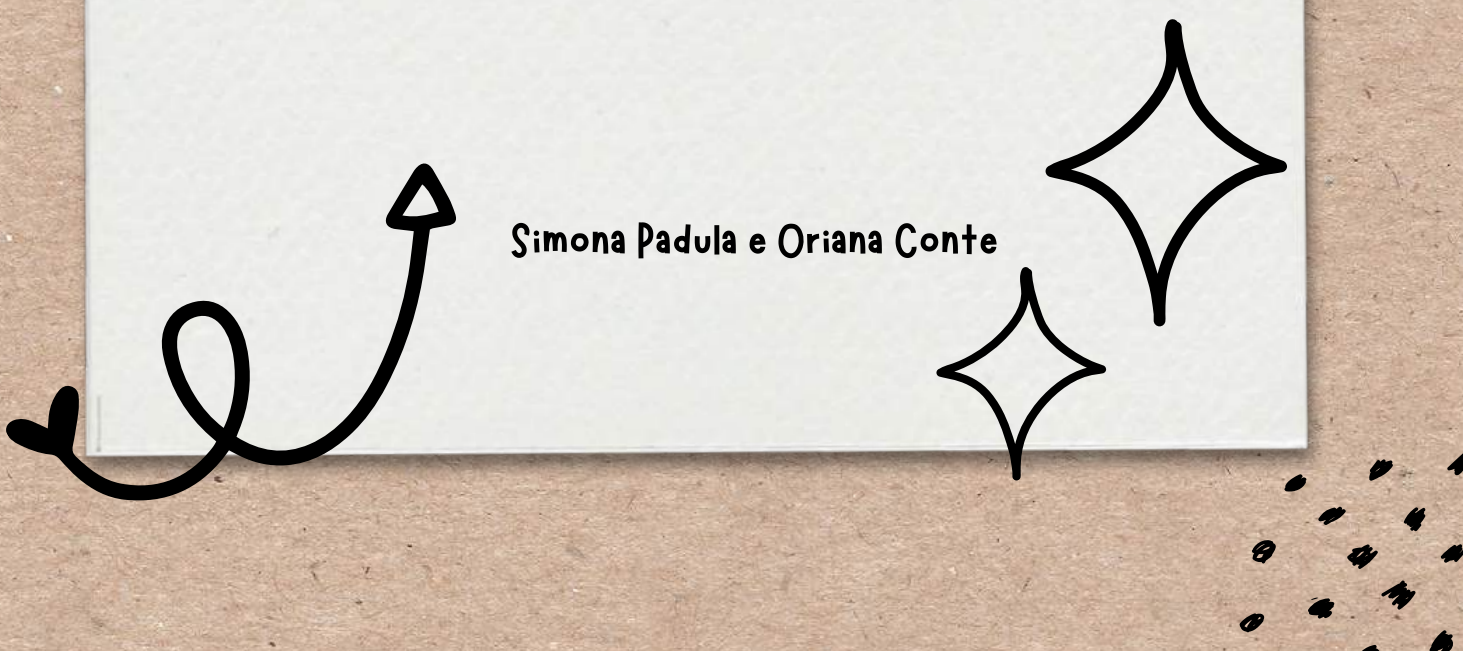




MOBILITY ACTIVITY BARCELONA

JOB SHADOWING REPORT



Simona Padula e Oriana Conte

From 9th to 12th March 2025, we were in Barcelona, at Antoni Brusi school for a mobility activity experience. Before leaving we had a preparatory meeting with the headmaster and vice-headmaster and we 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.

During job shadowing experience we have known a school reality different from our own and we learned new educational and didactic approaches. We met many welcoming and helpful people, so our days have been intense, but pleasant.

Me and my colleagues observed the school's organization and different activities in various classes: two of us in pre-primary school and the other two in primary school.

We were in pre-primary school: in the morning children learnt curricular subject (Maths, English, Music, Psicomotricity, Tongue corners, Math corners, Specifically project), using play-based method.

Every class had its own specific weekly calendar; for English and Psicomotricity there were specific teachers. In each class there was only one principal teacher; but the teachers with specific assignments were replaced for a few hours.

The activities were various and every child could choose which activity to do and then change it.



In the afternoon, from 3 pm to 4.15 pm, children took part in laboratories, divided in groups heterogeneous in age.

There were eight laboratories, each one managed by a teacher, and they were:

Art and atelier



Home and supermarket (symbolic play) in English



Science



Psychomotricity



Lights and shadows



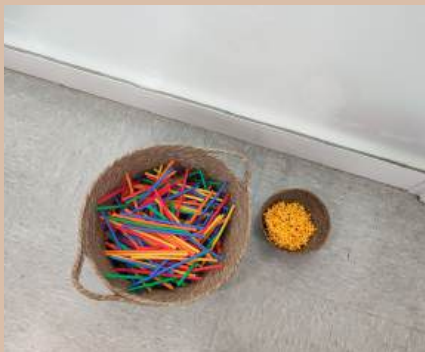
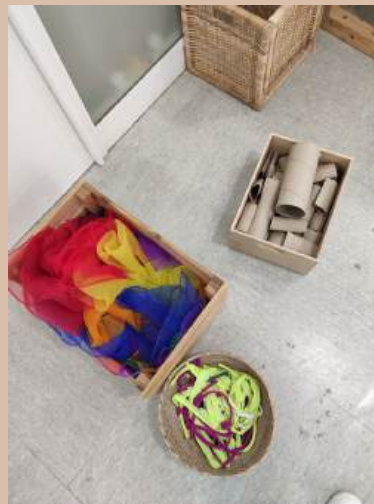
Theatre



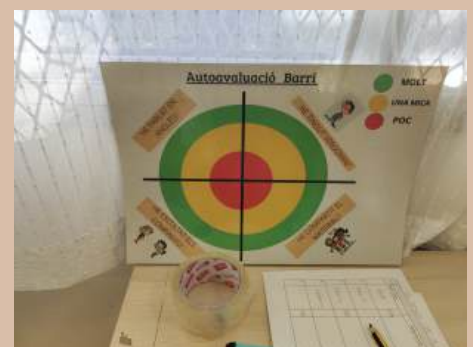
Miniworlds



Make and unmake (constructiveness)



Each teacher thought and organized her own workshop for the whole school year. Every week all the children chose their favorite workshop; the following week they had to change it. The workshops were open from Monday to Thursday, while on Friday the children were free and stayed in their class in the afternoon. In the end of workshop each child made a self-assessment with a simple colored card and each teacher wrote her observations about each child.



During lunch kids stayed with specific educational staff, until 3 pm. During this time teachers met for planning meetings and then had their lunch.

Every day there was a different meeting: one for parallel classes (teachers of children of the same age); one to receive parents; one to organize activities for all school; one to document activities.

Children stayed outside for a long time and they were free to move around all playground.



The first day we attended the Open day of the school: teachers and headmaster presented to parents the aims and all the activities proposed by school. It was very interesting, but also difficult because they spoke in Catalan!

In these three days we have improved practical skills about how organize the activities and how to handle children during them in an effective way.

We have learnt different learning approaches, relevant for our current job and for our professional development.

We have learnt how to manage and use practically methods of instructional design and laboratory courses. We have also observed how it is effective for children.

We have improved our skills about the English language: using English to discuss and communicate has been useful and has improved our expression skills.

We have observed a different method of school organization: this method can relieve teachers stress and can improve the learning environment.

We have experienced new natural play materials: these are more suitable for kids and last over time.

We have increased our technology skills for teaching and we have learnt how to use different technological tools for school activities.



We think we have benefited from our mobility period because we have learned or improved practical skills relevant for our current job and for our professional development.
We have improved our organisational, management and leadership skills.
We have improved our career opportunities.

The Erasmus+ mobility was a very satisfying formative experience. It opened our mind more and it enriched ourselves both in the professional and personal side. We would do it again and we recommend it to all our colleagues.

Compare with other educational styles has permitted us to think with more awareness about our work and what kind of teacher we want to be; we were able to reflect on what are important things and what is essential for children.



RECEIVING ORGANIZATION

During our mobility activities we had a tutor, Mari Luz: she was a teacher of primary school and she accompanied us in this experience. She was very kind, welcoming and helpful, despite she was very busy. Mari Luz explained us school organization and she showed us all the place of the school; she presented us to her colleagues and her students. She organized our mobility experience making a precise timetable of the activities we observed and finally she took care of our Erasmus documents.

All the teachers we met were kind and helpful: we spoke English, but also Italian with someone and we received attention and consideration. Teachers explained us activities and organization; they permitted us to photograph activities, materials and documents and guided us through the various activities planned.

During morning break we were welcomed as some of them: they offered us coffee and snack and asked us about our school and our experiences.

We met headmaster on the first day and we met him again on the last day: he was very busy, but he was very present among the students.

We met many people and many of them were available to show us their school with hospitality and courtesy.



We were lucky to have had this experience with two traveling companions so similar to us: we had a good match and this made the trip a good trip!