

POSITION DESCRIPTION



The Sydney
children's
Hospitals Network

care, advocacy, research, education

OUR CORE VALUES

COLLABORATION

OPENNESS

RESPECT

EMPOWERMENT

POSITION TITLE (200 characters)	Aboriginal Cultural Capability Educator
AWARD	Health Managers (State) Award
POSITION CLASSIFICATION	Health Manager Level 2
LOCATION	Randwick and Westmead
DOES THIS ROLE MANAGE/ SUPERVISE OTHERS?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
DOES THIS REQUIRE SENIOR EXECUTIVE LEVEL STANDARDS?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
PRIMARY PURPOSE (3800 characters)	<p>The Aboriginal Cultural Capability Educator is a member of the Aboriginal Health Directorate and is primarily responsible for supporting the implementation of the cultural safety framework, with a focus on developing a culturally capable and inclusive workforce within SCHN. This includes the facilitation, evaluation and reporting on learning outcomes for all staff. This role is also responsible for delivering the Respecting the Difference mandatory training, and supporting staff in embedding the learnings into day-to-day practise and interactions with Aboriginal colleagues, as well as Aboriginal patients and families.</p> <p>Reporting to the Director of Aboriginal Health (and in collaboration with the Associate Director, Education and Training) the Aboriginal Cultural Capability Educator also works closely with managers and clinical directors to support cultural safe practices in their respective areas.</p> <p>The Aboriginal Cultural Capability Educator will be integral to the development and rollout of other key internal and external learning solutions for employees within SCHN.</p>

<p>KEY ACCOUNTABILITIES (3100 characters in word)</p> <p><i>A high level description of the outcomes the role is expected to deliver.</i></p> <p><i>'Key Accountabilities' should be:</i></p> <ul style="list-style-type: none"> - <i>outcome focused, rather than process focused</i> - <i>ordered in importance and/or frequency</i> - <i>as specific to the role as possible while not detailing tasks.</i> <p><i>There should be no more than 6-8 'Key Accountabilities' in total.</i></p>	<ul style="list-style-type: none"> • Develop, promote, coordinate, rollout and evaluate the <i>Respecting the Difference</i> (in phases) Aboriginal cultural awareness program throughout SCHN to ensure all educational activities and learning outcomes are aligned with the LHD and NSW Health's corporate objectives through the following activities: <ul style="list-style-type: none"> - Lead the end-to-end event set up, promotion, face-to-face facilitation, reporting and evaluation of the program. • Implementation, delivery, analysis and evaluation of the cultural safety framework in clinical and non-clinical areas • In collaboration with the Director of Aboriginal Health, develop a priority assessment to determine areas of focus. • Develop a roll-out and evaluation plan in the delivery of cultural capabilities in non-clinical and clinical areas. • Liaise, consult and collaborate with key stakeholders and managers on cultural educational needs of Aboriginal employees, and role development of Aboriginal employees across SCHN. • Develop and maintain effective partnerships with Aboriginal employees and external providers to negotiate and coordinate delivery of learning solutions tailored to Aboriginal employees in the healthcare context. • Maintain effective relationships with People and Culture, Education, Aboriginal workforce, and line managers to achieve collaboration and cooperation in the delivery of Aboriginal learning and development services across SCHN. • Prepare high level written correspondence including briefs and responses, reports and other written materials related to the provision of learning initiatives and funding for SCHN • Contribute to the development and implementation of policies, procedures, standards and practices in accordance with legislative and professional requirements to ensure consistent delivery of funded training initiatives. • Rollout cultural supervision (in collaboration with the Director of Aboriginal Health) and cultural safety activities for SCHN Aboriginal employees and contribute effectively to Aboriginal Cultural safety and a positive workplace culture. • Monitor and report on the effectiveness, quality and validity of Aboriginal staff educational programs to enable continuous improvement in line with strategic objectives.
<p>KEY CHALLENGES (3100 characters in word)</p> <p><i>The challenges that are regularly encountered in the role.</i></p> <p><i>The Key Challenges should not restate the Key Accountabilities.</i></p> <p><i>There should be minimum of 1 and maximum of 3 "Key Challenges" in total.</i></p> <p><i>Please use one "Add" field for each Key Challenges statement. Do not combine all challenges into one field</i></p>	<p>Managing own psychological and cultural safety</p> <hr/> <p>Responding appropriately and effectively to emerging educational needs of Aboriginal employees within SCHN.</p> <hr/> <p>Balancing limited resources to meet competing needs and expectations while at the same time managing self-care and the achievement of positive learning outcomes.</p>

KEY RELATIONSHIPS (internal) (max 3) <i>The key stakeholders and customers the role is expected to interact with routinely, rather than periodically. Relationships with both internal (within the department/agency) and external (outside the department/agency) stakeholders should be included where relevant. All roles require interaction with internal stakeholders, however some roles may not interact with external stakeholders. Each line in the "Why" for relationships will be represented as a bullet point in the generated role description.</i>	WHO	WHY
	Director, Aboriginal Health	The position reports to the Director for Aboriginal Health
	People and Culture team Education team SCHN Managers All staff within SCHN	Collaborative work in needs assessment, development and rollout of cultural learning solutions for all SCHN employees
	Aboriginal Health Hub Aboriginal employees	Collaborative work in needs assessment, mentoring and support of cultural learning solutions for all SCHN Aboriginal employees.
KEY RELATIONSHIPS (external) (max 2) <i>As above</i>	WHO	WHY
	NSW Ministry of Health and pillars such as Health Education and Training Institute (HETI)	Attend relevant programs to ensure SCHN is participating in state-wide Aboriginal Workforce policy and program development
	Education providers Aboriginal communities in Metropolitan Sydney Aboriginal organisations in Metropolitan Sydney Other external stakeholders	Maintain strong networks and work in collaboration to ensure education needs of SCHN are met to support specialty learning pathways
IS THIS A PUBLIC SENIOR EXECUTIVE ROLE WHICH MANAGES RELATIONSHIPS AT THE MINISTERIAL LEVEL?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Other \$ _____ please specify the monetary value of the financial delegation (ex: 5000.00).
FINANCIAL DELEGATION	<input checked="" type="checkbox"/> As per delegation manual	
ESSENTIAL REQUIREMENTS (3100 characters in word) <i>Information (where relevant) about essential role requirements, such as: whether the role is identified, qualifications requirements, employment screening checks, licence requirements etc.</i>	<ul style="list-style-type: none"> ▪ Vaccination Category: Category A - <input checked="" type="checkbox"/> B <input type="checkbox"/> ▪ Qualifications/ Licenses/ Registrations? ▪ WWCC <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 	

	<p>Work Health and Safety:</p> <p>Select which of the following applies:</p> <p><input type="checkbox"/> Supervisor As a leader you are expected to support the organisation achieve the aims of the safety management system, to establish and maintain a positive health and safety culture in the workplace and to consult with workers and others when making decisions that may impact upon the health, safety and welfare of those in the workplace.</p> <p style="text-align: center;">OR</p> <p><input checked="" type="checkbox"/> Non-Supervisor You must take all reasonable care for yourself and others and comply with any reasonable instruction, policies and procedures relating to work health safety and wellbeing</p>
<p>SELECTION CRITERIA (3100 characters in word)</p> <p><i>Please use one line per Selection Criteria statement, by using the '+Add' button to a maximum of 8 in the Selection Criteria section. Use the Additional Selection Criteria to add any additional variables that could be considered for use for this PD.</i></p>	<ol style="list-style-type: none"> 1. This is an identified Aboriginal position. Therefore, applicants must be of Aboriginal and/or Torres Strait Islander descent and identify and be accepted as such in their local communities. SCHN considers that being Aboriginal is a genuine occupational qualification under Section 14d of the Anti-Discrimination Act 1977 (NSW). 2. Possess or willing to obtain (within a 12 month period) a Certificate IV in Training and Assessment and application of adult learning principles, and/or demonstrated extensive experience in the development, delivery and evaluation of education and learning programs for a range of delivery modes or combination of both 3. Demonstrated ability to develop and maintain effective working relationships with Senior Management, other stakeholders and all staff within the organisation. 4. Strong connection to and understanding of the historical and social issues impacting on contemporary health outcomes and health education priorities for Aboriginal people and demonstrated understanding of issues faced by Aboriginal communities. 5. Demonstrated advanced high level written and oral communication skills including good interpersonal, presentation and relationship building skills. 6. Demonstrated ability to work autonomously and as a part of a team. 7. Advanced level of computer literacy with proficiency in Microsoft Office applications. 8. Current unrestricted NSW driver's licence and willingness to travel in accordance with position requirements.
<p>OTHER REQUIREMENTS (Standard text do not amend) (3100 characters in word)</p> <p><i>Other requirements are to be populated where audit essential requirements have been identified in the position, e.g.</i></p>	<p>Understand and practice person centred care.</p> <p>Work in partnership with consumers on improving and evaluating the delivery of services.</p> <p>Actively participate in quality improvement activities.</p>

DISQUALIFICATION QUESTIONS (optional) <i>Disqualification questions are questions that relate to mandatory requirements for a position. These are requirements that should prevent a candidate from submitting an application. Desired requirements can be added as pre-screening questions (max 2).</i>	<p>Ensure timely and accurate reporting of near or actual, incidents or patient safety concerns.</p> <p>Be familiar with SCHN Child Protection Policy and Procedures and notify any allegations of suspected child abuse and neglect in line with policies.</p> <p>Adhere to all current SCHN and NSW Health policies and procedures, including the NSW Health Code of Conduct.</p>
	<p>If Yes: <input type="checkbox"/> Candidate Passes <input type="checkbox"/> Candidate Disqualified <input type="checkbox"/> for further review</p> <p>If No: <input type="checkbox"/> Candidate Passes <input type="checkbox"/> Candidate Disqualified <input type="checkbox"/> for further review</p>

Job Demands Checklist (editable)

The purpose of this checklist is to manage the risk associated with the position in relation to the occupant. It may be used to provide information about the position to a Health Professional required to perform a pre-employment medical assessment. Identification of possible risk can also assist with the development of a training plan for the occupant to ensure the risks are minimised.

Each position should be assessed at the site as to the incumbent's (or future incumbent's) OHS responsibilities specific to the position. **This form is to be completed in consultation with the manager/supervisor of the position being recruited for.**

Job Demands Frequency Key:

- I = Infrequent** intermittent activity exists for a short time on a very infrequent basis
- O = Occasional** activity exists up to 1/3 of the time when performing the job
- F = Frequent** activity exists between 1/3 and 2/3 of the time when performing the job
- C = Constant** activity exists for more than 2/3 or the time when performing the job
- R = Repetitive** activity involved repetitive movements
- N = Not Applicable** activity is not required to perform the job

Note: any entries not assigned a value will be automatically set to "N"

PHYSICAL DEMANDS - Description (comment)	FREQUENCY					
	I	O	F	C	R	N
Sitting – remaining in a seated position to perform tasks			X			
Standing – remaining standing without moving about to perform tasks			X			
Walking – floor type: even/uneven/slippery, indoors/outdoors, slopes			X			
Running – floor type: even/uneven/slippery, indoors/outdoors, slopes		X				
Bend/Lean Forward from Waist – forward bending from the waist to perform tasks		X				
Trunk Twisting – turning from the waist while sitting or standing to perform tasks		X				
Kneeling – remaining in a kneeling posture to perform tasks		X				
Squatting/Crouching – adopting a squatting or crouching posture to perform tasks		X				
Leg/Foot Movement – use of leg and/or foot to operate machinery		X				
Climbing (stairs/ladders) – ascend/descend stairs, ladders, steps		X				

Lifting/Carrying – light lifting and carrying (0 to 9 kg)			X			
Lifting/Carrying – moderate lifting and carrying (10 to 15 kg)		X				
Lifting/Carrying – heavy lifting and carrying (16kg and above)						X
Reaching – arms fully extended forward or raised above shoulder		X				
Pushing/Pulling/Restraining – using force to hold/restrain or move objects toward or away from the body		X				
Head/Neck Postures – holding head in a position other than neutral (facing forward)			X			
Hand and Arm Movements – repetitive movements of hands and arms			X			
Grasping/Fine Manipulation – gripping, holding, clasping with fingers or hands			X			
Work at Heights – using ladders, footstools, scaffolding, or other objects to perform work	X					
Driving/Riding – controlling the operation of a vehicle (e.g. car, truck, bus, motorcycle, bicycle)		X				

SENSORY DEMANDS - Description (comment)	FREQUENCY					
	I	O	F	C	R	N
Sight – use of sight is an integral part of work performance (e.g. viewing of X-Rays, computer screens)			X			
Hearing – use of hearing is an integral part of work performance (e.g. phone enquiries)			X			
Smell – use of smell is an integral part of work performance (e.g. working with chemicals)		X				
Taste – use of taste is an integral part of work performance (e.g. food preparation)						X
Touch – use of touch is an integral part of work performance			X			
PSYCHOSOCIAL DEMANDS - Description (comment)	FREQUENCY					
Distressed People – e.g. emergency or grief situations		X				
Aggressive and Uncooperative People – e.g. drug/alcohol, dementia, mental illness		X				
Unpredictable People – e.g. dementia, mental illness, head injuries		X				
Restraining – involvement in physical containment of patients/clients		X				
Exposure to Distressing Situations – e.g. child abuse, viewing dead/mutilated bodies		X				
ENVIRONMENTAL DEMANDS - Description (comment)	FREQUENCY					
Dust – exposure to atmospheric dust		X				
Gases – working with explosive or flammable gases requiring precautionary measures						X
Fumes – exposure to noxious or toxic fumes						X
Liquids – working with corrosive, toxic or poisonous liquids or chemicals requiring personal protective equipment (PPE)						X
Hazardous Substances – e.g. dry chemicals, glues						X
Noise – environmental/background noise necessitates people raise their voice to be heard		X				
Inadequate Lighting – risk of trips, falls or eyestrain		X				

Sunlight – risk of sunburn exists from spending more than 10 minutes per day in sunlight						X
Extreme Temperatures – environmental temperatures are less than 15°C or more than 35°C						X
Confined Spaces – areas where only one egress (escape route) exists		X				
Slippery or Uneven Surfaces - greasy or wet floor surfaces, ramps, uneven ground		X				
Inadequate Housekeeping - obstructions to walkways and work areas cause trips and falls		X				
Working At Heights – ladders/stapladders/scaffolding are required to perform tasks						X
Biological Hazards – exposure to body fluids, bacteria, infectious diseases		X				