

KNOWLEDGEABLE

INSTRUCTOR TRAINING

OUR FULLY INTEGRATED PDI TRAINING COURSE.
DELIVERED TO YOU.

SESSION 9

Knowledgeable Instructor Training In-Car Session Nine

What to Expect

In session Nine you will learn how to deliver value for money in lessons, focussing on the cockpit drill, controls, moving off and stopping using teaching and learning strategies.

You will look at how to encourage the pupil to analyse problems and take responsibility for their learning. (SC1 10&11)

How to prepare

- Practice driving around the **cockpit drill and controls** of the car, build a picture of how you might deliver this to your pupils. How you might word and explain each control and how they work, the purpose, and how to apply or adjust them. Consider what aspects a learner might already be familiar with, in the car, before they've ever had a driving lesson.
- 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.
- Read up on the **Cockpit drill, controls, moving off and stopping** in Practical Teaching Skills and Driving the Essential Skills.
- Complete lesson plans on the **cockpit drill, controls, moving off and stopping**.
- 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 analysis section of Knowledgeable Instructor Training Session Nine guide.
- Re-watch the video on Learning Styles.

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 Importance of Analysis and Responsibility

The importance of developing skills which enable our pupils to analyse their driving 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 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 driving abilities and seek their 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 world post-test, the context of the journeys they will make (**GDE level 3**) as this is especially important when we consider that 16/16/17-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 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 safe drivers.

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 their 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, you should be familiar with this publication as it is included in your resources pack. 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, before 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 practice, allowing for greater rational behaviour rather than emotive response.

We encourage our pupils to analyse their strengths, weaknesses, goals, and motivations using our coaching skills (**Feedback, Rapport, Questioning, Listening, Intuition**) and evaluation models and techniques.

Complete the exercises below to analyse your ability to help your clients to analyse and take responsibility: -

- You're helping your client to set goals for the session. What techniques and models could you use to enable them to plan realistic goals for the time they have for practice?

- Your pupil has just driven for ten minutes. What questions could you ask to enable them to evaluate their performance and development?

- You have just provided safety-critical intervention to keep the car safe when your pupil attempted to emerge from a junction. What questions can you ask to help them evaluate the fault, so they get sufficient feedback to help them understand it?

- Your pupil has judged expressed that they felt nervous on the approach to a roundabout. How could you help them evaluate their feelings and raise their awareness so that they can cope with these emotions post-test?

Lesson Plan – Cockpit Drill and Control

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)

Lesson Plan – Moving Off and Stopping

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 Nine

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

- Your progress over the past couple of weeks
- How to deliver a lesson around the cockpit drill and controls

Date of completion online session nine:

Date of completion in-car session nine: