



INTERSKI 2023
CONGRESS

SnowPro



Interski2023edition

Grant Nakamura





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INTERSKI 2023 EDITION

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A Coach's Perspective

PAUL LORENZ | HEAD COACH

The 2023 Levi Interski in Finland far exceeded the experiences had at previous Interski's that I have attended. The world class facilities and Levi's excellent organisation really contributed to an outstanding event and one that has raised the bar for future events.

Attending Interski as Head Coach was a new, and very different experience. The pressures of presenting and performing were replaced with the pressures of organisation and support. The organisation also extended beyond the Team itself to our 26 supporters. As head coach, I also had to

attend the General Assembly's of all associations that the APSI is a member of including the International Ski Instructors Association (ISIA), International Association of Education in Science and Snowsports (IAESS) and of course Interski itself.

This meant that my schedule was jam packed all day, every day!

Despite many of our team attending Interski for the first time, all Australian team members carried themselves with confidence and absolute



professionalism. As coach, I was privy to comments and feedback from coaches of other Nations. I found it very moving to hear the level of respect for the Australian Team across all disciplines. Our team worked very hard in the lead up to the event and I am incredibly proud of this group and their representation of the APSI and Australia.

Prior to Interski, interested member nations submit a bid to host the following congress. Ordinarily, two or three nations put forward a bid to be voted on at the event. Interski did not receive an official bid for the next Congress. Interski has extended the submission deadline to October 2023,



at which time a vote will take place to determine the location of Interski 2027. While there is no concrete information as yet, there were murmurs of a North American Nation submitting a bid.

During the ISIA General Assembly, member nations voted on an important motion regarding the Italian Organisation. In the lead up to Interski, Associazione Maestri di Sci Italiani's (AMSI) requested to rejoin the ISIA. After listening to a short address from the AMSI representative, ISIA member nations discussed this request at length before voting. Fortunately, the majority of nations were in support and Italy has been allowed to rejoin the ISIA.

Unfortunately, there was no discussion regarding Austria and France and whether they will rejoin the association.

All in all, Interski is an incredibly inspiring event that drives our industry. Unfortunately, inspiration is not easily measured and can be deprioritised when considering return on investments. However, watching a new team rise to the occasion was proof to me how powerful an inspiring situation can be. At a time when the APSI (and our industry) has so few Trainers, the inspiration sparked by Interski will be instrumental in developing our organisation for years to come.



ARGENTINA

RICHARD JAMESON
ALPINE COACH



Technical Concepts

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APSI SNOWPRO

APSI SNOWPRO

On-snow Workshop Technical Concepts

Delivered by Danisa Guardatti, Dana Toso and Matias Marcaccini

A fantastic workshop by the Argentinian AADIDESS team. Simple and concise with a unique and fun delivery to get the technical points across. We had some great powder snow to share with the other nations on the last day of Interski as well.

The 3 main technical points being:

- Efficiency: taking advantage of external forces to minimize use of internal forces (efforts)
- Direct edge change
- Constant optimal load

These 3 technical points seem to blend well together allowing the Argentinians to ski very smooth and efficient. Trying to build pressure through the top of

the turn by balancing against the forces and taking it away through the bottom by absorbing and moving the CoM directly across the skis. This seeks to keep the load constant and helps the skier to be more efficient as they flow down the hill.



Brenna (USA), Richard (Australia) and Carla (Denmark)

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Here is a brief T-bar explanation from Matias on the 3 technical points:

<https://youtu.be/N1bDxTi3W-M>

Another interesting concept the Argentinians introduced was that of "Visual Anticipation" as a skill highlighted in their skills concept. The initial warm-up for the workshop involved getting into groups of three and playing with our visual perception and ability to judge distance. In our groups of 3 (mixed countries) we pre-determined a certain number of turns to a point down the run and had to try and hit this number. 1 person got to choose their number of turns, the next was given the number by the group and the final person was given a number but had to look at their ski tips all the way down to try and hit this number! I was allocated this last one unfortunately – thanks a lot Brenna (USA) and Carla

(Denmark)!! This was a fun icebreaker exercise that also showed how difficult things can be with your decision making when your visual input is taken away.

Here is Danisa on a T-bar chat expanding on the skill of Visual Anticipation and the AADIDESS technical concepts.

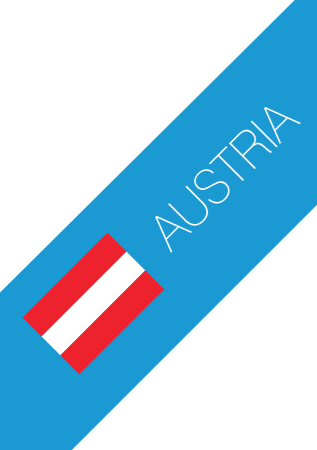
<https://youtu.be/DKvTpVPS0JM>

A fun workshop by the Argentinian team that concisely highlighted their technical priorities and why they use these to ski efficiently and dynamically. Gracias AADIDESS Demo Team!!

Follow this link to download and learn more about the AADIDESS Technical Concepts



Cross the Mountain.



Moguls/Bumps

The Austrian Way

ANGELA POPE
ALPINE

The Austrian Ski Instructors Association (Österreichischer Skilehrerverband (ÖSV) presented two on-snow clinics at Interski, Moguls/Bumps and The Austrian Progression. In the Mogul Clinic Tom, Juri & Patrick started out by giving a brief overview of the progression and structure.

Their structured system of teaching skiing is divided into four different color-coded categories: blue, red, black, and gold. Mogul skiing is in the black category, which is designed for advanced skiers who are looking to refine their technique and take on more challenging terrain.

The ÖSV's method to teaching moguls is based on a few key principles. First and foremost, instructors emphasize teaching the fundamentals,

the importance of body position and technique. To successfully navigate moguls, skiers must be able to maintain a stable and balanced stance, while also being able to turn and absorb the bumps quickly and efficiently. To achieve this, the ÖSV focuses on teaching a strong and stable stance, with the knees bent and centred over the skis, and the upper body facing downhill.



The clinic began on moderate blue terrain, which allowed for ample opportunity to practice and develop the skills on a forgiving slope. We spent half the clinic developing these skills on the moderate blue terrain before moving on to the bumps. One of the key drills used by the ÖSV is the extension-retraction drill, which involves extending the legs and then retracting them, while also bending the knees and keeping the upper body still. This drill helps skiers to develop the ability to quickly absorb the impact of the moguls and maintain balance and control. We moved through a series of variations to this drill. We started with an Extension retraction half garland then moved to Extension retraction garlands. The garland drill, also known as the chicken-out turn,

was emphasized as a valuable exercise for practicing the start or finish of a turn. Jon and Patrick stressed the importance of mastering this drill before moving into developing extension retraction turns on the groomer.

The clinic group then moved to the bumps field! We started out doing extension-retraction across moguls in a traverse, which allows the guest to use the drill in the moguls without fear of picking up speed. The group then moved into down one bump and like our association started to link the bumps together, 1 bump, then 2 bumps then 4 bumps.

The ÖSV's approach to teaching mogul skiing is similar to that of APSI. Both organizations break down the skills required into smaller steps, allowing skiers to learn each step in isolation before moving on to more complex skills. Both organizations emphasize the importance of body position, technique, and safety in mogul skiing, and the importance of mastering basic skills before progressing to more advanced techniques.

We finished the clinic by skiing the zipper line party style, one after another, which was such a fun and exhilarating experience. The Austrian Mogul Clinic was a good insight into the OSV approach and was very informative.

Canadian technical concepts

TOM LANGTRY
ALPINE



The
CSIA
believes
that how you
think is more important
than what you know, and
that function proceeds form in
achieving objectives.

They use a skills-based approach for their
technical framework to observe, assess, develop,
and understand skiing.

It is a ‘first principles’ approach that focusses on the skis, and how physics dictates the outcome of the interaction between the skis and the snow.

Canada’s 3 skills are rotational, edge and pressure control. How these moves are performed, and therefore how the snow pushes on the skis, affects the ability to achieve the desired outcome.

Videos

Please scan the included QR codes to watch videos of the on-snow workshop, and the CSIA’s video about the Skills Framework.

Workshop

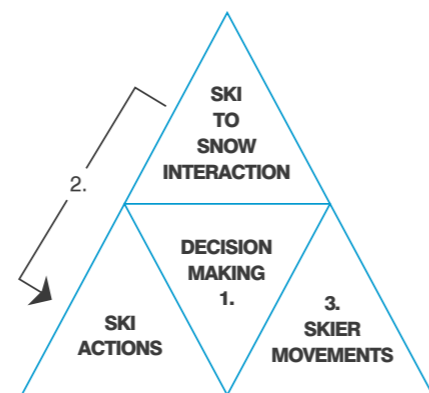
The on-snow workshop I attended was run by Casey Bouius who has been with the CSIA a long time and been to numerous Interski congresses on their National Team.

The day was super cold and windy, but he kept things moving and the group involved and interacting with each other.

First run he got us to ski individually, doing a basic steered medium turn, and then ramp it up to more carving. At the bottom he asked us about what the skis were doing to achieve those different outcomes or performances, focusing on the ski to snow interaction.

He then presented the CSIA’s Skills Framework, which they represent in a diamond diagram.

It is utilized to systematically develop the skier’s technique:



1. Decision Making

What do you want to happen?

2. Ski Actions

What do the skis need to do to accomplish it?
(Rotational, edge and pressure control)

3. Skier Movements

How do you need to move to make the skis do it?

Then we paired up and did synchro short turns. The person at the back copying the front, watching the ski interaction on the snow, and identifying what was different to our own skiing. Then more synchro, trying to identify what movements they make to achieve the skis’ performance on the snow. We shared our feedback with our partner, and then swapped around who was at the front and did the same.

I was paired up with a lady from the Denmark team who ripped. After following each other, the main difference in our short turns we decided was her pressure point seemed to be shorter and more aggressive, where mine tended to be smoother.

Casey said they tried to keep things simple in



identifying differences in the skis’ interaction on the snow. Did the skis travel faster or slower, at the top of the turn or lower part.

An example he gave was:

If you saw a moment of acceleration (ski to snow interaction), the skis were probably tipped up onto more edge (ski actions), so what body mechanics caused the skis to go more onto edge?

Finally, we skied through a run with both flat and steep pitches, where he talked about how we may need to change our goal (decision making) to suit the terrain and our abilities. E.g., on the flatter section we pure-carved short turns, but then on the steep section we added some twisting.

My Take

The CSIA has a well thought out system. I like that it is focused on the interaction of the skis on the snow, and how to achieve the desired outcome. I have been in a small group doing a review of APSI’s technical approach over the past year, and the CSIA’s model encompasses a lot of the key points we’ve been talking about.

- [On-Snow Workshop Video](#)
- [CSIA Skills Framework Video \(6 mins\)](#)





Training and Assessment

People Skills

JAMES CROMPTON
ALPINE

Whilst I think most of us would agree that the difference between a good instructor and a great instructor often comes down to their people skills, most national snowsports training and grading bodies focus their training, and particularly their assessment, on technical and teaching skills.

At the last Interski Congress, Pamporovo 2019, PSIA presented their Learning Connection Model which encompasses the facets of Technical Skills, Teaching Skills and People Skills. At Levi 2023 the focus shifted to how this model is evolving, providing more granular detail and explaining its impact on the guest experience.

I attended both the on-snow workshop and indoor lecture on how PSIA are training and assessing People Skills. These sessions were at the top of my list when selecting the workshops and presentations I wanted to attend.

Training

I joined PSIA National Team Members Josh Fogg, Ann Schorling, Kevin Jordan and Mike Hafer for their on-snow workshop, where they very clearly separated People Skills from those two other skill sets and candidly delivered how they train these skills using the SBI model (Situation, Behaviour, Impact) adopted from the Center for Creative Leadership.

The SBI Model

Americans love some theatre and the PSIA didn't disappoint! With some exceptional role-play, Mike delivered two mini-lessons to half of the group, whilst the other half observed. After each session we reviewed Mike's delivery, discussing the Situation (where and when) the Behaviours observed (what happened) and the Impact those behaviours had on individuals (effect).

Situation

In the initial session Mike delivered a lesson focused on developing the group's synchro skiing. His task was to dominate the conversation and only give feedback to one person.

Behaviour

Some of the behaviours noted by the students in the group and the observers included:

- Not learning/knowing the students' names
- Calling students by the wrong name or just by numbers or their nation
- Looking at the ground and avoiding eye-contact, having his back to people
- Tapping poles on students' skis or pointing at them to get attention
- Talking very fast
- A serious look on his face
- Setting unrealistic goals
- Withdrawn/disinterested body language
- Delivering in a command style where the instructor made all the decisions about the learning process
- Very little student interaction or two-way conversations

Impact

Ann and Kevin, facilitated the workshop and asked individuals in the group how those behaviours made them feel, stressing that this part of the process was personal and that as trainers we should not assume impact, but find out the impact from the students, or from the instructor. Impacts expressed included:

- Feeling unvalued
- Feeling disengaged
- Feeling like the instructor didn't care about the individual
- Feeling like they wanted to leave the lesson



Behaviour

- Observed behaviours included:
- Learning and using students' names
- Smiling and making strong eye contact
- Talking slowly
- Plenty of interaction with the students
- Asking the students lots of questions
- Animated body language with gestures, smiles and enthusiasm
- Transferring a great deal of responsibility and decision making to the students/learners and adopting more of a Learner-Design teaching style

There was a distinct focus on separating the behaviours from the impact. The behaviours were noted with no judgement - just the observed facts of what actually happened.

In Mike's second session he role-played a delivery that you might class as being at the opposite end of the spectrum.

Situation

The Situation remained similar but Mike's task was to be collaborative, give feedback to the entire group and elicit the content for the session from the students.



Impact

Group members described how Mike's behaviour led them to feel:

- Valued
- Engaged and involved
- Social
- Like the instructor cared
- Frustrated that we didn't get moving sooner and that we didn't ski more

Assessment

Whilst Mike's behaviours in the second lesson had a majority positive impact on members of the group, the final impact listed above shows how we can go too far with certain behaviours for some people. It stresses the importance of separating behaviours (objective) from impacts (subjective) and not assuming impacts, as they vary based on our different perspectives.

Inevitably, this can make People Skills trickier to assess as there is no 'right' answer. The most appropriate answer is about adapting and best combining behaviours for the given situation and the guest(s) in front of us. Assessments need this context and authentic interactions. People Skills have been added to PSIA's Teaching Assessments in

order to create a more realistic assessment. They are assessed in adequate time and alongside no other assessment criteria, which might otherwise interfere.

It's early days in this sphere, and whilst PSIA appear further ahead with training people skills than they are with assessing them, they certainly appear to be leading the industry in this space. An exceptional workshop and an informative presentation from a slick and organised PSIA team that left me inspired to use the SBI model in Australia this winter!

APSI Resources





Engaging the Learner

Through Clarity of Outcome and Impartial Feedback.

Prior to Interski 2019, the NZIA reflected upon their instructor training courses and found that many candidates were not engaged in the learning process, relying heavily on direct trainer feedback rather than being able to assess their own performance against a given task or outcome.

Based on this the NZSIA made two changes:

1. Redefinition of turn phases to ensure the learner had a clear description of the body movements and ski performance required in each phase of a turn.
2. Implementation of Kolb's Experiential Learning Model to encourage more reflection from the learner.

This was the NZSIA's first attempt at generating greater engagement from the learner. Fast forward to Interski 2023 and the NZSIA has evolved this philosophy to create a teaching system which provides clarity of outcome and seeks to engage the learner with impartial feedback through a two-way communication process.



The first step in the NZSIA's new teaching model is to develop the candidates' understanding of what is required to complete the given task and demonstrate what success looks like.

To begin, an initial definition of ski performance, speed, and corridor is given in relation to the phases of the turn followed by a demonstration of success by the trainer. Here the candidate is given their first bit of control over the learning process; they can choose where they want to view the demonstration from before they try the task themselves. This may take several runs to achieve full understanding.

Only once the task has been defined and understood does the lesson flow into the NSIA's new "Seek, Give, Seek" feedback model:

Seek: The trainer asks specific questions of the learner relative to performance outcome. i.e., "can you see two clearly carved lines in the snow?" This aims to invite input from the learner and gives the trainer some idea of the learners' perception of their performance.

Give: The trainer provides accurate feedback based on the candidate's performance and reflection using non-judgmental language with impartial mediums such as drawings, film or marks the candidate has left on the snow. This aims to reduce emotional responses from the candidate which could result in them disengaging from the learning process.

Seek: A two-way dialogue is created between the candidate and trainer as they make decisions to

progress the lesson. i.e., "your ski was in the air in this point of the turn. What do you feel when you have a solid connection to the ski when it's on the ground? Let's try and feel that in this part of the turn next run."

Kolb's Experiential Learning model is by no means new, and several nations have used this model in the past, often resulting in confused and frustrated training candidates. What sets the NZSIA apart is their recognition that clarity must be created



around a task for the learner to be able to reflect accurately and be engaged in the feedback process. This teaching model has strong potential and it will be great to hear how it evolves further with the re-writing of the NZSIA's manual over the coming Southern Hemisphere Summer.

ANGELA POIPE

Increasing Gender Diversity in Snowsports



Ann Schorling of the Professional Ski Instructors of America (PSIA) team's keynote presentation was an inspiring call to action for the snowsports industry to increase gender diversity and equity in leadership and instruction.

Delivered to a full auditorium she highlighted, despite widespread recognition of the need for change, women still account for less than 40% of skier visits worldwide and only about 20% of level 3 alpine instructors in the United States, the UK, and Canada. This lack of diversity has remained largely unchanged over the past 20 years, despite efforts to address the issue.

However, Ann's presentation was not just a bleak portrayal of the current situation but an uplifting vision for a more inclusive and welcoming snowsports community. The presentation emphasized the importance of increasing diversity in snowsports leadership and instructors to broaden perspectives and increase relevance to a wider population, allowing more people to envision themselves as part of the snowsports community. Her presentation was underpinned by statistics and research and to this end, initiatives have been created to support gender equity, such as scholarship opportunities, affinity training, and more accurate reporting of the gender gap in certification.

Ann's work in Big Sky Resort, MT exemplifies the kind of community-based approach that is needed to address gender bias and increase opportunities for female advancement. Through conversations and storytelling, she helped identify obstacles to female progress and supported Big Sky Resort in

identifying future areas for change. Her research revealed that gender bias in lesson assignments and minority status affected the development of women. This type of gender bias in lesson assignments is a significant issue. Lessons are often assigned based on gender bias, with physically challenging lessons given to men and emotionally challenging lessons given to women. Men are more likely to get high-level technical lessons, while women are often relegated to lower-end or children's lessons. Minority status also affects the development of women in the industry.

To address these barriers, supervisors can track actual work distribution, set goals with instructors, and manage guest requests. One example of managing guest requests is to change the narrative with not promising a female instructor, but rather asking what skills and qualities of the instructor the guest is looking for specifically and then matching accordingly.

Role models, mentors, and advocates are also crucial for female progress in the industry. Females look to other females in higher positions

as an example to be imitated. For greatest success, mentees should choose their own mentors. Ann used her own example where it was suggested to her that she should share her research findings with a keynote. From attending Interski in Bulgaria in 2019 for the first time, Ann never thought she would be presenting the largest attended keynote lecture at the next Interski to a full auditorium.

Ann's keynote was a powerful reminder of the importance of continuing to address gender equity and diversity issues in the snowsports industry. With increased diversity in snowsports leadership and instructors, the industry can continue to grow and evolve, remaining relevant and accessible to a wider population. The work of the APSI's 'Advancing Women in Snowsports' (AWS) committee reflects some of the initiatives that PSIA has implemented and reflects the continued advocacy of its work. Let's all strive towards creating a more inclusive and welcoming snowsports community, where everyone can find a place to belong and thrive.



express
yourself

PLAYPLAYPLAY

PROdeal: \$125
APSI MEMBERS ONLY



EMMA CHRISTIANSEN
ALPINE

Worsening performance with intentional mindfulness

with intentional mindfulness

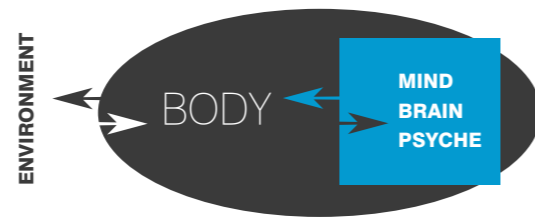
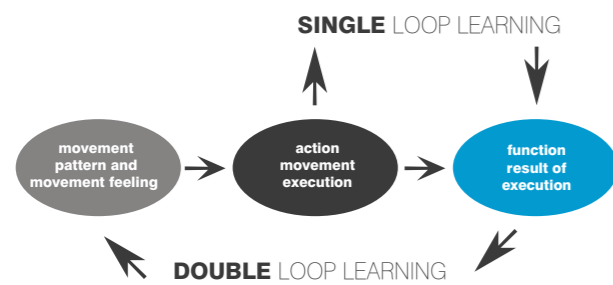


Mindfulness is awareness that arises through paying attention, on purpose, in the present moment, without any judgement. Intentional mindfulness is being actively present in your experience.

Germany presented an experience-based approach on-snow workshop, which showed how they encourage the guest to connect with themselves and with each other. With the goal of improving and expanding movement skills without technical specifications and correction.

This was shown throughout the clinic using 6 key steps:

Warm up. The warm was to tap ourselves, all over our body. Wake ourselves up, whilst paying attention to our body in the present moment.



1. **Rhythm control** As a group we established a rhythm of 85bpm.

We were tasked to do short turns at this rhythm throughout the clinic. This was established early so we didn't have to think about our rhythm turn shape or size, and we could be actively present whilst taking part in the clinic.

2. **Shifting perception from the outside to the inside and establishing a bifocal or multifocal attention**

Shifting perception is seeing a particular situation through a different lens. A breathing exercise was used to focus our concentration inside the body, rather than on an external intentional movement, whilst also creating multifocal attention.

3. **Interruption of own movement patterns**

As pairs we made short turns. It was the task of the person following to mimic the person leading. Mimic specifically their movement patterns. Try to ski as they ski!

4. **Perception and description of differences**

Whilst mimicking our partners movements, we were tasked to think how you and your partner skied differently with strictly no technical specification, feedback, or correction. We tried to establish a sense

of movement and describe this in our own words.

Examples of descriptive words given included ease, power, sparkle, continuity, rock and roll, ballad song, elegance, and security.

5. **Reflection**

Within the reflection we were challenged to reflect on the movement pattern but also include the movement feeling. If this is done correctly, double loop learning will occur, which allows for a higher level of learning.

Embodiment was a key word throughout the presentation. Embodiment is the idea that the mind (intellect, thinking, cognitive, system, psyche), together with its organ, the brain, is always connected to the whole body. Mind and body are in turn, embedded whilst skiing in the mountain environment.

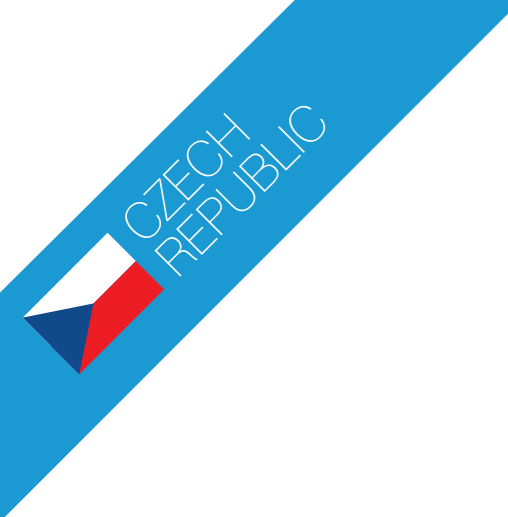
This clinic challenged everyone to think about achieving ski improvement in a very different way. To use mindfulness and embodiment to improve and expand movement skills within our own skiing and of our guests. I found this on snow presentation very interesting and look forward exploring some of these concepts as well as trying these tactics in future sessions.

A THIRST FOR KNOWLEDGE.

THE APSI WOULD LIKE TO THANK JINDABYNE BREWING FOR THEIR ONGOING SUPPORT.



BEER AS PURE AS THE DRIVEN SNOW. BECAUSE IT WAS.



CZECH
REPUBLIC

INTERSKI 2023 EDITION

Is there only one right teaching tool

JEREMY O'SULLIVAN
ALPINE



My first Interski allowed me to attend workshops run by nations that I would otherwise never have the opportunity to learn from, such as the Czech Republic.

Since watching dual discipline Olympic Champion Ester Ledecka win both the Women's Parallel Snowboard and Alpine Skiing Super G at the 2018 PyeongChang Winter Olympic Games, I was excited to know more about how the Czech snowsports body teach.

APUL (Association of Professional Instructors of Czech Republic) presented their on-snow workshop in Levi on their teaching methods and tools. They

APSI SNOWPRO

APSI SNOWPRO

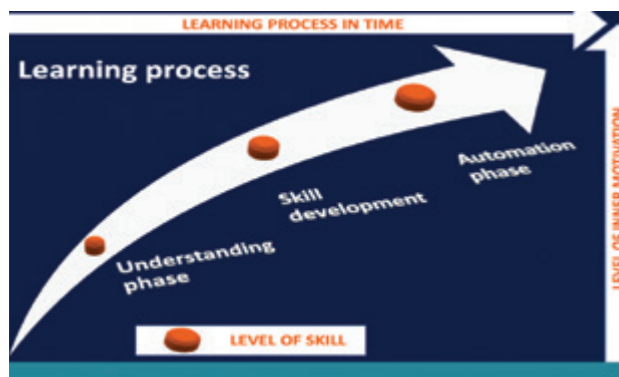


introduced a spectrum of internal and external teaching and learning tools, designed to support the learner throughout the learning process, which consisted of three main phases: understanding, skill development, and automation. The Czech instructors use internal and external teaching tools at different points along the teaching process to help introduce new skills and build on the learner's motivation to improve. They circle between internal and external

tools as the learner becomes more competent. During the workshop, they introduced the participants to the above model with a simple question: What is the difference between the external and internal environment for ski teaching. Many people gave examples such as the ski resort, snow conditions, and the way we think about the world. As the session progressed, the group expanded from thinking only about internal environments

to also including external environments and how this may influence the learner and their objective. The demonstrators split the group into two, with each group being asked to teach a 10-minute lesson solely based on either internal or external environments. As I was part of the internal environment group, we discussed the feelings our guests have while skiing, from snow friction, our body movements, and how a guest would think

about and visualise what they want to achieve. It was a challenge to teach only using the internal environment and we constantly found ourselves looking for external cues to support our guests and add strength to the lesson. My takeaway was internal environments support cognitive understanding however as the guest develops skills and becomes more competent, they start to need more external environments to support their own understanding,



something that is continuously cycled throughout the learning stages.

The demonstrators, Michael Kašpárek, David Pražák, and Michael Turek, agreed with this assessment then providing a QR code with a link to more information on a website created for Interski to introduce the Czech learning philosophy.

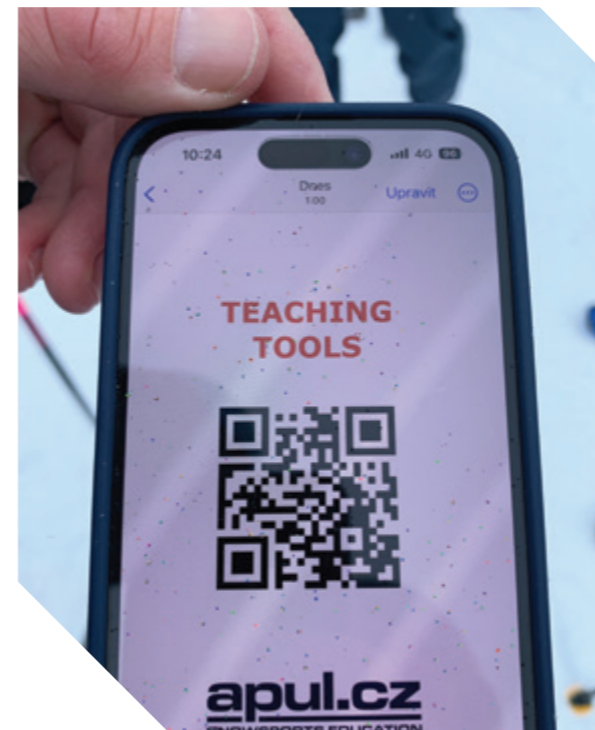
Below are the teaching tools sitting on the environmental spectrum mentioned.

APUL suggested these environments could be referred to as soft and hard skills, Internal environments referred to as the soft skills (thoughts, mindfulness, discussion), and the external environments referred to as the hard skills (Skiing on the hill, drills and tasks like edge sets etc).

The learning philosophy is centred around the idea that students are introduced to new concepts through internal methods first (such as open-ended questions and self-analysis) and as they progress, instructors then introduce external cues (such as



manipulation of the body and corrective exercise) to support the learner's understand and add value to the experience. The Czech team feel this best supports the learner's cognitive development of a new task, implying that APUL educators have developed this philosophy across years of teaching skiing and adapting their lessons from external education systems in the Czech Republic. A great instructor should blend, change, and manipulate their teaching tools (Internal & External) to make the lesson continuous and individual to the student's development, ensuring that there is a cognitive understanding of each concept from an internal environmental perspective, before then moving on. Although many of these ideas were not new to the APSI teaching model, the approach and presentation provided a new perspective. We also acknowledge internal and external cues, use open questions and cater to different learning styles using technical drills to support the learning process, however we do



not use the differentiators of internal and external environments as the overall focus for how we construct a lesson in our teaching methodology. My takeaway from the Czech Republic was the understanding that instructors can accomplish an effective lesson through a learning toolkit built from both internal and external environments utilised along the learning process to improve motivation and skill acquisition to develop the guest's skiing ability and help them accomplish their goals.

APSI Teaching Approach

DEREK TATE



The cool kangaroo logo on the Australian uniform

This was my first on-snow workshop of Interski 2023 and Nick Jones did a great job explaining and illustrating the Australian Teaching Approach. He clearly presented the 9 lesson essentials, Multimodal Communication and the What, Why & How all of which are underpinned by the APSI Customer Service Model – CARE.

And we got plenty of opportunity to put this approach into action with other workshop attendees. It was fun skiing with and getting to know everyone.

Nick's initial point for the workshop was that in Australia their guests have to travel a long way to go skiing and much further than in some other parts of the world. We were tasked with riding the first chairlift



of the day with someone we did not know and finding out how far away they were from their local ski area. The answers were, not surprisingly, very varied but the point about this discussion was that the Australian Teaching Approach is structured in a way that ensures that guest experience is everything and that by following a relatively simple model instructors can make sure that the 'experience' is worth the effort of travelling a long distance.

The 9 Lesson Essentials

These are simply the nine steps that every instructor should follow to ensure a good lesson is delivered. The first two steps are 'Introduction' and 'Identifying Students and Their Goals'. By following these two initial steps the instructor can then move

into a cycle of six further steps which include 'Planning the Lesson', 'Presenting Information', 'Demonstrating' (from different angles), 'Practicing', 'Movement Analysis', 'Feedback and Correction'. The idea here is that this 'cycle' can be repeated as many times as necessary/time allows within a lesson.

These six steps seem to be a repackaging of the EDICT model – Explanation, Demonstration, Imitation, Correction, Trials/Testing. I can remember this original model from the 1980's when I was training as a ski instructor and it is included in the Ski Instructor's Handbook – Teaching Tools and Techniques which I co-authored with Andrew Lockerbie and was published in 2012. <https://books2read.com/SIH-Teaching> Of course there is

nothing wrong with 'repackaging' as this is how our sport evolves and is how different nations can craft their methodologies to suit their audience. And the six steps that have some similarity and crossover with EDICT sit within the nine overall steps. And the final ninth step is the 'Lesson Summary'.

Multimodal Communication

This is about catering for different learner types. The multimodal model is a holistic way of communicating that includes visual, auditory, feeling and reading/writing. By following the aforementioned 9 lesson essentials the instructor can ensure that learners with different preferences i.e., those who need to see demonstrations, those who need clear explanations, those who need to get on and do it, those who need to use their senses and feel hear etc. are all catered for. Again this has a lot of crossover with the well known learning styles acronym VAK which stands for Visual, Auditory, Kinesthetic. This learning styles model has been widely used in sport and again was part of my education as a ski instructor with the British Association of Snowsport Instructors (BASI) and Snowsport Scotland (SSS).

What, Why & How

This is a way of keeping communication simple in relation to setting and doing tasks. What needs to be done? Why are you doing it? And how do you do it?

I have always stressed to instructors that I train that the learner should know why they are being asked to do something and how it will benefit their performance. In other words what is the purpose of the drill. By identifying what needs to be done and then clearly explaining the why and how the learner is more likely to buy-in to the process and thus enjoy greater success.

To view the APSI Teaching Approach handout click [here](#).

APSI Customer Service Model – CARE

While we did not go into this model in detail during the workshop the key message was that APSI customer service is about going above and beyond guest's expectations and this is done by attending to four core principles:

- C. Culture
- A. Authentic
- R. Relate
- E. Empathy

What this model shows is that APSI are very serious about creating unforgettable and fantastic guest experiences and the model provides the depth of information that instructors need in order to develop their customer care skills and put the teaching approach into action.

Key learning outcomes

The Australian Teaching Approach is a simple structure that instructors can follow. And for the less experienced instructor this is very helpful. Greater depth can be added as their knowledge increases and experience is gained. By following the structure, and continually returning to it, instructors can ensure that they deliver great lessons.

While the teaching approach could be seen as a repackaging of previous theories and models (as highlighted earlier) the APSI have created a structure that is designed for their culture and the perceived needs of the Australian guest.

The Australian Teaching Approach is underpinned by a detailed and comprehensive customer service model that ensures instructors can really develop their skills at creating experiences that are unforgettable and go above and beyond expectations.

What others from team Australia said

Paul Lorenz, Demo Team Head Coach and APSI General Manager said, "Interski 2023 in Levi, Finland, has set a new benchmark for Interski congresses. The conference facilities, slopes, and organisation were world class and really contributed to an outstanding experience. All Nations presented very well, and I see the world aligning more closely on many aspects of Snowsport instruction. It was the first Interski for many of the Australian team members and their passion was incredibly inspiring. I am very much looking forward to working with this Team to process the information gathered at Interski to evolve our organisation!"



APSI InterskiTV



InterskiTV is a series of webisodes produced by the APSI National Team in the lead up and during Interski. It follows the APSI National Team through their preparation and training and allows you to experience the Interski event through the eyes of the Team and Supporters!



www.apsi.net.au/interskitv/

A Supporters' **VIEW**

Australian Interski Delegation

KEITH JEFFERS



Having never been to an Interski Congress, I had no idea what to expect in Finland. Was it going to be 24 hours a day of geeky ski talk?

Perhaps Lapin Kulta Beer, when discussing pronation and supination? Maybe even a Lakka Cloudberry liquor while debating edge release, pressure and balance? All I knew was that Finland

was known as the happiest country in the world, so no matter what, it should be fun.

Canberra to Levi Finland is a long way away – 25 hours travel to Kittilä in Lapland, the closest airport to the Levi Ski Resort. It is cold, landing at a snowy airport at a freezing though sunny -23C. Upon arrival, our hosts were there to greet everyone.



With Finnish efficiency, we were ushered to buses and headed off on the 30-minute ride to Levi.

Levi is a spectacular resort town. The mountain rises only 531 metres above sea level from the vast snow-covered plains, frozen rivers and lakes. The Australian supporter team stayed at the Panorama Hotel overlooking the town, that provided the only ski-in ski-out facilities on the mountain. From here

there were fantastic views of the Northern Lights glowing over the resort on many nights.

Each participating country was allocated hosts to assist the demo team and their supporters. On the first day our hosts lead a tour across the resort. Levi is the second largest resort in Finland with 26 lifts (a variety of gondolas, chairlifts and T-bars) and 35kms of groomed runs. The spectacular scenery

on bluebird cold days made for fantastic skiing conditions. Skiing around the mountain for the morning had us all excited for the opening ceremony that evening.

A beautiful clear, cold evening set the scene for the opening ceremony. The bar area was open and pumping while the crowd enjoyed the Suomi folk music and dancing. Santa led the team of

flag bearers down the well-groomed demo slope. This was followed by the opening runs from the 37 teams represented at Interski. Australia performed exceptionally; the large crowd expressed their admiration through applause and cheers.

The following day I attended the APSI on-snow presentation with Emma Christiansen covering the APSI's Nine Lesson Essentials. Emma explained and



demonstrated the workings of the APSI's model very well. One participant thought it was odd that the APSI have 'Student Goals' in those essentials. "Obviously, their goal is to ski/board better" was the comment. By the end of the session, he could see why this is included (fingers crossed).

One of the main reasons for attending – other than it should be fun – was to look at the

advancements and thinking around the Adaptive space. I followed many of the Adaptive sessions, including Tom Hodges' APSI presentations. I really enjoyed the Adaptive sessions. We discussed new and better ways of engaging with our guests and tried out some new/ updated equipment, including a 'sit snowboard'. The highlight of the Adaptive sessions was taking local adaptive guests on a

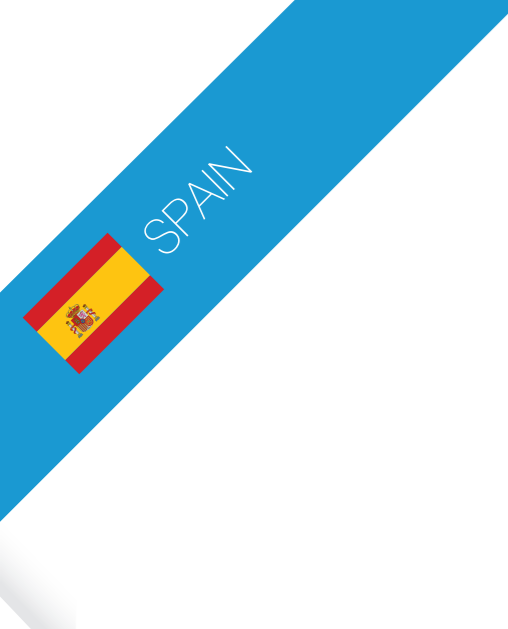
lesson. This way we were able to experiment with new ideas and equipment. The guests had travelled from Napakettu, about an hour away, to be with us and were super excited to be part of Interski.

During the week, we got to ski a lot, learn a lot, meet people from around the world, and even managed a few excursions. A fabulous trip to a husky park where we enjoyed husky-drawn sled rides. A great ski trip to Ylläs Resort, the largest resort in Finland, where the skiing in the morning was amazing. A snowmobile trip to a Reindeer farm, riding at 90km/h through the frozen forest. A delightful team dinner at the Northern Lights Ranch, where we dined on reindeer, salmon, elk and venison.

The week drew to a close way too quickly. The final day finished with a fantastic show on the demonstration slope. The adaptive guests and instructors led the ceremony, followed by an all-women synchro ski/board demo and an all-snowboard run. Each country showed off their skills one more time to the crowd's delight. Finally, everyone skied/boarded down the demonstration slope – looking a little like Front Valley on a super busy day (except everyone here could ski well). Needless to say the closing party was a great night of music, dance, and the odd schnapps.

The Australian Demo team did a fantastic job presenting their topics in all disciplines, and their on-snow performance was outstanding. It was such a fun event. For anyone considering attending in the future, I highly recommend the week. So, it wasn't just geeky stuff. I met people from all over the world, hung out with the Demo team and the supporters, learned from some of the best skiers/boarders in the world, and ate lots of great local food. It was an absolute privilege to instruct local adaptive guests and to see the joy on their faces.

Hopefully I will be back in four years!



Importance of breathing on snowboard technical work

KYLIE DWYER
SNOWBOARD COACH

This clinic was presented primarily by Paula Terra Navarro along with other members of the Demo Team from Spain. The goal of the workshop was to bring awareness to our breathing, transmit this to how it can affect the way we perform our turns, and see how it can boost our performance or help our students.

We used a variety of exercises to ultimately work on two concepts:

- Do we feel stronger and more balanced on the snowboard as we inhale or as we exhale?
- How can we use breath to aid in the timing of our turns?

We started with a warmup run simply bringing awareness to our breath while snowboarding. There



was an array of responses from workshop attendees such as, sometimes I hold my breath and my breath was irregular.

Paula and the team then introduced the concept of exploring when we feel our strongest, on an inhale or on an exhale, and we did a static exercise at the bottom of the slope to find this. Most of the workshop attendees felt stronger on the exhale, but it did vary. We then explored this concept while doing up unweighted turns. Inhaling at the initiation, exhaling through the execution and completion, and then the opposite, exhaling at the initiation, inhaling through the execution and completion. We also used ollies and nollies to explore this concept. There was a mix of results from the workshop attendees. My personal experience was that the former allowed me to feel

more strength and balance, but the latter gave me more rhythm in my turns.

We then took this concept to short turns and added the timing in. We explored timing the breath every turn, then every second turn, inhale on heelside, exhale on toeside, and the reverse. Some workshop attendees preferred to inhale and exhale every turn, I quickly learned that I benefitted from slowing my breath down, inhaling and exhaling every second turn. This allowed me to relax into the short turn and find a rhythm.

Our last challenge brought it all together. We took the two concepts into rollers, berms, and zipper line bumps. It was valuable to apply our personal preferences in this varied terrain and for me, having this focus gave me more rhythm and flow down the bumps.

To sum up the workshop, we each shared our experiences, it was interesting to see how the groups' preferences varied. Paula also explained that the team is continuing to research this topic. I look forward to following their progress.

The breath is powerful, though, we need to bring awareness to it first to gain the full benefits. Once we have this awareness, we can start exploring different techniques of breathing and harness how this can help us flow on our snowboard.



winter week

Winter Week is an exciting new lineup of professional development days for members working in the resorts across Australia!

There is a range of topics on offer that develop your skills in all aspects of instruction. The interesting array of topics have been built around APSI Trainers and APSI National Team members who have just returned from the Interski congress in Levi. Grab a friend and choose a topic or Trainer that looks interesting. You can book one or multiple days and each day counts as an update for your certification (providing that you own or purchase the current teaching manual).

Don't miss this great opportunity to ski/ride with the APSI's best trainer and expand your teaching toolbox and improve your skiing/riding!

www.apsi.net.au/courses-events/winterweek



spring sessions

Spend the weekend meeting new friends or catching up with old ones. The APSI Spring Sessions are a fun opportunity for all members to relax, learn, update their certification, and ski/ride with some of Australia's top trainers: the APSI National Team!

Spring sessions have a relaxed vibe, and you have full control over what topics you attend and the team members you ride with. Spring Sessions are elective style training days operated in all disciplines. It's the perfect opportunity to participate in fun training with friends that is not necessarily "certification focused". Each Team member will operate a morning and afternoon session offering a wide range of topics to choose from. These topics include a wide variety ranging from race drills to freestyle, the latest team technique to the much-anticipated 2023 Interski Congress. With so much on offer, choosing a session will be the most difficult part of the day!

www.apsi.net.au/courses-events/springsessions





JON STEEL
SNOWBOARD

Body Torsion Carving

Tuesday morning began with Austria's on snow clinic. As soon as I saw the theme and content I was intrigued.

We were greeted by Daniel, Benji, Jürgen & Michael. The warm up was very entertaining; we started out of boards, slapping our quads with the focus of mimicking a horse's gallop, with the intent of going faster and faster. From there we jumped into a rail trick position, back to galloping then jumping a 360. We did this for a few minutes and everyone was definitely warmer afterwards. From there we discussed the theme for the clinic being 'Body Torsion Carving' and split into two groups. Daniel & Benji led the group I was in. We headed up the chairlift and got into a static



Bauer drill in more of a longer carved turn. The focus was driving the back hand forward to the front leg on heelside & the front hand to the front leg on the toeside. We weren't focusing on any vertical range of movement yet, purely the stance & the upper body angulation. I found this fun & the snow was perfect for it. With the intent of getting the front hand closer to the front leg I found at times more of my balance was directed to my front foot, & I was starting to lose the tail of the board at times on the heelside turn. After a bit of mileage with that we then added in vertical movements. We focused on an up-unweight (or extending at initiation) for the movement pattern.

angulation to keep our mass balanced over the working edge. Again, the snow conditions were very conducive to this and the drill was very fun at high speeds with high edge angles. Daniel did touch on the examination process & criteria at the Level 3 standard. Hard booting was still examined until very recently. It has now been removed from the exam process, mainly due to access to the equipment needed. They were in discussions within their examining staff to look at adding an SBX component to replace this. Overall the clinic was very well presented, Daniel & Benji did a great job in explaining the content and

positioning drill, they used me as an example of the position we were trying to achieve. It felt quite similar to what we promote in Australia, the main difference was my hips and upper body were more open in the direction of travel. Daniel went into good detail about this position being influenced a bit by ski technique and their stance being double positive in the binding angles. The more open body position would definitely be more attainable with a more directional stance vs a freeride or freestyle stance. They explained the context behind this stance; it made it easier to use upper body angulation and they could direct more pressure to their working edge in this position.

From there we looked to use this stance in a Peter



The context behind this was they wanted us to be balanced closer to the edge through the middle and completion of the turn, which makes a lot of sense. After that we were encouraged to rise up and move forward, very similar to projecting our mass to the centre of the new turn.

We moved onto a carve grab drill next to encourage us to use more upper body

we got plenty of riding in which was awesome. I have a higher appreciation of the influence Austria has had on snowboarding in Australia & I saw many similarities between our two riding styles.



JASON CLAUSCEN
SNOWBOARD

Engagement
with purpose

Teaching Downunder



After the quite long and extensive selection process for the 2023 APSI Demo Team. There were only a few days on snow to discuss fundamentals and ideas we felt could define some of the key aspects of APSI snowboarding and the Guest Experience.

As spring and summer swept by, we quickly found ourselves in February with Levi approaching. Through a few Team meetings, Kylie, John, and I started the process of connecting the dots and formulating the indoor presentation.

For the indoor presentation, we targeted the theme of Inter-ski, "The Guest Experience is Everything", and broke it into the External and

Internal guests. We then progressed this from the past, present and future to create a story that linked together.

Both our on-snow, indoor presentations and demonstrations were on the first day, which made day one quite intense.

Our presentation took form in basically 4 parts.

1. A brief history of where we came from. This covered the early years and the influences from Europe, mainly Austria, then progressed to North America and how the APSI developed in aiding the guest experiences and instructor development. This then wrapped up with the recent years and the shift from Australian's, guests and instructors venturing to Japan and how culture, snow and travel has influenced us.



2. The Covid years.

How Australia and the APSI handled the pandemic and what evolved. As we know Australia was heavily impacted during this time, but it also made the APSI adapt. Connecting with APSI instructors and starting to provide online options to keep instructors and trainers engaged. This is something that the APSI is adopting moving forward.

3. The C.A.R.E. model.

Culture. Authenticity. Relate. Empathy.

This was a quick overview of the main Australian indoor lecture – We only touched on the framework and encouraged participants to attend the main presentation later in the week.

The C.A.R.E. model really simplifies connecting with the guest and providing an experience and connection for all to enjoy.



4. The future.

Highlighted some of the aspects which are driving the guest and instructors enthusiasm. This looked at the success of Australian athletes such as Valentino Guseli, Scotty James, Tess Coady, which help drive the younger generation. It also introduced some of the new facilities such as the National Snowsports Training Centre (NSTC) and the Concrete Playground – due to be built in Sydney by 2025.

Throughout our presentation there were some quiz questions with small prizes given out to those that could answer correctly. This ranged from Caramello Kolas, APSI face masks and a grand prize of a pack of Tim Tams.

Example- Can you name this rider?

This then left a short time for questions.

The realisation that Australia was isolated with such heavy restrictions was one area that surprised many.

Another question focused on the Level 4 being available in Japan. One that often comes up within the APSI and when talking with other countries.

ERIK FLEKANDER

My experience at Interski 2023

My Interski experience began back in 2020, when I first submitted my application to join the national team. Despite making it into the preliminary APSI national squad, I would ultimately fall short of that goal at the final team selection in Thredbo in August 2022.



Regardless, I was still keen to attend interski as an APSI supporter and take in as much as I could from the event. I had already planned on a European winter season in Switzerland, so being already in Europe I thought why not! Attending Interski means you're able to attend any clinic you wish, as well as any of the indoor lectures also. In short, you have all the benefits with none of

the responsibility of presenting. Naturally, I made the most of this and filled almost every slot. With so many great presenters here it would be a shame not to.

Day one of presentations took me to the Argentinian clinic in the morning, followed by the Czech clinic in the afternoon. Both were freestyle oriented. A brilliant experience to be able to meet, ride, and network with some big names in the snowsports industry. The Swiss presented their keynote speech later this afternoon, focussed on year-round staff employment through the summer months, to not lose potential return staff year after



year. This helps to make the industry a more viable career option, by providing year-round contracts to employees, and by providing the security of not needing to relocate for work multiple times each year to follow the seasons.

Day two was a highlight for me. I started the day with the Austrian snowboard clinic, titled 'body torsion carving'. It was all about manipulating your body position to get the greatest performance out of your board. This was easily the most fun I've had on snow for a long while. With cold temperatures, dreamy groomers, and grippy snow, you couldn't ask for better conditions for this clinic. The afternoon

saw a change of style with Argentina's 'fear, empathy, and snowboarding' clinic. In other words, taking it back to basics, and remembering what your students are feeling. This was done firstly by placing a foam block in front of your highback, drastically shifting your lateral position on the board. Needless to say this makes riding more difficult, and even in the simplest of tasks it felt like we were brand new to the sport again. We also tried various combinations of one foot riding, sometimes in switch, to again mimic what our guests must feel early on in their snowboarding experience.

I attended the US clinic in the terrain park on

the morning of day 3. The weather was not our friend this time around, with poor visibility and windy conditions. The afternoon was already scheduled as an afternoon off (ie. no clinics running), and it was probably for the best with many lifts now on windhold. What better way to spend it than with a long lunch inside followed by a Finnish sauna! This evening was the APSI team dinner, a short bus ride away from Levi.

On thursday morning I attended a great presentation from New Zealand on their 'feedback toolbox'. I found this really interesting to rethink how we present feedback to guests and trainees, to achieve the best results given their current understanding and emotional state. Something I'd not considered before was asking your student questions before giving feedback, as this can give greater insight on where their understanding and emotions are at, and therefore you are able to give feedback appropriate to this state. The afternoon was another fun clinic, this time with Canada, on 'keeping the stoke high'. We split into smaller groups, and with lots of ride time, and some fresh snow from the day before, everyone felt the stoke.

Before you realise it, you're on the last day. I take the morning off from clinics, and only attend the German clinic in the afternoon. Theirs was titled 'the snowboard compass', explaining how on any given run there are elements that can be used to train

similar skills in other disciplines of snowboarding i.e. tree runs to simulate line choice through race gates, side hits to build towards the terrain park, and easy wide groomers to throw some switch carving in the mix. In other words, using the available terrain to its maximum potential.

In the closing ceremony, all of the participating countries produce one last show run, thankfully this time it's not the freezing temperatures we endured watching the opening ceremony. After this point, all of the hard work is done by the presenters and demonstrators, and all that is left is the closing party. This is where all of the national team attire is swapped and traded away. With the Australian team puffer in high demand I'm offered a full Dutch team outfit of jacket, pants, and gloves in exchange. I can't say no to that!

Overall, I'm incredibly glad I attended Interski in Levi 2023. I would recommend this experience to anyone who is serious about growing their knowledge in the snowsports industry. It's also an incredible networking event allowing you to meet, ride, and even grab a beer with some of the best instructors from around the world. Now that I've had a taste of what the event is, and has to offer, it has only increased my motivation to try out for the team again in the future. Would I attend Interski again? Absolutely. Though hopefully as a national team member next time!



Telemark skiing will change your life



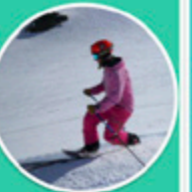

BEN JACKSON
TELEMARK COACH

The German indoor presentation was a well presented summary of their new progression and teaching philosophies. They have been working hard on simplifying their teaching and progressions to make a better Telemark experience for guests.

A new manual is just about complete for their instructors to use next season. They focused more on the beginner part of this progression which included the "6 Steps to Telemark Basics". The reason being that for their on-snow workshop the following day they presented these 6 steps using

real first-time telemark skiers. It was great seeing this progression with real life guests. Great importance is placed on introducing Telemark to beginners and children as this is needed for the sport's future and promotion. We were greeted by the Tele Penguin mascot when we

6 Steps to Telemark basics

<p>Let's go</p>  <ul style="list-style-type: none"> • Content based on Individual requirements • Experience & knowledge about limits & possibilities • Possible locations: indoor, outside on a flat terrain 	<p>Free your heel</p>  <ul style="list-style-type: none"> • Alpine turns: middle position -> „feel the heel“ & flexed ankle • Individual verbal and pictorial information & feedback • Variety of turns: different turn radii, speeds, & turn qualities 	<p>Step in the Flat</p>  <ul style="list-style-type: none"> • Telemark position & movement with „high five“ information • Individual learning: without/with Skis, with methodical material (e.g. Alpenstock), games • Important: practice on both sides & Alpine vs. Telemark position! 	<p>Move Straight</p>  <p>Adjusted to the slope difficulty (essential):</p> <ul style="list-style-type: none"> • Very flat terrain: fall line, flat ski • Flat terrain: Across the slope, edged ski • Steeper terrain: fall line, edged ski: side slipped 	<p>Change Direction</p>  <ul style="list-style-type: none"> • Across the slope with parallel change of direction • Smooth & active movement changes: telemark - alpine • Combine with various exercises & methodical material, (e.g. Alpenstock) 	<p>Telemark Turns</p>  <ul style="list-style-type: none"> • Fluent Motion without interruption • Synchronize timing & range of motion • Create „Aha moments“ with the right individual exercise
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INTERSKI-Congress2023 Levi FIN | DSV Bundeslehrteam Telemark

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<p>Beginner</p> <p>„First time TELEMAR Sking“ Adjustment & Consolidation</p> <p><i>More individual requirements</i></p>	<p>Intermediate</p> <p>„Solid TELEMAR Sking“ → Consolidation & Change</p>	<p>Advanced</p> <p>„Skillful TELEMAR Sking“ → Change & Variety</p>	<p>Expert</p> <p>„Pro TELEMAR Sking“ → Variety & Confidence</p>
<p>What does the student experience?</p> <p>– Fascination Free heel – Limits & possibilities of the new telemark material</p>		<p>What does the student experience?</p> <p>– Fascination Free heel – Adaption of telemark skiing to terrain and snow conditions</p>	
<p>What skills and knowledge will the student learn?</p> <ul style="list-style-type: none"> * New telemark gear * Telemark position * First telemark turns 		<p>What skills and knowledge will the student learn?</p> <ul style="list-style-type: none"> * Short turns * Carving turns * Terrain adapted turns 	
<p>„Simply Telemark“ = a simple approach to Telemark skiing</p>		<p>„Top Telemark“ = The way to Telemark „Pro“</p>	

INTERSKI-Congress2023 Levi FIN | DSV Bundeslehrteam Telemark

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entered the lecture and on the snow. The penguin actually skied around with us as well! Kids are naturally drawn to a mascot and the Penguin is often seen during the Telemark camps and festivals in Germany fascinating both kids and adults. A fun way of presenting the Telemark stance and moving on the equipment was the "Telemark high 5". We were challenged to give a high 5 to our neighbour

in different positions balancing and using our equipment.

The 6 steps allow guests to practice and gain plenty of mileage. The instructor can move through these slower or faster depending on the guest's previous snowsport experience and the terrain available. During the on-snow presentation we were able to watch German trainers teaching a few

different people that were at Interski as supporters for Switzerland and USA. We stood back and were able to shadow the lesson while another German presenter talked us through what was happening and why the trainers were doing what they were doing. It was great seeing slightly different tactics and progressions used that catered to that guest's experience.

Overall, I was very impressed with the simplicity of the progressions and the way the guests were moved around the hill. It has to be noted that Levi has the most incredible terrain to teach Telemark in this simple and fast way. Many of these concepts can benefit Australian guests and instructors. Well done Germany, it was great to see the passion and stoke of the presenters and their love of Telemark delivered to guests!

Great Telemark Experiences The On-Snow Workshop:

CHRIS LEWCZYNSKI TELEMARCK

Inflatable Fun



The Swiss telemark workshop was one of the most unique and engaging workshops that I experienced in Levi. The workshop was extremely simple: let's see if we can carve with as much edge angle as possible and get both our hands towards the snow turn inside the turn.

To help the participants, the Swiss brought with them a plethora of "pool inflatables" for everyone to experiment with, ranging from thick inner tubes to thin bodyboards. The guidance from the Swiss workshop presenters was limited to external rather than internal cues:

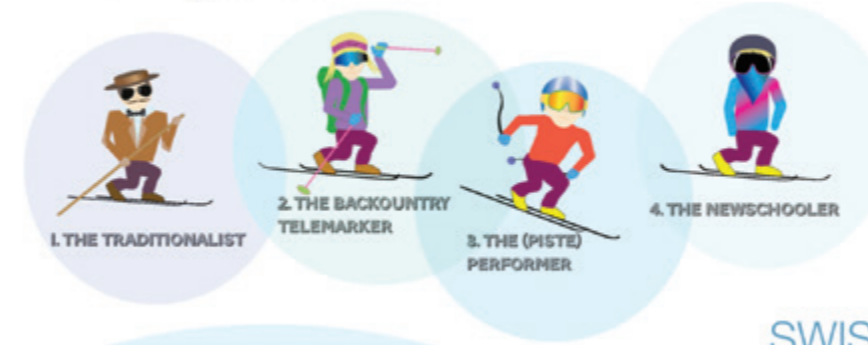
Internal Cues: Focus on the participant thinking

about a specific body part during a task or drill e.g. "can you roll your outside knee into the turn more" External Cues: Focus on the outcome of a movement or something within the participants environment e.g. "I want you to jump as high as you can" or "I want you to ski within one cat track width."

At first I was sceptical about the inflatables, however, they worked. The large inner tubes allowed the more timid participants to place their hip and body weight on the ring and ride it round the turn, increasing their edge angles. The more adventurous participants could experiment with pushing the thin bodyboards as far away from their body as possible



The four types of telemarkers



The Piste Performer. This telemarker wants to get the most performance out of their skis. The goals for this skier is skiing efficiently, with high edge angles and in variety of turn shapes. This skier is happy to do drills and wants to ski on groomed runs.

The New Schooler. This telemarker wants to ski the entire mountain including the terrain park. The skier is motivated by being able to ski the entire mountain in their own style. Carving, freestyle, jumping and telemarking switch are fun and are part of the experience.

Each type of skier has a different set of aspirations in terms of style of how they want to telemark, skiing outcomes and what type of terrain they wish to ski. This has become the starting point for the Swiss Telemark teaching system to create "Great Telemark Experiences". On Swiss telemark instructing courses, each day is focused around teaching one of these specific "types of telemarker". This gives instructors the tools to create individualised experiences, centred around the goals of the student. Furthermore, this gives instructors the

knowledge and tools to introduce students how to ski in different styles and terrain, building adaptability in skiers.

From my experience in the Australia, I think that most telemarkers broadly fit into one or two of the Swiss "types". The APSI has a similar approach with the concept with the "telemark styles", in which we teach instructors to be aware of the strength and weakness of different styles of telemarking and how to teach people in their preferred style. The strengths of the Swiss system is that it encourages instructors to engage cognitively with students through a style of telemark which can help strengthen a relationship with the guest. The concept of building a typology of learner is not new, as demonstrated by VARK utilised with APSI. However, extending a typology to a type of "skier/rider" is a new application. I find this "typology" application intriguing and it has a lot of potential to be expanded across the disciplines of alpine, snowboard, telemark, people skills and instructor.

The Swiss "Types of Telemarkers"

For the 2019 Interski congress in Bulgaria, the Swiss distributed a telemark survey to interski participants and skiers within the Swiss telemark community. One of the goals of the survey was to establish the goals of telemark skiers. From this, the Swiss devised the four types of telemark skier:

The Traditionalist. This type of skier has been telemarking for a long time. Potentially using older equipment. From a style perspective aims for the more old school long telemark position, performance is not a driving factor and wants to ski the entire mountain.

The Backcountry Telemarker. This skier is predominantly motivated by skiing off piste, however, they will ski groomed runs. From a teaching perspective they want to learn skills that will enable them to be more efficient in variable conditions and ski harder terrain.

to increase edge angle and just using their forearms on the inflatables for stability. As the Swiss did mention, the body position wasn't the ideal outcome for on piste skiing carving, with the upper body rotated inside and using the snow and inflatable for balance of the upper body. However, for the participants, the outcomes were having a lot of fun, trying something new and everyone experimenting with the extremes of edge angles they perceived were possible for them. It was a great unique clinic that demonstrated the strengths of external cues and physical teaching aides. Benny and I have purchased some of the inflatables, so if you want to give some crazy telemark carving a go, come and see us.



Nordic Workshops from Around the World

The Nordic Interski 2023 delegates at the Finland workshop

Interski 2023 in Levi was an extraordinarily successful Congress from both an organisational perspective as well as the depth and breadth of Nordic indoor and outdoor sessions. Around 14

nordic countries were represented with Poland sending Justyna Kowalczyk (ex-World Champion) as one of their delegates.

As there were many workshops, Jane Scheer and I were constantly on the move to cover as many indoor and outdoor sessions between us. This wasn't too much of a chore even if it meant skiing 5 km between the two workshop locations. There were two highlights for me as the TD. The first was the quality time spent with the US, Canadian and British delegates. The second were the two workshops conducted by the Finnish national coach. Interestingly I discovered that in Norway, Sweden and Finland, Nordic instruction is a minor industry with the emphasis on coaching. As everybody learns to ski when they are young and at school, there is little demand for 'instruction.

As we spent considerable time doing workshops with PSIA, CANSI and BASI, I will cover off on some key aspects about their teaching methodologies and foundation skills. This gave us a lot of food for thought as we move into our Manual rewrite next summer.

CANSI Methodology

CANSI has a student (guest) centred approach with 6 key components covering the participant's perspective of; Feel included, Feel safe and Feel successful.

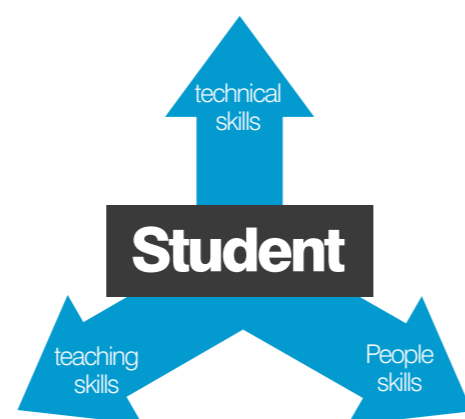
The other three components cover their teaching methodology; namely 1. learning is Customisable to the student, 2. Situational- every participant will be different and 3. Empowering- the guest to achieve their goals and want more. You are involving them in the learning process.

The teaching methodology is a four-step process of:

- Connection
- Learning Environment
- Technical Assessment, and
- Technical development

PSIA Teaching Framework

The PSIA-AASI framework for teaching is called the Learning Connection. It is also student centred and consists of the 3 key Instructor Skills of Technical Skills, Teaching Skills and People Skills. All of these three are required for a successful lesson.



Technical Frameworks

The table (right) shows the Technical Frameworks for CANSI, PSIA and APSI. I have aligned like type concept where possible. The different frameworks are well worth further discussion as we do our manual rewrite. Some are common concepts using different language, others are just different.

APSI	CANSI	PSIA
Stance	Balance	Body position fore/aft
Pressure		Weight transfer ski to ski
Edging		
Rotary	Direction change	
Timing & coordination	Coordination	
	Propulsion	Propulsion
		Momentum

Australia Workshop

We ran two workshops, one in the morning and one in the afternoon as well as an indoor presentation. We covered the five technical fundamentals above and how we approach them in the Australian context of fun and engagement. This included games and relays. A 'crowd pleaser' was the recovery from a fall using the 'rock and roll' (starting on your back and then doing an eskimo roll on skis). Interestingly the Swiss contingent said that they could never do this in Switzerland. Apparently, it is embarrassing to fall so guests just get up, dust themselves off and continue as if nothing had happened!

Conclusion

Interski 2023 was not only professionally rewarding but was an extraordinary cultural experience. The indoor and outdoor presentations were invaluable, covering a broad range of topics and themes. We have taken a lot away to incorporate in our teaching. Equally, it was comforting to know that our teaching is on par with the rest of the world.



Cross Country for Total Beginners

JANE SCHEER | NORDIC

Cross Country Skiing for Total Beginners, Ola Peltonen, Nordic Technical Director for the Finnish National Association of Snowsport Instructors, FNASI.

Ola commenced the workshop having us walk in large circles following him for a good 10 minutes, firstly just walking, progressing to larger steps, and then leaning forward whilst taking larger steps. This approach introduced forward body lean to the beginner skier straight away.

Then with skis on but without poles, we started with walking on skis then walking with a bit of glide in the classic tracks. There was no talk about push, just walk. Then walk and lean forward with "hips up, not bent over", like what we did without skis on. Then he explained the concept of weight shift by "movement in the knees" (flexion).

I thought this was a simple approach of teaching diagonal stride, without getting caught up with complicated explanations of technique.

We then partnered up and with only one ski on, practised some scooting with arms around each other (see photo below). One skier had the ski in the classic track whilst the partner stood outside of



the track and together the pairs scooted up and down the track supporting each other. This allowed the skier to experience stepping forward and gliding whilst being supported. See photo below. We also tried opposite ski legs in the track so the free arm could swing with the ski leg more closely resembling normal diagonal stride. Ola explained that the push-off is a roll of the foot not digging like a dog.

Above photo: Ola Peltonen with John Gallagher, Canada, CSIAAMSC.

Then with both skis on, we did a diagonal stride poling exercise in the track with legs together but not moving. Ola emphasised arms at 90 degrees.

He then demonstrated stationary body position for good diagonal stride (see photo below) where the angle from shoulder to heel is around 45° in relation to the ground when comparing the line of the back with a pole.

He went on to talk about changing ankle angle according to the terrain, for example, more bend in ankle for skiing uphill.

Double poling followed next. Firstly, we worked on stabbing the ground with the poles with high hands, close to your face and doing some jabs whilst stationary with elbows out. Then this progressed to poling with forward body lean, heels up, and activation of stomach muscles like in a crunch. This was an interesting approach of teaching double poling technique to a beginner as this is quite an advanced technique.

He covered Stride Double pole but emphasised that it is used less these days as double poling is favoured.

He wrapped up the workshop with the comments that skiing needs to be relaxed, with rhythm, shifting weight from leg to leg and commented: "try to ski relaxed, body weight" (up and down) "rolling side to side", "like Kerttu and Livo Niskanen" (elite Finnish skier-siblings)!



APSI Interski Resource Library

For more articles, photographs, videos and information of the Levi/Finland 2023 Interski and the Australian 2023 Interski Team, go to the website link below or use the qr code.



www.apsi.net.au/interski23/



United Nations of Adaptive Instructors

INTERSKI 2023 EDITION

APSI SNOWPRO

TOM HODGES
ADAPTIVE COACH

The 2023 Interski congress in Levi, Finland, proved to be a historic event for the adaptive snowsports community, with representatives from all over the world coming together to progress their discipline and put it in the spotlight.

Following from the amazing representation of Adaptive team members and trainers at the 2019 Interski congress in Bulgaria, Levi Interski continued to build a strong legacy of Adaptive instruction for the Interski movement. While I had been in touch with these Adaptive team members and trainers between both congresses, especially as the whole industry was moved online during the Covid pandemic lockdowns, it was so exciting to see the other adaptive team members in person again, and once again share the vision of the global adaptive movement within the instruction industry.

The Adaptive Gathering on day one was spearheaded by Ina Sohn-Rajamäki, leader of the Finnish adaptive team, who sought to unite all the adaptive delegations in one forum. This set the tone for the rest of the congress, with representatives from at least 12 countries, including Sweden, USA, Great Britain, Ireland, Hungary, Czech Republic, Netherlands, Norway, Poland, and of course, Finland and Australia. However, this was not just an assembly of National Demo Team members. Adaptive athletes, students, instructors, supporters, and allies were also in attendance, with the notable

INTERSKI 2023 EDITION

APSI SNOWPRO



inclusion of Steven and Verity Davis-Raiss, Erik Flekander, and Keith Jeffers who were in Levi as APSI Supporters. Finnish sit skiers, Tea Latvala, and Paralympian and Levi Ambassador, Maiju Laurila, also attended the gathering, keen to share their adaptive stories and welcome everyone to the hill they regularly ski at. The Finnish group Napaketut, which runs a program for the Finnish Special Olympics alpine group, spoke about the growing movement of support for the Special Olympics in Finland.

Over the five days of the congress, this group came to be known as the United Nations of Adaptive Instructors, with new members joining every day attending on snow workshops as well as indoor lectures to explore the full spectrum of adaptive snowsports instruction. From sit snowboarding with

the Dutch team to Nordic skiing for people with cognitive disabilities with the Polish delegation, every aspect of adaptive instruction was scrutinised, analyzed, explored, interrogated, and discussed.

The congress provided a platform for opinions to be shared, and ideas to be challenged. The United Nations of Adaptive Instructors seized this opportunity to engage in productive and lively discussions, with an emphasis on sharing best practices and learning from each other. I can't wait to share these learnings with all APSI members over coming SnowPro articles, newsletters and on-snow sessions over the coming season.

On the final night of Interski in Levi, the United Nations of Adaptive Instructors came together one last time for a mixed-nation, mixed-discipline, all-inclusive demonstration pass at the closing

ceremony. This was a historic moment, as it was the first time that such a demonstration had taken place at Interski. The unity and collaboration of this group were inspiring, humbling, and exciting all at once.

The congress served as a reminder of how far the adaptive snowsports community has come, but it also highlighted the need for continued progress and support. The United Nations of Adaptive Instructors demonstrated how important it is for the global adaptive movement to continue to grow, develop, and work together towards a common goal.

As a member of the APSI National Team, I am proud to be part of this movement and excited to bring all that I have learned from adaptive instruction

at the Interski Congress to my colleagues and students back home. The congress provided a unique opportunity to learn from the best, share experiences, and be part of a community that is dedicated to making adaptive snowsports more inclusive, accessible, and enjoyable for everyone.

At the conclusion of Interski in Bulgaria 2019 I said that the future looks bright for Adaptive Snowsports all over the world, and I am so proud that this was more true than I could have ever dreamed. With events like the 2023 Interski congress in Levi, Finland playing a critical role in driving this progress. I am thrilled to be part of this exciting journey and can't wait to see what the future holds for the global adaptive movement.



The closing ceremony

EMMA CHRISTIANSEN

The closing ceremony was an awesome experience, and for me a true highlight of Interski! Waiting at the top of the show run for the last time felt very different from the other nights. The energy and the vibes from all the teams was more relaxed, everyone was having fun and taking in the moment.

The ceremony started with a women only run, snowboard only run, telemark only run, and an adaptive run only run. Then went on to every team performing their final demo run. Many teams had costumes for this run. There was a person dressed as a banana, many kimonos, soccer jerseys, and flags as a few examples. Jeremy had Wally the koala helmet covers on for our run.

After every team's final run, every team member of every nation went back up to the top of the slope to ski down all together one final time. Before heading down for this last run we had some wise words of advice. "This run is crazy, you either want to be at the front or at the very back! Don't end up in the middle". Some of our team zoomed off to get to the front. I held back and watched as



hundreds of people starting skiing, snowboarding, telemarking, cross country skiing, and adaptive skiing down the demo slope.

Whilst skiing down and watching everyone ahead of me. I began to reflect on what a great event Interski Levi 2023 was! Thank you, Levi, for delivering such an incredible and organised event. Another huge thank you to everyone involved, the shared passion for snowsports was truly inspiring!



2023 EXAM CALENDAR

BOOK IN AS SOON AS POSSIBLE

ALPINE

Event	Resort	Date
Level Three		
Prep Day	Falls Creek	4 September
Exam	Falls Creek	5 - 6 September
Prep Day	Perisher	10 September
Exam	Perisher	11 - 12 September

Level Four

Prep Day	Falls Creek	6 September
Exam	Falls Creek	7 - 9 September

SNOWBOARD

Event	Resort	Date
Level Three		
Prep Day	Mt. Buller	9 September
Exam	Mt. Buller	10 - 12 September

Level Four

Prep Day	Falls Creek	3 September
Exam	Falls Creek	4 - 6 September





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