

Tiritiri Matangi – Guide Training Information



Supporters of Tiritiri Matangi Inc

Guide Reflective Journal

Name of trainee guide:

GUIDE REFLECTIVE LEARNING JOURNAL – guiding public groups

How to use this learning journal

The purpose of this journal is to provide a focused tool for guides in training with respect to guiding public groups. The items listed in this journal are the **standards of guiding** that will be used in your assessment at the end of your training.

After every buddy guide please reflect on your experience in the journal because recent brain and learning research indicates that for most adults taking time to reflect is an essential step in turning observation into skilled action.

As you progress on this journey through each buddy guide, you will be given the opportunity to contribute to the guiding group you are with. This practice (with back up from experienced guides) is a key part of building a strong *kete matauranga* (basket of knowledge).

Write, draw, do whatever is meaningful for you and your learning. Adapt it to suit as you move through the training process. Add your own photos and links to resources in the Guides Section and the Blog section on the website.

We suggest you **debrief with the experienced guide after each tour** either at the lunch break or on the boat. Make a note along the way of questions you want to ask them and inquire about anything you are unsure of.

There are two parts to the guiding standards outline in this journal:

- **Visitor interaction** – the key ‘relating’ or personal skills of an effective guide
- **Tour content** - the knowledge of the history, flora and fauna of the island

Please also check in with the Guide Manager after every buddy guide.

Use it for planning

You can also use it to ‘**forward reflect**’ prior to starting your buddy guide. Focus your attention on one, two or three things for the day. Especially when you first start your training the amount of information you are presented with can be a little overwhelming. By choosing focus areas you can reduce overwhelm and gain a better sense of satisfaction in your progress towards fledging as a guide.

Use this document in conjunction with the Self-assessment checklist that provides more detail on specific flora, fauna and island history knowledge required.

Tiritiri Matangi – Guide Training Information

1. Visitor Interaction

VISITOR INTERACTION	Observation what I saw, heard and experienced	My learning to apply to my guiding practice
1. GREETING Introduces self and greets visitors with warmth.		
2. HEALTH & SAFETY - BUMBAG & LANYARD Has bumbag, wears lanyard, shows safety info card and explains use near start.		

Tiritiri Matangi – Guide Training information

VISITOR INTERACTION	Observation what I saw, heard and experienced	My learning to apply to my guiding practice
3. RAPPORT Establishes rapport with visitors by paying personal attention, using names, is approachable, inquires about interests, what visitors are hoping for from their visit, and areas of expertise; responds positively to questions. Utilises expertise where appropriate during walk.		
4. GROUP MANAGEMENT Keeps the group together, manages tour pace, balances different individuals' interests. Waits until group is together before talking about significant things. Arrives at the Visitor Centre within time frame.		

Tiritiri Matangi – Guide Training information

VISITOR INTERACTION	Observation what I saw, heard and experienced	My learning to apply to my guiding practice
5. MANAGES DIFFERENT NEEDS - LANGUAGE Sensitive to the language abilities of the visitors and adapts the experience accordingly.		
6. MANAGES DIFFERENT NEEDS - PHYSICAL ABILITIES Sensitive to the physical abilities of the visitors and adapts the pace and experience to accommodate. Identifies if a visitor is struggling physically and calls for help from Guide Manager/Ranger iif needed.		

VISITOR INTERACTION	Observation what I saw, heard and experienced	My learning to apply to my guiding practice
7. VOICE PROJECTION Voice is projected audibly and clearly to the group. Guide stops walking and faces group when talking.		
8. GROUP INCLUSION Addresses most comments to the group, not individuals. Is inclusive. Manages demanding visitors with dignity and respect		

Tiritiri Matangi – Guide Training information

VISITOR INTERACTION	Observation what I saw, heard and experienced	My learning to apply to my guiding practice
9. SILENCE Uses silence so bird calls and sounds can be identified		
10. CONFIDENCE Appears confident and in control.		

Tiritiri Matangi – Guide Training information

VISITOR INTERACTION	Observation what I saw, heard and experienced	My learning to apply to my guiding practice
11. TIME MANAGEMENT Tour runs to schedule – Time for lunch, shop, beach etc. Arrives at Visitor Centre within time frame for the track.		
12. HEALTH & SAFETY Alerts all group members to hazards as encountered. Waits by hazard until all group has safely passed. Reminds of the danger of looking up to trees while walking. Complies with all H&S requirements.		

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Tiritiri Matangi – Guide Training information

Tour content

TOUR CONTENT	Observation what I saw, heard and experienced	My learning to apply to my guiding practice
1. INTRODUCTION Sets the scene on what the tour will cover to manage expectations, provides time frame for arrival at Visitor Centre.		
2. ISLAND HISTORY Provides accurate and succinct history/story of Tiritiri Matangi.		
3. FLORA/FAUNA Correctly identifies the flora and fauna and includes the use of Māori names with correct pronunciation.		

TOUR CONTENT	Observation what I saw, heard and experienced	My learning to apply to my guiding practice
4. RESTORATION PROJECT Restoration of flora – describes origin of project and methods of restoration accurately.		
5. FAUNA REINTRODUCTION Reintroduction of fauna – an accurate mention of key species, good overview.		

Tiritiri Matangi – Guide Training information

TOUR CONTENT	Observation what I saw, heard and experienced	My learning to apply to my guiding practice
6. RESOURCES Uses additional props/aids from bumbag where appropriate – whau, pohutukawa seed (eco sourced). Touch, smell, listen, see. Refers to information boards on track.		
7. STORY TELLING Provides interesting and engaging facts/stories specific to Tiritiri Matangi		

TOUR CONTENT	Observation what I saw, heard and experienced	My learning to apply to my guiding practice
8. WILDLIFE INTERACTION Accurately identifies and talks about the wildlife as they are encountered.		
9. VISITOR INTERESTS Keeps specific visitor interests in mind and adapts presentation.		

Tiritiri Matangi – Guide Training information

TOUR CONTENT	Observation what I saw, heard and experienced	My learning to apply to my guiding practice
10. SUMMARISES At the end of the tour provides a summary of what was experienced re-emphasising significance of particular sightings/hearings.		
11. INVITES TO JOIN Thanks group for coming and contributing to Tiritiri Matangi. Explains benefits of joining SOTM. Mentions Trip Advisor and asks to rate. Asks visitors to complete feedback form in VC.		
12. DIRECTS TO SHOP Points out Visitor Centre, shop, free tea and coffee, toilets		

