



NZSIA Ski Level Three Certification Outline

The NZSIA qualifications are recognised internationally as some of the best in the world. The NZSIA Examining Team comprise the most talented Ski Trainers in New Zealand and it is our job to make sure you as the candidates have the best possible shot at successfully completing this course.

We aim to provide a fun, friendly educational environment that is non-threatening. If you have any problems with another candidate or your examiner don't hesitate to approach me personally.

The following information is important, keep it handy during your course.

What you need to bring everyday:

- Your skis and boots. These should be well maintained and tuned. Have these kept off the mountain for the four days in case of a change in ski area due to weather.
- Warm waterproof clothing including beanie and gloves. You'll be outside for all days (if the mountain is open) for up to 6 hours per day.
- Helmets are highly recommended for all NZSIA courses
- Sunglasses/goggles and sun cream.
- A packed lunch or lunch money.
- Money for lift tickets. Some participants may be eligible for discounted lift tickets during courses. Please inform the Ski Course Manager if lift tickets are required.
- A notebook & pencil to take down notes/important points.

My cell phone number is 027 249 1765 and is for **URGENT** calls only please.

Good luck.

Stephanie Brown

NZSIA Ski Course Manager

Administration Matters

All matters concerning registration, payments etc should be referred to the admin office. NZSIA exam process has been developed to ensure that each candidate is assessed in as fair and equitable manner. We appreciate feedback and you are encouraged to complete the evaluation forms provided on line after each course.

If you wish to personally discuss your results or any other matter relating to the course please contact the Ski Course Manager or write to NZSIA at the address below.

Email: admin@nzsia.org Phone: 03 4511534 Fax: 03 45115

Post: NZSIA, P.O.Box 2283, Wakatipu.

Daily Procedure

The days start at 9am when we meet at the designated meeting area at the bottom of the mountain. Meeting locations are as follows:

Coronet Peak - Outside on Café Deck near the clock

Treble Cone –Base of the Six Passenger Chair Lift

Mt.Hutt - Outside uphill side of the café near the ski racks

Turoa - Outside Café at base area near the ski racks

Closed Days

If the mountains are closed gather at the designated meeting point at 9:00am. An indoor session will be organised and a full day's content covered. Meeting locations are as follows:

Queenstown - The Station building (corner of Camp St and Shotover St)

Wanaka – Cardrona town office cnr of Helwick and Dunmore St

Methven - Mt Hutt town office

Ohakune--Ohakune Club 71 Goldfinch St Ohakune

If the mountain opens during the day we will try to get up the hill but this is sometimes impossible due to transport issues. Please have your equipment off the mountain in case.

Fitness, Incidents and Accidents

Our Ski Certifications are intensive courses of skiing and learning. It is therefore important that you are physically fit and in good condition to be able to take full advantage of the training and education provided and to perform at your best for the whole period.

Hence, if you are/or become physically impaired/injured please bring this to the attention of the Ski Course Manager. A solution at this point will be advised. In the interest of safety and fairness to yourself and others the advice will most likely be to withdraw from the course. If you choose to continue against the advice of the Ski Course Manager there can be no recourse on the NZSIA.

Safety is our number one concern.. Please report any incidents/accidents to your examiner or directly to the Ski Course Manager with facts, witnesses, location etc.

Safety Policy

NZSIA/SBINZ exams will require you to ski/ride on a variety of terrain and conditions and complete specific tasks on snow. If at any time you feel unsafe or at risk of injury you should tell your trainer that you wish to opt out of the particular task. Depending on the situation this may affect the results of your examination.

Course participants should be aware of and follow the **Snow Responsibility Code** at all times: <http://www.mountainsafety.org.nz/Safety-Tips/Snow-Code-for-Snowsports.asp>

Privacy Policy

<http://www.nzsia.org/privacy> In addition, we may at times use photos or videos taken during our courses for training, marketing or social media use. Please inform your course trainer if you do not want images of yourself used in this way.

Lift Tickets

Some participants may be eligible to apply for discounted lift tickets during courses. Please inform the Course Manager if lift tickets are required.

Ski Level Three - Course Outline

The Level Three course is divided into two parts;

- Six -day Pre Course (divided into 2 three-day preparation modules) and
- Four-day exam

Applicants must be current Level Two Certified members (or foreign equivalent from an ISIA member country) and an NZSIA member.

Candidates may sit the exam at any time after they have taken both Skiing and Teaching modules of the Pre-course.

Dates for the Level 3 Pre-Courses and Exams are in the NZSIA website www.nzsia.org.

For qualification courses and exams (except Free Ski) the Ski Division recommends using a Front - Side ski within this range - a radius of 14 - 19 metres and an under foot width of 67- 84 mm.

The aim of the pre-course modules are to

- Provide candidates with input on their skiing,
- Introduce the guideline progressions for developing Advanced and Expert Skiers
- Develop candidates technical knowledge, skier analysis and lesson planning skills

The four-day exam process will test candidates in two main areas;

- **Skiing** which includes skiing on and off piste, tasks, and demonstrations.
Candidates are required to ski at an expert level, which is a strong and technically accurate skier making dynamic short, medium and long radius turns on all groomed terrain.
The candidate is also able to ski all off piste terrain with speed and confidence making short, medium and long radius turns using ski performance appropriate to the off piste situation.
- **Teaching** - which includes Teaching on snow, Skier Analysis and Lesson Planning and Technical Discussion) see below for details of these Teaching Section elements

The specifics of these are outlined during the pre-course modules

If a candidate attains a partial pass by passing either the Skiing or Teaching section the passed section remains valid permanently and they may re-sit the other section at any time.

Please view the NZSIA Progression including demos on line at www.nzsia.org.

Please ensure that you are familiar with the NZSIA Instructor's Manual. This will help you to understand the concepts and progressions as they are presented.

Other written material required for this course is included in this outline. Please ensure that are familiar with this material.

This course is a compulsory component of the ISIA qualification.

Pre-Course Daily Outline

Level Three Skiing Pre-Course module

Day One

Objectives:

Participants will:

- Develop a greater understanding the four movements of skiing by developing their ability to perform
 - Low level demonstrations
 - Exam tasks
- Develop their skiing and understanding through performing
 - Dynamic Medium Radius in the Completion/Initiation Phase
 - Dynamic Medium Radius in the Control Phase
- Experience exemplary use of the teaching model, NZSIA terminology and teaching methodology

Day Two

Objectives:

Participants will:

- Develop their skiing and understanding through performing
 - Skills required to develop medium turns into short turns
 - Developing more dynamic short turns
- Continue practice with feedback on the exam low level demonstrations and tasks

Day Three

Objectives:

Participants will:

- Develop their skiing and understanding through performing
 - Adjusting short and medium turns to situational skiing
 - Continued input and clarification on NZSIA progressions and how participants can develop in these areas
- Review all demonstrations, focusing on how to use teaching time to develop personal mechanics.

Level Three Teaching Pre-Course module

Day One

Objectives:

Participants will:

- Work with the key elements of the Art of Teaching for successful upper-level teaching for Peer Teach and Progressional Teach
- Experience a session lead by the trainer and discover the importance of the learning process and how the basic concepts of Fitz & Posner (Cognitive, Associative and Autonomous learning phases) affect Teaching Styles, lesson pacing, structure and content.
- Develop their understanding of the six different Teaching Styles and how to use and integrate them in high-end lessons.
- Participate in trainer led debrief of peer sessions
- Work through key elements of upper level skier analysis and intro to the technical discussion in an evening session.

Evening session indoor - Upper level skier analysis and intro to the technical discussion.

Day Two

Objectives:

Participants will...

- Develop advanced progression building skills while working with upper level NZSIA skiing
- Present a session highlighting Learning Preferences and the Experiential Learning Cycle (participants present back what was covered on day 1). Topic can be NZSIA Technical skiing or it could be low level depending on participants needs.
- Give feedback to peers (trainer still active but stepping back)
- Review and understand how Day 1's activities fit with Day 2
- Practice upper level skier analysis, the technical discussion and an explanation of the exam process in an evening session.

Evening session indoor - Upper level skier analysis, the technical discussion and an explanation of the exam process.

Day Three

Objectives:

Participants will...

- Using whatever situations are available, discuss and apply the best teaching methods used for introducing and developing techniques for students so that they can cope with a variety of snow conditions.
- Review the Teaching Model and identify how it has been used over the course
- Have the opportunity to practice teach - teaching presentations on snow using the structure and information received on the course.
- Have the opportunity to apply their knowledge of the teaching tools by giving accurate feedback to their peers.

Please Note:

Due to closed or delayed start days, the guidelines may be adjusted to create the best result for the situation. Where the Skiing and Teaching Pre-Course modules are run consecutively and the mountain is closed during the Skiing Pre-Course module the closed day may be used as one day of the Teaching Pre-Course module

Exam Daily Outline

Day One

Teaching

- Teaching assignment –Peer Teach (see following for descriptions of teach assignments)
- Meet at 8.30am –Draw is done for order of Peer Teach assignment.
- After skiing a draw is done for analysis exam and technical discussion; time and place given.
- After Skiing a draw is done for the Progressional Teach Topics (see following for description and topics for Progressional Teach)
- Evening session indoors – Skier Analysis, Lesson Planning and Technical discussion, see following pages for exam descriptions.

Day Two

Teaching

- Meet at 8.30am for -Teaching assignment –Progressional Teach
- After skiing- a draw is done for the analysis exam and technical discussion; time and place given.
- Evening session indoors – Skier Analysis, Lesson Planning and Technical discussion, see following pages for exam descriptions.

Day Three

Skiing

- Warm up time given
- Skiing exam – See scoring criteria below for which maneuvers of skiing are assessed, and each will candidate have the opportunity to ski each element of the sections at least twice.

Day Four

Skiing

- Warm up time given
- Skiing exam – See scoring criteria below for which maneuvers of skiing are assessed, and each candidate will have the opportunity to ski each element of the sections at least twice.
- 6pm presentation of results and certifications (unless otherwise stated)

Please Note: Due to closed or delayed start days, the exam guidelines may be adjusted to create the best result for the situation. Closed days will be used to cover teaching topics.

If you are re-siting a portion of the Level Three exam please keep in contact with the Ski Course Manager Stephanie Brown -My cell phone number is 027 249 1765 email ski@nzsia.org .

This will ensure that you are up to date with all scheduling portions or changes in scheduling due to weather for this exam.


Certification Scoring Criteria

The assessment for this Exam is divided into Two Sections. Candidates must pass both Sections to pass the Level Three Certification. To pass a section the candidate is required to pass all three elements. A minimum passing score for each element being 6 out of 10. Skiing

Section One Skiing

Demonstrations


- Dynamic Medium Radius Parallel Turns
- Short Turns
- Low level Turns



- Candidates are assessed on their demonstration ability appropriate to the Level Three Certification syllabus.

Skiing

- Free Runs
- Situational Skiing
- Tasks



- Candidates are assessed on their skiing ability including their adaptability and versatility.

Section Two - Teaching

- **Peer Teach Assignment** - Candidates are assessed on their ability to teach a lesson to their peers
- **Progressional Teach Assignment** - Candidates are assessed on their ability to teach a lesson based on a pre-determined topic.
- **Skier Analysis and Lesson Planning** - Candidates are assessed on their ability to analyse skiers and create a relevant lesson plan.
Practice analysis can viewed on line at <https://vimeo.com/channels/223660>
- **Technical Discussion** - Candidates are assessed on their depth of technical skiing knowledge and their ability to apply this to the student and the given situation.

Scoring Format

Range: 1 – 10

Pass: 6 – 10

Not Pass: 1 – 5

10 - A demonstration showing perfect technique and form at the assessed level that would be exemplary to all instructors.

9/8/7 - Demonstrations showing varying degrees of improvement on 6, whether they are in technique or form, but neither combined reach 10.

6 - A demonstration that shows the required technique with satisfactory form that would be acceptable for a clear and comfortable looking demonstration in front of a real class.

5 - A demonstration that shows the required technique roughly with an unsatisfactory form that would be unacceptable as a clear and comfortable looking demonstration in front of a real class.

4/3/2 - Demonstrations showing varying degrees of improvement on 1, whether that be in technique or form, but neither combined reach 5.

1 - A demonstration showing nothing of the required technique or form, or can do the maneuver no better than one would expect of a student of that level of skiing.

0 - Absent.

Level Three Certification Skiing Tasks

One or more of the following tasks will be assessed as a part of the personal skiing section at the exam.

1. **Hop Turns / Speiss** - Start with skis across the hill. Continuously hop/jump turning the skis in both directions. The rotational movement must originate from the legs with the upper body remaining stable. The centre of gravity should move progressively down the hill. There should be minimal slipping of the skis downhill or forwards on landing. Use a pole plant and vertical movement to assist.
2. **Railroad tracks** - Turns on easy terrain where two clean lines are left by the edges of the skis, due to simultaneous lateral movement of the legs under a stable upper-body.
3. **Edge change with flexion / compressions turns** - Turns of varying shape and on different terrain where flexion is used as the centre of gravity passes over the base of support (turn transition). Flexion is used throughout the edge changing movements and extension occurs as the edge angle is controlled (control phase).
4. **Linked pivot slips** - Skis are relatively flat on the snow and pivot around the centre of the foot when turned by the legs. The feet should remain in the fall line therefore the corridor is about the width of the length of skis. The rotation movement should originate from the legs with the upper body remaining stable.
5. **Full range of movement** - A variety of turn types on a variety of terrain where a full range of vertical movement is demonstrated, whilst remaining centred. (Extending through initiation and flexing through control phase)
6. **Switch turns** - Start off skiing forward. Jump 180 to switch (backward), make at least three parallel turns switch then by making a flat spin 180 change to forward.
- 7.. **White pass turns** - Balance exclusively on the outside ski at turn completion. Make the whole transition on that ski including moving the centre of gravity over that foot and steering the leg. Stay balanced on the new inside ski throughout the transition of the turn.
8. **Basic jumps** - Run in, takeoff, flight, landing - all in balance.
9. **One ski** - Turns of varying shape and on different terrain where one ski is constantly held off the ground.
10. **Javelin turns** - The new inside foot lifted as we initiate the turn. As we balance on the outside ski it is turned underneath to create a crossed position. Continue to balance and steer the outside ski through the control phase.

Level Three Skier Analysis, Lesson Planning and Technical Discussion

Candidates are assessed on their ability to analyse skiers, present a relevant lesson plan, as well as their in depth technical skiing knowledge and their ability to adjust technique for any given situation.

Process

One hour time slots will be selected on the hill at the end of the skiing day or in the case of a closed day time slots will be drawn in the morning.

Candidates will be given a venue and a time and there will be a minimum of 30 minutes to prepare. The candidate will enter the room where there will be two examiners.

The assessment session will start with the first Skier Analysis and Lesson Plan. This process will be repeated with a second Analysis, and Lesson Plan.

This is then followed by a Technical Discussion. The examiners will make it clear when the assessment is moving into the Technical Discussion segment.

Level Three Skier Analysis and Lesson Planning

Candidates are assessed on their ability to analyse skiers and present a relevant lesson plan. Practice analysis can viewed on line at <https://vimeo.com/channels/223660>

Goal

To assess the ability of the candidate to watch a skier, make an analysis set a relevant goal and offer a lesson plan.

Process

Examiners will give the candidate the skiers “want”, the candidate will then watch the skier on a DVD for a minimum of 1 minute .The candidate will then present their skier analysis, and a relevant lesson plan. The candidate will answer any questions from the Examiners.

Assessment

The candidate will be assessed on the accuracy of the skier analysis. The analysis should outline what the skis are doing, what the body is doing and how these relate to each other. The goal will be assessed and should relate to the student’s ‘want’ as well as be realistic for the first lesson. The lesson plan will also be assessed. It must be linear and prioritise the “needs” highlighted in the analysis. The lesson plan needs to present how each step would be developed and must obviously improve the student. The candidate may be questioned by the examiners on any part of the skier analysis or lesson plan.

Technical Discussion

Candidates are assessed on their depth of technical skiing knowledge and their ability to adjust technique for any given situation.

Goal

To assess the technical understanding of the candidate via a discussion on upper level skiing. This includes dynamic skiing as well as all different terrain and snow situations.

Process

The examiners will offer a starting point for discussion by offering a student level, situation, turn type etc. This starting point will come in the form of a question. The candidate will answer each question and the discussion will develop from here. The topic will change throughout the discussion and the questions will relate to the ski performance, the movements and tactics throughout all situations.

Assessment

The candidate will be assessed in their ability to answer the questions technically correctly as well as their ability to think on their feet. No answers are predetermined. The assessment will cover all elements of upper-level skiing.

Teaching Presentations

Candidates will be given a minimum of 40 minutes to deliver each of their two lessons.

(1) Peer Teach

Goal Candidates will demonstrate their ability to use analysis, two way communication, and feedback to deliver a relevant lesson to their peers.

Working with a topic of your choice, develop your peers skiing and understanding of skiing

- Topics should be presented/facilitated at the level of the group
 - This includes speed, terrain, and level of difficulty
- Topics should be presented in a manner that is relevant to the groups motivation and understanding

(2) Progressional Teach-

Goal Candidates will demonstrate their ability to teach an advanced /expert class lesson based on a pre-determined topic using NZISA technique and methodology(see below for the Level Three Progressional Teaching topics)

Process-See above for Distribution of Teaching Assignments .The lesson should be completed in the time allocated.

Other candidates will be used as students during the lessons.

Assessment -The candidate will be assessed on the following:

- Use of the teaching model.
- Accuracy of technical information.
- Group management.
- Appropriate pacing of lesson.
- Sufficient practice time.
- Relevant feedback.
- Terrain selection.

Level Three Progressional Teaching topics

1. Your students are making advanced parallel turns, develop their skiing to enable them to transition between medium radius turns more effectively.
2. Your students are engaging the edges during the initiation phase of medium radius turns develop their skiing to enable them to get more ski performance through the control phase.
3. Your students are able to make medium radius turns. Introduce short turns to them
4. Your students are able to make basic short turns, develop their short turns to become more dynamic.
5. Your students are able to ski most terrain, develop their skiing so that they can ski steeper terrain
6. Your students are able to make basic short turns on most terrain introduce bump skiing to them
7. Your students are able to make various turn radii in most conditions; develop their ability to ski more effectively in variable off piste conditions.
8. Your students are able to make various turn radii in most conditions; develop their ability to ski more effectively in powder.
9. Your students are able to make various turn radii in most conditions, develop their ability to ski more effectively on hard pack

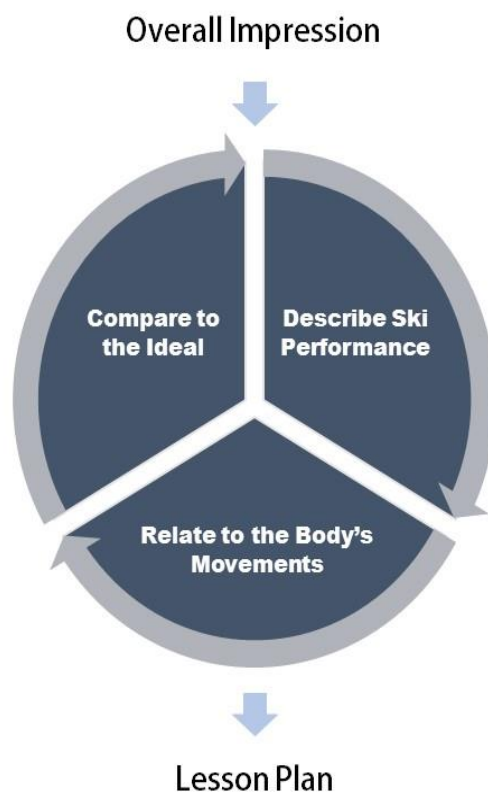
Ski Level Three - Skier Analysis and Lesson Planning

Below is a pictorial model describing the overall process that a candidate will go through for skier analysis and lesson planning.

Practice analysis can viewed on line at <https://vimeo.com/channels/223660>

The candidate is presented with a want for the student The candidate will need to give accurate details on and integrate into the model using the following four areas :

1. Ability to observe and describe the performance of the skis and movements of the body
2. Identification and depth of understanding of cause and effect relationships
3. Ability to compare observed performance and relationships to more ideal performance and relationships and prioritize areas to develop to improve performance
4. Ability to create a clear linear lesson plan that is relevant to the analysis of the observed skier and facilitates the stated goal



In practicality, the process plays out like this...

Overall Impression

Give a good overall impression of the skier.
This should include an assessment of athletic ability,
and how comfortable they appear on the terrain

Describe Ski Performance/Behaviour

- Describe the turn shape and type.
- Move through each phase of turn describing the performance or behaviour of the skier.
- Be phase and outcome specific when describing skier performance, e.g. edging, rotation (turning), or pressuring of the skis.

Relate the skier performance/Behaviour to the body's movements

- Move through each phase of turn describing the basic stance of the skier being specific to the joints of the body.
- Be phase, movement area, and body part specific when describing movements of the body.
- Create cause and effect relationships between the skier performance and the movements of the body

Compare to the Ideal

- How does that skier and their skier's performance/behavior and body movements compare to the ideal.
- In order to come to a **goal** that both develops the student technically and works towards their 'want', consideration needs to be given.
- By taking the 'wants' and 'needs' and incorporating the common movements for two areas this will allow you to discover a **goal** that is guest centred.

Lesson Plan

Prioritise the skier's technical needs to achieve the stated goal (comparison to the ideal)

Linear lesson plan that is relevant to analysis of the skier and facilitates goal

- Be specific to a part of the turn or the whole turn.
- Offer exercises/drills to support your progression.
- Break down the movements and explain how you might tend to differing learning styles.

