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Blogs from :
Lee Jowett, Mick Knowles,
Diane Hall, Dr Julia Malkin
Ray Seagrave, Alison Harper,
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Terry Lefteri, Pennie Alexander

THE INDUSTRY E-MAG..

That Keeps Inspiring Today's Instructors

ALSO THIS ISSUE...

Meet The Instructor
Ask MIA
Our Partners HELP appeal
My Learner Driver



TOPIC: DRIVING BEHAVIOUR

IT'S A Wonderful Life



**LEE
JOWETT
(FOUNDER)**

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)

In the film it's a wonderful life, George Bailey a man who has spent his whole life putting others first, reaches breaking point and considers actions that would endanger his life or indeed render his death. Fortunately for George, and his universe, he is given the opportunity to see the importance of his own existence. The benefits of alternative choices and safer outcomes that give joy to those close to him, rather than pain and suffering. For George to gain enlightenment, it was not the potential consequences of his actions that led him to u-turn. Instead it was the reality of his own benefit. Motivation for change is stronger when it focuses on the benefits and reinforces them with potential consequences.

In an industry so focused on fault and consequence, it is important to understand that such focus is weak in relation to motivating the choices young drivers make. We must help them to build an identity and to see themselves as they want to be seen. To understand their values and indeed their value...if we are to help them to choose the right direction in the future. Just as Clarence helped George Bailey to find his way home, in the face of strong emotions, negative mindset, key choices, collisions, inclement weather conditions and treacherous paths to navigate. George was lucky. He was afforded the opportunity to see himself and understand his worth prior to making the biggest decision he'd ever make.

If we are to be the guardian angels of our pupils future safe choices, we must do similar before our pupils are unleashed upon themselves and those close to them post-test. It's a truly wonderful piece of cinematography that represents key factors in facilitating behavioral change. Here's some of the classic lines, that impacted on George Bailey's ultimate choice with a view to how they represent the changes and techniques we must promote in driver training...



"You've been given a great gift... the chance to see what the world would be like without you."

What an opportunity to truly impact on the intentions of new drivers. To help them to see how their choices ripple outward. Anticipated Regret is known to be a key factor in influencing behavioral intentions. Through consideration for their world without them in it, the impact of such an outcome on those closest to them and the genuine potential cost of their choices...we can help our pupils to make more informed decisions through raised self-awareness.

The downside to this of course is that on its own, without further reinforcement it can only impact on intentions of a driver. There's still weakness in relation to the outcome as human beings are blessed or afflicted, however you want to view it...with optimism bias. To enable us to get in a car in the first place we have to be ignorant of the risks. And certainly most young people do not consider themselves vulnerable or that the most terrible outcomes will befall them.

"You sit around here and you spin your little webs and you think the whole world revolves around you."

Empathy and raised emotional-intelligence are crucial factors when it comes to successful outcomes. We know that people who lack empathy for others typically lack emotional intelligence. They think that the whole world revolves around them. They make their choices in an attempt to impress others and view their peers as an audience to entertain, for their own gain, with no consideration for the welfare of others.



TOPIC: DRIVING BEHAVIOUR

IT'S A Wonderful Life



LEE
JOWETT
(FOUNDER)

Whereas those who are more self-aware and as a result develop higher levels of empathy for others tend to feel like they share the world with others and understand how their choices affect others...good and bad. They make choices based on their values, through their identity and with consideration for their friends.

Encouraging our pupils to see themselves, and how important they are within their world, with consideration for their own emotional states and therefore a consideration for the emotional states of others can regulate responses and recalibrate thought processes and beliefs.

Low levels of empathy and EQ tend to lead to a focus on self and the desire for peer approval, often leading to risky behaviors whenever it suits. Young drivers with raised EQ and empathy tend to be more comfortable saying no to their impulses and their peers, since they understand that the whole world does not revolve around them, and take a longer-term thinking approach...is it worth it?

"No man is a failure who has friends."

In truth this quote can essentially translate to the very thought processes that contribute to serious collisions in young drivers. The desire for young people to group and fit in, is evolutionarily designed to reduce risk, since hunting Sabre tooth tigers was always more dangerous on your own.

These days the risk is greater in the generation of grouping than in its purpose. Young males particularly tend to be more prone to increasing risk in an attempt to impress others and to fit within the social norms of friendship groups.

"What is it you want, Mary? You want the moon?"

Another important factor to consider is the impact of highly charged emotions, on young people's decisions. The place a 17-24 year old female is most likely to die in GB is in the passenger seat of her boyfriend's car. The desperate need to be seen as macho in order to be viewed as the protector, for some, can override the need to protect in order to be macho.



Young males will often push the ultimate boundaries to impress those with whom they are enamored. A mix of friends and beau's within the confines of a vehicle and in the context of social conformity can often be a cocktail recipe for disastrous outcomes. Helping our young drivers to see their world with them in it, to value the life that they live, to value the lives of their peers and partners over their ego. And to give them a vision of their world without them, a consideration for their impact on others through raised empathy...can ultimately lead them to considered choices rather than impulsive actions.

"You see, George, you've really had a wonderful life. Don't you see what a mistake it would be to throw it away?"

The third column of the Goals for Driver Education Matrix is all about raising awareness through self-evaluation. Level four is all about the individuals goals for a 'wonderful life'....and skills for living. Often, for novice drivers, they don't hold the skill to live with the goals they aspire towards. Particularly within the context of journeys that occur late at night with a car loaded with peers, GDE level 3. Holding conversations that encourage our pupils to evaluate their thoughts, beliefs and attitudes, reinforced with a consideration for risk...helps them to see the benefits of alternative thinking before they pay the ultimate price. Raised empathy and emotional intelligence can be crucial factors in the moment...acting almost as their own guardian angels. Helping them to be more aware of the impact that their states and traits hold over their response to risk. Helping them to see what the world would be like without them.

Road fatalities in Great Britain sit at around 1600+ per year. It's not acceptable and it is our role to play a part in reducing these figures. GB roads have become safer as a result of engineering in the last 30 years. We are yet to play a significant role. GB roads need drivers who are more self-aware and considerate of the impact that their actions have on others, just as George Bailey needed to consider his own wonderful life.

Perhaps we need to be guardian angels. *Perhaps what GB needs is Clarence.*

Have a wonderful Christmas.

My Learner Driver® +



This is a truly humbling moment for me as when I first began creating My Learner Driver, I never imagined anyone would listen to me and I had no idea how it would be received.

KATE MONK • FOUNDER



Yet somehow my voice has travelled from Terry Cook's Instructor Podcast to the Houses of Parliament and many places in between. I'm deeply grateful and continually humbled by the response and support from the instructor community and the road safety community.

An unacceptable number of young drivers and their passengers have tragically lost their lives in multiple crashes across the UK over many years. What changes are we actually seeing in how we, as a society and collectively as the grown-ups in the room are making to improve the safety for our new drivers after the test is passed? I don't know about you, but I hear the talk about what should be done and what could be done, however all these years on, we seem to be in a loop where talk just leads to more talk, and we continue to lose our new drivers in a preventable and excruciatingly pointless way.

The pain that echoes through our communities touches so many lives. For families and friends, the loss is beyond imagining. I was reminded of this while watching my own young children's Christmas performance this afternoon, sitting beside my son's teacher, grief etched into her

being, quietly approaching the first anniversary of losing her stepson in a heartbreaking road collision, just days before Christmas last year.

What have we learned? What has changed to make this impossible to happen again? How have we evolved into a society where this kind of loss is just accepted as part of life and why are we all okay with that? I am a parent as I am sure many of you will also be. Our children are the most precious and loved part of our lives. We spend their whole lives protecting them, from tiny car seats to helmets and knee pads, doing everything in our power to keep them safe. Yet at 17, we place them behind the wheel of a car and encourage them to hurry towards independence, often without realising how unready and vulnerable they still are. If there is ever a moment they truly need our protection, it is in the high-risk first 6-12 months after

My Learner Driver and KIT are partnering up for 2026 to bring road safety to the front of all our minds.

they pass their driving test, yet we choose the cheapest old bangers for them that offer zero protection in a crash!

And with 1 in 5 newly qualified drivers crashing within their first 12 months of passing, it's not so much if they crash but when.

With the government's recent decision not to introduce a Graduated Driving Licence (though I'm still waiting with bated breath for the new Road Safety Strategy — hoping I'll have to eat my words, though it seems unlikely), it's clear we cannot rely on them to make sensible, evidence-based decisions when it comes to road safety. Whatever the reasons - political pressures or reluctance to face the wider implications, the research consistently shows that a Graduated Driving Licence is a significant part of the solution and is working in other countries.

And so, I turned my attention to the parents. After all, these are the people who care the most about the life and future of their children.

How can we as instructors support parents to take the learning process more seriously, to look long and hard at their own attitudes and beliefs towards driving and to empower families to create their own, home-made graduated driving licence that they can manage themselves for the first 12 months after passing. Road safety is at the bottom of the priority list in schools, so, if we as driving instructors do not bring road safety messaging such as The Honest Truth or My Learner Driver into lessons, who is going to give those new drivers that lifesaving information?

Any bereaved parent I speak to wishes they'd had the facts before they let their child go.

My Learner Driver is an online course and is packed with key skills such as a step-by-step guide to commentary driving starting long before a learner gets in the driving seat, hazard prediction, planning that a parent must master first to be able to demonstrate and guide their learner through each level. Not only are we building learners who know how to expect the unexpected, we are also creating a safer bubble of drivers around that learner. With a guide to all the conversations that a parent does not want to wish they had had and a whole module on how to actually supervise a learner and keep private practice safe, I have added in many of the games I play with my learners that I deem safe enough to play without dual controls to keep learning fun and skills focussed. Suitable for all ages, it's not just for the youngsters and many older learners will benefit from the course.

Is it finished yet? No! Is it perfect? Not yet! But the end is now in sight with 8/10 modules complete. I've lost count of how many lessons there are live - there is so much on there for learners and families to get started with, it's far too important a message to not get started. Everyone has free access for 7 days to check it out, then please do share it with your learner families.

If you would like to set homework from it or use it within your lessons, there is a bulk buy package available in the instructor section with up to £200 profit to be made.

Well folks, it's time to change.

What part are you going to play in building safer drivers who are really ready for life beyond the test?

FREE TRIAL



INSTRUCTOR OFFER



EMAIL KATE



Find out more: www.mylearnerdriver.co.uk



TOPIC: WORKSHOPS

Knowledgeable CCL & SC / PT3 Workshops

Book To Attend



KNOWLEDGEABLE INSTRUCTOR TRAINING

The workshops that
Keep Inspiring Todays instructors







TOPIC: DRIVING TEST NERVES

L OF A WAY TO HELP YOUR PUPILS GIVE YOUR PUPILS THE GIFT OF LANGUAGE

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)



When Chris and I work with learner drivers, or ADIs/PDIs, one of the main things we discuss is the effect of our thoughts, or internal dialogue, on our mental health. Chris recently summarised this as follows:

- Watch your thoughts, they become your words.
 - Watch your words, they become your actions.
 - Your actions then become your habits.
 - Your habits become your character.
 - Once your character is formed, it becomes your destiny.
 - Why would you want a destiny of poor mental health?
- Watch your language."

As driving instructors, you spend more one-to-one time with learners than almost any other educator. You witness their nerves, their self-talk, their frustrations, and – crucially - the way those internal conversations shape their performance on the road. Chris's words above aren't just a motivational quote. For learner drivers, it's a blueprint for how confidence, competence, and mental resilience are formed behind the wheel.

Let's break down what this means for your students - and for you as instructors.

Thoughts: The Starting Point of Every Good (or Bad) Lesson

Most learners step into the car with a mental narrative already running. Some think, "I can do this," while others silently repeat, "I always mess up," or "I'm rubbish at driving." These thoughts aren't harmless. They prime the brain for performance or panic.

- Negative thoughts activate anxiety and hesitation.
- Positive or balanced thoughts activate focus and problem-solving.

Your learner's internal world sets the emotional tone of the entire lesson. That's why the way you model thinking matters too. If you show patience, calmness, and adaptability, learners mirror those states. If you radiate stress or tension, learners absorb that as well.

Words: How Learners Talk to Themselves - and How You Talk to Them
Thoughts quickly become verbalised. You've likely heard a learner mutter:

- "I'm so stupid."
- "I can't do roundabouts."
- "I'm going to fail."

Every time they say those words out loud, they reinforce the thought behind them, strengthening neural pathways that weaken performance and wellbeing.

Your role here is powerful. The language you use as an instructor creates a psychological climate. For example:

- Saying "Let's try that again with a slower setup" empowers.
- Saying "No, that's wrong" discourages.

A simple reframing from negative to constructive can shift a learner from fight-or-flight into learning mode. In many cases, the biggest improvement in a learner's driving comes not from a new technique but from a shift in language.



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**DIANE HALL
(NERVES SPECIALIST)**



Actions: What Thoughts and Words Become on the Road

Once learners speak or think in limiting terms, it affects their actions:

- Hesitation at junctions
- Panicked braking
- Rushing due to self-pressure
- Over-dependence on the instructor for reassurance

On the flip side, positive self-talk leads to:

- Smoother decision-making
- More proactive planning
- Better hazard perception
- A calmer driving style

As Chris's quote reminds us, actions become habits. A learner who habitually tenses up when approaching roundabouts isn't just showing nerves - they're building a behavioural pattern that will follow them into their driving life unless addressed.

Habits and Traits: What Kind of Driver Are You Creating?

Driving habits become part of a learner's character as a road user.

- A nervous learner becomes an anxious driver.
- A learner who blames others becomes a defensive or aggressive driver.
- A learner who thinks before acting becomes a safe, reflective driver.

By helping learners adjust their thoughts and language early, you're not just helping them pass a test - you're influencing the kind of road user they'll be for decades.

When you reframe mistakes as feedback, you reinforce a growth mindset. When you praise effort, not luck, you create resilient drivers. When you encourage calm, measured language, you help prevent the spiral into anxiety or poor mental health - both of which massively impact road safety.

Character and Destiny: The Long-Term Impact on Mental Health

Driving is one of the biggest milestones in a young person's life. Their experience during lessons can shape:

- How confident they feel in stressful situations
- How they talk to themselves when learning unfamiliar tasks
- Their ability to stay calm under pressure
- Their long-term relationship with independence

If a learner spends months reinforcing negative language and fear, they don't just create poor driving habits - they build a self-image rooted in doubt.

And as Chris warns:

"Why would you want a destiny of poor mental health?"

Good driving instruction is not just about teaching clutch control, mirrors, and roundabouts. It's about guiding learners to build resilient, healthy inner dialogue. Their mental wellbeing is directly tied to their driving success

Practical Ways Instructors Can Support Positive Language

- Model calm, solution-focused language.
- Gently challenge negative self-talk: "You're not bad at it; you're learning it."
- Use specific praise: "Your hazard awareness there was excellent."
- Give corrective feedback in a neutral, non-emotional tone.
- Encourage learners to describe situations objectively, not emotionally.
- End each lesson with strengths and growth points, not just "mistakes."

Final Thought

Every lesson is a chance to influence not just a learner's driving ability, but their mindset, confidence, and mental health. Thoughts become words, words become actions, actions become habits, habits become character - and character shapes destiny. As driving instructors, you have a unique chance to help learners shape a destiny filled with confidence, safety, and emotional resilience.

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?



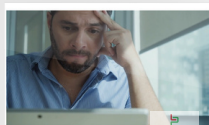
[Take the quiz](#)

DRIVING TEST NERVES

PART 2/3 AND STANDARDS CHECK 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!

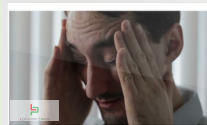


All delegates benefit from..

- 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!

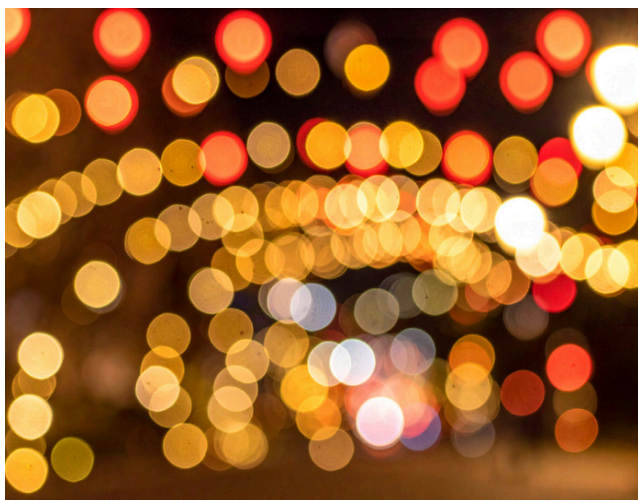


Subscribers will gain..

- 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!



TOPIC: PARTNER PAGE



HELP Appeal: Lighting Up The Way Improving Helicopter Landing Pads

In emergencies, every second counts. For critically ill or injured patients, hospital helipads provide a vital lifeline, dramatically cutting transfer times to specialist care. However, not all hospital helipads are the same. Many are outdated, poorly located or lack the lighting and safety features needed for modern helicopter operations. This is where the HELP Appeal steps byfunding the essential upgrades that transform hospital helipads into state of the art lifesaving landing zones.

The HELP Appeal is the only charity in the countrydedicated to funding new and upgraded helipads at NHS hospitals. Since its creation, the charity has funded the construction of 33 new helipads and the upgrade of 22, to ensure that air ambulances can land safely, day or night in all weather conditions. These improvements are not just logistical, they are lifesaving.

Modern helipad upgrades include extending their size to accommodate larger helicopters, installing lighting for 24/7 operations and ensuring compliance with strict Civil Aviation Authority regulations. Many hospitals also need better access routes from the helipad to the Emergency Department so the HELP Appeal has also funded sheltered walkways to ensure that patient's privacy and dignity is always protected during the transfer.

Without these upgrades, helicopters may be forced to land far from hospitals at night, requiring secondary transfers that delay urgent treatment. In trauma, stroke, cardiac arrest and paediatric emergencies, that delay can mean the difference between life and death or between full recovery and lifelong disability. With no government or National Lottery support donating to the HELP Appeal is a direct way for individuals and organisations to make a tangible difference to emergency care.



Support for the HELP Appeal means shorter transfer times and better outcomes for patients in crisis. It ensures that highly skilled air ambulance crews can deliver patients directly to the specialist hospital care they need without compromise. It also brings peace of mind to families across the country, knowing that worldclass emergency care is never too far away.

When you support the HELP Appeal, you're not just helping to build better helipads, you're helping to save lives. One landing at a time.



To learn how you can support the HELP Appeal, a funder of 55 NHS hospital helipads so far, which have seen over 29,000 landings, with another 50 in the pipeline, as well as providing critical care cars, medical equipment and PPE for air ambulance charities and volunteer medics, please visit: www.helpappeal.org.uk.



TOPIC: INSTRUCTORS

MEET THE INSTRUCTOR :

Sarah Baldock



Name: Sarah Baldock

Birthday (year optional 😊): 21st December 1971

Occupation: Approved Driving Instructor & Mentor at Support

Current Car: Audi A1

Dream car: Honda Civic Type R



Favourite lesson:

Favourite session was with a test ready student. Her older brother came along and did his absolute best to distract her from the back seat. He failed to do that and it gave her a massive boost of confidence and she soon after passed first time zero faults.

Least favourite part of your job: Students who want a quick pass and cut corners in their learning.

What annoys you: drivers tooting at learners

What part of your job do you enjoy: The people. Watching them gain a full licence is a real privilege! I also love the fact that a lot of them choose to come back for refresher sessions long after they pass.



Most memorable moment in your current role:

There are a lot so it's hard to choose just one, but my first appearance on Terry's podcast, led to a lot of other stuff, so it probably has to be that. A close second was recently being asked to join Support Driving School as one of their mentors.

Funniest moments in your role:

Filming with Laura Joyce for the Learn to Drive Hub is normally ridiculously funny. A cat once jumped in through my open window when parked up. That was funny and terrifying in equal measures 😊

Biggest influence on your career:

There are a few, but I only really know about the others because of Terry Cook. So he is without doubt my biggest influence in the industry.

Professional ambition:

To support learners, ADIs and PDIs as best as possible.

Personal ambition: To live in the moment

At the end of a working day, how do you wind down:

Waling the dog, going for dinner, sitting by the log burner watching Tv

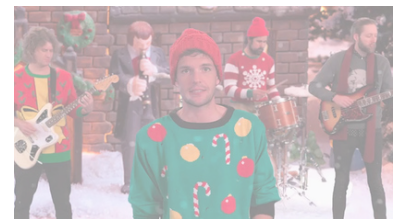
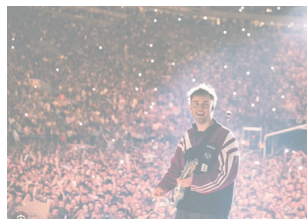
Hobbies and interests: Gardening...My garden is my happy place

Favourite food: Too many...I dislike spicy food and Aubergines.



Favourite film:

This is a long list and solely depends on my mood. In no particular order, Aliens, Shawshank, Lock Stock, Breakfast Club.



What music do you like to listen to:

The Killers and Sam Fender

If you weren't a (driving instructor), what would you be?

Thin!

If you could meet anyone...Bukayo Saka & Sam Fender

If you won the lottery...? I would buy some land, preferably with a house on it, and create a driving centre. We'd have a road system laid out. We'd have a classroom for theory sessions. Driving parties, under 17 driving sessions. It would be epic...OR, I'd turn it into a massive doggy day care.



BUSINESS - Driving Your School Forward In 2026

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)**

A new year brings fresh opportunities, new learners, and the perfect moment to refocus your driving school's goals. Whether you're an independent instructor or run a team of ADIs, I have always found January to be one of the most influential months for shaping my school's growth for the year ahead. With demand typically rising after Christmas, now is the time to put systems in place that help your business thrive throughout the coming months. Here's how to develop and strengthen your driving school in the new year.

Refresh Your Brand and Online Presence

Most learners discover driving schools online, so your digital presence sets the tone for their first impression.

Start the year by:

- Updating your website with new pricing, services, and availability
- Refreshing testimonials and pass photos
- Checking your Google Business profile for accurate hours
- Reviewing your SEO so you appear in local "driving lessons near me" searches.

If your branding hasn't been refreshed for a while, consider modernising your logo, colours, or marketing images. A clean, updated brand signals trust and professionalism.

Strengthen Your Marketing Strategy

I have always found that January is a high-inquiry month, making it the ideal time to roll out new promotions and campaigns.



Consider:

- New Year starter packages
 - Theory test support bundles
 - Referral incentives (rewarding learners who bring friends)
 - Regular social media posts with winter driving tips, learner updates, and ADI insights
- Consistency is key—set a schedule for posting and stick to it.

Invest in Instructor Development

Your instructors are the backbone of your business. Supporting their growth leads to higher pass rates and better learner satisfaction. Start the year with:

- CPD training (coaching skills, standards check prep, EV familiarisation)
 - Team meetings to share challenges and best practices
 - Reviewing performance and setting individual goals
 - Encouraging feedback from learners to drive improvement
- Invested instructors stay motivated—and motivated instructors create success.

Set Clear Goals for the Year Ahead

A growth-minded driving school doesn't leave success to chance. Set measurable goals such as:

- Number of weekly lessons
- Pass rate targets
- Social media growth metrics
- Number of new instructors
- Revenue or profit milestones

Final Thoughts

Developing a driving school in the new year is about combining smart planning with consistent action. By updating your systems, investing in your instructors, and polishing your marketing, you lay the foundations for a stronger, more successful year.

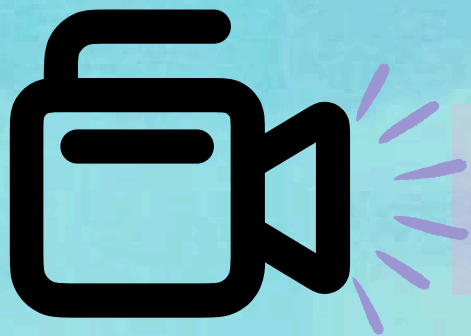


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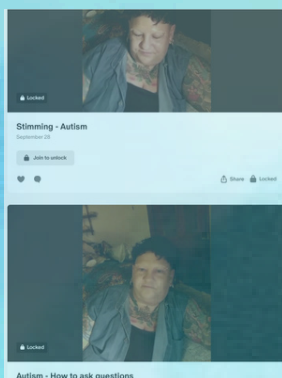
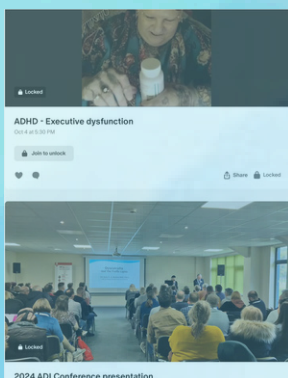
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TOPIC: COACHING

Ray Seagrave

The Most Difficult People to Teach – Goodwill To All

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



Let's look at some of the “classic” types of pupils that instructors often call difficult – and see why they might feel that way.

1. The Overconfident Beginner

They think they can already drive. They'll tell you their dad said they're “a natural” or they've “been driving tractors for years”. They push ahead before mastering the basics and resist feedback.

Why they feel difficult: Their self-image as a good driver clashes with your responsibility to manage risk and build skills in the right order.

2. The Nervous Avider

They're hesitant, worried about making mistakes, and prefer to avoid challenges. Progress feels slow, and lessons can stall when they freeze in new situations.

Why they feel difficult: You need to break learning into tiny, manageable steps – and their fear means you may have to revisit the same ground several times.

3. The Passenger

They're learning because someone else told them to – not because they want to. They turn up, but the effort's minimal.

Why they feel difficult: Motivation is almost entirely external, so progress depends on helping them find their own reasons to learn.

4. The Rule Bender

They know the Highway Code – but see it as optional. They'll say, “No one really does 30 here,” or “Everyone rolls through this junction.”

Why they feel difficult: You're not just teaching skills – you're challenging beliefs and habits that may go back years.

5. The Easily Distracted

They lose focus quickly – by scenery, conversation, their own thoughts, or even the next lesson they've got after this one.

Why they feel difficult: You need to work harder to keep their attention in the present moment while still letting them take in the bigger picture.

The Common Thread – It's Not About the Pupil

While these profiles look very different, the underlying issue is the same: Our usual teaching approach doesn't work for them – yet.

That doesn't mean we're doing something “wrong”. It means this is the moment to adapt. In fact, it's often these pupils that help us grow most as instructors.

Shifting the Perspective – From “Difficult” to “Different”

When we stop thinking “This pupil is hard to teach” and start thinking “This pupil learns differently from how I'm currently teaching”, everything changes. The key is to shift the question from: How can I get them to do what I want? to How can I adjust what I'm doing so it works for them?

What This Looks Like in Practice

1. Dig Deeper into Their “Why”

Before labelling someone as “hard work”, find out what's behind their behaviour. Ask:

“What's the main thing you want to get out of driving lessons?”

“How do you like to be shown or told something new?”

“What's the bit you're least looking forward to today?”

This gets you past the surface behaviour and into the real cause.





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2. Match Support to Need

A nervous pupil might need full step-by-step guidance at first, while an overconfident one may need more reflective questions to slow them down and make them think. Think of support like a volume dial – not an on/off switch. Adjust it lesson by lesson, or even task by task.

3. Vary Your Teaching Style

If your go-to is verbal explanation, but it's not landing – change it. Demonstrate. Draw diagrams. Use a visual aid. Get out of the car and walk them through it. The more tools you've got in your teaching toolbox, the more adaptable you become.

4. Agree on the Plan Together

The DVSA competency “Was the pupil encouraged to actively participate in the learning process?” exists for a reason. A lesson with the pupil, not to them, is far more likely to stick.

5. See Behaviour as Feedback

If the pupil is disengaged, distracted, or defensive, that's information. It's not personal – it's a signal to try something different.

When It Is About the Pupil

Let's be real – sometimes there are external factors that genuinely make progress harder:

Learning difficulties or undisclosed conditions that affect processing speed or memory.

Severe anxiety or trauma linked to driving.

Personal stress outside lessons.

A mismatch in personality or communication style between pupil and instructor.

But even in these cases, the question is still: What can I change or try to make this work better? Sometimes the answer might be referring them to a colleague who's a better fit – which is also a professional skill.

The Truth – Difficult Pupils Make Better Instructors

The pupils we think of as “difficult” are the ones who stretch our skills, patience, and creativity. They push us to:

Listen more than we talk.

Think about how we teach, not just what we teach.

Step outside our comfort zone.

Learn new ways to connect and adapt.

When we handle them well, they also give us the biggest sense of achievement – because we've helped someone who didn't fit the “easy” mould.

My Final Thoughts

So, do difficult pupils exist?

Maybe – but not in the way we think.

Most of the time, they're just people whose learning needs don't match our default way of teaching. Once we adapt – our style, our pace, our communication – the “difficult” disappears. The real question isn't “How do I teach a difficult pupil?” It's “How do I expand my skills so I can teach this pupil?”



IT'S CHRISTMAS: LET'S ALL BE MERRY AND BRIGHT

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.



**PENNIE
ALEXANDER**



What do we all like to do at this time of the year?

Go out and celebrate, have lots to eat and maybe a drink or two, or three... and why shouldn't we? We all know not to drink and drive, or do we? How many can we safely drink and still drive?

There is no definitive answer to that question, everyone is different and what one person can eat, or drink will differ from another. If we're on medication, this may also change how we react to alcohol. Alcohol is a depressant so you may find you react unexpectedly if you are taking certain medications as it can intensify side effects, such as dizziness, sleepiness, changes in mood, coordination or concentration.

Alcohol can cause us many more issues than we realise, including being a contributor to 8 different types of cancer, liver damage, heart problems, eyesight, hearing and brain damage, to name just a few. So, if we mix it with driving, it's not always going to end well!

I'm going to be having plenty to eat, so I'll be fine, the food will soak it up, won't it? The answer is no, our bodies will digest the food before the alcohol, so it will delay intoxication, not prevent it. Just a couple of drinks won't make me drunk!



You may not feel the effects of the alcohol, but just one drink can vary in strength considerably, depending on the alcohol content and can mean we are 4 times more likely to crash. So, understanding how much alcohol the drink contains and how that will affect you personally is an unknown, unless you have a correctly calibrated breathalyser.

I could give you an average method of working out how much to drink, but we are driving instructors, so there is NO tolerance. We simply should not have any alcohol if we are intending to drive that night. If we are driving the following day, we should be limiting the drink we have that evening. I will give a very rough estimate, it will take one hour for one unit of alcohol to disperse from our system and it takes approximately one hour for the process to start.

One unit of alcohol is 8mg or 10ml of pure alcohol and one average strength pint of larger works out to approximately 2 units, a large glass of wine (250ml) is approximately 3 units and a single shot of vodka is 1 unit. Now these vary depending on the actual strength of the alcohol, so please don't take these figures as gospel. You can work out the units by using the following formula:

Volume of alcohol in ml multiplied by ABV (alcohol %) divided by 1000 = Units

I'm all for a good time, having fun, getting drunk if you want to, but plan it, don't take your car, as the temptation to drive home is far greater than you think. Alcohol distorts our thinking!

So many people get caught in that trap and think it's their only option to get home, it's not! Book a taxi, get a bus or train (if possible), or make sure you're out with a designated driver that doesn't drink. Get drunk and be merry, have a wonderful time, lots of fun and laughter, just don't drive!

Merry Christmas and a Happy New year to you all.

WHICH SOCIAL MEDIA : PLATFORMS FOR SUCCESS IN 2026

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**



Platforms you should be marketing your driving school on for success!

This month, I am going to talk about the social media platforms that you should be marketing your business on as a driving instructor so that you grow your business both on and offline.

From my experience in marketing driving schools, I've found that a Google presence is essential. My first tip is to keep your Google Business Profile listing up to date and ensure it contains contact details, opening hours, and customer testimonials. Also, have an up-to-date website containing the same.



My second tip is to optimize your social media pages to show visitors that you're a driving school. Imagine your Facebook, Instagram and TikTok pages as shop windows. Visitors need to immediately know essential information such as the areas you cover, opening hours and most importantly – that you're actively teaching. If you also teach instructors, showcase that in your bio so that visitors can see that as soon as they visit the page. Otherwise, how do page visitors know?

My third tip is to post on all pages regularly (at least three times a week) with content that engages. There is a lot of content out there that driving schools can post. As much as test passes are great as they showcase your success as an instructor and that of your learners, you don't just want to post them. If you're short on content ideas, a quick Google search or ChatGpt will yield lots of ideas. For the driving schools that I work with, we will be posting Christmas and New Year-themed content.

My fourth tip is to promote your social media pages where you can. Have buttons on your website, a TikTok page link on your Facebook and Instagram page bios, and an Instagram button on your TikTok page. Finally, ask your learners to follow you and tell their friends.



My fifth and final tip is to promote your social pages on other platforms. Don't be scared to tell your Facebook and Instagram followers to follow your TikTok page and vice versa. This can be part of a written post or video. TikToks can also be shared with Facebook stories and Instastories and repurposed as Facebook and Instagram Reels, although removing the watermark is advised.

Have a lovely Christmas.

CHRISTMAS: THE GIFT OF RECEIVING

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
LEFTER**



Regular readers of my blogs know I like linking the theme to current events, and Christmas throws up many opportunities! I mean it could be giving, peace, snow or over indulgence! But I've decided to go with receiving gifts, after all who doesn't like getting gifts? What do gifts have to do with driver training? Read on.....

I'm not talking about chocolates or a card after they pass...I want to discuss the gifts that you may not even realise you get. I'm talking about responses you might get to your questions, specifically the dreaded 'I don't know, you tell me you're the instructor' or the 'shoulder shrug'.

Now I know that those kinds of responses can be extremely frustrating. After all we are serial helpers, and these responses aren't seen as very helpful. But what if you changed the way you see these responses? What if you saw them as gifts? Ah, now you get the Christmas link, right? They're gifts because you have a response. It might not be the response you were hoping for, or expecting, but nonetheless it's still a gift.



Seeing them as a gift immediately changes your first response. Instead of an internal 'that's not very helpful' you might think 'great, I've got a response, I've got something to work with' How might that different way of looking at it help you?

It's a gift but an even bigger/better gift is an even more responsive answer, so let's take a look at some of the reasons you might be receiving this small gift:

A defence mechanism, a fear of conflict. We are wired to avoid conflicts & disagreements. If someone feels their response may lead to conflict or disagreement they choose not to get involved. 'I don't know' is safe, it feels more secure to them.

This could be linked to low self-esteem. It's a safety net not to answer. 'If I don't answer I can't get it wrong' If they don't get it wrong they feel better.

Genuine lack of knowledge. They may not actually know. Rather than admitting it the shoulder shrug protects them.



Need time to process. Some people need time to think things through, form opinions and ideas. For some a thoughtful, measured response is preferred. So when an immediate response is desired they may feel uncomfortable, therefore avoid a direct answer as it's not the measured response they would prefer to give.

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**TERRY
LEFTER**



It may be a sign of discomfort. Especially if you're asking questions around a perceived 'fault' If they feel awkward, embarrassed or uncomfortable it might feel easier not to discuss. So choose not to respond.

It's important to always bear in mind that you have no idea what's in this person's past, what their life experiences have been so far. What's even more important is for you to see these responses as gifts, and not to take it personally.

They can tell you so much about the person's mindset & mood. We are conditioned to look for straightforward, transparent communication and when that doesn't arrive we seek to rationalise, negatively! Like 'this person ain't interested in learning to drive' or 'like getting blood out of a stone' or even worse 'what' wrong with them! So what can you do when you receive these gifts?



Discuss it. Open, non-judgemental chats with your students are vital for deeper levels of rapport. The language you use is important too. Asking 'why do you not answer my questions' won't be anywhere near as effective as 'I feel a bit lost when I don't get an answer to my question'

Understanding your own emotions and signals you might give off is vital. Again, don't take it personally. This person sitting next to you is unique. Be aware of your micro expressions – a raise of the eyebrows, a breath in/out, a half-smile -these all show negativity, and your student WILL notice. They may not know they've noticed, but they have. They may feel judged. This will put a block to future responses – remember the defence mechanism?

Self-awareness. What do you do when you ask a question? Cross your arms? Sigh? Do you use language that may be taken as an accusation...even if you didn't mean it that way? Is 'why' a big part of your questioning technique? I'm going to suggest if a few of your students often give you the 'I don't know' gift, the answer may be here.

Challenge. Accepting an 'I don't know' and then giving the answer straight away makes life easy for them. They learn the behaviour 'all I have to do is say I don't know and I'll get the answer'

Be patient, give them time to formulate and process. Ask if they'd like more time. Use follow up questions, challenge (gently). So the learned behaviour becomes 'I can't get away with I don't know' You might find changing the way you ask a question helpful. Instead of 'what did you think of....' Try 'I'd be interested to know what you thought of....' That small change may make them feel that they are helping you, rather than under pressure to respond. There's more to discuss around this subject so next time I'll look at the difference between questions and statements...and how much more information you can get from a statement. Thanks for reading, hope you found it useful.

Wishing you all the most peaceful & happy Christmas



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**



Every parent remembers that mixture of pride and fear the first time their teenager sits behind the wheel. It's one of life's great milestones, a symbol of independence and growing up, but it's also one of the most dangerous moments in a young person's life.

For Kate Monk, a driving instructor and trainer from Devon, that moment, and everything that follows, has become her mission. Through her project, *My Learner Driver*, she's set out to help families do something that sounds simple but could transform road safety: take shared responsibility for producing safer, more capable young drivers. Kate has spent more than a decade teaching learners and training other instructors, but the idea for *My Learner Driver* didn't come from the classroom. It came from watching her community suffer. "In our area, we lost four young people in a short period. Some of my students were friends with them," she says. "You could feel the shock ripple through the community. It changes everyone."

Those losses, and the fear and grief that followed, made Kate question whether the traditional approach to driver training was enough. "We tell ourselves it won't happen to us," she says. "But when you see how those losses affect an entire generation, you realise something has to change." Her answer was *My Learner Driver*, an online platform that helps parents and learners work together from the very beginning.

It's designed to give structure and purpose to private practice; the hours learners spend behind the wheel with a family member.

For many instructors, those hours can be a source of frustration. Parents often mean well, but without guidance, their help can do more harm than good. "I've had students come back after a week of driving with Dad," Kate laughs, "and suddenly they're racing up to junctions, late braking, getting flustered when someone's behind them. You ask what happened, and they say, 'That's how Dad does it!'"

The course aims to turn those moments into something positive. Parents get practical tools to help their young drivers, how to talk calmly in the car, how to plan lessons, and how to model the kind of behaviour they want their children to copy. "Parents spend 17 years protecting their kids with helmets, knee pads and safety seats," Kate says. "Then one day we hand them a set of car keys and hope for the best. We have to do better than that."

At the heart of her programme is the belief that parents are the biggest influence on a young driver's behaviour. "Learners listen to their parents more than they do us," she says. "They see how their parents drive, how they react in traffic, how they talk about other drivers. All those little things shape the driver that teenager will become." The course helps parents realise that everything they do behind the wheel, their patience, their road manners, even their muttered frustrations, become lessons absorbed by the next generation.

There's also a strong emphasis on attitude. "It's not just about skill," Kate stresses. "It's about mindset. Most fatal crashes aren't because people can't drive. It's because they make bad decisions." That mindset begins long before the test.

Parents are encouraged to talk through their own decisions while driving, explaining why they're slowing, what they're looking for, and how they're managing risk. These conversations plant the seeds of hazard awareness before a learner even takes the wheel.

The course itself is simple and accessible. It's entirely online, made up of short, easy-to-watch videos alongside written guides and interactive elements. Each clip focuses on a specific topic, from managing fatigue to predicting hazards, and most run only two or three minutes. The idea is to make learning quick, practical, and realistic for busy families. Instructors can use it too, setting modules as "homework" or recommending particular lessons to strengthen specific skills.



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**TERRY
COOK
THE INSTRUCTOR
PODCAST**

Some schools even bulk-buy access codes so they can offer the course to learners directly. "It's not there to replace instructors," Kate insists. "It's there to make private practice more effective and to bridge the gap between lessons."

That gap matters. Government figures show 1,602 people were killed on Britain's roads in 2024. Around one in five new drivers is involved in a crash within their first year of passing the test. "We can't keep doing what we've always done," Kate says. "We've had the same system for decades: train for the test, pass the test, and then hope for the best. Our influence as instructors only lasts about five months after they pass. After that, they fall back on what they've seen all their lives. That's why parents matter so much."

Kate's long-term vision stretches far beyond the basics. She's already working with insurance companies to link My Learner Driver certificates to discounted policies, rewarding families who take safety seriously. She's also exploring partnerships for data-led research, comparing how graduates of the course perform against those who haven't used it. And while many in the road safety world have been calling for a government-mandated Graduated Driving Licence, Kate's taking a different approach. "We can't sit around waiting for the government to act," she says. "Families can make their own version. Set curfews, passenger limits, and family rules. Start now."

That sense of action, of doing something, however small, runs through everything she does. "I get frustrated when people keep saying what they're going to do but never actually do it," she admits. "I didn't want to be one of those people. It's not perfect, but it's good enough to start helping people today."

The road safety community has embraced her work. For too long, the world of driving instructors and the world of road safety professionals have been separate, each talking about the other but rarely to one another.



Projects like My Learner Driver are starting to bridge that divide. "The road safety professionals have been amazing," Kate says. "They understand that instructors are the link to families. We're the ones sitting in the car, having the real conversations. If we work together, we can make real change."

For Kate, the drive behind this isn't policy or research, it's human. She's seen the memorial flowers by the roadside, the classmates who fall silent when they pass the site of a fatal crash. "Every time one of my students drives past that corner where the last crash happened," she says, "you can feel the air change. They slow down. They remember. And that's heartbreaking."

That's why she keeps going. "We can't keep saying it's someone else's responsibility," she says. "If you can do something to help, you should." Families can try My Learner Driver for free. It's designed for parents, grandparents, and anyone who supports a learner driver, whether it's giving lifts, practising on quiet roads, or simply talking about driving at home. The course offers practical guidance, gentle accountability, and a reminder that safe driving begins long before the test.

There's no single answer to reducing crashes among young drivers, but this is a genuine step forward. It's a programme that doesn't just prepare people to pass; it helps them prepare for life on the road. As Kate puts it, "We love our kids. We spend their whole lives keeping them safe. Why stop the moment they get their licence?"

Maybe it's time we all started thinking of learning to drive not as the end of the journey, but the very beginning.

It's why KIT MAG has decided to partner with Kate's "My Learner Driver" in 2026.

Have a wonderful Christmas and a safe New Year!

Mirrors Signal *Pink* K.I.T.

Josh Holleran is the host of the YouTube Channel "Mirrors, Signal, Podcast." MSP gives insights into the Driving Instructor industry through sharing the stories of recently qualified instructors and knowledge from industry leading experts. As someone who is leading the industry in communication and delivering his message and the message of others in our industry and with a focus on Potential and Newly qualified PDIs...Who better to partner us for Mirrors Signal - Pink KIT!



JOSH HOLLERHAN
MIRRORS SIGNAL
PODCAST



Choosing the right training area: Why it matters more than you think...

Before a lesson even begins, one of the most important decisions a PDI makes is choosing the right training area. It's something that can be easy to overlook, especially when you've got a lot to juggle already. While you can teach in an unfamiliar area and sometimes, you'll need to, it's worth recognising that it comes with extra challenges. The area you choose has a huge influence on how well you can support the pupil, how confidently you can manage the risks, and how smoothly the lesson flows.

Selecting the right environment isn't about limiting yourself or sticking to the same handful of roads. It's about giving yourself the best conditions to help the learner progress and understanding how the environment you choose either reduces pressure... or quietly adds to it.

Start with an area you know

A good starting point for any PDI is to work in an area you're familiar with. When you know the roads, the layout, and the little quirks, it becomes easier to stay ahead of the lesson. You can anticipate what's coming, you know where the natural hazards are, and you're less likely to be caught off guard by something unexpected.

That doesn't mean avoiding unfamiliar areas altogether, it just means being realistic about the added cognitive load it creates. If you're learning the area at the same time as trying to support the pupil, manage risk, and deliver clear instruction, you're giving yourself a much harder job than you need to. Working somewhere familiar gives you more headspace to focus on the learner, and it usually results in calmer, smoother lessons for both of you.

Match the area to the learner's current ability

The next consideration is the learner themselves. It's common for PDIs to move into situations that are simply too challenging for the pupil at that moment.

When that happens, the learner can become overloaded, anxious, or feel like they're constantly "getting it wrong," even though the issue is the environment, not their ability.

The right training area should reflect where the pupil is currently at, not where you'd like them to be. Build them up gradually and choose an environment that supports their growth. A learner who is still finding their feet doesn't need three-lane roundabouts or busy filter systems. A nervous pupil doesn't need steep hills or tight, fast-paced traffic. The aim is challenge not overwhelm.

When the difficulty of the area aligns with the learner's current level, progress feels natural and confidence builds steadily.

Choose an area that supports the lesson objective

Once you're comfortable with the learner's ability, think about what the lesson aims to achieve, every objective has an ideal environment. Matching the area to the objective helps the lesson stay structured and meaningful.

Instead of fighting the environment, everything works together: your teaching, the skill you're developing, and the learner's ability to take it all in. Then consider the overall complexity

Lastly, think about the complexity of the area. Traffic volume, layout, time of day, unusual road features they all play a part. Complexity can be useful for stretching a learner but only if they're ready for it, and only if you've chosen it on purpose. If complexity adds value, use it. If it only adds stress, save it for later.

A small decision with a big impact

Choosing where to conduct a lesson may seem like a small detail, but it's a skill that shapes the entire experience for you and the learner. When you choose the area intentionally:

- You can anticipate hazards earlier
- You stay calmer and more in control
- The learner feels supported rather than overwhelmed
- Risk is easier to manage proactively
- The whole lesson becomes more focused and productive

It's one of those small decisions that makes a huge difference over time. Thoughtful training area selection helps you create safer, more effective lessons and it supports your own development as a confident, capable instructor.

TOPIC: PDI HELP

Ask Mia

More Information & Advice

Mia Strothers 14, died after being hit by a BMW as she walked to school on Lighthowne 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:

"What should I do if an examiner shouts at my pupil during a test?"

MIA:

It should never happen but unfortunately we know it does at times. Your priority is the pupil's emotional safety. Acknowledge their experience without reinforcing blame, and help them reflect on how it affected performance. If the behaviour felt unprofessional, follow DVSA's formal feedback or complaint process—focusing on facts, not emotion—while modelling calm, respectful professionalism.

Hi Mia:

"My Part 2 test is three months away. How do I keep progressing without burning out?"

MIA:

Long waiting times are frustrating, but they're also an opportunity. The purpose of part two is for you to understand your own driving skills, and the 'whys' behind your actions. So that you have a basis to develop your teaching skills in part 3. Shift focus from test-chasing to skill-building: lesson structure, risk management, coaching conversations, and reflective practice can all be developed through part 2 training and practice. Strong foundations reduce anxiety and improve outcomes—focusing to tests individually rarely builds confident, resilient instructors.



Hi Mia:

"How can I manage last-minute lesson cancellations over Christmas fairly?"

MIA:

It's the age old frustration isn't it! You plan to work a few days in between Christmas and New Year and by the time you get in the car, you've lost half the day to cancellations. Setting clear and defined agreements for these lessons as exceptions, with greater expectations due to the time of year would be my advice. Set expectations early and stick to them consistently. A clear Christmas cancellation policy protects both your income and relationships. Be human but professional—flexibility is a choice, not an obligation. Modelling boundaries teaches pupils responsibility, planning, and respect for others' time.

Hi Mia:

"Do I need to check pupils are legally fit to drive over Christmas?"

MIA:

Yes—your duty of care doesn't pause for the holidays. Fatigue, alcohol, medication, illness, or emotional stress can all affect legal fitness to drive. Encourage open conversations and reflective self-checks. Coaching pupils to recognise when not to drive is as important as teaching them how.

Happy Christmas one and all



much loved

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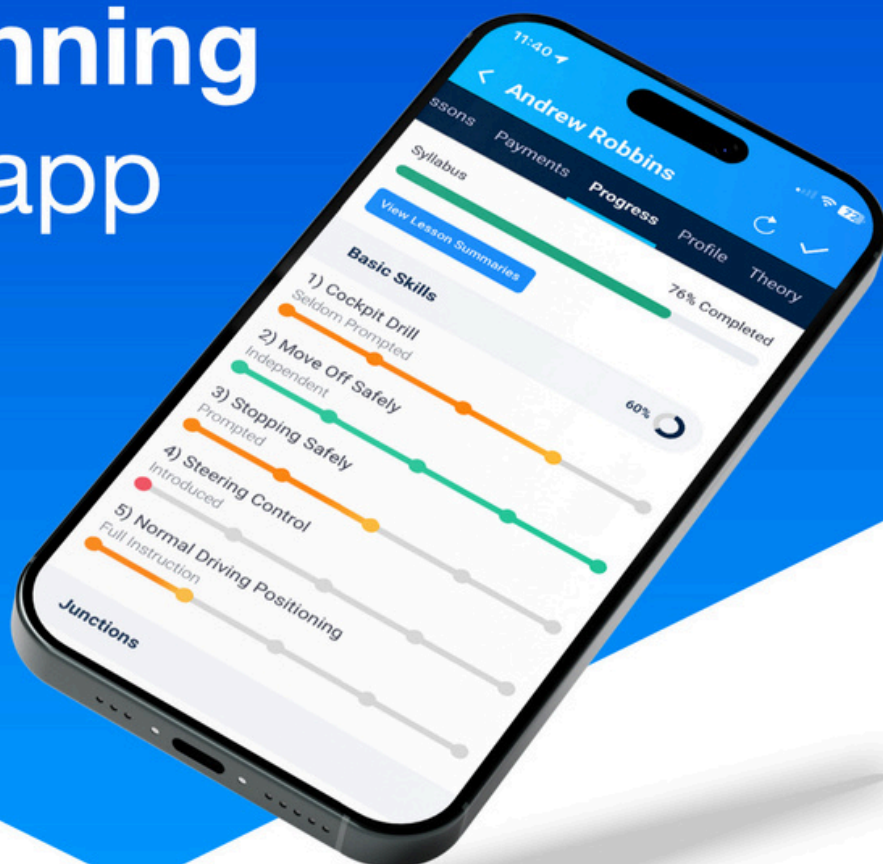
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