

POSITION DESCRIPTION

Employment Agreement type:	PSA Allied, Public Health & Technical MECA
Job classification:	Allied & Public Health
Position Title:	Hospital Play Specialist
Directorate and Service:	Paediatric Ward, Women's & Children's Health
Location:	Dunedin/Invercargill
Responsible to:	Charge Nurse Manager
Tenure/hours:	Casual
Position Purpose:	<p>Allied Health, Scientific and Technical professionals work in health care teams providing a range of diagnostic, technical, therapeutic and direct patient care and support services that are critical to the other health professionals they work with and the communities they serve.</p> <p>This role will work collaboratively with all health professionals as well as the wider multi-disciplinary team throughout the SDHB in a way that is consistent with the Organisation's vision and values. This way of working will ultimately benefit all our patients and communities.</p>
Date:	September 2020

Our Vision

Better Health, Better Lives, Whanau Ora

We work in partnership with people and communities to achieve their optimum health and wellbeing
We seek excellence through a culture of learning, enquiry, service and caring

Our shared values and behaviours

Kind <i>Manaakitanga</i>	Open <i>Pono</i>	Positive <i>Whaiwhakaaro</i>	Community <i>Whanaungatanga</i>
<p>Looking after our people: We respect and support each other. Our hospitality and kindness foster better care.</p>	<p>Being sincere: We listen, hear and communicate openly and honestly. We treat people how they would like to be treated.</p>	<p>Best action: We are thoughtful, bring a positive attitude and are always looking to do things better.</p>	<p>As family: We are genuine, nurture and maintain relationships to promote and build on all the strengths in our community.</p>

Our statutory purpose

To improve, promote and protect the health of our population

- Promote the integration of health services across primary and secondary care services
- Seek the optimum arrangement for the most effective and efficient delivery of health services
- Promote effective care or support for those in need of personal health or disability support services
- Promote the inclusion and participation in society and the independence of people with disabilities
- Reduce health disparities by improving health outcomes for Maori and other population groups
- Foster community participation in health improvement and in planning for the provision of and changes to the provision of services
- Uphold the ethical and quality standards expected of use and to exhibit a sense of social and environmental responsibility

FUNCTIONAL RELATIONSHIPS	
It is a key responsibility that relationships must be developed and maintained in such a way as to bring about a positive and respectful response from those the team member liaises with.	
WITHIN SOUTHERN DHB	EXTERNAL TO SOUTHERN DHB
<ul style="list-style-type: none"> ▪ Southern DHB staff and managers at all levels of the organisation ▪ AHS&T Professional Leaders (PLs) ▪ Multi-disciplinary colleagues ▪ Operational Manager ▪ AHS&T Professional Development Facilitator ▪ Administration staff 	<ul style="list-style-type: none"> ▪ Clients, patients, visitors, families, whanau and caregivers ▪ Services from the community, funding bodies, student or intern clinical liaison staff ▪ Primary care - GPs, other medical staff ▪ Relevant professional organisations ▪ Other service providers

KEY RESULT AREAS

The requirements in the above Key Result Areas are broadly identified below:

YOU ARE ACCOUNTABLE FOR	YOU ARE SUCCESSFUL WHEN
Living our values	
Acting as an ambassador for our organisation, you model our agreed values, providing both our internal and external customers with exceptional service and care at all times.	<ul style="list-style-type: none"> ▪ You are kind: You put people at the centre of their care, are attentive, helpful and caring. You treat people with respect and protect people’s dignity and privacy. ▪ You are open and sincere: You listen and hear with understanding and empathy. You keep people informed, so they know what is happening. You speak up if you have a concern and accept feedback graciously. ▪ You are positive, friendly and approachable and are always looking to improve. You aim for excellence, high quality and the best outcomes in everything you do. You are appreciative and encouraging. ▪ You are an active part of our community: You are culturally sensitive, value people and build solid relationships. You are regarded as collaborative, trustworthy and trusting.
Administrative/Service Support	
Providing a high quality, confidential and responsive administrative support service to the <i>Children’s Unit and its leaders</i>	<ul style="list-style-type: none"> • Documentation produced meets agreed timelines, is accurate and of high quality. • Your work is prioritised appropriately in order to meet agreed timelines or renegotiated accordingly. • Effective, accessible electronic and paper filing systems and procedures are maintained, enabling quick access to information.

YOU ARE ACCOUNTABLE FOR	YOU ARE SUCCESSFUL WHEN
	<ul style="list-style-type: none"> • You maintain an up to date desk file which enables relief staff to pick up your duties without disruption to the workflow.
Identifying and recommending opportunities to improve existing work processes systems and practice.	<ul style="list-style-type: none"> ▪ You suggest new ideas and make refinements to systems, processes and work practices within your own role which improve service organisation and delivery.
Customer Service	
Acting as an ambassador for the Southern DHB, going above and beyond to provide both internal and external customers with exceptional service at all times.	<ul style="list-style-type: none"> ▪ You are regarded as approachable, interested and friendly. ▪ You stop to listen, learn and understand when assisting service users. ▪ Service users recognise/acknowledge that they have received the level of support and service they seek. ▪ Problems and complaints are acknowledged, solutions identified and promptly acted upon. ▪ You safeguard the confidential nature of patient and staff personal information at all times.
Team work	
Working together to get the job done.	<ul style="list-style-type: none"> ▪ You actively engage with and support colleagues, taking personal responsibility for ensuring effective working relationships with all team members. ▪ You willingly share your knowledge and experience. ▪ Communication is open, honest, appropriate and considerate. ▪ You demonstrate positivity and respect, and support and care for your colleagues. ▪ You demonstrate initiative and commitment to team objectives, actively participating in group activities. ▪ You are open and receptive to change.
Professional Relationships	
Establish and maintain effective professional relationships focused on the learning and well-being of each learner.	<ul style="list-style-type: none"> ▪ Develop effective and collaborative relationships to ensure best outcomes for children/young people, their family and whanau. ▪ Communicate with parents/caregivers/whanau in a respectful and considerate way ensuring a strong partnership between teacher and family

YOU ARE ACCOUNTABLE FOR	YOU ARE SUCCESSFUL WHEN
	<ul style="list-style-type: none"> ▪ Articulate and demonstrate the role and function of a hospital play specialist. ▪ Advocate for the value of play and of practices that are supportive of the well-being of children/young people, families and whanau. ▪ Work in a professional manner at all times and actively participate in the multi-disciplinary approach adopted by the children’s ward. ▪ Manage conflict effectively and work actively to achieve resolution. ▪ Support families, including siblings, and enhance family and whanau involvement in their child’s care and education. ▪ Responsibly share knowledge and communicate all relevant information to colleagues and families in a timely and professional manner. ▪ Encourage family and caregivers’ participation in the programme, recognising the importance of their involvement and providing education through a family centred approach ▪ Actively seek feedback from colleagues and the learning community and respond to this appropriately ▪ Contribute to the hospital play specialist body of knowledge by sharing knowledge and skills with others, both formally and informally ▪ Contribute to team functioning and to the wider professional learning community ▪ Provide appropriate support and guidance to colleagues, students, and volunteers.
Learning-focused Culture	
<p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</p>	<ul style="list-style-type: none"> ▪ Comply with relevant legislation, regulations, codes, service standards, policies, procedures, and professional guidelines. ▪ Develop and maintain an environment to ensure all children and adults are kept physically, socially, culturally and emotionally safe. ▪ Acknowledge and respect the languages, heritages and cultures of all learners.

YOU ARE ACCOUNTABLE FOR	YOU ARE SUCCESSFUL WHEN
	<ul style="list-style-type: none"> ▪ Create an environment where stress and anxiety are reduced. ▪ Help children/young people express feelings and concerns ▪ Attend to self-care. ▪ Assist the child/young person, family and whanau to identify and communicate their own needs to foster trust, respect and co-operation. ▪ Demonstrate knowledge and understanding of how social and cultural differences can impact on children’s learning.
Design for Learning	
<p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures</p>	<ul style="list-style-type: none"> ▪ Have knowledge and understanding of the early childhood curriculum, Te Whaariki, and other relevant documents. ▪ Assess and respond to children/young person’s strengths, interests and developing dispositions ▪ Provide activities and programmes that support learning and development in children/young people ▪ Articulate clearly and confidently professional decisions made about the curriculum and teaching strategies. ▪ Manage the learning environment by using a range of teaching strategies to actively engage children. ▪ Adapt style and method of teaching to suit the individual child/young person, family and whanau. ▪ Show ongoing commitment to increasing knowledge base and skills relating to culturally safe practice. ▪ Use assessment information to identify progress and to guide and support further learning pathways for individual children ▪ Use assessment information to evaluate the effectiveness of teaching strategies.
Teaching	
<p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace</p>	<ul style="list-style-type: none"> ▪ Ensure that equitable learning opportunities and resources are provided for all children ▪ Model effective teaching practice. ▪ Provide therapeutic play and preparation, coping strategies and other interventions to enhance understanding and help children/young people and their families and whanau

YOU ARE ACCOUNTABLE FOR	YOU ARE SUCCESSFUL WHEN
	<p>manage illness, hospitalisation and treatment.</p> <ul style="list-style-type: none"> ▪ Ensure a curriculum is provided which provides opportunities for children to link prior learning with current experiences ▪ Encourage children to revisit and reflect on their learning, and to apply their learning to different contexts. ▪ Support children to develop social competence within the learning environment. ▪ Ensure a range of teaching strategies and resources are used to engage and enrich children’s learning and to promote equity and value cultural diversity. ▪ Ensure information gained from assessment is communicated to relevant members of the learning community.
Professional Learning	
<p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners</p>	<ul style="list-style-type: none"> ▪ Maintain knowledge of current hospital play specialist related theories and practice by actively seeking relevant professional development opportunities. ▪ Actively participate in performance development and review process ▪ Demonstrate a commitment to critical inquiry and problem solving through implementation of planned and spontaneous internal evaluation ▪ Maintain teacher registration and supporting documentation ▪ Work and actively participate in the Southern District Health Board Quality Improvement programme ▪ Use feedback, support, and guidance to improve practice through critical reflection ▪ Identify personal and professional cultural values, beliefs and attitudes and understand their potential impact on practice.
Health, Safety and Wellbeing	
<p>Taking all practicable steps to ensure personal safety and the safety of others while at work, in accordance with the SDHB’s Health, Safety and</p>	<ul style="list-style-type: none"> ▪ You understand and consistently meet your obligations under SDHB’s Health and Safety policy/procedures. ▪ You actively encourage and challenge your peers to work in

YOU ARE ACCOUNTABLE FOR	YOU ARE SUCCESSFUL WHEN
Wellbeing policies, procedures and systems.	<p>a safe manner.</p> <ul style="list-style-type: none"> ▪ Effort is made to strive for best practice in Health and Safety at all times.
Treaty of Waitangi	
<p>Giving effect to the principles of the Treaty of Waitangi – Partnership, Participation and Protection through your interaction with others on a day to day basis.</p>	<ul style="list-style-type: none"> ▪ <i>Partnership</i> – You interact in good faith and in the nature of a partnership. There is a sense of shared enterprise and mutual benefit where each partner takes account of the needs and interests of the other. ▪ <i>Participation</i> – You work in partnership with our treaty partners to enable our organisation to prosper. You are mindful of the varying socio-economic conditions that face our people and work hard to remove barriers of access to health and education. ▪ <i>Protection</i> – You work proactively to protect the rights and interests of Māori, including the need to proactively build the capacity and capability of Māori. ▪ Have knowledge of the Te Tiriti o Waitangi and work effectively within the bicultural context of healthcare settings to ensure the principles of partnership, protection, and participation are applied to day to day practice. ▪ Acknowledge and respect the language and heritage of both partners of the Treaty of Waitangi. ▪ Acknowledge the uniqueness of the child/young person in the context of their family, whanau, and the wider community ▪ Practice and develop the relevant use of te reo Maori and tikanga Maori within the programme ▪ Work in partnership with Maori parents/whanau, listening to their aspirations for their children
Other Duties	
<p>Undertaking duties from time to time that may be in addition to those outlined above but which fall within your capabilities and experience.</p>	<ul style="list-style-type: none"> ▪ You respond positively to requests for assistance in own and other areas, demonstrating adaptability and willingness. ▪ You produce work that complies with Southern DHB processes and reflects best practice.

YOU ARE ACCOUNTABLE FOR	YOU ARE SUCCESSFUL WHEN
	<ul style="list-style-type: none"> ▪ Research undertaken is robust and well considered.

NOTE: The above performance standards are provided as a guide only. The precise performance measures for this position will need further discussion between you and your manager as part of the performance development process.

PERSON SPECIFICATION

This section is designed to capture the expertise required for a person to be fully competent in the role. (This does not necessarily reflect what the current position holder has). This may be a combination of knowledge / experience, qualifications or equivalent level of learning through experience or key skills, attributes or position specific competencies.

	ESSENTIAL	DESIRABLE
Education and Qualifications	<ul style="list-style-type: none"> ▪ Diploma of Teaching (ECE) minimum/provisional Teacher Registration 	<ul style="list-style-type: none"> ▪ HPS Certification or similar professional recognition relating to HPS role in hospital based work
Knowledge, Skills and Experience	<ul style="list-style-type: none"> ▪ Experience working with children and families from diverse ethnic backgrounds ▪ Experience working within a team environment ▪ Sound understanding of professional ethics. ▪ Demonstrated ability to provide appropriate play programmes for children of mixed age groups and from a variety of cultural backgrounds. ▪ Ability to assist with planning, implementation and evaluation of appropriate programmes for groups and individuals. ▪ Builds supportive responsive relationships with children, young people and families. ▪ Respects and provides for individual differences in cultural and family values. ▪ Excellent written and oral communication skills. ▪ A thorough understanding of Ministry of Education requirements for early childhood education services. 	<ul style="list-style-type: none"> ▪ Experience of working with families in challenging situations ▪ Early Childhood Education experience
Personal Qualities	<ul style="list-style-type: none"> ▪ Is flexible and adaptable. ▪ Organises time well. ▪ Relates to people with warmth and sensitivity. ▪ Values diversity. ▪ Can be relied upon to work independently but is also an effective team member. 	

	<ul style="list-style-type: none"> ▪ Maintains personal and professional boundaries. ▪ Able to contribute to ongoing quality improvement processes.
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ORGANISATIONAL AND ROLE SPECIFIC COMPETENCIES

The following organisational and Role specific competencies apply to this position. The employee will be assessed against these as part of their annual performance and development review.

ORGANISATIONAL COMPETENCIES

Customer Focus	Is dedicated to meeting the expectations and requirements of internal and external customers; gets first hand customer information and uses it for improvements in products and services; acts with customers in mind; establishes and maintains effective relationships with customers and gains their trust and respect
Integrity and Trust	Is widely trusted; is seen as a direct, truthful individual; can present the unvarnished truth in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent him/herself for personal gain.
Drive For Results	Can be counted on to exceed goals successfully; Is constantly and consistently one of the top performers; very bottom line oriented; steadfastly pushes self and others for results.
Managing Diversity	Manages all kinds and classes of people equitably; deals effectively with all races, nationalities, cultures, disabilities, ages and both sexes; hires variety and diversity without regard to class; supports equal and fair treatment and opportunity for all.

ROLE SPECIFIC COMPETENCIES

Process Management	Good at figuring out the processes necessary to get things done; knows how to organise people and activities; understands how to separate and combine tasks into efficient work flow; knows what to measure and how to measure it; can see opportunities for synergy and integration where others can't; can simplify complex processes; gets more out of fewer resources.
Organising	Can marshal resources (people, funding, material, and support) to get things done; can orchestrate multiple activities at once to accomplish a goal; uses resources effectively and efficiently; arranges information and files in a useful manner.
Personal Learning:	Picks up the need to change personal, interpersonal behaviour quickly; watches others for their reactions to his/her attempts to influence and perform; and adjusts; seeks feedback; is sensitive to changing personal demands and requirements and changes accordingly
Priority Setting	Spends own time and the time of others on what is important; can quickly sense what will help or hinder when seeking to accomplish goals; eliminates roadblocks; creates focus
Problem Solving	Uses logic and established processes to solve difficult problems and achieve effective solutions; can see hidden problems; Is excellent at honest analysis; looks beyond the obvious ; doesn't stop at the first answers

CHANGES TO POSITION DESCRIPTION

From time to time it may be necessary to consider changes to the position description in response to the changing nature of our work environment – including technological requirements or statutory changes. This Position Description may be reviewed as part of the preparation for your annual performance and development review.

Acknowledged / Accepted:

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Employee

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Date

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Manager

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Date