

Final Report: Erasmus+ Job Shadowing Project

Host School: Escola Antoni Brusi (Barcelona, Catalonia)

Level: Primary School

Teachers: Ersilia Di Marco – Maria Fontanabella

1. Introduction and Educational Vision

Analysis of the Educational Model and Teaching Approach

The job shadowing experience at the host school gave us the opportunity to observe a learning environment based on an active teaching approach, focused on developing key skills. In this context, students are not passive learners, but active and aware participants in their own learning process. They use their abilities to connect school subjects with emotions and real-life experiences.

The school day is organized in a flexible way, moving beyond traditional lessons:

- Structured classroom moments to introduce meaningful learning activities
- Learning spaces (“Espais d’aprenentatge”), designed to encourage teamwork, independence, critical thinking, and problem solving

2. Observed Teaching Methods

A. Project-Based Learning and “Espais”

- **Global Projects:** These are the main driver of learning. They start from real questions that encourage curiosity and investigation.
- **Learning Spaces (Espais):** Carefully prepared environments where children work independently and face challenges. The most important ones include:
 - o **Maker:** Focused on robotics, building, and computational thinking
 - o **Planeta Blau:** Dedicated to science, experiments, and sustainability
 - o **Atelier:** A creative space for art, often using different languages (Catalan, English, Spanish)

B. Communication Area: Language and Multilingual Skills

Language is not just grammar—it’s a natural way to express what we think and feel. From the first year of primary school, children choose a topic they like and present it to the class. They learn how to do research and speak in public. English is learned by actually using it, thanks to exchange projects with schools abroad (like eTwinning and Erasmus+).

1. Functional and Communicative Approach

Language is seen as a real and useful tool for communication and participation in everyday life. Reading, writing, speaking, and listening help students express ideas, emotions, and knowledge.



Activities like “Racons de llengua” (language corners) and learning diaries help students reflect on their learning process and improve their communication skills, while also developing a love for reading.

2. Individual Presentations: Research and Public Speaking

From the first year of primary school, students prepare presentations. This method helps build confidence and speaking skills. Each student chooses a topic, does research, selects information, and organizes it clearly.

Presenting in front of classmates helps improve public speaking and creates a positive learning environment where sharing knowledge is enjoyable. Families are also involved in this process.

3. Language Learning

English is learned through real use, with an immersive and practical approach. Participation in eTwinning and Erasmus+ projects allows real contact with other cultures, making English a necessary tool for communication and cooperation.

English is not just a subject anymore, but a useful resource for research, science activities, and sharing multimedia projects, perfectly connected with the learning spaces.

C. Mathematics and Technology

Math is not based on memorization, but on hands-on activities, reasoning, and solving real problems. The use of mobile devices, educational robotics, and coding is part of everyday learning and supports creativity and collaboration.

Students are not passive users, but active creators. They use digital tools to develop projects and solve real problems. Robotics and computational thinking are developed in spaces like the Maker area, where logical thinking is combined with practical activities.

Technology connects different subjects and is used in many ways:

- In **Planeta Blau**, for scientific research and documenting experiments
- In communication activities, to create multimedia content and improve speaking and writing

3. Assessment and Support

An important aspect is the continuous and formative assessment. Students are encouraged to reflect on their learning and set personal goals.

Evaluation is shared through detailed reports every three months, focusing on progress rather than just giving a grade.

4. Ideas for Our Teaching Practice (Third Grade)

From this experience, we can take some useful ideas:



1. Improve hands-on learning by creating themed “spaces” or corners
2. Introduce short student presentations to develop speaking skills
3. Focus more on the learning process
4. Allow more relaxed and flexible timing

Teaching is not only about giving information, but about understanding how students learn. This approach promotes awareness of learning strategies and helps develop key skills.

The school uses flexible timing, without strict schedules, allowing students to learn at their own pace. This is especially helpful for students who need more time, so they can work calmly without pressure.

The Host Organization

We received a warm and well-organized welcome at the school. Our tutor, Mari Luz, a primary school teacher, managed the whole experience very well. Despite her busy schedule, she coordinated everything, explained how the school works, showed us the learning spaces, and prepared a detailed observation plan. She also handled all Erasmus paperwork correctly.

The teachers were open, collaborative, and happy to share their experience. Communication was mainly in English, with some Catalan and Italian. They explained their activities and group management, and allowed us to take notes and photos.

Break times were also useful moments to exchange ideas and compare different school systems in a friendly and respectful atmosphere.

This mobility experience helped us improve our professional skills and gave us new teaching ideas to use in our daily work. It was also an important human experience, helping us reflect more deeply on our role as teachers in a European context.