**Segment:** Health & Nutrition

**Job Role:** Child Life Specialist : Interviewer to fill in

|  |
| --- |
| **Interview checklist**  |
| **Role Description**  | Practitioner focuses on psychosocial needs (including mental, emotional and social needs) and well-being of infants, children, adolescents, and young adults. They promote coping skills and minimize the adverse effects of hospitalization, health care encounters, and/or other potentially stressful experiences for patients/ and or families |
| **Typical rolesand responsibilities**  | * Support children and their families by using a variety of tactics to help them better understand a process, procedure, or other element of their medical experience, as well to process and cope with such medical situations
* Develop age-appropriate strategies to minimize trauma and increase understanding of a medical diagnosis through treatments plans using therapeutic play, education, preparation, and activities that promote growth and development
* Provide information, support, and guidance to parents and family members
* Advocate for the special needs of children and their families
* Collaborate with the health care team to coordinate and manage care
* Non-direct patient care tasks, such as presenting learning opportunities to members of the health care team, coordinating student education, and maintaining therapeutic supplies and activity spaces
 |
| **Key Competency**  | **Science and practice supporting holistic early childhood development**  |
| **Proficiency Descriptor** | * Understand **impact of early years** **and** **importance** of **addressing child’s holistic development**
* Apply **evidence-based strategies** for **promoting child and family development** (incl. appropriate use of technology)
* Demonstrate understanding of **individual differences and ﬂuctuations in children’s development** **and** **learning** that must be **responded to reﬂectively and appropriately**
* Use **appropriate tools and techniques** to **assess child development**; **organizing results** so information can be used for further assessment and planning purposes in **providing timely care and interventions**
* Interact with **kindness, warmth, and care**, expressing respect, appreciation and **understanding of individual needs**, creating a **healthy, welcoming, and age-appropriate environments** for them
* Understand and demonstrate **respect for processes, protocols, and procedures** for **protecting privacy and confidentiality** of the children, respective families, and colleagues
 |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience, education & research…*  |
| **Rating Scale** | 1Adverse Evidence | 2No Evidence | 3Some Evidence | 4Sufficient Evidence | 5Strong Evidence |
| **Interviewer's Rating** |  | CMajor gaps which may derail overall performance | BMinor gaps with potential to improve | AProficient | A+Strongly Proficient |
| **Key Competency**  | **Child wellness: health, nutrition, and safety** |
| **Proficiency Descriptor** | * **Familiar with science** regarding healthy early childhood development and **use of strategies** with children and their parents **to support physical growth, emotional well-being, and adequate nutrition**
* Understand the **influence of adverse childhood experiences** on life-long health and social consequences
* Familiar with **child protection laws, policies and protocols** for reporting child neglect, abuse, exploitation or exposure to violence; **taking adequate actions** when children are under similar kinds of threat
* **Aware of safety issues** that affect children and factors and practices that reduce or increase risk to child safety and **able to provide first aid / CPR procedures**
* **Promote home and community safety** in partnership with parents across all spaces to prevent unintentional injuries, disease, or death of the child
 |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience,education & research…*  |
| **Rating Scale** | 1Adverse Evidence | 2No Evidence | 3Some Evidence | 4Sufficient Evidence | 5Strong Evidence |
| **Interviewer's Rating** |  | CMajor gaps which may derail overall performance | BMinor gaps with potential to improve | AProficient | A+Stronglyproficient |
| **Key Competency**  | **Family and community** |
| **Proficiency Descriptor** | * Understand the **critical importance of the family environment** (physical, social...) for child’s wellbeing overall development, functioning, and learning
* Aware of the **importance of high-quality interactions** between parents and the child, and between practitioners and parents; **able to interact with parents** in a timely, transparent, respectful, and accountable manner
* **Establish relationships with parents** based on mutual understanding, trust, and cooperation; using **effective strategies to engage** family members with **diverse backgrounds** using a variety of ways to communicate (e-mail, phone...)
* **Listen to and involve parents in all decisions** regarding the child’s safety, healthy development, and learning; creates opportunities for parents to strengthen their parental skills
* **Aware of community resources to support child and family development** and functioning and accordingly able to partner effectively with key stakeholders
 |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience,education & research…*  |
| **Rating Scale** | 1Adverse Evidence | 2No Evidence | 3Some Evidence | 4Sufficient Evidence | 5Strong Evidence |
| **Interviewer's Rating** |  | CMajor gaps which may derail overall performance | BMinor gaps with potential to improve | AProficient | A+Stronglyproficient |
| **Key Competency**  | **Diversity and inclusion** |
| **Proficiency Descriptor** | * **Treat** all **children** andtheir **families** with **fairness, empathy, understanding, dignity, and respect**; **understanding** how **discrimination** based on diversity **can impact lives and prospects of children**
* **Adapt practices, communication and services** to reflect each child’s and family’s characteristics, strengths, beliefs and special needs
* **Use different strategies** to **make each child and family feel welcomed and respected** regardless of their background, language, socio-economic status, ability or gender
* **Address own biases** toward children, families and communities to **avoid stereotypical or judgmental reactions** and to advance child’s development
 |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience,education & research…*  |
| **Rating Scale** | 1Adverse Evidence | 2No Evidence | 3Some Evidence | 4Sufficient Evidence | 5Strong Evidence |
| **Interviewer's Rating** |  | CMajor gaps which may derail overall performance | BMinor gaps with potential to improve | AProficient | A+Stronglyproficient |
| **Key Competency**  | **Professionalism and professional growth** |
| **Proficiency Descriptor** | * **Identify proudly as an ECD professional** and **promote professional and personal integrity** in all interactions, while **aware of relevant professional code of conduct** for their profession, if applicable
* **Use professional competencies and standards for ECD practitioners** as **guidance for own professional development** and as a continuous learning process
* **Familiar with effective and evidence-based strategies and tools** for improving the quality of their practice and **aware of Abu Dhabi’s ECD practitioner competencies and standards**
* **Apply information** from professional meetings, seminars, workshops, as well as print and digital resources **to stay abreast of and deepen professional knowledge**
 |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience,education & research…*  |
| **Rating Scale** | 1Adverse Evidence | 2No Evidence | 3Some Evidence | 4Sufficient Evidence | 5Strong Evidence |
| **Interviewer's Rating** |  | CMajor gaps which may derail overall performance | BMinor gaps with potential to improve | AProficient | A+Stronglyproficient |
| **Key Competency**  | **Coordination across practitioner roles and professional settings**  |
| **Proficiency Descriptor** | * **Cooperate and coordinate with others** to facilitate children’s and families’ access and transition to services **to support overall child and family development** and well-being
* **Familiar with variety of practitioner roles across ECD services**; **cooperating and coordinating** **with them** for joint planning, service delivery and evaluation of outcomes to support child and family development and well-being
* **Demonstrate collegiality** and is respectful of each other’s functions, responsibilities, strengths, skills, and expertise **when working with other practitioners**
 |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience,education & research…*  |
| **Rating Scale** | 1Adverse Evidence | 2No Evidence | 3Some Evidence | 4Sufficient Evidence | 5Strong Evidence |
| **Interviewer's Rating** |  | CMajor gaps which may derail overall performance | BMinor gaps with potential to improve | AProficient | A+Stronglyproficient |
| **Key Competency**  | **UAE culture and heritage**  |
| **Proficiency Descriptor** | * **Aware of the UAE’s heritage, culture, and Islamic values**; demonstrating appreciation and respect in interactions
* **Aware of the diverse cultures, religions, traditions, ethnicities, and races** that live in the UAE, showing sensitivity while communicating and engaging with the UAE community and promoting core values
 |
| **Evidence for ability & knowledge** | *Please indicate evidence provided by candidate on proficiency from previous work experience,education & research…*  |
| **Rating Scale** | 1Adverse Evidence | 2No Evidence | 3Some Evidence | 4Sufficient Evidence | 5Strong Evidence |
| **Interviewer's Rating** |  | CMajor gaps which may derail overall performance | BMinor gaps with potential to improve | AProficient | A+Stronglyproficient |