



PSIA AASI GUIDE FOR NEW INSTRUCTORS

PSIA AASI指導新教員



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Introduction 介紹

Welcome to the exciting world of teaching skiing and snowboarding!
歡迎你進入單板或雙板滑雪教學的精彩世界！

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.

本指南可以幫你初步了解雪上運動教學，並帶你了解美國雙板滑雪職業指導員協會（PSIA）和美國單板滑雪指導員協會（AASI）一級認證的內容。你將可以了解 PSIA 和 AASI 的教學模式和理念，並將它們應用到不同門類的雪上運動教學之中，包括殘疾人滑雪，高山滑雪，越野滑雪，泰勒馬克滑雪以及單板滑雪。

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.

對於新晉成為指導員的你，本指南的各個部分都涵蓋了你即將遇到的問題，包括如何了解你的學生，如何體現職業素養，以及如何宣講山地安全等。然而，本指南並不是 PSIA-AASI 為雪上運動指導員提供的唯一資源。請參照本指南最後一頁中的額外出版物清單，在那裡你會找到一些更為具體的主題的深度內容。此外，你還可以與當地的分支機構聯繫，獲取其他學習工具和資源。

Who Are Your Students?

誰是你的學生？

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.

作為一名雙板或單板指導員，你不僅代表你自己，還代表你所在的滑雪學校和/或滑雪度假村。你每進行一次教學，都會給學生留下一個印象，它可能是正面的，中性的，或者是負面的。為了能夠提供盡可能好的客戶服務，以及創造一個安全、有趣、有益學習的環境，要多從學生的角度出發去考量每種情況。要時刻記得你的言行會影響到他們對你，對學校，對雪場，甚至總的來說整個雪上運動的印象。一句話，你的工作不僅僅是幫助學生學會滑雪。就如同 PSIA-AASI 的宗旨所總結的那樣，你通過教學為學生提供了一個可以享受一生的事情。

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.

各種類型和年齡的客人來到滑雪場，享受冬日的快樂，學習如何滑雪或者提高已掌握的技術。你面對的學生會是各種能力範圍的，從從未上過雪的初學者到想要滑的更好的進階學生。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.

不論對於單板滑雪還是雙板滑雪行業來說，初學者都是尤其重要的一部分。如果他們玩兒的開心，享受這個過程，他們非常有可能會繼續完善雪上技巧，進而培養出對這種運動的熱情，甚至可能帶其他人一起來享受這快樂。

Study Questions:

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

學習問題：

- 要提供高質量的客戶服務，有哪些關鍵之處？
- 你如何留下良好的第一印象？

Professionalism

職業精神

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.

無論是在滑雪度假村還是北歐運動中心，指導員總是花最多的時間和客人在一起的工種。這意味著作為一名指導員，你有機會在很多方面影響你的客人，有時候甚至是無意識的。當你在雪上運動指導員的道路上越走越遠，你會發現贏得和維護管理層，客人，你的學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.

在度假村工作可能會非常好玩，但也要時刻謹記，度假村也是一間商業機構，而你是從他們那裡拿工資的員工。不論你是小雪場，北歐中心，或是一間很大的目的地度假村從事教學工作，這些商業機構都會對員工的表現有所要求。一旦失去這種尊敬和信任，你作為一名指導員的職業發展道路和信譽都會受到損害。

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.

以下準則指南並不是大而全的，但它也是起到了一個基石的作用，讓你可以在穿著你度假村的制服，與客人互動的時候做到最好。但要記得和你所在度假村的主管或經理再次確認，你所在的雪上運動區域是否還有更多的行為準則需要遵守。

Instructor Guidelines:

指導員行為準則：

- Consistently demonstrate a positive attitude toward snowsports and teaching.
- 對雪上運動和教學保有持續的正面態度。
- Be honest in all dealings and advice with customers.
- 誠實的與顧客相處並提供建議
- Provide professional opinions based upon facts and knowledge, rather than speculation and preconceived notions.
- 根據事實和相關知識提供專業意見，而不是臆測和先入為主的觀念。
- Participate in continuing-education programs designed to help you maintain and improve your professional competence.
- 參加繼續教育課程，幫助你保持和提高職業素養。
- 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.
- 對雪上運動行業的其他從業者以及相關服務機構提供熱情支持。其他從業者包括器材設備生產商，銷售代理和零售商，以及滑雪區域運營商。相關服務機構包括全國滑雪區域協會（NSAA），國家滑雪巡邏隊協會（NSP），美國雙板及單板聯合會（USSA）及其地區分部，美國業餘單板協會(USASA)，以及負責公共土地管理的國家，州和地方政府級別的管理機構。

Appearance 外表

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.

很多滑雪區域都對指導員的外觀和行為舉止有具體規定。和你所在滑雪學校的校長，經理或主管確認，確保你的外表符合該滑雪區或學校的相關要求。

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.

繼續教育和學時

要保住你的 PSIA-AASI 一級證書，指導員必須參與繼續教育（獲得繼教積分 CEUs），以此來更新自己的技術和教學技巧。PSIA-AASI 會員如要繼續獲得更高資格證書，並在度假村一直從事教學工作，那則必須在每兩年內參加為期 2 天或 12 小時的繼續教育工作會。請聯繫你所在區域的 PSIA-AASI 分部，了解 CEU 相關規定及學分要求，以及工作會的類型和時間等信息。

Communication 溝通渠道

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.

有時候你可能有問題，擔心，或需要對政策，流程或前景進行澄清，需要知道要去問哪里或問誰會是很重要的事。如對訓練和認證有問題，可與你所在的滑雪學校主管或經理確認。如果你是 PSIA-AASI 會員，對相關分部的具體教育項目有問題，你可以與所在分部的辦公室聯繫（聯繫信息見此指南最後部分）。如果你對如何加入 PSIA-AASI，或對現有會員權益有任何疑問，可與所在分部辦公室聯繫或直接發郵件給會員服務部門，memberservices@thesnowpros.org。

Responsibility to Resort/Area 對度假區/滑雪區責任

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.

了解你所在滑雪區管理機構對於你在常規工作時間之外教學的規定。如果有學生或客人要求你在非官方的時間之外提供教學，你應立即與你的主管或經理聯繫。

Equipment 關於裝備

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.

身為一名雪上運動指導員，你代表的是你自己以及你所在的滑雪區。為指導員提供的特價商品項目是作為滑雪學校/滑雪區僱員的一項直接福利。而作為 PSIA-AASI 會員也會擁有繼續教育和職業發展的福利。在與器材公司直接溝通時請尊重對方並要帶感激之情，遵守對方的條件與條款。廠商提供的優惠要完全視對方決定，並由他們決定你是否適用該優惠。你有責任了解這些優惠項目中的限制條款以及基本準則。為除你之外的其他人購買雪板，可能會導致計劃終止，令所有人都無法再享受該福利。

指導員所用的裝備通常都是通過這些優惠項目購買的，你在教學時所用的裝備代表了你以及你對現代雪上運動的認識。在每個雪季開始之前，考慮一下你所用的裝備是否適合一名職業指導員，還有更重要的，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?

學習問題

- 你的行為/職業素養將會如何影響課程的效果？
- 描述一下不專業的表現將會給你和你所在的滑雪場，以及整個滑雪產業帶來什麼可能的後果
- 你如何保證你了解所在滑雪場的規定和流程？

How to Teach 如何教學

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.

雪上運動教學遠遠不止僅僅解釋如何做一個動作。有效和成功的教學應該是建立一種互相信任的關係，主動傾聽，創造一個安全的環境，以及激勵學生學習。

教學模式

| THE TEACHING MODEL | | |
|--|--|--|
| Student Makeup | + Instructor Behavior (Teaching Cycle) | = Learning Partnership |
| <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><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><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 |

| | | |
|--|---|---|
| <p>學生信息 +</p> <p>你需了解學生的：</p> <ul style="list-style-type: none"> ● 性格和背景 ● 學習方式和喜好 ● 目的，理解和需求 ● 情緒狀態 ● 信仰，態度和價值觀念 ● 身體健康狀態 | <p>指導員行為（教學流程）</p> <p>運用你的技巧來：</p> <ul style="list-style-type: none"> ● 介紹課程信息和建立信任 ● 評估學生情況和動作 ● 設立目標，計劃課程 ● 呈現和分享信息 ● 指導練習 ● 檢查理解程度 ● 總結所學內容 | <p>= 夥伴式學習</p> <p>高質量的課程應為：</p> <ul style="list-style-type: none"> ● 有創造性，個性化並以學生為中心 ● 互動，實踐和樂趣！ ● 致力於學生的成功 ● 產出正面結果 ● 協助掌握技巧 ● 建立長久記憶 ● 鼓勵後期學習 ● 達成最高客戶滿意度 |
|--|---|---|

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. 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教育體系的支柱之一就是教學模式工具，其重點就是如何將學生信息與指導員行為（以教學循環為指導）相結合，創造夥伴式的學習環境（見上表）。夥伴式的學習環境得以讓你了解你的學生，根據他們的情況制定課程計劃，並依此練習，為學習夯實基礎。通過這樣的方式來組織教學，同時創造一個充滿歡樂並讓人難以忘懷的學習經歷。使用教學循環工具能夠讓你以一名指導員的角色與學生建立夥伴關係，了解他們的目標，並根據目標在教學過程中做出必要的調整。這樣做能夠更好的讓學生達成目標，或者至少向著目標進步。

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.

作為一名指導員，你的目標是與每個學生建立成功的學習夥伴關係。了解你學生的個人情況，或者說給學生側寫，能夠讓你更好的適應和調整你的教學，建立有效的伙伴關係。介紹課程建立信任– 評估學生水平和動作– 設定目標和計劃課程– 呈現和分析信息
指導練習– 檢查理解– 總結所學課程

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.

使用教學循環，使你可以在教學過程中一步步的給學生提供信息。按照教學循環這種遞進週期性的節奏，能夠讓你的課程一直聚焦在學生的需求和意願上。儘管有自己的次序，但教學循環並不是一成不變的，你可以根據課程的需要，在教學循環中反復進行某些步驟。在運用教學循環的同時，你還要進行有效的課堂管理，同時給學生提供反饋。

The Teaching Cycle in Action 實際應用教學循環

- Introduce the lesson and develop trust by taking the time to introduce yourself, establish rapport, and build trust with students and the group.
- 介紹課程並建立信任：花些時間來介紹你自己，建立默契，在學生和你以及學生之間建立信任
- 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.
- 評估學生情況和動作：學生過去的經歷會對其學習和技巧進步有一定影響。發現你學生的學習偏好（在本指南《學生如何學習》章節有介紹），同時評估其運動能力。
- 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.
- 設定目標和計劃課程：基於學生個人情況以及你對其運動能力的評估，有針對性的製定課程計劃，制定合理的漸進式教學步驟來進行動作和技巧教學。
- Present and share information by clearly communicating and accurately demonstrating actions; connecting movements to outcomes.
- 呈現和分享信息：清晰的溝通，精確的描述動作，把動作和表現的因果關係聯繫起來。
- 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.
- 指導練習：根據學生的能力，體力和意願來選擇合適水平的練習動作。當你在教學中提供反饋的時候，你會了解到學生的實際學習情況，並了解是否達成預想的結果
- 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 will continually check for understanding. It's during this process that you'll provide feedback or make any alterations to the lesson as necessary.
- 檢查理解：學生要完成預先設定目標，需要有能力做出所需的動作，通過觀察學生的動作你可以評估其是否理解動作上的要點。在教學過程中，你要不斷的來檢查學生的理解情況。也是在這一階段，你要給學生提供反饋或者對課程做出必要的調整。
- Debrief the learning experience by engaging students in discussion to draw out insights about their performance.
- 總結課程：讓學生一起參加討論，讓他們對自己的表現有深入的認識。

Experiences Shape the Lesson 以經驗來制定課程

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.

在和學生互動，完善學習夥伴關係的過程中，要意識到每個人之前的經歷都會令其各自不同。你可以通過問問題建立默契，幫助你評估和了解學生的背景，動機，目標。一旦了解了你的學生，你才能制定合適的計劃，並以此來進行恰當的教學。

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.

隨著教學的進展，你會收到更多的來自學生的反饋，以及更多的了解他們的目標，這時你可以在必要的時候運用教學循環工具調整你的教學進程。在課程結束之前，確定你解答了學生的所有問題，並通過學會的東西，幫他們建立了自信，或者說逐漸獲得自信。在學生下課之前，根據教學的內容進行總結，並對他們下一步的學習目標給出建議。

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.

謹記學生的學習機會並不僅限於你雪上課程的開始和結束。在滑雪場的每個角落都有教育的要素，從他們到達停車場，到進入雪具租賃店，從售票櫃檯，再到準備使用纜車的時候。如有可能，保證學生，潛在的學生，以及客人在滑雪場從始至終都得到專業的服務，而不僅僅是和你在雪上的時候。

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

此外，不要覺得你應該了解滑雪方面的每項內容，或者你能解決教學中的所有可能出現的問題。從你的成功和錯誤中總結和學習也會幫助你成為更出色的指導員。

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.

除了教學模式和學習夥伴關係之外，PSIA-AASI還創造了發展框架，來說明構成高質量滑雪課程的基本要素。這個框架鼓勵指導員們聚焦學習環境，更好的與學生關聯起來。

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

以學生為中心，是建立這個關聯的關鍵。要創建真正的學習夥伴關係，如上圖所示，指導員必須把技術能力，人際能力和教學能力，這三個核心基礎平衡好。

Feedback 反饋

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. 你也許已經注意到了，反饋這個詞語在我們談到教學的時候會頻繁的出現。這並非巧合，因為反饋是學生取得技術進步過程中的一個至關重要的組成部分。在學生做動作的過程中，或者在學生做完動作之後提供反饋，你針對學生的動作提供寶貴的信息，這些反饋能夠幫助他們在後面的表現中更好的運用你提供的信息。

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.

在大多數的學習環境中，反饋可分為內在和外在的兩種。內在反饋是指學生在做動作的時候自身感覺到的信息，比如像做出一個動作的時候身體感知會告訴你這是一種什麼感覺。外部反饋是指學生從外部資源得到的信息，主要就是從作為指導員的你那裡得到的。外部反饋建立在內部反饋的基礎之上。

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.

你可以把外在反饋進一步細化，分為結果回饋（KOR）和表現回饋（KOP）。和結果回饋相關的反饋主要以結果為主導，以要達到的目標為考慮範圍。和表現回饋相關的反饋主要以實際表現或該技巧完成的過程為主要信息來源。總的來說，指導員在進行滑雪教學的時候會用到很多表現回饋，然而在競技滑雪中教練會更多的採用結果回饋。

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.

反饋對於學習是至高無上的一環，因為沒有反饋，學生就不會知道他們做的怎麼樣。無論是內部反饋還是外部反饋，這些都能給學生提供信息，指給他們努力的方向。通過這些深思熟慮的反饋，你能讓學生

保持好的表現，和/或激發學生嘗試新的動作。簡而言之，反饋對於學習技巧，提高和/或保持表現水平是至關重要的。

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>

要創立一個理想的學習環境，關鍵在於你不但要提供反饋還要了解你提供反饋的形式。要深度了解更多的關於反饋形式的信息（具體分類包括個人與團隊，正面與負面，並發的，終極的，中間的，或延遲的，描述性的或規範的），可到如下網址

下載《教學維度：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.

學習問題：

- 在教學循環中的哪一步或部分你會給學生講解安全事宜？
- 你如何運用教學模式與學生建立關係？
- 如果你已經進行過一些教學，回想一下你最近教過的一個學生。簡短的介紹一下學生的情況，並描述一下你是怎樣和他們進行有效交流的。你怎麼知道你採取的策略 - 和技巧是成功的呢？
- 用你自己的語言說說，你是怎樣和學生之間建立信任和默契的？
- 描述一下你可以檢查理解的三個不同方法
- 列出可以表現出你在主動傾聽的三個方法

How Students Learn 學生如何學習

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.

在高質量的滑雪教學中，學生學到了正確的動作和技巧，幫助他們實現想要的目標，同時覺得舒適並會被自己的努力所鼓舞。儘管每個學生都有自己的學習方法，但所有人在學習如何滑雪的過程中都會經歷一個週期。好的指導員會有針對各種情況學生的各種有效方法，但他們也擅於做出調整和改善，有些調整就是根據學生的學習偏好來做的，這也是對PSIA-AASI一直倡導並引領行業的以學生為中心的教學方法的應用。

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).

學習方式或偏好代表著你的學生收集信息，組織信息，以及將信息轉換成動作方式的方法。這些方法可以被細分為兩個基本組成部分：如何獲得和交流信息以及如何處理信息。PSIA-AASI 在研究了關於學習過程的理論著作後總結出了 4 種學生學習的基本方法：

- VAK: 信息通過三種基本感知傳進大腦：視覺（經過眼睛），聽覺（經過耳朵），以及體感（經過感覺）
- 四種學習方式（感覺者，觀察者，思想者和實踐者）：學生會有一種更為偏愛的
- 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.

下面我們會就這些教學理論展開詳述。

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.

這個教學方法要歸功於教育家Walter Barbe，而你作為一名指導員對這一方法的運用在於如何從視覺，聽覺和體感方面來向學生傳遞信息。學生可能會對其中的一種或兩種有所偏好，但要意識到應該給學生通過這三個渠道來收集或獲得信息的機會，來有效的學習一項新技能。滑雪是一項以動作來推進的運動，所以幫助學生在身體上感知雪板在雪面上的反應，以及身體如何運動來適應，對學生的成功來說是至關重要的，尤其如果他們還是初學的話。

Four Learning Styles: Feeler, Watcher, Thinker, Doer

四種學習方式：感覺者，觀察者，思想者，實踐者

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.

David A. Kolb在他關於實驗性學習的著作中總結出這四種學習方式，它們代表了學生在獲得和處理信息基礎上的認知方式。和VAK很相似，學生可能會更容易用某一種或多種方式來獲取信息，但為了能夠讓學習更為有效持久，學生應該嘗試多種學習方式。

The Feeler 感覺者

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.

這類學生重視具體的經驗。此種學習方式的學生是接受型的學習者，主要通過直覺的本能來學習。他們會做各種嘗試，並通過邊實踐邊評估來學習。感覺者對他或她的動作與結果間的聯繫非常明感。這一類的學習者會判斷經驗的相似點和不同點。他們對身體感覺尤其重視，並會因為這種強烈的身體感知而相對比較容易的學會一種運動。如果教學過於側重分析，這類學生往往會很快的喪失興趣。The

Watcher 觀察者

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.

這類學生重視通過觀察產生的反應。這一類人喜歡“視覺化”並懂得實踐的目的。他們需要觀察其他人，然後從每個人的表現來學習。這樣他們可以從他們看到的情況來吸取必要的信息，並且通過模仿來學習。他們需要創造可見的圖像來幫助他們進行交流。

有此種學習偏好的學生如果能夠處在一個便於觀察的位置，看到別人做出他們要做的的事情，往往可以學的更好。如果你讓觀察者在後面跟著你，當他們就在你後面跟著滑雪的時候會是最開心的，因為這個時候他或她可以看到你的動作。然而，如果你要求學生按順序來做一個具體的動作練習時，這類學生往往會樂意最後一個出發，這樣他或她可以獲得盡可能多的視覺參考。

The Thinker 思想者

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 preconceived 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.

這類學生重視抽象的概念化理念，因此他們會特別的擅於分析，邏輯性強，思維全面，還有重視理論。他們寧可閱讀而不是聽講座，而且他們會給人們留下是獨狼或夢想家的印象。有時候他們可以一絲不苟到有點強迫症的狀態。

思考者可以通過學習雪上運動書籍來學習滑雪或單板滑雪的方法。他們可能會以他們“應該”做的先入為主的觀念來吸取教訓。這些學習者可以從對您希望他們做什麼的詳細解釋中受益。

他們通常歡迎有機會與您一起乘坐纜車，因此他們可以獲得有關他們正在進行的技能和動作的更多口頭信息。

The Doer 實踐者

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!

這類學生重視主動的實踐，所以他們往往是比較務實，敢於實踐和實用主義的。他們善於探索，會看到學習的目的，他們也很善於解決問題，因而可以和其他人很好的合作。實踐者永遠閒不下來，無可事事對他們不是一種理想狀態。如果是滑雙板的，他們在等著滑行的時候會用雪杖在雪上戳洞，或者敲打他們的雪杖。如果是滑單板的，他們會急著開始滑。冗長的講解或在雪道邊上的長篇大論往往會讓這種學習者感覺很不開心，他們更寧願去滑雪。

當你教導時，你會看到學生在一個特定的領域/類別中顯示學習偏好而不是另一個。然而，大多數學習理論家都認為，當教師幫助學生體驗上面列出的所有領域/類別的學習時，他們肯定會獲得更多的回報！

Motor Skill Acquisition 運動技巧學習過程

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.

目前流行一種理論說法，當人們學習一個新的動作方式，不管是什麼體育活動或結果，人們會在學習過程中經歷三個階段。

- 初始階段：在這一階段，學生會做出一些缺乏節奏的粗淺動作，他們學習的重點更多的是新感覺而不是高質量。
- 初級階段：在這一階段，學生開始有意識的做出控制，並且會注意要做出動作所要運用到的身體部分。如果感到是可控的，人們一般會感到學習過程中的樂趣，並會集中注意力躲避固定或移動目標。
- 成熟階段：在這一階段，學生的動作往往是精確，協調和有技巧展現的。並且他們在完成自己的動作的同時，可以同樣注意到周圍環境與其他人。

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.

特別是對於新晉指導員來說，了解學生在學習一項技巧的過程中需要經歷這樣的階段，能夠讓我們更好的評估學生的動作。有的學生會非常快而靈的掌握一項新技巧，另外的學生可能學習的更慢。但無論怎樣，每個階段都有其獨特的特徵，使得學生可以慢慢適應並消化吸收新學習的動作方式。

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 模式也是一個框架性的工具，通過觀察學生從而判斷他們在認知，情感以及身體運動方面的能力。這能夠幫助你為每個學生設定合適的目標並製定課程內容。一直以來我們都在兒童教學時使用這一工具，但經研究和多年的經驗，這一工具在所有的教學環境與年齡群體中都是很有價值的。

- 認知（學生如何思考）：要提高學生的知識和思考技巧，了解其認知發展階段是非常重要的。這些發展階段是不斷變化的，尤其是還在成長的孩子。
- 情感（學生如何感受）：情感方面是指學生在學習過程中表現出的情感和積極性因素。恐懼與興奮經常會對身體動作表現起到非常重要的作用，所以情感往往在學習過程中的每一方面都扮演一定角色。
- 身體運動機能（學生如何動作）：身體特徵和身體發育階段往往會對學生的運動能力產生巨大的影響。要認識到同一年齡的學生身體發育也可能處在不同的階段，因此在表現上也會有所不同。要謹記，不管學生本身的身體狀況如何，學生都會盡他們最大的努力。

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.

在傳統教學運動技巧的過程中，身體運動能力往往會得到最大的重視。但在認知和情感方面的更多重視，對於學習效果來說可說是開闢了新天地。在你實際的教學/學習進程中，對於這三個領域的重視會讓整個過程更為有意義有趣味。

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.

學習問題：

- 描述一下四種學習方式
- 描述一下 VAK 的組成元素
- 你如何來判斷學生的學習偏好？
- 描述如何在教學中運用 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，快樂，學習”一直以來都是 PSIA 和 AASI 在雪上運動教學中的核心價值。這三個詞應該指導你每天的行動，舉止，以及決定。為保證學生在山上玩的開心，在嘗試新事物時仍感到舒適，作為滑雪指導員你的首要工作就是要提供一個安全的學習環境。主要是通過但不限於評估地形，觀察交通，了解雪況這些方面。除此之外，同樣至關重要的，在教學中指導員要將安全事宜告知所有學生，尤其是在教兒童和初學者的時候。因為對他們來說隨著他們技術的進步，安全意識卻往往會大為落後。

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.

通過了解、注意、分享 NSAA 的責任守則，以及滑雪場或滑雪學校提供的其他安全指南，你可以保證你自己和他人在雪道上的安全。而且這樣做會讓你的學生體驗到更加正面的學習經驗。

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:

通過持續的發現和提醒客人注意安全問題，你會讓你的學生和滑雪場的其他客人

意識到你關心他們的安全和健康。安全意識對每一天的教學來說都是至關重要的因素。下面是一些你在教學過程中可以特別向學生們講解的安全事例：

Your Responsibility Code 責任守則：

- 保持控制
 - 前方的人擁有路權
 - 停在別人能看見你的地方
 - 當開始滑降或匯入雪道時要向上方觀察
 - 用合適的工具防止雪板滑丟
 - 遵守標識及警告，不要進入關閉區域或雪道
 - 了解如何安全使用纜車
-
- 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. Windproof outerwear is also recommended.

地形, 天氣, 日曬及風吹

- 地形 – 地形選擇可促成成功或導致失敗。要根據你的學生的能力以及要教學的技能情況選擇合適的地形。指導員和學生都應意識到，過早過快上到超出當前能力的地形可能讓學生形成自我保護的習慣，之後要改正反而更為困難。
- 寒冷天氣 – 寒冷的天氣對於客人的影響是心理和生理雙重的。在寒冷的天氣中，盡量讓學生動起來，只做簡短的停留。如果你要做較長時間停留，找背風以及沒有飛雪的區域。如有可能，時刻讓學生背朝太陽站立可以暖和一下。讓學生避免直視太陽也可以讓學生更好的看清你，尤其是當你和他們講解的時候。
- 日曬及風吹 – 問學生是否需要使用防曬霜，以及是否需要太陽鏡或雪鏡此類保護眼睛的裝備。也可以向學生推薦防風的外套。

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.

進度及身體準備

- 通過問學生問題了解學生的身體狀況，並以此設定你的教學目標。你通過問學生平時做或喜歡什麼體育活動，就可以得到這方面的信息。
- 滑雪運動的強度可能和他們平時所做的運動強度不同，所以要時不時和他們確認感覺如何，是不是覺得累和渴。可能還需要頻繁停下來讓他們喝水，休息，甚至吃點東西。如果你要帶著做熱身練習，那之前要和他們確認是否有什麼身體上的局限問題。

Equipment Needs 裝備要求

- 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.
- 開始上課前檢視一下學生的裝備，看看他們的尺碼和種類是否適合你的客人以及你要進行的教學內容。

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.

心理準備

- 學生在上課過程中可能還會遇到一些情緒上的問題。當然，你希望他們的主要情緒是快樂，但有時恐懼也會控制他們，比如探索新地形或在老地形上學習一個新技巧。你可以跟學生聊聊恐懼和焦慮，這樣可能會讓他們懂得當學習新事物的時候產生恐懼和/或擔心都是自然的反應。
- 你在教學中會遇到的其他情緒問題還有興奮，緊張，愉悅及挫折感。學會如何精確解讀學生的肢體語言可以幫你更好的了解學生的感受。了解他們來上課和學滑雪的目的也會幫你調整教學和溝通的方式來用最佳的方式解決他們的情緒問題。

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?

學習問題：

- 描述一下你如何把安全，快樂以及學習融合到教學當中
- 作為指導員你如何管控安全並把安全意識教育融合到你的教學當中
- 你如何看待恐懼感以及如何管控學生的恐懼感從而更好的學習？
- 當你為學生選擇地形時你要考慮哪些因素？
- 你可以通過哪些徵兆判斷學生可能被曬傷？
- 從一個指導員的角度出發選擇一項安全相關的事件來闡述一下
- 滑雪者需要知道的在冬日環境中可能遭遇到的潛在威脅有哪些？

About 關於 PSIA-AASI

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. 美國職業雙板滑雪指導員協會和美國單板滑雪指導員協會（PSIA-AASI）是一家從事教育的非盈利協會，組織機構非常精簡，目前會員有 32811 人，均是以教授雙板和單板滑雪

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.

總部設在 Lakewood, Colorado, 根據地理區劃，整個 PSIA-AASI 在美國共分為 8 個分部，都可以根據 PSIA-AASI 的全國標準進行培訓和認證考試。認證種類繁多，涵蓋雪上運動中的各個門類，如殘疾人滑雪，高山滑雪，單板滑雪，越野滑雪及泰勒馬克滑雪。

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 的基本指導思想就是致力於營造安全，快樂，易學的環境，成員們共同創造滑雪運動的未來。同時，協會致力於通過提供必要的協助，使得大家的工作更為輕鬆。教育，是 PSIA-AASI 的核心內容。這篇《新晉指導員指南》代表了協會一直以來的承諾，即提供有用的資源，幫助成員們進行引人入勝的教學，通過教育創造可以受用一生的精彩經歷。

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 提供的資源包括《雪上運動指導員核心理念》、《兒童教學手冊》、具體到不同項目的技術手冊和指南，助教工具，在線工具-如新晉指導員在線課程以及一應俱全的視頻圖書館 – 矩陣。這些資源，加上滑雪學校裡的培訓官，分部技術帶頭人，可以幫助你更好的學習，成長為真正的雪上運動指導員。

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，歡迎你加入世界上最大的致力於滑雪教學與教育的組織。我們所要做的就是幫助你成為出色的指導員！當然，如果你剛剛走上指導員的崗位，還沒有成為我們的成員，我們希望這篇指南能夠讓你獲得有益的知識，激勵你去教學，吸引你加入我們。如需了解更多信息，請參照如下文件：PSIA-AASI 指導圖：開始成為滑雪指導員指南；PSIA-AASI 加盟會員指南。

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!

如果你把這篇《新晉指導員指南》讀到了這裡，那說明你對雪上運動很有熱情，並想通過教會別人如何滑雪來讓他們的生活更為豐富多彩。這真的太棒了！

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.

如果你還不是PSIA-AASI成員，那我們邀請你加入這個專職滑雪指導員組成的專業社團。讓我們一起來盡力讓你愛上教學，享受當你的學生受到你的點滴灌輸，從而一輩子愛上滑雪運動所給你帶來的成就感吧！

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.

如果你是新成員，感謝你為你學生的福祉和你自己的成功而下的決心。PSIA-AASI絕對會讓你覺得物超所值！對很多指導員來說，培訓只是在個人職業發展道路上邁出的第一步。作為一名雪上運動指導員，你將有可能更好的提高你的溝通和人際關係技巧，因為你將會同各個年齡段，各種背景的人打交道了。

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.

很多指導員追求的一項職業發展機會就是PSIA-AASI的資格認證。這些認證是對你的技巧和知識水平達到一定程度的認可。這些認證和證書項目被認為是雪上運動這一行業中的黃金標準，也是PSIA-AASI所提供高質量指導員教育資源的最好旁證。PSIA-AASI認證中所倡導的評判標準在國內和國際都得到了廣泛認可，並可以在全國內各個分部之間進行轉換。除了作為PSIA-AASI核心內容的殘疾人滑雪，高山滑雪，越野滑雪，單板滑雪，泰勒瑪克滑雪之外，協會還提供包括兒童專家，自由式專家在內的認證項目。

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 制定了全國通用的認證標準，每間分部都會在他們各自的認證考試過程中加以體現，並以此來評判你作為一名指導員的技巧。作為一名新晉指導員，你首先要成為一名註冊會員，這樣你能夠繼續你的職業發展道路，之後你可能要繼續學習從而通過一級認證考試。隨著你知識的增多，技術的提高，並能表現出更全面的滑行技巧，你也許可以考慮進行二級的認證考試。三級指導員認證是PSIA-AASI 美國教學體系中的最高認證，會對教學知識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.

其他在職業發展道路上的方向還包括分部培訓師職位，包括分部技術帶頭人和考官。一些指導員還可能會在激勵機制下經過多年的準備和艱苦卓絕的選拔後成為PSIA-AASI 示範隊的一員，這是滑雪指導員的精英團隊，代表著所有項目中的最高教學水平，他們要幫助協會改善教育材料，訓練全國範圍內的指導員。當然，還包括競聘分部和總部的領導人員崗位。

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.

不管你是否願意爭取或者獲得了認證，最重要的成就仍然是你的個人發展。學習和成長之路本身就是最好的回報。

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).

參考文獻及額外資源

隨著你作為指導員不斷成長，並繼續學習知識，我們會提供很多資源來幫助你。有些材料是印刷的，有些是數字格式的，還有額外的視頻資料。如下出版物和教學工具可在 PSIA-AASI 官方網站或此文提供的鏈接下載。此外，PSIA-AASI 的各個分部也會提供優秀的教學材料，請聯繫你所在分部獲取最新資源（分部郵件可在此文結束處找到）

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

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