

KIT MAG

E - M A G A Z I N E F E B R U A R Y 2 6



WELCOMES . . .



Stay safe beyond the test

Elevate driving skills to last a life-time
and create your own family plan to
protect your new drivers



BLOGS FROM:

Lee Jowett, Mick Knowles, Diane
Hall, Ray Seagrave, Alison Harper,
Terry Cook, Josh Hollerhan, Terry
Lefteri, Pennie Alexander, Nick
Butters

THE INDUSTRY E-MAG..

That **K**eeps **I**nspiring **T**oday's **I**nstructors

**#KNOWLEDGEABLE
GOOD CPD**

ALSO THIS ISSUE...

Meet The Instructor
Ask MIA

Our Partners...
HELP appeal
My Learner Driver



The Learning Triangle -

Are We Disappearing In To The Bermuda Triangle?



**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)

The reality for this industry is that 'Every Test-Facing Industry Lives or Dies by Alignment' or misalignment. In any profession where performance is assessed, one truth quietly governs behaviour...Assessment shapes learning.

Not the curriculum. Not the desire of individuals. Not even the stated standards. The ultimate outcome is governed by Assessment.

This is where understanding the Learning Triangle becomes essential. This is where everything we strive for becomes at risk of disappearing into The Bermuda Triangle.

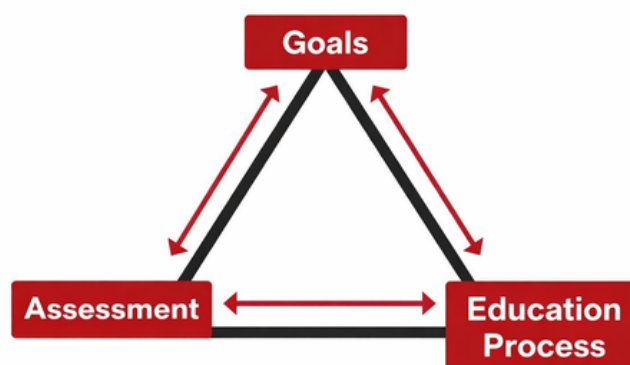
We set the stall out with the end in mind...How do we create safer drivers? What are the goals for driver education?...The reality is that the development goals are always impacted by the fact that all three elements of the learning triangle are interconnected:

1. Development goals. (GDE)
2. Training process. (CCL/NSDRT)
3. Assessment criteria. (L-test, Part 3)

When these three are aligned, learning becomes robust. When one is misaligned, performance becomes fragile. This isn't unique to driving instruction. It applies to any development process in any industry. Any industry where people are assessed under scrutiny.

So you take the training process, be that training a PDI to teach to the NSDRT, or teaching new drivers...and assess whether the three elements truly interlink. If we train PDI's to the national standards then we are training them to create a learning environment that promotes their pupils acceptance and understanding of self. Allowing them to practice driving in their own ways and to be coached to recalibrate thought processes and emotional motivations through reflective practices.

Safer Drivers Alignment Model



The goal of 'Client Centred Learning' is to produce development around the core self. An understanding of self, strengths, weaknesses and threats that are enabled or inhibited as a result of greater self-understanding. That through the development process the learner becomes more and more aware of themselves and how they need to be to drive well, what motivates their actions under pressure and what strengths they have to cope. In order that the ultimate goal of 'creating safer drivers' is met...since collisions are very rarely the result of a lack of skill.

As a result of this training, then ADIs should become reflective practitioners and competent coaches. The result would be that more new drivers would enter our roads having been effectively coached to reflect on themselves and their behaviors whilst driving independently.

So the goal of creating safer drivers, with the 'tools to understand reality' (Esko Keskinen 1995) as outlined in the Goals for Driver Education Matrix (Mikkonen & Keskinen 1999) would align. As instructor training to the NSDRT aligns with the stated goals for driver education. The MERIT project (2005) set out the requirements for instructor training and cited a 'top-down' approach to the GDE as the foundation for training instructors. Since self-awareness is the foundation of safe driving, so must it be the foundation of the training of instructors...If you don't understand yourself how can you possibly help others to understand themselves in order to be safer drivers?

To complete the triangle, to sail through without disappearing into the shadows...the process requires that the assessments align with the goals and training criteria.

The Learning Triangle -

Are We Disappearing In To The Bermuda Triangle?



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If we begin with looking at the PDI part 3.

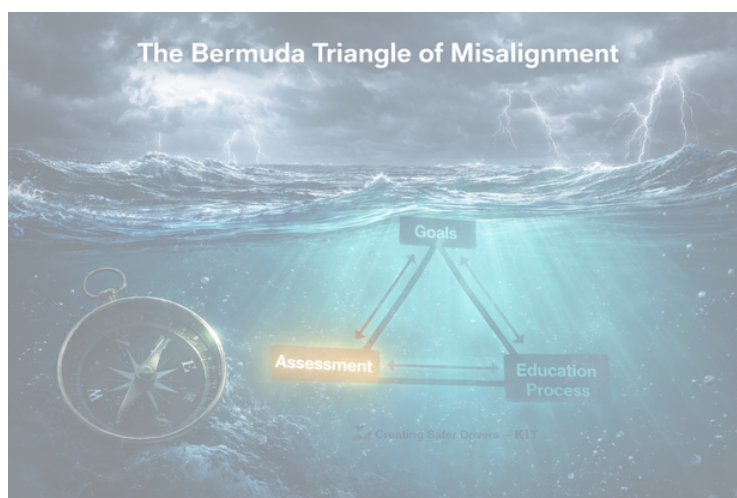
To align with the goals and training, the examiner would be looking at how an environment is created that promotes learning, how the learner was encouraged through the PDI to explore their motives and motivations and how they are coached to realign their misunderstandings and to develop understanding of how their emotional responses can contribute to the cause of crashes (DVSA Learning to drive syllabus unit 1). Feeding this into the L-test then the examiner would be looking at how the pupil deals with their (typical) emotional responses driven by their situational motivation that day.

Encouraging the pupils reflection at points and rewarding self-awareness in decisions rather than purely competence.

There are zero mentions of the word fault in role 6 unit 3 'Enable Safe and Responsible Driving' (the role of a driving instructor teaching learner drivers) in the National Standards for Driver and Rider Trainers.

There are many differences between fault-based competence training and client-centred training, the goals and intended/delivered outcomes vary massively. As such assessments would require different performance indicators.

Fault-based training focuses on what went wrong. It builds technical competence. Learners become good at avoiding mistakes because they're conditioned to. The outcome? Drivers who can perform when conditions are in line with where and how they were trained.



Client-centred training takes a different path. It explores the persons thinking, motives and emotional state. Instead of asking "What did you do wrong?", it asks "why did you go wrong?" To create a deeper understanding of "What influenced that decision?" The outcome overall being that the learner begins to understand how to control themselves, not just how to control the car.

The difference in outcome, potentially is powerful. Fault based training produces drivers who can follow rules if the context permits. Client-centred training develops drivers who can regulate themselves when context changes, when pressure rises, peers influence them, or emotion clouds judgement.

Because competence avoids faults...Self-awareness prevents collisions.

That the part 3 (and SC) is more in line with the focus of the L-test (fault ID) than the standards with which it is supposed to align, weakens the process and determines the outcome. In short we continue to produce new drivers trained around competence but without the skills they require to make safer choices post-test, through a deeper understanding of self.

Client-Centred Learning and the goals for driver education have long been lost in the triangle.



Learning to drive is a team effort:

Why families matter in the learner driver journey

Learning to drive begins long before 17 and well before L-plates make their first appearance. Our learners have been absorbing attitudes, habits, and beliefs from the adults around them for their whole lives. They have watched how vulnerable road users are treated, how mistakes are handled, and how rules are respected (or not) by the people who matter in their lives.

With parents being the most invested and influential people in our learners lives, they are in the perfect position to continue the support long after their time with us is passed. But are they fully aware of the risks and how they can help prepare their learner for life beyond the test?

Drive how you would like your teenager to drive

It starts with parents taking their own driving more seriously and understanding how they can limit the impact of their own beliefs and reactions to other road users in stressful times on their learners. If a parent has been a little lax with the rules of the road, what can they realistically expect to see their learner driver doing when they are driving solo?

What conversations could you have with your learners to help them realise the influence their parents are having on them and what guidance can you give them on broaching the topic with the parents themselves?

Inviting parents to observe a lesson or even better, have a refresher lesson themselves will help iron out bad habits, change attitudes and raise awareness of the risks. It's not going to appeal to everyone but as instructors, we have the skills, the rapport and the opportunity to get families thinking.

Encourage your learners to speak up if they ever find themselves in a position where a driver is acting dangerously, or distracted or they are not comfortable with how the car is being driven. Practice ways that your learner can speak up and make parents aware that they also need to have these practice sessions. It may well be that learners have to call out their parents with speeding or mobile phone use, but this is great practice and will help your learner develop the confidence they need to stay safe with friends.

Variety is key

Driving instructors are under no obligation to work late or offer night time driving and for many, it is not a logistical option. But conversations with learner and newly qualified drivers suggest that driving in the dark is something that they feel least prepared for with the latest statistic showing that a higher proportion of crashes happen in the early hours. Guiding families and friends to take on extra private practice in challenging light and weather conditions is vital to help learners gain experience which, is particularly true for young male drivers. "Although males aged 17-20 are seven times more likely to be involved in a collision than all male drivers, between 2am and 5am, their risk is 17 times higher."

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

Dr Liz Box's latest research has proven that quality private practice offering variety on the roads over quantity of hours is the key to exposing our new drivers to enough scenarios that they are then able to build their reactions post test. Rural roads, lanes, late nights, twilight and soggy drives must be repeatedly covered and doing it with an instructor is not always possible whether it be our availability or cost prohibitive.

Guide the private practice

What is the purpose of private practice? With families often not having any driver training since their own test passes, practicing outside of lessons needs to be just that. Practice. Encourage them to focus on practicing what has been learned that week, building confidence in the skills that have been introduced and applying them in a variety of different conditions.

How do you keep parents up to date with what has been worked on in the last lesson? I imagine that there are some instructors who regularly communicate with families but that on the whole, many instructors prefer to keep families and partners at arms reach and only interact with them via the learner. Whatever your approach, keeping good notes that can either be read by parents through a diary management app, on paper, in person or via messages is vital.

Being more proactive in setting home work and suggesting areas and skills to practice will help engage families with the process and support progress with learning. Even for families who cannot supervise learners, there is so much that a learner driver can gain from the passenger seat, with the right guidance.

My Learner Driver

Creating a toolkit that compliments what is offered in driving lessons but provides structure to private practice and raises awareness around the reality of the risks our new drivers are facing is why My Learner Driver exists. Being able to set home work even if it's just from the passenger seat, support families in developing a plan to manage the post test pass and improving standards not just in learner driving, but within the whole family are the foundations it has been built on.

What does the dream team look like?

If young male drivers are 17 times more likely to be involved in a KSI collision between 2am and 5am, what influence can we realistically have on that statistic as driving instructors?

Discussing it in lessons and using tools like The Honest Truth raise awareness of the risks and consequences around carrying passengers, drink and drug driving, and distraction. But once that licence is in their hand, the responsibility ultimately sits with them and we have to trust that they took enough in, assuming we have given them the tools to deal with difficult situations. Setting homework for your learners and families to discover more about the risks, developing hazard predictions skills from the passenger seat, watching THT videos together or completing sections of My Learner Driver are all ways of empowering families to do more.

Working with bereaved families has been both heart-wrenching and inspiring. The one thing they all say is that they wish they had known the facts and understood the risks sooner. Parents spend their whole lives protecting their children, from car seats to knee pads and helmets, yet driving rarely registers as a serious threat.

**As instructors, our role extends far beyond teaching driving skills.
We can help families understand the risks and guide them in creating a plan
to manage those high-risk situations themselves.**

**SHARE WITH YOUR
LEARNERS**



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





L OF A WAY TO HELP YOUR PUPILS ARE YOU MENTALLY PREPARED FOR YOUR PART 2/3 OR SC?

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 I qualified as a driving instructor back in 2002, we were taught the process of Fault Identification, Analysis, and Rectification. The principle was simple: identify the fault (e.g., the pupil stalls), analyse what caused it (e.g., selecting third gear and lifting the clutch too quickly), and then rectify it (e.g., selecting first gear and lifting the clutch more slowly). This method still applies today, but it has evolved into a more client-centred, coaching style.

But what about applying the same approach - Identification, Analysis, and Rectification—to our Behaviours, Emotions, Sensations, and Thoughts (B.E.S.T.)? How many of you were taught this? I certainly wasn't!

I specialise in helping learners, PDIs, and ADIs manage test day nerves, and a crucial part of this preparation is understanding how our B.E.S.T. can significantly influence performance. If we can turn a negative B.E.S.T. list into a positive one, it greatly increases the chance of success. However, many people find it challenging to categorise these elements, so I wanted to share a recent session I had with a wonderful PDI who is about to take her final attempt at Part 3. She came prepared with the most thorough B.E.S.T. list I've ever seen!

Before our session, we discussed her list, and she promised to reflect on it ahead of our Zoom call. When we met, I was amazed by how comprehensive her list was, and I felt compelled to share it with you. I'm sure many of you will resonate with it - whether from your own experiences or from working with your learners.

How Many of These Do You Relate To?

Behaviours:

- Over-control, over-talk, less coaching
- Over-justifying my decisions
- Not trusting my instincts
- Sticking rigidly to lesson plan and not adapting
- Avoiding reflective questions
- Avoid having a conversation
- Jumping in too quickly to "fix" errors
- Missing learning opportunities
- Freeze - Conflict with gut feeling

Emotions:

- Anxiety increases as test approaches
- Fear of failing
- Self-doubt
- Pressure to perform
- Frustration if things don't go to plan
- Sad and unimpressed with myself and pupil performance
- Anxiety over previous tests
- Intimidated by the examiner watching/judging me

L OF A WAY TO HELP YOUR PUPILS

ARE YOU MENTALLY PREPARED FOR YOUR PART 2/3 OR SC?

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But when it comes to the test, it's a different story! Her negative B.E.S.T. list is preventing her from succeeding, and of course, with it being her third attempt, the pressure is even higher.

Sensations:

- Heart rate rises
- Breathing tightens
- Brain fog - forgetting planned prompts
- Brain feels like it's on fire
- Dry mouth
- Tongue-tied - don't know where to start from

Thoughts:

- "It has to go exactly right"
- "I can't afford any errors"
- "I'm messing this up"
- "Good instructors don't struggle"
- "I don't really belong here"
- "I've just been lucky so far"
- "Others know more than me"
- "The examiner looks unimpressed"
- "What must he think of me?"
- "That hesitation means a fail"
- "One mistake = disaster"
- "That was rubbish"
- "Why did I say that?"
- "I should know better"
- "Everything depends on me"
- "This is make-or-break"
- "If I fail, it means I'm not cut out for this"
- "They're watching for mistakes"
- "Just give me the answer - you DO know the answer - we've done this a hundred times before - I've told you this - DON'T do this to me right now, stop acting like this" This list is as about as negative as it gets, and the sad part is that this PDI has had lots of test passes, her learners love her enthusiasm and teaching style, and she performs well with her trainer.

Turning a Negative B.E.S.T. Into a Positive One

During our two-hour Zoom session, we were able to address every point on her list, and by the end of the session, we turned her negative list into a positive one. She left the session feeling confident, in control of her emotions, and equipped with a 'Psychological Toolkit' ready to pass her Part 3. Of course, this is only possible if the person has the ability to pass. For example, I can't help a learner pass their test if their instructor is telling them when to change gear or what lane to be in, or an instructor isn't able to manage risk, or understand roles/responsibilities, etc. However, if the person has the ability to pass, and we can help them change their negative B.E.S.T. into a positive one, this gives them the best chance of success.

Mental Preparation: A Key to Success

What this process highlights is the importance of mental preparation. Just as you train learners to drive safely and effectively, you must also equip your learners (and yourselves!) with the mental tools to manage stress, build confidence, and control your emotions.

A positive mental state isn't just beneficial for passing your own assessments; it's also crucial for the success of your learners. As instructors, you are role models. Why not show your learners how to manage nerves, self-doubt, and other mental hurdles, by providing them with the tools to overcome their own challenges during their tests.

How can you do this?

On the instructor page at lofaway2pass.com, you'll find a range of resources to help you and your learners including:

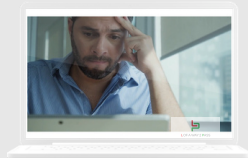
- 1-2-1 'stress buster' zoom sessions (also available for learners on the learner page)
- Zoom workshops
- In person Driving Test Nerves Specialist workshops
- Driving Test Nerves Pro - access to the online course featuring all the techniques from our in person workshop, available to you and all your 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!

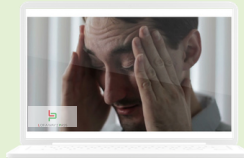


All delegates benefit from..

- 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



L OF 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

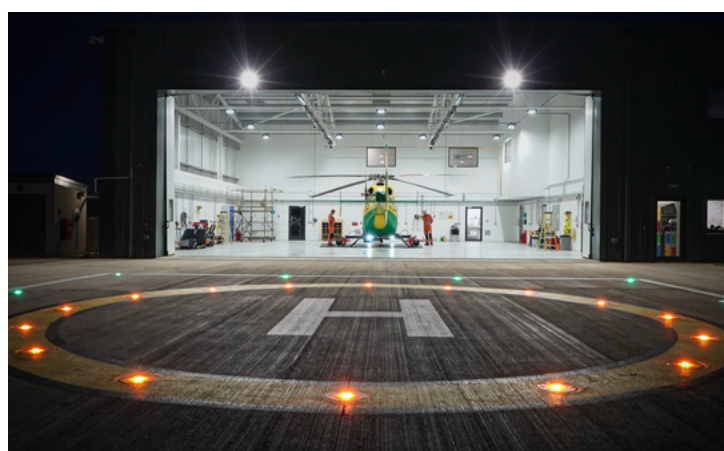
Keep Calm Quiz

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](#)



HELP Appeal: TRANSFORMING EMERGENCY CARE BEYOND HELIPADS

The HELP Appeal is best known for its funding of NHS hospital helipads across the country, helping to reduce the time it takes for critically ill and injured patients to reach lifesaving treatment at Emergency Departments after landing in air ambulances. However, our support also extends to funding air ambulance bases, ensuring crews have the facilities they need to respond quickly, efficiently and safely to medical emergencies.

Modern air ambulance operations demand high-quality infrastructure that can support a rapid 24/7 emergency response. Many existing bases were built years ago and no longer meet the needs of an increasingly busy service. Our funding helps transform these bases into purpose-built facilities designed for today's emergency care demands.



A recent example of this support can be seen at the Midlands Air Ambulance. The HELP Appeal provided significant funding to upgrade its air bases, creating state-of-the-art infrastructure that includes expanded hangars, modern crew accommodation and improved operational spaces. These improvements help ensure the charity's aircraft and crews can be ready to respond at a moment's notice. On our vital support, they said:



“This £2 million redevelopment, made possible thanks to the generous funding from the HELP Appeal, marks a transformative milestone ... The upgraded facilities will...strengthen our ability to respond swiftly to emergencies and deliver lifesaving care...”

Each base the HELP Appeal funds across the country represents more than bricks and mortar. It is a lifeline for patients, enabling crews to reach emergencies faster and deliver critical care at the roadside and in remote locations. Thanks to the generosity of our supporters, we will continue to help air ambulances across the country, which will ultimately help to save more lives.



To learn how you can support the HELP Appeal, which has funded 57 NHS hospital helipads with another 40 in the pipeline, as well as funding air ambulance bases, critical care cars, medical equipment and PPE for air ambulance charities and volunteer medics, please visit: www.helpappeal.org.uk.

MEET THE INSTRUCTOR:

Kate Monk



Birthday (year optional 😊)
14/02/1989

Occupation
CEO and founder of My Learner Driver
Driving instructor
Mum of two aka The Taxi Service

Current Car
Skoda Kamiq Automatic



Dream car
Off roading camper van big enough for 4

Favourite lesson
I have so many lessons that I love:

Bay parking in the "duck" car park where next level observations are needed to not hit any of the 100 flock of assorted ducks, chickens and cockerels that call the farm shop car park their home.

Awareness and anticipation lessons across the heart of Dartmoor, spotting ponies and dodging sheep in the road. (pictures attached and taken legally!)



Least favourite part of your job
Telling someone that they are not ready for their driving test when they don't want to hear it.

What annoys you
When parents or partners push for a learner (who knows they are not ready) to take their test before they are fully prepared, just to have a go and see if they will pass.

What part of your job do you enjoy

As the founder and owner of My Learner Driver, I get to travel lots and meet a huge variety of really interesting people. Similarly, as a driving instructor, meeting so many different people with such varied backgrounds and needs is something I really enjoy.



Most memorable moment in your current role

Being invited to The Houses of Parliament twice in December 2025 has got to be the highlight so far. The first time, I was able to represent the driving instructor industry, which was unexpected and very humbling. The second was more of a social event where I was able to talk about the work I am doing on My Learner Driver to help build safer drivers while enjoying the tea and cakes. Never have I ever eaten such a posh slice of Battenberg!

Funniest moments in your role

Again there are so many but I think the most hilarious was when the country lane we were traversing near Sandford in Devon was blocked by a flock of escaped chickens. We stopped the car and waited a moment but there was nowhere to go. So, my learner and I both got out and spent 10 minutes running around catching chickens and sort of chucking them over the gate into the driveway that they came from. It was in the days before dash cam so I was pretty gutted it was not recorded.



My Learner Driver®

Biggest influence on your career

That's a tricky one. I think the lack of structure from my own training in the "old" ways and constantly doubting my own abilities in the new way has made me strive to seek out CPD and to read and study more. The Honest Truth has definitely inspired me to look at what we all do, at our society and its attitudes with more curiosity and has helped lead to what I have been creating for the last couple of years with My Learner Driver. And I guess the real kicker for me has been in the families who have lost their loved ones to road death, seeing the grief first hand, watching others campaign from afar and seeing the conversations on what should be done about it go round and round in circles without the government taking any actual action on it.

MEET THE INSTRUCTOR:

Kate Monk



Professional ambition

I would like to help create a change in our culture and our industry. Our current approach to newly qualified drivers is quite scary really. How society is happy to cut corners, save money taking less lessons and be okay with passing tests with mediocre scores.... and then handing over the keys to a tonne of machinery and hoping for the best. It's only when things go wrong that our eyes are opened to the danger and bereaved parents wish they had known the risks. It feels like when something bad happens and someone dies, people are horrified, sad and in uproar...for a few days, then it all goes back to normal. The cycle gets repeated and I don't think I can sit back and watch that happen over and over knowing that there is so much that we, as a country and as an industry can do to create the changes we want to see.



Personal ambition

I would love to be able to take my children away travelling and show them the rainforests, the insanely beautiful views from the tops of the highest mountains and the colourful corals under the sea. My husband and I travelled the world for many years and we came home for a "break" to raise children and enjoy our friends and family. But I want our children to experience the world and the amazing people that live in it and to volunteer within communities and on environmental projects around the world.

Hobbies and interests

I love crochet, painting, embroidery and anything crafty. My mum taught me when I was very young so I have had lots of practice and can turn my hand to most things. Not that I get much time to actually do anything these days. I also love the outdoors and spending time high up on Dartmoor walking between lessons. Our North Cornwall beaches are another of my happy places although I am not brave enough to swim in the cold.



At the end of a working day, how do you wind down
I have kids..... what does wind down mean?!
Once the children are in bed, I love crafting and will sit for many hours doing something.

Favourite food

There is a small town called Pai in the north of Thailand where a small roadside cafe with open sides and an open kitchen cooks THE most incredible Thai curries. There is nothing better in this world than proper sticky rice and a truly authentic Thai curry- the Massaman was my favourite but I would not be disappointed with the others.

Favourite film

Moana- I love the island life, the sun, the beaches, the history and the culture. She encompasses bravery and determination without being a precious princess or a damsel in distress.

What music do you like to listen to

The Killers and Imagine Dragons seem to be top of the list at the moment. But I am happy with anything I can sing along to!

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

Wind back 4 years when we decided to sell our hydroponic lettuce farm and vineyard to move our young family into town to be closer to schools and friends for the children, I had a choice to make. Move from part time driving tuition to full time and build what is now My Learner Driver, or move our whole family to Israel and take up the job I was offered as a hydroponic salad specialist in a friend's company. I would have been in charge of international sales of hydroponic farms and my husband working in the greenhouses. So probably farming somewhere hot and sunny.

If you could meet anyone...who would you most like to meet?

I would love to have a day with my Dad and introduce him to his grandchildren. He passed away from prostate cancer in 2008 when he was just 49, so if there is anyone in the world that I would want to meet and spend time with, it's him. If that's off the cards then I would love to meet David Attenborough.



If you won the lottery...?

Well, I would have my dream campervan, endless money and I would probably hire a private tutor so that we could take the children out of school and go on a long adventure. Perhaps starting in the Alps. I would employ some clever and passionate people to run My Learner Driver while we are away and get lots of filming out in the world done for another course and I would buy and plant as much rainforest as I could afford to help preserve it.

TOPIC: BUSINESS COACHING

BUSINESS - Making Tax Digital

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)**

What Driving Instructors Need to Know

Making Tax Digital (MTD) is one of those changes that seems to creep up quietly and then suddenly feels urgent. For many driving instructors, especially those who've been self-employed for years, it can feel like yet another rule change to get your head around. The good news is that it isn't as scary as it sounds, and you still have time to prepare. MTD doesn't change how much tax you pay. It changes how you keep records and how often you update HMRC. Once you understand the timeline and what's expected, it becomes far more manageable.

When is Making Tax Digital coming in?

MTD for Income Tax is being introduced in stages, depending on how much you earn as a self-employed driving instructor.

From April 2026 If your annual business income is over £50,000, you will need to follow Making Tax Digital rules. This means keeping digital records and sending quarterly updates to HMRC using approved software. From April 2027 If your annual business income is over £30,000, you will also be brought into MTD.

From April 2028 If your annual business income is over £20,000, you will also be brought into MTD. The key thing to remember is that the income figure is based on total business income, not profit. For those under £20,000 and Limited Companies, at the moment, there is no timeline for bringing them in.

What actually changes under MTD?

Instead of keeping records all year and completing one tax return at the end, MTD requires you to:

- Keep your income and expenses recorded digitally
- Submit quarterly updates to HMRC
- Complete an end-of-year declaration



The quarterly updates are not tax bills and you don't pay tax four times a year. They are simply summaries that help HMRC (and you) keep track of how things are going.

What should driving instructors be recording?

Most driving instructors have fairly straightforward finances.

Typical records include:

- Lesson income, block bookings, and intensive courses
- Fuel and vehicle running costs
- Insurance (car and instructor policies)
- Servicing, repairs, tyres, and MOTs
- Dual controls and vehicle adaptations
- Advertising, websites, and lesson apps
- Mobile phone costs used for work

Digital record keeping allows you to log these as you go, often straight from your phone between lessons.

Use this checklist to stay ahead of the changes:

- ✓ Check when MTD applies to you based on your income
 - ✓ Choose MTD-compatible software that suits sole traders
 - ✓ Open a separate business bank account if you haven't already
 - ✓ Get into the habit of recording income and expenses weekly
 - ✓ Keep digital copies or photos of receipts
 - ✓ Set reminders for quarterly update deadlines
 - ✓ Put money aside regularly for your tax bill
 - ✓ Speak to an accountant if you're unsure or want peace of mind
- Doing a little, often makes the whole process far less stressful.

Is there anything positive about MTD?

Surprisingly, yes. Keeping digital records gives you a much clearer picture of your business. You can see which months are busiest, how much your car really costs to run, and whether your lesson prices still make sense. That information is useful, not just for tax, but for running your business properly.



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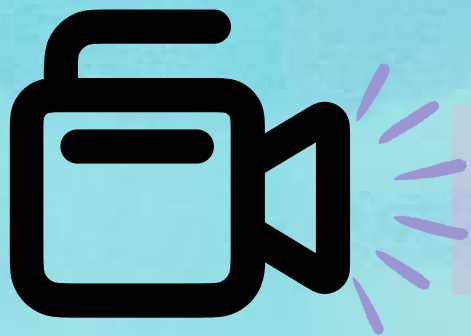
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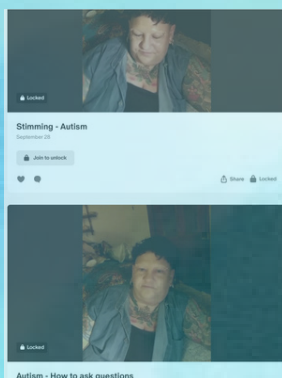
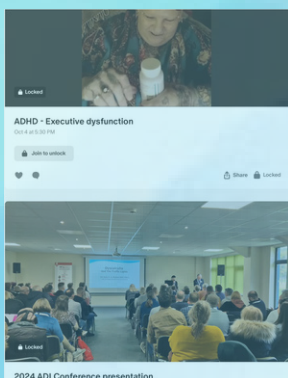
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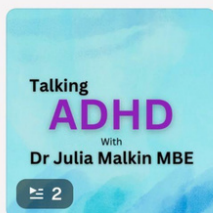
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Ray Seagrave

DRIVING ANGER – COACHING CALMNESS ON THE ROADS

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



Why do so many drivers seem to transform once they're behind the wheel? Calm, reasonable people in everyday life can quickly become frustrated or angry in traffic. For ADIs and PDIs, understanding the psychology behind this shift is vital. This article explores why driving amplifies emotions and how you can coach your pupils to stay calm, composed, and safe when it matters most.

I've been reading and learning a lot about driver psychology recently, just really to try and understand how it is that drivers can act so differently behind the wheel. As ADIs and PDIs, you'll recognise this in pupils. A learner who is polite and thoughtful can suddenly become defensive, sharp, or even angry when under pressure on the road. A tailgater behind them, another driver cutting in, or simply the stress of time ticking away can change their emotional state instantly. So why does driving bring out such a strong shift? And more importantly, how can you help your pupils avoid becoming the kind of driver who reacts with anger, escalating problems into serious consequences?

Cognitive Dissonance – Why It Bites Harder When Driving

Cognitive dissonance is the clash between belief and behaviour. Most people see themselves as calm and considerate drivers. But when they tailgate, hesitate too long at a junction, or snap at another motorist, it jars with their self-image. That mental tug-of-war produces discomfort. Behind the wheel, this discomfort feels sharper because the stakes are higher and the feedback is immediate. A horn, a flash of lights, or an impatient gesture feels like a direct challenge. To defend themselves, many drivers react with anger.

Discussing Why the Car Amplifies Emotions

The car acts like a bubble. It provides protection and anonymity, making people feel braver or sharper in their reactions than they would face-to-face. On the road, drivers don't see expressions or hear apologies, so mistakes are depersonalised.

Instead of “a human who made an error,” pupils can quickly label others as “idiots.” That's why small incidents, like being cut up at a roundabout, often produce more anger in the car than bigger frustrations would in everyday life.

“Driving doesn't change who we are, it amplifies what's already there.”

The Top Triggers of Road Anger - Stress and Risk

Driving is demanding. Pupils are constantly scanning, checking mirrors, and making decisions. The possibility of danger keeps adrenaline flowing, which sharpens emotional reactions.

Add time pressure, and frustration climbs quickly. Being late or feeling held up makes delays feel like personal threats to control. The belief “I'm managing my journey” collides with “I've lost control because of them.” On the road, feedback is sudden. Horns, flashes, or close overtakes feel personal and stinging. Unlike in daily life, where feedback is slower or softened, in the car it's immediate and public.

While anonymity and lack of human contact fuel anger, the most powerful triggers are stress, risk, and time pressure. These form the foundation for why drivers, including your pupils, can become more reactive behind the wheel.

Personality and Anger: Why Some Reflect, Others React

Some pupils are naturally quick to react. Anger becomes the immediate defence when they feel challenged. Others are more measured, giving themselves time to reflect.

Recognising this trait in your pupil helps you decide how to coach them.

The road is unpredictable. Pupils who dislike uncertainty get frustrated when things don't go to plan. Those who can accept ambiguity are better at letting minor annoyances pass.

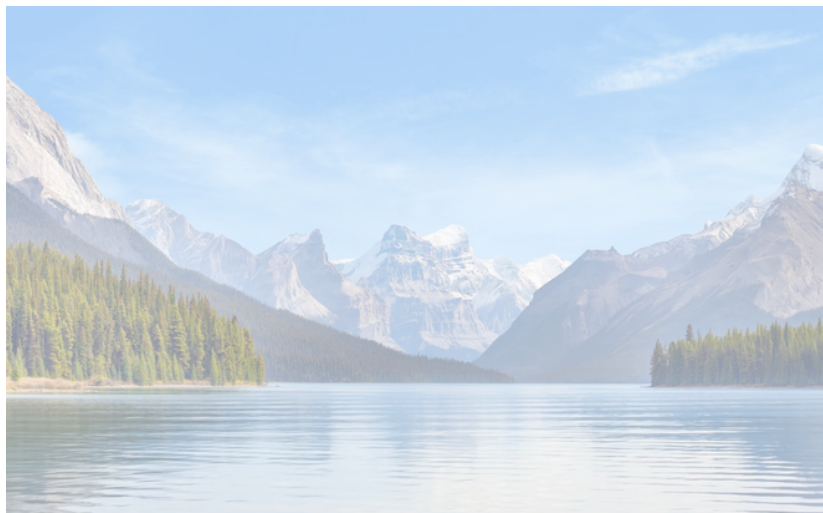
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Emotional Regulation - Some pupils can spot early warning signs of frustration, a racing heartbeat, tense shoulders — and calm themselves down. Others don't notice until they're already reacting. Emotional awareness is a skill you can help them develop.

Ego and Self-Image - Pupils who tie their identity tightly to being a “good driver” can feel personally attacked when something goes wrong. This fragility fuels anger. A secure self-image allows mistakes to be seen as part of the learning journey rather than threats to who they are.

Encourage reflection with simple questions:

“What tends to wind you up most when driving?”

“When you feel annoyed, how do you notice it — in your thoughts or in your body?”

“What's the first thing that comes into your head when someone does something you don't like?”

Using Conversation to Build Awareness

Normalise anger as something many drivers experience, while exploring safer alternatives:

“What happens when someone reacts with anger?”

“What risks could it cause if that escalates?”

“What else could you do in that moment?”

Offer a five-step reflection tool. Discuss with the pupil:

What happened?

What did you feel?

What belief did it challenge?

How did you react?

What could you try next time?

Lesson frustrations — waiting too long at a junction, being stuck behind a slow vehicle — are perfect opportunities for coaching calmness. Instead of wasted time, these are practice grounds for emotional control.

Driving doesn't make people different, it magnifies what's already inside them. Stress, risk, and time pressure are the leading triggers, with anonymity and instant feedback amplifying emotions further. Whether your pupil reacts with anger or calm reflection depends on traits like impulsivity, tolerance for uncertainty, emotional regulation, and self-image.

Your role is to help them recognise these patterns and develop the ability to pause, reflect, and choose safer responses.

Finally, how do you manage your emotions? Do you model exemplary behaviour always? What have you learnt can happen, when? How have you developed your understanding and responses to road anger and aggression?

Keep practising best practice, always.

Ray 🤔👍

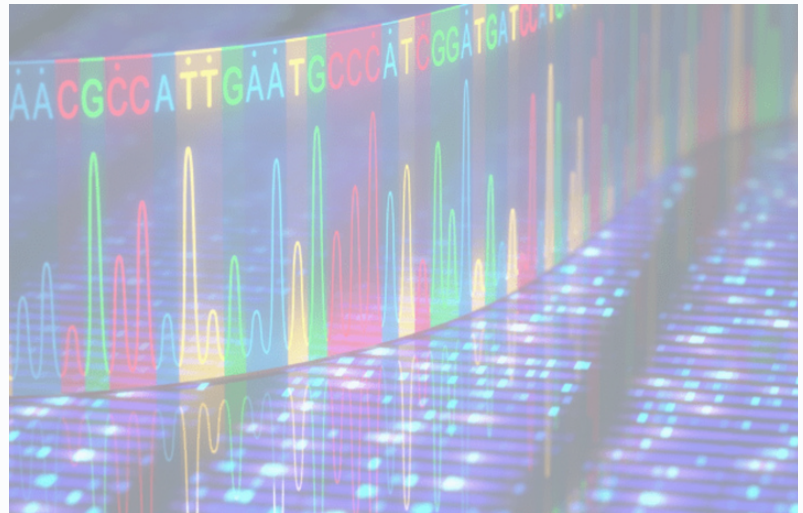


SEQUENCING AND COORDINATION

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**



Let's look at coordination and sequencing and attempt to unravel why some learners struggle and how it can be affected by a medical condition. According to [dictionary.cambridge](#)... Coordination is "the ability to make your arms, legs, and other body parts move in a controlled way." In a driving context it is the ability to move our bodies according to what we need to do with what is happening around us, in a smooth and uninterrupted manner.

And [dictionary.cambridge](#) state that sequencing is "the process of combining things in a particular order, or discovering the order in which they are combined." When we drive, we need to combine our coordinated movements in a particular order to achieve the desired outcome, this is what we term as sequencing, a simple example of this is mirror-signal-manoevre.

As babies, we are a blank canvas, learning as we grow through stimuli and experience. Therefore, the more material we are given, the more we achieve by absorbing that material. If we think of a sponge, a dry empty sponge has a lot of capacity, as it absorbs liquid it gradually fills until it can hold no more, then the liquid starts to ooze out. If we think of our brains in this manner, as a child the brain is empty (dry), as we are provided with stimuli our brains start to fill up, learning information quickly as a child, then slowing the pace of learning as we age; the sponge is gradually filling.

If we fill the sponge too quickly, it doesn't hold as much liquid before it begins to seep out. If we overload our brain, we don't absorb all the information; missing bits, not remembering what we've been told or taught. Just as the sponge loses the liquid, if we overload our learners with information, they won't take everything in, they'll miss stuff out or may go into full panic mode and not be able to think of anything, or hear you speak!

If we build on what is already known, the information isn't lost, it doesn't drip out of the already full sponge as it's already there. The information is organised, the gaps are filled with current knowledge, making understanding easier.

Sequencing and coordination fall under the first two levels of the GDE matrix, it's about how we control the vehicle in response to the current environment. Performing the tasks of observations, signaling, steering and operating the pedals and gears.

I'm going to look at the moving off from the side of the road procedure to attempt to explain things.

When we're moving off it's simple isn't it? Or is it? Yes, it's easy when you know exactly what is needed, but what if you're struggling to learn as your sponge is full and the information you're being given keeps oozing out?

You as the instructor have gone through everything the learner needs to know, you've debriefed them on all the pedals and what they do and the need to look round to make sure it's safe. You've talked them through on the first and second attempt, and they're trying to move off without help. They don't look round, they lift the clutch quickly and stall, or they try to find the biting-point without putting the car in gear and get all flustered as they don't know what's going on. You go through everything again and things seem to sink in, they've got it (Hooray!). Until the next session, when they come back and they've forgotten everything you painstakingly told them.

In this scenario, their sponge is over-flowing, they're given too much information, and they simply can't remember it all. They may remember bits of it, but they can't put everything together. So, trying to get them to sequence and coordinate their actions isn't going to work.

How then, do we get them to remember everything and not overload their sponge?

SEQUENCING AND COORDINATION

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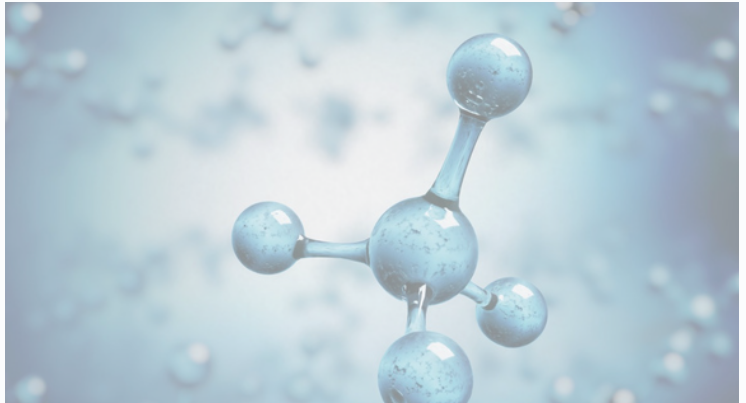
**PENNIE
ALEXANDER**

Most people have some experience of driving, through being a passenger, riding a bike, walking, or playing catch with a ball. We need to get them to compare these skills with those required for driving. Some of the things to find out are their experience of driving through being a passenger, do they watch others drive, do they watch the road, or do they sit on their phone the whole time? Have they any experience riding a bicycle or moped? These experiences can be drawn upon, to help their understanding of different aspects of driving.

I'm going to use walking as an example.

When we're babies we do not have the strength or coordination to walk. As we grow, we become stronger and begin to coordinate our movements with what we see and feel. We gradually, usually by trial and error, learn to stand and balance ourselves, holding on to the furniture before we attempt to walk independently. We're normally encouraged by parents to walk towards them, so we look at them and try one or two steps at first, but then we look at the floor and end up falling down. Eventually we walk to where we want to get to, looking ahead at where we want to be.

Walking becomes something we do without conscious thought, we just do it, but it is something we had to learn. If we have a brain injury we may have to relearn to walk, consciously thinking about what we need to do, using frames or parallel bars to aid the process. It can be painful and tiring but if we persevere eventually, we may be able to walk again without thought. Reminding learners of this can help them realise they will make mistakes; they will fall over and have to get up and try again. Once they have learned how to do everything, after time driving becomes like walking, we just do it, without conscious thought. Which is why, I believe, so many people consider driving to be easy. New drivers need to learn to coordinate their actions with what they see and put these actions into a sequence to be able to control the car and get where they want to be, so where they are looking is a key point to consider.



If they tend to look down at their phone as they walk, there is more chance they'll be looking down at the tarmac just in front of the car, or at the steering wheel and all the pretty lights in the cab. Therefore, one of the first things to ensure is they know what to look at! Another similarity is walking through a doorway, ask when they walk from one room to another, where they look, do they look where they are going to, or do they look at the door frame? I can guarantee you'll get someone say the door frame, but the majority will say where they want to get to. The one that looks at the door frame, I ask if they always bump into things and follow this with try looking at what you want to hit, the space! This is a good comparison for meeting traffic situations, look at the space ahead, where you want to be, not at the cars parked on the left or those heading towards you, will you fit through that doorway?

You can continue with this theme and chat about collisions too: if they're heading for a tree, don't look at it, look at the space between that tree and the next one and hopefully save a life. What other comparisons can we take from walking, when learning to drive?

I've given learners tasks of practicing looking ahead as they walk for homework and report back on the difference it makes. I had one young lady that suffered social anxiety and found looking ahead as she walked really difficult, which translated into the car as not looking forward or scanning the area, causing her to miss information on the road, so as road signs and have poor positioning both in normal driving and when turning or emerging. We worked together and came up with a plan to practice looking ahead whilst walking, I suggested going to a forest or somewhere there would be no other or very few people around. She did this, then eventually she managed to walk through her village with her head held up and realised then, that no-one was looking at her, or judging her, in fact no-one was taking any notice of her. This was a revelation to her, to finally realise that she held these thoughts of everyone looking at her as she walked down the road, when in fact nobody took any notice, unless they knew her and then they simply said hello and carried on their way.

Following this her driving completely changed, she looked ahead and scanned the environment, improving her positioning and her speed.

SOCIAL MEDIA : CREATING A GOOGLE BUSINESS PROFILE

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**



How Can a Driving School Set Up a Google Business Profile?

Whenever I work with a new driving school, I always ask if they have a Google Business Profile and if they don't, I advise that they set one up. While a Facebook page is a powerful marketing tool if used correctly, adding a Google Business Profile into your marketing mix can assist with gaining more enquiries.

A Google Business Profile is one of the most effective ways for a driving school to attract local learners. It helps your business appear higher in Google Search when people look for driving lessons nearby, making it easier for potential learners and their families to find and contact you. Setting one up is free and straightforward.

Create or Claim Your Business

Start by visiting Google Business Profile and signing in with a Google account. Search for your driving school name to see if a profile already exists. If it does, you can claim it. If not, create a new listing by entering your business name. Make sure the name matches your branding exactly, as consistency builds trust and improves visibility.

Choose the Right Business Category

Selecting the correct category is essential. Most driving schools should choose 'Driving School' as their primary category. This helps Google understand what your business offers and show your profile to people searching for driving lessons. You can also add secondary categories if relevant, such as 'Driving Instructor.'

Add Accurate Business Information

Next, fill in your contact details carefully. Include your phone number, website, and service area. If you don't operate from a physical office, you can hide your address and list the areas you serve instead. Accuracy matters - incorrect details can cost you enquiries and damage your credibility.

Verify Your Profile

Google will ask you to verify your business, usually by video recording, phone/SMS, email, or postcard. Verification confirms that your driving school is legitimate and allows you to manage your profile fully. Once verified, your business becomes more visible in local search results.

Upload Photos and Videos

Profiles with photos receive far more engagement. Upload clear images of your car, instructors, and logo. If possible, add short videos introducing your instructors or showing lessons.

Write a Compelling Business Description

Your business description is your chance to explain what makes your driving school different. Mention your experience, teaching style, pass rates, and the areas you cover. Keep it friendly, clear, and focused on how you help learners succeed.

Collect and Respond to Reviews

Encourage happy students to leave reviews once they pass their test or complete lessons. Positive reviews boost trust and improve your ranking in local searches. Always respond to reviews - thank students for positive feedback and address any concerns professionally.

Keep Your Profile Updated

Regularly update your profile with new photos, opening hours, holiday changes, or special offers. An active profile signals to Google and customers that your driving school is reliable and professional. In summary, a well-set-up Google Business Profile helps driving schools stand out locally, build trust, and attract more enquiries - making it an essential marketing tool for growing your business.

POWER STATEMENT

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.



Hello, hope you're keeping busy and enjoying the (slightly) longer days. So last time I discussed how every answer or response you get should be seen as a gift and reasons why the gift you receive might not be the one you were hoping for or expecting. I also said this time I'd take a look at the power of a statement over a question. So here I am true to my word (and the fact Lee n Mick haven't sacked me yet)

Now we all know how great questions can be. Ask the right question and you'll get all the info you need...boom! The correct question at the correct time can be a powerful tool in your toolbox, But I want to give you another tool....the power of a statement.

There's a little bit of an issue with a question. And it's this...when you ask someone a question the brain sends out these tiny little bodyguards to intercept the question and it stops the question getting into the brain for a thought to come out. The little bodyguards check out the question to see if the brain needs to be careful of the answer before the question is allowed through. Now obviously this happens at super duper speed and you don't even notice....a bit like the speed of the disappearance of that bar of chocolate you opened near the kids!

Now the interesting thing is this process doesn't happen when you make a statement. The bodyguards are kept busy waiting for a question. You've by-passed the brain's security system, bravo! There's no need for the brain to think if it needs to be careful of the answer, so you are more likely to get more info. Imagine you're in a coffee shop and you ask if they use fresh coffee beans? The response you'll likely get? 'Yes they are' or 'Yes of course' or 'Yes we use the freshest beans' etc etc. You will get your question answered. What if instead of asking a question you made a statement instead like 'I've heard you use fresh coffee beans in your coffee' What's the response you are likely to get there? Well, I'll hazard a guess that you might get 'Yes of course we use the freshest beans, we source them from a local coffee roasting company, who import them all the way from Columbia, so we know the growers get a fair price for their beans.

They really know what they're doing, and our customers love our coffee. Actually, we've just got a fresh batch in from them today, would you like to try a sample?

Obviously, I've no idea what they'll say but I hope you get the gist. As there is no warning from the little bodyguards, the brain is much more willing to give up information. So how does this relate to us, and what we do day in day out?

Making more use of statements instead of questions might be as simple as instead of asking 'What did you do well there?' try making a statement instead... 'Seems like you did something well there'.....no pressure to get the response correct!....and the brain isn't on standby to be careful of the answer! Other examples you might want to use for various situations might be 'I noticed something different about that roundabout' 'The car felt more balanced there' 'I think the driver in front appreciates the gap you've left' These all give them the opportunity to explain what they did in more detail and the opportunity for you to agree, and this gives them a boost.

You can also make negative statements to aid learning... 'The car felt a little less balanced there' Same thing happens, their awareness is raised and the responsibility is theirs to balance the car differently next time. Learning is taking place, but the really important thing here is that the responsibility for the learning is coming from them. This makes the learning happen at a deeper level so much more likely to be repeated, especially in post-test driving. After all isn't that what we are trying to do?

Have a try this week and see if you notice a difference.

I'll continue with this next time and I'll look at how we can use statements to go deeper and really dig into long term behavioural change. Hope you find this useful.

If you're interested in taking your learning past your Part 3 training take a look at the link below for online and in-car training I offer.

Have a wonderful few weeks, see you next time.



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**



Why..did you do that?

It's one of the most common questions asked in a driving lesson. It sounds reasonable. After all, if we want learners to think, surely asking "why" encourages reflection?

Not always.

Across coaching, psychology and education, the word "why" is treated carefully. Used well, it can deepen understanding and connect someone to purpose. Used poorly, it can trigger defensiveness, embarrassment or shutdown.

Within a driving lesson, that distinction matters.

From a neuroscience perspective, when someone feels questioned or judged, even subtly, the brain can shift into a mild threat response. The amygdala – the brain's threat detector – becomes more active. When that happens, reflection reduces and self-protection increases. In simple terms, when learners feel put on the spot, they stop analysing and start defending.

That's why "Why did you do that?" so often produces the same response: "I don't know."

It isn't always laziness. It's often cognitive overload combined with a desire not to look foolish. Coaching approaches such as Motivational Interviewing, are built on reducing defensiveness and increasing reflection. They favour open questions, reflections and summaries over interrogative questioning. Instead of "Why did you pull out?", the alternative might be, "What did you see there?" or "Talk me through what you were expecting to happen."

The information you get is usually better. And the learner remains engaged rather than guarded.

This doesn't mean we remove "why" entirely. In education, "why" questions are essential for developing reasoning. "Why do you think this road is 30mph?" or "Why do you think the that driver pulled out when they did?" can deepen understanding when asked in a calm, exploratory context. The issue isn't the word itself. It's how, when and why it's used. There are two types of "why".

The first is what we might call *defensive why*. This is the version that follows a mistake. It sounds like correction, even if we don't intend it to. It can carry a tone of "justify yourself." In high-pressure environments, much like a driving lesson, that version tends to close people down.

The second is *values-based why*. This connects to meaning and motivation. Questions like "Why is passing your test important to you?" tap into purpose. Research in behaviour change consistently shows that when people articulate their own reasons for change, commitment increases. That's a very different use of the same word.

Timing also matters. Immediately after a stalled engine at a busy junction is rarely the right moment for deep reflection. In a calmer debrief, the same conversation can land very differently. Tone matters too. A curious "I'm interested in what was going on for you there" feels different from a sharp "Why did you do that?"

For instructors, there's also a business parallel. Asking yourself "Why don't I raise my prices?" can quickly spiral into self-criticism. Reframing to "What concerns come up when I think about raising my prices?" tends to produce clearer thinking and more productive action.

Ultimately, learners may forget the exact words we use, but they will remember how we made them feel. The questions we ask shape not just their driving skill, but their confidence and willingness to think independently.

So, the aim isn't to ban "why".

It's to work with it deliberately. Before asking it, consider three things: tone, timing and trust. If safety and rapport are strong, and the question is genuinely about meaning rather than blame.

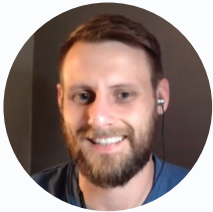
"Why" can be powerful. If emotion is high or confidence is fragile, a "what" or "how" will usually serve you better.

It's a small word. But in a moving car, small words can have big consequences.

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



The podcast is taking a break – 12 months from the return. 52 episodes, Standards Check blog, amazing guests, membership launched, interactive sessions, it's been a bit of a wild year and time to reflect on why I started the podcast, how it has helped me, how I wanted it to help others and what I do next...

Firstly, if you have listened to an episode, followed the page or shared the show, thank you! Without an audience, the show wouldn't have lasted as long.

I started the podcast for a few reasons, mainly to help struggling PDIs make sense of the system and the training, highlight best practice and learn from the experience of others. What better way to do that than talk to recently qualified ADIs? That was the plan, and while it's still the core of the show, it has grown and become something much bigger (for me personally) networks have been built, friends have been made and learning has taken place (a lot of learning!). What did the show teach me that others can take away? That's what I think I would like to talk about...The good people, there are so many great people within this industry and when you find them, work with them! If you are reading this, well, you are in a good place to start... Specialists within their field, passionate people who care about you becoming the best version of yourself and those with the experience to help you achieve it.

Social media – Great and terrible at the same time! Context gets lost, messages get missed and it contains a lot of conflicting information. How do you make sense of that? I'm not sure you can, that's why you need to surround yourself with good people, honest and open people who strive to be the best they can. Now if you use social media for your information on becoming an ADI – Don't take it as fact, I suspect you could find 1,000 opinions on what colour the sky is if you posted in a few of the groups or watch enough YouTube videos. Do your research, all the information you need is available through open source DVSA material, if you can't make sense of it, that's where the good people come in.

If the advice you are being given can't be traced back to DVSA publications, question it and research yourself. My lesson, I need to spend less time on social media and more time on actively developing myself.

Take that leap! I have been open about the start of the podcast, I didn't know anyone within the industry really when I started, Rick from episode 1 and a few people from groups. When I first started looking for guests, Rick agreed straight away, that was it, 1 guest. I reached out locally – nothing, I reached out to a few people directly, nothing. I posted on a Facebook group and there I had it, multiple guests lined up, Mick Knowles being one of the first – Episode 1 if it wasn't for Rick already lined up (Sorry Mick). So, I had guests, great, or was it? I had no knowledge on how to record, no way to record and I had never done anything like this before! Crazy thinking about it. But I got myself a camera, a zoom membership and the corner of my living room, the first time I ever hosted a zoom session – Episode 1! It was something I wanted to do to help those struggling, that's why YouTube was the first platform (and because I didn't know how to upload a podcast or what an RSS feed was). I think the podcast has achieved its goal and more. If you are on the fence about starting a project of your own, go for it! If you don't know where to start, reach out, there are so many people willing to help.

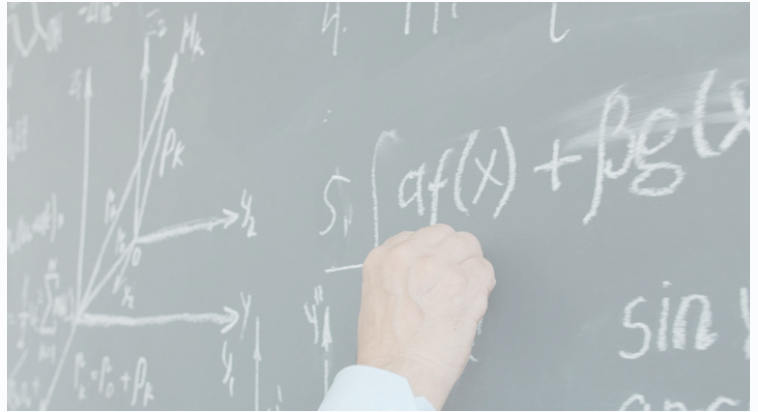
Some final thoughts, be careful where you get your information. Use social media wisely, if it adds benefit to you, great, if it doesn't, spend no more time than absolutely necessary on it. If you have a project to start, a goal to hit or a passion to follow – Go for it, If you don't know where to start, then there are some great people around that can help and direct you – If you don't ask, the answer will always be no.

Are We Teaching – or Creating the Conditions to Learn?

Nick Butters is an ADI with 19 years' experience and an ongoing interest in how people learn and develop. After years of working systematically, he has lived through a period of personal and professional reflection that reshaped how he understands learning and change. Through that experience, Nick has come to recognise what unboxing potential looks like at a personal level and believes that meaningful learning often requires going deep in order to extract what is simple, useful, and lasting.



NICK BUTTERS



Teaching and Learning Strategies sounds like a competency we should feel confident about. After all, teaching is what we do. Many of us have spent years refining explanations, demonstrations, and ways of breaking things down so learners can understand and improve. Over time, it's easy to develop systems that feel almost foolproof – ones that work for the majority of learners, most of the time.

Yet when this competency appears in an assessed context, it can feel less solid than expected – harder to pin down, more exposed. Not because teaching itself is unclear. But because learning doesn't always behave the way we think it should.

Looking at It from the Outside

From the outside, Teaching and Learning Strategies can appear to focus on whether:

- teaching methods were appropriate for the learner
- explanations and demonstrations were clear and timely
- learning opportunities were identified and used
- the learner was actively involved in the process

Read literally, it can sound like a question of delivery.

Did we explain clearly?

Did we demonstrate well?

Did the learner seem engaged?

That feels reasonable – and it's probably where many of us begin.

But it doesn't fully explain why two instructors can appear to do very similar things and yet create very different learning experiences.

A Question That Won't Go Away

The longer we sit with this competency, the more a quieter question keeps returning:

Is this really about how we teach – or about how we respond to how people learn?

That distinction matters. Teaching can be planned. Learning often can't. Learners arrive with different experiences, emotions, expectations, and ways of making sense of what's happening. The same explanation that unlocks understanding for one person can leave another unmoved – or even more confused.

So perhaps this competency isn't assessing the quality of our strategies, but our sensitivity to their impact.

Teaching as Interaction, Not Delivery

It's tempting to think of teaching strategies as things we use:

- Explanations.
- Questions.
- Demonstrations.
- Analogies.
- Acronyms.
- Metaphors.

But in practice, teaching functions more like an interaction than a toolkit. Something we offer...then adjust...then sometimes let go of altogether.

Seen this way, teaching becomes less about transmitting understanding and more about noticing what lands – and what doesn't.

Which raises an uncomfortable but useful reflection:

Are we focused on delivering the strategy, or observing its effect?

When Engagement Becomes the Feedback

One thing that keeps standing out is how quietly learning often reveals itself. Not through perfect performance, but through:

- a pause
- a question
- a shift in posture or tone
- a moment of uncertainty

These signals are easy to miss when attention is fixed on getting through an explanation or completing a planned sequence.

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NICK BUTTERS



Most of us can recall times when we “taught well” and still didn’t create learning – and other times when we barely spoke and learning took off.

When engagement itself is treated as feedback, teaching strategies tend to change naturally.

In a lesson, this can be as simple as noticing that we’re talking at someone, and deliberately stepping back to see what they do with the space.

A “less is more” approach shows up here very clearly:

Less “what should I say next?” More “what are they revealing right now?”

Four Things Worth Noticing

Not answers.

Not methods.

Just patterns that seem to recur when learning feels alive rather than forced.

Timing over content

Sometimes the moment an explanation is offered matters more than the explanation itself.

Dialogue over monologue

Understanding often deepens when the learner’s voice shapes the process rather than interrupting it.

Permission to struggle

Learning appears to strengthen when we resist the urge to rescue too quickly.

Flexibility of approach

Letting go of a strategy that isn’t working can be more effective than refining it.

None of these guarantees learning.

But they do seem to increase the chances of deeper learning.

A Tension Worth Sitting With

There’s a tension at the heart of this competency that doesn’t resolve neatly.

Between wanting to help

and allowing learning to unfold.

It can be uncomfortable to watch a learner struggle when we believe we know what would help. Yet some of the most meaningful learning seems to happen just beyond that discomfort.

Which leads to a question that may not need answering quickly:

When we step in to teach, are we supporting learning – or relieving our own unease?

Not a Method

It’s tempting to try to define Teaching and Learning Strategies too tightly.

But learning doesn’t always respond well to certainty.

What feels more useful is viewing teaching as a responsive process – one that adapts moment by moment to what the learner shows, not what we planned.

Sometimes that looks structured.

Sometimes conversational.

Sometimes like doing very little at all.

And sometimes it doesn’t look like teaching – until later.

Leaving It Open

Teaching and Learning Strategies may be less about what we use, and more about how attentively we use it.

Less about the strategy itself, more about the awareness wrapped around it.

We’re not convinced this is something we ever finish learning. Perhaps the competency isn’t there to be mastered – but to keep us paying attention.

This article reflects thinking in progress rather than settled conclusions.

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:

"I've failed Part 3 again. Maybe I'm just not cut out for this?"

MIA:

Failing Part 3 is painful – especially when you've invested time, money and pride. But a fail is feedback, not identity. The test measures performance on one day under pressure; it does not measure your long-term potential as an educator. Step back and analyse patterns, not emotions. Where did your session drift from client-centred learning? Where did you take control instead of facilitating it? Growth comes from reflection, not self-criticism. Resilient instructors are not those who pass first time, they're those who learn properly from the process.

Hi Mia:

"My pupil keeps blaming other drivers for everything. How do I challenge that without damaging rapport?"

MIA:

Blame is usually a defence mechanism. If you confront it directly, you risk creating resistance. Instead, stay curious. Ask questions that shift perspective: "What part of that situation could you influence?" or "If it happened again, what options would you have?" The goal isn't to prove them wrong, it's to expand their thinking. When learners move from external blame to internal responsibility, behaviour changes. Safety grows from ownership, not argument.

Hi Mia:

"I feel pressured to 'teach to the test' because pupils just want to pass quickly."

MIA:

Passing is a milestone, not the outcome. If you narrow everything to test routes and manoeuvres, you risk producing fragile drivers who cope only in rehearsed conditions. Reframe the conversation early: the test checks minimum safety, but your job is to prepare them for independent driving. When pupils understand that real-world driving is the true goal, most respond positively. Short-term appeasement creates long-term weakness. Long-term thinking creates safer drivers.

Hi Mia:

"I struggle with silence in lessons. I feel like I should always be talking."

MIA:

Silence isn't absence, it's processing time. When instructors fill every gap, learners rely on you instead of developing their own judgement. Try intentional pauses after an event or question. Let them think. Let them feel the weight of decision-making. Learning deepens when the pupil does the cognitive work. Your value isn't measured by how much you speak, but by how effectively you facilitate reflection.



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