

**KIT**  
KINGSTON COLLEGE  
INSTITUTE OF TRAINING

# MEET THE STANDARDS

AN INSTRUCTORS GUIDE TO THE STANDARDS CHECK  
& CLIENT CENTRED LEARNING

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TEACHING & LEARNING STRATEGIES

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# Teaching & Learning Strategies

**T**eaching and Learning strategies are our core skills which underpin our ability to increase the learning opportunities for our clients. These strategies are the methods we use to facilitate learning and should be suited to each individual's learning style, taking into consideration how each learner might best absorb and process the information they are presented with and any barriers they might have to learning in the long term, such as anxieties and motivations, and in the short term, such as mood or physical well-being.

As an example a traditional driving lesson would typically begin with a briefing, particularly if the lesson plan that day covered a new topic, however that strategy may not be effective to a pupil with an activists approach to learning, whereby they would most likely benefit from inclusion in the conversation, with the aim of building a strategy for themselves. They will certainly want to get stuck into the task as soon as possible. However adopting a similar approach to a theorist is unlikely to benefit either party, as without adequate background knowledge this type of learner is likely to disengage from the process.

Therefore we see the need, in the long term, to adopt an individual approach to each client since we all have our own individual approaches to the way we learn and process information and in our teaching styles and preferences. In the short term it might be necessary to adjust the approach you might normally adopt to your learner, if for example they are having personal problems. A pupil who has just learned of a serious illness to a loved one, or who has just had a blazing argument with a partner, might not be capable of listening to facts, figures and routines that day. Instead they might benefit from a change in lesson plan that doesn't require a briefing, perhaps something they have already covered and are competent with, and a temporary shift in learning style from theorist to activist. Your client might learn a lot about themselves as a person, and the effects that their feelings can have on their ability to drive safely, if you provide a good level of Q&A around the thoughts, feelings and behaviour of your learner at suitable points throughout the lesson.

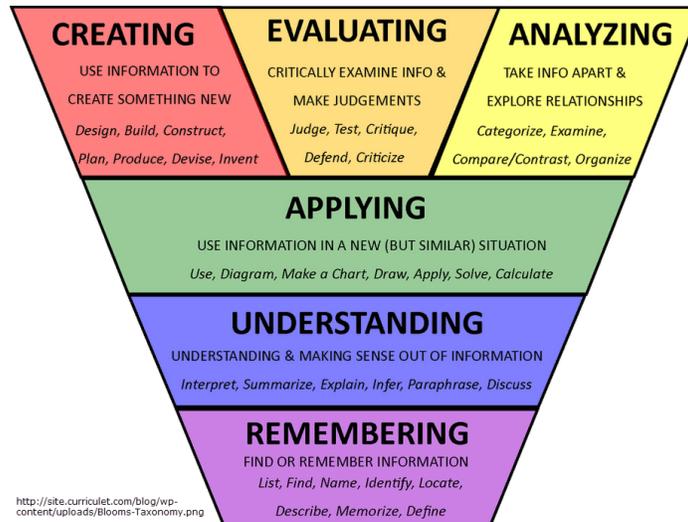
The DVSA ADI 1 states:-

*The important thing to remember when considering teaching and learning styles is that it is not just about coaching. It is about client-centred learning. Our judgement should be about whether the ADI can help the pupil to learn in an active way. Also, remember instruction based around the core competences used currently is pretty good. We must not throw that away. We are trying to increase the options available to an ADI.*

A Client Centred approach should be adopted, which should include instructional techniques as these can be essential to early learning and safety. However an instructor-led approach can be detrimental to the depth of learning achieved since this type of approach is rooted in rational thought, the level of hierarchy creates barriers to learning around the goals and motivations of the individual and as such instructor led approaches do not adequately address higher order cognitive skills, since the principles of an instructor led relationship mainly focuses on the instructor being solely responsible for fault identification, analysis of fault and provision of remedies, plus any additional feedback. Therefore the client does not meet or address the higher levels, or third column of the Goals for Driver Education matrix in their training. In an instructor led learning process the learner takes on board information given to them by the instructor

and practises the skill until faults disappear. However simple repetition is not enough for reaching the higher-order cognitive and motivational aspects of learning and driving, such as risk awareness, hazard perception, impulse control, decision-making, and the ability to plan ahead, which have been shown to have a major influence on driving. Aspects of higher-order thinking when learning to drive are best met through the instructors provision for active learning experiences, for example through teaching strategies of self-evaluation, interactive feedback, experiential learning methods and facilitated group discussion among learners about problems and driving experiences.

The diagram below highlights higher order cognitive skills down to lower order cognitive skills:-



In Prosser et al. (1999) analysis, the researcher defined teacher and student focussed approaches as:

*A teacher-focussed approach is characteristic of an instructor's stated intention to transmit information to the student, and/or the belief that the student needs to acquire a set of concepts/skills for learning to drive.*

*A student-focussed approach is characteristic of an instructor's stated intention that the students construct their own knowledge as a necessary means to change their conceptions or produce new conceptions in learning to drive [i.e. a constructivist approach to teaching and learning]*

This Client Centred (student-focused) method of active learning aims to create new drivers with greater self-awareness of strengths, weaknesses and personal motivations, together with the essential ability to find solutions for themselves. Since this model intends to illicit learning from within the student whilst addressing how their own personal thoughts and motivations might impact on their behaviours.

The Hermes Project (2007-2010) states:-

*Coaching aims to increase the responsibility and awareness of the learner, to help him learn how to learn, even after the driving test. Instruction may be quicker in the short-term but essentially this type of teaching only prepares the learner to pass the test, rather than preparing the novice driver for ongoing awareness and learning when driving solo. Giving a basic instruction has the effect of lowering the level of responsibility and awareness of the learner. An instruction says to the learner: "I, the trainer, am in control. I will tell you what to do and when to do it". The learning effect is minimal because the action did not come from within: it is obeying rather than learning. But keeping the following two facts in mind a combination of both is highlighted: First, students might require to be taught instead of coached especially during the first lessons on vehicle manoeuvring and basic traffic regulation.*

It is our role as instructors to understand how our preferred teaching style might create barriers to learning for our pupils, to be able to adapt to each individual's preferred long and short term learning style, whilst addressing higher order cognitive skills and all levels of the **GDE** matrix. It is important to note that traditional instructional techniques around the core competencies of fault identification, fault analysis and fault remedy are still essential to safe teaching in an on-road scenario, perhaps to help develop new skills and when necessary to ensure the safety of the vehicle and the surroundings.

The DVSA ADI 1 states:-

*Direct instruction is useful in helping a pupil in the early stages cope with new situations or supporting a pupil who is clearly struggling in a certain situation. Good coaching will use the correct technique at the correct time, matching the pupil's needs. In some cases the ADI may need to give direct instruction through a particularly difficult situation. That instruction forms part of a coaching process if the ADI then encourages the pupil to analyse the problem and take responsibility for learning from it. A good ADI will take every opportunity to reinforce learning*

In this final chapter, I will address each of the 8 competencies on the DVSA's Standards Check report, under the broader heading of 'T&L Strategies', to help you discover how to address each of the competencies and understand which approaches you can adopt to help your clients to get the most out of their learning experience. Additionally we consider the benefits to both your client's long term learning and to road safety.

# Was The Teaching Style Suited To The Learning Style And Current Ability

**T**he first competence under T&L strategies is essential to both the development of your client and to the safety of the vehicle. When formulating a teaching style it is essential to understand your pupil and how they learn, such relationship's will develop an understanding over time, however even during your pupils early stages of learning, or in your relationship as instructor and learner, a set of simple questions, such as "how will you learn this best?" allied with a set of simple options, for example "Would you like me to talk you through it, give you more information, perhaps a demonstration or do you want to have a go at this and I will ensure the safety?" will enable the instructor to tailor their teaching strategy to something best suited to the clients learning preference.

If we consider how people process information and the human factors involved in learning, then providing your clients with a one size fits all approach to learning or an instructor led approach where there is little responsibility falling on the pupil, are insufficient methods, overall, for life-long learning. Instead we must adapt our techniques to provide our clients with a teaching strategy that meets their learning style, ensures that learning takes place as efficiently as possible without creating barriers to learning, and suggest options to the client to encourage responsibility for the task.

Fleming and Mills (1992) suggested four modalities for learning:-

## **Visual.**

Visual learners learn best when they can see the picture of what is being taught. They follow instructions better when they can see a demonstration first, rather than simply being instructed around how to do something. Setting them tasks to do at home in between lessons such as watching YouTube videos or giving them handouts that include visual aids could accelerate the learning process and create a sense of responsibility and control. They might respond to questions using language like "I see what you mean" or "I get the picture".

When it comes to theory they are more likely to be organised and put colour into their notes. These types of learners typically prefer images, diagrams and other visual representations to other forms of instruction. They like to read when processing information, perhaps a Highway Code might be a good option here to help, whilst adding the theory into the practical lessons, in a visual sense can add context to help with their understanding and longer term learning.

Mind maps can be an extremely effective reflection tool, particularly for visual learning, encouraging them to take responsibility for the work and having them add to it on a regular basis can help them to understand their learning and develop faster as their brain makes links between the practise and the emotion, forming plans and strategies and understanding which areas require development.

Visual learners make up approximately 65% of the population, so adapting to this style will have great benefits to yourself, your business and your clients.

## **Auditory**

Auditory learners thrive in conversation. Talk through and questioning, at the right time, are ways in which they will process events and information. They might benefit from instruction before practise or even a reversal in roles, where they talk you through what they will do, while you perform the task that they instruct.

Advising them to bring a dicta-phone or similar recording device could help them to make progress in between lessons as well as watching and listening to video clips. They might respond in conversation with language like “I hear what you’re saying” or “that rings a bell”.

For theory they might again use a dicta-phone, reading aloud and listening back, transferring the knowledge verbally whilst driving can help them make connections between theory and reality.

Reflection should take the form of conversation, both parties being involved where necessary with a good level of Q&A particularly around emotions linked to behaviour and performance. An instructor with a high level of active listening skills would benefit these pupils, paraphrasing and repeating back the information to the client in their own words will help them to clarify the learning outcome. Auditory learners make up about 30% of the population

### **Read/write**

This learning style preferences the written word. A well-structured written handout with lots of information and description could benefit their learning. Ask them to bring a pen with them to lessons and have them make a list of key points, in order, to help with sequencing. Set them research tasks to help with development and suggest that they seek as much detail and information as possible from multiple sources.

For theory you might find they make lots of notes and bullet points, ask them to bring any interesting or relevant learning points with them for practical examples. Give them time to make more notes if you are explaining any aspects which they are struggling to understand.

Reflective logs are a great way for them to process their thoughts and feelings around their learning, so allow them time to make notes and help them to structure events and sequences in the correct order, so that they can apply it to lessons and private practise.

They might observe that they “get the message” or that they “read you”.

### **Kinesthetic**

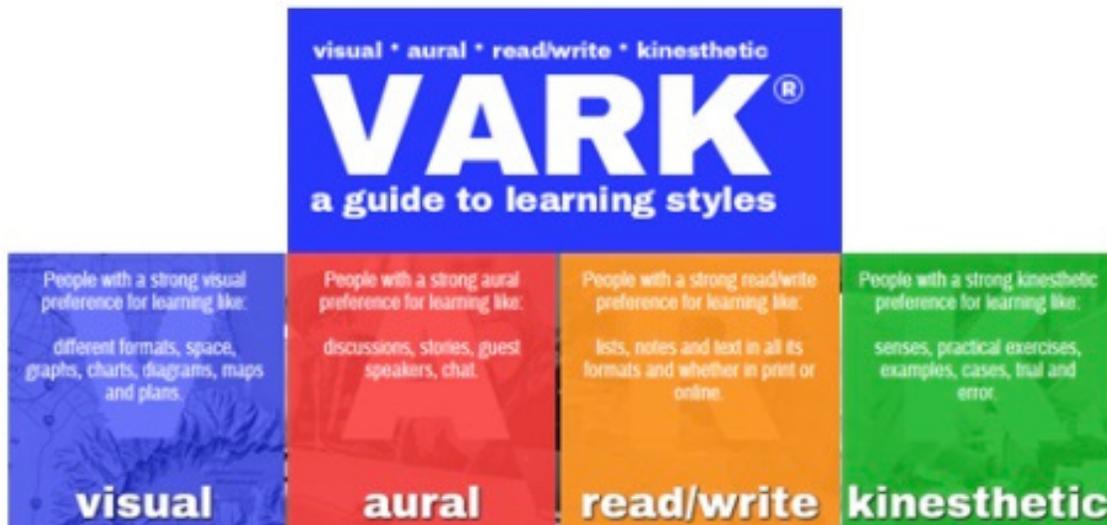
These learners have a hands on approach to learning, in that they actively learn through experimentation and repeated practise. They will most likely struggle to engage in a briefing, but be very demonstrative if you ask them to explain how they will perform a task. Let them guide themselves through what their body will need to do to perform a task, provide input only where necessary and once performed let them use their own words to describe how they did, encourage them to express how they felt and what they were thinking whilst they were doing, and how successful they were in achieving the goal, to link thoughts and feelings to their physical learning style.

Set them ‘doing’ tasks in between lessons to encourage development, suggest that they practise the skills and movements to accelerate learning even when they are not in the car. For theory they may find it easier to retain knowledge if it is linked to something they have already done, or by practising mock theory tests.

These learners will struggle to sit still and be eager to get practising, they might respond with “I feel you” and are thought to make up 5% of the population.

Whilst the above criteria is not an exact science and at times research has shown that learning styles may not actually exist in these formats, in that people tend to learn in different ways for different tasks, these learning styles are more of a guided preference for processing information and suit individual needs on a general basis. Therefore I have attached a link to the VARK questionnaire, that once filled in can help you to understand how both yourself, and your pupil might best make progress:-

<https://vark-learn.com/the-vark-questionnaire/>



The DVSA ADI 1 states:-

*When coaching, the ADI should ensure that the tools used are suitable. If a question and answer technique is used this should match the pupil's level of ability and encourage them to use a higher level of thinking to give a response. Asking closed questions of a pupil who is demonstrating a high level of ability, unless this is to check knowledge, is of little use. Asking open questions to a pupil of limited ability who is finding it difficult to achieve the task they have set for themselves may be very confusing. These are not hard and fast rules. The effectiveness of any question has to be assessed given the circumstances at the time.*

**What do I need to do to do well here:-**

**1. Consider your teaching options based on how your pupil learns best.**

We must understand that everyone learns differently, and that it is our job to identify our clients learning needs and preferences then adapt our teaching style to suit them, depending on their overall learning preference, their preference for a particular task or what might best suit their current ability. Whether it be a talk through, a demonstration,

guiding a pupil through structured notes, or letting them get on with it, our role is to provide our clients with learning programs that fit their individual needs on any given day and which also keep the car safe.

## **2. Consider their current ability.**

We must also adjust our teaching style to incorporate the level of support our client will require during practise, especially in the early stages, and in reflection, to help them get as much from their learning as possible. You should make plans for how you can best provide this and gain agreement with your pupil that this support method will benefit them during practise and reflection times. Whilst guided instruction can be beneficial to early learning and to keep the car safe, not every learner is capable of performing to their maximum whilst having their attention divided through multiple sensory channels. In this case it might be better to demonstrate the manoeuvre yourself and talk them through it before letting them have a go, ensuring that they are aware of your role in keeping the car safe. You might consider giving them a platform for practise in the early stages that doesn't require any input from the instructor, except to keep the car safe, a quiet industrial area, carpark or housing estate can ensure a kinesthetic learner can continue in their own preferred learning style, instead of having to adapt to the instructors teaching style. Divide the responsibilities in such a way that it allows your client to process information in their most effective manner, then adapt if it becomes evident that they are not achieving their goal.

## **3. Adapt (Grow)**

Adopting and incorporating the **GROW** coaching model into your lessons can be an effective way of planning strategies that allow for adaption:-

G - Goals, which should always be smart.

R - Reality, where am I currently. What skills and knowledge have I got that I can transfer?

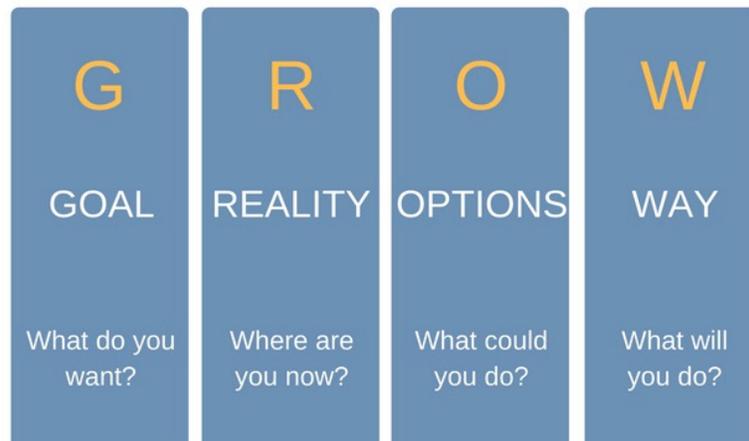
O - Options, What options do I have that will enable me to achieve my goal, how many ways are there that could be effective for me?

W - Way forward. How will I progress, what option will I try first and which option will I chose next if the first is unsuccessful?

In this way you can allow your pupil to explore a range of options that can be adjusted, adapted and considered prior to and throughout the session. Keeping the client responsible for the learning and allowing them to explore and create strategies for their own personal development.

As such Coaching and Client Centred Learning is much more than Q&A. It's facilitating learning from within the client, understanding that we are all products of our own individual experiences and as such we will all have individual starting points, beliefs and motivations around what it is we are learning. We all process information differently. Coaching is about moulding to the learning needs and preferences of the client, creating responsibility for the task and ensuring that any learning experience is centred around, not only the physical act and the knowledge necessary to perform the task, but also the thoughts and feelings that will motivate the behaviour in the longer term.

## The GROW Model



The Hermes Project (2007-2010) states:-

*It is worth stressing the fact that, whilst questions constitute an important part of coaching, the worst thing you can do as a coach is to ask questions the whole time. Asking too many questions will quickly lead the coach to lose the relationship with the coachee. Coaching is being 'appropriate for the circumstances' and 'ensuring that the learner is put in the active role wherever possible'. Giving information and setting some limits, or suggesting some order of learning tasks can be part of this process. And active listening, followed by questions based on the learner's answers are also important. This process becomes clearer as experience with coaching progresses*

Understand your pupil and how they learn best, encourage them to consider which methods are likely to be most effective for them and what options they have to adapt when necessary. Remember it's our role, as the instructor, to adjust our teaching style to suit the pupils learning style.

The DVSA ADI 1 outlines its competencies as follows:-

<p><b>Indications that all the elements of competence are in place could include:</b></p> <ul style="list-style-type: none"> <li>• <i>actively working to understand how they can best support the pupil's learning process (they might not achieve a full understanding in the session - it is the attempt that demonstrates competence)</i></li> <li>• <i>modifying teaching style when or if they realise there is a need to do so</i></li> <li>• <i>providing accurate and technically correct demonstration, instruction or information - giving technically incorrect instruction or information is an automatic fail if that input might lead to a safety critical situation</i></li> <li>• <i>using practical examples and other similar tools to provide different ways of looking at a particular subject</i></li> <li>• <i>linking learning in theory to learning in practice</i></li> <li>• <i>encouraging and helping the pupil to take ownership of the learning process</i></li> <li>• <i>responding to faults in a timely manner</i></li> <li>• <i>providing enough uninterrupted time to practice new skills</i></li> <li>• <i>providing the pupil with clear guidance about how they might practice outside the session</i></li> </ul>	<p><b>Indications of lack of competence include:</b></p> <ul style="list-style-type: none"> <li>• <i>adopting a teaching style clearly at odds with the pupil's learning style</i></li> <li>• <i>failing to check with the pupil whether the approach they are taking is acceptable</i></li> <li>• <i>failing to explore other ways of addressing a particular learning point</i></li> <li>• <i>concentrating on delivering teaching tools rather than looking for learning outcomes</i></li> <li>• <i>ignoring safety issues</i></li> </ul>
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## Was The Pupil Encouraged To Analyse Problems And Take Responsibility For Their Learning

The second competence under T&L Strategies provides new drivers with essential skills for safer driving post-test. The importance of this competence should not be understated, as we look at statistics for collisions involving new drivers, research shows that just over one in five (21.6%) new drivers are involved in a collision during their first year of driving. While nearly one in eight (11.9%) of all road casualties are hurt or killed in collisions involving a car driver aged 17-19. This is despite 17-19 year-olds making up only 1.5% of licensed drivers.

Traditionally driver education has functioned around levels 1&2 (Vehicle control, Driving in traffic) of the Goals for Driver Education Matrix (GDE) and columns 1&2 (knowledge & skill, Risk increasing factors) with the instructor controlling the process and providing the input around analysis and remedy, the pupil playing a conformative, passive role in effect, with the promised reward of a passed driving test as the primary motivation.

A client centred approach to learning should provide the learner with the opportunity to analyse their own driving abilities and seek their own remedies and strategies. This learning should not be contained to control/reward rather it should encourage the client to express and explore their own beliefs and motivations, before analysing and reflecting on the effects and impacts on their behaviour and consideration of potential consequences in a post-test environment. It should encourage the pupil to consider their own world post-test, the context of the journeys they will make (GDE level 3) as this is especially important when we consider that 16/17 year olds are four times more likely to die in a collision when they are carrying young passengers, than when driving alone, and six times more likely to have a serious incident when confronted by loud conversation. Our clients must also understand how their own motivations, goals and personality traits (GDE level 4) will play an important role in the decisions they make, as in 90% of serious collisions the behaviour of at least one driver is a contributory factor, our emotions and beliefs are key motivators in our behaviour. In addition our clients must also be encouraged to self-evaluate (GDE column 3) across their entire driving:- skills, knowledge and experience, journeys and personality.

Failure to educate new drivers across the higher levels of the GDE Matrix, together with the ability to self-analyse, creates a massive void in the provision of skills that are essential for safer driving, especially in younger drivers, aged between 17-24, where the pre-frontal cortex of the brain is yet to fully develop. Although the human brain has mostly stopped growing by the end of a person's teenage years, it continues to go through a period of extensive remodelling. This strengthens connections between nerve cells and enables information to be processed more efficiently. This period is critical for the development of the pre-frontal cortex (part of the frontal lobe), which plays an important role in regulating impulsive behaviour, and in the ability to anticipate the consequences of behaviour. The pre-frontal cortex does not reach full maturity until people are at least in their mid-20s. Meanwhile, the limbic region, which is associated with emotional responses, is over-active between the ages of 15 and 24. Increased limbic activity means that young people are more likely to be influenced by their peers and are more likely to indulge in thrill-seeking behaviour, they are more likely to react emotionally than to act rationally. This period of development means young drivers are often more likely to take risks and less able to regulate their impulses or understand the consequences of their decisions. Young people also underestimate certain high-risk behaviours. For example, research has shown that young drivers are less likely than older drivers to rate speeding as high-risk. In fact 98% of 17-25 year olds consider themselves as safe drivers.

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It's fair to say that up until recently young drivers were traditionally left under prepared for their emotional states and personality traits and how they might impact on their own safety whilst driving. The DVSA published its 'Car and Light Van Driving Syllabus' in 2013 which lays out all the aspects necessary in delivering driver training:-

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/377664/car-and-light-van-driving-syllabus.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/377664/car-and-light-van-driving-syllabus.pdf)

Encouraging our clients to analyse problems and take responsibility for their learning across all levels and columns of the GDE Matrix will enable them to anticipate their behaviour and emotional responses in a post-test environment, prior to passing their driving test. This analysis will lead to greater self-awareness and the ability to form effective coping strategies which can then be put into practise, allowing for greater rational behaviour rather than emotive response.

The DVSA ADI 1 states:-

*A key part of the client-centred approach is development of active problem solving in the pupil. This means that the ADI has to provide time for this to happen and has to stop talking for long enough for the pupil to do the work. The key thing to remember, however, is that different pupils will respond to this invitation in different ways. Some may be able to do it instantly, in a discussion. Others may need to go away and reflect upon a particular problem. They may need to be pointed at readings or other inputs to help them get a handle on the issue. Pushing a pupil to come up with answers on the spot may be unproductive for some.*

**So what do I need to do to do well here:-**

**1. Provide platforms for your pupil to develop their ability to analyse problems.**

As previously stated, traditionally driver education has required the instructor to take control of the analysis, typically of fault, and therefore of the control in the learning environment. This effectively can lead to drivers who lack self-control post-test. Research has shown that new drivers who are used to analysing problems are more likely to change their behaviour after a near miss situation, while those coming from an instructor led training programme are most likely to act in the same way in a similar situation the second time around.

Don't rush in to fixing a problem or into analysing the drive for your pupil, instead encourage them to explore the cause for themselves, then help them to seek alternative strategies:-

"Tell me about your approach to that right hand bend?"

"What led you to manage that junction so well?"

"What was it about your speed on approach that needed to be adjusted?"

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“Is there anything else you could have done to make it safer?”

“What impact will that have?”

“Is there anything that could prevent you from making these adjustments in the future?”

These kind of questions encourage the learner to explore their own understanding of their beliefs and motivations and promote responsibility for their own development. They provide them with opportunities to analyse and remedy, so that they can turn to themselves for solutions post-test.

Regular analysis throughout the session should take the form of Q&A with the instructor providing input only where, but certainly when, necessary. Facilitating the analysis by using a series of open and effective questions. These reflective periods should not be limited to fault, they should be inclusive of good driving behaviour and performance to enable the pupil to understand what motivates good behaviour in them, as well as poor behaviour, in this way they understand how they need to feel to drive at their best. Include thoughts and feelings (effective questions) into the conversation and encourage the pupil to form links between how they felt or what they believe and how they performed. The instructor should remain non-judgemental in their approach to the responses of the learner, instead listening actively and taking on board the pupils opinions, providing accurate information if necessary, to help the pupil find safe and effective solutions for themselves.

## 2. Listen.

Or more importantly ‘active listening’. Active listening is a term coined by Carl Rogers and Richard Farson in 1957 in a paper of the same title.

The paper states:-

*‘Active listening is an important way to bring about changes in people. Despite the popular notion that listening is a passive approach, clinical and research evidence clearly shows that sensitive listening is a most effective agent for individual personality change and group development. Listening brings about changes in peoples’ attitudes toward themselves and others; it also brings about changes in their basic values and personal philosophy. People who have been listened to in this new and special way become more emotionally mature, more open to their experiences, less defensive, more democratic, and less authoritarian.’*

Active listening involves using and matching body language, tone of voice, repeating and paraphrasing the speakers own words, to build rapport through a shared interest in the conversation on an equal level. It’s quite common for a listener to move to their own agenda when replying in conversation, however when considering Client Centred Learning, the experience should revolve around the pupil taking responsibility and control of a learning process where their thoughts and feelings are validated by both parties.

An example of **typical conversation**, might sound like:-

Instructor “How are you feeling?”

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Client "Not great to be honest"

Instructor "Me neither, I had a terrible night's sleep yesterday, anyway let's get going and see if driving makes us feel better...."

Any feelings expressed by the client in conversation should not be overlooked, neither should conflicting or negative body language.

An example of a **Client Centred conversation**, should sound like:-

Coach "How are you feeling?"

Client "Not great to be honest"

Coach "Not great?"

Client "No I've had a terrible night's sleep, the baby was awake half the night....."

In this way the conversation remains client centred simply because the coach repeated the clients own words back to them, rather than inputting their own, the conversation is now heading along on the clients agenda and both parties will learn more about the motivations of the client and about aspects of their daily lives that will create barriers and increase risk in the future. Allowing the conversation to progress towards the effects these feelings might have on our clients ability to drive well, to cope with multi-sensory processing, and how these feelings might present themselves post-test, helps the client to evaluate their life and plan strategies, perhaps to even consider alternatives to driving, to keep them and their families safe in their own world as a driver.



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The Hermes Project (2007-2010) states:-

*If the learner is to have responsibility and decision-making in driver training, the coach has to listen to make sure the learner's needs are being met. And the coach's questions, if they are following the interest of the learner, are tightly linked to what the learner has already said. This makes listening an important skill for coaching. However, perhaps the hardest thing for an expert is to learn when to keep quiet. The learner should not be denied the instructor's experience, knowledge or wisdom, but this expertise should be given as an extra, a surplus on what they have already experienced and thought through for themselves. It's at this point that the instructor's expertise and contributions may be fully welcomed*

Use regular reflective periods along the route to help your pupil analyse any problems they might have encountered, ask effective questions such as "how were you feeling as you...?" Or "What were your thoughts on the approach to...?" to accelerate learning around these situations, moving learning from short term memory to long term learning by linking thoughts and feelings to behaviour, and to help your clients to combat emotional responses post-test. Encourage your client to form strategies for themselves by asking them to consider "What will you do differently next time?" and reinforce the strategy with context by asking them to consider "what will be safer about your driving if you do that?" Allow the learner time after questions to process their thoughts and to strategise solutions, the practise of reflection takes time to process, don't jump in with remedies of your own unless it becomes clear that the learner has exhausted all avenues of understanding for themselves, or in the case of the learner being unaware of potentially safety critical situations. Instructor input can be essential to full understanding, however **SILENCE** can be the key to a client's ability to develop the skills of identification, analysis and remedy for themselves, which in turn is an essential skill for new drivers post-test. Ensuring that your pupil has control over developing situations and emotional responses, together with the ability to change behaviour for themselves independently.

The DVSA ADI 1 outlines its competencies as follows:-

<b>Indications that all the elements of competence are in place could include:</b>	<b>Indications of lack of competence include:</b>
<ul style="list-style-type: none"><li>• providing time, in a suitable location, to explore any problems or issues that arose during the lesson or that were raised by the pupil</li><li>• providing timely opportunities for analysis; promptly in the case of risk critical incidents</li><li>• taking time and using suitable techniques to understand any problems the pupil had with understanding an issue</li><li>• suggesting suitable strategies to help the pupil develop their understanding, such as using practical examples or pointing them at further reading</li><li>• giving clear and accurate information to fill gaps in the pupil's knowledge or understanding</li><li>• leaving the pupil feeling that they had responsibility for their learning in the situation</li></ul>	<ul style="list-style-type: none"><li>• leaving the pupil feeling that the ADI was in control of the teaching process</li><li>• failing to explore alternative ways of addressing a problem - in response to evidence of different learning preferences</li><li>• providing unsuitable or incorrect inputs</li></ul>

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## Were Opportunities and Examples Used To Clarify Learning Outcomes

**T**he third competence under Teaching and Learning Strategies reinforces learning by recognising the knowledge and experience that the learner already has and makes connections between the learning outcomes (Goals). Gives opportunities to use similar skills or respond to similar situations along the route and takes advantage of theoretical knowledge, giving context to the learning by applying practical experience to that knowledge.

When setting new goals (Lesson Planning) both the coach and the learner should set up the learning outcomes for the session as a result of a discussion between both parties on theoretical knowledge and experience linking both elements to new subjects. Using contextual learning on the move, where appropriate to help the learner join up theory and practice before applying to new learning.

The DVSA ADI 1 states:-

*While training in technique is core to the learning process it is important to reinforce this input and to link it with theory. The best way to do this is to use real-world situations during the lesson. The use of practical examples and scenarios on a lesson gives the pupil a better understanding of when, how and why to use a particular technique. This can be done, for example, by asking the pupil to think about why mirrors are important when changing direction.*

**What do I need to do to do well here:-**

TEACHING & LEARNING STRATEGIES			
Was the teaching role selected to match the pupil's learning style and current ability?			
Was the pupil encouraged to analyse problems and take responsibility for their learning?			
Were opportunities and examples used to clarify learning outcomes?			X
Was the technical information given comprehensive, appropriate and accurate?			
Was the pupil given appropriate and timely feedback during the session?			
Were the pupil's queries followed up and answered?			
Did the teacher maintain an appropriate non-directive manner throughout the session?			
At the end of the session, was the pupil encouraged to reflect on their own performance?			
Score for teaching and learning strategies			

**1.** Allow your pupil the opportunity to add context to their learning when setting up the learning goals.

Contextual learning is based on the theory that learning takes place when teachers are able to present information in such a way that students are able to construct meaning based on their own experiences.

It might be simply a case of discussing what mirrors were checked when pulling up on the left hand side of the road, when giving context to which mirrors need to be checked to turn left at the end of the road, or adapting planning and scanning skills for different junctions from previous experience. Linking back to previous experience encourages the learner to process and reflect internally, asking them to consider their strengths and weaknesses, "How well did you manage to do that previously?" And to also consider what their thoughts and feelings were around their previous experience "what are your thoughts on...?" "How did you feel when..." reinforces the learning in the brain's neural pathways. Finally getting the learner to consider the similarities between previous experience "What is similar here?" "What skills do you already have to help you?" and the new learning goal for the session, allows the brain to form links. This type of learning is far more effective, longer lasting and better for developing responsibility, than telling.

Remember that this is their learning, and we must facilitate it by asking appropriate questions at appropriate times, then give the learner time to reflect and respond, without making judgements. It might be necessary to give guidance or suggest alternative actions or consequences, where they may not have previously been considered, but be mindful that enforcing one's own opinion on an individual's experience is likely to be rejected by the individual if it is considered negatively to their own experience and

beliefs. In which case the learner is most likely to reinforce their own beliefs by behaving in the opposite manner to that which was rejected.

**2. Allow your pupil the opportunity to add context to their learning on the move.**

Remember that we are teaching in a safety critical environment and as such, in order to maintain a safe learning environment, we must not bombard our clients with questions while they are focussed on achieving the goal. Maximise the learning opportunities by minimising the use of Q&A. Keep any Q&A on the move purely to contextual learning opportunities around the developing needs of the client around the goal or to manage risk.

Whatever the goal of the session there will be plenty of opportunities along the route to link experience to the new learning objective.

You may agree that the pupil needs to develop their understanding of speed on approach to roundabouts, and therefore you could link experience along the route, maybe turning in major to minor, or approaching traffic lights and meeting situations.

If the route is suitable and safe you could ask them to reflect on the move :-

“What was good about your speed as you approached the last junction?”

“Do you remember how far back you started your braking?”

“What were you focussed on?”

“How did you feel as you approached...?”

“How will you apply this to the roundabouts we will approach?”

Be careful to ensure the questions are minimised to obtain the learning outcome and that the environment is suitable, if this is not the case then flag the learning opportunity “I want you to remember the approach to that last junction” and discuss it in a less safety critical environment, either pulled up at the side of the road or through a less complex stretch of the journey.

If we maximise learning opportunities along the route, then learning may take place around the goal of the session before we have even reached our practice area, thus ensuring the pupil achieves optimal development in the lesson. It can give the learner those ‘light bulb’ moments where the brain suddenly recognises the links between two different experiences and applies one formed behaviour to another, yet undeveloped platform.

**3. Where possible adopt a post-test approach to contextual learning.**

‘Safe driving for life’ suggests that we must, wherever possible, encourage our pupils to consider their driving in a post-test environment. Use opportunities and examples within the learning process that will enable your clients to consider how they, as a person, will manage their own emotions, beliefs, motivations and personalities beyond the driving test.

These opportunities could come in the form of a comment regarding peer pressure from the clients social group..."My mates would laugh at me if I drove like that"....a discussion around what effect such comments might have on their own driving post-test, to raise their own learning in the context of their own life as a driver in their own social climate.

Questions to help your client explore and add context could include:-

"Will that be different for you, when your friends are in your car?"

"Will it be easy for you to say no?"

"How will your friends respond?"

"How will you feel?"

"What will you do?"

"Will it be safe?"

"Is there anything you can do to make it safe?"

Missing these opportunities would prevent the learner from considering their own responses, and potential consequences, and as a result the opportunity for us to help our clients to consider their own intentions and the reality of the difficulties in perhaps maintaining their intentions in the face of peer pressure. Once considered this new context can help to form strategies to cope and build self-responsibility for actions that previously may not have been considered.

The Hermes Project (2007-2010) states:-

*Learning is enhanced if the 'student' is asked to do the following 'active' things:*

1. *State what they have learned in their own words*
2. *Give examples of it*
3. *Recognise it in various guises and circumstances*
4. *See connections between it and other facts or ideas*
5. *Make use of it in various ways*
6. *Foresee some of its consequences*
7. *State its opposite or converse*

The DVSA ADI1 outlines its competencies as follows:-

<b>Indications that all the elements of competence are in place could include:</b>	<b>Indications of lack of competence include:</b>
<ul style="list-style-type: none"> <li>• using examples identified on a lesson in a suitable way and at a suitable time to confirm or reinforce understanding</li> <li>• exploring different ways to use examples to respond to differences in preferred learning style</li> <li>• using examples that are within the pupil's range of experience and ability to understand</li> <li>• recognising that some pupils will be able to respond instantly while others will want to think about the issue</li> </ul>	<ul style="list-style-type: none"> <li>• using examples the pupil cannot really understand through lack of experience</li> <li>• using complex examples that the pupil doesn't have the ability to respond to</li> <li>• failing to give the pupil time to think through the issues and come to their own conclusion</li> <li>• imposing an interpretation</li> </ul>

Lee Jowett

KIT

## Was The Technical Information Given Comprehensive, Appropriate And Accurate?

The fourth competence under Teaching and Learning Strategies is about the importance of instructor input, and not necessarily limited to aspects such as stopping distances on a wet road, or when it is acceptable to enter hatched road markings. More it is about giving clear, concise and timely information which helps the learner enhance their learning, keeps the car safe and engages the pupil, delivered in a manner that suits their individual learning style.

The DVSA ADI 1 states:-

*Giving incorrect or insufficient information, with the result that a safety critical situation might occur, will result in an automatic fail. Remember that good information is:*

- accurate • relevant • timely

*Failure to meet any one of these criteria makes the others redundant.*

TEACHING & LEARNING STRATEGIES			
Was the teaching style suited to the pupil's learning style and current ability?			
Was the pupil encouraged to analyse problems and take responsibility for their learning?			
Were opportunities and examples used to clarify learning outcomes?			
Was the technical information given comprehensive, appropriate and accurate?			X
Was the pupil given appropriate and timely feedback during the session?			
Were the pupil's queries followed up and answered?			
Did the trainer maintain an appropriate non-discriminatory manner throughout the session?			

### What do I need to do to do well here? :-

#### 1. Understand that instructor input is essential to the learning process.

A common misconception of Coaching, or CCL, is that it is simply about asking questions. The purpose of the questions, in a CCL environment, should be to help the learner to be solutions focussed, to become self-aware and responsible for their actions post-test, and to help them to achieve their Goal. This does not mean that any questions posed by the learner should be met with a question, in return, from the instructor.

It is perfectly acceptable to give an answer to a question posed by the learner, particularly when the wheels are moving and there is risk to be managed.

Bombarding the pupil with Q&A, around their own lack of knowledge, particularly where the knowledge does not meet the Goal of the session, has no place in a learning environment and is likely to be extremely demotivating for the learner and potentially dangerous.

If you feel the learning will be enhanced by your input, or a potentially safety critical incident needs to be managed, then if you can deliver that information in a timely fashion, making it appropriate for the situation and, when suitable, comprehensive in its nature then this will be central to your clients learning, as such you are providing Client Centred Learning (CCL)!

#### 2. Make your input positive, encouraging and engaging.

Traditionally instructor input has been fault focussed, and while we must address repeated failures to aid with our client's development, we must also encourage them to understand their strengths and find their own solutions to their problems. Problems are not necessarily a negative factor for a human being, where they can find the solution. As this gives purpose to an individual and creates responsibility.

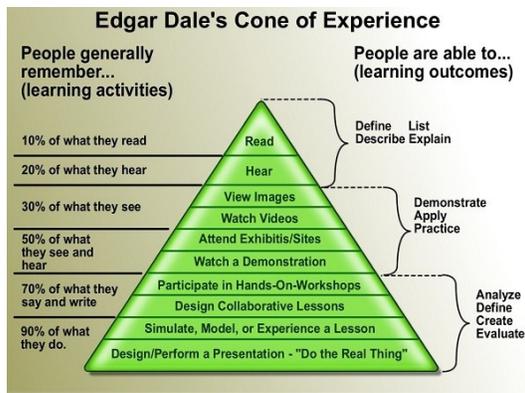
Positive reinforcement is essential to growth for anyone in a learning process, so consider the bigger picture when faults occur. Certainly we must address the fault

comprehensively and accurately, but is it appropriate to repeatedly pull the learner up at the side of the road and tell them that they are doing it wrong?

Consider the affect that this will have on their belief system when their teacher in the learning process is repeatedly pointing towards their failings. Coupled with their own previous life experiences, of perhaps being told by parents, educators and peers, that they “can’t do it” it is likely to lead them into inhibiting beliefs. The belief that “I can’t do this” will not necessarily be helpful to them as a driver post-test, in a complex and potentially dangerous situation. Rather the individual needs to understand their strengths as well as their weaknesses in order to find solutions to complex problems on the road. It is therefore far more appropriate to begin the line of questioning with “what went well?” When dealing with faults, it is far more comprehensive for the learner to consider the situation more holistically, where your input encourages and helps them to consider their strengths, weaknesses and seek solutions. It is likely to be most accurate if the learner is encouraged to consider any emotions, beliefs, attitudes or thoughts that might be motivating their behaviour also.

**3. Be creative, encourage curiosity and listen.**

Traditionally a driving lesson could be considered to begin with a briefing, around the subject matter, delivered by the instructor to the learner, typically through a verbal explanation and including the use of a visual aid. This teaching strategy is based upon numerous research studies around learning retention, such as Edgar Dales Cone of Experience (1946) and The NTL’s Pyramid of Learning (1960s)



These studies suggest that we generally retain around 50% of what we see and hear, as opposed to only around 20% of what we hear alone and around 30% of what we see in isolation. Whilst these findings will have elements of truth for all individuals, and are certainly helpful in suggesting ways in which, we as educators, can transfer our information more effectively, there is doubt around the validity of the research and the figures cited. As educators, we need to also consider the following questions: Are these percentages valid across all disciplines? Across all demographic groupings? Without variation? For all time?

From a CCL perspective we should consider, does this apply to all my pupils, for every subject, on every lesson, regardless of human factors such as health, mood, fatigue etc?

And should I simply repeat this model and deliver this model to all pupils even if the learner is showing no signs of it being effective for them?

For sure the simple answer here is not at all, so be creative with the way in which you give information. Creativity is the capacity to bring into being something that was not there before. New learning or a different aspect to be considered. It exists in significant ways that drive change – major innovations in science, technology or the arts, for example, and it exists in smaller ways – as when individuals find new solutions to the challenges in their life. Creativity in the learning process can give the learner a greater sense of understanding and add value to existing knowledge. Be curious about your client, seek knowledge and information about how they feel they might learn a particular topic best, what are their hobbies and interests, encourage them to be curious about their own learning. This information can help you tailor your own input of information to their learning preferences.

When giving information, if the traditional approach, or your own normal approach is not working then adapt. Consider whether allowing your pupil to take control of any visual aids might be more beneficial to them. We tend to remember more of what we do than what we see. Similarly if you're giving a demonstration it might help some learners to switch roles and adopt the role of the teacher in the process, talking you through what you need to do before switching back in roles and teaching themselves. Research shows this generally to be one of the most effective methods for retaining information. Consider whether a briefing is necessary and for who's benefit. If your client is highly kinesthetic in their learning, it might not benefit them at all to spend too much time being briefed. Instead involve them, be curious about what they already know, what they feel they need to know and how much time they want to spend practising. Then let them get on with it. Assess their progress and be willing to adapt again where necessary.

Essential to development also is instructor input through listening, as stated in the previous competence, the importance of active listening is cited by Titus Suciú's (2014) paper 'The Importance Of Creativity In Learning':-

"Active Listening" note that it increases the profitable time to teaching and learning. Here's how:

- a. Active Listening helps pupils manage and subside strong feelings.
- b. Active Listening helps pupils understand they need not fear their emotions.
- c. Active Listening helps pupils reach to the real problem.
- d. Active Listening facilitates problem solving by pupils.
- e. Active Listening places responsibility on pupils.
- f. Active Listening makes pupils more receptive to and willing to listen to their teachers.
- g. Active Listening promotes a closer, deeper relation between teacher and pupil.

So be confident that your input is essential to your clients learning, provide them with knowledge-based answers when necessary, especially when such information does not form part of the learning Goals. Be positive in your feedback, do not limit your input to faults, ensure that your client understands their strengths and weaknesses and sees the bigger picture of driving beyond the driving test. Be creative and understand that transferring information is not simply a one size fits all process. Adapt and listen. Your next piece of input is likely to come from the answers you receive through your clients

next piece of input is likely to come from the answers you receive through your clients responses, be that the answers that they give, the way in which they give the answer or the body language that they display when responding.

The DVSA ADI 1 states:-

*Information given must be comprehensive when associated with a recurring weakness in the pupil's driving. Simply telling the pupil that they have done something wrong is unlikely to help them overcome the problem. Any practical demonstration of technique must be clear and suitable. The pupil should be engaged and given the opportunity to explore their understanding of what they are being shown.*

The DVSA ADI 1 outlines its competencies as follows:-

<p><b>Indications that all the elements of competence are in place could include:</b></p> <ul style="list-style-type: none"><li>• giving clear, timely and technically accurate demonstrations or explanations</li><li>• checking understanding and, if necessary, repeating the demonstration or explanation</li><li>• finding a different way to demonstrate or explain if the pupil still does not understand</li></ul>	<p><b>Indications of lack of competence include:</b></p> <ul style="list-style-type: none"><li>• providing inaccurate or unclear information, too late or too early in the learning process</li><li>• failing to check understanding</li><li>• failing to explore alternative ways of presenting information where the pupil does not understand the first offering</li></ul>
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## Was The Pupil Given Appropriate And Timely Feedback During The Session

**T**he fifth competence under Teaching and learning strategies runs through all three broader competencies of the Standards Check (lesson planning, Risk management and T&L Strats) because a well-planned lesson can only be facilitated by feedback both given to and elicited from the client, risk can only be managed and understood through the use of two-way feedback and of course feedback is an essential teaching strategy for all educators.

So what is feedback? Feedback is a consequence of performance, whatever we do and however we do it there will be both internal and external feedback around the performance. Internally it's the way an individual thinks and feels about a particular situation whilst externally clues might be given by the learner through body language, tone or expression. Feedback can be received from one's self and from an external party. At its best it is not fault focussed, rather it works best when it focusses on finding the solution and it must come primarily from the learner, since it's impossible for the trainer to know for sure how the learner felt in practise or whether they consider that the performance matched their own beliefs, values and expectations. feedback works best when information precedes it, such as practise or reflection, obtained by and from the learner. Effective feedback enables and accelerates learning as it provides correctional and alternative strategies, it gives purpose and meaning to practise and experimentation, instruction, for example, can be essential to keeping the car safe, when helping the pupil to manage risk, however instruction without feedback does not lead to new learning, feedback fills the gap between what is already known and new learning, and also bridges the gap between intention and behaviour, by way of enabling the pupil to restructure the already learnt into a new formation that fits the new learning goal. By confirmation that the learning is right or wrong. By pointing out new objectives that the learner could Pursue and giving information around external and internal motivations to enhance the learning process. Positive feedback can be engaging and motivating for all learners and can form links between positive behaviour and positive emotions, beliefs and attitudes thus creating drivers who understand the importance of safe driving to themselves. Feedback should always be focussed around the clear learning goals of the session, include any safety critical incidents, consider how and where the learning is going currently and consider what steps need to be taken to move forwards.

The [DVSA ADI 1](#) states:-

Feedback is an essential part of learning but the process must be balanced. A pupil needs to have a clear picture of how they are doing, against their learning objectives, throughout the lesson. They should be encouraged when performing well and coached when a problem or learning opportunity occurs.

**What do I need to do to do well here:-**

TEACHING & LEARNING STRATEGIES				
Was the teaching style suited to the pupil's learning style and current ability?				
Was the pupil encouraged to analyse problems and take responsibility for their learning?				
Were opportunities and examples used to clarify learning outcomes?				
Was the technical information given comprehensive, appropriate and accurate?				
Was the pupil given appropriate and timely feedback during the session?				X
Was the pupil's progress followed up and assessed?				
Did the trainer maintain an appropriate non-discriminatory manner throughout the session?				
At the end of the session - was the pupil encouraged to reflect on their own performance?				
Score for teaching and learning strategies				

**1. Understand the importance of feedback in the learning process.**

Feedback is essential to development, after-all practise without reflection, where the learner receives internal feedback through their own thoughts and feelings around their own beliefs, aims and motivations, will not lead to any form of deeper learning.

Lee Jowett

Practise with only external feedback, from the instructor/coach, can only focus on the behaviour that was exhibited as it can't possibly perceive the thoughts, feelings or beliefs that motivated the skill.

Practise without feedback from the instructor/coach could lead to a misunderstanding of one's strengths and weaknesses on the pupils behalf, as they focus on their weaknesses with no consideration of their strengths or can be misled by inherent beliefs and attitudes.

Practise with no feedback at all would just be wasted practise.

Therefore feedback must come in the form of a 3-way dialogue with the coachee's internal thoughts, feelings and beliefs being measured against their external behaviour with input from the instructor/coach to enhance the learners understanding of their strengths, their areas for development and any motivating factors.

In this way the pupil learns more holistically about themselves as a driver, than when simply focusing on the skill development, or through being told how to behave. Practise is essential for the development of psychomotor skills, however feedback and reflection are essential for learning around the cognitive beliefs and motivations and affective feelings and emotions which are the key to safe driving, impulse control and risk management.

When giving feedback make it regular through the lesson, ensure that it is Positively accentuated rather than negatively, developmental rather than fault focussed. Elicit feedback mainly from the pupil and add value, to enhance understanding, by giving your own knowledge and expertise where necessary, and as previously stated in the last competence, ensure you provide feedback whenever your pupil asks for it.

Be aware of other forms of feedback, expressed by the learner and the instructor, such as body language and tone of voice to ensure that what you or your pupils are saying verbally, matches with tone of voice, body language and the reality. Explore any discrepancies between the communication from your client and ensure that there are no conflicting elements in your own feedback, ensure that what you do and say, your expression and tone, match with your intended message and the reality of the performance.

The DVSA ADI 1 states:-

*All feedback should be relevant, positive and honest. Rather than saying somebody has a weakness, consider expressing it as a learning opportunity. However, if they need to be told something is wrong or dangerous there is no point in waffling. The pupil should have a realistic sense of their own performance. Feedback is a two-way street. It should, ideally, be prompted by the pupil with the ADI responding to the pupil's questions or comments. The pupil's feedback should never be overlooked or disregarded.*

**2. Provide timely opportunities for development through feedback**

Linked closely to lesson planning, ensure that your practise area is suitable for your client to achieve the goal through reflective periods at the side of the road, or along stretches of the route that are less complex with minimal risk.

Too much information on the move can be overloading. Silence can be great feedback while students are practising, reinforcing that what they are doing is good. Often instructors are led to believe, through outdated training methods, that once the car is moving Q&A must be given to maximise development. In truth whenever the car is moving the pupil is practicing and therefore their focus will be divided and diluted in many areas. Learning best takes place after practise, pulled up where the pupil can reflect on their performance, consider their thoughts and feelings and create new strategies to enable them to achieve their goal.

Ideally, once the Goal is set, use practise areas with 3/4 platforms which allow your client to practise around their learning Goal and which also have areas to pull in for reflection and feedback. In these areas elicit and deliver feedback that reinforces the goals, objectives and motivations, which is positive and solution focussed and that seeks to clarify achievements.

The DVSA NSDRT states we must understand:-

#### 6.3.3. e. *the importance of providing regular formative feedback*

### 3. *Scale it....Make it SMOOTH!*

Scaling is a very powerful method of eliciting feedback from your clients, enabling them to achieve their goals, and become self-aware, responsible, and solutions focussed, when delivered comprehensively.

Scaling can make the process of learning **SMOOTH** if you follow this feedback model:-

#### **S**cale

On a scale of 0-10 where 0 is terrible and 10 is excellent, where are you currently?

This gives the learner the opportunity to reflect on their current reality. You should not pass judgement to their mark, either low or high, nor should you express your own score when scaling. Scores can be influenced by mood, beliefs, experience etc. In other words the same performance might return a higher or lower score on a different day, when the mood is different or with increased experience, as expectations may have altered. The important aspect is to next gather evidence....

#### **M**easure

What is good about it, that makes you give it this mark.

This step is about gathering evidence as to your pupil's current reality, what strengths do they currently have. What position are they moving forwards from? Be prepared for your pupils to tell you their weaknesses at this point! But those will be addressed in the opportunities to develop, so keep them on track....'No I said what is good!'

It is extremely important within reflection for your pupils to develop the ability to examine and explore their strengths, in order for them to be able to rely on their strengths as a driver in complex situations. This is their current reality and helps to raise their self-awareness.

### **O** pportunities to develop

What opportunities are there for you to develop this?

This step looks at taking the learner forwards. Examine and explore as many aspects as possible, make suggestions where necessary if you believe there's something that might benefit the learning, or if something might be more realistic as a bigger goal to be achieved over a number of lessons through making smaller achievable goals that eventually lead to the learning outcome being achieved. In performing this step we are encouraging our pupils to develop key self-evaluation techniques, that will keep them safe beyond the driving test, as they begin to consider how they themselves can find the solution to their needs.

### **O** ptions

What option will you chose first, what next, what will work best for you in order to achieve the overall goal?

This step sets out the learning Goals and objectives for the lesson, crossing over into lesson planning. By enabling our pupils to explore their options and to make agreements about what both parties feel is the best and most realistic step to take first, we encourage them to take responsibility for their development and safety, we also develop their ability to find solutions and plan strategies.

### **T** ime

How long do you need to practise? Where do you want to get to by the end of this lesson?

Putting a timescale on the practise gives focus and purpose, it also allows time for reflection to plan new strategies and adapt the lesson where necessary to help the learner reach their goal. As previously stated, it may be that the bigger goal will be achieved throughout numerous lessons by way of achieving a series of smaller goals. Laying out a realistic timescale for bigger and smaller goals keeps the learner motivated and encouraged as they see their development and get closer to their ultimate objective.

### **H** elp

Will you need any help from me?

Linked also to risk management, this step enables the instructor to divide up the responsibilities for the task, so that the learner can realistically achieve their goal. Braking learning down into manageable chunks is far more effective and efficient than overloading the learner with the entire task, although it is also worth stating that at points during the learning process, the pupil will be capable of taking responsibility for the entire task and your role in their development might simply be to observe and step in

to keep the car safe, if necessary. Hence asking “Will you need any help from me?” As opposed to “What help will you need from me?”

As always Client Centred Learning does not mean Client Led and if you feel the client may need a little more support, considering their current reality, it is essential that you provide your input constructively.

The DVSA ADI1 outlines its competencies as follows:-

<p><b>Indications that all the elements of competence are in place could include:</b></p> <ul style="list-style-type: none"> <li>• <i>providing feedback in response to questions from the pupil</i></li> <li>• <i>seeking appropriate opportunities to provide feedback that reinforces understanding or confirms achievement of learning objectives</i></li> <li>• <i>providing feedback about failure to achieve learning objectives that helps the pupil achieve an understanding of what they need to do to improve</i></li> <li>• <i>providing feedback that the pupil can understand</i></li> <li>• <i>providing consistent feedback that is reinforced by body language</i></li> </ul>	<p><b>Indications of lack of competence include:</b></p> <ul style="list-style-type: none"> <li>• <i>providing feedback a long time after an incident so that the pupil cannot link the feedback to what happened</i></li> <li>• <i>providing feedback that overlooks a safety critical incident</i></li> <li>• <i>continuously providing feedback when this may be distracting the pupil</i></li> <li>• <i>failing to check the pupil’s understanding of feedback</i></li> <li>• <i>providing feedback that is irrelevant to the pupil’s learning objectives, for example commenting on their personal appearance</i></li> <li>• <i>refusing to hear reasonable feedback about the ADI’s own performance</i></li> </ul>
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## We're The Pupils Queries Followed Up And Answered

**T**he sixth competence under Teaching and Learning Strategies requires the instructor to use many essential coaching skills to facilitate effective learning.

**Active listening** as previously outlined, seeks to create a deeper understanding between both parties by exploring and matching language and tone.

The use of open **body language** to encourage the pupil that the environment is a safe environment for them to express and explore their concerns, attitudes and emotions, without fear of judgement.

**Intuition** might be crucial as not all queries are verbalised, particularly when the focus is on controlling the vehicle through complex situations. If the body language, **tone of voice** or choice of words don't all match up, or don't match up to the behaviour on display then your intuition may tell you to explore this further.

Encouraging your pupil to ask questions, seek answers and find solutions ensures that they develop the skills that will help keep them safe as drivers in their world. It is for the instructor to determine how best to follow up and answer queries during the lesson. Where possible it is important to the learning if the client is encouraged to find solutions for themselves. However it can be detrimental to learning, leaving the pupil feeling undermined, if they don't have the knowledge but are continuously met with questions in return. Additionally it can increase risk on the move where the client is overloaded with Q&A or is asked questions that require deeper thought and reasoning. It is important that we are able to identify our pupils learning styles, intuitively determine when they need thought and when they need information and deliver responses that meet the needs of the client, their learning style and which also keep the car safe.

The DVSA ADI 1 states:-

*The ADI should encourage the pupil to self-reflect, seek clarification or further knowledge and understanding when appropriate. This will involve the ADI interacting with the pupil, creating a learning environment that encourages two-way discussion and coaching them to ask the relevant questions relating to any circumstance that may improve learning outcomes.*

### What do I need to do to do well here?

TEACHING & LEARNING STRATEGIES				
Was the teaching style suited to the pupil's learning style and current ability?				
Was the pupil encouraged to analyse problems and take responsibility for their learning?				
Were opportunities and examples used to clarify learning outcomes?				
Was the technical information given comprehensive, appropriate and accurate?				
Was the pupil given appropriate and timely feedback during the session?				
Were the pupil's queries followed up and assessed?				X
Did the trainer maintain an appropriate non-discriminatory manner throughout the session?				
At the end of the session, was the pupil encouraged to reflect on their own performance?				
Score for teaching and learning strategies				

### 1. Build Rapport

All of the essential coaching skills listed above go a long way towards establishing Rapport. Indeed all the skills already outlined in this chapter come to the fore to develop rapport as we aim to create a climate that encourages our pupils to be curious and inquisitive in their nature. The building of trust on an equal level creates the opportunities for learners to explore their own understanding of risk, their beliefs, attitudes and emotional responses to driving, without fear of being judged by the teacher. In return this climate allows the instructor an insight into the beliefs, attitudes and motivations of the client which will form their driving behaviour post-test. Once rapport is established it is essential for the instructor to remain non-judgemental on any opinions offered by the client as this will only serve to break down the rapport and encourage the pupil to build up barriers. Instead we must remain inquisitive and find time, in suitable locations, to allow the learner to explore these beliefs for themselves and perhaps consider whether these opinions actually match up to their own values. To consider the impact such beliefs and opinions may have on their driving and determine

what potential consequences this behaviour could have for themselves and their social climate.



### 2. Listen and look for clues.

Queries can come in many forms, at any time through a driving lesson. It can be difficult at times to actively listen, when your own senses are being divided and diluted to ensure the car is safe and learning is taking place. If either or both parties are struggling to take on board the information while the car is moving, then consider pulling up as soon as it is safe to enable yourself and your pupil to explore the situation in more detail. Your responses should come from the information that your pupil provides so when they are talking be sure that they know that you're listening by being open and interested. Nodding, occasionally smiling and repeating words back or summarising their words into a more direct objective, can really help your pupil to develop their own knowledge and understanding. Whilst you may obtain clues that your client is engaged, or not, concerned, or not, confused, or not by their words, tone or body language.

The DVSA NSDRT states we must be able to:-

*6.3.2.3. encourage learners to ask questions and, where necessary, repeat or alter your answer so that they understand*

### 3. Keep it safe

Q&A on the move can be difficult to manage depending on the level of the pupil, the complexity of the task or the human factors motivating the client at any one time.

Keep it safe by minimising the use of Q&A on the move. Limit Q&A on the move to questions around the goal of the session, that will enhance the learners knowledge and understanding of the intended learning outcomes, or to questions that enable the client, or raise awareness in the client, of areas of risk that they need to manage. If the client asks a knowledge based question, particularly when the question is unrelated to the goal,

you might simply decide to provide them with the answer, or if you feel like they would benefit from a deeper understanding then you might encourage them to seek out the answer themselves in between lessons, pointing them perhaps in the direction of where they can find the information for themselves.

Keep it safe by limiting the amount of deep thinking required on the move. Limit open questions on the move to those that only require an initial response “How did you feel approaching that situation?” then where necessary and dependent on your pupils response, follow it up with “ok well we will talk more about that as soon as we pull in”

Keep it safe by understanding your pupil and how they learn best, how do they cope with questions on the move? How well are they able to manage their thoughts and feelings whilst controlling the vehicle in complex situations? How open are they to exploring information and seeking out answers. Protect the rapport you create with your clients using intuition. Know when to ask questions and when to provide information based on the responses you get through active listening.

The DVSA ADI 1 states:-

*Dependent on individual learning styles, some pupils may be reluctant to participate but the ADI should still promote the benefits of asking questions to the pupil. Any direct questions or queries from the pupil should be dealt with as soon as possible. The response may involve providing information or directing the pupil to a suitable source. Remember that, wherever possible, the pupil should be encouraged to discover answers themselves. Pupils may not always have the confidence to ask direct questions. The ADI should be able to pick up comments or body language that indicates uncertainty or confusion and use suitable techniques to explore possible issues.*

The DVSA ADI 1 outlines its competencies as follows:-

<p><b>Indications that all the elements of competence are in place could include:</b></p> <ul style="list-style-type: none"> <li>• The ADI creating a learning environment that encourages the pupil to ask questions throughout the lesson.</li> <li>• responding openly, readily and appropriately to queries</li> <li>• providing answers of sufficient content or directing the pupil to suitable sources of information</li> <li>• actively confirming with pupils if their comments or body language suggest they may have a question</li> <li>• encouraging the pupil to explore possible solutions for themselves</li> </ul>	<p><b>Indications of lack of competence include:</b></p> <ul style="list-style-type: none"> <li>• ADI making no effort to encourage the pupil to ask questions.</li> <li>• refusing to respond to queries</li> <li>• providing inaccurate or incomplete information in response to queries</li> <li>• avoiding the question or denying responsibility for answering it</li> </ul>
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such as alcohol and drug use within driving. A remark about certain makes of vehicle (BMW/Audi etc drivers!), sexes, ethnic groups or driving professions, could lead to a discussion around stereotyping, enabling the pupil to consider from where this remark has derived, and the reality of any preconceptions. This reflection linked to practise, where both parties seek to find examples of good driving along the route, exhibited by drivers of such groups can seek to eradicate prejudices and promote empathy. Asking the learner to 'put themselves in the shoes of others' can have a major bearing on future attitudes and behaviours.

The importance of the instructor maintaining a non-discriminatory manner should not be understated, particularly in regards to influencing the opinion of the client around stereotypes. An off the cuff remark from the instructor that colludes with a pre-formed belief or attitude held by the client could consolidate such beliefs and attitudes, and we must consider what affect this might have on the clients behaviour post-test.

The DVSA ADI 1 states:-

*The ADI should maintain an atmosphere in which the pupil feels comfortable to express their opinions. They should create an open, friendly environment for learning, regardless of the pupil's age, gender, sexual orientation, ethnic background, religion, physical abilities or any other irrelevant factor. This implies active respect for the pupil, their values and what constitutes appropriate behaviour in their culture.*

*The ADI must not display inappropriate attitudes or behaviours towards other road users and should challenge their pupil if they display these behaviours.*

The DVSA ADI 1 outlines it's competencies as follows:-

<b>Indications that all the elements of competence are in place could include:</b>	<b>Indications of lack of competence include</b>
<ul style="list-style-type: none"> <li>• keeping a respectful distance and not invading the pupil's personal space</li> <li>• asking the pupil how they wish to be addressed</li> <li>• asking a disabled driver to explain what the ADI needs to know about their condition</li> <li>• adopting an appropriate position in the car</li> <li>• using language about other road users that is not derogatory and that does not invite the pupil to collude with any discriminatory attitude</li> </ul>	<ul style="list-style-type: none"> <li>• invading somebody's physical space</li> <li>• touching the pupil, including trying to shake hands, unless it is necessary for safety reasons</li> <li>• using somebody's first name unless they have said that this is acceptable</li> <li>• commenting on the pupil's appearance or any other personal attribute unless it has a direct impact on their ability to drive safely, such as wearing shoes that make it difficult for them to operate the vehicle's pedals</li> </ul>

## At The End Of The Session Was The Pupil Encouraged To Reflect On Their Own Performance

**T**he final competence on the report ensures that learning takes place around the practice, that goals can be set effectively for the next session, to maintain the learners progress and further develops key skills, such as self-evaluation and self-awareness, which will form the basis of any individual's safe driving for life.

The process of reflective learning is centred around self-development and self-growth, giving responsibility for the process to the learner, facilitated by the instructor. This method is in direct contrast to traditional instruction, within which it was the responsibility of the ADI to reflect upon the session and provide feedback to the learner, before setting goals for the next session. It is important that we recognise that we, as human beings, process information and learn internally and as such we must give our clients the opportunities to reflect upon the practical elements of car control and mastery of the road, as well the human factors that they themselves encounter whilst driving the vehicle in traffic. Did my thoughts and feelings impact on my behaviour? What are my strengths and weaknesses? Did the reality of the performance match up with my beliefs and expectations?

Here are some of the benefits of reflective learning:-

- Allows the learner to record their development
- Encourages the pupil to explore their strengths and weaknesses
- Helps the learner to Understand how they learn
- Develops self-awareness
- Allows your client to plan their own development
- Enables your pupil to learn about themselves
- Enables the learner to articulate their skills/learning to others
- Ensures your client learns from their mistakes

Here are some questions you could ask your pupils to develop their self-awareness:-

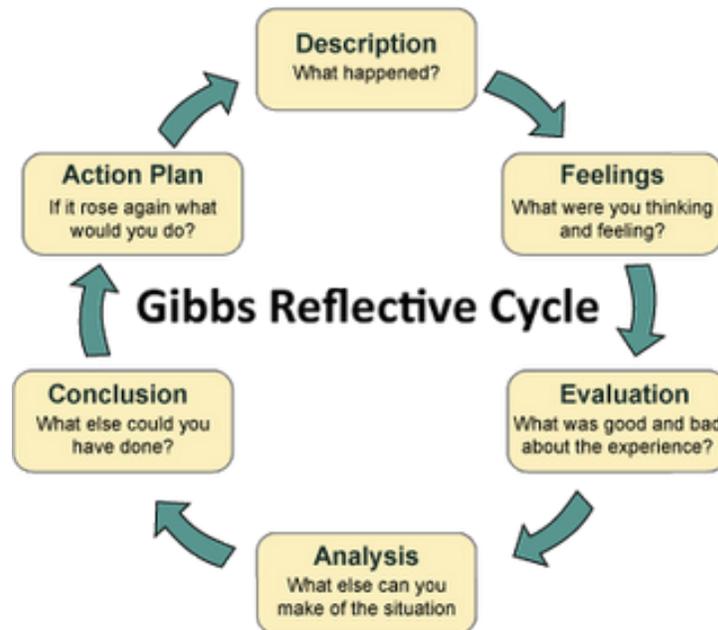
- What are the characteristics of an ideal/good/safe driver?
- Which of these do you feel you have?
- Which do you think you need to work on?
- How will you go about this?

The DVSA ADI 1 states:-

*At the end of the session the pupil should be encouraged to reflect on their performance and discuss their feelings with the ADI. The ADI should encourage honest self-appraisal and use client-centred techniques to highlight areas that need development if the pupil has not recognised them. Once development areas have been identified the pupil should be encouraged to make them part of future development*

### Graham Gibbs reflective cycle Model (1988)

The Gibbs' reflective cycle, inspired partly by David Kolb's learning cycle (1984) as cited in the 'Lesson Planning' edition of the book, enables us to effectively reflect on incidents and occurrences, be it daily or occasionally, and learn from them. Gibbs states that 'by reflecting on your learning experience, it allows you to better your performance as it is happening, as well as improving it for the future'.



#### **1. Description**

The first step of the Reflective Cycle is for the learner to describe the learning process in detail.

It is important that your pupil to considers these questions:

What happened?

When did it happen?

What did you do?

What was the result of the process?

#### **2. Feelings**

Next your pupil should reflect upon what was thought and felt during the process.

Ask them:

How did you feel before the process?

What did you feel while it was taking place?

How were you feeling afterwards?

Has your view of the process changed afterwards?

### **3.Evaluation**

Now it's time for the learner to evaluate the experience. Was it successful? If not, then why?

You might pose these questions:

What was successful during the practise?

Why did these certain elements go well?

What didn't go well?

What did you contribute?

Did anything else contribute?

### **4.Analysis**

This stage is about assessing what went well from the experience. This will allow for the same successes to be repeated in future. It is also important to assess the downfalls, ask why this was unsuccessful and learn from this for similar future situations. This ensures that the whole experience is analysed and assessed fully.

### **5.Conclusion**

The conclusion evaluates the process as a whole and asks what else could have been done to improve it.

These questions might encourage the pupil to evaluate:

What are the results of the experience?

How could this be better for you?

What will you do differently next time, to improve the experience?

What personal skills can be improved in future?

### **6.Action Plan**

As a result of completing this reflective log, what will you do?

Couple the action plan with a repeated cycle of reflection and then the development becomes self-fulfilling.

The DVSA NSDRT states we must:-

*6.3.3.3. work with the learner to help them reflect on :-  
their experience of the learning programme  
your feedback  
the feedback of other providers*

The Hermes Project (2007-2010) defines methods of coaching:-

*Methods where the teacher/coach and learner form a partnership in which the coach, through observation, questioning and feedback, encourages the learner to be himself, identify goals, reflect on his experience and develop strategies to meet his driving goals in the future*

At the end of every session allow your pupil the opportunity, through discussion, to reflect on their performance, development, strengths, weaknesses, thoughts and feelings and encourage them to consider how those thoughts/feelings, both negative and positive, influenced their performance through the lesson. Help your client to make sense of how these factors could impact them in the future. Record the discussion in the form of a reflective log and set out the Goals for the next session, this allows the pupil the opportunity for further reflection at the start of the next session to aid their further development and understanding. Add in your own input, whenever necessary, to ensure that your clients do not miss out on any learning opportunities and that their Goals are focussed realistically and to their learning needs. Doing so will ensure that your clients, and, indeed, you yourself, **Meet The Standards.**

# KNOWLEDGEABLEE

## INSTRUCTOR TRAINING

Lee Jowett

