

ENCOURAGING REFLECTION, FEEDBACK AND RESPONSIBILITIES.

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Use **affective questioning**, when possible, to check your students understanding. Avoid overloading the learner with too many questions, and those that are far too out of reach for their level of experience, as this will only be likely to distract them from the road ahead and make them feel stupid or incapable.

Fault/Behavior Identification: Encourage learners to think about their actions and behaviors and avoid the “tell” method as this does not often allow the learner to think what else they could have done. Encourage them to analyses and take some accountability for what didn’t go so well by bringing their behaviors in to discussion in a constructive manner, as this will only achieve better results. As a trainer, you should be able to recognise different emotions, barriers to learning and general obstacles that they may find difficult to overcome.

Recognising these obstacles are important in the context of learning opportunities to adapt the lesson plan. Even watching body language from eyes, sweaty hands, or gripping the steering wheel and being indecisive with unusual behaviors are good enough reasons to adapt the lesson plan. (Encourage self-reflection).

- **Fault/behavior Identification:** (Feedback and reflection).
- **Analysis and Feedback:** Learners should be encouraged to explain what they did or how they were feeling, (specifics). The what, why and how (analysis).
- **Risk and Build:** (Encourage learner to consider the risks, build a plan of action in discussion).
- **Remedy/Practical:** (The solution)

Analysis and feedback:

Allow the student to re-think why the fault occurred in the first place. In this instance a trainer **MUST** know and be able to identify the fault before initiating any discussion or analysis. Delve deeper here to get answers, avoid distracting them whilst they are having to concentrate, i.e. whilst driving, however watch out for answers like,

1. My friend told me it was safe
2. I was watching mum/dad etc.
3. I thought that was the way it was done
4. I was looking to long instead of glancing
5. I was driving a different vehicle and are not used to the dimensions of this car

Risk and Build:

This is where you allow the learner to accept and take responsibility within their capabilities.

6. The Remedy/Practical:

This is where a solution is evident by using a range of teaching tools.

This guide looks at some of those tools in simple terms.

Training and Test Preparation guide.

Choose a pupil who is keen to learn and has an interest in learning to drive.

1. Lesson Planning - and Creating Opportunities for Learning.

- The lesson in turn should have plenty of opportunities for the student to work towards their goals, addressing any learning points and exploring their thoughts and **feelings** towards the goal that is yet to be achieved.

Setting the scene, objectives, and goals for that lesson:



1. Agreed development points from previous lesson findings (Goal)
2. Explore where they are now currently, and where so they would like to be in their learning process by the end of that lesson (Scale)
3. What will you teach (subject matter)
4. Who are you teaching (know your student and their capabilities or explore by checking their understanding with some simple questions in the beginning of the lesson).
5. How will you teach it, agree their preferred learning method/style. (**Avoid being instructor led**)
6. Do they understand, have they had experience, what experience, and who with? (Check throughout the lesson, feedback, review and progress?)
7. How will responsibilities be discussed during the initial brief?

For example, if your learner is confident with checking mirrors, signaling to give intent, and understanding safe road positioning. However, lacking on “gear and speed control” when approaching and are making an incorrect assessment of parked vehicles and space/clearance when turning in. It is quite possible that the reason for the inaccurate space could be the fact they haven’t reduced their speed in time to make the turn in a timely manner, which in turn is likely to cause them to delay the straightening the steering wheel in time. So the goal here would not necessarily be observations or steering control, however speed control only, as the main cause for their clearance.

Having worked with your student to remedy this to good effect, it is likely that they will have more time to assess and plan their approach into junctions giving them time to steer and create space composure around them and making better decisions for themselves.

Commonly, identifying the correct fault is often missed, and assumed of another fault which was never the case, otherwise known as “incorrect analysis”, and therefore the learner will not achieve the required remedy for this fault and is likely to make the same fault it again.

Working with your student and understanding their faults can at times prove to be a challenge for many, including those coming into the industry as newly ADI’s.

I would say talking from experience that it can be imperative to understand what the learner is there to work towards, (goal). This makes it easier to agree who will be responsible for what, and when. For example, mirrors, signaling and observations can be often carried out safely and to good effect as speed control is something that should be agreed and managed between trainer and learner, for where, when, and how it will be managed. (This is known as shared responsibility)

This reduces the likelihood of common errors that learners will make, particularly in the early stages of learning and increases support and moral through actively listening to what a learner tells you during the lesson introduction, however it should not be assumed that they are able to do this safely without your help. To ensure that they are able to carry out safe driving practices, it is essential that you question their ability, experiences and how confident they are, as this will help them reach their full potential.

As suggested previously in this guide, adapting the **Lesson Plan** is responsible for around 65% of Part 3 and SC fails in the UK each year. The simple fact is that, it is understood that trainee and experienced ADI's score low in this competency due to no flexibility in their approach to training, and to help the learner work towards a new goal, and often continues with the agreed lesson plan or forgets to come back to the original goal once another behavior has been identified.

“I think it is fair to say that having worked with many new PDI's coming in to the industry that many hours go's in to thinking, planning and understanding who they will take to their qualifying test, and what route will be considered.

However, it seems not much planning goes into how they can, or when they could use an opportunity to change the original goal when necessary.

The GROW Model

This section is on page 1 of the learning resources hub, where you can find useful information on a step-by-step guide in to how to GROW with your students.

Ask yourself?

What do they want from the lesson, (GOAL) how will they achieve it, (REALITY) how will you get them there, (OPTIONS) how will they feel once they have reached their goal, (WILL) agree a route, ensure the route has plenty of opportunities for learning that fits with their goals and needs. Consider how much time is needed, (be realistic) and always be prepared to adapt the lesson plan to help them work towards a new GOAL.

This is where most ADI's and PDI's full fail to achieve on their Standards Check/Part 3.

1. Get to know your student (Rapport)
Strengths and weaknesses, concerns, and feelings, likes and dislikes etc.
2. Find out what they know
Establish what they took from previous learning experiences. Establish their knowledge and understanding. Find out what they had taken away from previous learning, experiences and ensure the content you decide to teach fits chronologically with the previous learning experience.
3. Decide (agree) what the aim and objectives are for the lesson
Keep it simple, realistic and intuitive, break learning down into small bite-size steps, and what is to be achieved, and how it will be achieved and at which level the lesson would be pitched.
4. Focus on the reality
One issue I find with having a plan, is what happens in a lesson isn't always what happens. Be open for change, adapt if needed, lesson goals/plans will never go away, so you can always come back to them.
5. Keep the objective simple
Too many objectives and activities can be overwhelming at times. You may find yourself covering too much on a single lesson. (Over-planning generally leads to under learning.

6. Focus on learning

Too often, lesson planning begins without focus on the learning, planning without considering where learners are within their learning process is risky business and does not often examine the bigger picture.

Will

7. The solution

Explore what may work, when and how. This part is about moving your learner

forwards and finding a solution that works for them.

- **Don't try and do everything!**

You may be experienced in driver training, or have little or no experience if any, or obtained a trainee license to gain the relevant experience needed to become more confident and skilled in the “trade” of driving instruction.

There is a lot to learn even still, It's better to focus on one or two elements that your learner wishes to practice and refine in their lesson, than try to cram in everything. This does not mean that if you're working on an agreed goal, and therefore your student commits another driving fault on the agreed route that you should ignore it. Be prepared to change the goal, target the specific behaviors and work towards the new goal meeting their every needs. Failing to adapt the lesson plan where there's evidently a need, could lead to missed learning outcomes and increase risk not just short, but in the long term.

Where a driving fault is evident it can be sometimes a good idea to link the original goal with this secondary fault refining the small step method which is easier and accomplishable. For some learners, they will find it easier to merge the two faults with one fault than treat them separately. This may not be possible all the time, but in many cases it can work well. This makes target learning easier and broken down in to small steps interlinking the two known as the “small step method”.

So for example if your student has agreed at the start of the lesson that you help them with mirrors approaching and leaving major roundabouts, and through basic questioning techniques, it comes to light they are unsure of the speed limit on the road their currently parked, as they exit the roundabout, you could agree that as many speed limit signs are commonly placed nearby junctions that you could merge these two as part of one goal making it more specific, proactive and easier for them, meaning less work from trainer! This now becomes “effective observations” as this can be the theme for mirrors and looking out for signs. If we miss our mirrors - what are the consequences, likewise if we miss a speed limit signs due to ineffective observations what are the consequences? Here, you will notice that although mirrors and signs aren't the same, they both effectively have the same consequences.

The only thing that sets these two objectives apart, (above) is that one you could crash in to something, and the other gives you less time to brake, therefore you're still likely to crash! (Same outcome). Keep it as simple as possible, as to much information could be overwhelming and lead to failure!

- Choose a reliable student who you know will not let you down on the day, however it can be a good idea to have a backup student in the event that you are no longer able to take your first choice!
- If you have to rely on an alternate student in the event of your first choice of student's absence in the event of unforeseen circumstances, it can be a good idea to explore their goals and specific needs before sitting the SC rather than taking a student you no nothing about!
- Briefing at the start should take no longer than 3 minutes. Beforehand, ensure that you introduce student to assessor sat in the back. (No shaking of hands). Some Covid restrictions are still in place, although very relaxed. Once in the car, ensure ventilation is kept and that your student is familiar with the hand controls.

In-car training

Ensure the lesson is structured with agreeing all points, having a structure will help, i.e. the G.R.O.W model. (Goal, Reality, Options and Will).

Keep to timings, agree route, targeted features if any, and specific objectives to be reached, keep it simple, offer feedback and review through-out, praise when it's due, inspire confidence as this motivates, as we may well know when we are praised by our peers, people around us and colleagues. Vary your style to suit, support, and show empathy if or when needed, don't be rigid with agreed goals, as you may need to change the plan at any time. Remember not everything goes according to plan!

Adopting a client led approach

By asking questions like these below, you're creating effective questioning that looks at the thoughts and feelings of the student that encourages them to explain of their specific requirements, therefore it puts them at the heart of the learning experience, and therefore will lead a **client led** training approach.

- How would you like me to help you today?
- What have we agreed and how do you feel?
- How much help do you think you will need and what input can I provide?
- At which level shall I introduce coaching or instruction?
- How much time is needed?
- How would you measure success?
- What does success look like to you?

It is understood that many trainers, experienced and the inexperienced believe that asking questions, or best known as Q&A is a client led approach, do not be fooled...! However, on the other hand, questions like above where the trainer does not dictate what will happen, and instead looks at one's feelings and emotions and accommodates them by allowing the learner to make their own decisions is really about putting the client at the very heart of the learning experience.

Giving instruction VS coaching has some differences. A learner in the early stages are likely to need guiding and instruction. As learners become more advance a trainer must be able to recognise this and so decrease the level of instruction.

The differences are that Question, and Answers are great to checking ones understanding, and can be a useful tool to manage risk as we highlighted in the Risk Management section of this guide but does not derive of being client led. A client led approach to any training is effectively putting the learner at the -

very heart of the learning experience. Meanwhile there is further confusion by a "need and a want", and to say the least, this does not constitute of a "want" strategy, however it is what is required that will meet their long term needs and goals.

For example, I always want chocolate late at night, but just because “I want this and right now”, does not mean I need this right now. My thoughts are creating the craving, but my feelings are telling me that if I have chocolate late at night it will only affect my weight gain and keep me up all night due to passive sugar in-take.

This example above links to driving in many ways. So, if a learner states that they want to do a little Motorway practice and only 4 lessons in, as a very newly novice driver with no or very little experience, this is a “want”. A “need” would be what steps they **need** to take to get there, as though as if it was a journey in their learning process.

Most learning is done in small, measurable steps, and in a manageable way that suits. Any steps that are too ambiguous, or out of the learners’ comfort zone will lead to discomfort, uneasy and increase risk.

Keep learning simple!

- 2. Agree level of instruction at the start, often this is done during the briefing. Clarify what had been agreed from previous learning or outcomes, again as the learner starts making progress within their own development, you may want to reduce the amount of instruction needed or encourage them to think more about their own actions. Below are some techniques used to aid the learner to achieve better outcomes.**

1. Talk through (fully guided)
2. Prompting skills
3. Demonstration techniques
4. Visual learning
5. Other learning resources
6. Home study

Remember that we are all different in many ways, and different things work for different people. A good coach recognises this and is able to adapt around others specific needs. Some learners are passive, whilst some are reflective, and a few need a little time in short to think about what they will do, and how they will do it.