

ERASMUS REPORT

From March 8 to 11, we took part in a job shadowing experience at the Antoni Brusi school in Barcelona. Before departure, we had a meeting with the principal and the vice-principal, who provided us with detailed information about our trip and asked us to sign the documents related to the mobility agreement. We travelled together with two colleagues from the primary school who were also participating in the Erasmus program at the same school, although in their respective educational level.

On the first day, we were welcomed by a primary school teacher, Mari Luz, who acted as our tutor. She first showed us the different school environments and then provided us with a schedule indicating the times and the classes we would visit over the three days. One of the first things that pleasantly impressed us was the song “*The NeverEnding Story*”, which was played as soon as the gates opened to allow students to enter. The same song was repeated during the day to signal the beginning and end of free play in the playground, as well as the end of the school day.

The kindergarten includes five classes with children grouped by age: one class of three-year-olds, two classes of four-year-olds, and two classes of five-year-olds. In the morning, children engage in various activities organized according to a weekly schedule, all based on learning through play (activities in the Catalan language, mathematics, English, music, and projects on specific topics). All classrooms open directly onto a large playground where children play freely for half an hour in the morning (from 10:30 to 11:00) and again after lunch until about 3:00 p.m. At that time, teachers gather the children and take them to different learning spaces. Some go to a large container structure that hosts various learning environments, where children participate in workshop-style activities organized by the teachers: a house and hospital area (with instructions given in English), an art area, a construction area, a “mini-worlds” area, and a space for hands-on activities. Other children go to classrooms inside the school building, which host the following workshops: psychomotricity, light and shadow, and theatre. All activities are organized through a rotation system managed by the teachers.

From 12:30 to 3:00 p.m., the children are supervised by educational staff who take care of lunch and oversee free play. During this time, teachers have a half-hour lunch break, and for the remaining two hours they meet as a team to plan activities; one day a week, they also meet with parents for conferences.

On the afternoon of the second day, we had the opportunity to attend a lesson open to parents, conducted in English, in one of the five-year-old classes. The instructor, after reading a simple picture book about animals, involved the children in a game using flashcards, with the aim of helping them name animals in English.

During these three days, we observed and documented the teachers' daily activities through photographs, asking questions about their methodologies and the materials they used. We noticed that, regarding materials, preference is given to natural elements such as wood, stones, and cork, as they stimulate creativity, support learning, and promote environmental sustainability.

We learned how to design educational pathways using new play-based methodologies that foster children's creative learning.

We also learned how to organize new learning environments by creating spaces that are welcoming and stimulating.

We believe that this experience was professionally enriching, as it allowed us to compare different educational styles and methodologies, giving us the opportunity to apply what we learned in order to continuously improve and grow in our profession.