

## POSITION DESCRIPTION

<b>Role Title:</b>	Play Specialist
<b>Reports To:</b>	Charge Nurse Manager
<b>Directorate:</b>	Women's, Children's and Public Health Directorate
<b>Direct Reports:</b>	Nil
<b>Location:</b>	Dunedin/Southland Hospital

### ROLE OF THE DISTRICT HEALTH BOARD

**Our Vision:**

- Better Health, Better Lives, Whanau Ora.

**Our Mission:**

- 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 Values:**

<b>Kind</b>  <b>Manaakitanga</b>	<p><b>Looking after our people:</b> we respect and support each other. Our hospitality and kindness foster better care.</p>
<b>Open</b>  <b>Pono</b>	<p><b>Being sincere:</b> we listen, hear and communicate openly and honestly. Treat people how they would like to be treated.</p>
<b>Positive</b>  <b>Whaiwhakaaro</b>	<p><b>Best action:</b> we are thoughtful, bring a positive attitude and are always looking to do things better.</p>
<b>Community</b>  <b>Whanaungatanga</b>	<p><b>As family:</b> 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 us and to exhibit a sense of social and environmental responsibility.

### PURPOSE OF THE ROLE

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.

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.

#### ORGANISATIONAL COMPETENCIES

<b>Customer Focus</b>	Is dedicated to meeting the expectations and requirements of internal and external customers; gets first hand customer information and uses it for improvements in services; acts with customers in mind; establishes and maintains effective relationships with customers and gains their trust and respect
<b>Integrity and Trust</b>	Is widely trusted; is seen as a direct, truthful individual; can present the truth in an appropriate and helpful manner; keeps confidences; admits mistakes
<b>Drive For Results</b>	Can be counted on to exceed goals successfully; is constantly and consistently one of the top performers; pushes self and others to achieve results

#### ROLE SPECIFIC COMPETENCIES

<b>Managing diversity</b>	Manages all kinds and classes of people equitably; deals effectively with all races, nationalities, cultures, disabilities irrespective of age and gender; supports equal and fair treatment and opportunity for all
<b>Priority Setting</b>	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
<b>Problem Solving</b>	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

#### KEY RELATIONSHIPS

<b>Internal</b> AHS&T Professional Leaders (PLs ) Multi-disciplinary colleagues Operational Manager AHS&T Professional Development Facilitator Administration staff	<b>External</b> Clients, patients, 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
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#### KNOWLEDGE, EXPERIENCE AND SKILLS REQUIRED

##### Essential criteria

- Must be an AHS&T professional (see role descriptor below for details) and/or be committed to completing appropriate training to become an AHS&T professional
- A high level of interpersonal and communication skills

**Experience/knowledge**

- Ability to work in a supportive and honest manner
- Ability to motivate
- Able to gain peer credibility and respect
- Accept responsibility for own actions
- Possess the ability to problem solve and demonstrate initiative

KEY ACCOUNTABILITIES	DELIVERABLES	EXAMPLE MEASURES
<b>Professional Responsibilities and Clinical Practice</b>		
<b>Legislative requirements</b>	<ul style="list-style-type: none"> <li>• Practise in accordance with relevant legislation, codes, policies etc and upholds consumer rights</li> <li>• Uphold professional code of ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Adheres to professional and legislative standards of practice</li> <li>• Works according to the scope of Annual Practising Certificate</li> </ul>
<b>Assessments and interventions</b>	<ul style="list-style-type: none"> <li>• Undertake accurate and comprehensive assessments and evaluations</li> <li>• Plan and implement appropriate interventions</li> <li>• Provide relevant education - including any relevant alternative options - in a format that can be clearly understood</li> <li>• Collaborate with patients to set realistic, patient-centred outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are realistic and based on best practice</li> <li>• Uses standard measurement tools and equipment as set down by departmental or professional protocols</li> </ul>
<b>Documentation</b>	<ul style="list-style-type: none"> <li>• Maintain confidentiality of patient information and documentation</li> <li>• Adhere to SDHB's documentation standards</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation is timely, clear, concise and accurate</li> </ul>
<b>Culturally sensitive practice</b>	<ul style="list-style-type: none"> <li>• Practise in a culturally safe manner</li> </ul>	<ul style="list-style-type: none"> <li>• Assists patients to gain appropriate support and representation which reflects their cultural needs and preferences</li> </ul>
<b>Working in a collegial manner</b>	<ul style="list-style-type: none"> <li>• Contribute to the support and education of colleagues and students to enhance development of the profession</li> <li>• Participate in and contribute to the functioning of the team</li> <li>• Establish and maintain an effective working relationship with other staff</li> </ul>	<ul style="list-style-type: none"> <li>• Formal and informal systems in place for supporting colleagues</li> <li>• Supervision records for students</li> <li>• Participate as a team member to ensure the best outcomes for patients/ people</li> </ul>

<b>Evidence-based practice and research</b>	<ul style="list-style-type: none"> <li>Consistently refer to and relate practice to literature and research</li> <li>Critique, discuss and disseminate evidence based best practice</li> <li>Reflect on and evaluate the effectiveness of own practice</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of evidence-based best practice procedures and guidelines</li> <li>Updates knowledge related to best practice guidelines and area of practice</li> <li>Professional portfolio or participation in an approved CPD programme (as per professional requirements)</li> </ul>
<b>Time management</b>	<ul style="list-style-type: none"> <li>Manage own time adopting a disciplined approach to establishing and following identified role-related priorities</li> </ul>	<ul style="list-style-type: none"> <li>Tasks are scheduled and completed in a timely manner</li> </ul>
<b>Maintaining professional competencies</b>		
<b>Professional development</b>	<ul style="list-style-type: none"> <li>Develop and maintain professional competency</li> <li>Appraisal, peer review, observed practice or other professional audits as applicable</li> <li>Develop both personally and professionally to meet the changing needs of your career and profession</li> </ul>	<ul style="list-style-type: none"> <li>Holds current registration where applicable or as required</li> <li>Maintains an up-to-date professional development plan</li> </ul>
<b>Organisational competencies</b>		
<b>Occupational Health and Safety</b>	<ul style="list-style-type: none"> <li>Support and foster commitment to achieving the highest level of Health and Safety practice</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and reports hazards</li> <li>Assists with resolving issues that may cause harm to patients or staff</li> <li>Works safely at all times</li> </ul>
<b>Quality and Performance</b>	<ul style="list-style-type: none"> <li>Maintain professional and Organisational quality standards</li> <li>Continually seek to identify quality improvement opportunities in order to perform role in an effective and efficient manner</li> </ul>	<ul style="list-style-type: none"> <li>Performance aligns with appropriate quality audit standards, Organisational requirements and professional standards</li> </ul>
<b>Treaty of Waitangi Te Tiriti o Waitangi</b>	<ul style="list-style-type: none"> <li>The Southern District Health Board is committed to its obligations under the Treaty of Waitangi. Employees are required to adhere to the principles of the Treaty of Waitangi - Partnership, Participation and Protection</li> </ul>	<ul style="list-style-type: none"> <li>Participate in appropriate training</li> <li>Maintain cultural competence</li> </ul>

Note: The above example measures are provided as a guide only. The precise performance measures for this position will require further discussion and development as required to meet the needs of the Service

Date: (11 April 2016)

## ROLE DESCRIPTOR: Play Specialist

PROFESSIONAL REQUIREMENTS AND ROLE SPECIFIC REQUIREMENTS
<p><b>Work Experience/Qualifications</b></p> <p><b><u>Qualification</u></b></p> <p><b>Minimum</b></p> <ul style="list-style-type: none"><li>• Diploma of Teaching (ECE) minimum/provisional Teacher Registration</li></ul> <p><b>Preferred</b></p> <ul style="list-style-type: none"><li>• HPS Certification or similar professional recognition relating to HPS role in hospital based work</li></ul> <p><b><u>Experience</u></b></p> <p><b>Minimum</b></p> <ul style="list-style-type: none"><li>• Experience working with children and families from diverse ethnic backgrounds</li><li>• Experience working within a team environment</li></ul> <p><b>Preferred</b></p> <ul style="list-style-type: none"><li>• Experience of working with families in challenging situations</li><li>• Early Childhood Education experience</li></ul> <p><b>Skills/Knowledge</b></p> <ul style="list-style-type: none"><li>• Sound understanding of professional ethics.</li><li>• Demonstrated ability to provide appropriate play programmes for children of mixed age groups and from a variety of cultural backgrounds.</li><li>• Ability to assist with planning, implementation and evaluation of appropriate programmes for groups and individuals.</li><li>• Builds supportive responsive relationships with children, young people and families.</li><li>• Respects and provides for individual differences in cultural and family values.</li><li>• Excellent written and oral communication skills.</li><li>• A thorough understanding of Ministry of Education requirements for early childhood education services.</li></ul> <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"><li>• Is flexible and adaptable.</li><li>• Organises time well.</li><li>• Relates to people with warmth and sensitivity.</li></ul>



<ul style="list-style-type: none"> <li>• Demonstrate commitment to bicultural partnership in Aotearoa New Zealand</li>   <li>• Demonstrate commitment to ongoing professional learning and development of personal professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Have knowledge of the Treaty of 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 work.</li> <li>• Acknowledge and respect the language and heritage of both partners of the Treaty of Waitangi.</li> <li>• Acknowledge the uniqueness of the child/young person in the context of their family, whanau, and the wider community</li> <li>• Promote te reo and tikanga Maori throughout the curriculum</li> <li>• Ensure that equitable learning opportunities and resources are provided for all children</li>   <li>• Maintain knowledge of current hospital play specialist related theories and practice by actively seeking relevant professional development opportunities.</li> <li>• Actively participate in performance development and review process</li> <li>• Demonstrate a commitment to self review practices</li> <li>• Maintain teacher registration and supporting documentation</li> <li>• Work and actively participate in the Southern District Health Board Quality Improvement programme</li>   <li>• Support families, including siblings, and enhance family and whanau involvement in their child's care and education.</li> <li>• Responsibly share knowledge and communicate all relevant information to colleagues and families in a timely and professional manner.</li> <li>• Model effective teaching practice.</li> <li>• Contribute to the hospital play specialist body of knowledge by sharing knowledge and skills with others, both formally and informally</li> <li>• Contribute to team functioning and to the wider professional learning community</li> <li>• Provide appropriate support and guidance to colleagues, students, and volunteers.</li>   <li>• Have knowledge and understanding of the early childhood curriculum, Te Whaariki, and other relevant documents.</li> <li>• Assess and respond to children/young persons strengths, interests and developing dispositions</li> </ul>
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- Show leadership that contributes to effective teaching and learning.

**Professional Knowledge in Practice**

- Conceptualise, plan and implement an appropriate learning programme

- Promote a collaborative, inclusive and supportive learning environment.

- Provide activities and programmes that support learning and development in children/young people
- Provide therapeutic play and preparation, coping strategies and other interventions to enhance understanding and help children/young people and their families and whanau manage illness, hospitalisation and treatment.
- 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.
- Encourage family and caregivers' participation in the programme, recognising the importance of their involvement and providing education through a family centred approach
- Adapt style and method of teaching to suit the individual child/young person, family and whanau.
- Assist the child/young person, family and whanau to identify and communicate their own needs to foster trust, respect and co-operation.
- 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.
- Demonstrate knowledge and understanding of how social and cultural differences can impact on children's learning.
- 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.
- Show ongoing commitment to increasing knowledge base and skills relating to culturally safe practice.
- Practice and develop the relevant use of te reo Maori and tikanga Maori within the programme

<ul style="list-style-type: none"> <li>• Demonstrate in practice knowledge and understanding of how akonga learn</li> <li>• Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of akonga.</li> <li>• Work effectively within the bicultural context of Aotearoa New Zealand.</li> <li>• Analyse and appropriately use assessment information which has been gathered formally and informally.</li> <li>• Use critical inquiry and problem solving effectively in professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in partnership with Maori parents/whanaau, listening to their aspirations for their children</li> <li>• Use assessment information to identify progress and to guide and support further learning pathways for individual children</li> <li>• Use assessment information to evaluate the effectiveness of teaching strategies.</li> <li>• Ensure information gained from assessment is communicated to relevant members of the learning community</li> <li>• Demonstrate a commitment to critical inquiry and problem solving through implementation of planned and spontaneous self review</li> <li>• Actively seek feedback from colleagues and the learning community and respond to this appropriately</li> <li>• Identify personal and professional cultural values, beliefs and attitudes and understand their potential impact on practice.</li> </ul>
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I have read and understand the above position description and role descriptor:

Name: \_\_\_\_\_ (Please Print)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_