



Question how you're going: checklist

Feedback questions should help you work out what you **are doing** and how it compares to what you **should or could be doing**. Effective feedback also:

- guides you to the clue that will help you improve
- is most useful when it's soon after the event
- is best when you're both calm and attentive
- it should leave you both feeling good

If all this sounds too hard then here's an easy approach that should start a useful conversation. When you notice something isn't quite right, just ask questions like:

How do you think you went? What would help you do it better next time?

To get good at giving feedback use the checklist below with your learner.

Checklist to help you judge and improve your use of feedback

DESIRABLE	MORE INFORMATION ABOUT WHAT YOU SHOULD DO
<input type="checkbox"/> Soon after and calm	If you wait too long, memories of what happened will fade. When you and the driver are calm you have the attention you need to make feedback effective. Soon after and calm live together. If one is absent you may have to wait until the mistake is repeated later on but the situation is different.
<input type="checkbox"/> How did you (or I) go?	To notice errors you have to pay attention and be able to work out which part or parts of the action are incorrect. For example, saying 'You didn't change lanes properly back there' is unhelpful—it describes an action that has many parts, and it says what didn't happen rather than what did happen. In this case perhaps the learner began to steer first before looking over their shoulder.
<input type="checkbox"/> How should you (or I) go?	This step requires you to know what the correct action is and preferably be able to explain and demonstrate it. If you're not absolutely sure, find out the facts: you could learn with your learner. Ask a keys2drive accredited driving instructor. When you both know and agree on the facts there shouldn't be any arguments. Wrong information can lead to poor habits that later on will be hard to change.
<input type="checkbox"/> What's the clue that will help you (or me)?	You agree there is a difference between 'did do' and 'should do'. At this point if you say, 'Have another go', or, 'Do more practise', it's unlikely you will see a quick improvement. Worse, the same mistake could be practised, which could lead to frustration. Before having another go there must be a clue for solving the learning problem. This is the step most often missed or done poorly. Clues can be prompts, suggestions for trying it a different way or a question that leads to new understanding. You can access clues by saying 'We know exactly what you should do. What will help you get it right next time you try?'
<input type="checkbox"/> Feel good?	When giving feedback, aim to stay in the 'feel good zone'. Praise the bits that are good enough and provide encouragement for the bits that need to improve. Don't praise poor actions as this will send the wrong message. But you can praise effort. When the driver gains confidence ease back on the praise so they don't get over confident. It's a good time to 'raise the bar'.



A basic 'before you drive' checklist

This checklist may look rather lengthy but it only covers the most basic of information. If you study and use this checklist closely now, soon you will no longer need it.

Legal matters

- I know I can legally supervise a learner driver: (Check requirements for your state or territory).
- My learner and I each have our driver's licence with us, it's current, and we are complying with our licence conditions.
- Our car is road worthy and registered.
- I know the conditions on my car insurance that apply while my learner is driving.
- We have L plates correctly positioned on the front and back of our car.
- The learner has their Logbook (as required), I have read and understand the instructions and advice.

Attention matters

- We have both had enough sleep. Ask your learner how much sleep they've had in the last 48 hours if you're not sure.
- We both feel calm and we have enough time.
- The type of possible distractions in and around the car will suit the learning situation. (Few if any when just got L's. Later, gradually introduce distractions and help your driver learn to manage them.)

Learning matters

- I have a good understanding of my learner's knowledge, ability, and experience.
- I have asked my learner what concerns he or she has about learning.
- I have asked my learner what he or she wants to do or feels they need to do. (If this is different to what you think is best, see if they can work out why rather than say, 'You must do it my way', or 'You do as I say'.)
- We have talked about and agree to what we are going to do and why.
- Any new task my learner tries, I will first check that it has been explained and demonstrated.

Safety matters

- I have bought a stick-on rear vision mirror that I can use from the passenger's seat.
- I know I must check first that it's safe for my learner to get into and out of the car. I appreciate they may not be thinking clearly.
- I have double checked passengers are seated correctly, have their seat belts fitted properly, and have adjusted their head restraints.
- I have explained to my learner that I'm a co-driver and I will be looking around and behind to double check our safety. They know I'm not being controlling.
- My learner driver knows how to slow and stop the car before they move off. I've demonstrated it.
- We've talked about where we are going and how we're getting there.
- I have checked there is safe space around the car for us to move off, given my learner's skill.
- I judge the situations we are likely to encounter fit with my learner's skill level.
- We've talked about tricky traffic situations we could meet on this drive and how we will manage them.
- We have discussed and practised what I will do if I have to take over some control of the car. (You might guide the steering wheel and talk your learner through a situation).

Directions matter

- I know I have to be careful about using words like stop or right. (They could be taken literally.)
- I know I have to give directions for going, slowing, or turning well ahead of time.
- I know the At Do method works best, e.g. At the traffic lights near the service station, we'll Do this: take the left lane, turn left and then keep in the left lane.

Words matter

- I know I have to be mindful that some words I use may have little meaning to my learner. I've asked them to tell me if I use words they do not understand.
- I may hear driving instructors use terms I'm unsure about.
- I will ask them what they mean. For example, blind-spots, block-outs, head-check, friction point, cover the brake, set-up the brake, crash avoidance space, scanning, hazards, safe following distance, and there are many more.