

KNOWLEDGEABLE

INSTRUCTOR TRAINING

OUR FULLY INTEGRATED PDI TRAINING COURSE.
DELIVERED TO YOU.

SESSION 10

Knowledgeable Instructor Training In-Car Session Ten

What to Expect

In Session Ten you will learn how to deliver value for money in lessons, focussing on roundabouts. You will look at How to use your intuition to understand when your pupil's language, expressions and behaviour mismatch.

How to Prepare

- Practice your driving around roundabouts and build a picture of how you might deliver these lessons to pupils. How each different type poses their learning objectives and how you might best adapt your teaching to different types of learners at different stages.
- Continue to study Theory Test Pro towards part One. Even if you've already passed part one, it's great to keep refreshing your knowledge.
- Ideally around now you will have passed part one and part two and be preparing towards a trainee-license or your part three test.
- Read up on roundabouts in Practical Teaching Skills and Driving the Essential Skills.
- Complete lesson plans on the different types of roundabouts.
- look at these competencies in Knowledgeable Instructor Training Presenter, include a short briefing, list suitable practice areas, note some Questions to target knowledge and to keep the car safe on the move. Consider the goals and objectives of a pupil during these lessons.
- Read through the importance of intuition and the key coaching skills section of Knowledgeable Instructor Training Session ten guide.
- Watch Knowledgeable Instructor Training tutorial videos on roundabouts to help you to prepare.

You get out of the course as much as you put in and spend as much time as possible between in-car sessions practicing and developing your hazard management skills, theoretical knowledge, driving ability and teaching/instructor skills.

The Key Coaching Skills and The Importance of Intuition

Through the course so far, we have looked at developing five key coaching skills to enable you to facilitate learning within your clients, around not only the knowledge and skills required to pass the driving test but also around developing your client's self-awareness of the risks they face as the person they are when driving.

These five coaching skills are outlined as follows: -

Rapport

I have cited this skill first as establishing rapport is paramount to building equal relationships with our clients which promotes learning in a non-judgemental environment on an equal level. These types of relationships encourage and empower the learner to take responsibility for their learning, focus on development and explore: - attitudes, beliefs and emotions which form and change behaviour.

We use many coaching skills such as active listening, questioning, and giving and eliciting feedback to help develop rapport.

Questioning

Developed rapport enables us as instructors to ask open effective questions which raise awareness and self-awareness in our clients. Open questions such as 'What do you think about the speed limit here?' or 'How were you feeling on the approach to the last roundabout' give the client the platform to evaluate themselves as a person, and the effect those beliefs and emotions, developed attitudes can have on their ability to drive safely post-test.

Listening

Of course, the only way to enable our clients to fully understand their motivating factors and to help them develop their knowledge and skills around driving is to ensure that we listen actively to their responses. Active listening, as previously stated, requires the use of matching body language, or perhaps unmatching to draw the pupil out, similar tone and pace of voice, repeating similar language, nodding, smiling, repeating back and paraphrasing. All of this goes a long way towards establishing rapport with our clients, as well as helping us to choose the most appropriate next question.

Feedback

The ability to ask appropriate questions of our clients enables us to elicit feedback from the client which will encourage them to analyse problems and form strategies to cope with driving in the real-world post-test. There are many ways of eliciting feedback from clients, from questioning to feedback models such as scaling. There are also many ways in which a client will give feedback during lessons (see active listening) from the tone of voice to the body language they present, sometimes we have to look beyond the answer given and look at feedback in other forms that might not match with the verbal feedback that was offered.

Intuition

All these skills are essential to the development of our clients, however, how do we know that the feedback is genuine?

Intuition is recognising the mismatch between behaviour, thoughts, and feelings. It is recognising when the verbal feedback is at odds with the drive, when the words are in contrast with the tone, or when the body language tells a different tale. Our role in these circumstances is to explore our intuition, have our clients explore the mismatch and use these periods to raise self-awareness in our clients, rather than attempt to fix problems.

What clues might your pupil give to you that might lead to your **intuition** recognising a mismatch?

Body language

Choice of verbal language

Tone of voice

Eye contact

Lesson Plan – Roundabouts

Write up a lesson plan including: -

What the pupil's goals might be and the potential learning objectives, a short briefing, different ways in which you could deliver information for Visual/Audio/Kinaesthetic learners, suitable practice areas for beginners, partly trained and test standard pupils and some example Questions to help your client's development. Consider different stages of learning and at what stage the learner will be best capable of controlling the car and making complex decisions without instruction or prompting. It can be very difficult during the unconscious incompetence and conscious incompetence stages of learning to focus on the controls of the car, the situation ahead and to try to make complex decisions that require clarity of thought. That's without even mentioning the myriad of emotions that the learner might be experiencing.

Refer to presenter and reference books, consider other places you could find information (online, YouTube etc)

Goals and Objectives
Briefing
Ways to deliver info (VAK)
Suitable practice areas
Closed Questions to Target Knowledge: - (e.g. What is the difference between an open and closed junction)
Leading and Command Questions to Keep Car Safe: - (e.g. When will you change to gear 1 for this closed junction)

Knowledgeable Instructor Training Reflective Learning

Feedback

What went well?
What areas do I want to develop?
How am I going to develop this/when/how much time/resources?
Date to achieve/review

Knowledgeable Instructor Training Reflective Learning

Giving Value for Money

What went well?

What areas do I want to develop?

How am I going to develop this/when/how much time/resources?

Date to achieve/review

Knowledgeable Instructor Training Reflective Learning

Giving Instruction

What went well?

What areas do I want to develop?

How am I going to develop this/when/how much time/resources?

Date to achieve/review

Knowledgeable Instructor Training Reflective Learning

Divide Responsibility

What went well?

What areas do I want to develop?

How am I going to develop this/when/how much time/resources?

Date to achieve/review

Knowledgeable Instructor Training Reflective Learning

Observing the Pupil and Surrounding, Giving Timely Directions

What went well?
What areas do I want to develop?
How am I going to develop this/when/how much time/resources?
Date to achieve/review

Knowledgeable Instructor Training Reflective Learning

Core Comps, fault ID, Analysis, Remedy

What went well?

What areas do I want to develop?

How am I going to develop this/when/how much time/resources?

Date to achieve/review

Knowledgeable Instructor Training Reflective Learning

Timely and Appropriate Verbal and Physical Intervention

What went well?

What areas do I want to develop?

How am I going to develop this/when/how much time/resources?

Date to achieve/review

Knowledgeable Instructor Training Online Session Ten

As part of your preparation for in-car session Ten, and also as part of your development to become a great driving instructor, in the week before your in-car session we will attempt to arrange a suitable time to deliver the online section of your training, via Zoom. You will receive a link to follow that will take you directly into the session.

The online section should take between 40 minutes to an hour to complete.

During Knowledgeable Instructor Training online Session Ten you will discuss and train around the following areas: -

- Your progress over the past couple of weeks
- How to use opportunities and examples to clarify learning outcomes (SCI 12)
- How to give comprehensive, accurate and appropriate information (SCI 13)

Date of completion online session Ten:

Date of completion in-car session Ten: