



Ziezon

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In 2003 with the evaluation of the law concerning educational support for sick pupils (WOOZ) several recommendations were offered.

One of the recommendations was to clarify the job description of the hospital teacher/consultant¹. The National Network Ziezon has made it her task to look after the advancement of professional expertise of hospital teachers.

This copy contains a user's version of a professional profile for hospital teachers. The profile was realised by Otto Mourik, director of the Foundation Education Sick Pupils Rotterdam (Stichting Educatie Zieke Leerlingen Rotterdam) and comments were made by a national advisory group of 14 colleagues, mentioned below, from the Educational Support Units at the Academic Hospitals and at the Education Guidance Centres and from the National Network Ziezon. This profile not only forms the job description but also the base for further development of competences for hospital teachers in the Netherlands.

Members of the national advisory group

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¹ Since 1999 there are no more hospital schools in the Netherlands so also no more hospital teachers. Hospital teachers became consultants. But to make the reading easier they are in this profile consistently referred to as hospital teachers.



Is there a need for this and what can you do with it?

Many books have been written about competences, developing competences and competence management. Even though there are different opinions about competences there is a general agreement that competences are a combination of expertise and a repertoire of behaviour. Furthermore competences are based on temperament, personality and intelligence and can be developed to a certain extent. To a certain extent, because intelligence and temperament limit the chances of development...

Professional profile hospital teachers.

“A professional profile is a collection of essential characteristics for a profession”

Competences are the base for the tasks of a hospital teacher described in this profile. Still the most important part is the way these tasks are carried out. The profile sets out conditions to make a good or even excellent performance possible and can help to reach the required results. It is therefore different from a profile of competences where one can show how competent one is.

It is also different from a job description where is written what needs to be done. A job description tells you what to do (in our case support, advise, inform and teach) and defines the framework for all the activities within a function.

The development of a professional profile is all about the content of the profession and in our case can be developed next to the developments of Fuwavaz¹ within University Medical Centres and those of Education Guidance Centres.

After reading a professional profile you should be able to place it next to other professions. Beside the general characteristics of a group of professionals it describes specific characteristics and tasks of a hospital teacher with which he or she distinguishes him- or herself from other professions. The professional profile shows what competences are desired and what qualities the hospital teacher possesses (or should possess) to be able to carry out the described tasks. Must every hospital teacher be capable of all the described competences? ... not really: there will always be differences in emphasis but the profile can be the reason to develop certain competences (more).

¹ The Fuwavaz is a new system tot appraise all funtions in university medical centres, except those of doctors. In this system the functions are rated in relation to each other. This is done by way of job descriptions.



Educational support is not static. The daily activities of hospital teachers are subject to changes and that's why the content of the profession needs to be adapted continually. Through both internal and external influences new competences can be necessary and existing ones can become less important. One more reason to present this profile in a loose-leaf format... The professional profile at hand gives an idea of the existing and desired competences for this moment in time.

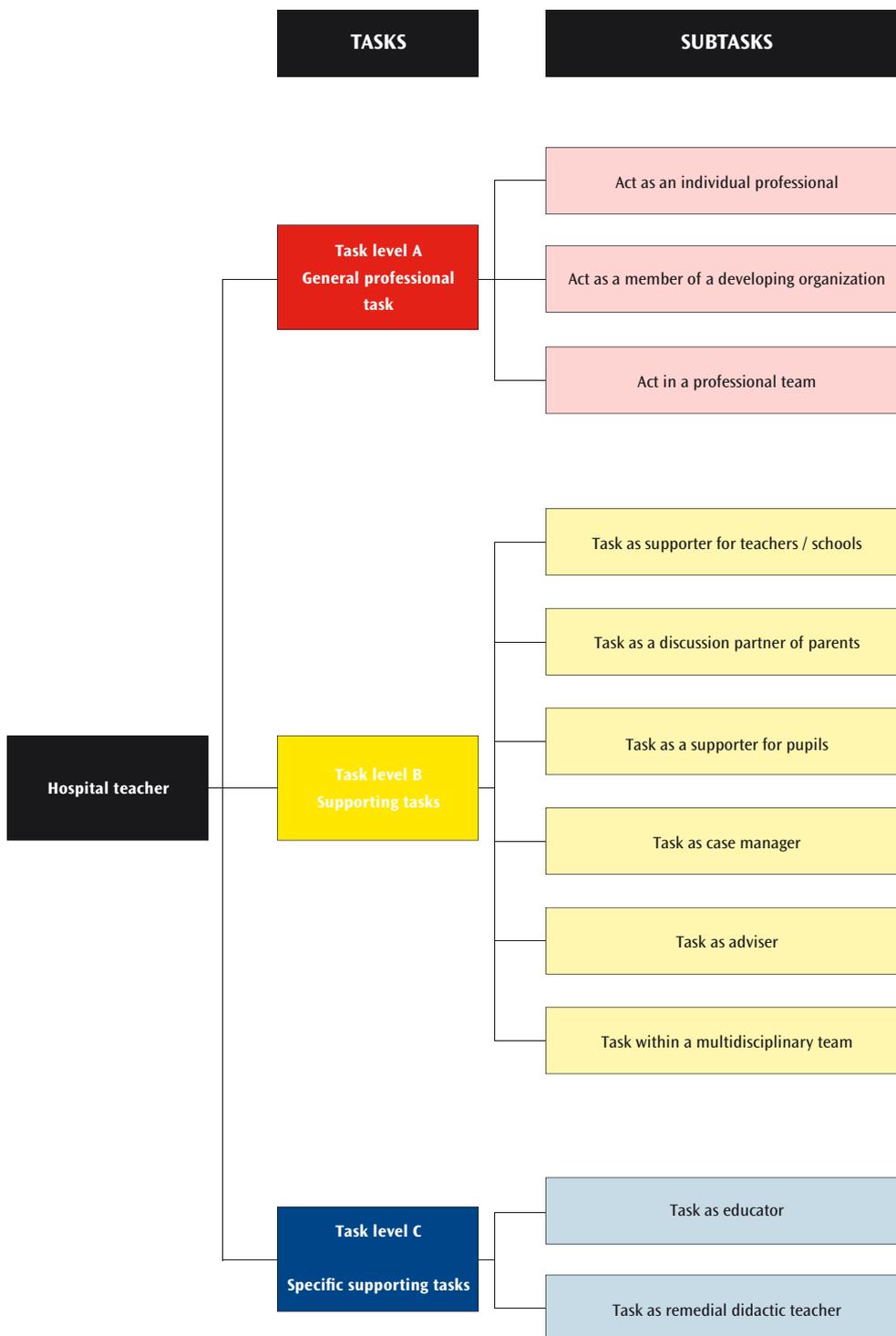
Using this profile the National Network Ziezon will look at the possibilities to offer further professional training to hospital teachers. Furthermore some research needs to be done to establish the possibility and desirability of forming an occupational group. With a view to developments in health care and education the transition from a function to a profession can be of crucial importance to guarantee the necessary quality of support for schools.

Otto Mourik

Rotterdam, May 2008



Professional profile for hospital teachers



General introduction

To determine this professional profile a model was used which describes three levels of professionalism. The choice was made to work from general professional tasks through to the more specific tasks of the hospital teacher. Looking at the general professional tasks it becomes evident that the work of a hospital teacher can not be done separate from other highly trained professions.

The three levels of professionalism describe:

- A: General professional tasks.
- B: Supporting tasks.
- C: Specific supporting tasks.

Level A General professional tasks.

Hospital teachers are first of all highly educated professionals. Characteristics described here are also seen in other professions where highly educated professionals operate.

Characteristics we have in common which are described in level A are for example the ability to solve problems, assimilate information quickly, work in accordance with policy, work according to values and keep track of complex situations. These achievements enable the hospital teacher to grow professionally and personally.

Level B Supporting tasks.

In level B general tasks and subtasks in the field of support and the competences needed are described which every hospital teacher should be able to perform. It shouldn't matter for which Educational Support Unit they work be it at an Academic Hospital or at an Education Guidance Centre. But different aspects will certainly be emphasised. On this level we can read the ideas about educational support for individual pupils, teachers and teaching staff, being a discussion partner and advisor for parents, hospital disciplines and several external organizations.

Level C Specific supporting tasks.

The third level accentuates specific supporting tasks for hospital teachers. They are balancing between actually teaching and educational support. The emphasis will be different for every hospital teacher. Examples of these tasks are the ability to cope with a variety of social cultural differences, to work independently, to use individual action plans and to develop individual educational arrangements.



In the table below an overview is given of the general professional tasks. The desirable competences per task can also be seen.

Task level A General professional tasks		
A.1 Act as an individual professional		
Competence	1	Be involved with society
Competence	2	Develop and implement a concept of duties
Competence	3	Act according to values and identity
Competence	4	Develop and implement problem solving abilities
Competence	5	Develop and implement communicative skills
Competence	6	Develop own professionalism
A.2 Act as a member of a developing organization		
Competence	7	Participate in developing the organization
Competence	8	Be part of the implementation of strategic policy regarding content
Competence	9	Work in an interdisciplinary way
Competence	10	Participate in consultation
Competence	11	Give and receive collegial support
Competence	12	Report and be responsible to management
A.3 Act in a professional team		
Competence	13	Cooperate on a professional level
Competence	14	Develop professional qualities
Task level B Supporting tasks		
B.1 Task as supporter for teachers/schools		
Competence	15	Hold different kinds of talks with teachers
Competence	16	Determine need for support
Competence	17	Realize individual support for a pupil
Competence	18	Diagnose problems
Competence	19	Assist with the making and implementation of action plans
B.2 Task as a discussion partner of parents		
Competence	20	Hold conversations to clarify problems
Competence	21	Hold advisory conversations
Competence	22	Build up a relationship (of trust)
B.3 Task as a supporter for pupils		
Competence	23	Diagnose specific problems
Competence	24	Motivate the pupil and draw into support
Competence	25	Set up, adjust and possibly implement didactical support
B.4 Task as case manager		
Competence	26	Coordinate support
Competence	27	Acquire knowledge about the 'case'
Competence	28	Set up a plan of action
Competence	29	Report interim and end results



B.5 Task as adviser		
Competence	30	Be informed about recent developments and keep up to date
Competence	31	Provide interested parties with written information
Competence	32	Provide interested parties with oral information
Competence	33	Refer potential clients to third parties
Competence	34	Publish articles about new developments
B.6 Task within a multidisciplinary team		
Competence	35	Deal with differences in tasks and concept of duties
Competence	36	Know and fulfil a position in a multidisciplinary team
Competence	37	Make contact and keep up to date regarding the educational support
Task level C Specific supporting tasks c supporting tasks		
C.1 Task as educator		
Competence	38	Take educational responsibility
Competence	39	Bear responsibility for an optimal educational climate
Competence	40	Allow for social-cultural differences
Competence	41	Recognize questions of (social) educational concern
C.2 Task as remedial didactic teacher		
Competence	42	Utilize possibilities of working independently
Competence	43	Design individual educational arrangements
Competence	44	Be able to complement different methods
Competence	45	Give effective instruction
Competence	46	Use adapted methods and techniques
Competence	47	Bear responsibility for fitting in class management
Competence	48	Bear responsibility for embedding in system of pupils records



On the level of general professional tasks of a hospital teacher tasks are described which are normally performed by highly educated professionals. It concerns tasks and competences which form a base for a sound execution of duties in (educational) support of pupils, parents and schools. This base needs to be kept up to date and needs to be expanded.

Looking closely at the profession of a hospital teacher, one notices that a great part consists of characteristics which are similar to those of people working in professional service. The professionalism of a hospital teacher is seen best on the intersection of healthcare and education. He¹ is constantly confronted with changes in the exercise of his duty and know-how. In a professional organization the hospital teacher is regularly confronted with complicated problems and this asks for a systematic, methodical way of working. Clients are becoming more demanding and the need for information is increasing. Hospital teachers are expected to possess skills to improve in their profession and in the organization. The hospital teacher strives for improvement of his own talents and vision for the benefit of the client, the organization and himself. Furthermore it is important that he collaborates with his colleagues on a common vision on the aims and objectives of the organization. Advancement of expertise of employees is of great importance to the quality of a service organization. The learning comprises individual learning routes, with colleagues, with experts and with clients. Learning from each other, learning in teams and sharing ideas are the key components. The organization has the ability to learn as organization.

The general professional tasks are organized in three subtasks.

A.1 Act as an individual professional

The domain 'the hospital teacher as individual professional' shows that hospital teachers share some competences, like communication and acting according to values, with other highly educated professionals, also outside the field of education.

A.2 Act as a member of a developing organization

The domain 'act as a member of a developing organization' shows that hospital teachers use their skills and knowledge from within an organization. Hospital teachers therefore need to understand the goals of the organization they are working for.

A.3 Act in a professional team

In the domain 'act in a professional team' is written which parts of the profile are relevant and which competences are demanded to be able to participate within the professional team. Hospital teachers share interests which they can only look after together. Therefore they participate in activities organized for the profession. The national platform "Ziezon" occupies a high rank as a physical as well as a digital network between hospital teachers.

1 For the sake of readability the hospital teacher is indicated as a 'he' but can of course also be read as a 'she'.

Act as an individual professional

1.

Hospital teachers have completed a course in advanced education. They are expected to be familiar with high cognitive and social skills. They will need these to develop themselves within their profession and to keep up with the relevant trends in society, individually and as a team. Hospital teachers are aware of their own development and are able to direct their own learning processes and activities. They clarify learning goals and translate them into action plans, plan activities within a timeframe and geared to the goal they want to achieve, they keep track of their learning process, take adequate steps when what was planned is not achieved or the results are not satisfying and they learn from their mistakes.

The following competences for individual professionals are looked at:

- A.1.1 Be involved with society
- A.1.2 Develop and implement a concept of duties
- A.1.3 Act according to values and identity
- A.1.4 Develop and implement problem solving abilities
- A.1.5 Develop and implement communicative skills
- A.1.6 Develop own professionalism

Be involved with society

1.1

An organization for educational guidance is not isolated within society. Such an organization comes in contact with happenings and developments in that society. Hospital teachers have a frame of reference which enables them to give meaning to social developments in their thoughts and working life. They keep up to date with developments in culture, nature, technique, education, health and environment issues, political issues and philosophy. They hold an opinion about what they observe, also by keeping in contact with people outside their own field of work.

Examples of behaviour for a hospital teacher are: He...

- Keeps up to date regularly about social issues.
- Holds an opinion about the relevance of social happenings for his profession.
- Keeps up to date about philosophical developments.
- Reflects on recent experiences as a participant of society.
- Translates reflected knowledge, views and experiences to his professional conduct.
- Understands the impact of political and social influences on his profession.
- Is aware of developments in related and supporting fields.

PiMedia competencies: 14, 16
PD4PD competencies: 1

Develop and implement a concept of duties

1.2

Hospital teachers work according to a professional concept of duties. The concept of duties can be observed in the daily activities of hospital teachers, in their values, opinions and beliefs, ready knowledge, own preferences and skills, which are all functionally related. They are aware of the values that are important for their daily work. They are open to criticism on possible prejudices which they could have formed. Hospital teachers are able to submit their views, opinions and beliefs to criticism, also in dialogue with other parties and with the philosophical and pedagogical vision of parents, of schools or of other institutions. They attune their concept of duties as much as possible to the concept of the organization they work for. They are able to analyze their way of working and are able to change their behaviour and routines if necessary. These alterations are made in a critical, learning and willing-to-change frame of mind.

Examples of behaviour for a hospital teacher are: He...

- Reflects on the content of his concept of duties.
- Evaluates his behaviour.
- Examines his conduct when certain problems are recurring.
- Weighs the importance of changes in relation to the concept of duties
- Adapts and complements the concept of duties based on new knowledge, views and experiences.

PiMedia competencies: 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43
PD4PD competencies: 4

Act according to values and identity

1.3

A hospital teacher's concept of duties is based on values. On those values that are important to his ethics. They are directly connected to the values he regards highly as an individual and are based on his philosophy and his membership of society. The hospital teacher also has to deal with the identity and policy of the organization he works for. He both respects and endorses the identity of the organization he works for. Both should complement each other. The organization will lay down conditions for the assignment so that the hospital teacher can perform as a professional. He, in turn, helps to shape the identity of the organization. It is very important, both for the individual as well as for the organization, that the individual and common values and concepts are finely attuned. A hospital teacher respects his client's philosophy. His service and products are based on that. He is willing to discuss his values and those of others. In all cases he is able to justify his choices in accordance with the values and identity of the organization he works for.

Examples of behaviour for a hospital teacher are: He...

- Reflects on the relationship between the identity and assignment of the organization and his concept of duties.
- Reflects the identity of the organization in his contact with clients and other parties.
- Takes part actively in discussions about the identity of the organization and critically weighs all viewpoints.
- Allows for the client's philosophy and values in his concept of duties.

PiMedia competencies: 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43
 PD4PD competencies: 4

Develop and implement problem solving abilities

1.4

Hospital teachers are expected to know how to deal with problems: to recognize, analyze and solve them. Characteristics of analytical skills are: quick thinking, solving problems, having strategic insight, acquiring and assimilating information, using critical analytic skills, planning and reflecting. Hospital teachers use analytical skills on two levels: for themselves and for clients.

Examples of behaviour for a hospital teacher are: He...

- Distinguishes between main issues and side-issues.
- Develops self-reflection skills on several levels.
- Commands an overall view which enables him to size up and see through a problem.
- Uses different ways to tackle complicated problems and obtains relevant information.
- Integrates new information with existing information.
- Distinguishes between factual information and information consisting of interpretations and assumptions.
- Collects information about background and causes of a problem before making a decision.

PiMedia competencies: 12, 17, 18
PD4PD competencies: 4, 5



Develop and implement communicative skills

1.5

Institutions in need of support all have clients who need communication about their problem and the offer of assistance. Hospital teachers communicate with diverse groups and many individuals. High demands are made in the field of communication. Concepts like listening actively, non-verbal communication, forming an opinion and decision-making are daily activities for a hospital teacher. To be able to offer well-considered support it is essential to have good formal and informal communication between all parties involved. Hospital teachers pass on information, listen, ask questions and give answers. Hospital teachers aim at comparatively open communication and encourage mutual trust in all contacts with clients. They talk to colleagues, have discussions with management or share ideas and thoughts with outsiders and colleagues.

Examples of behaviour for a hospital teacher are: He...

- Studies what makes communication processes work effectively and what makes them stagnate.
- Is aware of (non-)verbal signals as well as the contents of the message when communicating with clients.
- Delivers the content of a message clearly and recognizably for the discussion partner and checks this.
- Communicates in various ways, depending on the client, his subculture and the context of the contact.
- Adapts jargon to the language of the discussion partners.

15

PiMedia competencies: 12, 17, 18
PD4PD competencies: 4, 5



Develop own professionalism

1.6

Educational support has to deal with greatly changing circumstances. In the ever faster changing field of education and healthcare it is of great importance to invest in the professional development of employees of an organization. Acquiring competences for a professional is done partly through professional training and partly through on the job training. Periodically by means of yearly talks the need for professional training for individual hospital teachers is checked out.

Hospital teachers not only keep up to date but they lead the way in many cases. They anticipate new developments and regularly adjust and expand their expertise. They carry their own responsibility as highly educated professionals. The way in which a hospital teacher tailors his supporting activities to the client's needs and the way in which this is appreciated are especially indicative. Development of the professional qualities of hospital teachers is aimed at four fields: personal development, career development, development of the organization and availability/accessibility.

Examples of behaviour for a hospital teacher are: He...

- Keeps up to date about developments in society and in his field of work, especially pedagogical, educational and organizational developments of schools that have been supported and about the developments in healthcare.
- Uses information and communication techniques adequately.
- Uses a clear plan and clear time span to improve performance.
- Uses every opportunity to learn from the expertise of more experienced colleagues.
- Chooses the best means to reach goals for higher standards of professionalism.
- Evaluates the learning and developing processes in relation to those goals.
- Applies new knowledge in his activities and within the organization.
- Is able to point out strong and weak points (is self-critical).

PiMedia competencies: 14, 16, 17, 18, 38
 PD4PD competencies: 1, 3



Act as a member of a developing organization

2

An Educational Unit at an Academic Hospital or an Education Guidance Centre is a professional organization. In an educational guidance organization all professionals work together as a team on the development and realization of a collective assignment and goals. The organization is directed towards client-oriented and, if possible, client-controlled service. This means that every individual contribution by a hospital teacher will have to take place within the context of the goals of the organization. Well-considered developments of the organization are needed to keep the service dynamic, in order to anticipate changes. Hospital teachers are prepared to work as a team, improve as a team member and share knowledge.

The following competences for members of a developing organization are looked at:

- A.2.7 Participate in developing the organization
- A.2.8 Be part of the implementation of strategic policy regarding content
- A.2.9 Work in an interdisciplinary way
- A.2.10 Participate in consultation
- A.2.11 Give and receive collegial support
- A.2.12 Report and be responsible to management

17



Participate in developing the organization

2.7

Hospital teachers have an understanding of their own organization and their environment. They take an active and constructive part in the organization they work for. The hospital teacher's role is to enlarge the problem solving abilities of the organization. Herewith the organization will be able to realize and initiate changes. In such an organization a professional culture is developed together. This means that amongst others the qualities of employees are recognized and that everyone has the chance to develop. They learn from each other as professionals. Working as a member of a professional team demands certain competences of all the team members. Hospital teachers carry part of the responsibility for the quality and success of the organization and together they determine the course it will take. They evaluate the organizational process and results, and bear responsibility for good quality of their own job and for the organization as a whole.

Examples of behaviour for a hospital teacher are: He...

- Contributes to the development of a learning organization with the emphasis on using and strengthening qualities.
- Takes responsibility for the development and implementation of policy, makes choices and sets priorities.
- Takes part in internal professional activities.
- Finds out about rights and duties as an employee.
- Is loyal in consultations in relation to policy agreements and is businesslike, thoughtful and resourceful.
- Contributes actively to the evaluation of the working and functioning of the organization.

PiMedia competencies: 4, 15, 18, 40, 41
PD4PD competencies: 11

Be part of the implementation of strategic policy regarding content

2.8

Organizational development demands strategic development. Within the organization the leading question is: “What is the added value of an organization offering educational guidance?” An organization determines a coherent strategic policy as regards content for internal profiling and a scenario for external cooperation between other authorities. Hospital teachers are partly responsible for realizing the organization’s strategic policy goals, the internal and external ones. A hospital teacher contributes to internal policy with respect to content, which will usually be presented as a varied supply of support.

Examples of behaviour for a hospital teacher are: He...

- Keeps up to date about policy developments, goals and strategic objectives of the organization and contributes to the development thereof.
- Offers proposals and suggestions for strategic improvement of his organization.
- Carries out strategic policy regarding content of the organization and shows himself as an exponent of the organization towards clients.
- Contributes towards the evaluation and adaptation of policy which has been carried out.

19

PiMedia competencies: 4, 15, 18, 40, 41
PD4PD competencies: 11



Work in an interdisciplinary way

2.9

Hospital teachers have an interest in interdisciplinary cooperation. Through the varied expertise the development of custom-made support can be realized. Schools expect a combined offer of several specialists from an institution for educational support for sick children (: integrated support). This implies that different professionals have to work together effectively. Mutual adjustment is easier if the content of the support is clear to all parties. Therefore it is important for all parties concerned to work purposefully on the adjustment. Hospital teachers take an interest in each others work; take action to realize the goals of the organization together with professionals in different disciplines. They are willing to participate and carry responsibility for activities carried out by a team of hospital teachers.

Examples of behaviour for a hospital teacher are: He...

- Takes part in activities of a structural kind.
- Takes part in activities of temporary commissions or work parties working on specific assignments or developments.
- Takes part, if required or of his own accord, in activities which go beyond his own discipline in order to improve on the work floor.
- Takes note of other people's work and offers collegial help if required or of his own accord.
- Puts his skills and abilities at the disposal of co-workers.
- Cooperates with colleagues in different disciplines.
- Asks for collegial help from other disciplines when necessary.
- Is familiar with limits and possibilities of everyone's competences.

PiMedia competencies:	13
PD4PD competencies:	15, 18, 43

Participate in consultation

2.10

Incidental and structural consultation is of crucial importance in every educational structure. It is important to hospital teachers to take a clearly defined position within the organization, where inspired, effective and efficient consultations are held. The internal exchange of ideas is important to hospital teachers and the organization. The every day working situation within the institution is becoming more and more complex. All hospital teachers increasingly have to allow for the policy of the organization, new developments and changes in the need for help and advice. One of the developments that show the importance of the quality of communication is the need for organizations to become ever more flexible and client-oriented. This will only increase in the near future. Teamwork is needed to bear the consequences for support, translate policy to the work floor, divide support tasks, and adjust supply and the use of resources and accommodation. During the period of guidance consultation is needed to discuss problems, evaluate, exchange experiences and support each other.

Examples of behaviour for a hospital teacher are: He...

- Employs a cooperative style of consultation, aimed at results and growth.
- Regularly consults colleagues about contacts with different clients.
- Is actively involved in collegial consultation in preparation of support.
- Contributes to consultations during and after the completion of support.

PiMedia competencies:	13
PD4PD competencies:	14

Give and receive collegial support

2.11

Hospital teachers are professionals and one of their tasks is to improve their own qualities. The hospital teacher realizes what the effect is of his personal relationship to the client. Hospital teachers can support each other. By looking at and talking about their work they can improve their skills. To do this it is necessary for them to put their own work up for discussion. Colleagues can help by observation and proper feedback. Hospital teachers can clarify problems using intervision and coaching techniques to find out why and when certain problems occur. The professional development of hospital teachers can be enhanced by coaching. An experienced colleague can tutor, give practical advice and demonstrate desired behaviour, observe and give feedback. In this way performances can be adjusted. To be able to guide colleagues they must possess certain skills. Effective communication is a must and so is the ability to adapt and use different forms of support, depending on the characteristics of the hospital teacher concerned.

Examples of behaviour for a hospital teacher are: He...

- Invites colleagues to discuss his performance.
- Inspires confidence and creates an open communication so that items can be discussed in harmony.
- Reacts to what a colleague introduces by clarifying, ordering and summarizing, by showing understanding, by asking and offering new perspectives.
- Assists colleagues and himself to develop a greater range of actions.
- Develops, with colleagues, skills to assist and support each other.

PiMedia competencies: 2, 17, 18, 38
PD4PD competencies: 17



Report and be responsible to management

2.12

Hospital teachers are quite autonomous. They work independently or as a part of an interdisciplinary team for the support of sick children according to an action plan which was agreed upon beforehand. They know clearly who executes the actions, who supervises them and who is held responsible. It goes without saying that reporting and consultation are matters of high importance. Management can invite hospital teachers to report and confer, but staff members can take the initiative too. In addition to a discussion about the actual state of affairs, there must be regular feedback to management and colleagues about the results. The support can be adjusted after such consultations. To gain positive results it is important to distribute adequate information to all parties concerned. Internally is recorded who has to be informed about what, where and when, and who is responsible for the transfer of information.

Examples of behaviour for a hospital teacher are: He...

- Holds regular talks with management about the progress of activities in relation to the desired results.
- Communicates with management about interim changes in support.
- Takes initiative for a consultation and invites the people concerned.
- Wants to hear and learn from others how to tackle something and wants feedback about his performance.
- Employs systems to record time-registration and files reports in order to use these as a base for his talks with management.

PiMedia competencies:	6
PD4PD competencies:	15

Act in a professional team

3

The need to stimulate and protect the quality of the profession is dictated by the high standards clients demand for support and of the profession of hospital teachers. Organizations carrying out educational support for sick children have an interest in good hospital teachers and judge their staff by the quality of their performance for the client. This is done in professional associations. The occupational group of hospital teachers are organised in two professional associations: the Educational Units based at Academic Hospitals and at Education Guidance Centres. They concern themselves with the assessment and increase of the professional qualities of hospital teachers.

For this subtask the following competences are looked at:

- A.3.13 Cooperate on a professional level (Ziezon, regional and national study groups)
- A.3.14 Develop professional qualities

Cooperate on a professional level

3.13

Hospital teachers share interest which they can best protect together. Such as terms of employment and fringe benefits; development of a vision for the profession, the content and limits of support; the procedure; the protocol; compose materials for support and promotion and functioning in cooperative associations. Hospital teachers have knowledge of (inter)national networks and professional associations. Hospitals teachers are obliged to a certain extent to cooperate with various associations.

Examples of behaviour for a hospital teacher are: He...

- Takes part in activities of commissions or study groups to develop products and services for specific groups.
- Takes part in activities that go beyond his own department or organization in order to improve his performance.
- Participates in regional or national consultations, whether to improve the educational support or to adjust it to fit in with other service organizations or to the need of clients.

PiMedia competencies: 10, 28, 35, 36, 37, 42
PD4PD competencies: 44



Develop professional qualities

3.14

To reach a clear position for hospital teachers, who balance on the intersection of healthcare and education, the occupational group is invited to develop their own standards of quality. The occupational group takes this professional profile as a starting point to determine professional standards and a professional code and determines the qualifications needed to start as a hospital teacher. Hospital teachers gain relevant qualifications by means of professional development. They undertake activities in order to improve their professionalism.

Examples of behaviour for a hospital teacher are: He...

- Has knowledge of the quality requirements for professional standards.
- Is a representative for the occupational group.
- Uses the professional profile as a means of checking changes and innovations, and to act as an exponent of the occupational group.
- Contributes to the quality standards of the profession.
- Gains new competences through professional training.
- Observes the professional code.

PiMedia competencies: 14, 15,16, 43
PD4PD competencies: 45



After the implementation of the Law Educational Support Sick Students (WOOZL) in August 1999 the profession of a hospital teacher developed over the years. In the exercise of his profession the hospital teacher has tasks in the field of support (of schools and school teams), advice and teaching. He deals with several tasks simultaneously and puts more or less emphasis on one or more tasks as the situation calls for. Officially the competent authorities of a school can make use of the educational support. Therefore, besides the specific teaching of sick students, colleagues in education, parents and social workers outside the field of teaching can make use of the expertise. Because of the diversity of the target groups and the help asked for the hospital teacher needs specific skills.

Schools ask for support to measure. Hospital teachers have to be able to recognize the need for help for these sick students and their educational learning process and supply an appropriate offer of support. The hospital teacher supplies his expertise more on demand and less as a fixed package. To keep up to date of relevant developments in the field of education an intensive and structural contact with schools and organizations directly involved is of paramount importance. The school demands that the hospital teacher fits in with the educational policy and the possibilities of the school of the sick student. The hospital teacher is asked to help improve the quality of education of the sick student by means of his support. The hospital teacher has to deal with parents and schools as partners in education. Therefore he has to build up a relationship (of trust) with them as clients. Parents and schools as clients demand maximum profit of the support. This implies that the hospital teacher has to “know all the answers”. In case he is not able to answer his client’s varied demands sufficiently, he will have to consult his colleagues within and outside his own organization.

Looking back on what is said about the exercise of his profession the hospital teacher will have traces of an educational generalist as well as of an expert. While executing his duties he will make structural connections between at first sight loose products and services on the one hand and his way of working on the other hand. The mixture of business and his way of working creates an own professional concept of duties. Furthermore he will have to invest ever more in maintaining relations with parents and schools.

On task level B of the professional profile competences and examples of behaviour of hospital teachers are described under the heading “supporting tasks”. For the supporting tasks which are touching the family situation the hospital teacher has to keep in mind the borderlines with other players in the field, such as the (medical) social worker, remedial educationalist, child psychologist and pedagogical worker.



Task as supporter for teachers/schools

1

The hospital teacher gives support in a specific area. He offers the teacher the chance to reflect on his daily care for the individual, sick student so that growth and success can be seen. He asks the teacher to describe the essence of this specific task. In this way the hospital teacher stimulates that the teacher experiences feelings of competence and well-being, which will enhance his functioning. He also avoids taking over the teacher's responsibilities. The school by law remains responsible for the student's education. His interventions are based on trying to give the teacher insights in the problem situation(s) of the individual student and abilities to make choices and take responsibility based on this newly gained knowledge. The hospital teacher boosts the teacher's knowledge and interventions repertoire in regard to sick students.

The hospital teacher can be asked to 'mediate' when the ideas about the way to deal with the individual student between teacher (team) and student/parents are not on one line. The hospital teacher can serve the teacher and school not as an interested party but with his ability to relate their views to the demands of the individual student.

For his task as supporter of teachers the following competences are called for:

- B.1.15 Hold different kinds of talks with teachers
- B.1.16 Determine need for support
- B.1.17 Realize individual support for a pupil
- B.1.18 Diagnose problems
- B.1.19 Assist with the making and implementation of action plans

28



Hold different kinds of talks with teachers

1.15

The hospital teacher holds the view that a conversation is a primary and important means to support the teacher. A conversation offers chances to explore and tackle problems and name successes in the education of the individual sick student. The hospital teacher practises several conversation methods. In the discussion the teacher and his functioning in relation to the individual sick student are central. The hospital teacher creates an atmosphere where the teacher feels safe and trusted.

Examples of behaviour for a hospital teacher are: He...

- Uses interrogative conversation techniques so that the teacher is stimulated to take an active and creative part in the conversation.
- Builds a relationship of trust.
- Holds consulting and confronting talks.
- Stimulates the teacher's reflective powers.
- Can redirect resistance.

29

PiMedia competencies: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29
PD4PD competencies: 6, 28



Determine need for support

1.16

Ever newer and higher demands are made of teacher's professional actions. Educational developments (WSNS [integration of children with learning disabilities in schools], adaptive education, integrating students who learn in a different way in the group etc.) demand that teachers continually keep up to date their knowledge, insights, skills and professional standards. The hospital teacher works with the knowledge that teachers differ in their way of thinking and their way of working in education based on experience, age, ability to change and professional views. He knows that this means that teachers also differ in their needs and wishes for support and schooling.

He knows too that requests for support asked for by the teacher himself, enlarges the chance for effect and success. The hospital teacher will keep in mind the lines set out in the school development plan in the field of care for students when assessing the teacher's need of support.

Examples of behaviour for a hospital teacher are: He...

- Has knowledge of the recent educational developments.
- Can determine the teacher's skills in teaching students with an individual learning plan.
- Stimulates the teacher to ask his own requests (for help) and name possible needs.

30

PiMedia competencies: 11, 12
PD4PD competencies: 25, 28, 40



Realize individual support for a pupil

1.17

The hospital teacher knows that using an individual learning plan for a single student within the group entails a change in the actions of many teachers. The learning goals have to be adjusted in time and/or in size. The activities have to be set out in a plan, implemented and assessed. The activities of the individual student must fit in the daily support of the whole group of students both according to size and complexity. Alternative educational tools have to be gathered. The teacher needs, if necessary, to receive help from the special needs and remedial teacher in regard to his actions for the individual student. By way of coaching, supplying knowledge and materials, giving insights into possibilities etc. the hospital teacher supports the teacher and school to set up the education for the individual sick student in and out of the actual school building. He acts from the view that the school is most successful in educating the student when they themselves define and work with the individual learning plan; he knows the pitfalls of “taking over” (a part) of the education of the student. The hospital teacher emphasises the importance of the role of the parents in this plan, just as the role of the (mature) student himself.

Examples of behaviour for a hospital teacher are: He...

- Has knowledge of the consequences of the illness and treatment on the student’s educational situation and can deal with it in a practical manner.
- Has knowledge of the educational goals.
- Has knowledge of models of individual action plans.
- Has knowledge of alternative educational tools besides the ones used in the group.
- Can assess what the teacher’s possibilities are to implement the individual action plan within the total of his daily teaching practice.
- Can assess the supporting role for the teacher’s benefit of other team members within the school.
- Holds the dialogue open between parents, (mature) student and school about everyone’s role in implementing the individual action plan.
- Has knowledge of the extra means of support within education such as applying for Leerling Gebonden Financiering (LGF=student bound finance plan) and dispensations.

31

PiMedia competencies: 11, 12, 14, 18, 19, 25,35, 37



Diagnose problems

1.18

The hospital teacher supports the (class) teacher and others directly concerned such as the remedial teacher, the special needs teacher, the coordinator of care and the tutor with exploring the kinds of problems the student in need of support experiences. He uses methods and tools which make the investigation thorough and efficient. He observes, interviews teachers, describes his findings in coherence, uses action plans, analyses the student's work according to the process and end product within the possibilities and limitations of his illness. He looks at the student's achievements as a whole: his weak and strong abilities.

Examples of behaviour for a hospital teacher are: He...

- Uses valid and reliable research instruments and tools.
- Hands practical advice to teachers.
- Puts problems in a wider perspective.

32

PiMedia competencies:	5
PD4PD competencies:	25



Assist with the making and implementation of action plans

1.19

Continuity in education and upbringing is an important condition for the development and growth of all children. This continuity in schools is reached by working according to a plan, often for a whole group of students. For a student with a chronic or long-term illness the continuity needs to be guaranteed by means of an especially for this student developed Individual Action Plan (IAC). The hospital teacher assists the teachers and special needs teacher with the making and implementation of this action plan. He uses the IAC also for the assessment of the support for the student and to use the conclusions for planning the next steps in the individual learning plan.

Examples of behaviour for a hospital teacher are: He...

- Knows the value of action plans in the sick student's situation.
- Assists the teacher/school with the making and implementation of the individual action plan.
- Uses the action plan systematically to assess the effect of the individual care.
- Advises, on the base of conclusions gained in the assessment, how to plan the next steps in the (individual) learning plan.

33

PiMedia competencies: 11, 12, 13
PD4PD competencies: 39



Task as a discussion partner of parents

2

School, parents and hospital teacher form a continual triangle of consultation around the education and care for the (chronically) sick student. Parents and school are direct partners where upbringing and education are concerned; it concerns their joint and shared responsibility. Where it concerns the history of the parents and their child (diagnosis, examinations, referral, and acceptance) and the role the parents seek for themselves (the “restoration of normal life”) the hospital teacher can play a supplementary role as an expert discussion partner. Within all this the hospital teacher observes the borderline between his field of work and that of the (medical) social worker and other disciplines in the field of education such as the psychologist and remedial educationalist and knows how to limit himself to the clarification of the problems in regard to the educational support he can offer. For non-educational problems he refers the family to other relief authorities. The hospital teacher is aware of the independence he needs to observe in relation to the parents and school regarding their mutual responsibility for the upbringing and education of the student in need of support.

The competences described here apply especially for his role as discussion partner of parents:

- B2.20 Hold conversations to clarify problems
- B2.21 Hold advisory conversations
- B2.22 Build up a relationship (of trust)

34



Hold conversations to clarify problems

2.20

The hospital teacher can help parents to give their child's illness a place in their wishes regarding his upbringing and education. He can help them find words for their wishes and ideas regarding their child's upbringing, education and perspective. He can relate the results of investigations in connection with their wishes for the upbringing and education.

Examples of behaviour for a hospital teacher are: He...

- Knows the student's file
- Can translate results of investigations to the situation of the child in the family and school
- Can support parents in finding words for their problems, wishes, ideas for themselves and for their child by means of interrogatory conversation techniques
- Can separate data from talks in those that are relevant or irrelevant to the education of the child
- Assists parents to hold realistic goals about their child's possible school performance and the support of the student's school

35

PiMedia competencies: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29
PD4PD competencies: 6, 28



Hold advisory conversations

2.21

The hospital teacher is aware of the possibilities in regular education within the region he works for. Using his knowledge of the social map of the area the hospital teacher can advise parents and student about the existing possibilities for support in and outside education.

Examples of behaviour for a hospital teacher are: He...

- Can explain to parents where the dividing line lies between support given in education and the additional help they need
- Knows (or can get to know) the social map of the region where the family resides and can, where necessary, give advice
- Can advise what kind of school would be best suited in accordance with the child's perspective

36

PiMedia competencies: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29
PD4PD competencies: 6



Build up a relationship (of trust)

2.22

The contacts between the sick student's parents and the hospital teacher can go on for quite some time. The hospital teacher shares in the concerns about the illness, treatment and the often far reaching consequences for the child's educational career. The information those parents share with the hospital teacher can be very personal. The hospital teacher's integrity is of great importance in those contacts.

Examples of behaviour for a hospital teacher are: He...

- Knows how to win and hold the parents trust through his honourable conduct
- Can immerse himself in the often very emotional and complicated situations surrounding children with a chronically or long-term illness

37

PiMedia competencies: 23, 39
PD4PD competencies: 6



Task as a supporter for pupils

3

The hospital teacher functions as a student counsellor when he does didactical, pedagogical, cognitive and/or social-emotional research in direct contact with the student, or when he supports the student directly with social-emotional, remedial educational aid and/or remedial teaching. He uses maximum valid instruments for his research and passes on practical usable advice. The goal of the research and support is optimizing the school career of the chronically or long-term sick student and offering perspective for the future.

After research the hospital teacher makes an action plan or makes sure someone else makes one. He sees to it that the plan is implemented correctly; this can mean that he (partly) carries it out, but he can also support the teacher putting the plan into effect.

It is also the task of the hospital teacher to follow the development of the student closely so that he at any moment can be asked to supply actual information and advice.

For this task the following competences are called for:

- B3.23 Diagnose specific problems
- B3.24 Motivate the pupil and draw into support
- B3.25 Set up, adjust and possibly implement didactical support

38



Diagnose specific problems

3.23

The hospital teacher is able to examine and describe the problems of a sick student, so that an action plan can be made to optimize the teaching circumstances, so that educational barriers that may exist will be diminished. The diagnosis will, where possible, be made according to valid and reliable instruments, but can also be made by close observations or by assessing the results of remedial educational interventions or remedial teaching.

Examples of behaviour for a hospital teacher are: He...

- Has an understanding of the specific nature and educational consequences of the clinical picture, the treatment and medication of an illness.
- Can determine the child's starting point.
- Has knowledge of diagnostic tools and methods.
- Can observe closely.
- Can do diagnostic research and interpret research results and apply them in educational situations.
- Uses valid and reliable research instruments.
- Can determine goals in terms of concrete skills.
- Communicates with and reports to all concerned about the progress made.
- Gives practical usable advice to the student's counsellors.
- Can assess and adjust action plans..

39

PiMedia competencies: 11, 12, 13
PD4PD competencies: 39



Motivate the pupil and draw into support

3.24

The hospital teacher can be the child's personal counsellor for a short or long period of time. It is his task to motivate the student and to teach him to accept that special help is needed for him to participate in education despite of his illness.

He has to possess a great arsenal of pedagogical and didactical possibilities to be able to keep on coming up with new alternatives.

Examples of behaviour for a hospital teacher are: He...

- Has a child-centred attitude.
- Can introduce structure.
- Can encourage self-motivation and determination of options.
- Can hold students accountable for their responsibilities, while keeping in mind their possibilities.
- Helps students assess their own achievements.
- Shows appreciation when successful.
- Gives the right feedback at the right moment at the right level.
- Possesses specific knowledge about social-emotional and behavioural problems and reactions.
- Reacts adequately on behaviour and on reactions.

40

PiMedia competencies: 18, 23, 24, 25, 33, 35



Set up, adjust and possibly implement didactical support

3.25

The hospital teacher himself works with the student needing support in certain situations. This means that besides being able to motivate he can also differentiate very well in the subject matter, can use varied kinds of remedial teaching methods and techniques and can instruct the student effectively. He is the one to select the most effective techniques for this student's special circumstances and problems.

Examples of behaviour for a hospital teacher are: He...

- Can bring into harmony content and size of the subject matter with the chosen individual goals.
- Can have the subject matter adjusted to the student's circumstances.
- Analyses the subject matter for usability and relevance for this student.
- Is and keeps up to date about didactical and remedial teaching methods on the market.
- Has sound knowledge of the set up of assignments in different fields of learning.
- Has knowledge and insight in learning processes and learning strategies the assignments are based on and of disorders that can occur.
- Can give a well-built structured instruction.
- Can promote independence and problem solving techniques.
- Knows and is able to use various instruction techniques.

41

PiMedia competencies: 11, 12, 18, 19



Task as case manager

4

Being a 'case manager' is an important task where the hospital teacher employs coordinating expertise. In nearly all the cases where a hospital teacher carries out his support he has to deal with internal and external experts who are involved in the process of assistance. This collaboration often extends over a long period of time and is mostly quite complex in structure and nature. It is possible that the hospital teacher has a coordinating role in such a collaboration. Case management is then a very important task. Coordinating expertise is not only time consuming but also demands creative, management and communicative skills and a lot of experience.

A case manager needs the following competences:

- B4.26 Coordinate support
- B4.27 Acquire knowledge about the 'case'
- B4.28 Set up a plan of action
- B4.29 Report interim and end results

42



Coordinate support

4.26

Hospital teachers working in support of sick students are nearly always working with all kinds of other professionals who (can) differ in function, relationship towards the student or content, field of work, goals, viewpoint and vision. The hospital teacher can exercise a coordinating role. This means that he, as case manager, not only arranges talks between all involved to coordinate aid, but also guards the effort and progress made by the different services. In this role the case manager displays certain skills which are crucial to the progress made by the different kinds of aid and support. These skills in particular deal with being able to chair a meeting, to coordinate activities, to deal with various areas of special attention and with possibly arising conflicts. The case manager has to be able to gain the best possible results for his client. Getting and keeping all services involved is an important job for the case manager. He has to be a 'people manager', a coordinator of people in completely different disciplines, with differing areas of knowledge and very different competences. While executing his duties a case manager is also responsible for several 'administrative tasks'. He looks after time management, communication with all parties and the exchange of information.

Examples of behaviour for a hospital teacher are: He...

- Keeps up to date about medical developments which can be of influence on the student's educational functioning.
- Invests in knowledge about his own field of expertise and professional practice and uses intervision and schooling to improve.
- Reads professional journals and can estimate the value of new developments within his field of expertise.
- Consults colleagues regularly about professional developments using the especially for hospital teachers designed internet site.
- Participates in training sessions especially held for hospital teachers.

43

PiMedia competencies: 1, 3, 4, 5, 6, 18, 19, 30, 36
 PD4PD competencies: 12, 24



Acquire knowledge about the 'case'

4.27

Having sufficient knowledge about the problematic content matter of the 'case' is an important condition for a hospital teacher to operate as a case manager. He has a sound knowledge of what he talks about and about the problems he works on. Therefore he must be able to learn all about the specific problems of the case at hand in a short time. He can accomplish this by reading all available written communication about the case and by holding talks with those directly or indirectly involved.

Examples of behaviour for a hospital teacher are: He...

- Studies quickly and efficiently everything concerning the problem.
- Informs himself about the support by means of talks with those directly or indirectly involved.
- Separates main issues from side issues.
- Estimates the level of expertise of the various services.
- Holds his own views and opinions about the content of the entire process of support and states them at strategically important moments.

44

PiMedia competencies: 4
PD4PD competencies: 25



Set up a plan of action

4.28

The hospital teacher as case manager coordinates the working-out of the action plan of the school. He gives details in clear terms and in coherence regarding content, structure, material and personal intentions. He invests sufficient time and effort to guide and coordinate the often complicated process of support.

Examples of behaviour for a hospital teacher are: He...

- Writes or helps to draw up a plan of support with a systematic construction and the stress on main issues.
- Writes in clear and unambiguous language.
- Mobilizes the specific competences of the support services when working out the plans.
- Gets other services to take responsibility for their part in drawing up a plan.
- Holds his own views and opinions about the content of the entire process of support and states them at strategically important moments.
- Assimilates the information about the process of support in the action plan.
- Presents the definite plan of action with the necessary explanation to third parties.

45

PiMedia competencies: 11, 12, 13
PD4PD competencies: 39



Report interim and end results

4.29

The hospital teacher as case manager guards the process of support. He regularly checks the progress and checks if the services are still on the right track. He is responsible for compiling the interim and end report about the process of support.

Examples of behaviour for a hospital teacher are: He...

- Gets services to take responsibility for writing their own report.
- Mobilizes the specific competences of support services regarding the reporting of results.
- Writes or helps draw up (end) reports about the results gained.
- Writes in clear and unambiguous language.
- Presents the end report with the necessary explanation to third parties.

46

PiMedia competencies: 6, 7
PD4PD competencies: 15, 23



Task as adviser

5

Part of the hospital teacher's task is to inform and advise. Inform about a disease and its effect on education to support teachers and parents so that they can make well-informed decisions. The advice has a purely informative character but also an instructive one.

The hospital teacher will regularly have to supply instructive information. The target group can be quite varied. It can be about one specific student, where all people involved have to be informed and supported. These groups are mainly parents and teachers. On the other hand it could be general information for those interested in education to sick students. This group can consist of students at a teachers training college, a (nursing) ward at a hospital, colleagues at an education guidance centre or other interested parties.

The advice is of a systematic and methodical nature.

The hospital teacher is at all times aware of the privacy susceptibility of the information about a sick student.

For his task as advisor the following five competences are called for:

- B5.30 Be informed about recent developments and keep up to date
- B5.31 Provide interested parties with written information
- B5.32 Provide interested parties with oral information
- B5.33 Refer potential clients to third parties
- B5.34 Publish articles about new developments

47



Be informed about recent developments and keep up to date

5.30

Hospital teachers don't stagnate in their expertise as regards content (of their occupation), but they also keep up to date about medical developments as well as developments in the field of education, on both theoretical and practical levels. They are competent in acquiring new knowledge; knowledge becomes out of date quickly. This means that if a hospital teacher wants to be up to date as a specialist and generalist (or even be ahead) he will have to invest continually in his professional expertise. This varies from actively participating on the hospital teachers' own internet site www.ziezon.nl and reading professional journals to taking part in all kinds of training sessions.

Examples of behaviour for a hospital teacher are: He...

- Is up to date about medical developments which can be of influence on the student's educational functioning.
- Has sound knowledge about his own field of expertise and professional practice.
- Invests in improving his knowledge through intervision and schooling.
- Reads professional journals and can estimate the value of new developments within his field of expertise.
- Consults colleagues regularly about professional developments using the especially for hospital teachers designed internet site (www.ziezon.nl).
- Participates in training sessions especially held for hospital teachers.

48

PiMedia competencies: 14, 16, 17, 18, 38
PD4PD competencies: 1, 3



Provide interested parties with written information

5.31

Hospital teachers are asked to provide written information about the developments in the field of educational support of sick students by management, teachers, parents and other directly involved parties. They help schools to optimize their support for sick students through the passing on of expertise. The hospital teacher takes care that the information handed on is in keeping with the goal and content of the assignment. It is his task at well-considered moments to provide written information about developments as regards content whether it is asked for or not. The hospital teacher is responsible for the careful handling of privacy susceptible information at all times.

Examples of behaviour for a hospital teacher are: He...

- Actively and selectively uses (new) ways of communication.
- Points out recently published literature, methods, tools and relevant materials.
- Writes papers about developments as regards content for different target groups.
- Adapts research results for practical use in schools.
- Compiles packets of information about certain themes and presents them.
- Can present information in the jargon of the inquirer.
- Handles privacy susceptible information carefully.

49

PiMedia competencies: 22, 25, 26, 27
PD4PD competencies: 6



Provide interested parties with oral information

5.32

Hospital teachers provide information about lots of subjects, related to education for sick students, in direct contact with interested parties. This happens individually as well as in groups. The emphasis is placed ever more on the integration of knowledge and the implementation of this knowledge in schools. Organizing informative meetings is a clear task of a hospital teacher. Furthermore the ability to clearly pass on information as regards content appropriate to the question is of great importance. The hospital teacher handles privacy susceptible information carefully at all times.

Examples of behaviour for a hospital teacher are: He...

- Coordinates and is in charge of the preparation and performance of informative meetings.
- Creates a constructive sphere to work in by paying attention to business and human aspects at informative meetings.
- Contributes to improving content by conducting lectures and presentations.
- Communicates with target groups by initiating talks, keeping them going and rounding them off with new future appointments.
- Adjusts to the jargon of the inquirer.
- Handles privacy susceptible information carefully.

50

PiMedia competencies: 20, 21, 22, 23, 24, 25, 27
PD4PD competencies: 6



Refer potential clients to third parties

5.33

The difference between “knowing something about” and “having acquired knowledge about” can be seen as the difference between a generalist and a specialist. The generalist can refer questions about specific information to a specialist who has more specific expertise.

The hospital teacher by virtue of his profession knows enough about many educational subjects to be able to refer people properly.

Examples of behaviour for a hospital teacher are: He...

- Takes notice of recent educational developments and trends in assistance.
- Keeps in contact with specialists he can refer to.
- Refers to specialists within or outside of his own organization.
- Draws interested parties' attention to publications and other sources of information.
- Has knowledge of the regional social map.

51

PiMedia competencies: 11, 13, 18, 19, 28, 32



Publish articles about new developments

5.34

Hospital teachers have to be able to write about developments in their field of expertise. This mostly happens for a limited circulation (regional or for a specific target group) but sometimes they publish in national magazines. They write publications for colleagues and for several target groups, with or without the aid of colleagues. They bear in mind editorial demands and demands concerning content. They submit papers to colleagues to have them provided with comments.

Examples of behaviour for a hospital teacher are: He...

- Writes papers for colleagues and/or several target groups about new developments in the field of education for sick students and about the clinical picture of illnesses.
- Submits concepts to colleagues to have them provided with comments.
- Adjusts the written text on the base of those comments.
- Reacts to comments of third parties after publication.

52

PiMedia competencies: 11, 12, 14, 18, 22
PD4PD competencies: 6



Task within a multidisciplinary team

6

Hospital teachers working in support of sick students often are part of a multidisciplinary team. In the case of the Educational Units this is on the one hand within the University Medical Centres and on the other hand in the schools of regular and special (secondary) education where the students needing support come from. Also those hospital teachers working from an Education Guidance Centre often are part of a multidisciplinary team. In all cases they work together with professionals in another discipline. The hospital teacher recognizes and respects the differences. He does not see them as limitations but as chances and possibilities and uses them as such. He knows the difference between competitive and complementary activities. From his own concept of duties the hospital teacher can formulate a direct inquiry to a colleague from another discipline. The hospital teacher has a role as a participant in the multidisciplinary team and sometimes can function as coordinator. The hospital teacher functions as an expert discussion partner for colleagues in different disciplines at (university) hospitals, for parents and for professionals in and around the support. He has to invest in new contacts and keep up existing ones. He networks and knows where he stands within his own occupational network. In that way he can broaden and deepen his activities for support. He is able to work faster 'interdisciplinary', refers where he knows himself to be not able or competent enough, and he himself can be held responsible for his ability for consults and referral. The hospital teacher regularly invests time to keep up and widen his network so that he can make use of it for his profession.

For his task within a multidisciplinary team the following competences are called for:

- B6.35 Deal with differences in tasks and concept of duties
- B6.36 Know and fulfil a position in a multidisciplinary team
- B6.37 Make contact and keep up to date regarding the educational support

53



Deal with differences in tasks and concept of duties

6.35

The hospital teacher works together within a multidisciplinary team with colleagues who are all involved with support for the student, but from a different call for help and different goals. The request can be formulated from a didactical, pedagogical or (medical) therapeutic point of view. The goals can be aimed at the student as an individual or as a social being. The diversity of goals can result in a diversity of assistance and a diversity of concept of duties of all involved. The hospital teacher distinguishes between the different goals by asking his colleagues for information. He commands an overall view of all the different starting-points and relates them. He makes a distinction between his own goals and possibilities in comparison to those of his colleagues and adjusts his actions in constructive consultation.

Examples of behaviour for a hospital teacher are: He...

- Has knowledge of the background and fields of work from participants in the multidisciplinary team.
- Relates the various goals and tasks of those experts involved.
- Relates all the goals to the educational targets of the student's school.
- Recognizes and puts a name to contradictions in goals and tasks.
- Attunes the goals and tasks of the other participants in the team with his own goals and tasks.

54



Know and fulfil a position in a multidisciplinary team

6.36

The hospital teacher has a role to fulfil as a participant in multidisciplinary consultations. He takes up his role and position in the team by mutual consultation. He clearly keeps in mind his own role in the whole picture of assistance. The hospital teacher can take up the role of coordinator of the multidisciplinary team. As coordinator he has a double function; he functions as guardian of the process of support and as individual assistant. He keeps the input of all individual assistants in balance. He guards the process of support, the planning and the recording of mutual arrangements.

Examples of behaviour for a hospital teacher are: He...

- Recognizes his position within the multidisciplinary team.
- Recognizes the dual function as coordinator of the multidisciplinary team.
- Guards the balance between the inputs of the various participants of the team.
- Keeps a clear view of all the support offered, of the planning and of the recording of mutual arrangements.

55

PiMedia competencies: 13, 15, 18, 43
PD4PD competencies: 13, 14



Make contact and keep up to date regarding the educational support

6.37

Besides colleagues of diverse disciplines within the University Medical Centres or Education Guidance Centres (counsellors) the hospital teacher also has regularly contact with other disciplines in aid of the students he supports. These are partly from the student's school, such as the coordinator of care, special needs and remedial teacher, the (remedial) pedagogue-didactic; and partly external, such as the ambulant counsellor, the remedial educationalist, the employee of the RIAGG (mental health care organisation), the social worker, the family guardian etc.

All those involved usually have their own specific field of expertise in the whole arrangement of assistance. Sometimes, though, the areas of aid of the disciplines overlap partly. A successful school career is of great importance for every student in a society which is becoming rapidly a society of knowledge. It is not strange that so many parties from so many points of view are active to support the student and his school with his learning. The contacts between the hospital teacher and other parties involved can sometimes be a one-off meeting and superficial, sometimes intensive and long. Sometimes one only knows about the other's existence, sometimes one works closely together. The hospital teacher knows how to invest selectively in his contacts and keep them well-balanced. On one side because it concerns colleagues he will meet and will ask for help at certain places and moments in his support; on the other side because he 'has to know the market' when schools and parents want to buy specific support and relief with the LGF-money (student bound financial support).

56

Examples of behaviour for a hospital teacher are: He...

- Takes part in formal and informal regional consultations about support of students and schools.
- Uses all kinds of modern means of communication to inform other assistants and to be informed about recent developments in support services.
- Works together with social workers of other student and educational oriented services.
- Distinguishes himself from other assistants/social workers by presenting himself and profiling as a hospital teacher with his own concept of duties.
- Builds up his own network of student and educational oriented assistants.
- Takes part in regional and national network meetings/ziezon conferences.

PiMedia competencies: 6, 9, 19, 32, 39
 PD4PD competencies: 4, 18, 22



Task as educator

1

Hospital teachers are focussed on children for whom the development can progress at a different rate than for healthy children due to an illness or treatment thereof. The education of these children asks for different steps to be taken at certain moments. A hospital teacher helps parents and schools to educate the child as normal as possible even with the special arrangements.

Hospital teachers are focussed on (members of) school teams and parents as target groups. Therefore they need to know the difference between education and upbringing. Education has to do with learning to live together. Teaching the child to be a human being between human beings, to find a healthy balance between being a unique individual on the one hand and an accepted member of a group on the other hand. In this way a child learns to be independent and self-reliant but also to function within a group, where it can both receive and give help.

The hospital teacher as an educator needs the following competences:

- C.1.38 Take educational responsibility
- C.1.39 Bear responsibility for an optimal educational climate
- C.1.40 Allow for social-cultural differences
- C.1.41 Recognize questions of (social) educational concern

57

Take educational responsibility

1.38

Workers in the field of education, and therefore hospital teachers too, are called to task about their educational responsibilities more than ever before. Education will have to relate more to current themes and problems within society. This includes problems and dilemmas in the field of beliefs and values and how one views these according to certain ideological and philosophical points of view.

Examples of behaviour for a hospital teacher are: He...

- Incorporates social events and current themes in his educational support.
- Sets out a clear educational course in cooperation with teachers, parents and other parties involved, where he himself acts as a model.
- Clearly states the boundaries of his responsibility and shows where the responsibility of other parties starts or continues.

58

PiMedia competencies: 13, 32



Bear responsibility for an optimal educational climate

1.39

The hospital teacher's bearing and skills play an important part in creating an educational climate where the student in need of support feels safe and valued. When the hospital teacher is aware of the needs of the student, is curious, shows an interest in and respect for him, this will be noticeable in the atmosphere around the student. The hospital teacher must possess the skill to stimulate correct manners and guard etiquette between this student and co-students, also in the case of social-cultural differences.

Examples of behaviour for a hospital teacher are: He...

- Takes into account the sick student's needs and wishes.
- Builds up a relationship of trust with the student.
- Has a positive expectation in matters of behaviour, attitude and learning abilities of students.
- Has an understanding of group dynamic processes.
- Is clear in his rules and regulations and can state these in positive terms.

59

PiMedia competencies: 39, 11, 18



Allow for social-cultural differences

1.40

The hospital teacher has an understanding of the cultural and social differences between students and their backgrounds, allows for these differences and uses them in a positive sense. The hospital teacher keeps his eye open for the possible exclusion of the student he supports. He stimulates solidarity and cooperation on the base of shared goals and skills.

Examples of behaviour for a hospital teacher are: He...

- Is aware of causes and consequences of prejudices and role patterns.
- Has an eye for the educational arrears caused by social position or descent of the students he supports.
- Knows how to raise understanding and respect for differences and how to reinforce this understanding and respect for each other.
- Can take measures to stop discrimination of students he supports.

60

PiMedia competencies: 16,18, 34, 39

Recognize questions of (social) educational concern

1.41

Hospital teachers notice differences between students in matters concerning culture, social standards and care. It is expected of the hospital teacher that in his support he can deal with these matters, that he points out educational problems and that he can pass on the correct information at the right moment to his colleagues of pedagogical care, that he can engage a (medical) social worker, that he knows when and how to refer a student to other aid organisations.

Examples of behaviour for a hospital teacher are: He...

- Is able to assess students' backgrounds.
- Has an eye for and understanding of causes, manifestations and consequences of (social), educational problems.
- Recognizes signals that point to these problems in students he supports.
- Has knowledge of organisations in regard to childcare (the social map)



61

PiMedia competencies: 11, 23

Task as remedial didactic teacher

2

Hospital teachers direct their actions towards students who need a certain adaptation of the educational situation they are placed in due to an illness or the treatment thereof. Even more than “normal” students in regular or special education they demand aid to measure. They ask for individual goals, instruction, learning processes, tools, assessment and educational environment, all the while taking into account the student’s educational career. The hospital teacher occupies himself with realising such individual adjustments. He paves the way for students to develop successfully.

As a remedial didactic teacher the hospital teacher commands the following competences:

- C.2.42 Utilize possibilities of working independently
- C.2.43 Design individual educational arrangements
- C.2.44 Be able to complement different methods
- C.2.45 Give effective instruction
- C.2.46 Use adapted methods and techniques
- C.2.47 Bear responsibility for fitting in class management
- C.2.48 Bear responsibility for embedding in system of pupils records



Utilize possibilities of working independently

2.42

Working independently gives the student the opportunity to be in control of his daily life and to avoid institutionalization caused by a long stay in hospital or ill at home. In school students often have the chance to work independently on assignments. The aim of working independently is making students aware of their own responsibility for planning their activities. To be able to profit optimally from this didactical form they will have to develop this systematically. Already at a young age students can be taught to work independently. In secondary education working independently makes a student less dependent on the school he attends. The student can profit by this form of working during his long periods of absence.

Examples of behaviour for a hospital teacher are: He...

- Distinguishes several levels of independence.
- Pays attention to skills concerning the gaining of knowledge, the looking for, learning and presenting information independently.
- Passes on procedures and rules to students he supports, directing them towards what is expected of them, showing them how they can continue (dependent on their limitations and abilities) and how they can use time effectively while being absent from school.
- Checks work done independently, registers achievements and checks if planned activities have been done.
- Adjusts his support based on this assessment.

63

PiMedia competencies: 18, 25, 26, 35



Design individual educational arrangements

2.43

Hospital teachers usually possess diagnostic information about their students. In consultation with the student's own school they translate these into demands for aid. They establish the starting point by careful observation, stock-taking and pedagogical-didactic research. Hospital teachers look at the goals of the school regarding the curriculum, and in consultation with the school they stipulate individually adapted goals for these students taking into account their abilities. Hospital teachers estimate the feasibility of the regular syllabus for their students in consultation with the school and taking into account the medical condition of their students they propose necessary variations or alternative learning strategies.

Examples of behaviour for a hospital teacher are: He...

- Estimates the consequences of the disease or treatment thereof for the learning abilities of the student he supports.
- Interprets diagnostic research data.
- Deduces a specific demand for educational aid from the research data.
- Can observe closely.
- Has knowledge of diagnostic tools and can choose the right one adequately.
- Initiates further diagnostic (pedagogical-didactic) research.
- Formulates learning and educational goals for individual students in terms of concrete skills in relation to the standard goals of schools.
- Determines subject matter (content, size, presentation, time) in accordance with the individually established goals.

PiMedia competencies: 18, 25, 26, 35



Be able to complement different methods

2.44

Hospital teachers judge in what way the methods chosen by the school can be used by the students they support. In consultation with the school they make adjustments so that the methods can still be used or they look for alternatives in materials, presentation and learning strategies. They keep in mind the balance between the individual learning process and the discovering, practising and learning together as a group.

Examples of behaviour for a hospital teacher are: He...

- Judges the method in relation to the goals aimed at and the way materials, presentation and learning strategies are set out for the individual student he supports.
- Adapts the method used to gain his goals.
- Chooses and uses the right didactic work forms and learning activities.

65

PiMedia competencies: 18, 25, 26, 35



Give effective instruction

2.45

Hospital teachers use different models of instruction to teach. The hospital teacher possesses important skills such as being able to plan, bring structure to and coordinate students' activities. He must be able to teach students basic problem solving skills via different instruction models (like direct instruction, model-learning, self instruction, and teaching by role-play).

Examples of behaviour for a hospital teacher are: He...

- Fits in with students' skills.
- Uses a clear step by step lesson plan and shows students the necessary steps to be able to apply what was learned.
- Checks regularly students' achievements and assesses if they understood the content of the lessons.
- Starts a thinking process and gives students enough time to practise.
- Gives direct feedback and assesses the student's work with them.
- Knows several models of instruction and can use them.

PiMedia competencies: 18, 25, 26, 35



Use adapted methods and techniques

2.46

Hospital teachers can work with remedial teaching methods and techniques used in special education in case their students can not be taught with the methods and techniques used in regular education. The hospital teacher adapts the didactic elements based on alternative learning possibilities and strategies for his students from the regular education system. He knows what can be taught by 'ordinary' methods and what needs remedial teaching.

Examples of behaviour for a hospital teacher are: He...

- Is and keeps up to date with (remedial) didactic methods.
- Chooses the didactic strategy best suited to the individual abilities.
- Uses different work forms.
- Applies different methods.
- Is focused on the possible need for alternative methods.



67

PiMedia competencies: 18, 25, 26, 35

Bear responsibility for fitting in class management

2.47

Hospital teachers search for successful alternatives for those students, for whom “normal” education has no or not enough effect. The hospital teacher strives for alternatives which are also usable for the strategies used by class teachers and for the organization of a group. The hospital teacher researches what is the highest attainable goal and communicates this with the class teacher. He offers the alternatives to the class teacher and strives for self development of the teacher who can develop cognitive and methodical alternatives and learn how to use them. The hospital teacher is aware of the effects of the alternative plans for the social position of the student he supports within the group.

Examples of behaviour for a hospital teacher are: He...

- Distinguishes different forms of behaviour/ procedures of the student’s own teacher, labels these and relates the teacher’s behaviour to the successes/problems of the student he supports.
- Observes the interaction between the student he supports and his classmates and teacher.
- Passes on new action alternatives to teachers.
- Helps the teacher to organize the learning environment of the student he supports.
- Gives advice for the communication between teacher and group around the individual aspects of the (chronically) ill student.

68

PiMedia competencies: 15, 16, 18, 20, 42



Bear responsibility for embedding in system of pupils records

2.48

Hospital teachers consider consistently the relation between education for students needing support and the total student population of a school. They participate in the social trend to keep more (chronically ill) students with special educational needs in regular schools. The hospital teacher assists the school to implement the special arrangements for these students in the regular school plan.

This asks for concessions for the school in which the hospital teacher can advise but can not decide. The support of students by the hospital teacher has to be implemented in the school system of care. Then the care will be coordinated on school level. The school has to arrange the implementation of specific support by the hospital teacher in their organization. The action plans are determined by the school in consultation with parents.

Examples of behaviour for a hospital teacher are: He...

- Surveys the system of pupils records (regarding care) in the school.
- Surveys the possibilities and willingness of the school to embed the educational support for sick students in their system of pupils records (regarding care).
- Gives advice about the role of parents in individual action plans and coaches the school.

69

PiMedia competencies: 15, 16, 18, 20, 42
PD4PD competencies: 31, 34

