

Instructor Qualifications

Since skating is used to bring far more important benefits to the customer, responsibilities of the instructors are much broader than simple skating knowledge.

An outgoing personality and good social and moral character are of greater importance. Social skills should include:

1. Neat, clean appearance; grooming above normal standards
2. Patience and understanding of student's needs; ability to understand these needs from the student's viewpoint
3. Desire to help others
4. Enthusiastic and sincere; ability to persuade and lead students; create incentive for them to teach themselves
5. Communicative – able to convey ideas to various age and ability groups

Knowledge of the subject is the second most important requirement. This is distinguished from an ability to perform in skating. The good instructor does not always have to demonstrate, but it is essential that he/she have skating knowledge of all forms and levels. This can be acquired by participation in skating programs, reading books and trade magazines, hockey, speed skating, etc.

Knowledge of the subject also includes an understanding of educational requirements, not only conveying information, but also how to convey it under different circumstances to different age groups.

Skating ability is necessary to reach an intermediate level. This is usually reached after approximately three years of participation in a planned program for recreational skating, figure skating, hockey or speed skating. This is the minimum level for instructors of beginners.

The instructor must be a leader who appeals to the majority of potential customers. Therefore, grooming must be neat, clean and not extreme. Attire must show respect for customers; therefore, "dressing up" for them.

The sport of ice skating is only one facet of the instructor program. Use the sports facet as well as the artistic, educational and physical training characteristics to provide a far more comprehensive benefit to the customer.

The instructor is not primarily a performer. In all appearances, establish the intellectual value of the profession rather than just the physical.

Instructors Responsibility

1. Provide incentive to learn

The primary responsibility for all instructors is to convince students of the values in ice skating. The second objective is to provide the student with the incentive to learn – the incentive to teach him/herself.

Because students are frequently discouraged and disappointed in their progress, or because they find the rewards of skating too difficult, providing this incentive is a constant job. The instructor's duties commence at the time it is necessary to convince a potential skater to begin a course of skating. Responsibility continues throughout their skating career.

2. Correct equipment

It is the instructor's responsibility to see that students have the correct skating equipment and see that they know how to use it.

3. Maintaining interest and enthusiasm

This is frequently done with extra curricular activities in practice sessions and in parties, games and shows

4. Maintain records

The instructor has the responsibility of maintaining records of material being taught and the individual progress of each skater.

Skating instructors will be judged by one important factor – the re-enrollment rate of their students. If instructors are providing both what students want and expect and the quality instruction they need, results will appear in the student's continuing desire to skate. The instructor and the school will know how successful they are by the continuing progress of the skater.

As a school, you have the advantage of a faculty of instructors. Combined knowledge, experience and talents of these instructors are available to help your students. A skater in our school is "our" skater, never "my" skater. Determining the correct class for a skater is not affected by which instructor teaches it.

A Major responsibility of all instructors is to keep in constant communication with students and parents off the ice as well as on the ice. This frequently involves standing by rink side or at the windows with the parents. Explaining exactly what is happening on the ice, and the purpose for teaching what they see, will assist in establishing the principles and objectives in the minds of the parents. For example, explain that a "zigzag" is being taught for coordination benefits.