

## Position Description

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<b>Position</b>	<b>Critical Care Education Coordinator – Allied Health, Scientific &amp; Technical</b>
<b>Team / Service</b>	Central Region Allied Professions Educator team in Critical Care
<b>Directorate</b>	Allied Professions Leadership Team
<b>District</b>	Central Region, Te Whatu Ora
<b>Responsible to</b>	Director Allied Professions
<b>Children’s Act 2014</b>	This position is classified as a children’s worker, requiring a safety check including police vetting before commencing and every three years
<b>Location</b>	This position, though based within one district, is expected to work across multiple sites within Te Whatu Ora Central Region hospitals.

## Te Whatu Ora

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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

## Regional Description

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Within the Central Region, patient care is provided at six major hospitals: Wellington Regional Hospital, Hutt Hospital, Wairarapa Hospital, Palmerston North Regional Hospital, Hawke’s Bay Fallen Soldiers Memorial Hospital, and Whanganui Hospital. Almost all critical care tertiary services, including intensive care services, are provided by the Wellington Regional Hospital; Hutt Hospital provides the regional plastic surgery service. We are accountable for meeting the needs of and improving health outcomes for all the constituent populations of our district, and the region more broadly. Together we:

- provide secondary and tertiary, medical and surgical hospital services alongside community based health care
- fund local health providers and work collaboratively with the community to create and support multiple health education initiatives and projects within the region

- deliver health services directly as well as contracting external providers
- provide local, sub-regional, regional and national health services as well as community-based health, rehabilitation and support services.

## Context

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**Critical Care Capacity:** The Government has allocated \$544.2m (nationally) to permanently increase critical care and inpatient hospital capacity.

## Te Tiriti o Waitangi and Māori Health Outcomes

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Māori are the indigenous peoples of Aotearoa. We have particular responsibilities and accountabilities through this founding document of Aotearoa. We value Te Tiriti and have adopted the following four goals, developed by the Ministry of Health, each expressed in terms of mana and the principles of:

- Mana whakahaere** Effective and appropriate stewardship or kaitiakitanga over the health and disability system. This goes beyond the management of assets or resources.
- Mana motuhake** Enabling the right for Māori to be Māori (Māori self-determination); to exercise their authority over their lives, and to live on Māori terms and according to Māori philosophies, values and practices including tikanga Māori.
- Mana tāngata** Achieving equity in health and disability outcomes for Māori across the life course and contributing to Māori wellness.
- Mana Māori** Enabling Ritenga Māori (Māori customary rituals) which are framed by Te Aō Māori (the Māori world), enacted through tikanga Māori (Māori philosophy & customary practices) and encapsulated within mātauranga Māori (Māori knowledge).

We will target, plan and drive our health services to create equity of health care for Māori to attain good health and well-being, while developing partnerships with the wider social sector to support whole of system change.

## Te Mauri o Rongo – The New Zealand Health Charter

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Te Mauri o Rongo guides how we relate to each other, to the people we serve and to our whakapapa. It speaks to specific behaviours that we will expect from each other guided by the pou of Te Mauri o Rongo:

**Wairuatanga** - Working with heart, the strong sense of purpose and commitment to service that health workers bring to their mahi.

**Rangatiratanga** - As organisations we support our people to lead. We know our people; we will grow those around us and be accountable with them in contributing to Pae Ora for all.

**Whanaungatanga** - We are a team, and together a team of teams. Regardless of our role, we work together for a common purpose. We look out for each other and keep each other safe. “Whiria te tangāta” – we will weave our people together

**Te Korowai Āhuru** - A cloak which seeks to provide safety and comfort to the workforce.

## District Responsibility – Central Region – Te Ikaroa

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Within Central Region-, we have 5 districts: Capital, Coast & Hutt Valley, MidCentral, Wairarapa, Hawkes Bay and Whanganui. The district leadership has collective accountability for leading with integrity and transparency, progressive high performing organisations, aimed at improving the health and independence of the community we serve and achieving equitable outcomes for all. The leadership team in each District is responsible for achieving this aim, aligned with our Region, within the available resources, through a skilled, empowered, motivated and supported workforce in line with government and HNZ policy.

## Team/Service Perspective

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We have developed an educator team for allied professions within the Central Region to lead and support the expansion and pursuit of excellence within the larger critical care teams. The team will consist of one Coordinator and 7-8 Educators (i.e. Dietetics, Occupational Therapy, Pharmacy, Physiotherapy, Social Work, Speech & Language Therapy and Psychology) working across the Central Region. The Coordinator will be based in CCHV District, and the Educators will work as part of the allied professions educator team, but could be based at any District within the region.

## Purpose of the role

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The primary responsibilities of the Critical Care (CC) Education Coordinator is to plan, develop, deliver, support 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 critical care educators (AHST, Nursing and Medicine) to provide support for the AHST & MDT workforce across the Central Region. They will provide regional leadership and coordination to achieve best value of educational resource. The focus is point of care specialist learning by working alongside staff at all levels. This role will liaise with the National Programme Coordinator – Allied, Scientific and Technical Critical Care and equivalent roles across the other regions.

The Coordinator will support the Critical Care Educators to set up a framework to promote a learning environment that supports the development of knowledge & skills of allied health professionals working in critical care services and across the continuum in the Central Region. They will also stocktake and report against this framework. They will support AHPs to integrate theoretical knowledge into clinical practice and improve quality of patient care. There is an expectation of travel across the region as they engage with requests for assistance. This role will also support the recruitment and orientation of local clinical educator roles with input into Job descriptions with designing a regional programme as the focus.

## Key Accountabilities

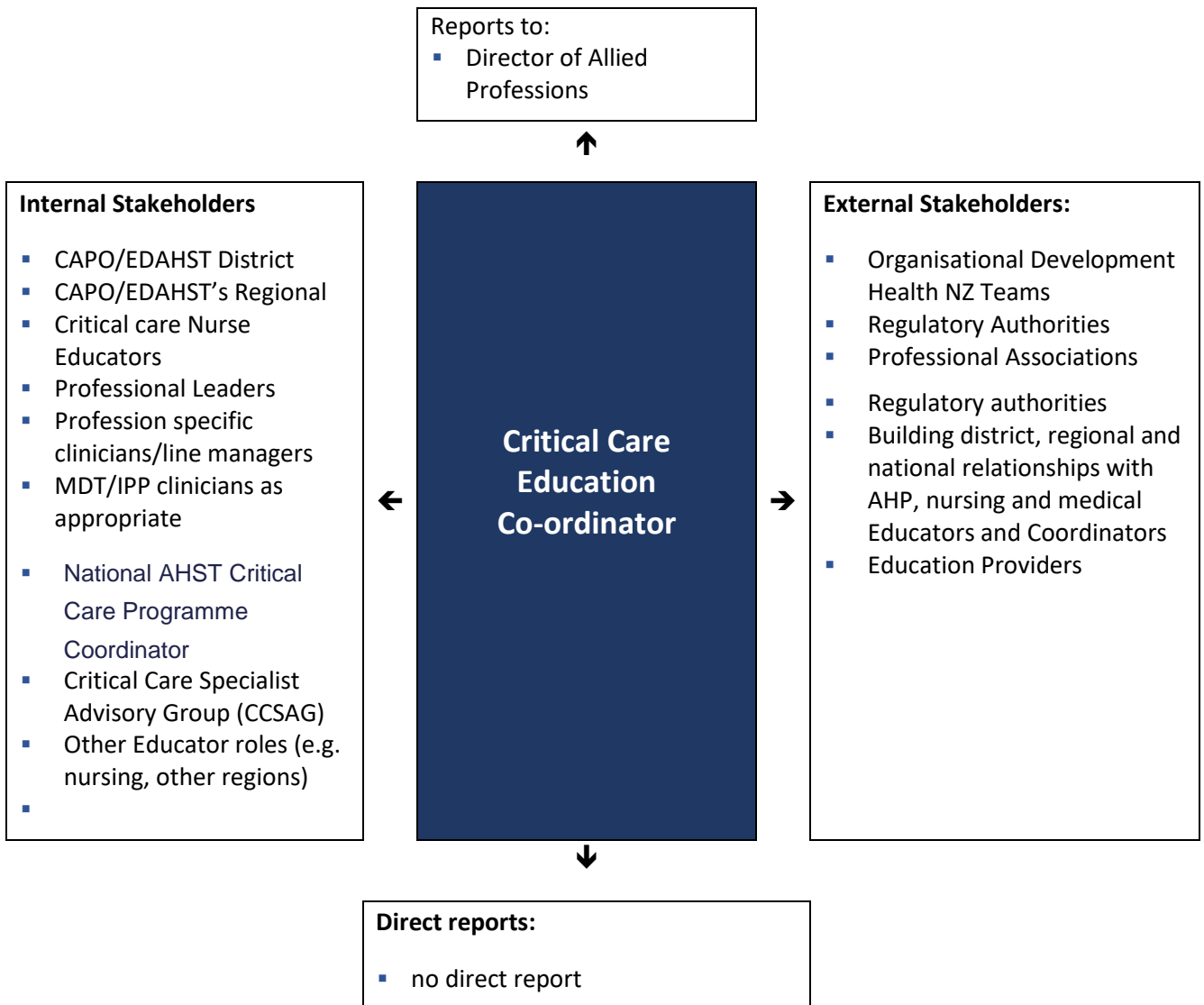
The following role accountabilities may evolve with organisational change and there may be additional duties, relevant to this position that will be required to be performed from time to time.

Key accountabilities	Deliverables / Outcomes
<p><b>1. Teaching and Learning</b></p>	<p><b>Of Self</b></p> <ul style="list-style-type: none"> <li>▪ Develop both personally and professionally to meet the changing needs of your career and profession</li> <li>▪ Reflect on and evaluate the effectiveness of own practice</li> <li>▪ Develop and maintain professional competency</li> <li>▪ You update your knowledge related to best practice guidelines and area of practice.</li> <li>▪ Training/ development goals and performance objectives are identified/agreed with your manager.</li> </ul> <p><b>Of Critical Care AHPs and Educator team</b></p> <ul style="list-style-type: none"> <li>▪ Provides regional oversight &amp; support of the Critical Care teams and Educators professional practice and development.</li> <li>▪ Partners with senior AHPs and educators to implement education plans for individuals and/or teams that are aligned with individual and service needs</li> <li>▪ Collaborate with nursing &amp; medical clinical educators to identify interprofessional learning opportunities and generic foundation training</li> <li>▪ Ensures that education provided is in alignment with Te Tiriti, equity, and whanau centred care</li> <li>▪ May work alongside Educators &amp; AHPs in direct care delivery to support practice development and clinical decision making</li> <li>▪ Creates positive, safe, respectful, and supportive learning environments for individuals and teams</li> <li>▪ Supports education of AHPs to undertake comprehensive and accurate assessments, using systematic and evidence-based assessment methodology</li> <li>▪ Educates so that timely intervention is achieved for patients whose condition is assessed as of concern, encouraging escalation as required</li> <li>▪ Identifies Māori and Pacific AHPs who may require additional cultural support and connects them with this support and with peers</li> <li>▪ Provides feedback in a manner that is respectful, constructive, and strengths-based</li> <li>▪ Has challenging conversations leading to positive outcomes when required to support practice development</li> <li>▪ You have formal and informal systems in place for supporting colleagues</li> <li>▪ You support self and others to maintain a professional portfolio or participate in an approved CPD programme (as per professional requirements)</li> <li>▪ You co-ordinate an up-to-date professional development plan for self and wider critical care team.</li> </ul>

Key accountabilities	Deliverables / Outcomes
	<ul style="list-style-type: none"> <li>▪ Education plans are documented and staff training completed as required.</li> <li>▪ Facilitates post graduate and vocational training requirements.</li> </ul>
<p><b>2. Leadership and Management</b></p>	<ul style="list-style-type: none"> <li>▪ Participate in and contribute to the functioning of the interprofessional team</li> <li>▪ Establish and maintain an effective working relationship with other staff</li> <li>▪ Participate in and provide professional supervision as required</li> <li>▪ Influence interprofessional practise across the region</li> <li>▪ Drive and support the development of communities of practice with educators and wider CC across the region</li> <li>▪ Drive and support management through change</li> <li>▪ Establish and develop a regional network and liaison into National coordination.</li> <li>▪ Take a lead role in developing metrics and contributes to report on performance measures detailed in the Specifications for Funding of AHST Educators in Critical Care (2023) on an annual basis.</li> <li>▪ Manage own time adopting a disciplined approach to establishing and following identified role-related priorities</li> <li>▪ Share skills (as appropriate) with other health professionals and unregulated (assistant) workforces to enhance person centred outcomes</li> <li>▪ You participate as a team member to ensure the best outcomes for patients/ people</li> <li>▪ Your tasks are scheduled and completed in a timely manner</li> <li>▪ You use recognised skill sharing processes such as the Interprofessional practice framework to delegate parts of your practice to other team members</li> <li>▪ New staff are orientated.</li> </ul>
<p><b>3. Clinical Practice</b></p>	<p><b>Legislative requirements</b></p> <ul style="list-style-type: none"> <li>▪ Practise in accordance with relevant legislation, codes, policies etc. and upholds consumer rights</li> <li>▪ You hold current registration where applicable or as required and work within the scope of your Annual Practising Certificate.</li> <li>▪ Uphold professional code of ethics</li> </ul> <p><b>Assessments and interventions</b></p> <ul style="list-style-type: none"> <li>• Implement &amp; support accurate and comprehensive assessments and evaluations</li> <li>▪ Facilitate appropriate interventions which are realistic and based on best practice.</li> <li>▪ You use standard measurement tools and equipment as set down by departmental or professional protocols.</li> <li>▪ Provide relevant education - including any relevant alternative options - in a format that can be clearly understood</li> </ul>

Key accountabilities	Deliverables / Outcomes
	<ul style="list-style-type: none"> <li>▪ You assist others to gain appropriate support and representation which reflects their cultural needs and preferences.</li> <li>▪ Role models and promotes appropriate and accurate communication and documentation</li> <li>▪ Coaching in clinical environment.</li> </ul> <p><b>Evidence-based practice and research</b></p> <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> <p><b>Documentation</b></p> <ul style="list-style-type: none"> <li>▪ Maintain confidentiality of patient information and documentation</li> <li>▪ Adhere to Te Whatu Ora’s documentation standards</li> </ul>
<p><b>4. Service Improvement and Research</b></p>	<ul style="list-style-type: none"> <li>▪ Broadens research and development skills through participation in local audit and research projects as identified by team leaders, professional leaders, educators and other AH professionals.</li> <li>▪ 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.</li> <li>▪ Develops and /or participates in national/regional / sub regional professional networks Practises in a way that utilises resources in the most cost-effective manner, including inter-disciplinary and transdisciplinary practice.</li> <li>▪ Active participation in department quality and service developments.</li> <li>▪ Establishes working partnerships with external organisations to promote integrated working</li> <li>▪ Participate in workforce redesign programmes e.g. Interprofessional practice framework</li> <li>▪ Reporting and audits as required for critical care project.</li> </ul>
<p><b>Other Duties</b></p>	<ul style="list-style-type: none"> <li>• Undertaking duties from time to time that may be in addition to those outlined above but which fall within your capabilities and experience.</li> <li>• You respond positively to requests for assistance, demonstrating adaptability and willingness.</li> <li>• You actively seek feedback and accept constructive criticism.</li> </ul>

## Key Relationships & Authorities



## Capability Profile

Solid performance in the role requires demonstration of the following competencies. These competencies provide a framework for selection and development.

Competency	Behaviours
<b>Learner Focus</b>	<ul style="list-style-type: none"> <li>▪ Dedicated to meeting the expectations and requirements of learners</li> <li>▪ Gets first hand learner information and uses it for improvements in products and services</li> <li>▪ Acts with the learner in mind</li> <li>▪ Establishes and maintains effective relationships with the learners and gains their trust and respect</li> </ul>

Competency	Behaviours
<b>Planning</b>	<ul style="list-style-type: none"> <li>▪ Accurately scopes out length and difficulty of tasks and projects</li> <li>▪ Sets objectives and goals</li> <li>▪ Breaks down work into the process steps</li> <li>▪ Develops schedules and task/people assignments</li> <li>▪ Anticipates and adjusts for problems and roadblocks</li> <li>▪ Measures performance against goals</li> <li>▪ Evaluates results</li> </ul>
<b>Innovation and Improvement</b>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Model an agile approach –tries new approaches, learns quickly, adapts fast</li> <li>▪ Develops and maintains appropriate external networks to support current knowledge of leading practices.</li> </ul>
<b>Culture and People Leadership</b>	<ul style="list-style-type: none"> <li>▪ Lead, nurture and develop our team to make them feel valued</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ Implement and maintain People &amp; 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</li> <li>▪ Ensures team culture develops in line with expectations outlined in Te Mauri o Rongo (the Health Charter), ensuring unification of diverse teams whilst simultaneously supporting local cultures to be retained &amp; strengthened</li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>▪ Commits to helping all people achieve equitable health outcomes</li> <li>▪ Demonstrates awareness of colonisation and power relationships</li> <li>▪ 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</li> <li>▪ Willingness to personally take a stand for equity</li> <li>▪ Supports Māori-led and Pacific led responses.</li> </ul>
<b>Presentation Skills</b>	<ul style="list-style-type: none"> <li>▪ Is effective in a variety of formal presentation settings: one-on-one, small and large groups, with peers, direct reports, and leaders</li> <li>▪ Develops education suitable for a range of audiences and settings.</li> <li>▪ Logically explains complex process information to audience and checks for understanding.</li> <li>▪ Utilises content which is appropriate to the purpose and audience</li> <li>▪ Develops concepts logically and concisely</li> <li>▪ Innovatively creates presentations using a variety of delivery methods</li> </ul>
<b>Partnership with Māori</b>	<ul style="list-style-type: none"> <li>▪ Understands the principles of Te Tiriti o Waitangi and how these apply within the context of health service provision</li> <li>▪ Applies the notion of partnership and participation with Māori within the workplace and the wider community</li> <li>▪ Promotes and participates in targeting Māori health initiatives by which Maori health gains can be achieved</li> </ul>



Competency	Behaviours
	<ul style="list-style-type: none"> <li>▪ Implements strategies that are responsive to the health needs of Māori</li> </ul>
<b>Health and safety</b>	<ul style="list-style-type: none"> <li>▪ Exercises leadership and due diligence in Health and Safety matters and ensures the successful implementation of Health and Safety strategy and initiatives</li> <li>▪ 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</li> <li>▪ Lead, champion, and promote continual improvement in health and wellbeing to create a healthy and safe culture</li> </ul>

## Experience and Capability

About you – to succeed in this role.

### You will have

#### Essential:

- NZ registered Allied Professional with a current APC (as appropriate)
- Participation in APC recertification programme
- 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
- Effective coordination skills
- Experience in quality improvement
- Awareness of Project management

#### 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 relevant learning
- Appropriate Critical Care courses
- Profession specific critical care foundation course or willing to undertake
- Experience in teaching or mentoring role

#### Desired:

- NZ Certificate in Adult Learning (level 5) or knowledge of educational frameworks and adult learning
- Experience in learning needs analysis, course design and evaluation
- Membership of ANZICs
- Inter-professional practise training
- Comfortable with, knowledge of and/or curious to extend their knowledge across tertiary, rural and regional environments

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**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

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**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.*

**Ma tini, ma mano, ka rapa te whai  
By joining together we will succeed**

Te Whatu Ora is committed to Te Tiriti o Waitangi principles of partnership, participation, equity and protection by ensuring that guidelines for employment policies and procedures are implemented in a way that recognises Māori cultural practices. We are committed to supporting the principles of Equal Employment Opportunities (EEO) through the provision and practice of equal access, consideration, and encouragement in the areas of employment, training, career development and promotion for all its employees.