

## Lesson Planning: Competence No.4

The last of the competences under Lesson Planning is **'Was the lesson plan adapted, when appropriate, to help the pupil work towards their learning goals?'**

In each of the competencies I have taken you through so far you may have noticed the heavy focus on the pupil, their learning goals and their needs. This Client-centred, goal focus theme runs throughout all 17 different competencies and links back to the National Standards.

Within Lesson Planning up to this point as the trainer, you have helped the pupil set some goals for the lesson. Agreed on a structure for the lesson and what you might do and you've decided where you can practice and a great route that can be flexible around how your pupil progresses.

This next competence covers how you should be willing and able to adapt the lesson plan to support your pupil depending on how they are progressing with their learning.

The reason for adapting the lesson will come from either the pupil because they are having concerns and issues around what they are doing or from you as you may have concerns around how the pupil is dealing with the tasks they are trying to learn.

For example, your pupil may appear to be uncomfortable or unable to deal with the learning experience that you have set up, or the pupil suggests that what they are doing is not helping or what they need.

You and your pupil need to be on the same page and in agreement about what your pupil will be trying to attempt or improve throughout the lesson. Through the Rapport you've developed, your pupil should feel that they can tell you if they have a problem with what you have set up or, how they would like to change what they are doing.

And as their trainer you need to be responding to any concerns or issues raised by them.

Use your coaching skills and intuition. Make sure you pick up on the pupil's body language showing discomfort or confusion. When you sense something coming from the pupil around what they are saying or how they are acting just isn't right. Ask some questions and clarify how they feel about the plan that you've set up.

Stay alert to how the pupil is doing. If the pupil's inability is creating a possible risk situation you must adapt quickly to change things up to support the pupil and reduce the risk.

You want to make sure that everything is ok, that the pupil is coping, that they are happy doing what they are doing and the level of instruction from you is matching the help that they need.

If you are spotting them having issues, you must have a conversation with the pupil and get their agreement to change things up. You can either bring the difficulty down by taking on more of the share of responsibility for the task or if the pupil is getting it, and want more of a challenge agree with them to increase the difficulty by giving them additional responsibility.

Remember to always consider the Goals that the pupil is working on. You may need to consider changing the Goal if there is an issue that can't be sorted easily that might be a blockage to the pupil achieving the goal or plan for the lesson. If there's a clear need to change things you need to make sure you get understanding and agreement with the pupil around the changes that need to be made.

An example of this might be the pupil has a stalling problem, but the lesson goal is to emerge safely at junctions. As stalling is a high-risk safety issue when emerging, break off, have a conversation and get an agreement with the pupil to sort out the stalling issue before returning to the lesson goal.

The pupil's new performance goal is now to pull off smoothly and under control using the clutch.

Depending on how long the pupil needs to solve the clutch issue will depend on whether you have time on that lesson to return to the original goal or plan. But that's ok, the key thing is you recognised that the pupil would never achieve the original lesson goal without sorting out first the blockage of the clutch problem.

Okay, it might not be that the overall lesson plan is wrong for the pupil. Another reason you might need to change things up concerns your approach. You need to consider that it may not be issues around the pupil's performance that could be the problem. It may be your teaching style is not best matched to the pupil and their learning style. I talk more about this in videos covering Teaching and Learning Strategies, so make sure you look at those.

It's important that you and your pupil stay on the same page. In all cases and whatever the reason for adapting the lesson plan, you must get prior agreement and buy-in from the pupil.

As their trainer you need to be able to compare the pupil's actual performance with their understanding of where they are and be able to clarify any differences with them. Being on the same page with them means that both of you understand the issues and then can agree on what needs to be changed.

I'm going to spend a little time now discussing some areas that indicate a lack of competence in adapting the lesson plan.

The first is sticking with the original plan regardless. If you continue with a plan despite the pupil being clearly out of their depth, then you are not showing that your training is not sensitive to the pupil's needs.

Secondly, If you continue with a plan despite the pupil demonstrating faults or weaknesses that should lead to a rethink of the plan, then you are not helping the pupil to learn or progress.

The next area that shows a lack of competence is if you change the plan without reason or fail to explain to the pupil why the plan has been changed. This disregards the pupil's involvement in their learning. Again, it takes them out of the centre of their learning that may require them to do something that is not helping them or matches how they would like to learn.

OK that brings us to the end of this fourth competence in Lesson Planning. In my next video, I am going to move on to Risk Management and the first competence which is 'Did the trainer ensure the pupil fully understood how responsibility for risk would be shared?'

Indications that all the elements of competence are in place could include:

- comparing the actual performance of the pupil with their claims and clarifying any differences
- responding to any faults or weaknesses that undermine the original plan for the session
- responding to any concerns or issues raised by the pupil
- picking up on non-verbal signs of discomfort or confusion

Indications of lack of competence include:

- persisting with a plan despite the pupil being clearly out of their depth
- persisting with a plan despite the pupil demonstrating faults or weaknesses that should lead to a rethink of the plan
- changing the plan without reason
- failing to explain to the pupil why the plan has been changed