

生在身体上感知雪板在雪面上的反应，以及身体如何运动来适应，对学生的成功来说是至关重要的，尤其如果他们还是初学的话。

Four Learning Styles: Feeler, Watcher, Thinker, Doer

As outlined in work on experiential learning by David A. Kolb, these learning styles represent the cognitive mode of the learner, based on a combination of how the student perceives and processes information. Much like VAK, students may be predisposed to receiving information in one or more different ways, but for learning to be effective and lasting, students should pass through a series of experiences.

四种学习方式：感觉者，观察者，思想者，实践者

David A. Kolb在他关于实验性学习的著作中总结出这四种学习方式，它们代表了学生在获得和处理信息基础上的认知方式。和VAK很相似，学生可能会更容易用某一种或多种方式来获取信息，但为了能够让学习更为有效持久，学生应该尝试多种学习方式。



The Feeler:

These types of students value concrete experiences. People with this learning style are receptive learners and learn predominantly through “gut” intuition. They try many things and learn by doing and by evaluating along the way. The Feeler is very sensitive to the connection between what he or she does and its outcomes. This type of learner is aware of similarities and differences of experiences. They are particularly kinesthetic and will learn sports relatively easily because of this strong sensory awareness. If instruction gets too analytical, this student may quickly lose interest.

感觉者：

这类学生重视具体的经验。此种学习方式的学生是接受型的学习者，主要通过直觉的本能来学习。他们会做各种尝试，并通过边实践边评估来学习。感觉者对他或她的动作与结果间的联系非常明感。这一类的学习者会判断经验的相似点和不同点。他们对身体感觉尤其重视，并会因为这种强烈的身体感知而相对比较容易的学会一种运动。如果教学过于侧重分析，这类学生往往会很快的丧失兴趣。

The Watcher:

These types of student value reflective observation. People in this category like to “get the picture” and understand the purpose of practice. They need to watch others and study everyone’s performance, which provides the essential information they use to emulate what they see. To aid communication, create images for them to visualize.

Students with this learning preference are more successful if they can position themselves where they can watch what they’re being directed to do. If you have students follow behind you in a line, The Watcher is happiest when skiing directly behind you, so he or she can look at your movements. However, if you ask students to take turns when performing a particular movement pattern, this type of student will likely prefer to be last so he or she can garner as many visual references as possible.

观察者：

这类学生重视通过观察产生的反应。这一类人喜欢“视觉化”并懂得实践的目的。他们需要观察其他人，然后从每个人的表现来学习。这样他们可以从他们看到的情况来吸取必要的信息，并且通过模仿来学习。他们需要创造可见的图像来帮助他们进行交流。

有此种学习偏好的学生如果能够处在一个便于观察的位置，看到别人做出他们要做的事情，往往可以学的更好。如果你让观察者在后面跟着你，当他们就在你后面跟着滑雪的时候会是最开心的，因为这个时候他或她可以看到你的动作。然而，如果你要求学生按顺序来做一个具体的动作练习时，这类学生往往会乐意最后一个出发，这样他或她可以获得尽可能多的视觉参考。

The Thinker:

These types of students value abstract conceptualization, so they’re typically analytical, logical, thorough, and theoretical. They would rather read than listen to lectures, and they may be perceived as loners or dreamers. At times, they can be meticulous to a level of obsession.

The Thinker may take an academic approach to skiing or riding by studying snowsports books. They may come to the lesson with pre-conceived notions of what they “should” do. These learners benefit from detailed explanations of what you want them to do. They generally welcome opportunities to ride you the chairlift with you, so they can get more verbal information on the skills and movements they’re working on.

思想者：

这类学生重视抽象的概念化理念，因此他们会特别的擅于分析，逻辑性强，思维全面，还有重视理论。他们宁可阅读而不是听讲座，而且他们会给人们留下是独狼或梦想家的印象。有时候他们可以一丝不苟到有点强迫症的状态。

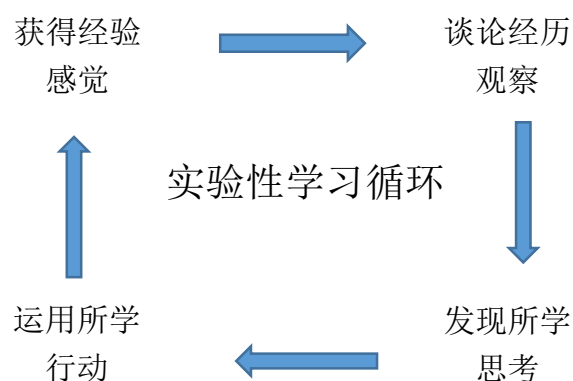
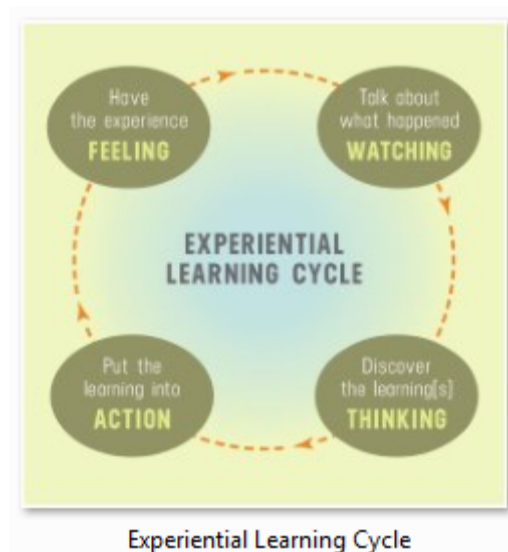
The Doer:

These types of students value active experimentation, so they tend to be pragmatic, practical, and functional. They are searchers who see a purpose in learning, making them good problem-solvers who work well with others. The Doer is constantly active, and being idle is not ideal. If skiing, they may poke their poles in the snow or tap their poles together until it's time for their turn. If snowboarding, they'll be eager to get going. Lengthy explanations or extensive conversations on the side of the trail tend to frustrate this learner, since they'd much rather be skiing or riding.

As you teach, you'll see that students show learning preferences in one particular area/category over another. However, most learning theorists agree that when a teacher helps students experience learning in ALL of the areas/categories listed above, they will certainly get more bang for their buck!

实践者

这类学生重视主动的实践，所以他们往往是比较务实，敢于实践和实用主义的。他们善于探索，会看到学习的目的，他们也很善于解决问题，因而可以与他人很好的合作。实践者永远闲不下来，无可事事对他们不是一种理想状态。如果是滑双板的，他们在等着滑行的时候会用雪杖在雪上戳洞，或者敲打他们的雪杖。如果是滑单板的，他们会急着开始滑。冗长的讲解或在雪道边上的长篇大论往往会让这种学习者感觉很不开心，他们更宁愿去滑雪。



Motor Skill Acquisition

运动技巧学习过程

Prevailing theories hold that, when learning a new movement pattern – regardless of the sport or outcome – people move through three levels of motor skill acquisition:

- **Initial:** At this stage, the learner makes crude movements, lacking in rhythm, focusing more on sensation than quality.
- **Elementary:** At this stage, the learner starts to gain some control, and looks at the body part to connect what is happening with movements. He or she generally enjoys exploring movements if he or she feels in control. Focuses on active avoidance of fixed or moving objects.
- **Mature:** At this stage, the learner's movements are refined, coordinated, and mechanically correct. He or she is able to pay equal attention to the environment, other people and tasks at hand.

目前流行一种理论说法，当人们学习一个新的动作方式，不管是什么体育活动或结果，人们会在学习过程中经历三个阶段。

- **初始阶段：**在这一阶段，学生会做出一些缺乏节奏的粗浅动作，他们学习的重点更多的是新感觉而不是高质量。
- **初级阶段：**在这一阶段，学生开始有意识的做出控制，并且会注意要做出动作所要运用到身体部分。如果感到是可控的，人们一般会感到学习过程中的乐趣，并会集中注意力躲避固定或移动目标。
- **成熟阶段：**在这一阶段，学生的动作往往是精确，协调和有技巧展现的。并且他们在完成自己的动作的同时，可以同样注意到周围环境与其他人。

New instructors, in particular, can better assess movements by understanding that students pass through each of these stages on the path to skill acquisition. Some students acquire new skills quickly and adroitly; others may develop the skills more slowly. Regardless, each stage has its own unique characteristics and allows the body to adapt and process new learned movement patterns.

特别是对于新晋指导员来说，了解学生在学习一项技巧的过程中需要经历这样的阶段，能够让我们更好的评估学生的动作。有的学生会非常快而灵的掌握一项新技巧，另外的学生可能学习的更慢。但无论怎样，每个阶段都有其独特的特征，使得学生可以慢慢适应并消化吸收新学习的动作方式。



The CAP Model

The CAP Model, which, again, offers a framework for observing students and defining their abilities in the areas of cognitive, affective, and physical development, helps you tailor lessons to each student by setting appropriate expectations. It has historically been used when teaching children, but research and years of experience has proven its value in all learning environments and age groups.

- Cognitive (how the student thinks): When working in the domain of knowledge and mental skills, it's important to know the student's stage of development. These developmental stages are ever-changing, especially in growing children.
- Affective (how the student feels): The affective domain relates to the emotions and motivations students display during the lessons. With fear and excitement taking center stage as the main influences on physical performance, emotions play a role in almost every aspect of learning.
- Psychomotor (how the student moves): Physical characteristics and stages of physical development greatly affect a student's movement capabilities. Recognize that students of the same age can be in different stages of development and, therefore, may perform differently. Remember that, regardless of physical ability, students are trying to do their best.

CAP 模式

CAP 模式也是一个框架性的工具，通过观察学生从而判断他们在认知，情感以及身体运动方面的能力。这能够帮助你为每个学生设定合适的目标并制定课程内容。一直以来我们都在儿童教学时使用这一工具，但经研究和多年的经验，这一工具在所有的教学环境与年龄群体中都是很有价值的。

- 认知（学生如何思考）：要提高学生的知识和思考技巧，了解其认知发展阶段是非常重要的。这些发展阶段是不断变化的，尤其是还在成长的孩子。
- 情感（学生如何感受）：情感方面是指学生在学习过程中表现出的情感和积极性因素。恐惧与兴奋经常会对身体动作表现起到非常重要的作用，所以情感往往在学习过程中的每一方面都扮演一定角色。
- 身体运动机能（学生如何动作）：身体特征和身体发育阶段往往会对学生的运动能力产生巨大的影响。要认识到同一年龄的学生身体发育也可能处在不同的阶段，因此在表现上也会有所不同。要谨记，不管学生本身的身体状况如何，学生都会尽他们最大的努力。

Traditionally, when teaching motor skills, the psychomotor domain has received the most attention, but greater emphasis in the cognitive and affective domains offers exciting new avenues for learning to take place. Including all three of these domains in your teaching/learning process makes learning more meaningful and enjoyable.

在传统教学运动技巧的过程中，身体运动能力往往会得到最大的重视。但在认知和情感方面的更多重视，对于学习效果来说可说是开辟了新天地。在你实际的教学/学习进程中，对于这三个领域的重视会让整个过程更为有意义有趣味。

Study Guide Questions:

- Describe four learning styles.
- Describe the elements of VAK.
- What are ways you can determine your student's learning preference?
- Describe how the CAP Model applies when teaching a lesson.

学习问题：

- 描述一下四种学习方式
- 描述一下 VAK 的组成元素
- 你如何来判断学生的学习偏好？
- 描述如何在教学中运用 CAP 模式

Keeping It Safe

安全第一

“Safety, fun, and learning” have long been core values in PSIA-AASI’s approach to snowsports instruction. Those three words should guide your everyday actions, behaviors,

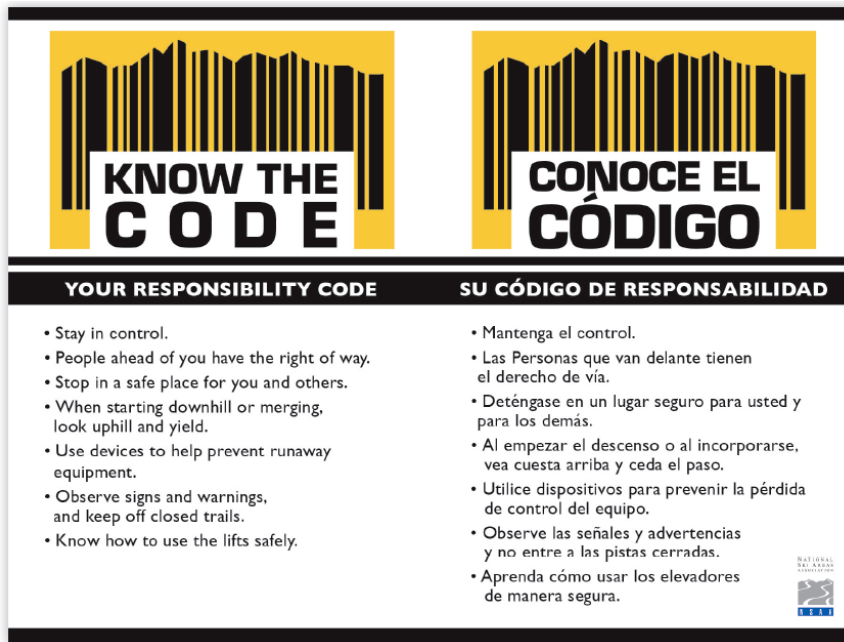


and decisions. To help ensure that students have a good time on the hill and feel comfortable trying new things, your number-one priority as an instructor is to provide a safe learning environment by, among other things, evaluating terrain, traffic, and snow conditions. Beyond that, it’s vitally important that instructors teach all students about safety, especially children and other beginners for whom safety awareness has far-reaching effects as they progress.

“安全，快乐，学习”一直以来都是 PSIA 和 AASI 在雪上运动教学中的核心价值。这三个词应该指导你每天的行动，举止，以及决定。为保证学生在山上玩的开心，在尝试新事物时仍感到舒适，作为滑雪指导员你的首要工作就是要提供一个安全的学习环境。主要是通过但不限于评估地形，观察交通，了解雪况这些方面。除此之外，同样至关重要的，在教学中指导员要将安全事宜告知所有学生，尤其是在教儿童和初学者的时候。因为对他们来说随着他们技术的进步，安全意识却往往会大为落后。

By knowing, heeding, and sharing NSAA’s Your Responsibility Code – along with other safety guidelines provided by your resort or snowsports school – you can help keep yourself and others safer on the slopes. Doing so will lead to a more positive learning experience for your student.

通过了解、注意、分享 NSAA 的责任守则，以及滑雪场或滑雪学校提供的其他安全指南，你可以保证你自己和他人雪道上的安全。而且这样做会让你的学生体验到更加正面的学习经验。



By continually identifying and addressing potential safety concerns, you show your students and resort guests that you care about their security and well-being. Safety awareness is a crucial element of every lesson. Here are examples of safety topics you can typically cover with your students during the course of a lesson:

通过持续的发现和提醒客人注意安全问题，你会让你的学生和滑雪场的其他客人意识到你关心他们的安全和健康。安全意识对每一天的教学来说都是至关重要的因素。下面是一些你在教学过程中可以特别向学生们讲解的安全事例：

- **Your Responsibility Code (see above)**

责任守则：

- 保持控制
- 前方的人拥有路权
- 停在别人能看见你的地方
- 当开始滑降或汇入雪道时要向上方观察
- 用合适的工具防止滑板滑丢
- 遵守标识及警告，不要进入关闭区域或雪道
- 了解如何安全使用缆车

- **Terrain, Weather, and Sun and Wind Exposure**

- **Terrain** – Terrain selection can enhance or inhibit success. Use the proper terrain for the level and the ability of the students in your class and for the technique being taught. Instructors and students should realize that going to terrain that is

too advanced too quickly can create defensive habits that will be hard to correct later.

- **Cold Weather** – Cold weather can affect guests both psychologically and physically. On cold days, try to keep the class moving and keep stops brief. If you're going to stop for prolonged periods of time, look for areas out of the wind and away from blowing snow. Whenever possible, keep your students' backs to the sun for added warmth. Facing away from the sun also allows the students to see you better, especially if you're talking to them.
- **Sun and Wind Exposure** – Discuss the need for using sunscreen, as well eye protection such as sunglasses or goggles. Wind-proof outerwear is also recommended.

地形，天气，日晒及风吹

- 地形 – 地形选择可促成成功或导致失败。要根据你的学生的能力以及要教学的技能情况选择合适的地形。指导员和学生都应意识到，过早过快上到超出当前能力的地形可能让学生形成自我保护的习惯，之后要改正反而更为困难。
- 寒冷天气 – 寒冷的天气对于客人的影响是心理和生理双重的。在寒冷的天气中，尽量让学生动起来，只做简短的停留。如果你要做较长时间停留，找背风以及没有飞雪的区域。如有可能，时刻让学生背朝太阳站立可以暖和一下。让学生避免直视太阳也可以让学生更好的看清你，尤其是当你和他们讲解的时候。
- 日晒及风吹 – 问学生是否需要使用防晒霜，以及是否需要太阳镜或雪镜此类保护眼睛的装备。也可以向学生推荐防风的外套。

● **Pacing and Physical Preparedness**

- Work with your students to understand their physical condition by asking questions, and set your instructional goals accordingly. Asking questions about other physical activities they enjoy and sports in which they participate will provide some of this information.
- The altitude and amount of activity may be different from what they are used to, so check in with them frequently to see if they're feeling tired or thirsty. Frequent breaks for water, rest, or even food might be needed. If you use warm-up exercises, check to see if the students have any physical limitations you should be aware of.

进度及身体准备

- 通过问学生问题了解学生的身体状况，并以此设定你的教学目标。你通过问学生平时做或喜欢什么体育活动，就可以得到这方面的信息。
- 滑雪运动的强度可能和他们平时所做的运动强度不同，所以要时不时和他们确

认感觉如何，是不是觉得累和渴。可能还需要频繁停下来让他们喝水，休息，甚至吃点东西。如果你要带着做热身练习，那之前要和他们确认是否有什么身体上的局限问题。

- **Equipment Needs** 装备要求



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- Perform a visual check of your students' equipment before each lesson. Check if the equipment is the right size and type for your guests and the techniques they will be taught.
开始上课前检视一下学生的装备，看看他们的尺码和种类是否适合你的客人以及你要进行的教学内容。

- **Psychological Preparedness**

- Students may experience many emotions over the course of a lesson. Obviously, you want the primary emotion to be joy, but fear can also come into play as students explore new terrain or even a new skill on old terrain. Talking about fear and anxiety with your students can help them understand that fear and/or apprehension is natural as they learn new things.
- Other emotions you'll encounter are excitement, nervousness, exhilaration, and frustration. It's helpful to learn how to accurately interpret body language as a sign of how students may be feeling. Understanding why they're taking a lesson and learning a snowsport can also help you adapt your teaching and communication to best address these emotions.

心理准备

- 学生在上课过程中可能还会遇到一些情绪上的问题。当然，你希望他们的主要情绪是快乐，但有时恐惧也会控制他们，比如探索新地形或在老地形上学习一个新技巧。你可以跟学生聊聊恐惧和焦虑，这样可能会让他们懂得当学习新事物的时候产生恐惧和/或担心都是自然的反应。

- 你在教学中会遇到的其他情绪问题还有兴奋，紧张，愉悦及挫折感。学会如何精确解读学生的肢体语言可以帮你更好的了解学生的感受。了解他们来上课和学滑雪的目的也会帮你调整教学和沟通的方式来用最佳的方式解决他们的情绪问题。

Study Questions:

- Describe how you integrate safety, fun, and learning into your lesson.
- As an instructor, how do you manage safety and incorporate safety awareness into your lesson?
- How do you recognize fear and manage how it affects student learning?
- What factors should you consider when choosing terrain for your student or class?
- What are signs that your student may be developing sunburn?
- List one safety-related item you carry with you as an instructor.
- What are some of the possible threats present in the winter environment that skiers and riders need to be aware of?

学习问题:

- 描述一下你如何把安全，快乐以及学习融合到教学当中
- 作为指导员你如何管控安全并把安全意识教育融合到你的教学当中
- 你如何看待恐惧感以及如何管控学生的恐惧感从而更好的学习？
- 当你为学生选择地形时你要考虑哪些因素？
- 你可以通过哪些征兆判断学生可能被晒伤？
- 从一个指导员的角度出发选择一项安全相关的事件来阐述一下
- 滑雪者需要知道的在冬日环境中可能遭遇到的潜在威胁有哪些？

About PSIA-AASI 关于PSIA-AASI



PSIA-AASI
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The Professional Ski Instructors of America® and American Association of Snowboard Instructors® (PSIA-AASI) is a nonprofit education association – and close-knit community – of 32,811 snowsports professionals dedicated to promoting skiing and snowboarding through student-centered instruction.

美国职业双板滑雪指导员协会和美国单板滑雪指导员协会（PSIA-AASI）是一家从事教育的非盈利协会，组织机构非常精简，目前会员有 32811 人，均是以教授双板和单板滑雪

With a national office in Lakewood, Colorado, the association is represented throughout the United States by eight geographic divisions that conduct training and certification examinations – based on PSIA-AASI’s national standards – for a variety of snowsports disciplines: adaptive, alpine, snowboard, cross country, and telemark.

总部设在 Lakewood, Colorado, 根据地理区划，整个 PSIA-AASI 在美国共分为 8 个分部，都可以根据 PSIA-AASI 的全国标准进行培训和认证考试。认证种类繁多，涵盖雪上运动中的各个门类，如残疾人滑雪，高山滑雪，单板滑雪，越野滑雪及泰勒马克滑雪。

Guided by a commitment to safety, fun, and learning, members of PSIA-AASI are creating the future of skiing and snowboarding, and the association is devoted to making that job easier by providing the support that ensures their success. Education is at the core of PSIA-AASI, and this *Guide for New Instructors* represents the association’s ongoing commitment to producing useful resources that help members teach engaging lessons and create lifelong adventures through education.

PSIA-AASI 的基本指导思想就是致力于营造安全，快乐，易学的环境，成员们共同创造滑雪运动的未来。同时，协会致力于通过提供必要的协助，使得大家的工作更为轻松。教育，是 PSIA-AASI 的核心内容。这篇《新晋指导员指南》代表了

协会一直以来的承诺，即提供有用的资源，帮助成员们进行引人入胜的教学，通过教育创造可以受用一生的精彩经历。

Other resources produced by PSIA-AASI include *Core Concepts for Snowsports Instructors*, the *Children's Instruction Manual*, discipline-specific technical manuals and handbooks, teaching aids, and online tools – such as the E-Learning Course for New Instructors and the comprehensive video library known as *The Matrix*. These resources, in addition to your snowsports school trainers and division clinic leaders, help you learn and grow as a snowsports instructor.

其他由 PSIA-AASI 提供的资源包括《雪上运动指导员核心理念》、《儿童教学手册》、具体到不同项目的技术手册和指南，助教工具，在线工具-如新晋指导员在线课程以及一应俱全的视频图书馆 – 矩阵。这些资源，加上滑雪学校里的培训官，分部技术带头人，可以帮助你更好的学习，成长为真正的雪上运动指导员。

If you're new to PSIA-AASI, welcome to the world's largest organization dedicated to ski and snowboard teaching and education. We're here to help you be amazing! Of course, if you're new to instruction or aren't a member... yet... we hope this guide provides meaningful takeaways that inspire your teaching and entice you to join. For more information, see the [PSIA-AASI Trail Map: Your Guide to Getting Started as a Ski or Snowboard Instructor](#) and the [PSIA-AASI Membership Guide](#).

如果你之前不了解 PSIA-AASI，欢迎你加入世界上最大的致力于滑雪教学与教育的组织。我们所要做的就是帮助你成为出色的指导员！当然，如果你刚刚走上指导员的岗位，还没有成为我们的成员，我们希望这篇指南能够让你获得有益的知识，激励你去教学，吸引你加入我们。如需了解更多信息，请参照如下文件：

PSIA-AASI 导图：开始成为滑雪指导员指南；PSIA-AASI 加盟会员指南。

Next Steps 未来之路

The fact that you're reading this *Guide for New Instructors* shows you have a passion for snowsports and want to enrich the lives of others by teaching them to ski or ride. That's awesome!

如果你把这篇《新晋指导员指南》读到了这里，那说明你对雪上运动很有热情，并想通过教会别人如何滑雪来让他们的生活更为丰富多彩。这真的太棒了！

If you're not yet a member of PSIA-AASI, you're invited to join this professional community of committed ski and snowboard instructors. Together, we're dedicated to helping you love teaching, and the rewards that come from instilling in your students a lifelong passion for skiing and snowboarding.

如果你还不是PSIA-AASI成员，那我们邀请你加入这个专职滑雪指导员组成的专业社团。让我们一起来尽力让你爱上教学，享受当你的学生受到你的点滴灌输，从而一辈子爱上滑雪运动所给你带来的成就感吧！

If you're a new member, thanks for your commitment to students and to your own success on snow. PSIA-AASI will make it worth your while! For many instructors, training is just the beginning of a journey toward personal and professional development. As a snowsports instructor, you have the potential to grow your communication and interpersonal skills as you learn to work with guests of all ages and from diverse backgrounds.

如果你是新成员，感谢你为你学生的福祉和你自己的成功而下的决心。PSIA-AASI绝对会让你觉得物超所值！对很多指导员来说，培训只是在个人职业发展道路上迈出的第一步。作为一名雪上运动指导员，你将有可能更好的提高你的沟通和人际关系技巧，因为你将会同各个年龄段，各种背景的人打交道了。

Certification 认证

One professional development opportunity that many instructors pursue is PSIA-AASI certification, which validates your skills and knowledge at specific levels of competency. These certifications and certificate programs are considered the gold standard in the snowsports industry and serve as testimony to PSIA-AASI's reputation for producing high-quality instructor education resources. The credentials PSIA-AASI provides are recognized nationally and internationally and are transferable across the country from division to division. As mentioned, in addition to the core PSIA-AASI certifications in adaptive skiing, adaptive snowboarding, alpine skiing, cross country skiing, snowboarding, and telemark skiing, PSIA-AASI also offers certificate programs for Children's Specialist and Freestyle Specialist.

很多指导员追求的一项职业发展机会就是 **PSIA-AASI** 的资格认证。这些认证是对你的技巧和知识水平达到一定程度的认可。这些认证和证书项目被认为是雪上运动这一行业中的黄金标准，也是 **PSIA-AASI** 所提供高质量指导员教育资源的最好旁证。**PSIA-AASI** 认证中所倡导的评判标准在国内和国际都得到了广泛认可，并可以在全国各个分部之间进行转换。除了作为 **PSIA-AASI** 核心内容的残疾人滑雪，高山滑雪，越野滑雪，单板滑雪，泰勒玛克滑雪之外，协会还提供包括儿童专家，自由式专家在内的认证项目。



PSIA-AASI develops national certification standards that each division implements into their certification exam processes, which validate your skills as an instructor. As a new instructor, you would first become a registered member as you work to continue your professional development, then likely study for and take your Level I exam. As you progress with your depth of knowledge and technical skill – and demonstrate a greater range of sliding skills – you might choose to pursue Level II certification. Level III is the highest level of certification within PSIA-AASI’s American Teaching System, and one that requires even greater teaching knowledge and skiing/riding skill.

PSIA-AASI 制定了全国通用的认证标准，每间分部都会在他们各自的认证考试过程中加以体现，并以此来评判你作为一名指导员的技巧。作为一名新晋指导员，你首先要成为一名注册会员，这样你能够继续你的职业发展道路，之后你可能要继续学习从而通过一级认证考试。随着你知识的增多，技术的提高，并能表现出更全面的滑行技巧，你也许可以考虑进行二级的认证考试。三级指导员认证是 **PSIA-AASI** 美国教学体系中的最高认证，会对教学知识和滑行技巧有更高的要求。

Other rungs in the professional development ladder include division education staff positions like division clinic leader and examiner. Some may even aspire to undergo years of preparation and a grueling selection process to earn a spot on the PSIA-AASI

Team, an elite group of instructors – representing all disciplines – who help develop the association’s education materials and train fellow instructors throughout the country (photo X). And, of course, instructors have opportunities to pursue leadership positions at the division and national levels.

其他在职业发展道路上的方向还包括分部培训师职位，包括分部技术带头人和考官。一些指导员还可能会在激励机制下经过多年的准备和艰苦卓绝的选拔后成为 PSIA-AASI 示范队的一员，这是滑雪指导员的精英团队，代表着所有项目中的最高教学水平，他们要帮助协会改善教育材料，训练全国范围内的指导员。当然，还包括竞聘分部和总部的领导人员岗位。

Regardless of whether you pursue or are successful in your certification, the most important achievement will be your personal development. The journey of learning and growth is extremely rewarding.

不管你是否愿意争取或者获得了认证，最重要的成就仍然是你的个人发展。学习和成长之路本身就是最好的回报。

Reference Materials and Additional Resources

As you continue to grow as an instructor and seek knowledge in your discipline, there are many resources available to you, several of which are available in print and digital format and offer access to supplemental video. The following publications and education tools are available through PSIA-AASI’s website (TheSnowPros.org), the [PSIA-AASI Accessories Catalog](#), or through the link provided. **PSIA-AASI’s divisions also produce excellent education materials, so contact your division for information on current resources (see the email addresses at the end of this guide).**

参考文献及额外资源

随着你作为指导员不断成长，并继续学习知识，我们会提供很多资源来帮助你。有些材料是印刷的，有些是数字格式的，还有额外的视频资料。如下出版物和教学工具可在 PSIA-AASI 官方网站或此文提供的链接下载。此外，PSIA-AASI 的各个分部也会提供优秀的教学材料，请联系你所在分部获取最新资源（分部邮件可在此文结束处找到）

National Standards

[AASI Certification Standards](#)

[PSIA Alpine Certification Standards](#)

[PSIA-AASI Children’s Specialist Standards](#)

[PSIA-AASI Freestyle Specialist Standards](#)

[PSIA Adaptive Alpine Certification Standards](#)

[Adaptive Alpine Exam Supplement](#)

AASI Adaptive Snowboard Certification Standards
Adaptive Snowboard Exam Supplement
PSIA Nordic Cross Country Certification Standards
PSIA Telemark Certification Standards

Resources for New Instructors

E-Learning Course for New Instructors

PSIA-AASI Membership Guide

PSIA-AASI Trail Map: Your Guide to Getting Started as a Ski or Snowboard Instructor

The Teaching Dimension: A Compilation of Articles by Joan E. Heaton

Core Resources for All Instructors

Core Concepts for Snowsports Instructors

The Matrix (web-based)

Visual Cues to Effective/Ineffective Teaching

Alpine Resources

Alpine Technical Manual

Adult Alpine Teaching Handbook

Freestyle Technical Manual

Tactics for All-Mountain Skiing

Children's Alpine Teaching Handbook

Children's Ski and Snowboard Movement Guide

Visual Cues to Effective/Ineffective Skiing, 2nd ed.

Alpine Skiing: Tip of the Day Card

Children's Ski Lesson: Tip of the Day Card

Freeskiing: Tip of the Day Card

Alpine Stepping Stones Pocket Guide

[A Ski Instructor's Guide to the Physics and Biomechanics of Skiing](#) (Free PDF download at TheSnowPros.org)

Snowboard Resources

Snowboard Technical Manual

Snowboard Teaching Handbook

Freestyle Technical Manual

Children's Ski and Snowboard Movement Guide

Snowboarding: Tip of the Day Card

Freestyle: Tip of the Day Card

Cross Country Resources

Cross Country Technical Manual
Cross Country Skiing: Tip of the Day Card

Telemark Resources

Telemark Technical Manual
Telemark Skiing: Tip of the Day Card

Adaptive Resources

Adaptive Alpine Technical Manual
[Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines](#) (Available as print version or free PDF download at TheSnowPros.org)
[Adaptive Snowsports Instruction Manual](#) (Free PDF download at TheSnowPros.org)
Adaptive Lesson: Tip of the Day Card
[Adaptive Nordic Instructor's Manual](#) (PDF download through U.S. Paralympics)

Children's Specialist Resources*

Children's Instruction Manual, 2nd ed.
Children's Alpine Teaching Handbook
Snowboard Teaching Handbook
Children's Ski and Snowboard Movement Guide
Captain Zembo's Ski & Snowboard Teaching Guide for Kids, 2nd ed.
Children's Ski Lesson: Tip of the Day Card

Freestyle Specialist Resources*

Freestyle Technical Manual
Freeskiing: Tip of the Day Card
Freestyle: Tip of the Day Card

*Depending on division affiliation, those seeking a Children's Specialist 1, Children's Specialist 2, Freestyle Specialist 1, Freestyle Specialist 2, or Freestyle Specialist 3 teaching credential may first need to attain a discipline-specific Level I or II certification. Contact your division for more information.

Division Contact Information

- Central Division: info@psia-c.org
- Eastern Division: psia-e@psia-e.org
- Intermountain Division: admin@psia-i.org
- Northern Intermountain Division: office@psia-ni.org
- Northern Rocky Mountain Division: nrm.psia.aasi@gmail.com

- Northwest Division: info@psia-nw.org
- Rocky Mountain Division: admin@psia-rm.org
- Western Division: info@psia-w.org

Translated by Weiyan Li

翻译 李伟岩