

KNOWLEDGEABLEE

INSTRUCTOR TRAINING

OUR FULLY INTEGRATED PDI TRAINING COURSE.
DELIVERED TO YOU.

SESSION 4

Knowledgeable Instructor Training In-Car Session Four

What to Expect

In Session Four you will continue to be assessed on your driving skills to part two standards, this time focussing specifically on your driving against the part two driving assessment. Aim to make progress where possible and have your driving smooth and business-like, showing best practices whenever possible.

You will be asked to self-assess your driving using the **SMOOTH** scaling model, against the part two test. Consider your strengths and any areas for development in your assessment and determine how you felt being assessed and how you coped.

Consider the benefits of self-assessment for your clients and how your clients will feel when self-assessing and when they are being assessed on their driving.

You will continue looking at developing your commentary driving skills, around **alert/inform/instruct (what/why/how)** to form instruction. You will look at adapting the commentary for different levels of instruction.

You will look at how to give different levels of instruction around turning in and out of junctions.

How to Prepare

- Watch video levels of instruction **{Guided/Prompted/Independent}**
- Practice own driving. focus on making progress and driving in a business-like manner while being aware of your actions.
- Continue to practice using routines in your driving.
- Practice commentary driving focusing on using **Alert/Inform/Instruct** structure. Imagine you're teaching a learner at different stages giving enough information for beginner, part trained and test standard.
- Observe other drivers - **Eyes/Hands/Feet**. Try to observe BEFORE they act.
- Continue to study Theory Test Pro towards part One. If you've not already done so, consider your progress and plan to book your Part One test when you are ready.
- Read through traffic light junctions and crossroads in Practical Teaching Skills and Driving the Essential Skills.
- Complete a lesson plan on traffic light junctions, include a short briefing, list suitable practice areas, and note some Questions to target knowledge and to keep the car safe on the move. Consider the goals and objectives of a pupil during the lesson.
- Read through the planning lessons section of Knowledgeable Instructor Training Session Four guide.

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.

Planning Lessons

To deliver great lessons to your pupils, you will need to build a bank of lesson plan resources for all the topics you might cover.

A planned lesson with: -

- Clear learning goals and objectives.
- Recaps to confirm prior knowledge and experience.
- A briefing on any, yet unlearned, or unconsidered information.
- Consideration for how the learner learns best.
- Suitable practice areas.
- Appropriate levels of support on the move to help the learner take as much responsibility as they are capable of and keep the car safe.
- Offers opportunities for the client to reflect on their progress at regular intervals throughout the lesson.

Will ensure that **value for money** is given to the learner.

Learning Goals and Needs

Throughout the course, we have looked at using SMART goals to help guide your progress. Goal-focused training is shown to increase learning and keep the learner motivated.

The goal should come from the learner, as this gives responsibility for the learning process to the learner. When helping your client to set a goal, ensure that the goal is specific enough for you to identify the learning objectives. For example: -

"I want to improve roundabouts"..... is not specific enough to establish the learning objectives.

However, asking another open question and listening to the response could lead towards eliciting the vital information: -

"What is it specifically about roundabouts that you need to improve?"

It's my approach speed."

You now have a more specific learning goal for the lesson, and you simply need to explore what learning needs to take place to achieve the objectives: -

Is it knowledge? **(Cognitive)**

Do you know what is a good speed to approach at? Do you know when to start slowing down?

Is it a skill? **(Psychomotor)**

Do you need to practice slowing down using the brake?

Is it emotions that are blocking their development? (**Affective**)

How do you feel as you approach?

These types of questions help you to identify the learning objectives effectively and **Measure** if they are **Achievable** and **Realistic**. They also help you to divide up the responsibilities and agree on what level of support you need to provide for your pupil to develop and of course how much **Time** you will need to spend practising.

Briefing

Once you have set the goals and objectives of the lesson, ensure that you recap on any prior, relevant learning that can be applied to the goal and consider how best (**Visual/audio/kinaesthetic**) to deliver any further information to ensure the learner has everything they need to progress when the car moves (**briefing**).

Ways to Deliver Information

Delivering information to your clients in ways that best suit their learning style is understood to accelerate learning. Be it a spoken briefing to an auditorial learner, a demonstration on when to slow down and what is a good speed, to a visual learner, or perhaps getting a kinaesthetic learner to teach you. Not everyone will benefit from a long-drawn-out briefing, so be creative and keep the information as limited as possible, whilst also ensuring it is comprehensive enough for them to develop safely.

Suitable Practice Areas

Essential for the development of the learner is your ability to find suitable practice areas, that provide opportunities for practice and reflection. Ideally short repeatable routes (around 4/5 learning opportunities per block) reflection to evaluate the development and adjust plans and support, before more practice is shown to accelerate learning.

The route must be challenging enough for the client without taking them way beyond their comfort zone.

Consider which areas you are familiar with, what stage of learning these areas would be best suited to and how you could adapt the practice area to move a pupil forward or to help them if they are struggling. Consider ways in which you can add to your knowledge of suitable practice areas (Google Maps, driving around areas, speaking to other instructors etc.)

Make lists of areas against your lesson plans.

Questions

Questions are a key skill for a driving instructor as they enable us to: -

- Establish prior knowledge.
- Understand any gaps in the learning.
- Illicit learning goals from the client.
- Gather feedback and develop learning through reflection.
- Understand our client's thoughts and feelings around their learning or the approach to potential hazards.
- Keep the car safe on the move.

Ensure that you understand the difference between open and closed questions, leading and command questions and make a list of questions that can help your pupils progress at the side of the road and on the move.

The more lesson plans you develop between sessions, the more prepared you will be when it comes to teaching your first learners!

Lesson Plan - Traffic Light Junctions

Write up a lesson plan including: -

What the pupils' 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 the different types of traffic light junctions and sequences you might encounter, and which types might be best suited to different stages of learning.

Refer to the presenter and reference books, and 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

Developed Driving

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

Commentary Driving

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 Online Session Four

As part of your preparation for in-car session Four, and 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 Four you will discuss and train around the following areas: -

- Your progress over the past couple of weeks.
- How to find and adapt the lesson plan to help the learner achieve the goal (SCI Competence 4).
- How to use active listening skills.
- SMOOTH scaling model.

Date of completion online session four: / /

Date of completion in-car session four: / /