

Position Description | Te whakaturanga ō mahi

Te Whatu Ora | Health New Zealand

Title	Allied Health Critical Care Educator - Kaiwhakaako Haumanu-include area of specialty		
Reports to	Directors of Allied Health		
Location	South Island / Te Waipounamu		
Department	Allied Health		
Direct Reports	Nil		
FTE	1.0	Type	Permanent
Date	February 2023		
Job band (indicative)	PSA Allied Public Health Technical MECA salary scale 5.2.4 salary steps 9-13 or APEX Pharmacy MECA designated role salary step 9-13		

The Health System in Aotearoa is entering a period of transformation as we implement the Pae Ora/Healthy Futures vision of a reformed system where people live longer in good health, have improved quality of life, and there is equity between all groups.

We want to build a healthcare system that works collectively and cohesively around a shared set of values and a culture that enables everyone to bring their best to work and feel proud when they go home to their whānau, friends and community. The reforms are expected to achieve five system shifts. These are:

1. The health system will reinforce Te Tiriti principles and obligations
2. All people will be able to access a comprehensive range of support in their local communities to help them stay well
3. Everyone will have equal access to high quality emergency and specialist care when they need it
4. Digital services will provide more people the care they need in their homes and communities
5. Health and care workers will be valued and well-trained for the future health system

Te Mauri o Rongo – The New Zealand Health Charter (to be confirmed)

Te Mauri o Rongo is currently being finalised – this section provides an overview of anticipated content. In order to guide the culture, values, and behaviour expected of the health sector, Health New Te Mauri o Rongo provides common values, principles and behaviours through four Pou, to guide health entities and their workers, enabling a cultural transformation of the health sector. Te Mauri o Rongo fundamentally upholds a key system shift of the New Zealand health reforms to reinforce and embrace Te Tiriti and our obligations to it.

The pou are a platform and a foundation to empower a culture transformation, every person is guided to align themselves to the pou and enact the values and behaviours that the pou represent. Employers and employees are expected to uphold Te Mauri o Rongo in their work and environments as part of our commitment to achieving Pae Ora (healthy futures) for all.

It is fundamental that the four Pou of Te Mauri o Rongo are upheld by the health entities and their workforce.

Wairuatanga	The ability to work with heart	<i>"When we come to work, we are able and supported by others to be our whole selves. When we return home, we are fulfilled".</i>
Rangatiratanga	Ensuring that the health system has leaders at all levels who are here to serve	<i>"As organisations we support our people to lead. We will know our people; we will grow those around us and be accountable with them in contributing to Pae Ora for all"</i>
Whanaungatanga	We are a team, and together a team of teams	<i>"Regardless of our role, we work together for a common purpose. We look out for each other and keep each other safe. Together we are whānaunga, we are the workforce - kaimahi hauora"</i>
Te Korowai Manaaki	Seeks to embrace and protect the workforce	<i>"The wearer of the cloak has responsibility to act/embody those values and behaviours"</i>

Allied Health Scientific & Technical Critical Care Educator

About the role

This fixed term, supernumerary clinical role is dedicated to support the training and education of Allied Health Professionals (AHPs) as part of implementation for increasing the number of critical care beds across South Island/ Te Waipounamu. This role is supported by the Specifications for Funding of AHST Educators in Critical Care (2023).

An educator is a designated role described in Te Waipounamu Allied & Public Health Career Framework requiring each of the four pillars of practice.

Visual representation of the weighting of the pillars of practice for an Educator.



Allied Health Scientific and Technical (AHST) are an integral part of the critical care team. This is evidenced by their contribution to a decreased length of stay, morbidity and mortality in critical care. The improvement in quality of care contributed by an Allied Health Professional (AHP) also decreases the cost of a patient's care in the Intensive Care Unit (ICU) as well as enhancing flow through the hospital system. Clinical practice which is unique to AHPs working in critical care is their ability to facilitate patient focused, continuity of care and thus provide care as the patient transitions through their inpatient journey until discharge. The Critical Care Educator has a key role to play in increasing the

capability of AHP to work within the top of their scope within critical care, recognise deterioration in clinical areas and enhance transition through the healthcare system.

Purpose of the role:

The primary responsibilities of the Critical Care Educator, is to plan, develop, deliver, and facilitate staff training and education both locally and regionally against set standards of care/guidelines for the provision of critical care services. They will work in partnership with other critical care educators to provide support for the AHST workforce across the region, Te Waipounamu.

The focus is point of care specialist learning by working alongside staff who are new-to-practice role or are experienced staff who are becoming proficient.

The Critical Care Educator will promote a learning environment that supports the development of knowledge & skills of allied health professionals working in critical care services and across the continuum. They will support AHPs to integrate theoretical knowledge into clinical practice and improve quality of patient care.

Key Result Area	Expected Outcomes / Performance Indicators – All Te Whatu Ora Leaders
Te Tiriti o Waitangi	- Remains focused on the pursuit of Māori health gain as well as achieving equitable health outcomes for Māori - Supports tāngata whenua- and mana whenua-led change to deliver mana motuhake and Māori self-determination in the design, delivery, and monitoring of health care - Actively supports kaimahi Māori by improving attraction, recruitment, retention, development, and leadership
Equity	- Commits to helping all people achieve equitable health outcomes - Demonstrates awareness of colonisation and power relationships - Demonstrates critical consciousness and on-going self-reflection and self-awareness in terms of the impact of their own culture on interactions and service delivery - Willingness to personally take a stand for equity - Supports Māori-led and Pacific-led responses
Culture and People Leadership	- Lead, nurture and develop our team to make them feel valued - Prioritise developing individuals and the team so Te Whatu Ora has enough of the right skills for the future, supporting diversity of leadership to develop – Māori, Pacific, people with disabilities and others - Provides leadership that shows commitment, urgency and is visibly open, clear and innovative whilst building mutually beneficial partnerships with various stakeholders both internally and externally - Implement and maintain People & Culture strategies and processes that support provide an environment where employee experience, development and performance management drive achievement of the organisation's strategic and business goals - Ensures Business Unit culture develops in line with expectations outlined in Te Mauri o Rongo (the Health Charter, once developed), ensuring unification of diverse teams whilst simultaneously supporting local cultures to be retained & strengthened

Innovation & Improvement	• Be open to new ideas and create a culture where individuals at all levels bring their ideas on how to 'do it better' to the table • Model an agile approach –tries new approaches, learns quickly, adapts fast • Develops and maintains appropriate external networks to support current knowledge of leading practices
Collaboration and Relationship Management	• Models good team player behaviour, working with colleagues to not allow silo thinking and behaviour at decision making level to get in the way of doing our best and collegially supports others to do the same • Work with peers in Te Aka Whai Ora Māori Health Authority and Pacific Health Business Unit to ensure the voice of and direct aspirations of Māori and Pacific People are reflected in planning and delivery of services
Health & safety	• Exercises leadership and due diligence in Health and Safety matters and ensures the successful implementation of Health and Safety strategy and initiatives • Taking all reasonably practicable steps to eliminate and mitigate risks and hazards in the workplace that could cause harm, placing employee, contractor and others' health, safety, and wellbeing centrally, alongside high-quality patient outcomes • Lead, champion, and promote continual improvement in health and wellbeing to create a healthy and safe culture
Compliance and Risk	• Takes responsibility to ensure appropriate risk reporting, management and mitigation activities are in place • Ensures compliance with all relevant statutory, safety and regulatory requirements applicable to the Business Unit • Understands, and operates within, the financial & operational delegations of their role, ensuring peers and team members are also similarly aware

KEY RESULT AREAS

Critical Care Educator/ Kaiwhakaako Haumanu	
• Partners with senior AHPs, and educators to implement education plans for individuals and/or teams that are aligned with individual and service needs • Collaborate with other clinical educators to identify interprofessional learning opportunities and generic foundation training • Ensures that education provided is in alignment with Te Tiriti, equity, and whanau centred care • Works alongside AHPs in direct care delivery to support practice development and clinical decision making	• Coaching in clinical environment • Role models practice that is evidence based • Education plans are documented • Staff training completed as required in all areas • Support plans are developed • New staff are orientated • Existing staff meet competency requirements • Facilitate post graduate training opportunities • Identify vocational training requirements • Assesses and provides outcomes • Contributes to report on performance measures detailed in the Specifications for Funding of AHST

- Creates positive, safe, respectful, and supportive learning environments for individuals and teams
- Educate AHPs to undertake comprehensive and accurate assessments, using systematic and evidence-based assessment methodology
- Role models skilled administration of interventions, treatments using established policy and standards/guidelines
- Educates so that timely intervention is achieved for patients whose condition is assessed as of concern, encouraging escalation as required
- Role models and promotes appropriate and accurate communication and documentation
- Identifies Māori and Pacific AHPs who may require additional cultural support and connects them with this support and with peers
- Provides feedback in a manner that is respectful, constructive, and strengths-based
- Has challenging conversations leading to positive outcomes when required to support practice development
- Advocates for AHP learning needs
- Reports regularly on progress with the Director of Allied Health
- Provides and records outcomes as agreed by the DAH
- Escalates practice development, conduct, and competence concerns

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Clinical Practice/ Te Mahi Haumanu

Legislative requirements

- Practise in accordance with relevant legislation, codes, policies etc. and upholds consumer rights
- Uphold professional code of ethics

Assessments and interventions

- Undertake accurate and comprehensive assessments and evaluations
- Facilitate appropriate interventions
- Provide relevant education - including any relevant alternative options - in a format that can be clearly understood

Evidence-based practice and research

- Consistently refer to and relate practice to literature and research
- Critique, discuss and disseminate evidence based best practice
- Reflect on and evaluate the effectiveness of own practice

Documentation

- Maintain confidentiality of patient information and documentation
- Adhere to Te Whatu Ora documentation standards

- You adhere to professional and legislative standards of practice
- You work according to the scope of your Annual Practising Certificate
- Your interventions are realistic and based on best practice
- You use standard measurement tools and equipment as set down by departmental or professional protocols
- Your documentation is timely, clear, concise and accurate
- You assist others to gain appropriate support and representation which reflects their cultural needs and preferences.
- You implement evidence-based best practice procedures and guidelines
- You update your knowledge related to best practice guidelines and area of practice
- You maintain a professional portfolio or participate in an approved CPD programme (as per professional requirements)

Teaching & Learning / Ako Atu, Ako Mai

Of Self

- Develop both personally and professionally to meet the changing needs of your career and profession
- Reflect on and evaluate the effectiveness of own practice
- Develop and maintain professional competency
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- You have formal and informal systems in place for supporting colleagues
- You implement evidence-based best practice procedures and guidelines
- You update your knowledge related to best practice guidelines and area of practice
- You maintain a professional portfolio or participate in an approved CPD programme (as per professional requirements)
- You hold current registration where applicable or as required
- You maintain an up-to-date professional development plan

Leadership and Management/ Te Ārahi me te Whakahaere	
- Participate in and contribute to the functioning of the interprofessional team - Establish and maintain an effective working relationship with other staff Time management - Manage own time adopting a disciplined approach to establishing and following identified role-related priorities Skill Sharing - Share skills (as appropriate) with other health professionals and unregulated (assistant) workforces to enhance person centred outcomes	- You have formal and informal systems in place for supporting colleagues - You participate as a team member to ensure the best outcomes for patients/ people - Your tasks are scheduled and completed in a timely manner - You use recognised skill sharing processes such as the Calderdale framework to delegate parts of your practice to other team members
Service Improvement and Research / / Te Whakapai Ratonga me te Rangahau	
- Broadens research and development skills through participation in local audit and research projects as identified by team leaders, professional leaders or other AH professionals. - Participates in quality improvement activities to develop and improve service delivery, clinical practice or professional standards. This may include care pathways / treatment protocols, standards of practice etc. - Develops and /or participates in regional / sub regional professional networks as appropriate to area of work. - Practises in a way that utilises resources in the most cost-effective manner, including inter-disciplinary and transdisciplinary practice	- Active participation in department quality and service developments. - Establishes working partnerships with external organisations to promote integrated working - Participate in workforce redesign programmes e.g. Calderdale Framework
Other Duties	
Undertaking duties from time to time that may be in addition to those outlined above but which fall within your capabilities and experience. For discussion	- You respond positively to requests for assistance, demonstrating adaptability and willingness. - You produce work that complies with Te Whatu Ora's processes and reflects best practice. - Audit undertaken is robust and well considered.
Professional Development – self	
Identifying areas for personal and professional development.	- Training and development goals are identified/agreed with your manager. - Performance objectives reviewed annually with your manager. - You actively seek feedback and accept constructive criticism.

Relationships

External	Internal
• Educators • Professional Leaders • National Directors of Allied Health • Line Managers • South Is ICU Alliance Network • Critical Care Specialist Advisory Group (CCSAG) • Regulatory authorities	• Educators • Professional Leaders • Director of Allied Health • Line Managers •

About you – to succeed in this role.

You will have

Essential:

- NZ registered with a current APC (as appropriate)
- Participation in Profession Specific Continuing Competency program
- Experience in implementing Te Tiriti o Waitangi in action
- Proven clinical leadership abilities
- Outstanding interpersonal and communication skills
- Experience in point of care educational interventions in critical care

Minimum Qualification and Experience:

- A post graduate certificate or Diploma or Degree and
- 5 years or more of relevant clinical experience in critical care medicine or surgery

Recommended:

Qualification and Experience:

- Post graduate Diploma or Masters; or
- Health care related Masters or working toward
- Profession specific critical care foundation course(s)

Desired:

- NZ Certificate in Adult Learning (level 5)
- Experience in learning needs analysis, course design and evaluation
- Membership of ANZICs
- Calderdale Foundation Training

You will be able to

Essential:

- Demonstrate an understanding of the significance of and obligations under Te Tiriti o Waitangi, including how to apply Te Tiriti principles in a meaningful way in your role
- Take care of own physical and mental wellbeing, and have the stamina needed to go the distance
- Able to maximise the quality and contributions of individuals and teams to achieve the organisation's vision, purpose and goals

- Establish and maintain positive working relationships with people at all levels within the public and private sectors, related industry and community interest groups and the wider national and international communities
- Demonstrate a strong drive to deliver and take personal responsibility
- Demonstrate self-awareness of your impact on people and invests in your own leadership practice to continuously grow and improve
- Demonstrate the highest standards of personal, professional, and institutional behaviour through commitment, loyalty and integrity

Desired:

- Role model good practice using evidence-based care
- Demonstrate strong group facilitation skills
- Use coaching skills to support and develop clinical decision making and improved patient safety

This position description is intended as an insight to the main tasks and responsibilities required in the role and is not intended to be exhaustive. It may be subject to change, in consultation with the job holder.