

Health New Zealand

Te Whatu Ora

Nelson Marlborough

POSITION DESCRIPTION

POSITION: Nurse Educator

RESPONSIBLE TO: Associate Director of Nursing – Workforce Development

PROFESSIONAL REPORTING TO: District Chief Nurse

Our vision: All people live well, get well, stay well. Kaiao te tini, ka ora te mano, ka noho ora te nuinga.

Our mission: Working with the people of our community to promote, encourage and enable their health, wellbeing and independence

Our Values – Ā Mātou Uara:

Respect: We care about, and will be responsive to, the needs of our diverse people, communities and staff.

Innovation: We will provide an environment where people can challenge current processes and generate new ways of working and learning.

Teamwork: We create an environment where teams flourish and connect across the organisation for the best possible outcome.

Integrity: We support an environment which expects openness and honesty in all our dealings and maintains the highest integrity at all times.

THE ROLE

The nurse educator role is a key designated senior nursing role. The nurse educator is a key role that provides an impact on improving health outcomes for patients at Health New Zealand Nelson Marlborough.

The purpose of the role is to:

- Improve the experience for patients/whanau by ensuring safe, capable nursing practice occurs across the continuum.
- Leads, and prioritises equity in education and service provided.
- Promotes and leads interprofessional collaboration to achieve an 'all eyes on patient' approach to patient care and improve outcomes.
- Provides leadership and support through the drive for integration of best practice and evidence-based practice into nursing service delivery.
- Practices in partnership with the Charge nurse manager, ADON workforce to develop a strategic annual workplan that improves nursing and area specific

Key Performance Indicators (KPIs), aligns with the Nursing Workforce Strategy and the Fundamentals of Care.

- Ensures that clinical quality systems are in place within and across Nursing services to enhance care delivery.
- Challenge and identify barriers to effective nursing care, work with key stakeholders to find solutions to improve patient experience and outcomes.
- The expectation is that the nurse educator participates when service demands in the organisation VRM response is required.

RESPONSIBILITIES	EXPECTED OUTCOMES
<p>Pou One: Māori health Reflecting a commitment to Māori health, the Nurse educator must support, respect and protect Māori rights while advocating for equitable and positive health outcomes. Nurses are also required to demonstrate kawawhakaruruhau by addressing power imbalances and working collaboratively with Māori.</p>	
<p>Leads and role models working in partnership with Māori.</p>	<ul style="list-style-type: none"> • Leads and role models ongoing professional development related to Māori Health and the relevance of Te Tiriti o Waitangi articles and principles. • Proactively guides and role models patient /whanau advocacy for health equity for Māori in all situations and contexts. • Proactively role models and enables team to challenge racism and discrimination in the delivery of nursing and health care.
<p>Pou Two: Cultural Safety Cultural safety in nursing practice ensures that Nurse educator provide culturally safe care to all people. This requires nurses to understand their own cultural identity and its impact on professional practice, including the potential for a power imbalance between the nurse and the recipient of care.</p>	
<p>Provides an environment that prioritises and enables culturally safe care.</p>	<ul style="list-style-type: none"> • Proactively role models and leads culturally safe care which is determined by the recipient. • Can describe the impact of colonisation and social determinants on health and well-being. • Leads engagement in partnership with individuals, whanau and communities for the provision of health care. • Leads and role models and enables advocacy for individuals and whanau by including their cultural, spiritual, physical and mental health to provide whakapapa centred care. • Leads a collaborative team culture which respects difference, diversity, including intersectional identities, and protects cultural identity by acknowledging differing world views, values and practices.

Pou Three: Whanaungatanga and Communication

A commitment to whanaungatanga and communication requires the nurse educator to lead and role model the establishment of relationships through the use of effective communication strategies which are culturally appropriate and reflect concepts such as whanau centred care, kawawhakaruruhau and cultural safety. An understanding of the need for different forms of communication enables the nurse to influence the professional health care team, advocate for innovative change where appropriate and influence the direction of the profession.

Leads and role models effective communication with individuals, whanau and the wider healthcare team.

- Role models appropriate assessment strategies to determine the language and communication needs (verbal and non-verbal) of people whanau and community.
- Role models effective professional, therapeutic and culturally appropriate communication in all interactions.
- Leads the team to communicate professionally to build shared understanding with recipients of care, and their whanau and communicates.
- Leads the promotion of health literacy by using communication strategies to assess health-related knowledge, provide information and evaluate understanding.
- Ensures documentation is legible, relevant, accurate, professional and timely.
- Leads and role models to other team members to comply with professional, ethical, legal and organisational policies for obtaining, recording, sharing and retaining information acquired in practice.
- Maintains and develops skills in digital and online communication as needed.
- Role models and promotes inviting feedback and responds appropriately to receiving feedback.

Pou Four: Pūkengatanga and evidence-informed nursing practice

Pūkengatanga and evidence-informed nursing practice requires nurse educator to role model and lead the use critical thinking strategies informed by cultural and scientific knowledge to provide quality, safe nursing care. Evidence informed knowledge prepares and supports the nurse to differentially diagnose, identify appropriate interventions, plan care, lead implementation and ensure that practice is constantly evaluated.

Leads, role models and enables the nursing team to effectively coordinate, manage and evaluate the delivery of quality care.

- Promotes and enables comprehensive assessments and diagnostic inquiry are undertaken to develop differential diagnoses and inform the plan of care.
- Utilizes and role models a range of assessment frameworks and promotes the use of appropriate frameworks for the practice setting.
- Applies and fosters the application of scientific knowledge to evidence-based practice
- Provides and promotes clinical leadership to implement and evaluate effectiveness of interventions and care planning accordingly.
- Professionally advocates for evidence-based care and networks with interprofessional team to achieve.
- Effectively provides leadership to enhance the capability of the team to coordinate and assign care, delegate activities and provide support and direction to others.
- Leads and promotes ongoing updating and development of evidence-based treatment protocols, policies, procedures and guidelines to reflect evidence-based practice.
- Leads and promote interprofessional participation in the improvement of patient care and outcomes by proactively participating in review processes following Safety First incident reporting.
- Role models wider organisation teamwork by proactively volunteering support when other areas are under pressure, and your team can support.
- Provides direct team support by providing clinical support to own team when VRM is required.
- In all interactions across the wider organization, the educator effectively shares knowledge and engenders trust in nursing service delivery.
- Actively participates in regular scheduled team meetings to plan safe quality clinical care.
- Proactively raise issues affecting patient care or access to care, leading solutions to resolve problems and issues, both departmentally and from a wider organisation perspective.
- Utilises and fosters team members' to develop expertise to manage issues so that care is streamlined and well-coordinated.
- In collaboration with the CNM and interprofessional team, implements quality systems and processes to ensure that areas within the unit have processes to establish, monitor and review the specific standards of practice and indicators of nursing practice.
- Ensures that the NM's policy implementation process is followed.

Pou five: Manaakitanga and people centred care.

Manaakitanga and people-centred care requires the nurse educator to demonstrate the values of compassion, collaboration and partnership to build trust and shared understanding between the nurse and the recipient of care – people, whānau or communities. These values underpin acceptable and effective decision-making related to the provision of care and appropriate interventions, and ensure the integration of beliefs and preferences of people and their whānau

The nurse educator promotes person and whanau centred care.

- Utilises the Fundamentals of Care improvement process to underpin change and quality projects to improve patient outcomes.
- Role models the values of compassion, collaboration and trust that underpin manaakitanga and people-centred care.
- Role models, promotes and guides integrated relational and whakapapa-centred care to meet the needs of people and whānau. Upholds the mana of individuals, whānau and the nursing profession by practising manaaki, kindness, honesty and transparency of decision-making in practice.
- Facilitates opportunities for the team to enable people and whānau to share their views and actively contribute to care planning, decision-making and related interventions.
- Role models Establishes, maintains and concludes safe therapeutic relationships.
- Promotes effective decision making that focuses upon patient /whanau centred care, in partnership with the wider organisation to ensure the right care is provided despite the patients disposition.

Pou Six: Rangatiratanga and leadership

Rangatiratanga in nursing practice is demonstrated when nurses proactively provide solutions and lead innovation to improve the provision of care. Rangatiratanga requires the nurse educator to act as change agents and lead change when appropriate. Fundamental to the integration of rangatiratanga is the need for nurses to act as independent thinkers and intervene, speak out, advocate and follow processes to escalate concerns on behalf of, or supporting, recipients of care or team members

Role modelling and promoting nurses to work effectively as part of an interprofessional healthcare team across the organisation as a member of the Nelson Marlborough nursing team.

- Provides effective clinical leadership / role modelling to other staff within and across the nursing services, interdisciplinary teams to ensure that service delivery and practice standards are consistent, evidence based and complement the vision and values of Health NZ Nelson Marlborough.
- Maintains an overview of the clinical/professional issues/standards of practice and current trends affecting the specific service in Aotearoa.
- Demonstrates understanding of professional and ethical responsibilities and adheres to the Nursing Council of New Zealand Code of Conduct, relevant legislation and organisational policies and procedures in practice.
- Acts as a role model to drive a culture of lifelong learning.
- Leads and promotes quality improvement activities within the service and the wider organisation.
- Identifies and responds appropriately to risk impacting the health, safety and wellbeing of self and others to practise safely.
- Understands the impact of healthcare provision on global and local resources, leads, role models the constant assessment and improvement of sustainability practices.
- Supports the wider nursing team processes for establishing and ongoing measurement of nursing sensitive indicators, providing feedback and leadership.
- Provides leadership to champion service improvements and the ongoing development of nursing service delivery.
- Proactively participates in own performance development and appraisal.
- Participates in educational opportunities relevant to the role and maintains regional and national networks.
- Monitors national and international trends in the areas of nursing practice and can utilise same inservice development as appropriate.
- Critiques research findings and models integration of these as the basis for contemporary nursing practice.

<p>Leads and role models across the organisation as a member of the Designated Senior Nursing leadership team</p>	<ul style="list-style-type: none"> • Demonstrates alignment with DSN Structure and expectations by maintaining Designated Senior Nurse on the Professional Development & Recognition Programme every 3 years. • Recognises the team employed within is their primary team and also recognises the wider Nelson Marlborough organisation as their wider team. • Leads and role models, actively contributes to a collaborative team culture in the department employed and the wider organisation of respect, support and trust. • Demonstrates leadership by facilitating promoting solution focused problem solving for immediate team and wider organisational needs. Provides mentorship to other Nurse Educators and nurses and promotes positive solution focused practice.
<p>Departmental Requirements specific to nurse educator role</p>	<p>.</p>
<p>Health and Safety</p>	<ul style="list-style-type: none"> • Ensures that all H&S responsibilities are met as detailed in Appendix 1.

PERSON SPECIFICATION:

QUALIFICATIONS

Essential

- Registered Nurse with current annual practising certificate
- Current Expert or Designated Senior Nurse PDRP
- Post Graduate Diploma (minimum requirement as per Designated Senior Nurse structure Health NZ Nelson Marlborough.
- Working towards and planning to complete nursing Master's degree.

Preferred

- Adult teaching certificate or equivalent
- Clinical Masters Degree in Health .

EXPERIENCE AND KNOWLEDGE:

Essential

- Knowledge of the principles of Te Tiriti o Waitangi and how these relate to the development and application of service specific initiatives to improve Maori health outcomes
- Positive solution focused approach to practice
- Minimum of 5 years recent clinical experience
- Established experience in the specialty.
- Demonstrated leadership experience in the clinical practice setting.
- Demonstrated Postgraduate education that supports advanced clinical assessment, applies scientific knowledge to form differential diagnosis and clinical reasoning and judgement.
- Strong evidence based clinical practice.
- Demonstrated strong commitment to 'the team of teams' approach, application of fundamentals of care in practice and working knowledge of the Te Tauihu Nursing Workforce Strategy.
- Working knowledge of quality improvement theory and processes
- Evidence of working effectively in a team and in partnership with stakeholders.
- The ability to identify goals, develop strategies to achieve and evaluate outcomes.
- The ability to receive and give constructive feedback.

Knowledge of:

- Te Tiriti o Waitangi and its application to the health setting
- Pae Ora (Healthy Futures) Act (2022).
- HPCA act and its amendments
- NCNZ Standards of Practice (2025)
- Expanded Practice Guidelines NCNZ
- Health New Zealand Code of Conduct 2025
- MECA "NZNO Nursing and Midwifery Multi-employer Collective Agreement" 2024
- NCNZ Standards of Practice RN and EN.
- Therapeutic Products Act 2024
- Direction and Delegation Guideline NCNZ
- NCNZ Code of Conduct
[Code of Conduct Booklet full.pdf](#)
- Misuse of Drugs Act (1977) and Regulations.
- NCNZ Code of Conduct (1995).

- Health & Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations (1996).
- Privacy Act (1993) and Health Information Privacy Code (1994).
- Health and Safety at Work Act (2015).
- Nga Paewera MOH Standards NMDHB Nursing and Midwifery Policies and Procedures.
- Equal Employment Opportunities.
- NZNO Code of Ethics (2010).
- Current over-arching NZ Health Strategies.

Specific Skills

- Excellent communication skills.
- Excellent written skills.
- Effective report writing skills
- Knowledge and intermediate skills in Excel, Microsoft and a proven ability to keep up to date with technology and digital changes.
- Demonstrated competency in priority setting / time management
- Demonstrated competency in effective problem solving / planning
- Highly skilled change management capability
- Ability to lead and adapt in a fast moving, rapid response environment
- Knowledge of current issues within nursing in NZ and internationally
- Ability to work independently and be an effective team member
- Knowledge and understanding of medico/legal and ethical responsibilities
- Intermediate knowledge of Microsoft Office applications i.e.: Word, Excel, PowerPoint and Outlook
- Keeps up to date with available information technology relevant to position
- Understands and complies with NMDHB Information Technology policies

PERSONAL ATTRIBUTES

- Positive and friendly approach with ability to maintain ongoing courteous rapport in difficult situations
- A strong patient/family focus with ability to understand patient needs and deliver effective solutions within a acute health setting
- A personally held clarity and vision for contemporary nursing now and into the future which is patient centric
- Ability to positively manage in a fast-paced complex health environment and to ensure that teams and individuals are taken along with all changes proposed or initiated
- Demonstrated ability to lead within an acute health care environment and to enhance professional nursing integration in "all of journey" outcomes
- Demonstrated ability to rapidly assess and analyse situations and to bring robust and workable solutions to issues
- Demonstrated commitment to quality and continuous improvement and the development and enhancement of nursing sensitive quality indicators
- Demonstrated ability to be a good listener
- Multidisciplinary team focus
- Patient whanau focused
- Empathy and respect for individuals from diverse backgrounds.
- Demonstrated ability to embrace and lead change and implementation processes.
- Demonstrated ability to take initiative and translate vision for others.
- Commitment to ongoing education/ professional development.
- Honest and reliable.

- Ability to maintain focus and balance multiple and conflicting priorities whilst under pressure
- Ability to think creatively and strategically and utilise problem solving skills
- Courage to act and innovate and commitment to contemporary nursing practice

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APPENDIX 1

General Responsibilities of an Employee of Nelson Marlborough Health (NMH)

1. Professional Responsibilities

As an employee of NMH you are required to:

- Maintain any qualifications, including registrations and practising certificates, required for legal and safe practice.
- Keep yourself up to date on knowledge, best practices and legislation relating to your work.
- Make a personal contribution towards effective and efficient working relationships within your team and with other NMH departments.
- Ensure you carry out your work in a way that is customer-focused and meets professional standards.
- In conjunction with your manager, identify your own training needs and plan to meet these needs.
- Manage your own time and prioritise your work effectively.

2. Health, Safety and Wellbeing

- Compliance with all health and safety legislative requirements.
- Compliance with the ACC Partnership Programme requirements.
- Compliance with all organisation-wide health and safety policies and procedures.
- Compliance with the Health and Safety Manual, any relevant chemical information and the emergency plan.
- Work is carried out in a healthy and safe manner and others are encouraged and assisted to work in the same way.
- Unsafe workplace conditions/practices (hazards) are identified, reported and mitigated/rectified early.
- Knowledge of identified hazards is kept up to date.
- Reportable event form is completed (via *Safety First*) for any accident or injury which has taken place at work, ensuring, in the case of injury, that your supervisor or manager is notified within 24 hours.
- Co-operation, support and promotion of occupational health and safety actions and initiatives in the workplace.

3. Right to Raise Concerns

- All employees of NMH are expected and encouraged to immediately ask questions and raise any concerns/issues with their colleagues at their place of work, particularly if the care of a patient could potentially be compromised.
- All staff are expected to act professionally and to actively listen to the concerns or opinions of others being raised at the time.

4. Child Wellbeing and Protection

NMH is committed to identifying, supporting and protecting vulnerable children. The prevention of abuse and enhancing the wellbeing of children and their families aims to keep vulnerable children safe before they come to harm so they can thrive, achieve and belong. As an employee you are required to comply with all relevant legislation e.g. the Vulnerable Children Act 2014 and the Children, Young Persons and their Families Act 1989. You are also required to:

- Contribute to and support the organisation's strong commitment to a child centred approach to protect children across the region.
- Act at all times in the best interest of the children and young people, putting their interests first.
- Ensure collaborative working practices and recording and sharing of information to address abuse, suspected abuse or disclosure of abuse in a timely and appropriate fashion.

5. Legislation, Regulations and Board Policies

You are required to be familiar with and adhere to the provisions of:

- All relevant acts and regulations
- All Board, hospital and department policies
- All relevant procedure manuals
- The “Employee Obligations” within NMH’s Disciplinary Policy.

6. Confidentiality

You are required to:

- Adhere to the Privacy Act 1993, the Health Information Privacy Code 1994 and subsequent amendments in regard to the non-disclosure of information.
- Maintain strict confidentiality of patient, applicant and employee information at all times.

7. Risk Management

You are required to:

- Support and promote actions and initiatives in your work area which enable risks to be identified and eliminated or reduced.
- Be especially aware of those risks which have high cost or safety implications.
- Complete an accident/incident report for any accident, incident or near miss which has taken place at work.
- Respond to complaints according to appropriate policies.

8. Security

You are required to:

- Wear your identification badge at all times when on site or when carrying out official duties.
- Notify Human Resources of any changes required for your ID badge.
- Report any suspicious or unusual occurrence to the security officer, orderly or telephone operator.
- Complete an incident report for any incident which has or might have compromised the safety of staff, patients and visitors.

9. Treaty of Waitangi

NMH is committed to its obligations under the Treaty of Waitangi. As an employee you are required to give effect to the principles of the Treaty of Waitangi: Partnership, Participation and Protection.

10. Smokefree

NMH is a Smokefree Organisation. This applies to all staff and contractors working within NMH buildings, grounds and vehicles. Staff are required to comply with the policy and ensure all visitors, patients and others are informed of the policy. This also applies to NMH staff employed on Board business in the community.

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APPENDIX 2

The preferred candidate is required to complete a Pre-Employment Health Questionnaire. The table below outlines the tests to be carried out - depending on the nature of the position applied for.

Condition	Information to include in Position Description
TB Active	No person with active pulmonary or laryngeal tuberculosis (TB) is allowed to be at work in NMH
TB Latent	Staff who expect to have contact with patients or infectious materials must have assessment of previous TB exposure at the time of employment
BBV	No person who is susceptible to hepatitis B is allowed to have contact with patients or human materials (e.g., blood) unless they have taken part or agree to take part in a blood-borne virus education, prevention and vaccination program
MRSA	No person colonised or infected with methicillin-resistant <i>Staphylococcus aureus</i> (MRSA) is allowed to work in clinical areas ¹ New staff who will be working in clinical areas should be screened for MRSA if they have: <ul style="list-style-type: none"> • a chronic skin condition • been working in an overseas healthcare facility in the last year • been MRSA-positive in the last year
Skin	No person with a skin condition that by virtue of its site and type could be an infection risk is allowed to have contact with patients, food, microbiology samples or sterile items
Measles/Rubella	No person who is susceptible to measles or rubella is allowed to have contact with pregnant women.
VZV	No person susceptible to varicella-zoster virus (chickenpox) is allowed to have contact with newborn babies or pregnant women
EPP	No person who has detectable hepatitis B e antigen or high levels of hepatitis B virus DNA in their serum is allowed to undertake or assist with exposure-prone surgical procedures ²

¹Clinical areas include inpatient medical and surgical wards (includes Medical Units, AT&R Units, Surgical Wards, Paediatrics, Day Stay, Neonates and Women's Health). Screening does not apply to staff working in outpatient areas (e.g., clinics, Radiology, Respiratory Function lab) or in DSS, Mental Health or Drug and Alcohol services (transmission of MRSA is less likely and infection is rare in these sites.)

²Exposure-prone surgical procedure = a procedure where there is the potential for direct contact between the skin (usually finger or thumb) of the health care worker and sharp surgical instruments, needles, or sharp tissues (spicules of bone or teeth) in a blind or highly confined anatomic site such as a body cavity or in poorly visualised and/or confined body sites. Such sites include body cavities encountered during emergency and trauma procedures, abdominal, cardiothoracic, obstetric/gynaecological, orthopaedic and oral surgery.