



JOB SHADOWING REPORT
Barcelona

ESCOLA AUDITORI

From 27 to 29 aprile 2026, I was in Barcellona at Escola Auditori, for the activity of job shadowing. Before leaving I had a preparatory meeting with the headmaster and vice-headmaster and I have signed the Mobility agreement and other required documents. This meeting was positive and useful to clarify some bureaucratic steps about documentation and how to move in the host school. The main objective of this experience was the direct observation of the organisation, spaces, teaching methodologies adopted, and materials used within the school. During the three days spent at the school, I had the opportunity to attend various moments of the day and also to interact with children of different age groups.



Introduction

The aim of this job shadowing was mainly to observe and verify spaces, methodologies, materials, and teaching of a European kindergarten.

During the first day, I was welcomed by the head of the institute, Eva Martín, who briefly showed me the school's structure and then introduced me to the kindergarten coordinator, teacher Laura, who then accompanied me throughout the entire path with professionalism and availability. What struck me immediately was the size of the spaces and the organization of the classrooms. The school has a very new structure, opened only in 2018, and therefore features characteristics and comforts that allow children and teachers to make the most of the school day. Regarding the kindergarten, the classrooms are all uniform, and the children are divided into two sections for each age group. The classrooms for three-year-old children are located on the ground floor, while those for four- and five-year-old children are on the first floor. Within the same institute, there are also primary school classrooms on the floors above.

The spaces of school



The classrooms are very large and spacious, and the children move freely throughout the space. The classes, which have children of the same age, have a sliding door that remains open during entry



Organization

After the morning activities, the routine, and the snack, all the children go out to the garden to play, The school garden has no grass or soil, but a kind of draining sand with which children can play at tra





The external space

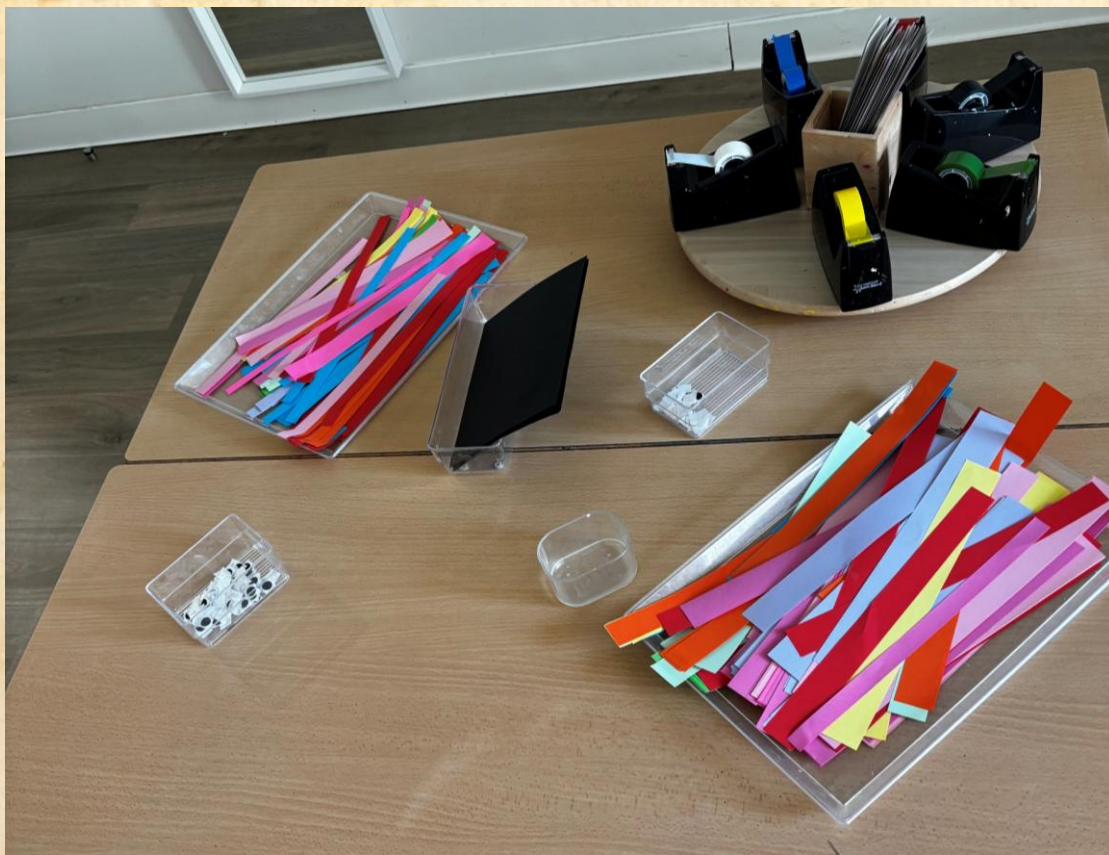




THE ATELIER

The room designated as an atelier is also very large and divided into different spaces where children can experiment with different techniques and types of work. At the entrance of the classroom, shortly after entering, there is a table with strips of colored paper arranged in two containers, another container with black cardstock, and rolls of colored tape in 6 different colors. Here the children have the opportunity to create and build small 3D paper sculptures using the materials described above and shaping the paper strips on the cardstock as they like. The result was very original and imaginative creations that gave free rein to all their inventiveness. There was also another table set up with small trays, brushes placed in jars with liquid tempera, droppers placed in other jars with other colors, fine-tip markers, and white cardstock. Each child was free to draw and paint whatever they wanted with the colors and techniques they preferred, without any kind of instructions from the teacher. At the end of the work, they would then place it on a drying rack designated for paintings. Other stations within the atelier were: a round mat on which to create ephemeral mandalas with wooden materials of various shapes and colors; a circular table where clay was available, with materials for modeling and beads of various shapes and colors to fit together; a table with holes in which to insert sticks and build a sort of geoboard, then arranging the elastics provided in a container among the colored sticks; a very large wooden panel with a rope stretched from one end of the wall to the other, on which to hang sheets for painting vertically with tempera paints, brushes, stamps, sponges, and other materials. Here too, children can move around the space as they wish, provided they do not disturb their classmates and find a place in the station they would like to use.

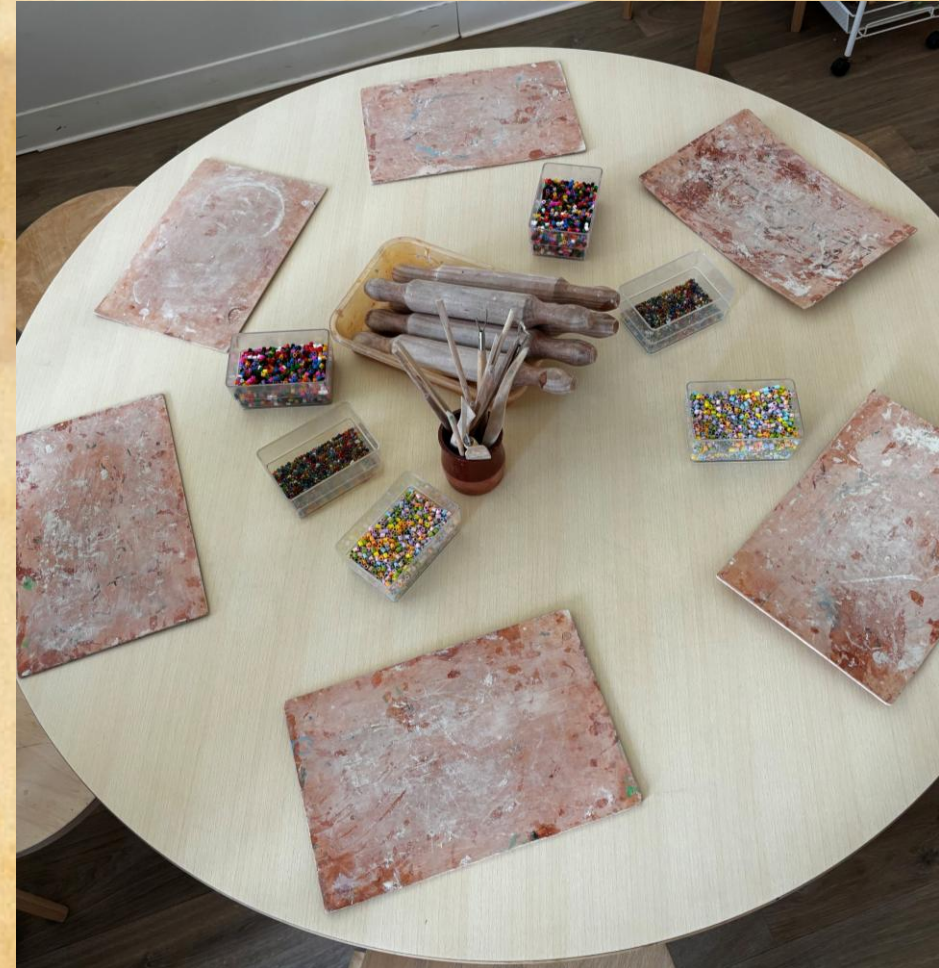




Creation of 3D paper sculptures



Table for clay sculptures



PSYCHOMOTRICITY

The space designated for psychomotricity did not have many materials inside, but everything that wa



SENTIM LABORATORY

This workshop is about exploring the 5 senses through different activities and materials.

The room was divided into 5 different areas, each dedicated to one of the 5 senses.

Regarding observation, various minerals were arranged on a table in a compartment container, along

Then, a natural environment was set up on the floor, slightly raised, a custom-created ecosystem with

In another corner of the classroom, there was a space for gears, where the children could create and

In the area dedicated to smell, there was a large wooden tub set up with bowls and wooden spoons

At another table not far away, there was another wooden tub containing several sieves of different sizes and thicknesses, salt and sugar measuring spoons, metal ladles, and pasta strainers that were used to pass the sand through and check the differences in descent speed and then observe what residues remained in the sieve. As for the tactile part, on a mat there were cloth bags containing various shapes. The bags were paired by color in twos, and the children had to match the same shapes by inserting their hand inside, either with eyes closed or using a blindfold, relying only on touch to recognize them. A feature that I really appreciated and noticed to be present in almost all the classrooms was the presence of books and illustrated albums related to the objects or the topics exposed within the room through the available materials or games. In this way, children are given the opportunity to deepen their knowledge and stimulate their curiosity through reading and listening to stories that match what they are concretely experiencing through manipulation.



CONCLUSIONS

This professional development experience in Barcelona was really very interesting, as it allowed me to verify what and how many differences there are between the Spanish and Italian educational models.

I believe that some things can be brought and proposed in our schools as well, but many others, more

innovative and functional for children, cannot. The welcome from all the staff, first and foremost from the principal, was excellent, and my contact person Laura proved to be very competent in her role and very helpful even in explaining how the school operates. It is an experience I recommend to all colleagues who want to challenge themselves as teachers and who want to explore this wonderful world that is early childhood education.

