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Preuve et attestation de développement professionnel

Adopting the Comprehensive Intervention Approach Proposed in the ÉKIP Reference Framework 2 - Architecte



Description:

The “Architecte” level helps the learner undertand the content of the ÉKIP reference framework in the “Explorateur” level through guided practice. Two training paths (preschool-elementary school AND secondary school) are available at this level. These paths are similar and present the same content, but the examples are adapted to the level of education.

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1 - Reflection on the impact : How does the planning and implementation process optimize the actions that target the overall development of young people?

I think that it helps narrow down the number of interventions you can make. It is also optimized since it starts from observed needs of young people. It can definetly help choose appropriate activities depending on the young learners' needs.
Also, when planning and keeping in mind that we have access to young learners for several years (for example, 4, 5, or 6 years in the same school), it becomes easier to anticipate their needs and to spread out activities and partnerships over time.

2 - Reflection on the experience : What sections of the ÉKIP reference framework would enable you to validate or improve your practices?

The "Knowledge to be acquired information sheet" will definetly be a go to for me. It puts lots of crucial information together and makes it rapidly available.
I would appreciate having a sense of what could be done by each partners for each competencies to be developped.

3 - Feedback on the activity : How do the concerted efforts of school staff, families and community partners (health and social services network, community network, etc.) help improve health promotion and prevention actions?

When multiple communities offer similar experiences, or when young people encounter these supports in different settings, it reinforces their learning and contributes positively to their overall health and well-being. Consistency across environments helps them feel secure, supported, and better equipped to navigate transitions.
Different partners can anticipate different needs that would not necessarely be observable in other contexts. Therefore, we have more possibilities to act on what young learners really need.
Making use of expertise of community partners is definetly a big plus in helping young learners improve their well being. I do not have all the knowledge a psychologist, psychoeducator or nurse have and so having access to their knowledge it crucial.