

Ningaloo Turtle Program

Train the Trainer Guide

Ningaloo Turtle Program “Train the Trainers” Guide

Introduction

Experienced volunteers in the Ningaloo Turtle Program have the opportunity to become Volunteer Trainers in the Ningaloo Turtle Program Beach Monitoring Method used along the Ningaloo Coast.

Training trainers is different from training volunteers, as the “Trainee trainers” already know the methods of monitoring eg how to identify turtle tracks, nests and false crawls, fill in the data sheet correctly and all the other processes involved in turtle track beach monitoring. The emphasis on “Training trainers” is to ensure that all the trainers use the same method for beach monitoring training and that they deliver the volunteer training in a clear, unambiguous manner, without information overload, using the correct terminology and that they are able all to get volunteers to actively participate in their training, which is done using auditory, visual and kinaesthetic (refer to P 4 for more detail) explanations/methods, using encouragement and positive reinforcement. All competent trainers should follow the Volunteer Training Guide to ensure every volunteer in the monitoring program gets the same standard of training.

Part of a trainer’s job is to ensure that **ALL** volunteers are comfortable during the training session and that all receive the same training. A good trainer will be able to spot any trainee volunteer who is hanging back, not answering questions and relying on other volunteers to do all the work. One of the characteristics of a good trainer is to include all the “trainee volunteers”, without humiliating or embarrassing them.

Every trainer will have their own individual way of training, but the bottom line is to ensure standardised training techniques are used by all trainers regardless of the personal training style. Unlike the TAFE Turtle Tour Guiding Course, where trainers/assessors are required to have their Certificate IV in Workplace Training and Assessing, the same requirement is not required of Trainers of Volunteers for the Beach Monitoring Method. Therefore a large emphasis of this training is to ensure that they will actually make effective trainers, even though the trainees need to be competent volunteers with sufficient knowledge and experience.

In the following section **trainee** refers to the people being trained to be trainers and **trainer** refers to the person training the trainees. The recommendation is for a maximum of 4 trainees per trainer.

Train the Trainers' Method

Training Session 1

1.1 All trainees should have:

1. completed at least 1 season as a volunteer for the monitoring program (having completed 25 or more sessions or have equivalent substantiated experience in a similar turtle program).
2. copy of the **Field Guide & a Field Kit**, with which they are familiar.
3. copy of the **Volunteer Training Manual** for reference.
4. copy of the **trainer's checklist** and the **Assessment Sheet**.
5. clipboard containing all the relevant sheets (data, communications log, Stranded Turtle Report Sheets etc)
6. correct footwear.
7. 2-way radio (1 between 2 if not enough for everyone).

Trainer should have:

1. a copy of each of the following - **Train the Trainer Guide, Trainee Assessment Sheets & the Volunteer Training Guide**
2. **Field Guide**
3. **First Aid Kit**
4. The relevant clipboard for the section where training is conducted.
5. 2-way radio

1.2 Beach training sessions.

The process of training trainers basically involves the trainer demonstrating how to train volunteers in the NTP beach monitoring method, then providing each trainee with as many opportunities as possible to demonstrate the training of volunteers (other trainees role play as novice volunteers).

1. **Brief group introduction** (even if everyone knows each other – good practice as this would be the starting point for volunteer training). Helps to relax everyone and allows the trainer to find out about the people being trained.
2. **Trainer to give brief introduction of the training process** and what is expected of the trainees (eg demonstration then each trainee in turn being the trainer while the other trainees' role play as new volunteers.) It's an interactive process so the "role play volunteers" should be asked to act as new volunteers eg to ask questions, answer questions etc and be involved without going overboard.
3. **Trainer to briefly outline the assessment process** – basically the same as the training sessions, but their efforts are assessed and the trainer takes a back seat. Trainees should have a copy of the Assessment Sheet.

4. **Demonstrating how to train:**

- **The trainer starts by demonstrating** how they would train volunteers. They should be familiar with the **Volunteer Trainer's Guide**.

- **Use auditory, visual & kinaesthetic explanations/methods when training.**

Examples:

Auditory learners like to learn by listening and may repeat things back to themselves.

Visual learners – like to see what they are learning – eg things drawn in sand and the Field Guide.

Kinaesthetic learners – enjoy acting out and role play – they would learn from an “acted out” demonstration of a turtle digging a body pit and egg chamber.

Most people learn through a mix of all 3 styles.

For a summary of these 3 styles of learning go to:

<https://olt.qut.edu.au/it/ITB116/gen/static/VAK/Summary.htm>

- **Don't assume anything or skip any steps** – even though the trainees are experienced volunteers – this is about training people how to train.
- **Break the training into smaller steps**, with each trainee being given a chance to demonstrate how they would train for each step eg how to determine direction of track with the rest of the group role playing being volunteers.

It's not advisable to train how to determine the direction of travel, species' track characteristics, whether nest or false crawl, GPS of nest, recording data etc all in one fell swoop.

- **The number of tracks present on a training beach** may determine how you, the trainer, will conduct the training. If lots of tracks, then for every new track a different trainee demonstrates the training.

If very few tracks – then every trainee should be given a chance to demonstrate training at every track. The more opportunities the trainees are given the more relaxed and professional their training will become.

- **Provide feedback to each trainee** during and after each time a trainee has done demonstration training. Try to do this in a positive and encouraging manner. The other trainees could also interact and provide feedback. Remind them about **information overload** – better to do things in smaller steps.
- **Interrupt a trainee if they ramble on** – training must not be confusing for “volunteers”. Make positive suggestions for improvement.
- **Encourage volunteer participation!** Remind the trainees that the best way for anyone to learn is to do it themselves. Trainees should get the other “volunteers” to mark arrows on sand, put a finger in a green tail mark etc. Some people are auditory learners and some are visual. The visual

learners need to see things – eg point out photos from **FG** or drawing arrows in sand to show direction.

- **Encourage the trainees to ask their “volunteers” (other trainees) questions.** This allows the trainer to see if the volunteers understand and have absorbed what has been said. Trainers & trainees should continue to ask if anyone has any questions during the session. Encourage the “role play volunteers” to ask questions of the trainee as would occur in a real training session.
- **Allow each trainee to develop their own style** – however they must not give false information and they must use the correct terminology (eg costal scales not scutes) as used in the **FG**. It is important that any trainee is corrected immediately, if they use incorrect terminology or provide misinformation.
- **Demonstrate the use of the check list** – to ensure that all trainees, when they are trainers, can keep a track of what they have done and what they need to do in the following days of training.
- **Emphasise the need for the trainees to be flexible** once they are competent trainers. Although the checklist is a good guide for the order that training should be undertaken, **it is not set in concrete and trainers need use situations as they encounter them to enhance their training techniques.**

EG – if the first situation encountered, as a trainer, after locating the starting Totem Marker is a stranded turtle – then the trainer should use the opportunity to go through the Marine Turtle Rescue Report - including how to determine if a turtle is stranded (using the Flowchart) and how to fill in the necessary form/s (eg stranded turtle report and Tagged turtle Report – if tag also found).

- **Emphasise that trainers need to phlegmatic, not dogmatic.** Sometimes nests and tracks can be quite confusing – even the most experienced trainer cannot always be 100% sure. If there is debate over a nest or track – allow the group to talk about their ideas and if it is obvious that the trainer has made a wrong call – it is better to admit it and say why the change of mind.

SESSION 2

During this session the trainer should cover any methods/explanations/procedures that were not covered in the first session. Use the checklist to make sure nothing was left out.

If all criteria in the checklist were covered in Session No 1, then Session 2 is used to consolidate the training from the previous session and allow further practice.

At this stage it would be important to gain feedback from the trainees to determine whether there is any specific part of the training they would like repeated or have reinforced.

AGAIN – FLEXIBILITY IS THE KEY TO ALL NTP TRAINING, WITHOUT COMPROMISING ON STANDARDS.

1.3 ASSESSMENT

- One Assessment Sheet for can be used for 2 **Trainees**
- Trainees should understand the assessment process & have seen/have a copy of the assessment sheet prior to their assessment.
- Each trainee should be given several opportunities during the assessment session, to demonstrate how to train/deliver each of the different criteria listed on the Assessment Sheet – particularly if the assessor has marked that they need further training for specific criteria.
- An Example Assessment Sheet on the last page shows how it should be used. This assessment sheet is specifically designed to reflect the 3 species of turtle found along the Ningaloo Coast. However the assessment sheet is easily converted to suit any particular area with a different mix of species.
- The final assessment (Competent or NFP) is based on the overall number of Cs or NFP of the Assessment Criteria.

On the EXAMPLE ASSESSMENT SHEET (Page 7) it is clear that J Bloggs is competent and will make a good trainer. Where it was deemed further practice was required he/she was obviously given other opportunities to demonstrate their competence for those criteria. However although B Simpson had a good handle on the knowledge required he/she obviously lacked the skills to transfer this knowledge to the trainee volunteers. Despite feedback and being given further opportunities to demonstrate these necessary skills, he/she still required further practice. Under these circumstances, this trainee may need individualised help if they are still keen to become a trainer.

- If, however, it is obvious that the person will not make a good trainer the issue will need to be dealt with in a diplomatic way and on a “one to one” basis – not in front of the rest of the group.
- The ideal scenario for assessment would be for a trainee to undertake an actual training session with new Turtle monitoring volunteers. However the nature of the program and the availability of assessors would probably deem this to be impractical.

NINGALOO TURTLE PROGRAM: TRAINER ASSESSMENT SHEET

DATE: _____ ASSESSOR: _____

KEY: Competent = √ Needs further practice = X

CRITERIA for Assessment	Trainee: J Bloggs	Trainee: B Simpson
Introduction of self and participants	X √	X √
Volunteer form, safety issues	√	√
Explanation of outcomes of program	√	√
Radio drill including radio etiquette & usage	√	√
Check/explain monitor kit & bag contents	√	√
Data sheet top section fill in	√	√
Location of starting Totem Marker & GPS location & using GPS for time	√	√
Starting point & signs of high tide mark.	√	√
Explains green turtle emerging & returning tracks	√	√
Explains loggerhead turtle emerge & return tracks	√	√
Explains hawksbill turtle emerge & return tracks	X √	X √
Determination of false crawls, explaining reasons	√	√
Determination of nesting – characteristics/field signs	√	√
Recording data for nest including GPS location & position of nest on the beach	√	√
Explains GPS usage	√	√
Identification & recording of prints	√	√
Correct marking of nests & tracks	√	√
Explains what constitutes a damaged/old nest	√	√
Explains completion of data sheet, including recording of page number, tallying & recording False Crawls & foxes and final totals of Table A	√	√
Reporting stranded turtles – what constitutes a “Stranded turtle”, the procedure for reporting it & the filling in the appropriate reports eg Tagged Turtle, Marine Turtle Rescue Reports	√	√
Measuring carapace, head, tail of dead turtle & filling in Stranding & Mortality Report	√	√
Explains Communications Log	√	√
Turtle & Hatchling Identification using identification keys in Field Guide or real turtles if present	√	√
Uses the Trainer's Checklist to ensure all methods/procedures are covered	√	√
Uses field guide effectively	√	√
Uses correct terminology	√	√
Provides clear and succinct explanations	√	X X
Projects voice and speaks clearly and audibly	√	X X
Uses a friendly and encouraging approach	√	X X
Includes all members of the group	√	X X
Encourages participants to actively engage	√	X X
Includes aural, visual and kinesthetic explanations	√	X X
Responds positively to questions	√	X √

COMMENTS

Trainee: <u>Joe Blogs</u> Joe demonstrated a high level of training techniques which catered for individuals. His explanations were generally clear and concise and he actively encouraged participation by all the volunteers. He used the correct terminology, as used in the Field Guide, throughout his assessment and he actively engaged his volunteers in their learning. C/NFP Assessor Signature: _____	Trainee: <u>B Simpson</u> Unfortunately although Bart knew the necessary procedures of the monitoring process and clearly used the FG and used the correct terminology, his nervousness and shyness prevented him from training in an effective and positive manner. He definitely needs further practice in the actual training techniques of project his voice and speaking clearly without uttering. C/NFP Assessor Signature: _____
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