

CANADIAN SKI TEACHING

GETTING STARTED



CSIA
Canadian Ski Instructors' Alliance



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CSIA Certification And Pathway

The Pathway includes four Levels of Instructor Certification and a Trainer Designation. The training offered within the Pathway is the perfect way to develop skills and expand knowledge, while practical teaching experience within a Snow School will provide you with the opportunity to implement these skills to truly hone your craft. Real world teaching is exciting, fulfilling and offers invaluable experience as you target new goals.

As a Level 3 Certified Ski Instructor, you are encouraged to attain the Trainer Designation which helps build skills valuable in training new Ski Instructors and is a step toward becoming a Level 1 Course Conductor for the CSIA.

You can begin your journey with either a 3 day Level 1 Certification Course or Snow Park Certification Course. Some Snow Schools in Canada also offer a Level 1 Apprentice Development Program offered over a longer term, in conjunction with on-the-job experience.

As a Level 3 with the Trainer Designation, the highest level of CSIA Certification is within reach. Extensive professional experience inside and outside the Ski Industry are valued and strongly recommended for those embarking on the Level 4 Certification Program



CSIA TEACHING CONCEPTS

INTRODUCTION

The Collaborative Teaching Approach, along with the Assessment and Development framework, define the teaching concepts of the CSIA, just as the Physics of Skiing, Skills Framework and Performance Model comprise the CSIA technical concepts.

The technical concepts define WHAT we teach. The teaching concepts establish HOW we teach. While technical knowledge informs the content of a lesson, an instructor's ability to collaborate and engage with learners while guiding them through experiences in a safe, enjoyable, and productive manner often determines the quality of the lesson.

PURPOSE

The CSIA teaching concepts provide a practical framework which ski teachers can apply in the real world of ski teaching. These principles ensure the delivery of a consistent model and message across the country.

Having a sound understanding of the learner's competency level, along with the ability to accurately identify and affect areas for improvement, is paramount in the ski instruction profession. A common lesson structure, consistent assessment and development skills, and the ability to create a learning experience appropriate to the learner allows an instructor to provide an organized, valuable and memorable lesson.

A collaborative teaching approach (HOW we teach) provides the framework within which technical knowledge (WHAT we teach) can be delivered to learners, while recognizing that no two people and, therefore, no two lessons, are exactly the same.



Canadian Ski Teaching: A Collaborative Approach

Explore the Possibilities

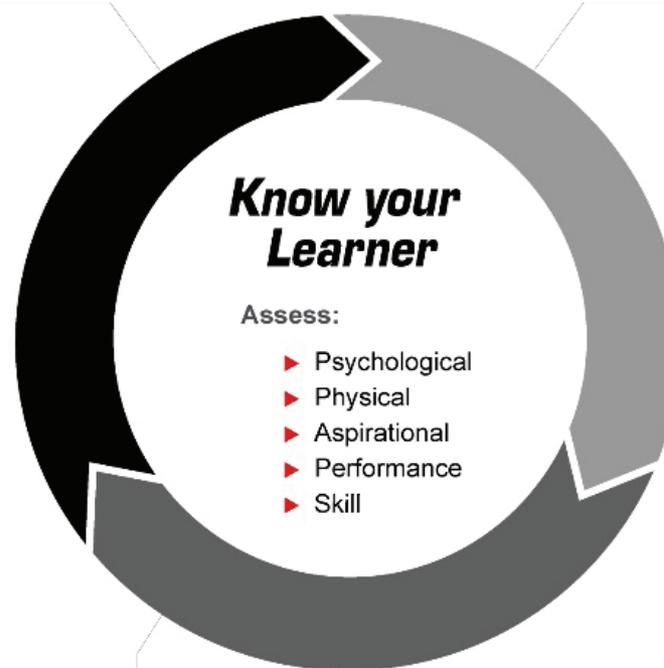
Repeat or vary the Task based on:

- ▶ Learner
- ▶ Environment
- ▶ Objective
- ▶ Skills

Create an Experience

Design a Task based on:

- ▶ Learner
- ▶ Environment
- ▶ Objective
- ▶ Skills



Assess the Experience

Assess or Debrief:

- ▶ Objective vs. Outcome
- ▶ Reflection vs. Observation
- ▶ Cause and Effect

Know Your Learner

Getting to know your Learner and building a rapport is a vital step in creating a successful and enjoyable lesson; the Learner is the ‘hub’. This learner-centered approach guides all of the decisions we make as ski instructors, from the terrain we choose and the movements we prescribe, to the communication style and manner of engagement we adopt.

Create an Experience

Understanding the many characteristics of a learner will help determine the experiences from which they will most benefit. Designing and implementing concrete tasks can help a learner understand both what they should try to do and the possible outcomes, making the tasks measurable for them and observable for the instructor. Awareness of the possible outcomes can help a learner recognize if they are successful or not when attempting a particular task (reflecting IN action). For some learners, describing what they might “feel” as they make certain movements can add clarity and specificity. A well-built task provides parameters for both the task itself and for subsequent reflection.

Assess the Experience

By observing learners as they try an assigned task, you see both the results of their efforts and the effectiveness of your approach. Encouraging a learner to reflect on their experience (reflecting ON action) is proven to facilitate longer term learning. It is important to keep this process positive. Recognizing negative or unintended results is valuable but should not become the focus. Just like checking a map to ensure you are on the right road, ongoing learner/ instructor debriefs can help calibrate the direction of the lesson throughout. Through this process, the instructor can reflect on their decisions and the guidance they have provided and adjust the approach if required.

Explore the Possibilities

Skiing is exciting and learning anything new can be thrilling at any level. A balance of skill development and practical application is important for a learner to understand what they have accomplished and how to apply it out on the slopes. The autonomy to explore the snow environment is invigorating and empowering.

Repetition of a successful task can help to consolidate the correct movements and provides an opportunity to practice the new skill.

Varying one aspect of a task at a time can help a learner deepen their understanding of a concept and learn how much and when to apply the movements in relation to their objectives. Task variations also allow the instructor to adjust the approach to be more effective, or in other words, they create a new experience that begins the “loop” again.

THE SKIING SKILLS

Just as the CSIA promotes an approach to facilitate effective teaching (the collaborative teaching approach), we also provide a system that enables the technical education and understanding of the sport of skiing. As you progress in your development you will find detailed education of “how skiing works” within the CSIA technical concepts, materials and on snow training.

Controlling speed, direction and stability are the primary objectives of most skiers. With that in mind, an important understanding is that it is the skis’ interaction with the snow that affects these objectives, and in turn, how a skier influences the skis relationship with the snow through their movements. Understanding how to manage these primary objectives is necessary knowledge for those that desire to become accomplished instructors.



The CSIA uses this Skills system to help instructors understand the components of skiing and in doing so, develop their ability to assess and develop their learners. The Skills encompass the ski, its actions, and the way a skier affects those actions through their movements. We define 3 skills: rotational control, edge control and pressure control. Skiing uses a combination or blending of all the skills in every turn. These components describe the options we have over our skis, and our movements. Various combinations and proportional application of the skills give us incredible control over the performance outcomes of our skiing.

Rotational control actions:

- The rotation of the skis around their vertical axis.
- Applying a turning or twisting force to the skis.



Edging control actions:

- The rotation of the skis around their longitudinal axis.
- Edging, tipping, or tilting the skis in relationship to the snow surface.



Pressure control actions:

- An overarching term for manipulating the forces fore-aft, from ski to ski, and vertically.





As you move through the CSIA pathway you will become very familiar with the skills and how these manipulators and the relationship between them are the levers to our desired skiing objectives and outcomes.

Your first exposure to the technical concepts will be in the form of the novice lesson plans you will encounter during your level 1 course. The novice lesson plans represent a prescriptive approach to aid you with the content of teaching your first lessons. As you practice the lesson plans and become more experienced you will no doubt have the opportunity to hone the delivery, pace and experiment with your own creative variations.

Further technical and teaching development will come through active teaching and on hill training within a ski school. Additionally, the technical concepts material presented in the Physics of skiing, The Skills Framework and the Performance model will further deepen your technical understanding of the sport in due course.

GUEST SERVICE AND CLIENT BUILDING

Anyone who has spent money to take a lesson has expectations. A big part of your success is the ability to connect with your clients and deliver what they want. Don't deliver all the information at once - focus on key ideas and take the time to develop understanding and results.

Meet and greet

First impressions are powerful. Greet your clients with a handshake and eye contact. Learn their names and use them through the lesson. Ask questions and discuss their expectations. Listen actively and repeat back what you heard to ensure you understand. Explain how you typically work and what they can expect from you.

Confidence and enthusiasm

You are the leader, so display confidence and enthusiasm. Those qualities are contagious and will motivate and engage your students. Build on their successes with positive feedback and encouragement.

Be a guide

Your time with clients goes beyond technical knowledge. Use lift time to find out more about them and develop insight into how to best communicate with them. Share your knowledge of the skiing environment with your clients. Natural history, local interest, and information about the ski area are all good topics for conversation.



Wrapping up

Give a clear summary of what they worked on through the lesson and what their next steps should be. Finish with a handshake and goodbye. This is a good time to schedule another lesson, give a business card, and generate some return business.





TEACHING CHILDREN

6

TEACHING CHILDREN

TIPS – Beginning the lesson



T

Take care to prepare – have pens, class cards, crayons, hand warmers, tissues, grooming report etc.

I

Introduce yourself – and the students to each other. Add things that may help students bond with each other (this is Joey's first day too...he has a dog...).

P

Plan – share your plan for the day with students and parents: where you will be skiing, lunch, pick-up time and location etc.

S

Special considerations – is there anything you need to know (Allergies, concerns, special learning attributes?).

TAILS – End of the lesson



T

Tell the parents about the day (what runs you skied, lifts you took, when you had lunch etc.).

A

Ask the child to describe their favorite part of the day.

I

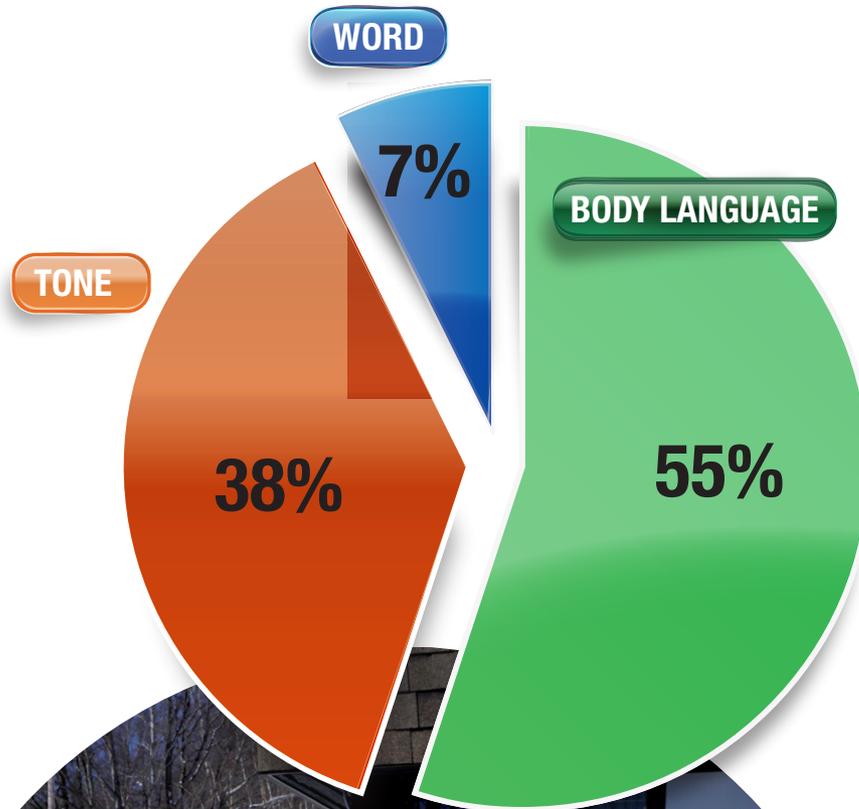
Inform the parents of any Incidents (arguments, separated children, wet pants etc.).

L

Learned – summarize what they learned today and what to keep working on.

S

Smile and say thanks for a great day! Let them know how to book another lesson.



6.4

COMMUNICATION WITH CHILDREN

Certain situations will amplify feelings and lead to unwanted behaviors, like angry fits or cries. It is important to notice and identify those feelings or behaviors and find ways to encourage cooperation. This is what makes kids lessons challenging - it isn't always what you say, but how you say it.



BE AWARE....

Children all have different personalities and feelings coming into a group lesson. Like an iceberg, what we see on the surface does not always indicate what is underneath!



ACKNOWLEDGE FEELINGS – LISTEN TO UNDERSTAND!

Look for non-verbal signs that children are uneasy - crying, looking away, hanging on to parents, stiff posture, and acting out. Use these cues to start the communication process right away! Be proactive and you will gain the confidence of the children and parents. When acknowledging feelings, you are not necessarily trying to fix the problem - just listening and trying to understand.

- Identify the child's feelings. i.e. "You look frustrated." Ask why with open-ended questions. "Can you tell me why?"
- Put the feeling into words. "Sounds like you're frustrated..., that must make you feel angry..."
- Acknowledge the child's feelings with a sound or a word. "Hmm,... yes..." Encourage them to continue, but you don't always have to have something ready to say. Sometimes safe silence is the best. Remember to keep body language calm.
- Give the child in fantasy what you can't give them in reality. Use humour! "Wouldn't it be great if we could have hot chocolate on the chairlift..." or "I wish we could fly right up above us and see everyone on the mountain, including our moms ..."
- Accept the child's feelings even as you stop unacceptable behavior. "Frank, I can see you are very angry about Taylor stepping on your skis. However, hitting is not acceptable."





ANGER MANAGEMENT

Some events can make children feel like they are threatened, frightened, frustrated, humiliated or hurt, and this can escalate to angry fits or crisis. When this happens, it is best to give space and let the child calm down. Then, approach them gently and use the above techniques to acknowledge feelings and listen to understand. Encourage cooperation within the group to minimize other similar situations.

BE A GOOD LISTENER

- Open Body – arms and legs uncrossed, eye contact, kneeling or bending down to their level
- Rephrasing – “So what you said was...”
- Write it down

SAFE TEACHING

Safety first

Your primary concern is for the safety of your clients. Appropriate challenge, common sense and mountain awareness reduces risk. Know the safety rules and accident reporting policies of your area. The following are safety points that should be part of all ski lessons:

- Know and respect the Alpine Responsibility Code
- Warm up for physical and mental readiness.
- Ensure that students are ready to learn.
- Set appropriate challenges for their skill level.
- Make sure students are familiar with the use of lifts; use lift operator's assistance when necessary.
- Choose terrain that allows students to stay in control.
- Use safe stopping areas away from traffic. Keep moving and keep contact with your students in high traffic areas. Keep moving in blind spots – below knolls, narrow trails or trail merges.
- Have students stop below the class to avoid collisions.
- Create awareness of other traffic and potential hazards.
- Alert students to changes in weather and conditions.
- Advise on appropriate clothing and skin protection.
- Consider equipment type and condition.
- Create awareness of area signage.
- In difficult situations, have students follow closely to develop confidence.

Alpine Responsibility Code

Know the Alpine Responsibility Code. The instructor should be a model of responsible behavior on the slopes. As well as paying close attention to the group's well-being, a good instructor includes safety awareness in every lesson. You will find suggestions throughout this manual for conducting your lessons safely.

1. Always stay in control. You must be able to stop, or avoid other people or objects.
2. People ahead of you have the right-of-way. It is your responsibility to avoid them.
3. Do not stop where you obstruct a trail or are not visible from above.
4. Before starting downhill or merging onto a trail, look uphill and yield to others.
5. If you are involved in or witness a collision or accident, you must remain at the scene and identify yourself to the ski patrol.
6. Always wear proper devices to help prevent runaway equipment.
7. Observe and obey all posted signs and warnings.
8. Keep off closed trails and closed areas.
9. You must not use lifts or terrain if your ability is impaired through use of alcohol or drugs.
10. You must have sufficient physical dexterity, ability and knowledge to safely load, ride and unload lifts. If in doubt, ask the lift attendant.





GETTING STARTED

Lesson Planning

Organizing lessons goes beyond background knowledge of teaching and ski technique and into the practical realm of organizing specific activities within a fixed time frame. To satisfy paying clients, instructors must be organized, skilled in dealing with people, and provide tools and solutions. The following pages contain some ideas to help you get started with beginner to intermediate skiers.

Add this link to your mobile device to access basic lesson plans for new instructors: www.csia-lesson-plan.com

GETTING STARTED

FOR FIRST TIME SKIERS

Introduce equipment

Make sure that the skis, boots and poles are appropriate. Look for adjustment issues and take them to the shop if necessary. Show how to carry the skis and once in the learning area, how to get in and out of the bindings.



Climbing and sliding

Start moving and sliding on one ski or two. Show how to push with the poles and start sliding. Move up the slope by side stepping, or in a "herringbone", showing how to put the skis on edge. Slide on the edges to make short traverses.



MOBILITY

Mobility means better access to the skiing environment. Familiarize skiers with their equipment by walking and sliding. Climbing and pushing with poles also create mobility in the skiing environment.

GLIDING

Gliding is unfamiliar to new skiers. Create comfortable situations and link gliding to balance. Skiers that stand naturally over a sliding platform will be less fatigued and better at turning and controlling too!



Falling and getting up

Falls are inevitable, so show how to fall safely to the side and slightly back. To get back up, take off one or both skis, or show how to put the skis across the hill and stand using the poles to help.



Gliding to a stop

With sliding comes the need to stop and good terrain helps naturally. The snowplow provides friction and stability. Encourage a comfortable width of stance and focus on gliding on the inside edges. Use a hands-on approach if necessary – ski backwards while holding the tips and push the skier's feet and knees apart to develop the feeling. Develop a stance that is slightly bent and relaxed over the middle of the ski.

A safe setting

The learning area should be flat with a gentle run out. Avoid obstacles like fences, ski racks and other skiers. This avoids distraction and lets students concentrate on learning to ski.





Speed management

can mean slowing down, maintaining speed or going faster, depending on the situation. Be observant and match your approach to the needs of your students and situation.

SPEED MANAGEMENT

Direction Change

provides control, grip and maneuverability. Encourage round smooth turns and edging through balance. Linking turns creates a sense of flow and rhythm, which is a big part of skiing.

DIRECTION CHANGE

The first turns

From the snowplow stance, get skiers to balance over the ski opposite to where they want to turn. This is counter-intuitive for most, so exaggerate by tipping the shoulders to that side, or putting the outside hand closer to the snow. This creates angulation and grip with the outside ski so the skier turns with balance and the ski design instead of twisting and brute force. Try this on both sides and be ready to repeat – this is often the first big challenge of the lesson. Some students may naturally turn with both legs - if they don't need the snowplow, turning both skis simultaneously should be encouraged.

The first lifts

Many first lifts are conveyor lifts. Show how to get on with a shuffling of the skis, using the poles for balance. Explain how to get off before you send them up or walk up beside them and be there to guide them at the top.



Linking and rhythm

Once skiers can turn on both sides encourage linking by releasing the grip on the snow and directing the skis into the next turn. Flat terrain will make this easier, with a round and open turn shape. Try to create a sense of rhythm with one turn leading to the next. A relaxed stance and turning with the lower body will help.

Developing confidence

Keep beginners sliding and moving to get the feeling. Provide lots of encouragement - the focus is not perfection but discovering a new activity.



THE FIRST GREEN RUNS

1

Taking skiers up the mountain for their first green run is a big step. Know your terrain and time-frame so you don't run out of time. The first step is lift access – tell them what to expect and how to get on and off. Accompany them on the lift and use that time to put them at ease and prepare for their adventure.



2

At the top of the lift find a good place to get organized and remind them of what they learned in the beginner area. Stay close to your students – good communication and trust is essential for them to develop confidence.



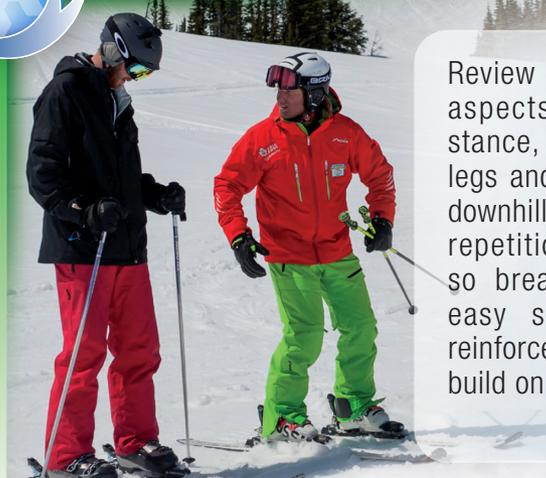
4

Provide guided mileage and put them at ease. Show them where to look and where to turn to make it easier. Be directive and attentive in tougher situations. Take the time to connect with people - it goes a long way towards creating a positive and memorable experience.



3

Review the key technical aspects – a relaxed stance, turning with the legs and balancing on the downhill ski. They will need repetition and practice so break the slope into easy sections. Positive reinforcement is crucial so build on small successes.





THE FIRST GREEN RUNS

Skating

Pushing with poles

Traversing on edges

Focus on turn completion

Side slipping on steeper sections

Low stance, balance on the downhill ski



Maximum speed on minimum terrain

Reduce size of snowplow

Open turn shape

Know the intention... "look ahead!"

Round turn shape

Keep a rhythm - "ski in my tracks"





THE FIRST BLUE RUNS

1

Blue run skiers have some experience, so find out what they expect of their lesson. Some will want specific technical feedback and others to explore new terrain. This, plus the time frame of the lesson, will determine your choice of terrain.



2

Use a tactical approach based on the conditions and objectives. Ski improvement can be exercises, but can also mean playing with terrain and other opportunities that present themselves. Set clear objectives and provide a variety of activities that work toward the same goal.



4

As you explore new terrain be aware of safety. Provide an adventure and a positive learning experience. People come first so your job is to create committed skiers that will come back for more.



3

Intermediate skiers need to consolidate their skills so it takes practice time and repetition. Stick with a plan and find a level of challenge that pushes them without going beyond their capacity.





THE FIRST BLUE RUNS

Follow the leader/ cat and mouse

Skating while pushing with poles

Look ahead, planning a route

Adjust turn shape to terrain

Carry speed on flats

Side-slipping and hockey stops on steps



Tuck turns on flat terrain

Turn with ski sidecut / lines in the snow

360's on flat skis

Hop turns

Short turns in a corridor

Introduce pole plant

USING THE ENVIRONMENT FOR NEW SKIERS



Skating on flats

Climbing walls of mini-pipe

**Pushing with poles
flats and mini-pipe**

**Mini-pipe creates
acceleration and stopping**

**Rollers create natural
speed control**

**Varied terrain features to
play with angle of skis on slope**

**Use of mini-pipe/
concave terrain for confidence**

**Berms and fall-away
- skis on edge**

**Berms and fall-away
- skis slipping sideways**

**Banked turns help
with direction change**

**Convex terrain/
berms aid turning of skis**

Rollers develop rhythm

Terrain Assisted Development

Man-made and natural terrain features can enhance the learning experience in the beginner area and on the mountain. The right terrain builds confidence and skills. Use these contours to make learning to ski a game.

Berms and ridges

Small berms or ridges often form on the edges of trails. They are safe to use if the contours are smooth and there are no obstacles. Change the edges on the top of the berm, planting the pole on the ridge to help with timing.

Small jumps

Have fun by introducing the first jumps. Safety first - look for small terrain features free of obstacles with a clear view of the takeoff and landing and have skiers go one at a time. Jumping will help your students discover weightlessness. Getting off the snow even a few centimeters creates agility and a sense for staying in the middle of the skis.

Rollers and bumps

Small rollers develop mobility, leg independence and awareness of pressure on the skis. In bumps put the focus on where to turn. Have skiers look ahead and try to turn on the crests of the bumps where there is less snow contact. Encourage a round turn shape and steer around the biggest troughs.





HOW WE LEARN

In 1967, **Paul Fitts and Michael Posner** presented a three stage model of psychomotor learning which is the relationship between cognitive functions and physical movements. The Cognitive stage, Associative stage and Autonomous stage describe how a student's memory and experience combine to perform actions. The Canadian Ski Instructors' Alliance recognizes this model and breaks it down into common characteristics of skiers at various stages of psychomotor learning through the following scale: Initiation, Acquisition, Consolidation, Refinement and Creative Variation.

The characteristics of each, described in the following pages, help instructors understand how motor skill development occurs, how it appears and the teaching implications associated with each stage of development, or in other words, how best to teach their students.



UNDERSTANDING MOTOR LEARNING

I Initiation

- First contact with skill or activity.
- Learner may have no idea of what to do.

A Acquisition

- The skier coordinates and executes the key components of the movement in the correct order.
- Execution is inconsistent and lacks precision.
- Conscious execution by skier.
- Rough form, lacks synchronization, rhythm and flow.

C Consolidation

- Coordination of movements appears.
- Controlled and rhythmical execution of task under stable conditions.
- Some performance elements are maintained, but are inconsistent when skier is under pressure, conditions change or demands increase.

R Refinement

- Performance is consistent and precise in demanding conditions.
- Movements are automatic and done subconsciously.
- Only minor fine tuning may be necessary.
- Critical reflection and correction is possible by skier.

CV Creative Variation

Varying

- The movement is perfect under complex situations.
- The skier has developed a personal style that is efficient.
- Movements can be performed according to a model.

Improvising

- Can spontaneously use novel combinations of movements to cope with unexpected situations.

Composing

- Competitive and unfamiliar situations develop personalized movements that are efficient.



- Progress is generally quick and results may be easily achieved.

- Mileage to integrate motor skills.
- Broader variety of situations.

- Situational aspects continue to broaden.
- Learners develop their own understanding and autonomy.

I Initiation

A Acquisition

C Consolidation

R Refinement

CV Creative Variation

TEACHING IMPLICATIONS

- Use clear images, adapted to type of learner.
- Provide a safe and easy learning environment.
- Ensure a high volume of repetition - not seeking perfection.

- Increase repetition - not necessarily seeking perfection.
- Allow learning by trial and error.
- Ask questions that cause critical thinking to increase the skier's awareness.
- Look for and/or emphasize right and left symmetry.

- Expose skiers to a variety of situations.
- Repetition under varied conditions.
- Challenge with more complex and demanding tasks.
- Find more solutions through trial and error.

- Expose skiers to complex and demanding situations that require the skill to be executed at a high level.
- Higher volume of repetition.
- Develop decision making skills.

- Create environments to enable skiers to develop their own solutions.
- Ask for perfect execution in demanding and competitive situations.

FEEDBACK

- Instructional (what, where, how, when).
- Use demonstrations and video – visual benchmarks.
- Positive reinforcement.
- Feedback mostly coming from instructor.

- Skier develops internal feedback – instructor acts as a facilitator.
- Develop knowledge and understanding – some instruction and explanation.
- Question to increase the skier's self-awareness.
- Volume of instructor feedback decreases.

- Teamwork between skier and instructor regarding all decisions.
- Mostly situational based on the environment.
- Should focus on external cues (use of timing).
- Creating opportunities (cross team training).
- Proper skier/athlete management to optimize natural training effect.

THE LEARNING BRAIN

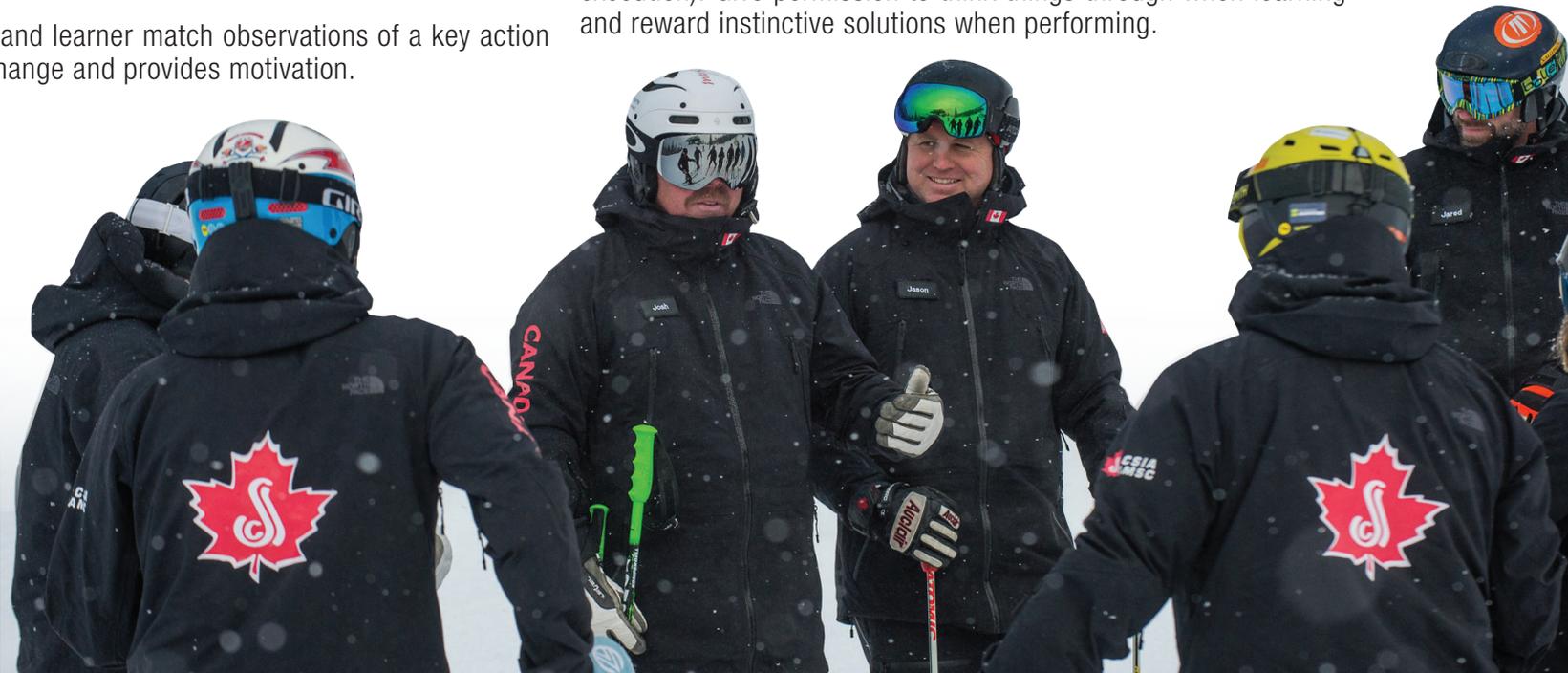
Neurons in the brain work together to control motor skills. These neural pathways build in speed and efficiency over time and this is how skillfulness develops. Learning a new skill or movement is the building and reinforcement of a new neural pathway. Similarly, correcting “bad habits” replaces established pathways with new ones.

Good practice requires conscious execution and self-monitoring, with the learner comparing outcomes with the objectives. The instructor helps by setting realistic objectives, establishing a time frame, controlling the practice environment and creating cues to monitor the results.

- Correct “bad habits” with tasks that block established patterns, giving new neural pathways a chance to get established. Example: A skier that over flexes on the downhill ski will be unable to do this if asked to ski on the inside leg.
- Focus on new feelings or sensations. These become internal cues which the learner can then access to monitor a new movement pattern. Gradually transfer these sensations to more challenging situations.
- When instructor and learner match observations of a key action this reinforces change and provides motivation.

- Analysis of poor performance can be counterproductive if it is the main focus. Instead, build on small successes and reflect on positive outcomes to reward the learning brain for not defaulting to old habits.
- Learning requires doing things that won’t feel comfortable or familiar. Reassure your students that it is normal to not feel “good” when learning a new skill.
- Create achievable objectives and measurable outcomes. The learning brain needs clear indications of success to reinforce new patterns and stay motivated.

The self-monitoring necessary for learning can get in the way if an athlete needs to perform and produce results automatically. This is what happens when a high end athlete “chokes”. Separate the task of learning (conscious execution) and performing (unconscious execution). Give permission to think things through when learning and reward instinctive solutions when performing.



CSIA MISSION STATEMENT

The Canadian Ski Instructors' Alliance provides excellence in education for the profession of ski teaching, contributing to the growth and enjoyment of skiing.

We value our sport and its environment, our members, our partners and the skiing public. As the leader in the profession of ski instruction and a most valued and respected contributor to the sport of skiing, we develop a safe and positive guest experience, a progressive approach and set national standards in ski teaching.

ABOUT THE CSIA

Founded in 1938 and incorporated in 1949 as a not-for-profit organization, the CSIA is the professional ski teaching body in Canada. It is a federally recognized teaching institution and it trains and certifies ski instructors to service snow schools and the skiing public.

A national Board of Directors oversees the strategic development and management of the organization. With a head office staff in Montreal, the CSIA manages the website, program registration and national member services. National programs include standardized instructor development programs from coast to coast and level 2, 3 and 4 certification. In addition there are six CSIA regions: British Columbia, Alberta, Central, Ontario, Quebec, and Atlantic. Each region has its own board or directors and offer region services and events.

Program content and delivery is developed by staff under the direction of national education and technical committees which meet annually.



Credits

Thank you to all members who appear in these pages

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