

The Canterbury District Health Board is committed to the principles of the Treaty of Waitangi and the overarching objectives of the New Zealand health and disability strategies.

Position Title:	<i>Hospital Play Specialist</i>	
Reports to:	<i>Hospital Play Specialist Team Leader</i>	
Key Relationships:	Internal: <ul style="list-style-type: none"> ▪ <i>Play Specialist Team Leader</i> ▪ <i>Play Specialist Practice Supervisor</i> ▪ <i>Play Specialist Team</i> ▪ <i>Parents and whānau</i> ▪ <i>Medical and nursing staff</i> ▪ <i>Allied Health Professionals</i> ▪ <i>Volunteer groups, students and volunteers</i> 	External: <ul style="list-style-type: none"> ▪ <i>Ministry of Education</i> ▪ <i>Education Review Office</i> ▪ <i>The Teaching Council</i> ▪ <i>Community Early Childhood Services or agencies if appropriate.</i> ▪ <i>Hospital Play Specialist Association</i>
Organisational Vision:	<i>Our Hospital Play Specialist Services' mission is to create a place of belonging and to be a strong advocate for children and their whānau. We build children's self-efficacy and empower them and their whānau during their hospital stay.</i>	
Organisational Values & Philosophy:	<p><i>Our core values are</i></p> <ul style="list-style-type: none"> • <i>Respectful relationships</i> • <i>Family centred care</i> • <i>Play</i> • <i>Empowerment</i> • <i>Equity of services</i> • <i>HPS commitment to ongoing learning</i> <p><i>We believe that each family is unique within the bicultural context of Aotearoa. We endeavour to support, respect, inform and educate to reduce the impact of hospitalisation. Through theoretical foundations of play and child development, we support and encourage children to cope, heal, adjust, self-express and learn. We value working with the immediate and wider multi-disciplinary teams in partnership with children and their families/whanau in order to support their hospitalisation. Ongoing professional development and reflection guides our practice to ensure we maintain an excellent level of clinical and early childhood knowledge and skills to deliver a high standard of service.</i></p>	

Role Purpose:	<ul style="list-style-type: none"> • <i>To promote growth and development of infants, children and young people.</i> • <i>To provide play experiences and programmes that assists infants, children, young people and their families/whānau to cope with the stress of hospitalisation and illness.</i> • <i>Encourages and supports infants, children and young people with the understanding /comprehension of procedures.</i> • <i>To support infants, children and young people, families/whānau with a hospital admission or visit at Christchurch Hospital who have complex needs, using evidence based practice to support medical interventions.</i> • <i>May participate in teaching sessions for professionals, students and community groups as required.</i> • <i>Function as part of the health care team.</i>
Complexity:	<p>Most challenging duties typically undertaken or most complex problems solved:</p> <ul style="list-style-type: none"> • <i>Managing complex caseloads.</i> • <i>Providing strategies to manage an escalation in behaviour around compliance.</i> • <i>Maintain relationships with families with varying and diverse backgrounds and high needs.</i> • <i>Demands to meet deadlines, maintain accuracy and quality of information.</i> • <i>Maintain accurate clinical records.</i> • <i>Maintain the safety and well-being of all children in your care.</i>

KEY ACCOUNTABILITIES:

Teachers certificated to practice in New Zealand are committed to the attainment of the highest standards of effective teaching practice and codes of professional behaviour. The Code sets out the high standards for ethical behaviour that are expected of every teacher. The Standards describe the expectations of effective teaching practice. Together they set out what it is and what it means, to be a teacher in Aotearoa New Zealand. Registered Hospital Play Specialists also needs to be accountable to ensure they achieve the Hospital Play Specialist professional competencies and are responsible for ethical conduct and continued professional growth and development.

The Hospital Play Specialist is responsible for:	The Hospital Play Specialist will be successful when:
1. Health and Safety	<ul style="list-style-type: none"> • <i>Clinical standard precautions are practised.</i> • <i>Safe work habits are practised, so protecting the health and safety of yourself and others.</i> • <i>Unsafe work situations are made safe and/or, a supervisor or manager is informed.</i>

	<ul style="list-style-type: none"> • <i>Hazards in the work area are identified and procedures are in place to control these hazards.</i> • <i>Personal Protective Equipment is used correctly and when required.</i> • <i>Hazards, incidents, accidents, and near misses are reported promptly and accurately.</i> • <i>Advice is sought from your manager if you are unsure of work practices.</i> • <i>Mandatory training is completed as required.</i> • <i>Emergency procedures and evacuation plans are known.</i> • <i>You are able to assist with maintaining equipment as required, and faulty equipment is reported promptly.</i> • <i>CDHB Health and Safety policies are read and understood and relevant procedures and documentation applied to own work activities.</i>
<p>2. Clinical/therapeutic competence</p>	<ul style="list-style-type: none"> • <i>Demonstrates effective clinical reasoning and model evidence based practice, utilising knowledge, reflective practice and professional judgement to provide care and advice in a competent manner.</i> • <i>Undertakes a clinical caseload within a defined area as agreed with the Team Leader.</i> • <i>Maintains clinical and statistical records accurately as specified within guidelines of the service and CDHB.</i> • <i>Meets clinical, ethical and cultural competencies specific to the service needs, the position, and the professional and specific registering authority requirements.</i>
<p>3. Demonstrating knowledge of the developmental needs of children and young people who experience a hospital admission.</p>	<ul style="list-style-type: none"> • <i>Demonstrates an understanding of current child development theory.</i> • <i>Articulates current teaching philosophy and rationale of teaching practice.</i> • <i>Uses recognised developmental/or psychosocial assessment tools to respond to the developmental needs of children/young people.</i> • <i>Prioritises own caseload in accordance with the individual/service needs.</i> • <i>Demonstrates clinical expertise to meet the psychosocial and development needs of patients and their families/whānau.</i> • <i>Can take on a lead role and also assist in the planning and implementation of interventions to achieve therapeutic goals. In collaboration</i>

	<i>with the multidisciplinary team, the child and their family/whānau.</i>
4. Working as part of a team in consideration of the service and the interdisciplinary team	<ul style="list-style-type: none"> • <i>Contributes to the clinical decision making within the wider interdisciplinary team.</i> • <i>Professional relationships are developed and maintained with colleagues, members of the healthcare team, with parents, families/whānau in a professional, collaborative, collegial and supportive manner.</i> • <i>People are treated with respect, dignity, valuing individual and cultural differences and diversity.</i> • <i>Values each other's skills and contributions.</i> • <i>Communication is clear and concise.</i> • <i>Ability and commitment to work collaboratively in a team environment.</i>
5. Professionalism	<ul style="list-style-type: none"> • <i>Acts with integrity and embraces high ethical standards of CDHB and Hospital Play Specialist Association professional standards.</i> • <i>Fosters innovation.</i> • <i>Is responsible and accountable for own actions.</i>
6. Commitment to the principles of the Treaty of Waitangi	<ul style="list-style-type: none"> • <i>Demonstrates an understanding of the principles of the Treaty of Waitangi.</i> • <i>Respect, sensitivity and cultural awareness is evident in interpersonal relationships with children/tamariki and young people, their families/whānau and significant others and is integrated into practice.</i> • <i>Ensures the principles of partnership, protection and participation are applied.</i>
7. Quality	<ul style="list-style-type: none"> • <i>Action plans are developed to accomplish goals, establish time frames and allocate resources.</i> • <i>Barriers are identified and removed.</i> • <i>Problems are addressed and progress is monitored towards achieving outcomes.</i> • <i>Participates in quality planning for Child Health Service.</i> • <i>Continually develops knowledge and practice in relation to education, health and leadership.</i> • <i>Seeks and uses opportunities to show leadership, best practice and innovation.</i> • <i>Professional portfolio is maintained and contributed to.</i> • <i>Maintains Practising certificate.</i> • <i>Maintains registration as a Play Specialist.</i>

	<ul style="list-style-type: none">• <i>Demonstrates responsibility, accountability and commitment to early childhood education and Hospital Play Specialist best practice standards.</i>• <i>Has regular clinical supervision.</i>
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PERSON SPECIFICATION:

Qualifications	Required <ul style="list-style-type: none"> • <i>A Diploma of Early Childhood Education or Bachelor of Teaching ECE or equivalent.</i> • <i>A current practising certificate and NZ Teacher Registration.</i> • <i>Hospital Play Specialist Registration (has or is working towards).</i> 	Desirable <ul style="list-style-type: none"> • <i>Knowledge of and experience within in a hospital setting.</i> • <i>Experience within health or social work settings would be an advantage.</i> • <i>Postgraduate certificate/diploma in a Child Health related area.</i> • <i>Additional qualifications and/or experience in education, learning support needs, te reo Māori.</i>
Experience	<ul style="list-style-type: none"> • <i>Skills in engaging with children and their family/whānau.</i> • <i>A holistic approach to health, including physical, mental, psychosocial and Spiritual aspects of health.</i> • <i>Ability to adapt and work effectively within a variety of situations and with various individuals or groups.</i> • <i>Organisational, and time management skills.</i> 	<ul style="list-style-type: none"> • <i>Minimum of 5 years' experience within an early childhood setting.</i> • <i>Knowledge of and experience within in a hospital setting.</i>
Skills/knowledge / behaviours	<ul style="list-style-type: none"> • <i>Sound understanding of professional ethics and the ability to scrutinize professional and ethical issues.</i> • <i>Respects individual difference in cultural and family values.</i> • <i>Strong skills in building and nurturing children's social and emotional competence.</i> • <i>Solid behaviour management strategies.</i> 	

Personal Qualities	<ul style="list-style-type: none"> • <i>Is flexible and adaptable.</i> • <i>Organises time well.</i> • <i>Relates to people with warmth and sensitivity.</i> • <i>Values diversity.</i> • <i>Maintains personal and professional boundaries.</i> • <i>Able to contribute to on-going quality improvement processes.</i> • <i>Has sufficient maturity and professional judgement to work effectively with children and families/whānau who may be experiencing considerable stress.</i> • <i>Demonstrates professional accountability and personal accountability for own practice.</i> • <i>Is respectful of the uniqueness, values, beliefs, attitudes and practices of colleagues.</i> • <i>Shows courtesy and respect for people's preference, values and needs.</i> • <i>Take personal responsibility for own actions and behaviour.</i> • <i>Demonstrates a positive work ethic.</i> 	
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The intent of this position description is to provide a representative summary of the major duties and responsibilities performed in this job classification. Employees may be requested to perform job related tasks other than those specified.