

KIT MAG

THE CONFERENCE THAT KEEPS INSPIRING TODAY'S INSTRUCTORS

ADI
NATIONAL
JOINT COUNCIL

II *Intelligent*
Instructor

National Conference & Expo '25

Cranmore Park | Solihull | West Midlands
Sunday | 28 September 2025

FREE BOOK NOW

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II *Intelligent*
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Cranmore Park | Solihull | West Midlands

THE BIGGEST
DRIVING
INSTRUCTOR
EVENT OF THE YEAR

34 FREE SEMINARS

50+ EXHIBITORS

1,750
INSTRUCTORS

PDI ZONE

SUNDAY 28 SEPTEMBER 2025

DEVELOP YOUR TOOLKIT EVERY MONTH...

LEE JOWETT'S
DRIVING BEHAVIOUR

RAY SEAGRAVE'S
COACHING DRIVERS

MICK KNOWLES
BUSINESS COACHING

DR JULIA MALKIN M.B.E
SPECIAL NEEDS

TERRY COOK
PODCASTING

ALISON HARPER
SOCIAL MEDIA

DIANE HALL'S
DRIVING TEST NERVES

PENNIE ALEXANDER
DDI

JOSH HOLLERHAN
MIRRORS SIGNAL PDI
ADVICE

& MORE...

TOPIC: DRIVING BEHAVIOUR

GOOD PR

Lee Jowett is training manager at K.I.T and owner of i-Can Driving Solutions Ltd. In 2013 he completed the BTEC 4 in Coaching for Driver Development and has since gone on to deliver the BTEC 4 for Tri-Coaching. He is accredited by Cranfield University to deliver 'Driver Metrics' psychometric profiling behavioural change courses and has completed Cranfield's Driver Psychology course. In 2020 he authored the 'Meet The Standards' eBooks collection and has recently been inducted into The Institute of Master Tutors of Driving (IMTD)



LEE JOWETT
(FOUNDER)

As driving instructors, and therefore, business owners I'm sure we are all aware of the benefits of good PR! Now I'll leave Mick to help you develop your business acumen and Alison to help you build your company's PR through social media. The kind of PR I'm talking about is the kind of PR that can help you grow your business as a result of the outcome of the lessons you provide and the impact of your teaching into the future behaviors of your former pupils.

I'm not talking about Public Relations, at least not in the first instance. Instead the subject here is Positive Reinforcement. Positive reinforcement is a powerful psychological strategy used to encourage desirable behaviors by supplementing them with feedback designed to encourage and educate in equal measure. Rooted in the principles of operant conditioning developed by B.F. Skinner, positive reinforcement is known to be one of the most effective tools for changing and maintaining behaviors in both individuals and groups, and we know how important social grouping and social acceptance are to our age demographic. The more positively the subject of the behaviour views their actions the more likely they are to maintain it, particularly when the positive behaviour has been rewarded and reinforced. Social norms and views of peers could either further consolidate the recurrence or challenge the maintenance.

It is essential then that we not only develop the skills required to drive safely but that we also help our pupils to see the benefits of their actions, the understanding of why and wrap this together with timely positive feedback to encourage and strengthen valid thought processes. At its core, positive reinforcement works by strengthening a behavior through association with a positive stimulus. When a desired behavior is followed by constructive feedback –it gives the pupil a sense of accomplishment–then the likelihood of that behavior recurring increases. This principle is supported by decades of research in behavioral psychology.



Unlike punishment, which attempts to decrease undesirable behavior through negative consequences, reinforcement focuses on cultivating and increasing desirable behavior, making it a more constructive and sustainable approach. A process of practice and reflection, enhanced with our positive reinforcement, can play a critical role in the learners motivation and development. Ensuring that the process of learning is smoother and stronger. In addition it is known that teachers who practice positive reinforcement are often seen as supportive and significant, helping the learner to develop high levels of morale and in turn reducing stress, anxiety, fear and of course fault!

Positive reinforcement is also essential in behavior modification and therapy circles. In clinical or counseling contexts, it is commonly used to help individuals develop healthier habits or overcome destructive behaviors. For example, in addiction recovery, reinforcing abstinence with positive feedback or rewards can strengthen the person's resolve. In behavior therapy for children with autism or ADHD, structured reinforcement systems help in developing social, academic, and functional skills effectively. Crossing this over to our industry and I'm sure it's easy to see the parallels with many of the issues we, and our pupils, face on a daily basis.

However, to be truly effective, positive reinforcement must be applied consistently and, very importantly, appropriately. The reinforcement must be meaningful to the individual, simply saying 'nice mirror check' in and of itself is not particularly meaningful, it must be more specific in nature, appropriate to their stage of development and closely follow the desired behavior. Overuse or inauthentic rewards can diminish the impact, leading to dependency or reduced intrinsic motivation. Therefore, balancing reinforcement with opportunities for autonomy and self-reflection is key to facilitating long-term behavioral change.

Catch your pupils doing something RIGHT! Is one of my favorite phrases from our Skills for Coaching workshop. If we want to catch them doing something right post-test then positive feedback can be crucial to reinforce their learning and giving them the strength of conviction they may need to maintain under the threats they face in social settings.

TOPIC: WORKSHOPS

Knowledgeable CCL & SC / PT3 Workshops

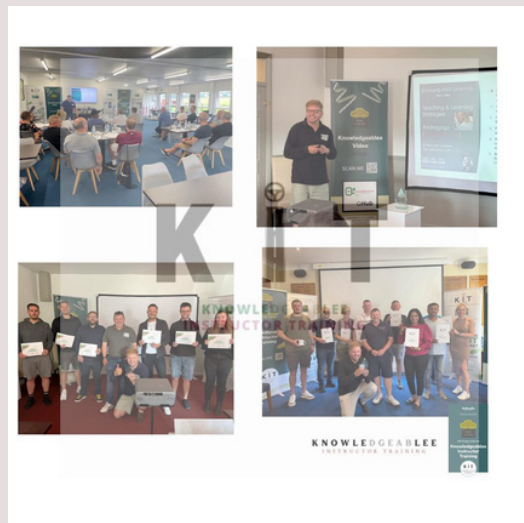
Book To Attend



KNOWLEDGEABLEE INSTRUCTOR TRAINING

The workshops that
Keep Inspiring Todays instructors





The National Expo & Convention

Driving instructors mark your calendars for the biggest event of the year...The ADINJC & Intelligent Instructor Conference & Expo in Solihull on 29 September 2026:



Building on the success of 2025, attendees can expect a stellar lineup of industry experts and high-profile speakers:

- Loveday Ryder, Chief Executive of DVSA, delivering the essential annual DVSA update—imperative for staying on top of regulatory changes .
- Joshua Aiken (marketing), Kev & Tracey Field of Confident Drivers, and Chris Bensted (Theory Test Explained) will provide vital insights into business strategy, pedagogy, and learner psychology .
- Plus voices like Mark Born (AA Driving School), Terry Cook (Instructor Podcast), and specialists from RoSPA and MIB—spanning coaching, safety policy, and risk management .

These sessions aren't just talks—they're practical, CPD-eligible masterclasses. Each seminar offers concrete takeaways to refine your teaching, sharpen your marketing, and streamline your operations.



KNOWLEDGEABLE INSTRUCTOR TRAINING

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Cranmore Park | Solihull | West Midlands

THE BIGGEST DRIVING INSTRUCTOR EVENT OF THE YEAR

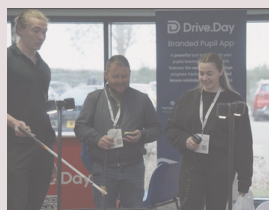
34 FREE SEMINARS
50+ EXHIBITORS
1,750 INSTRUCTORS
PDI ZONE

SUNDAY 28 SEPTEMBER 2025

Over 50+ exhibitors will converge at Cranmore Park to showcase the latest products, services, and innovations for driving schools . Highlights include:

- EV manufacturer test-drives (e.g. BMW ID3, Tesla Model 3, Kia Niro EV) so you can trial and learn the ins and outs of electric teaching cars .
- Adapted vehicle demos with experts from Driving Mobility and Disability Driving Instructors – essential for instructors working with disabled learners .
- Stands from major brands like AA Driving School, ADI Network, Pass N Go, AcciDON'T, AAT, Dash Claims, RoSPA, DVSA—plus tools for marketing support, insurance, and trainer development .

This expo floor is a one-stop shop to refresh your training KIT, unlock exclusive industry deals, and stay ahead on education trends.



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PDI ZONE

SUNDAY 28 SEPT 25

The National Expo & Convention

Designed with every instructor in mind, the event spans four dedicated zones :

- **Live Stage:** The flagship platform for headline presentations including the DVSA update.
- **PDI Zone:** Tailored for newly qualified instructors, packed with essential “foundation” sessions.
- **Business & Marketing Zone:** Covers topics from social-media strategies to scaling your driving school.
- **Road-Safety & Teaching Innovations Zone:** Delving into safe, effective teaching methods and emerging technologies.

With over 30–32 seminars running all day, there’s something for every interest and experience level –ideal for structured CPD and broadening your professional horizons.



Expect over 1,700 driving instructors in attendance in 2025–2026 should top that . That’s hundreds of opportunities to:

- Exchange ideas with peers—about business growth strategies, lesson planning, and tackling challenges.
- Explore collaborations—from joint training packages to sharing cars or office space.
- Mentor or be mentored—veteran ADIs can support newer PDIs via casual chats or formal meetups.
- Informal zones, side activities, charity tombolas, and giant Scalextric races create relaxed spaces for connection

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SUNDAY 28 SEPTEMBER 2025

The event isn’t just educational—it’s a full-on industry celebration:

- Goodie bags filled with promotional materials and exclusive offers .
- Charity fundraising, especially the Speed of Sight tombola—promoting community and goodwill .
- Demonstrations like HGV reversing, VR crash scenarios, tyre-check zones, and giant Scalextric races add fun and flair .



Whether you’re a seasoned ADI or a newly qualified PDI, this event arms you with knowledge, fresh tools, industry connections, and a renewed sense of purpose—all while ticking your CPD box. Don’t miss it. Mark your calendars, book your spot (early to secure freebies and headshots), and join the largest gathering of UK driving instructors at Cranmore Park next September.



National Conference & Expo '25Cranmore Park | Solihull | West Midlands
Sunday | 28 September 2025

supported by

**FREE**
to attend

THE UK'S BIGGEST DRIVING INSTRUCTOR EVENT OF THE YEAR!

The ADINJC & Intelligent Instructor National Conference & Expo '25 is moving to a new, larger venue in the Midlands this September – because the event is getting a whole lot bigger!

Join **over 1,750 visitors**, explore **50+ exhibitor stands**, and choose from **30+ expert seminar sessions** to expand your learning and grow your business. It's an **unmissable day of inspiration, insight, and innovation**.

Whether you're a seasoned ADI, a PDI in training, or simply exploring a career in driver instruction, this **free-to-attend event** is designed with you in mind.

**LEARN. GROW.
GET INSPIRED.**

Take your pick from over **30 expert-led seminars** across four dedicated zones:

- **The Live Stage:** Industry-leading trainers and an exclusive DVSA update from the Chief Executive
- **PDI Zone:** Practical support and guidance for those new to the industry
- **Bonus sessions added!** Two more areas packed with training, road safety, business, and marketing insights.

**EXPLORE THE EXPO**

Discover the latest tech, tools, and services from **50+ exhibitors** in our expanded expo halls.

ENJOY THE EXTRAS

It's not all about seminars and stands—we've packed the day with activities and entertainment:

- Test-drive **over 30 electric instructor cars** and adapted vehicles
- Grab a **free professional headshot**
- Try your luck on **driving simulators**, giant Scalextric, and the **Speed of Sight** charity tombola
- **Network** with hundreds of fellow instructors and industry experts

This isn't just another event — it's a celebration of your profession and a brilliant opportunity to learn, connect, and be inspired.

**INFORMATION**

- **WHEN?** Sunday, 28th September 2025
- **WHERE?** Cranmore Park Conference & Events Centre, Solihull (near Birmingham)
- **HOW MUCH?** Free! Just pre-register to secure your place.



LOOKING FOR A WAY TO HELP YOUR PUPILS

ONE TO ONE CASE STUDIES

Diane Hall & Chris Allsopp are taking their Driving Test Nerves Specialist Workshop around the Country. See the ad in KITMAG for a date in your area....or treat yourself to a day out:-

For more information or to book. Follow the : [link](#)



**DIANE HALL
(NERVES SPECIALIST)**

I often get asked by instructors how my 1-2-1 sessions can help them or their learners. I recently had a very special day... two people taking their part 2 and two learners taking their driving tests, all at the same time on the same day. It was lovely to receive four messages saying that they had passed! Each of these people had different 'issues' or 'challenges' and I thought it would be nice to share their stories in these Kitmag Blogs, as perhaps you, or some of your learners, may relate to one or more of them. I've changed names, as obviously, all client sessions are confidential.

This time I'm going to share Jane's story, a learner driver who was recommended to me by her instructor, Steph. As Steph has attended our Driving Test Nerves Specialist workshop, she already has a good insight into how we 'create' emotions, and perhaps a greater understanding, alongside a range of Psychological Tools to help her learners. But, sometimes, my help is needed when a client is particularly anxious and needs additional help.

Jane's Story

Steph gave me the following information, obviously with Jane's permission: 'When she doesn't like something situation wise, for example a meeting situation or a roundabout approach, her brain goes into flight mode and she wants to get it over and done with as soon as possible so she rushes up to "it". Once rushed, her brain now goes into overtime and everything goes wrong as now her brain doesn't have time to think what it needs to do. Her biggest emotion is panic. Once she's panicked and it's gone wrong and we are able to pull over, shaking / overwhelmed feeling comes on. She then gets teary.' When I spoke to Jane, it was immediately apparent that her anxiety controls her in many areas of her life, not just driving. As the techniques I use work on the emotion attached to an event, not just the event itself, I was able to help her in other areas of her life as well, not just driving, all in just one session of about two hours.

During our session, this is what Jane told me about herself:



- Generally anxious and over-thinker
- When something goes wrong on a lesson, I keep going over it
- One thing goes wrong, I've f*cked it, and ends up as snowball of everything going wrong
- Dread, panic, scared, I hate being watched
- Parallel park, panicked as being watched by another driver and felt intimidated and embarrassed
- On test, it's a stranger watching my every move
- Every week I dread my lesson
- Feel really tense, grip the wheel, I'm teary and want to cry and feel totally overwhelmed
- Everything goes really fast in my head
- I just can't control it. I go blank and go the wrong direction
- Keep thinking, 'I shouldn't have done that, I don't know what's wrong with me'.
- Get so frustrated with myself. I know I can do it, my skill is there, but my brain isn't.
- My head says 'what can I worry about next'.

There were also a lot of deeper 'issues', surrounding family bereavements, social situations etc., which we dealt with during the session. Although it's not the end of the world if someone fails their driving test, there is still a lot riding on it, it's expensive, there are long waiting times, and it is important to them, so they aren't going to come away from the session feeling excited, joyful, ecstatic and can't wait to take their test! My objective in a 1-2-1 session is to 'normalise' emotions, so that people can feel the appropriate level of emotion for an event. Jane and I talked about how her language was creating lots of these emotions; using words like anxious, dread, panic, scared, hate it, overwhelmed, can't control it, frustrated, intimidated etc., to describe her lessons was not conducive to an enjoyable time with her instructor! I showed her by just a simple change in her language, she could change her emotional state.

We then used the amazing Thought Field Therapy to deal with specific emotions. I ask my clients to scale their emotions from 0 – 10, where 1 is no emotion and 10 is the worst. We were able to reduce Frustration from 6 to 0, intimidation from 7 to 0 and panic from 6 to 0.

Jane was then able to use all the techniques in the Driving Test Nerves online course for her next few lessons and test, and we had a quick chat and did some TFT on the phone just before her test, and I'm pleased to say she passed!

It's lovely to be able to share my knowledge with learners and instructors alike, and I hope that this story has given you a better understanding of how, together, we can help your anxious learners.

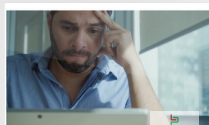


1 PART 2/3 AND STANDARDS CHECK NERVES

2 DRIVING TEST NERVES

Driving Test Nerves Specialist workshops

Do you sometimes feel more like a counsellor or therapist than a driving instructor?
Learn amazing unique techniques to help your pupils with driving anxiety and test nerves, and for your own Part 2/3 or SC anxiety as well!

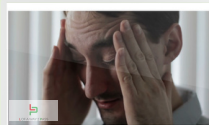


All delegates benefit from..

- FREE Zoom sessions
- How to beat Part 2/3/SC nerves and anxiety online course
- Two months FREE access to Driving Test Nerves Pro: giving you and your pupils access to the techniques covered in the workshop
- Workshop Manual
- Instructor Training Manual
- Two Minute Techniques Guide
- CPD Certificate
- Membership to private Driving Test Nerves Specialist Facebook group
- Featured on www.Lofaway2pass.com as Driving Test Nerves Specialists

Driving Test Nerves Pro

Provide your pupils with unlimited access to amazing techniques to combat Driving Anxiety & Test Day Nerves. In addition to happy pupils, it can also help to increase your pass rate and avoid those Standards Check Triggers!



Subscribers will gain..

- The Key to understanding how we 'create' emotions
- Strategies to control driving anxiety and test day nerves
- Techniques to eliminate nerves, fear, panic, intimidation, overwhelm & dread
- Increase confidence and self-esteem
- Ten second technique to stop muddling up left & right
- In-car demonstration of techniques with a learner driver
- Eliminating 'Auditory Exclusion', when what you say goes in one ear and out the other!

TEST NERVES SPECIALISTS



LOF A WAY 2 PASS



1-2-1 zoom sessions for Part 2/3/SC nerves

Do you 'freeze' and can't get your words out, or try to get 40 hours of training into one sentence? If nerves get the better of you on the day, or you lack confidence in your ability, this two-hour session will enable you to keep calm, focused, and confident.

You will benefit from..

- Understanding how you 'create' negative emotions
- Techniques to keep you calm
- Control your emotions rather than them controlling you
- Full access to the online course
- Strategies to bring your best performance when it matters
- Suitable for part 2,3 and Standard Check

Keep Calm Quiz

This is a brand new FREE resource to help you to engage with your learners, enabling you to analyse their behaviours, emotions, physical sensations and thoughts that may hinder their progress when learning to driving and taking their test. Depending on the results, we have a range of resources to help you to help them.

Why not take the quiz yourself? If you answer mostly 'A' then you have good control of your emotions, and so long as you are trained to the required standard, you should be successful. If it's mostly 'B' then you may just need a nudge in the right direction. If it's 'C', then you may be controlled by your emotions, and this could prove challenging in passing your part 2/3 or SC, so why not get in touch to see how we can help?



[Take the quiz](#)



A safe landing: How the HELP Appeal supports the most critically injured in our country

When Janine and her husband Trevor set off for their first visit to the Isle of Wight, they never imagined how quickly their lives would be turned upside down. Shortly after arriving, Janine suffered a devastating fall from a sea wall, plunging nine feet onto concrete steps and sustaining life-threatening injuries.

Thanks to the HELP Appeal funded helipad at Southampton General Hospital, Janine received critical hospital care in the fastest time possible, giving her the best chance of survival.

A devastating fall

One Saturday evening while enjoying a stroll near the coast, Janine suddenly vanished from Trevor's view. She had slipped off a sea wall and landed hard on the concrete below, striking her head and back. Janine said:

"I don't want to sound dramatic, but Trevor thought I was dead. It wasn't until I let out a groan that he knew I was alive."

Janine lay semi-conscious, unable to move, with a severe head wound that would later require 52 stitches. A nearby restaurant manager with medical training rushed to help and took over the 999 call from Trevor.

Critical response

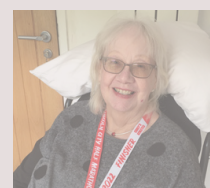
Within minutes, paramedics, the Coastguard and the Hampshire and Isle of Wight Air Ambulance arrived on scene. With Janine's condition rapidly deteriorating and her blood pressure dangerously low, strong pain relief and medication was administered to stabilise her.

Once ready for transfer, Janine was airlifted to Southampton General Hospital. Because of the HELP Appeal funded helipad, the helicopter was able to land directly beside the Emergency Department, eliminating the need for a secondary ambulance transfer.



Janine said "I am completely certain that the time saved in getting treatment saved my life and the helipad played a vital role in that. I was completely out of it, but my husband saw everything and he's incredibly grateful. As soon as I landed, I was rushed straight into specialist care."

Janine underwent emergency surgery and spent the next 18 days in the Neurosciences Intensive Care Unit. She had suffered a fractured skull, a bleed on the brain and a fractured spine that damaged her spinal cord, leaving her reliant on a wheelchair. As if this trauma weren't enough, tragedy struck again. On the same day as her accident, Janine's brother unexpectedly passed away. Trevor didn't tell her for two weeks, knowing she wasn't yet strong enough to cope. Thanks to the support of their children, Kate and Russ and their partners, Janine and Trevor have rebuilt their lives with remarkable courage.



"We've all had to support each other and be positive all the way through, because what else can you do?"

But one thing remains absolutely clear to Janine and Trevor - without the precious time saved by the hospital helipad, Janine might not have survived.

"A charity like the HELP appeal means the world to me...It is vital that it is successful so that these helipads can be built as close as possible to hospitals because time is of the essence in every tragic accident. I can't thank enough all those involved that day who saved my life."

Support more lifesaving helipads

The HELP Appeal is the only charity in the UK dedicated to funding NHS hospital helipads. With over 50 more projects in the pipeline, we need your support to ensure that more patients like Janine receive life-saving treatment in the critical moments that matter most.



TOPIC: INSTRUCTORS

MEET THE INSTRUCTOR:

Shelley Fieldhouse

Name: Shelley fieldhouse

Date of Birth : 29th June 1987

Occupation: ADI

Current car : Suzuki swift

Dream car : 1967 Mustang in blue turquoise



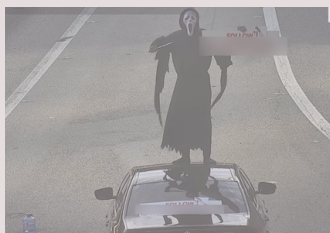
Favourite lesson : I really enjoy teaching hills starts. Just seeing the pupils face when they get it and can control the car perfectly and not roll back is priceless.

Least favourite part of your job : I find the job can be mentally exhausting but so rewarding, which outweighs the hard parts.

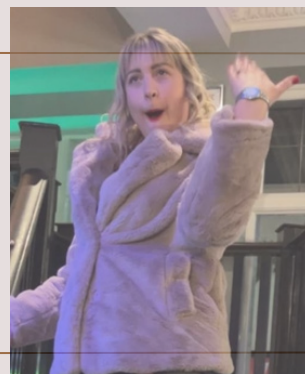
What annoys you : I hate inconsiderate road users

What part of your job do you enjoy : I enjoy the freedom that being self-employed offers, and I really enjoy teaching those who take full responsibility for their actions and when the penny drops

Most memorable moment in your current role : The first pass I ever had was the first person I took to test on my pink licence, I silently cried outside the car whilst the examiner was filling in the pupils' test certificate. This was a massive turning point in my training, where I was so proud of my efforts.



Funniest moments in your role : The funniest thing to happen was when I was carrying out a mock test on a nervous pupil, and she hated coming up to roundabouts. During the test she started saying "arghhhh" and then proceeded to say "is the noise I would make at a Halloween party" it made me chuckle and I had to compose myself as she was very funny and quick witted. 🤡



Biggest influence on your career : Lou Walsh, who I attended for my first ever course. She put things into perspective, which helped me pass part 3 first time. Also Diane Hall, the nervous driver workshop. The support you get is second to none, and the methods work.

Professional ambition : I would like to have my own driving school. Maybe someday, I have my own little franchise and help train people to do the role I'm in.

Personal ambition : I want to travel more and explore South American and Australia as I haven't been to those countries before.



At the end of a working day, how do you wind down : I like to listen to music and watch films or a good murder series on netflix.

Hobbies and interests : I enjoy walking my dog, visiting the theatre, anything music and dancing related.

Favourite food : I would have to say Italian. Fresh pasta or pizza 🍕😋

Favourite film : Forest Gump. The way Tom Hanks plays the character is phenomenal. Each time I watch this film, it stirs emotions in me as if I'm watching it for the first time all over again.

What music do you like to listen to : pop, r&b, ibizia club tunes.

If you weren't a (driving instructor), what would be? : If I wasn't a driving instructor, I would love to do something in criminology. That or film production related.

If you could meet anyone...who would you most like to meet? : I'd love to meet Ed sheeran. His music is inspirational, and he seems like such a down to earth guy. 🎸



If you won the lottery...? : If I won the lottery, I would share the winnings with my loved ones and buy a place in LA and NYC. I would also set up an animal rescue sanctuary.

BUSINESS - WE MUST ALL BE BETTER

Mick Knowles is the Co-Founder and Business Development Manager of K.I.T., the host of The DID Podcast (now The KIT Podcast), and owner of Xpert Driver Training Ltd. In 2013 he completed the BTEC Level 3 in Coaching for Driver Development followed in 2014 by the BTEC Level 4 in Coaching for Driver Development and has since gone on to become a Tri-Coaching Trainer. He is accredited by Cranfield University to deliver 'Driver Metrics' psychometric profiling behavioural change courses. Mick's desire to develop not only himself but other ADI's has led to the formation of KIT. In 2021 due to his love of podcasts he launched The DID Podcast. In 2021 he was runner up in the Influencer of the Year Category at the GoRoadie Awards and Xpert Driver Training were runners up in the Regional Driving School of The Year Category at the Intelligent Instructor Awards.



MICK KNOWLES
(FOUNDER)



In a world that often feels like it's moving too fast, filled with noise, division, and uncertainty, one truth remains constant: we all must do better.

This isn't a finger-pointing declaration or a guilt-laden callout. It's a reminder. A gentle but a firm acknowledgement that there is always room for improvement—in ourselves, our communities, and our systems.

Whether it's how we treat each other, how we care for our planet, or how we show up in our daily lives, doing better isn't about perfection. It's about progress.

Look around. From social injustice to environmental decline, from political polarisation to the mental health crisis, signs are everywhere that what we're doing isn't always working.

These problems are complex, deeply rooted, and uncomfortable to confront. But turning away only allows them to grow. We must be brave enough to face them—and humble enough to admit that we can each play a role in changing things.

Doing better starts small. It begins with self-awareness. Are we listening more than we speak? Are we open to ideas that challenge our worldview?

Are we patient in moments of frustration, kind in moments of conflict, and generous when it's inconvenient?

These seemingly small actions carry enormous weight. They build trust. They heal wounds. They open doors to empathy and understanding. In our communities, doing better means checking in on neighbours, supporting local businesses, and advocating for those whose voices are too often silenced.

It means volunteering, voting, and holding leaders accountable—not just during crises, but consistently. It means recognising our own privilege, whatever form it may take, and using it to lift others up rather than protect our comfort.

And finally, we must do better for ourselves. That means prioritising mental and physical health, setting boundaries, and allowing ourselves grace in the face of failure.

Growth doesn't come from shame or pressure; it comes from intention, consistency, and self-compassion. When we take care of ourselves, we show up more fully for others.

We won't always get it right. We'll stumble, get tired, and fall short. But the important thing is that we keep trying. That we continue to ask, How can I be better today than I was yesterday?

It's not about being the best—it's about being better. Bit by bit, day by day. We all must do better—because we can.

And because the future we want depends on it.



Knowledgeablee

INSTRUCTOR TRAINING VIDEO...



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FOR 50% OFF YOUR FIRST MONTHS
SUBSCRIPTION



S.E.N. Revolutions -

Many Neurodivergent People Love Detail

Julia Pistrucci Malkin is autistic with ADHD, dyslexia, dyscalculia, and mental health difficulties to add to the collection. Despite all of these conditions she has a PhD from the University of Leicester plus 3 other degrees. The Doctorate and Masters Degrees both include autism-related materials and research. Julia was the first Approved Driving Instructor to qualify with a diagnosis of Autism. She has taken 6 Advanced Driving Tests, is a member of the Institute of Master Tutors of Driving and winner of 2019 Intelligent Instructor Awards 'Special Needs Provider of The Year'. Julia was awarded an MBE from HM the Queen in the New Year's Honours List in 2011 for Services to people with special needs



JULIA MALKIN
M.B.E.

I hope you are enjoying KITMAG!

Neurodiversity is a big place – I think of it like an umbrella, with many conditions underneath. I have 5 neurodivergent conditions, and 70 percent of neurodivergent people have more than one condition – one dominant one (the one they are usually diagnosed with, or diagnosed first with) and a subdominant condition. 40 percent of us have one dominant condition with 2 or more other conditions present.

These conditions affect our lives from day one. They affect how we see the world – and also how the world sees us.

Many people under the Neurodiversity Umbrella have been through many negative experiences. Some are deeply affected by the situations life has put them through prior to driving, such as school and at home, and they often have problems with self-esteem. This affects the way feedback can be given.

One of the biggest difficulties we special needs people have, especially those on the autistic spectrum, is with verbal interactive communication. Our brains use more 'bits per second' to communicate than everyday brains. And our lack of social imagination skills means we often have trouble understanding questions that are vague or have not enough clarity.

When asking us questions, when we are pulled up, you could see these problems...

-People staring into space, sometimes for several minutes, in silence – you can tell they are straining as they try to think!

-People trying to say a few words and then stopping as if trying to finish their sentence

- People saying intermittent words with no flow of sentences

- People looking at you, or staring at the floor or elsewhere, wondering what you are saying

- People asking you to repeat the question

- People saying a flat, instant, 'I don't know' without time to think
There's a high chance that these problems could be caused by lack of detail in the question – some people will automatically say 'I don't know' since it's too much for our brains to think through, while others can try and think it through for hours.

Each of us is an individual – some have very fast processing speeds with words in general but can be confused as to how to reply. Others will struggle to understand how the question is worded. The more detail present in the question, the easier it is for us. One pupil said to me a while ago, when we were talking about classes at college, 'I like detail – there's never enough detail!'

Don't worry about 'over-instruction' because many people like us lack the social imagination skills needed to look into vague questions, and instead run on clear logic. This means more detail is often needed, both in explanations and in questions.

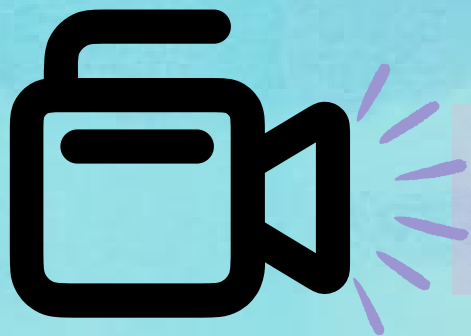
Work with the brain and not against it – that's the best way to help our brains!

Dr Julia Malkin MBE





Sign up Here



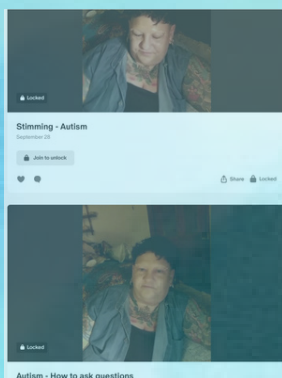
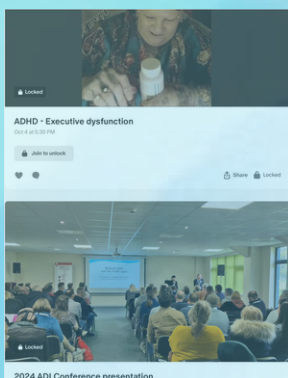
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With

Dr Julia Malkin MBE



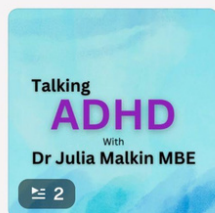
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By joining this tier you will gain access to all videos. These are short videos covering a variety of Special Educational Needs and Disabilities. You will also have the option to ask questions and make requests for videos on topics you would like more information on.



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Talking Autism



Dyscalculia



Personal Passions

Do you want to be part of something good?

Dr Julia Malkin M.B.E. has put together the perfect tool for instructors to develop their knowledge and understanding of S.E.N.

Her video subscription site houses a unique collection of videos that you can work through from your own home and develop your skills!

And the collections continue to grow! With more content added regularly

Do you know how to help learners with additional needs?

These videos will explain what it might look like and how you can help!

Learn from someone who has 7 of these conditions, a PHD studying it and is a qualified driving instructor!!



Helping New Habits Stick

Hi its Ray! I'm a highly respected trainer in the driver training industry, a DVSA grade 'A' ADI and grade 'A' (51/51) ORDIT registered trainer. I'm an accredited coach and mentor with the IAPC&M. I'm commitment to personal and professional development of ADI's and PDI's in the industry with the aim of being a motivational mentor. My courses and 1:2:1 coaching and mentoring training sessions are among the most popular in the industry. Furthermore, I am a notable speaker at key industry events, including Intelligent Instructor and delivering ADINJC masterclasses. My insights on latest trends and innovative techniques make me a trusted information source in this evolving industry. My dedication to uplift the standard of driver education remains unwavering. My diverse accomplishments and consistent drive to enhance driver training make me a true industry leader Ray Seagrave.



RAY SEAGRAVE



Following on from last month's blog, where we looked at breaking bad habits, this month I want to explore our role in cultivating our pupils future habits and safe driving practices. Habits don't change in one go. They need time, repetition, and a bit of reinforcement. That's where your coaching comes in.

Repetition:

Give them chances to try the new approach again. Different roads. Different speeds. Let them pick the next spot.

Reflection:

After each attempt, pull over and debrief:

"How did that feel?"

"What felt easier that time?"

"What do you want to tweak before we try again?"

Reinforcement

And don't forget to notice the wins:

"Nice one, you spotted that early and slowed down with loads of time."

"That pause was spot on. That's what being in control looks like."

Keep the feedback grounded. This isn't about pleasing you, it's about them spotting their own progress.

Wrapping Up

Changing a habit isn't about stepping in with rules. It's about stepping alongside with curiosity.

When you bring in the Habit Loop as part of your coaching, you help your pupil:

- Spot the cues that trigger risky habits
- Understand what they're doing and why
- Come up with something better—on their own terms
- Build confidence through practice and reflection
- It's not about fixing. It's about coaching.

Because when a pupil sees the pattern for themselves and makes their own choice to change it—that's not just a better habit. That's a safer driver in the making.

1. Full Support

You offer up what you've noticed, gently:

"Mind if I share something I spotted? I've seen you tend to roll at give ways. I wonder if that's just become comfortable—does that sound familiar?"

2. Prompting

You guide the reflection without feeding answers:

"What stood out about how you handled that one?"
"Do you think a habit might've taken over there?"



Helping New Habits Stick



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**RAY
SEAGRAVE**

3. Independence

You hand them the reins:

“Was there anything you want to work on from today?”

“What would you change for next time?”

The pupil sets the pace. You just walk alongside, checking in now and then.

Helping the New Habit Stick

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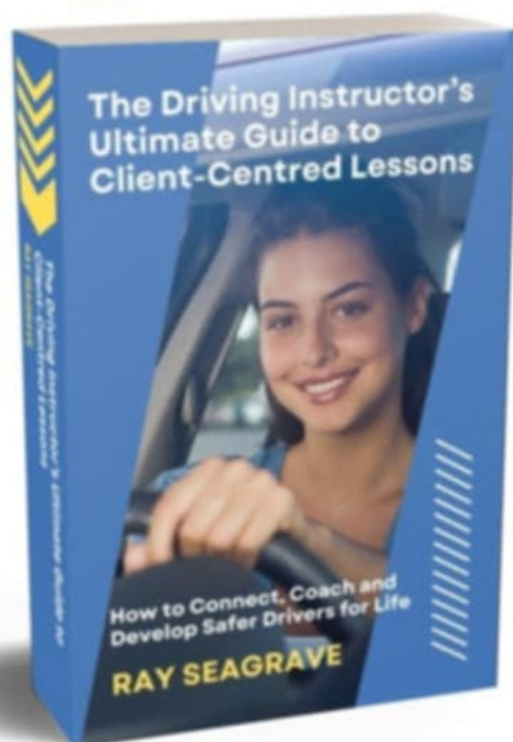
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amazon

#1 Best Seller



"This book is addictive! Absolutely fabulous! Having your book to read has been inspirational in my journey to be the best driving instructor I can be. Thank you!"
– Sue Papworth, ADI, Cambridge



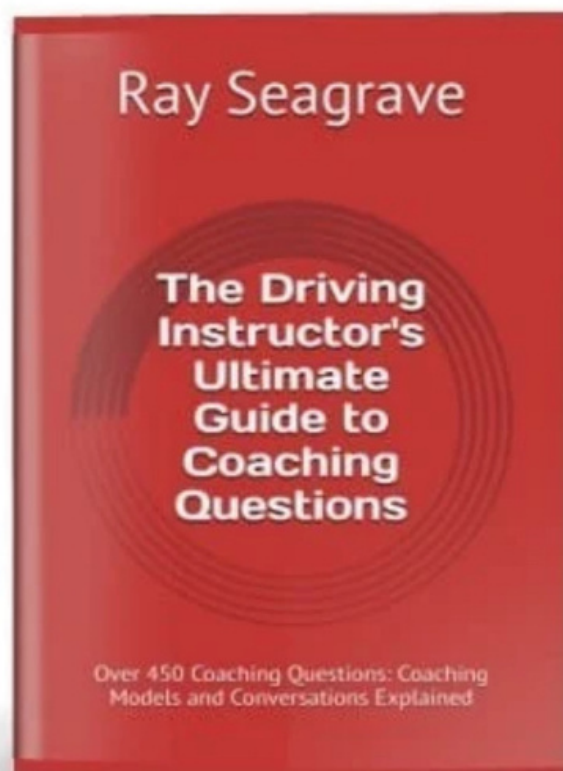
"Quite simply the best driving instructor book I've read." – Terry Cook, ADI, The Instructor Podcast



"This book truly makes a difference, for instructors and new drivers alike. It's a clear, practical guide to developing thinking, self-aware drivers, with easy-to-follow sections, effective techniques, and space for personal reflection. It helps you understand what's really going on inside your pupils and how to keep them safe beyond the test. If you want the best for your pupils and for yourself as an instructor, this book is a must. Superb work, Ray!" – Lee Jowett, ADI Trainer, KIT



"Another masterpiece from Ray packed full of expert guidance in an easy to understand and digest format, this Guide will make a valuable addition to any instructor's toolkit. Ray's passion and expertise will help refine and enhance your coaching ability, making a positive impact not only towards your own personal development, but on the safety and awareness of our future drivers. It's a win, win!" – Intelligent Instructor



A **must-have** resource for ADIs and PDIs looking to enhance **coaching and questioning techniques**.



An **eye-opening book!** Clear, simple, and effective – Provides **practical skills and theory** about learning, with a focus on **behavioural change**.



Easy to understand. Packed with information, reflection areas, and aimed at helping trainers achieve **Grade A**.



Highly **recommended** for ADI's, PDI's or anyone in the **driver trainer industry** – a valuable addition to any toolkit.



A well-structured book on coaching with **clear, concise explanations** and helpful questions, making it **easy to understand and apply**.

Scan the QR Code or Visit Amazon
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EYESIGHT - VISUOSPATIAL PERCEPTION AND SACCADIC MASKING



**PENNIE
ALEXANDER**

I'm Pennie Alexander, I qualified in 2014 after being a gymnastics coach for about 15 years. I still teach learners, I train PDIs, and I work full-time as a driving assessor ensuring people with medical conditions are safe to continue driving and help those with disabilities discover which adaptations they will require to get on the road.

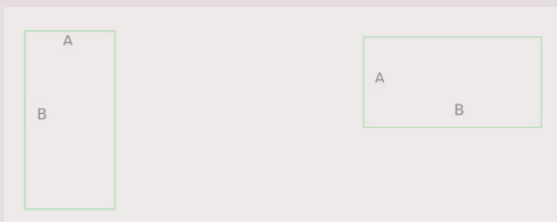
I spoke previously about some of the problems we can have with our eyes that may affect driving. This time I'm going to concentrate on visuospatial perception and saccadic masking.

If you want to know more about the eye and how it works visit:

<https://letstalkscience.ca/educational-resources/backgrounders/how-we-see>

Which explains things in an easy-to-understand format.

There used to be a saying, the camera never lies, unfortunately in terms of modern-day photography, and our eyes this is rather outdated, and the camera can lie! We can see things that are not actually there, and two identical objects can appear different.



Are the two blocks above the same size?

If you look at the two blocks above does the left block appear narrower along edge A and longer along edge B than the block on the right?

They are in fact exactly the same size, yet the block on the right appears shorter and wider. Why does this happen? What does it mean? How does it affect drivers?

Have you ever looked for something and have not been able to find it, like your car keys? You look all over the place and then return to the first place you looked, and there it is!

I'm not going to go into detail about how our eyes work as it's too complex and I'm not an eye doctor or optician! But they sort of work like a camera, the image we see is inverted and then interpreted by the brain. What is even more amazing is that we don't see everything that we look at. Our brains complete the image, more about this shortly. The part of the brain that does this amazing work is found at the back of the head and is known as the Occipital Lobe.

The Occipital Lobe, however, doesn't work alone, particularly where driving is concerned.



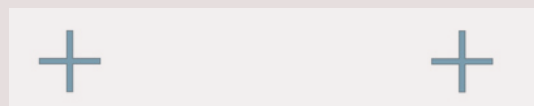
The Parietal Lobe is what controls our visuospatial perception; our ability to understand the space around us; what helps us decide if we have space to fit through a certain size gap, whether that be us walking through a door frame, or driving between two vehicles in a meeting situation. If we see something, we need to interpret the information so we remember what it is next time, therefore the Temporal Lobe steps in and recalls the image so we know how we should respond. Stopping at a red, for example.

The Frontal Cortex keeps us focused on a particular object, when many others are within the field of vision for example, concentrating on the traffic lights, rather than other road users. (Debrowski, 2020). Back to not seeing everything! We all have blind spots in our eyes, which means we can miss vital information when making quick observations. How many drivers do you see looking to the right on approach to a junction, then emerging without even looking to see if the road to the left is clear? I've seen this on many occasions and almost been in a collision on a few of them, as the driver emerges before making sure the road is clear and I'm passing a parked vehicle, therefore on the opposing lane.

We don't only need to look to the left to see what is there before emerging, we need to look back to the right, to see if the "picture" known as a saccade, has altered in any way. By taking the eyes away from the original place and looking back, further saccades are made and the image allows you to notice if something has changed. This is what happens when you hear of the driver looking but failing to see, they look but do not see that cyclist which seemed to come out of nowhere.

A little bit of proof!

Below are two crosses, cover one eye, hold the page up and concentrate on the centre of the page between the two crosses. Gradually bring the page towards your face, what happens?



TOPIC: DISABILITIES & DRIVING

EYESIGHT - VISUOSPATIAL PERCEPTION



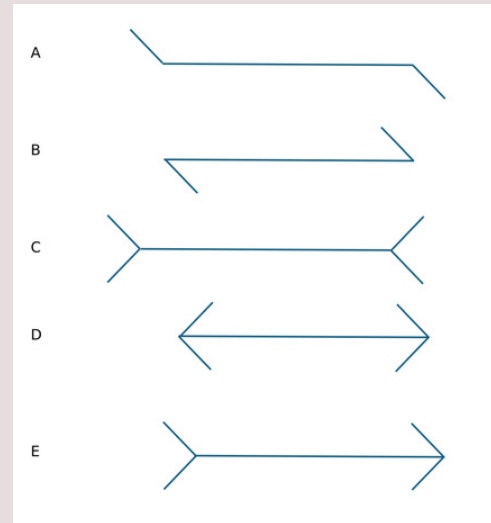
PENNIE ALEXANDER

I'm Pennie Alexander, I qualified in 2014 after being a gymnastics coach for about 15 years. I still teach learners, I train PDIs, and I work full-time as a driving assessor ensuring people with medical conditions are safe to continue driving and help those with disabilities discover which adaptations they will require to get on the road.

You should have found the cross in front of the uncovered eye disappears (if covering the left eye, the right cross will vanish) as you bring the page closer to you, proving that we do have blind spots and cannot see everything. This is a great exercise to do with your learners, to help them understand the reasons for making sufficient observations.

Another trick of the brain is "switching off" what we see when we turn our heads, this prevents us from becoming dizzy. This is known as Saccadic masking. To demonstrate this with your student, park up on the left somewhere, where there are houses on both sides of the road, ask your learner to look to the right and describe what they see, get them to give you some details, car in drive, number of the house, colour of the door. Then ask them to quickly look to the left and ask them to keep looking to the left but tell you what they saw ahead as they turned their head. It's ideal doing this when something is changing ahead, as it provides a better understanding of how things are missed. Saccadic masking increases the risk of collisions at junctions, so it is important for everyone to understand these risks, slow their observations and look effectively, so they see as much as possible to prevent a collision.

If you look on the internet you'll find lots of examples of hard to see objects, young children in dark clothing, motorcyclists and cyclists. These are great tools to demonstrate this. Other useful tools are YouTube videos demonstrating awareness, such as the selective attention test by Simons & Chabris (1999) (10/03/2010). Try watching Seeing is not believing – Trust me, I'm a magician, by Andrew Nunn (21/11/2023), or the Art of Cognitive Blind Spots, by Kyle Eschen (15/11/2016). When we sense something, be that sight, sound, smell, taste, or touch, we use our past experiences and knowledge to perceive that sense, to give it purpose, to understand it. As we each have our own experiences and know different things, we each perceive the information from our senses differently. We can think of this as our sensations are the raw, simple state without a thought process occurring and our perception is the organizer that interprets the information sensed. In a driving context, if we see a green traffic light, we interpret that information and due to our past experiences and knowledge, we instinctively continue.



What is the importance of knowing this? If we know a little about how our brains work, it helps us understand and be able to explain what we need to do and give them a reason for doing it.

If we take a meeting traffic situation with parked vehicles on the left but not enough space for your vehicle and an oncoming vehicle and your learner attempts to go through the gap. This can happen for several reasons, one being they have not yet gained sufficient experience to perceive the space required. After a few questions to help them draw on previous experiences you can help them join the dots; "if you're carrying a large parcel, how do you know if you have space to go through an open door?" "How can you relate this to driving through a gap?" These questions take the experience of something known to help work out the unknown, they will soon be able to make the correct judgement. Put the lines above in order of length starting with the shortest, don't cheat and get a measure out to check each length!

What answer did you get?

D, B, E, A, C?

This is known as a Müller-Lyer illusion and is born from the Gestalt Theories, looking at the whole object, rather than the component parts. If you dismantled each of the lines, you will find there are only two lengths, the one that forms the shaft of each shape and the other that forms the angled ends of each shaft. If you had this knowledge before the task, the illusion would not occur. As we've seen, our eyes can play tricks on us, so what happens when our visuospatial perception goes wrong?

If someone has an illness where their visuospatial perception is affected, such as a stroke, they may walk into things, like cupboards or door frames, or have difficulties with working out distances. When driving their road position may be too far to the right or left, or they may not be able to work out if they have space to go through a gap at a meeting traffic situation. They may not get close enough to the stop line at a set of traffic, or approach junctions too quickly, as they have perceived the junction to be further away than it actually is.

These are all situations you've most likely seen with learners, this is because they need to build this information in their memory to be able to recall what happens, they need to learn to perceive the situation and how to deal with it. It's similar to those who have suffered a stroke, they need to relearn how to deal with the information they see.

In the next article I'll look at our coordination and sequencing, attempting to unravel why some learners struggle and how it can be affected by a medical condition.



FACEBOOK AI-ENGINEERED NEWS FEED: WHAT IT MEANS FOR BUSINESSES

Alison Harper has worked in social media marketing for over ten years, marketing several UK-based organisations, such as volunteer centres, community cafés, car-parts suppliers, artists, authors, insurance brokers, mental health organisations, word artists, beauticians, driving schools and more. She provides specialist marketing services on Facebook, Instagram, and TikTok.



**ALISON
HARPER**



In today's digital landscape, artificial intelligence (AI) plays a critical role in shaping user experiences and Facebook is no exception. The social media giant has long relied on sophisticated AI to curate its News Feed, but recent advancements have taken personalization to the next level. This evolution in Facebook's AI-driven News Feed has significant implications for businesses seeking to connect with their audiences more effectively.

At its core, Facebook's AI algorithm is designed to prioritize content that is most likely to engage individual users. It considers an array of factors, including a user's past interactions, the popularity of a post, the type of content (video, photo, link), and the recency of the post. More recently, Facebook has integrated deep learning models that better understand the nuances of user behavior, preferences, and content relevance in real time.

For businesses, this means that organic reach, already on the decline for years, becomes even more competitive. A critical change is the shift toward short-form video and stories, which the AI increasingly prioritizes due to higher engagement rates. Businesses that adapt by creating mobile-first, visually engaging, and story-driven content will find themselves with a strategic advantage.

Here are some actionable tips to optimize your content for Facebook's AI-powered News Feed algorithm:

1. Focus on Meaningful Interactions

- Encourage comments and conversations, not just likes. Ask questions, run polls, or share content that invites feedback.
- Facebook prioritizes content that sparks back-and-forth dialogue—especially between friends in the comments section.

2. Post Native Videos (Especially Short-Form)

- Video is heavily favored by the algorithm, particularly Reels and Stories.

- Keep videos short, punchy, and mobile-optimized. Use captions and hooks in the first few seconds to grab attention.

4. Be Consistent, But Prioritize Quality Over Quantity

- Posting frequently helps, but low-quality or spammy content will be penalized.
- Aim for high-quality visuals, clear messaging, and authentic storytelling that adds value.

5. Use Keywords

- Use keywords in your post captions.
- Keywords tell Facebook's AI who to target your content to (i.e. learner drivers, driving instructors, theory test).

6. Optimize for Mobile First

- The majority of Facebook users browse on mobile. Ensure your posts (especially images and videos) are formatted for mobile viewing, with clear visuals and concise text.

7. Avoid "Engagement Bait"

- Facebook's algorithm penalizes posts that use phrases like "Tag a friend!" or "Like if you agree!" to manipulate engagement.
- Instead, focus on authentic storytelling or asking open-ended, genuine questions.



CHALLENGING HOW PDIs ARE TRADITIONALLY TRAINED

Terry has been an ADI for over 25 years and an ADI/PDI trainer for over 14 years. He holds a qualification as a Professional Driver Coach and delivers online and in-car training workshops based on his extensive knowledge of coaching. He scored the perfect 51/51 on his latest ORDIT inspection. He is an International Authority for Professional Coaches and Mentors Accredited Coach and a Tricres trained business coach and runs his own business/personal coaching company, Done Stressing. Using his expertise to help his clients discover a clear pathway forwards on a personal and business level.



**TERRY
LEFTERI**



Hi everyone, hope you've had a successful month

Today I want to challenge how PDIs are traditionally trained. This was prompted by the frustration I sometimes feel reading social media posts from struggling, confused, stressing PDIs.....and it's not their fault. It's ours, the trainers.

Now I'm sure you know traditionally PDIs are trained with each 'test' in mind. The advice I read is usually pass Part 1 then go to a trainer for Part 2. The trainer would usually train the PDI to pass the Part 2, then begin training for Part 3. That's it. That's how the vast majority of PDIs are/were trained, including me!

Let's think about this. The qualification is one qualification, not three. Yes, the qualifying process involves three exams but it's still one qualification. Does it make sense that we train for each connected exam separately?

Look at learning & recall. The problem with learning is research tells us that within 24 hours we forget on average 70% of new information, and within a week we forget up to 90% of what we 'learned'. So, what a PDI learnt for Part 1 & Part 2 may be difficult to recall during Part 3 training....and it certainly won't be easy to make connections between the learning.

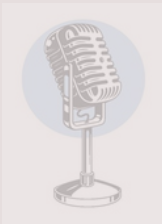
There are many connections between what we learn for Parts 1, 2 and 3. e.g. the knowledge we need to commentary drive for part 2 is linked to what we learn for Part 1 and giving full talk through in Part 3 is linked to our commentary drives we did in Part 2. You see, it's all connected.

Now if a PDI passed their Part 1 a month before they started their Part 2 training and the trainer tries to link the learning to Part 1 guess what? It's highly likely the PDI would have forgotten and be unable to make the links needed very efficiently. In my experience this really shows up in Part 3 training. Links and learning take much longer if they passed their Part 2 a couple of weeks beforehand.

Now let's flip it and imagine the trainer trains Part 1, 2 and 3 in the same session. It's holistic learning. Connections between the learning are much easier to make because the PDI hasn't had time to forget what they learned! Learning is accelerated (pun intended!) and reached a deeper level of understanding.

When we learn neural pathways in the brain are formed, it's how learning happens. This means that if a situation, thought or action is encountered in the very near future it will now be more likely to trigger a response in the other connected neurons, therefore recalling and further reinforcing that association and learning. This all gives the PDI a much better chance of reaching the realms of ADI land....and more importantly better prepares them for life in the ADI business. So next time you read someone asking about becoming an ADI or information about finding a trainer, or indeed if you are a PDI reading this, advise them to seek out a trainer who will train them holistically and not separate the training out into 3 parts.

Mind you don't get your left arm more sun tanned than the right in this sunny weather! Have fun out there.



FROM BEHIND THE MIC

Terry Cook is content creator and developer of the industry leading 'The Instructor Podcast'. His commitment to delivering high quality CPD content for ADIs and PDIs has seen him rapidly raise in to one of the most prominent figures in our industry. His platform continues to grow and Terry continues to add value through his widely acclaimed podcast.



**TERRY
COOK
THE INSTRUCTOR
PODCAST**



Let me start with a bit of a confession: I've fallen into this trap myself. The trap of constantly consuming content, reading every blog post, joining every webinar, bingeing every podcast episode, and telling myself it all counts as progress. But here's the thing... it doesn't. Not on its own.

In our industry, we're spoiled for choice right now. There are more resources than ever before. You've got brilliant podcasts (yes, like The Instructor Podcast), YouTube videos breaking down every aspect of being an instructor, webinars on mindset, workshops on business strategy, Facebook groups buzzing with opinions, and quality publications like KIT Mag sharing genuine insight from instructors who are in the thick of it. It should be a golden age for learning and development. And yet, for many, it's become a bit of a fog. An overwhelming, noisy fog of well-meaning input that doesn't translate into output. We sit in a webinar, nod along, maybe even take some notes, and then... nothing changes. We listen to a podcast episode that sparks a thought, but that spark never becomes a flame. We scroll through Facebook discussions, feel inspired or outraged, and then just carry on with business as usual. Sound familiar?

The issue isn't a lack of knowledge. It's not even a lack of intention. It's a lack of doing. Consuming content feels productive. It gives us a hit of motivation. It makes us feel like we're moving forward. But unless we actually do something with what we've learned, it's just noise. Pleasant, comforting noise, but noise nonetheless. And I get it. There's a fear of missing out.

There's the sense that if you don't watch every video or join every group, you'll be behind. Add to that the sheer volume of advice out there, and it's no wonder people freeze. When everything feels important, it becomes impossible to prioritise. So, we stay still.

But here's the truth: no one is expecting you to do everything. In fact, you shouldn't try to do everything. What you need is to find one thing, just one idea, strategy, or tweak, and do something with it. Maybe that means trying out a new way of questioning during lessons.

Maybe it's finally getting serious about your social media presence. Maybe it's reflecting on how you plan your diary. It doesn't have to be huge. It just has to be real.

Progress isn't about perfection. It's about starting. You can watch every video in the world and still be standing still. Or you can take one small action and actually move forward.

So, here's what I'd encourage you to do: next time you read an article in KIT Mag, or finish a podcast episode, ask yourself one simple question - what am I going to do with this? And if the answer is "nothing" maybe it's time to stop reading and start doing.

Let's be clear: I'm not knocking learning. I create content myself because I believe it matters. But it only matters when it becomes more than just content. When it becomes change. We need to be more than just content collectors. We need to be instructors who take responsibility for our own development and actually use what's available.

So, if you've been sat on the sidelines, watching, listening, learning... this is your gentle nudge. Pick one thing and try it. Reflect on how it went. Learn from it. Then try another. Because the real growth? That's in the doing.

- Less noise. More action.





Ask Mia

More Information & Advice

Mia Strothers 14, died after being hit by a BMW as she walked to school on Lightbourne Road, Moston, on October 5 2020. She was killed by a driver who tested positive for cocaine and cannabis travelling at 57mph in a 30mph zone, in a BMW which he knew had faulty brakes.

Mia was taken too soon, but her legacy lives on through her 'much loved' campaign raising money for The Royal Manchester Children's Hospital, and through her helpful nature in life...She was a very kind and very loving person.



Hi Mia,

I've not had a Standards Check since 2017 but this week I had an email inviting me to book one. I'm a little nervous. Can you tell me what are the most common reasons for failure.

Hi, The most common reasons are:

- Poor risk management (not taking action when mistakes happen or not talking about safety enough),
- A lesson that isn't tailored to the pupil's real needs,
- Talking at the pupil instead of using proper questioning and checking understanding,
- Not setting a clear goal at the start, or failing to adapt when the lesson doesn't go to plan.
- Remember: flexibility and communication are crucial.

also remember it is important to know why people pass, typically a well structured and safe lesson pitched around the pupils weaknesses and adapted as needed. See Josh's blog and seek advice from local instructors who have had a SC more recently.

Hi Mia,

Im starting on my pink soon, can you give me some advice for teaching clutch control smoothly, especially on hills? I feel like my training didn't cover this.

Hi, Begin by teaching clutch skills control on flat, quiet roads before moving to slopes in quiet areas. Break the process into small steps: finding the bite point without rushing, balancing the pedals carefully, and feeling the pull of the car. Repetition and patience are key to making it second nature. Beyond that consider the thoughts and emotions that impact on humans.

Hi Mia,

How can I best prepare a pupil for the new-style independent driving section of the UK practical test?

Hi, I'd say the best way is to Focus on building strong basic skills first – good observation, planning, and decision-making. Then practise following road signs and sat nav instructions regularly. Use real-world examples and set small goals during lessons. Remind pupils that mistakes during independent driving aren't automatic fails if they correct themselves safely...Do all of this for their post-test driving BEFORE putting any focus on independent driving for test.

Hi Mia,

Some of my pupils struggle with eco-safe driving – any advice on how to teach it effectively?"

Hi, focus on smooth acceleration and early, gentle braking. Encourage staying in the highest safe gear and avoiding unnecessary revving. Teach anticipation: looking well ahead to avoid sudden stops. Explain that eco-safe driving saves fuel, reduces wear and tear, and makes driving safer. Use simple examples like 'easing off the gas early when approaching a red light instead of racing to it'. Help your pupil to see the benefits to both their driving and their bank balance!



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What is The PDA Level 7 equivalent to?

The PDA Level 7 sits around HNC level in Scotland, and around BTEC Professional Award Level 4/5 in the rest of the UK.

How is The PDA Level 7 delivered?

The qualification is delivered over four in-person training days (Modules). In order to achieve the qualification, candidates complete a range of Assignments. Full support for all Assignments is provided by Bright Coaching.

How long does The PDA Level 7 take to complete?

The Modules are roughly 3 months apart, meaning the content takes around 9 months to complete. Assignments can be submitted at any time, but all must be successfully completed for the qualification to be awarded.

eCohort Five starts 26th
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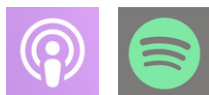
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