

Preuve et attestation de développement professionnel

Educational Advising 1 - Explorateur

cadre21



Description:

The Explorer level is intended to spark reflection on the roles and responsibilities of educational advisors (EAs) based on various existing frameworks and from a cross-level perspective. In what follows, EAs will find food for thought on their own approaches, as well as a suggested support process to explore and potentially put into practice.

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1 - What did you learn from this training about the roles and responsibilities of educational advisors?

This training allowed me to better understand the complex and multifaceted roles of Educational Advisors (EAs) and the importance of clarifying their position within an institution in order to align pedagogical practices effectively. At the Explorer level, the training emphasizes reflection on professional posture and highlights pedagogical leadership as a key responsibility to support lasting change in teaching practices.

The role of the EA aims primarily to improve pedagogical practices and support the ongoing professional development of educators through authentic, trust-based relationships. With over ten years of experience as a substitute teacher in the public system and prior experience as a TES, I strongly identify with this support-oriented approach. My classroom experience, strong intervention skills with students in difficulty, and innovative mindset allow me to act as a pedagogical role model.

The training clarifies four essential roles of the EA. As a support person, the EA creates a safe, personalized environment grounded in trust and empathy, an approach I experienced firsthand in international schools in Germany and now apply in my own practice. As an informer, the EA collects and shares relevant instructional information; my international experience with project-based learning and progressive assessment enriches this role. As a trainer, the EA supports professional growth through collaboration, adapted training, and communities of practice, which aligns with my belief in teamwork and mutual support. Finally, as an assessor, the EA contributes to the quality of teaching by engaging in continuous professional development and reflective practice.

Overall, this training reinforced the idea that effective educational support is a dynamic, relational process rooted in self-awareness, collaboration, and continuous learning.

2 - How could Beaudoin's support process be incorporated into your practice, and how would this help improve it?

Beaudoin's support process fits naturally into my professional reality as a public-sector substitute teacher, Spanish teacher in private sector, and volleyball coach. In all these roles, I regularly need to adapt quickly, build trust, and create a safe space for collaboration. Welcoming educators, clarifying my role, and establishing an open and respectful climate are strategies I already use and that Beaudoin's model helps me structure more intentionally.

My international experience in Germany, as an assistant teacher at both primary and secondary levels, showed me the value of personalized and well-guided support. Feeling supported increases confidence and openness, which leads to more effective collaboration. I now apply this approach by listening carefully, respecting confidentiality, and adapting my support to each context.

Beaudoin's process also encourages exploring challenges and solutions collaboratively. This aligns with my open, flexible, and helping personality, as well as my habit of sharing information and good practices with colleagues. Whether in the classroom or in coaching, this approach helps strengthen relationships, improve communication, and support lasting professional growth.

3 - How will this training on educational advising have an impact on the people you work with?

This training on educational advising will have a positive impact on the people I work with by allowing me to support them in a more intentional, structured, and confident way. Since long time ago I work with many different people and contexts. This training helps me better understand my role as a support person and strengthens my ability to quickly build trust and meaningful relationships. Even though I am a specialist teacher, I have the opportunity to work closely with my pedagogical director to better organize advice and feedback, whether for projects or guided activities that support students' development. By collaborating with my colleagues, I can also share ideas and practices that are helpful for the school.

Thanks to my international experience I have seen how personalized and respectful support makes educators feel more secure and open to collaboration. This training reinforces that approach and allows me to better adapt my interventions to individual needs.

My open, flexible, and collaborative personality, combined with my habit of sharing information and good practices, will help create a positive ripple effect. Colleagues will benefit from clearer communication, shared strategies, and a supportive climate that encourages reflection, professional growth, and continuous improvement in teaching practices.