

# JOB SHADOWING REPORT - BARCELONA

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## Our Job Shadowing Experience in Barcelona

**At:** Antoni Brusi School

**Data:** March 9-11, 2026

In March we had the opportunity to spend three days at the "Antoni Brusi" school in Barcelona. It was an experience of *Job Shadowing* Extremely stimulating, it allowed us to immerse ourselves in a dynamic educational reality and to observe up close how Catalan primary schools address the challenges of teaching.

Our days began with morning classes from 9 am to 12:30 pm.

Observing the classroom setting, a deliberate focus on the educational space emerged, aimed at dismantling the traditional teaching model. The absence of a physical teacher's desk favors the decentralization of the teaching role, which no longer occupies a frontal, controlling position. By moving dynamically within the space and positioning themselves proximal to the students, the teacher assumes the role of facilitator, promoting a climate of horizontal interaction and the active and collaborative participation of the class group. The classrooms feature an "island" arrangement of furniture: a methodological choice aimed at encouraging cooperative and laboratory-based teaching. This spatial arrangement facilitates inclusive dynamics, allowing for the creation of small learning groups in which the *peer-tutoring* becomes a daily practice. In this scenario, the classroom transforms into an environment capable of accommodating diverse cognitive needs and promoting positive collaboration among students.

The surrounding environment also conveys an educational message. Upon entering the classrooms, we were struck by the choice of neutral colors and the absence of colorful posters, which are instead relegated to the hallways. This minimalism, combined with the use of natural materials, creates a calm atmosphere and helps children maintain focus on activities without visual distractions.

During lessons, we immediately noticed how Math, English, and Catalan aren't taught as separate subjects, but through cross-curricular projects. This approach allows children to connect the concepts rather than simply "suffer" them, making learning much more

organic and realistic.

In the afternoon, after lunch and play, lessons resume from 3:15 to 4:15 p.m. with an "open class" structure; students are divided into mixed groups: classes 1, 2, and 3 and classes 4, 5, and 6.

In this context, we observed the children working on various laboratory activities: they used pre-written worksheets, consulted books, and navigated tablets and computers to complete their assignments. One aspect that struck us was the students' independence, both in moving around the school and between groups, and their ability to organize their work and complete it in a timely manner; the teacher acted as supervisor and guide.

The unique feature of open-class workshops is that they allow all teachers to observe and evaluate each child. It's not just the principal teacher who makes decisions, but there's ongoing discussion among all the teachers who have worked with the student, ensuring a comprehensive view of their growth.

One aspect we've focused on is the use of tools: they don't use textbooks, except for math workbooks. Technology is used daily; for example, sixth-grade students took a comprehension test on a computer. Furthermore, to monitor progress in subjects, families receive a detailed report on their students' progress via an app. All materials produced by students are collected in an interdisciplinary binder.

We return from this experience with a wealth of insights. Space management, the enhanced use of digital tools for learning, and, above all, the effectiveness of open classrooms are elements we'd like to explore further and, where possible, experiment with in our own school setting.

Muggiò, 14 April 2026