

‘Coaching Matters’ in Driver Education

The 21st Century Theory on ‘Coaching in Driver Training’

by

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**The
THEORY of
TEACHING, COACHING, THINKING, DRIVING.**

**The 21st Century Treatise on Coaching, Counselling and
Mentoring in Driver Training**

Book TWO

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The 'Use and Abuse' of Coaching by and for ADIs



A Hundred Years of Driving still in a Traffic Jam

**The ADI's: (Coaches',
Counsellors', Mentors'
and Tutor's & Trainers')
THEORY Handbook**

**COACHING for Professional ADI
Driving Teachers
Prepared for this Book, by
Professor Peter Russell**

This is a free series of teaching aids for those involved in the practical training of potential Driving Instructors; of Corporate and experienced Drivers; and of Learner Drivers taking their practical L driving test.

There are Four Kinds of ADI

<ul style="list-style-type: none"> • Those who know; • But do not know they know • They are Asleep - • <u>Awaken them</u> 	<ul style="list-style-type: none"> • Those who don't know • And do not wish to know. • They are Fools - • <u>Ignore them</u>
<ul style="list-style-type: none"> • Those who do not know; • but know they do not know - • They are your Pupils - • <u>Teach them</u> 	<ul style="list-style-type: none"> • Those who know • And know that they know. • They are your Leaders - • <u>Follow them</u>

Many driving instructors are currently being exhorted to 'raise their own level of teaching ability /competence' by taking on the role of a Coach instead of 'just being a driving instructor'. They are further confused to discover that the DSA now accepts 'Pupil-centred Learning' has its place in the teaching of new drivers. **Pupil-led** learning first came into prominence in the UK Education system as part of the 'Plowden' Education Report back in the late 1960s. At that time – and quite often since – the message that pupils need to be involved in their own learning has been eroded to such an extent that some quasi-teachers are convinced that all pupils always already know everything they need to learn. So, all you need to do is ask your pupil what they want to learn and hey presto, your teaching choice is solved.

What it actually demonstrates is that some of these self-opinionated '*techies*' don't really understand the differences between **needs**, **wants** and **desires**. Of these three, similar words only '**needs**' leads to a positive conclusion: in other words a client's **needs** must remain the target for learning: whilst **wants** and **desires** are just learning tools we use.

When many of these **quasi-academics** looked back at their own history of how they learnt to drive (this assumes that they can actually drive at all: one well-known academician only passed his test when his family grew too large to allow his children to sit on his bike with him.) most of them seem to assume they learned how to cope with road procedure and situation control without any input from their teacher. '**Because it was so obvious ... to them**'. A probable reason for this might be because the teaching skills they received was so good that some learners really believe they had not input from their teacher and absorbed it all, like osmosis, simply through experience and practice? I wonder if they also correctly identify the role the professional golf or sports coach plays with standard level players. Regrettably I have never heard a driver ever return from advanced driver training – at any level – and then proudly boast how much they 'picked up from the pro'; sadly ordinary golfers take great pride in this; but then all drivers are experts aren't they?

Coaching is a highly skilled activity. Professor Russell defines the differences between **Coaching, Counselling** and **Mentoring** in simple terms:

- **Coaching** is employed when you work with good practitioners who need to have their current skills honed and fine-tuned. Coaches need experience, not only in their subject skills' but also in their knowledge of how people learn.
- **Counselling** is employed when you have clients who need help to raise their game from their current lack of skill or knowledge, to make them more proficient. Counsellors need great people skills.
- **Mentoring** is coaching taken to a higher degree of excellence. We all need mentors if we are to make a success of whatever we do in business or our academic activity. Quite often the mentors that we have used ourselves were not even aware that they played that role. In fact your own good role models are quite often the mentors who gave an insight into the efficiency needed to make a success. Look back over your own learning experiences and identify those people who were your own mentors. You can also wonder, amongst all those whom you have taught since you became a teacher, how many of your pupils and former students still regard you as their true mentor? Mentors need to be most efficient and proficient performers of their chosen skills.

An essential need for all teachers, regardless of each of the above; plus the experience and skill to know how best to apply them to each student's especial needs.

Most of the UK's Top-graded ADIs possess the greatest experience in driving and driver training in the country, and probably anywhere in the world,. Their views on coaching/teaching of driving, based on solid, practical, experiences are invaluable and unique. They will have already experienced team-coaching, executive-mentoring, the role of the teacher-as-coach, and many other situations where coaching occurs. Over the past twenty-five years I have assessed the teaching and coaching skills of instructors and taken national driving tests in 18 of the 27 EU Member States, and found none who were better; and only a few who were about as good as the UK. In the USA many driving teachers are spare time football coaches out of season: or could it be that their football coaches are driver trainers in the summer season?

Whether you are an experienced sports training coach or just a good ADI who understands the need for variety in your Teaching skills; this programme and associated training notes will help you become a better and more successful Driving Teacher (ADI /Coach /Tutor /Mentor) than you might have dreamed of. The subject you teach is a vital and life-saving one that lasts as long as your pupils do.

First We Need to Establish These Essential Educational Definitions

- **Education** covers the whole process of learning and teaching;
 - **Learning** is the achievement of a change of behaviour – preferably a positive change; however, bad habits can just as easily be learned and it is more difficult to change bad habits than it is to acquire good habits first time round. Learning itself consists of a set sequence of: recall; remembering; understanding; applying; and finally for transfer.
 - **Teaching** covers a whole variety of Educational Methods which may assist with Learning;
 - **Training** is the coverall term for all the various forms of assisting with the learning and teaching tasks: these include all of the following:
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- **Instructing** is a way of teaching through demonstration, often based around teacher-centred learning; it works best in the one-to-one situation; not only is it teacher-led, the teacher must involve the learner at all times and stages;
 - **Demonstrating** can be seen as an off-shoot of instructing, but it often lacks initial client input; nevertheless demonstrating is a common way to assist in teaching practical skills.
 - **Tutoring** is usually seen as the ultimate form of pupil-centred one-to-one learning, and is probably the most effective in many cases;
 - **Coaching** is pupil-centred teaching system aimed at improving the pupils' skills and application; the one proviso is that the pupil must understand and be able to demonstrate the basic skills task-needs of the learning required. Coaching works best when the recall and understanding stages have been satisfactorily achieved;
 - **Counselling** is usually needed to raise clients' awareness of their weaknesses or challenges; it normally needs the consent of the pupil who then acknowledges the weaknesses shown, and assists in finding their own solutions and resolutions;
 - **Mentoring** provides a way for clients to identify and solve their own weaknesses or challenges. This is one method of learning which normally requires the pupil to select their own choice of mentor, it can be seen to be part of the '**Teaching, Coaching, Thinking, Driving**'. theme.
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- **Testing** is a way to measure progress, in comparison with other pupils and all others; the terms '**norm**' and '**reference**' need to be understood. Is the test designed to select the best from a number of candidates or merely a measure they have reached a defined and measured standard?
 - **Qualifying** is usually a pre-requisite for performing (at an acceptable level) of a skilled or knowledge-based task;
 - **Examining** is a formal measuring system, usually used to gain vocational qualifications;
 - **Assessing** is a less formal testing system which allows for instant feedback and discussions to be held: there is a need to compare and understand the differences between an Examiner and an Assessor.
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Perhaps the most notable thing which ADIs will identify from the various definitions above is that the one old-fashioned learning method – usually shown as 'Demonstrating' – quite often

referred to as '**Sitting in with Nellie**'. It is certainly not the best way of acquiring life-saving skills; and doesn't normally include understanding as part of it; and is certainly **not** the most efficient or effective **learning** method. Even the old-fashioned factory term 'apprentice' (around which the '*SiwN*' syndrome was developed) has fallen out of general teaching use. Successive 21st C. recent government and educational decisions to return to 'apprenticeships' is far removed from those originally found in factories, dockyards, building sites, workshops and sweatshops etc. Current apprenticeships are based around the principle that newly identified practices need to be developed.

Rote Learning, so beloved of most old fashioned teachers, however, still has some small place in driver training. Much of the theory test syllabus requires driver trainers and their learner clients to commit to memory, the various rules, statistics and test standards; and quite a few subjects to do with the car, the driver, the law and the roads.

In any skilled subject training programme all prospective pupils need to understand the basic rules first. Although certain sports depend upon inherent and latent skills, the basic principles of the game or sport needs initial explanation. Imagine a skilled footballer who knows nothing of Rugby Union. He may naturally assume that to score a try at goal, the ball needs to be placed down between the goal posts to score. It is only after the basic tenets of the game have been studied, tested and agreed upon that coaching or mentoring methods can succeed.

Those who disagree are probably those former school-children who failed to learn their times-tables when they were young. Those who have ever dealt in cash with a market trader will know how well they can add, subtract, divide and multiply with ease, even though they may have left school at 14 or lower. You cannot ask a brand new learner driver what they need to be taught in these elemental stages of preparing for theoretical and practical driving tests, unless you have primed them beforehand (presumably with the DSA Syllabus for learning).

If you were to ask an absolute novice what it is they wish to learn, they would assume you to be an ineffective teacher. They are paying you good money to help them gain a driving licence; what else do they need to know at this stage – unless you tell them?

A driving instructor is often assumed by those academic non-practising teachers to be a person whose simple role is to supervise learner drivers and help them to avoid risk and danger whilst the pupils learn for themselves how to control their vehicle and cope with traffic. Sometimes these non-ADIs may realise that ADIs also help learners to discover these other aspects of learning to drive. Even worse, is the thought, often promoted by these non-driving experts, is that the ADI's sole functions are to teach gear-changing, moving off and clutch control. They will argue that 'because road procedure rules are obvious, no one needs to teach them'. These same advisers will often tell you that any prospective golfer will soon learn NOT to stand with his feet together when swinging his golf club at the ball; however, and this is critical in any comparisons between golf drivers and road drivers, golf players who make mistakes are not quite so likely to kill themselves as car drivers will. ADIs must be totally aware of the dangers of allowing new learner drivers the luxury of learning to steer on busy roads without strict and direct guidance first.

Here are some views on teaching as a business; or instructing and imparting skills; and teaching as a profession, developing the inherent skills of the pupil

'An amateur is someone who strives to do something until he can do it correctly; a professional is someone who makes certain that he will never get it wrong. Perfection is never acquired easily.'

'Good teachers see pupils as sponges, ready to soak up all the learning they can;

Better teachers see pupils as blocks of wood that can be carved to maximum effect, depending on the quality of the wood, and the skill of the teacher as a sculptor, or as a carpenter.

The BEST teachers are able to see the total potential of a pupil and extract that quality through whatever good teaching methods suit that pupil best.'

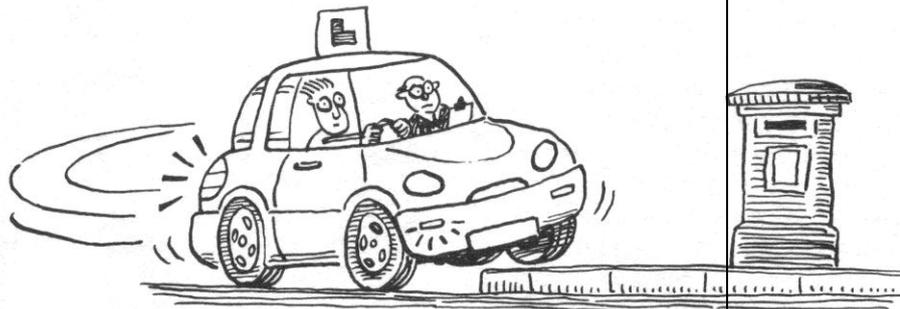
'Teaching succeeds best done as team-work; but it takes a working partnership of two: the Learner and the Teacher to make things work efficiently effectively.'

**According to Cardington Training, STEERING
Consists of two separate aspects**

What they do with their hands ...



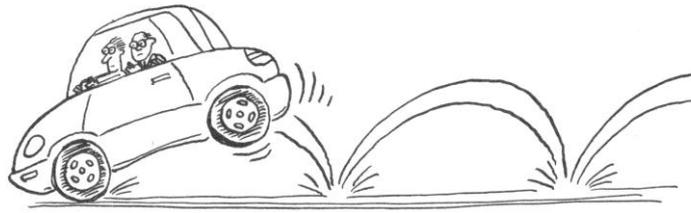
... and what they do with the front wheels



Teaching & Coaching for Competency in Driving

The author first became involved in 'Coaching' for Driver Trainers when he was appointed Head of Training by the British School of Motoring in 1976: after running a one-car driving school and only three years after he had helped to form the training arm of the National Joint Council of ADI Organisations. As a trained, qualified and experienced schoolteacher, and a trainer of teachers of all subjects; and because he only ran his own one-car driving school at the time; he saw the need to bring professional Driver Education into the classroom teaching situation.

However, Driver TESTING at that time, was only carried out in the car, and not being able to answer the few theory questions correctly never caused a test failure; so it proved very difficult to convince driving school bosses, (but not the ADIs); the DSA, and successive Secretaries of State for Transport and Education; that a great proportion of driver training was theory-based.



It was back in the early 1960s, in order to prepare ADIs for the potential of classroom teaching of new drivers, that many were encouraged to take City & Guilds, (C&G) or RSA or other formal teaching certificates, diplomas and degrees. It was only in 1990 – twenty years ago – that University recognition of combined theory / practical training skills was offered on a permanent basis – to all ADIs who saw the need for professional recognition of their teaching skills.

We can do this best by applying what we like to be called **‘TEACHING, COACHING, LEARNING, DRIVING’** And it is achieved by getting your pupil to self-identify and agree with you whatever Learning steps they need to achieve.

Now for the first time – and after nearly eighty years of *ad hoc* driver training – perhaps it really **is** possible to start again with a fresh attempt to . . .

. . . **‘Drag Driver Education into the 21st Century’**

Think About Using your Car as a Classroom:

So much current training in driver education is theory based. We have computerised questions for the theory test; we have moving video clips for developing hazard perception testing (and training); and even practical demonstrations through the practical stages of ‘Show Me - Tell Me’ testing, all brought into force since 1996 - fifteen short years ago,

Some lower grade Instructors may feel the need to re-think their own teaching skills; and if necessary seek re-training or even to qualify in classroom teaching skills. However, grade six ADIs already have the highest accolade that any pupil will recognise are already fully equipped to teach driving better by using all recognised teaching methods, including coaching and mentoring.

Some teachers look at pupils as sponges to absorb learning; but the best see pupils as



Some people only see a block of wood -
Others can already see what
is inside the block and are able to **realise** and
release its potential.



items of sculpture hidden inside blocks of wood or stone; the greatest teachers see their pupils as part of a winning team – scholar and tutor – seeking to earn mutual success.

How do you see your pupils? How can you carve out the truth that lies inside this apparently solid block?

How does the Coaching principle work?

Ask any young pupil what they want to do during an in-car driving lesson. Their answer, unless they are terrified of traffic, will be:

'To drive the car fast and get lots of on-road practice'.

Ask any Supervising Examiner (your DSA DI manager) what is the worst type of lesson they ever observe? The answer is often:

'Where the ADI allows the pupil to drive around, ad-libbing for 55 minutes without stopping for discussion, without structure or planning; and totally reliant upon the reactions of the instructor to comment on what happened'.

In my personal view based on my observation of thousands of ADIs over fifty years is that too many of them keep their clients driving, without stopping to teach, for two reasons:

- a) ***They feel their pupils will complain if they stop to discuss; and***
- b) ***If they stop to discuss, they are not sure what to talk about..***

In practice they are ignoring the basic teaching principle that clients' brains and hearing are directly connected to their backsides. After 20 minutes sitting still in a *stress* situation the brain ceases to function as a sponge or a piece of living sculpture; and many good learning opportunities are lost forever. A planned classroom lesson involves taking both physical and mental breaks, and allows for both intense and low periods of concentration.

Teaching in the car requires just as much planning as in the classroom – and even more care in the selection of learning opportunities. A planned lesson always involves the pupil agreeing to achieve a stated aim. They cannot agree to an aim, unless their potential standard of achievement is discussed and agreed before the lesson begins.

Re-Active teaching is not only unproductive; it wastes time, energy and (especially your client's) money. It will potentially reduce the numbers of referrals from your current clients to any future ones. Fewer pupils = lower income.

Pro-Active learning is immediately productive because it builds on a safe foundation of what has already been achieved; the ease with which individual tasks can be coped with satisfactorily, adequately or to perfection. These are degrees which the driving teacher must make clear by explanation and demonstration and achieve through practice. But practice can be boring unless the teacher plans and explains why this practice is needed.

Because it isn't always possible to create and re-create traffic conditions in-car teachers need to be extremely flexible in the way they present their lessons. For example, making use of in-car video cameras with play-back facilities, where pupils are able to see an immediate replay of their reactions to driving situations can offer a much better learning experience; and can also give your clients a permanent record – if they wish – of the progress they are making towards gaining their driving licence – and also making them safer drivers – for life. If I were starting my teaching life again as in-car instructor, then video would be my **U.S.P (Unique Selling Point)**. And all my pupils would take copies home with them, as a means of ensuring they take on board the message that learning to drive is not just an hour a week in the car and a week off with their mates. Initially they have their own style of motivation. Your job is to maintain that energy into changing them from a pedestrian to a motorist. You can only do this if you involve yourself and each of your individual pupils into on-going discussions about learning targets and potential for progress. The one key word to help stimulate these discussions is, of course, money.

Naturally, most ADIs would find it difficult to fit this strategy into a single one-hour's driving lesson per week; which is why two-hour sessions, using a variety of teaching, mentoring, coaching, counselling and interactive learning methods, normally prove to be much more effective: both in time saved and in learning achieved. The starting point is to understand the need to make selective and intensive use of questions to your pupils.

Explain what they need to achieve in the lesson and, only then, ask them what questions this may raise? Some questions you can answer instantly but others you can say will be answered and demonstrated during the practical training sessions to follow. Standard

instructing drills, as used in military and similar organisations have traditionally followed a set pattern:

'Say what you are going to do; do it; and then say what you did!'; followed by the inevitable 'Any questions!';

This final question was not meant to be answered; which is why it ended with an exclamation mark! and not a question mark?. It was just a ploy used without allowing time for queries to be put or answered. This is not a realistic method to use. However, neither is it sensible to base your lessons purely around questions raised by the pupils. Even with one-to-one teaching sessions, the pupil is not necessarily best placed to know what is needed next; unless they have been properly primed: (hence the need for them to study the training material that all good ADIs give out as 'home-study' for their pupils.

With all the current interest in so-called 'essential coaching-techniques' many ADIs have been confused by statements from non-ADIs that **every** lesson in the car is quite capable of being presented in a coaching format. This can be true; but like many flat statements, what is said is not necessarily what is understood by the recipient.

As school children we all laughed at 'Chinese whispers', a system whereby the phrase '**Going to advance, send reinforcements**'; when whispered in turn around a roomful of people ends up as '**Going to a dance, send three and fourpence!**'. This is not just a joke – it illustrates the five stages of information distribution most precisely:

Thinks → says → hears → interprets → does

The Thinker (stage One) knows what message he needs to impart – his voice (stage Two) tries to encapsulate the meaning of that message by use of clear precise vocabulary. The Listener, (stage Three) hears those words he understands and sends them to his brain (stage Four) – which then interprets what he thinks has been said and heard; and only then takes action (Stage Five); but the action depends upon what message was believed.

If this seems far-fetched put it into the context of asking a driving pupil to follow a route involving a right turn in about four hundred yards. '**Turn Right ...**' as a peremptory beginning to a sentence ending '**... at the end of the road!**' can easily cause chaos, consternation, crises and crunches. Not to mention coroners!

As a further but vital digression, I remember my early days of first assessing and then re-training, the BSM staff instructors in Putney, South London in 1977. I was sat in the back seat of a BSM Ford Escort; with three trainee instructors in the other passenger seats and the Trainer (role-playing a pupil), sitting in the driving seat. He stage-whispered to his front seat passenger, role-playing an instructor, to tell his pupil to turn right at the end of the road.

At that time we were driving around the BSM patch '*of dense residential side roads*' with constant changes of direction and speed. The trainee says to Dean Powless, his Canadian Staff Instructor/pupil: '**Turn right ...**' and before any more words could have been added, Dean immediately swung the front wheels into a sharp right turn, straight up the front driveway of a large house. He continued to drive – at about 15 mph – aiming straight at the back of a Citroën DS parked in the drive. No one spoke. The Trainee almost ducked below the dashboard; forgetting, of course, that he had dual controls!

To my horror the lady of the house was working in her front garden. Three things hit me at that time. She was obviously heavily pregnant as she watched our actions; I was a Company Director; and I was sure the S.I. would blame me for being in charge at the time.

The lady concerned was Nerys Hughes, a well-known Welsh TV actress. Undeterred, Dean hit the brakes hard, scattering gravel all over the lawn, missing her car by about six inches and then wound down the driver's window.

I cringed and shrank back deeper into my seat, not knowing what to do next, meanwhile Nerys slowly ambled over to the car with a broad smile on her face:

'Allo, Dean Lad. You're early this week', was all she said.

Then Dean apologised to her for having a particularly bad group of trainees this week.

'I have brought my boss a day earlier this week, so he can see how dangerous these cretins really are', he added. I forgot to ask for her autograph.

For similar reasoning the words **'Top Gear'** are never used in driver training. Percy Wakefield, another of the old stalwart Staff Instructors would always respond to such a command, by mis-hearing it as **'Stop here'**; which he did with amazing alacrity.

I learned a lot from those Staff instructors: I hope they learned from me too.

Coaching techniques have developed from what was generally accepted as a good educational system to one that allows the training to become 'pupil-centred' rather than relying on 'teacher-led' decisions. Unfortunately this basic principle has been misunderstood by a few educationalists and even many more poorer teachers, that they sometimes believed that this meant you don't need to structure your lessons around sound learning principles anymore; but you should let the little 'darlings' choose to learn through play; or not even learn at all if that is their desire. The results of this policy has been shown in schools and in education generally over the past forty years (it began with Lady Plowden in the 1960s and 70s) became worse with teachers who cannot spell or add up; and undergraduates unable to write sensible essays. We are now moving onto second and third generations of school children who were never taught efficiently, and never learned the basic tenets of broad educational principles.

Forgive me for harping back to my complaint about those with no real understanding and experience of the sharp end of teaching. Regrettably so much Educational experimental advancement in schools is promoted by those who have never taught in a real classroom; and in driver education, the same principles obtain. I remember my own initial S.E. explaining to me, with absolute honesty, how much he and his newly appointed S.E. colleagues learned from the first cohort of ADI Register instructors in order to recognise and identify poor and ineffective teaching. This was probably why both my NJC Chairman (Pat Murphy) and myself were invited to attend and assist with a Supervising Examiner Training Course in the early 1970s. Fortunately these days we do have a chief driving examiner who first of all trained as a BSM trainee before changing hats to join the DSA. To my knowledge he is only the second chief examiner to have been an ADI – and a his predecessor only taught on trucks. So we do have a chief examiner someone who does know what it is like to face a real genuine learner with all the connotations that it brings.

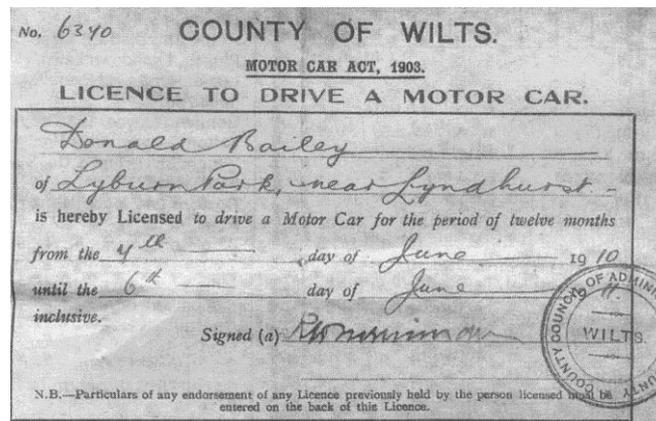
I am sure that the relationship between those who teach and those who test are currently better than they have ever been. I can remember the days when if an examiner was asked a question by an ADI he risked his job by indulging in any conversation. Which prompts the question; "If the pass-rate thirty or forty years ago was less than 49% and yet ADIs were never told how driving tests were conducted, why is it that the pass rate today is even lower, in spite of the help and guidance we get from the DSA?"

To save time, let me tell you the answer. In the early days of the ADI Register we were not told anything about DSA training or even what a pass-mark was; we used our own judgement about what sort of pupil we would allow to drive our own cars without real

supervision. Today every ADI knows the minimum standard required to pass; and still seems disappointed when nerves or inexperience or panic creates the 'bound-to-fail-first-time-syndrome'. Perhaps this is coupled with a sinister form of lack of care about teaching; or understanding their pupils' learning needs.

Prove me wrong please.

My wife recently expressed a desire to learn how to use a computer. My suggestion that she first of all learned and practised on the keyboard – as every typist should – was ignored **'because I only want to call up the internet like you do, and perhaps send an email one day'**. So it is with driving: ask a brand new learner driver what he or she wants to learn and the answer is illuminating. The answers will vary between **'Do a ton on the motorway'** to **'Get a job as a driver'**.



Very rarely will you get the answer you **need** to hear:

'I want to learn how to drive a motor vehicle safely, under full control; and then learn to take charge in road and traffic situations safely and efficiently'.

Your role as the ADI /tutor is to engender learning-thinking. Most pupils, no matter how keen they are, will rarely understand the depth of detail of what they need to learn. They only know what they finally hope to achieve. Your questions to them need you to be able to break down and highlight the whole syllabus into achievable steps: hence the need for a specific series of small lessons to be explained, and then learned. Remember the definition of **'Learned'** and remember too, that if something is really **'learned'** then the new practice becomes an automatic reaction.

On another occasion, a colleague of mine, decide to enliven a boring lesson by making use of his questioning techniques of a lady pupil in the middle of her weekly lesson. As they approached two road signs, one above the other: left turn ahead and road narrows. He asked her what she was thinking – having just passed the two signs. **'Oh Yes'** she said almost waking from her gentle, snoozing, day-dream; **'I was wondering what to get my husband for his tea'**. So much for accepting that throwaway questions can help the learning task. before any other questions are wasted, as the teacher you and your client desperately need to establish basic ground rules on how the learning is achieved. (Thanks to Don McQ-Wright for that)

As a 'Driving-Coach-Tutor' – and I firmly believe that all good, intelligent ADIs should think of themselves like that – should discover how to get their clients to understand the need for acquiring the proper groundwork for learning to drive safely for life. The words **'Foundations → Underpinning → Building → Safety → Progress → Competence'**

should all be part of this basic introduction which you need to force your clients to **recall, remember, understand, apply** and **learn** before you ever let them tell you what they think **they** would like to learn. Questions from pupils will only ever be asked for, when they are totally relative to the needs of the pupil's current task; and as extensions of the current learning options.

How do you bring this happy state about?

By all means make full use of questions and answers as an essential teaching technique. Indeed bear in the mind the old quote:

'To teach John Latin; you need to know a lot of Latin; but a lot more about John.'

Your questioning needs to follow a logical pattern; invite your pupil to be part of the team of you and them. Allow as much input as you can that will help you define their learning task; and learn how to make use of good questioning techniques to enable you to build up their own learning plan. Get them to agree to it; and then show them how to follow it. Every learning programme can only be achieved by gaining steps forward. Allow your pupils to tell you what sort of steps they need for themselves and make each one of them a Learning aim. Equally so, the ADI /Coach needs to help celebrate each achievement in due manner.

It is now you need to think about the four consecutive words at the beginning of this part of the book: **Coaching** → **Counselling** → **Mentoring** → **Tutoring**. Which role do you need to play now?

They all need you to ask questions; but the response that you make can differ immensely. If they are quite well skilled in the tasks you are practising, then you can invite them to cope with an oncoming situation; perhaps you could refer back to the theory test and see if they recognise the different types of hazard ahead. Your question needs to be brief and succinct – there is no point in distracting from the developing hazard. It is not as if they simply have to hit a button to resolve an encroaching situation. They need to reduce the effect of it and cope by early response. On the other hand, your question could be based on the speed on approach to a green traffic light 200 yards (metres) ahead. You would only ask this question if it was obvious the pupil had not already taken a green light into account. And of course your question can be disguised: ***'What colour will the lights be when we arrive?'***; followed by ***'How can we make them green again?'*** If you feel like being brave invite them to define what is meant by the term 'stale green'; but please not when they are planning what to do with any oncoming static or developing hazard.

Teaching a pupil who has a weakness about timing and speed on approach, you won't even need to ask any question about the traffic lights. ***'What are you thinking now?'*** should suffice; hoping not to be given a lunch menu of course. That is mentoring, of course. Mentoring is used when your sole intent is to raise your pupil's awareness of situations which may arise. Coaching would probably need you to remind pupils how to adjust their speed gently, by using lower gears, in order to arise at the desired time and place.

Counselling, in the same situation, could require you to remind your pupils about previous missed opportunities. ***'What happened here on your previous test?'*** will remind them and possibly encourage them to do better this time.

Counselling is needed when pupils need their confidence boosted, and your aim (and their learning outcome) is to improve on a previous performance. Coaching may require you to add to their driving skills by suggesting what speed or which gear to be used.

Naturally so many good ADIs are perfectly capable of acting all three coaching/ tutoring /counselling roles in a single lesson, and it could be that the ADI wouldn't be able to identify them to an assessor; but they still have the ability to know – almost without thinking – how to select the most appropriate role at that time, with that pupil and with that challenge facing them.

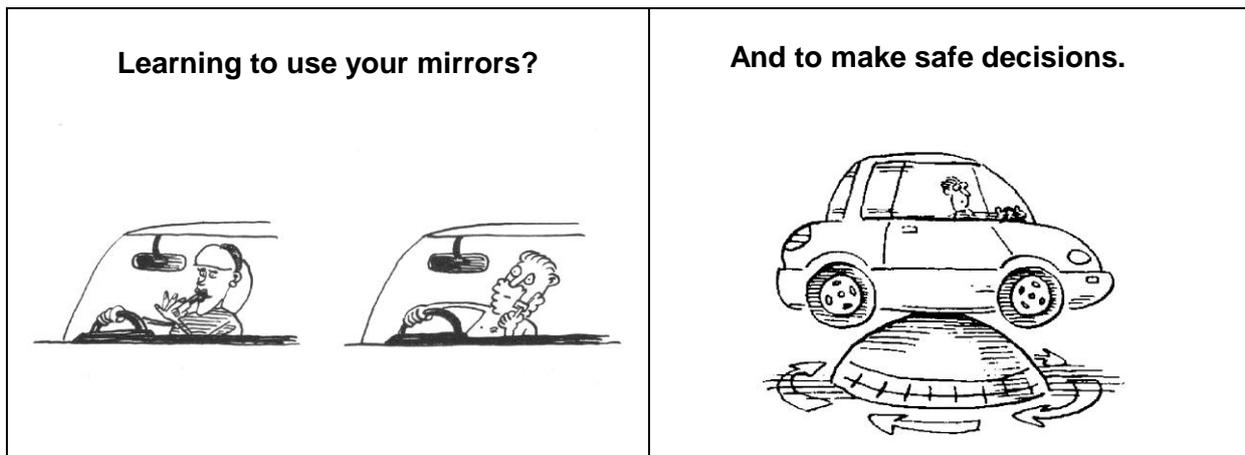
This is why the role of the good ADI encompasses every role you can think of, from assessor, best-friend, counsellor, driving instructor, expert, foreman, guide, helper; nurse, right through the alphabet to kopf-zeigt-meister, don't look it up: I made up that word to illustrate that the best ADIs can even invent a new role to help a pupil with a particularly urgent need. The word **teacher** is all embracing. Of all the (probably) 25,000 people I have taught in one form or another over the past half-century, I like to think I have treated them all individually as people who need my help.

My wife, as an infant teacher has spent her whole working life turning tiny monsters into little gentlemen and little ladies: each of whom needed her specialist aid. Whereas in an earlier life, introducing University graduates to the richness of the English language I found it so much easier to ask them to tell me what they thought Falstaff Might have been thinking on Twelfth Night, than for my wife to teach an Urdu speaking four-year old child immigrant to spell his own name in English and to write it inside his wellington boots. No amount of coaching works at that stage of learning: and counselling would be changed to cuddling.

Is it Female vs Male;

or

Left-brain vs Right-brainers ?



So it is with all forms of teaching driving. As an Educational Psychologist, (who also holds an MA and a Doctor's degree in Driver Education), I have gained a unique understanding of the real needs, as opposed to the perceived needs, of those who gain their skills of dodging buses down Fulham High Street in heavy commuter traffic during murky, wet road conditions. When speaking at Educational Psychology gatherings and conferences I have argued that theorists need to get from behind their psychology couches and sit in the real working place to see how clients behave under genuinely stressful working conditions. Many agreed that it made great sense – and it works.

I certainly believe that whenever lay- or amateur- driver trainers wish to indulge their whims to demonstrate their views on the attitudinal and behavioural driver training needed by new or aspiring advanced drivers, that they should sit in with a professional ADI for a short time better to understand their market place. Perhaps those most in need are those who "Advocate overtaking long left-hand queues by taking the right lane and then using your left indicator in front of another driver who may be sympathetic to your needs to allow you to get

back in lane”; as quoted by A Tom Topper in “*Very Advanced Driving*”; and those desk-bound experts who wrote the original computerised theory questions.

As an ADI / Coach /Tutor your first question to your very next potential pupil has to be about what driving experience they already have. Quite often their responses are in contrast to their knowledge. ‘**Just a little**’ can often mean they have got Mum’s car out of the garage and parked outside the front door every day for a year or so. ‘**Oooh, lots**’, might mean they have held the steering wheel whilst dad drove down the motorway on one otherwise boring trip. However, don’t leave it at that; build up a library of sequential questions. You need to pose quite a few more searching questions to determine exactly what level of learning your client actually needs.

There are very few new drivers who really know nothing about driving and cars at all and these are the easiest pupils to teach. First you need to issue them with your whole learning package; plus the DSA’s own (2011 version) ‘Syllabus’ for drivers; plus some of your own personal home study work of their learning requirements specifically dealing with health, eyesight, licensing; and an introduction to you and your school, with the use of good, clear, comprehensive hand-outs. Where you will probably be different from many of your colleagues, is to tell your students that you will regularly give them homework to do: starting with the following questions. NOW add two simple questions: ‘**What does ‘Right of Way’ mean?**’; ‘**Tell me what a Box junction does**’: these are just two examples. Even pedestrians need to know both.

The next time you meet them: you will immediately know what type of learners they are by checking their answers. By your use of further adroit questioning of the learning task you have given them you will soon discover those who have studied it well and can give you quick correct answers are ready to move onto the practical (controls lesson?) stage. Those who already have stated they have good vehicle control skills can immediately be tested. Get them to show you.

‘Thank you I would like you to read that number plate please and I will open the bonnet so you can identify a few basic under-bonnet parts for me.’ Then get into the driving seat and explain your safety checks and pre-driving checks. Naturally you will not give them the car keys at this stage. Those who obviously haven’t studied their homework, or who find it difficult to study whilst reading pages of information, may need a more subtle approach:

‘Please get into the passenger seat whilst I drive you to a nicer place to start your lesson’ After all, you don’t want all the neighbourhood curtains twitching at any funny noises we might make do we?’

Subtle? Perhaps not; but hopefully sufficient of a guide to them to realise that any time you give them theory or home work to study, if they fail to do so it will encroach heavily upon their time sat driving behind the wheel.

This is not a punishment, of course; but by explaining that any ‘reading material’ they ignore at home, must be replaced by ‘listening material’ in the car, during the valuable time that both of you would prefer to be used for practical learning. The high cost of driving lessons (from the pupils’ point of view) compared with reading (and studying) in their own time must make a formidable learning argument.

I mentioned ‘**what types of learners they are**’ as if it was simple to diagnose a driver’s learning profile, based purely on their response to a homework task. Nevertheless, as an experienced ADI /Coach /Tutor and by applying strict assessment principles, you can easily make them aware that their progress is totally dependent upon them sharing the ‘team-work’

with you. Certainly you will find many youngsters these days who are fazed by the printed word. One of the reasons I have used occasional cartoon drawings and the odd story in this text, is to make it better to remember those salient points I have made. Just giving a client a copy of the Highway Code, or a copy of the DSA's syllabus or a bland explanation of steering and say '**read and learn**' simply will not work. What you need to do is to apply this logic of explanation according to your client's personal needs.

You need to recognise and allow for those pupils who are not able to take in written work as easily as they can practical applications. In the same way that some ADIs will gain more benefit from reading this middle section of the book, rather than the practical final section; so some of your learner drivers will slip easily into these two separate styles as well: those who can understand and apply what is needed through reading; and those who need the words spelt out into practical application.

This business of apparently well-educated youngsters with GCSE and A Levels being unable to grasp clear text is, regrettably, a bi-product of two generations who learn all their needs through television and computer games. Such is the way of the world. Unfortunately '**Death-Race 2000**' cannot create a generation of safe, skilful drivers; and certainly poses strong mental problems with the instant double-click to get a new car and begin to race again. The answer to this challenge is to get your pupils on-side – you would do well to ask them HOW they feel they can best learn.



This is the present role of the ADI /Coach and one of the reasons your clients pay you such excessive sums of money for your services!. I know that is a joke; but in order to see the funny side, look at the background to it. Not only are most good ADIs badly paid for each hour they work, there are almost as many weak instructors who might be guilty of taking money under false pretences; or even with menaces perhaps. And this is the reason why good ADIs cannot easily charge prices more commensurate with their roles in education for life. Surely you never thought that teaching to drive, to get a licence then a car, ended with passing the test? Their lives are genuinely in your hands. Treat them with care.

However, in every town and city in the UK, there is always one ADI at least who charges the most – and gets his clients to pay willingly – because they know he is worth what he says he is. This could easily digress into what qualities an ADI should possess: initially it requires the highest possible standards of knowledge and skill; plus the ability to ensure that this is demonstrated in every lesson: not just by the ownership of worthy certificates, etc; but by the

way you command the training session. Your professional manner; your teaching skill; and your understanding of their personal challenges; plus your ability to help them relax as they learn are all part of your teaching skills and abilities. Those trainers who advocate coaching as the '**new era of teaching**' need to look back to the ways in which Aristotle, Socrates and other ancient teachers of note, managed their role. And the clues are in that word 'Manage'. Whenever you hear the word '**coaching**' – think of it as another way of saying '**Managing your Pupils' learning**'.

Good management of the learning situation indicates the way in which you are looking after the interests of your pupils; but proper use of management involves shared ownership of the challenge. In order to classify each of your pupils individually into one type of person or another, it is essential to take into account all of their abilities. There is an urgent need for you to try to use questions and answers to find out their learning identity, you need to recognise and select suitable methods for those clients who are known as left-brain learners and those with a right-brain approach.

Left-brain students prefer to learn in standard logical sequences; they need lots of practice and repetition; they want you to teach them common practices, to explain why and why not. And then they will gradually allow the learning to sneak up on them, until they can perform sequences by heart. (Opening; entering; control checks; moving off safely; etc.)

Others, often called Right-brain students, have a greater ability to look, listen and take in a situation and then achieve their learning heuristically; (the system that says '**this is a problem**', I like to work out my own solution and make my own decision).

They also tend to view problems as challenges, and challenges as opportunities. The ways in which you teach – or allow them to learn – these two different basic types of client have other differences. You will know that Left-brainers like to be given whole series of simple sequential tasks, each of which enables the next task to be built up on it; using a safe solid base on which to build both their understanding and abilities to perform the necessary skills which apply to them.

Right-brainers quite often like to take a challenge away with them so they can give it some serious thought and will often allow a learning situation to appear in front them when driving to prompt a question, which needs an instant answer from you to avoid distraction.

As well as these two entirely separate types of learners, there are a few physical, physiological and psychological factors to be taken into account. One factor is the development of the human brain. This refers specifically the part of the brain that takes risk-taking into account and puts safety and various elements of risk into perspective. It is a fact of life that young people generally, and young drivers specifically, regard risk-taking and behavioural self-preservation, as a challenge and not a restriction on what they do.

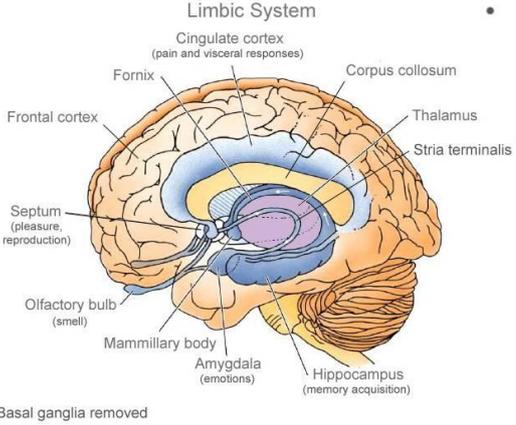
Without making too much of the point, those same characteristics shown by new and young drivers today, are precisely those held by late teenagers and young adults during the Battle of Britain, which allowed them cheerfully to accept total risk-awareness and yet to ignore avoidance of personal risk of life and limb in favour of serving the needs to keep the country safe from invading enemy bombers.

Also of concern to professional teachers is the late development of the pre-frontal cortex (see below) which is critical to the development of risk-assessment and self-management in youngsters, which requires a complex processing of environmental information against past experience or learnt-self assessment codes, decision-making and the self-management of their own attitudes. This late development does not begin much before the age of 21 and is often not completed until the age of 25. This is one reason why the European Commission,

when determining ways to reduce the tragic road death statistics of young drivers, has looked to professional driver trainers for their input, rather than treating it purely as a psychological problem. The reason that young drivers take stupid risks is well-known. What is needed is a professional assessment of ways in which poor environmental attitudes can be changed into demonstrations of good behaviour when they are driving alone.

Attitude changing is completely different from any other form of teaching: it is possible to change people's behaviour, especially with the very young, as every infant teacher knows, but this is because behaviour responds to discussion and argument. Nevertheless the ADI /Coach is often presented with challenges, opportunities – or just plain problems – of getting a recalcitrant speedster to slow down. It often takes a road-crash death or a serious injury, caused by a young and new driver to make pupils aware of their responsibilities. But even when friends of theirs have died as a result of stupid irresponsible driving, their peers are just as likely to ignore risk; because it cannot happen to them: after all they are careful aren't they? To which the ADI /Coach / Tutor must take on the mantle of a coroner or magistrate to convey the limits of risk and danger. Statistically, young and new drivers are about ten times as likely to cause death, injury or damage as more experienced motorists sitting all round them in ordinary daily traffic and road risk conditions.

Driver Attitudes are inherent; however, driver behaviour is trainable,

<p>The Pre-frontal Cortex in many young people does not develop until they are well into their mid-twenties. It is shown here on the left side of the drawing.</p> <p>It is this part of the brain (not usually developed in late teenagers and young adults) until about the age of 23-25 which makes decision-making, risk-assessment and behavioural self-management which allows youngsters to ignore road risk and self-preservation: not only to ignore, but occasionally to make risk-taking something to be aimed for. One way to resolve this situation, (but not part of this book) is working on an EC Research Programme which is part of the current work of the DRIVER EDUCATION RESEARCH FOUNDATION of UK. (see under).</p> <p>One essential need is to discover the difference between things 'learnt' - and something 'LEARNED'. The first is transient; the second lasts forever.</p>	
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Considerable research is currently taking place in many universities across Europe and my own organisation, the DRIVER EDUCATION RESEARCH FOUNDATION was invited by the European Commission to work with six other European Countries, on a project entitled Leonardo Da Vinci, which is investigating the reasons why novice drivers are prepared to take risks with their own and other people's lives. Attitudes which during WW2 were shown by RAF pilots to great effect. Sadly the same actions on the roads internationally mean that youngsters who make up less than 10% of the driving population, are involved in more than 22% of road deaths. That is the beginning of the research programme and we are fairly sure we know most of the reasons why.

The difficulty will be in finding ways in which effective Behavioural Training can be introduced and presented internationally in such a way that can be acceptable and produce positive effects on young and new drivers.

One area where attitudinal training can be seen to work is by use of role-play. Children under the driving age of 17 can often take on classroom roles of judge, coroner, prosecuting counsel, victim, jurors and guilty driver. Quite often in a classroom situation, the punishment they feel suitable is way beyond what criminal and motoring laws allow. Both Counselling and mentoring may be used quite successfully with pupils who suffer from remorse or sadness over the death of a colleague; but as with all forms of teaching, learning decay is an ever present challenge. Lessons which are learnt are NOT always necessarily learned. Nothing is learned until it is firmly imprinted into the behaviour of the pupil; which is why six penalty points in the two years after passing your test can lead to loss of licence for a time.

However, as experienced ADI/Coaches, I am sure you will already have met and readily understood many styles of learners already and have your own unique ways of dealing with them. Even so it is important that you listen, not only to the answers they give to your questions, but to any questions they put to you during the lesson. Some questions are often a bit convoluted: they will see another driver doing a reverse from a side road into a main road, perhaps and, instead of asking if that driver is breaking the law, may say something like: ***'Mmm that is an interesting way to do a reverse?'*** This should easily promote an in-car discussion with the ADI allowing pupils to give their own views of what dangers may ensue.

Good ADIs, those who are interested in their pupils, (and who also care about their pass/fail statistics); will know that their Christmas turkey each year depends on the value their clients place upon them as teachers.

They also know the undoubted commercial value of a good clear and efficient hand-out. Each one you give to a client is worth its weight in advertising space. Make sure the purpose of the hand-out is well explained and that your teaching-style, success-rate and contact details are displayed too: successful clients with the benefit of photo-copiers can produce many more potentially successful prospective pupils.

One final argument to put teaching into perspective is to compare learning to drive with the learning requirements of a child first starting school, to that same child now grown up, ready to emerge from university with a full-blown doctorate.

Almost every parent can identify with each of the teaching/learning levels involved. Every infant teacher can tell in an instant which new pupil has no siblings; which of them has had pre-school experience; and which child has had his (often a boy!) every whim catered for him by his mother. You, as the expert ADI, can equally as soon, identify the individual quirks and needs of your own new raw pupils.

Also, like you, that same infant teacher will also have enough experience to know which teaching methods will best suit each of the those pupils above; but she will also know that most methods will involve some formal teaching practices – and very few will benefit from coaching as the prime method in early learning stages.

On the other hand by the time that the pupil has reached university they will find that their Tutors (at best) will provide excellent tutoring – some coaching – and become their personal Mentors. My own professor during my doctorate studies is reputed to have responded to some of his students who complained he was 'lecturing too quickly'. Could he please slow down?

'Certainly not! It is not my job to teach you; it is your job to learn from me!'

So the message is: the better your knowledge of your pupil's needs, the easier it is to select the learning style which will suit them best. This applies to clutch control, steering and turning the wheel more than any other aspect of car control needs.

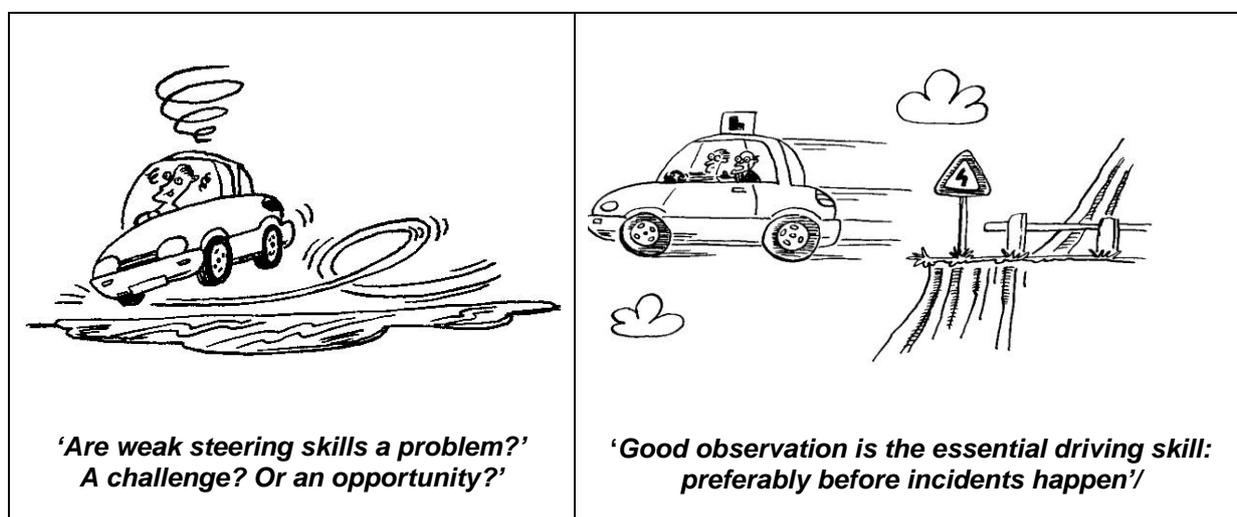
Similar arguments about teaching and coaching styles can be gained by studying how people learn. They learn more by example than anything else. The child brought up in a household where dad does all the driving are more likely to drive too fast themselves, ignore speed limits and even swear at other road users, than those that sit with mum. Naturally all these observations can only be considered as generalisations. The only way to discover how any particular pupil will learn to behave on the road is by your own observation and use of questions. They won't tell you if you don't ask.

Imagine you have been asked to coach a potential world tennis champion. Andy Murray is currently starting his fifth new coach at the age of about 22. It makes you wonder why the others gave up? The relationship between coach and coachee is totally dependent upon trust. Incidentally his fourth coach was his father.

Your coachees have to believe you are working on ways to improve their strengths and curing them of their weaknesses; and you must realise they may be temperamental; but you, as the coach, have the responsibility to ensure they understand how eventually they may be able to perform at their own highest level of skill.

I mentioned a few paragraphs back that every town and city has its own best-known and respected ADI. In your town it must be you; so make sure that everyone knows it too. However, no one will think of you as the best unless you charge the most too. If you think you are only worth £5-£8 an hour (after deducting all your business and car expenses) then your pupils will believe you too. (Some might even think you are over-charging!)

As Sir John Whitmore, doyen of all the sports coaching experts; and a great friend, often says: ***'You don't need to insist on teaching the basic elements of steering to every pupil. They all have some basic steering knowledge inside them already. You should allow them to develop this without insisting on them doing it your way.'***



Very true – but if you take him at his word, and allow every pupil to develop their own steering style in busy traffic at speed – you will soon run out of pupils; and probably increase your insurance premiums by enough to put you out of business.

Finally in this section of the three part book beginning with the ***'Use & Abuse of Dual Controls and Teaching in the In-Car Situation'***, it might be as well, to revisit the start of Part Two and look again at the Educational Activities which can take place in driving tuition vehicles:

Initially we looked at some specific educational words:

Learning; covers the art of changing behaviour; for good or bad? We need to remember that the younger people are, the more likely they are to acquire changes of behaviour and to ensure that we ensure all learning is positive.

Teaching covers the whole variety of Educational Methods used to assist with Learning taking place. We are reminded that not all teaching; and therefore not all learning is positive. I wonder what the pupil who has just failed a driving test for speed and timing on approach to junctions and cross roads, thinks about the instructor who tells them to hop into the passenger seat whilst the ADI (possibly a grade 4) drives off at speed to the next pupil demonstrating poor safety skills at various junctions and relies on his greater experience to the detriment of setting good examples.

Training covers all forms of assisting with learning and teaching: including all of the following:

Instructing is a teacher-centred learning method which has been used for more than a century of driver training; it assumes that the pupil knows nothing, but will become as proficient as the instructor provided they exactly as they are told; and can only ever work in the one-to-one situation. (It will probably offer a reason why the driving test pass rate has always hovered below the 50% success.

Demonstrating is a common way to assist in teaching practical skills; and can be part of the **E.D.P.** system of learning (**E**xplanation; **D**emonstration; **P**ractice). How much do you need to explain? Dare you accept that will know it, or need you test their understanding first? Demonstrations need not be done by the teacher: if the pupil is allowed to learn through explanation, any positive demonstrations they perform will be more easily remembered and understood for life. Remember that the ultimate level of Learning hinges around 'Learning for Transfer'.

Tutoring is usually seen as the ultimate form of pupil-centred one-to-one learning, and the most effective where the relationship between the two partners involved in the learning process. Tutoring is ideal when pupils desperately need to succeed and are willing to put as much effort into their learning as their tutor does into their teaching;

Coaching is pupil-centred teaching aimed at improving the pupils' skills; the one proviso is that the pupil must understand and be able to demonstrate the basic skill task needs of the learning required. Coaching is often thought of as sports-orientated. It is not often realised that even top-rated sportsmen and women make full use of a coach. Twenty years ago in my Fleet Training Company we employed as a senior Fleet Tutor an ADI who was the personal driving Coach to Nigel Mansell.

He would be the first person to admit that his own driving skills did not match Nigel's; but he did possess the skill (or art?) of being able to watch even the highest driving performance and pick out single items which could help his client (Coachee?) to trim a second or two off a lap-time. This skill is indeed a particularly precise (and rewarding) one. However, the skill of the safe-driving coach may not attract that same cachet that car racing does. Imagine you having a coach sitting in the back of your car, assessing and improving your teaching.

Counselling is aimed to raise clients' awareness of their own weaknesses or challenges. It normally needs the consent of the pupil who is then able to acknowledge the weaknesses shown in their performance and probably their lack of skill or knowledge. Counselling begins with identifying the underlying causes; explanations of what is needed to cure them; and

then move on to suggest, and discuss, suitable ways of improvement; Naturally Counselling is totally dependent on the willingness of the client to talk; to listen; and to discuss.

Mentoring provides a way for clients to identify and solve their own weaknesses or challenges. This is the one method of learning which normally requires the pupil to select their own choice of who could be their mentor. The essence of mentoring is exemplified in the well-known statement '*I've been there done it, and wear the T shirt*'. Mentors are seen as the ideal exponent of success stories; and are seen as people most likely to know and understand the mentees' challenges.

I can give two examples of where mentoring is currently proving successful:

The first one involves University Foundation degree courses, where students are often thrust into situations way beyond any expectations they may have had. Studying for academic success can prove difficult for some students to cope with; especially in abnormal (subnormal?) conditions where course lecturers are not yet able to adjust their approach to suit the needs of new short-term students;

The second area of interest to ADIs refers to the current trend to use newly-trained ADIs to act as Course Tutors to even newer PDIs. More and more freshly trained instructors discover they are not able to sustain a living by teaching new pupils (with no ADI teaching history and no past references!); so their former training companies offer them positions as PDI Trainers and the role that they are likely to take is as a mentor rather than a genuine tutor. It is not the role of this book to give opinions on this practice; but it certainly seems to be growing. It has been quoted as '*the blind leading the blind*'.

Most ADIs are concerned with the need to keep ahead of the CPD game as they become aware that the DSA finally acknowledges that 'Instructional Techniques' are not the only way, nor even the best way, to teach driving; indeed, many of the old Supervising Examiners (ADI) told me they longed for the day when 'genuine teaching skills' became part of every ADI's toolbox. And that proper Training-the-Trainer Skills should be part of the ORDIT course and examination.

Too many ADIs have been brought into this industry of ours and 'trained', if that is the correct word, in how to assist their fee-paying clients in achieving their aim of getting their driving licences so they could get a car and learn how to cope on the roads by themselves.

Far too many pupils, especially the young easily influenced, brain-dead, immature drivers, have gained a licence only to kill themselves, their friends and other innocent road users, just because they have been rushed into learning a simple mechanical skill; with no one to check their behavioural or attitudinal approach to their fellow road users. Very few new drivers are trained in any of the behavioural relationships needed when driving. Of course, even in a 60 minute test these factors could not be properly examined. Perhaps there are grounds for a '**Tutor's Course Assessment**' which would take into account the teacher's confidence in a positive view of their pupil's crash-potential? It happens in education generally; and all schools' examiners are grateful for Course Assessments. If we cannot have this input by ADIs (whose abilities are set by the DSA) then the only option would seem to be staged licensing.

At least, any fresh approach must improve on a seventy-six year-old testing system that still allows more than half its candidates to fail; the same failure rate exists today with the DSA offering every possible help to ADIs as it did prior to 1975, when ADIs were first given access to the DSA examiners' Marking system. Instead of helping to train better drivers, all that has been done is to allow those poorer ADIs to help their clients scrape by if they can remain lucky.

What so many civil servants; Ministers for Transport (including half a dozen who never driven themselves); Secretaries of State and Members of Parliament; have deluded themselves about for more than a hundred years now, is that learning to drive very little to do with 'balancing the car on the clutch on a hill'. However, it has everything to do with leaving home in the morning, driving on any number of journeys and arriving home again without causing any damage, creating any danger, or injuring any other person; or even causing any concern from any other person regardless of whether they are passengers, police officers, insurers, prosecuting lawyers, judges, or coroners. In 1976 I was responsible, with the DSA, for devising and producing the Cardington Special (Two-Fault) driving test for ADI Trainers. Regrettably the Cardington Special Test is no longer a basic ORDIT requirement.

Perhaps one day, but not in my life-time now, Driver Education will be a natural part of everyone's general education curriculum. I have also been involved in teaching – both knowledge subjects and the skilful applications of it – for more than fifty years. I have been involved in the training, testing, examining and assessing of teachers, teacher-trainers and examiners for more than forty years – I have pioneered the proper training of Fleet, Defensive and Eco-efficient Tutors and Drivers for more than thirty years; and training would-be Driving Tutors, Coaches, Counsellors and Mentors, and their students at University level for over 20 years; and in every case I had to say to every one of them. **'Safe Driving for Life begins as soon as Baby-Car seats face frontwards'**.

'This is your life, keep it safe, and if you teach, assess or examine other people in the Art, Skills, Knowledge and Behavioural approaches to roadcraft; then pass on your skills by listening first to what they want to know. Only then can you become a great teacher'.

And, because there is not really anything much new under the sun; I must admit that I am not the first to say that. I am sure that Socrates mentioned it to Plato and I know that Alexander Pope certainly said this to his students: ***'The proper study of Mankind is MAN.'***

So all I can do is add: **Know your subject – SAFE DRIVING – but know your students even better.** Then it becomes so much easier to choose whichever you will know to be the best way of teaching, that pupil, at that particular time and place for that subject. If you need to know anything about your pupils, why not ask them?

GOOD TEACHING needs much preparation and even greater understanding; why not avail yourself of the services of a good MENTOR. The DRIVER EDUCATION RESEARCH FOUNDATION is about to open its doors to accept membership from all levels of ADIs. Everyone now has the opportunity to find themselves a good Mentor and become one of the top five percent of all professional driving instructors.

**What Do You Want?
To gain A Grade Six?
To become a Better ADI?
Gain a Certificate or Diploma in Driver Education?
To get a Degree in Driver Education? - a Master's Degree or even a Doctorate?**

In 2001 I became the first and only ADI to gain a Doctorate in Driver Education (My project was to become the first Doctor of Professional Studies studying the structure of C.P.D. in Driver Education in the UK). We are still waiting for the next ADIs to raise the bar again.

What are Your Driving Ambitions? Do You Want?

To pass the **Cardington Special Driving Test?**

To become a **Trainer of new Instructors** (especially when the PDI stage is dropped)?

To become an **ORDIT Trainer?**

To become a **Fleet Driver Trainer?** Or even to become a **Trainer** of any of the above?

Do you want to be a **Trainer? Tutor? Teacher? Coach? Counsellor? Or a Mentor?**
Oooops!! – you can only become a real 'mentor' when someone (another instructor; An Advanced Driver; or whoever) actually accepts you as their **MENTOR**. You will have reached the pinnacle of success in your role as a Professional Approved Driving Instructor.

You are now able to join the **INSTITUTE OF DRIVER EDUCATION AND RESEARCH** as a Fellow; A Graduate Member, a Member, a Licentiate, an Associate or an Ordinary Member? It is your choice: you choose:

ADI Readers of this book who would like to have their own fully Licensed copy of the Complete "**Pupil's Personal Log Book – The NEW PRO-Active In-Car Coaching System**": for use with their pupils, please send a cheque for **£35.00** payable to **D.E.R.F**

To: **DERF, Manor Heights, 32^B Thorold Road, SOUTHAMPTON, SO18 1JB.**
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