



2023 Interski Report

Written by Casey Bouius

To start off my third Interski, one of the main things I noticed was the similarities between the approaches of the countries. They made sure to involve the students in the learning process. As a hat off to the CSIA, I believe that our Interski presentations since 2011 have influenced the ways that other countries have changed. We are leaders and continue to be leaders in ski teaching. From what I observed and heard; we are still leading the way. Here are a few of the things that I noticed from other countries that would be useful to explore and consider adding into our approach/model.

On snow presentation, Germany, was referred to as the mind and body in ski teaching, with a more holistic approach to make the student aware of their inner body and feelings to add change. It was a 5-step process. Overall, I think it lacked the hard facts needed for ski improvement, unlike our system. However, I see value in including some of this body awareness into our teaching approach when providing feedback/priming and reflection. Especially when working with internal cues, as most students are very unaware of their inner body movements or how they are moving. The German system used some simple starting points in their process to make people aware of their body. We could use this in our task design to help students be in touch with their inner body. As they mentioned, numerous research done in this field can easily be studied to expand our teaching/people skills for greater success.

The New Zealand teaching system was more of a general approach that narrowed down on the individual in the group without singling out a specific individual. It was good for two things, groups and during certification Courses. What I liked about this approach was that, in the world we live in, we must be more conscious of our interactions with our students. This was a specific process on how to guide Instructors to be inclusive and positive towards each student. I still believe that we need to have a personalized approach based on their development, but this seems like a good starting point to provide individual feedback while including everyone in the group. This would work great to teach Instructors how to work in schools and during Courses with larger groups.

As everyone mentions, Austria didn't change much in the last 30 years. I do see some merit in the process they have, which teaches numerous drills to perform to achieve a specific goal. It looks to be a very regimented approach. I see value in this approach as it gives a chance to each Instructor to get the ball rolling and monitor the progress of their students. Having structure to reach a specific outcome and level would help the Instructors on their learning path. As we use the IACRCV in our teaching, it's just as relevant to our Instructors along their journey. If you can provide the starting points, as we do in the beginner progression, we can do this at the advanced expert/bumps, ETC. This would give them a framework to understand the biomechanics and movements involved, as they learn and move on from the initiation phase

and reach consolidation and refinement levels. Once they reach that they will no longer need progression and can build a more personalized approach. I look at it as more of a way to train the Instructor than a way of training the students. However, it does impact both.

If I notice that there is interest, we can explore each of these as an idea and build it our own way and use it in our current system, which has a super solid base as we stand now. I do have a video of each that can be used as a reference to help build a summary of each of our systems, mixed with the footage that the other members received.