

Preuve et attestation de développement professionnel

Adopting the Comprehensive Intervention Approach Proposed in the ÉKIP Reference Framework 1 - Explorateur



Description:

The “Explorateur” level presents the foundations of the ÉKIP reference framework and the relevance of using the Knowledge to be acquired by grade level information sheets to develop and implement the integrated health promotion and prevention actions in schools. This level must be completed before the “Architecte” level.

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<https://www.cadre21.org/membres/4a84f1e8a0da2a742bd0df16>

Date d'obtention : 2026-09-10 23:19:31

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Question 1 - What have I taken away from the information covered in this training?

What I have taken away from the information covered in this training is that ÉKIP offers a holistic way of looking at students' health, well-being and educational success. I particularly appreciated understanding that ÉKIP is based on three important fundamentals: collaboration, a competency-based approach and integrated actions. These principles reminded me that supporting students is not the responsibility of one person or one subject, but rather a collective responsibility within the school community.

As a Spanish specialist teacher in a private school, I see how these principles can be naturally integrated into my daily practice. Teaching a language is not only about learning vocabulary and grammar.

Through songs, games, movement, cultural activities, teamwork and communication, I can also help students develop confidence, autonomy, cooperation, respect and openness to diversity. I realize that many of the practices I already use can contribute to students' personal and social development, even when they are not specifically identified as ÉKIP activities.

My experience as a substitute teacher in the public sector has also helped me understand the importance of creating a safe, welcoming and predictable environment, even when I am only with a group for a short period of time. ÉKIP reinforces the idea that every interaction with students can have an impact on their well-being and sense of belonging.

One of my main takeaways is therefore that ÉKIP does not necessarily require adding another program to my teaching. Instead, it encourages me to be more intentional about integrating well-being, positive relationships, collaboration and competency development into my everyday practices. It also reinforces my belief in education bienveillante, while maintaining clear expectations, consistent routines and respectful boundaries. Ultimately, I want my students to feel safe, valued, capable and motivated to learn.

Question 2 - What elements seem the most relevant and realistic to implement to optimize my practices?

The elements that seem most relevant and realistic for me to implement are collaboration, the development of personal and social competencies, and the integration of well-being into my daily teaching practices. These elements are realistic because they do not require me to completely change the way I teach. Rather, they encourage me to be more intentional about practices that I already value and use in my classrooms.

As a Spanish specialist teacher in a private school, I can integrate ÉKIP principles through simple and meaningful activities. For example, cooperative games, songs, movement, role-playing and cultural activities can help students develop communication, cooperation, confidence, respect and openness to diversity while learning Spanish. I can also create opportunities for students to express their emotions, recognize their strengths and take small responsibilities during activities. Establishing clear routines and expectations is another realistic strategy that contributes to creating a safe and predictable environment where students feel comfortable taking risks and participating.

Collaboration is also particularly relevant to my practice because I work with several groups and collaborate with classroom teachers and other members of the school team. Sharing observations and strategies can help us better understand students' needs and provide more consistent support. As a substitute teacher in the public sector, collaboration becomes even more important because I often have to quickly adapt to an unfamiliar group, follow existing routines and communicate relevant information to the regular teacher.

Finally, I believe that ÉKIP can be implemented through everyday interactions rather than as an additional program. Showing empathy, listening to students, encouraging effort, recognizing their strengths and maintaining clear and respectful boundaries are small actions that can have a significant impact. For me, the goal is to combine bienveillance, structure, consistency and student engagement so that students feel safe, valued, capable and motivated to learn.

Question 3 - How can adopting the ÉKIP reference framework in my practice (e.g. by consulting it regularly, applying its principles) have a positive impact on the health, well-being and educational success of young people?

Adopting the ÉKIP reference framework in my practice can positively influence the health, well-being and educational success of young people by helping me consider their needs as a whole, not only their academic learning. By regularly consulting ÉKIP and applying its principles, I can be more intentional about creating safe, respectful, inclusive and supportive environments.

As a Spanish specialist teacher in a private school, I can integrate ÉKIP through everyday activities such as cooperative games, songs, movement, cultural activities and opportunities for students to express themselves. These experiences can develop confidence, communication, cooperation, respect and openness to diversity while learning Spanish.

My experience as a substitute teacher in the public sector also reminds me of the importance of clear routines, positive relationships and consistency, especially when I arrive in a classroom where I do not know the students.

I work as well since four years as a volleyball coach at the secondary-school level, I see here with ÉKIP particularly relevant because sports provide many opportunities to develop teamwork, perseverance, emotional regulation, respect, responsibility and a sense of belonging. I can support athletes not only in developing their physical and technical skills, but also in building confidence and positive relationships with their teammates.

Overall, ÉKIP reinforces my belief that bienveillance, structure, collaboration and engagement can work together to support students' well-being and success, both in the classroom and on the volleyball court.