



ZPRÁVA Z MOBILITY Č. 8

ŠKOLA: ZŠ BRNO, HERČÍKOVA 19, PŘÍSPĚVKOVÁ ORGANIZACE

AKREDITACE: 2022-01-CZ01-KA120-SCH-000104905

PROJEKT: 2025-1-CZ01-KA121-SCH-000310623

TYP MOBILITY: JOB SHADOWING – JEREZ DE LA FRONTERA, ŠPANĚLSKO

TERMÍN KONÁNÍ: 27. 10. 2025 – 31. 10. 2025

ÚČASTNÍK: Mgr. ALENA HRONOVÁ

From October 27 to 31, 2025, I took part in a job shadowing activity within the Erasmus+ programme at our partner school, **IES Elena García Armada, in the Spanish city of Jerez de la Frontera.**



During my stay, **I observed the teaching of mathematics and physics** at the Spanish school. I also shared experiences with local teachers and compared different approaches to teaching. **Special attention was given to working with gifted students and to supporting students with special educational needs.** The goal was to get to know the methods and the general way of teaching mathematics and physics.



I wanted to learn and use good examples of teaching practice. Another goal was to **communicate in English in mathematics and physics** to understand and explain the subject in a foreign language. I shadowed math and physics lessons for students from grades 7 to 9 (**1°ESO – 4°ESO**), **focusing on the use of modern teaching methods and digital tools.** This was taken place over five working days (4–5 lessons per day), for a total of at least **20 teaching hours.**

Outside the lessons, I **discussed my subjects with foreign teachers** and observed their work, especially how they used modern teaching methods and digital technology. **I was interested in working with disadvantaged students, types of disadvantages, forms of inclusion and its actual implementation, aids for this type of students, and the work of teaching assistants, they are employed at the given school.**

The school building is a modern 6-year-old building, which has the reception with security guards, classrooms, laboratory, gym. What is interesting this school does not have changing rooms, they don't have a cafeteria or a canteen, they don't have vending machines. Teachers don't have offices (only storage for teaching aids by subject), but they have a shared staff room (tables + 2 PCs) and they have 1 shared printer at the reception (including for the principal and deputy principal). There is a library for teachers and also students with reading corners. There is a dedicated parking for teachers.





Classroom equipment includes **boards, which are not movable and touch TVs**. They do not have PCs in the classrooms. There are not sinks in the classrooms. More small classrooms for teaching smaller groups. Organization of teaching: **Lesson lasts 60 minutes. Three lessons in a row without a break** (there is **no bell**), then a **30-minute break**. Classes usually end around **3 o'clock p.m.** They do not have teaching assistants, but some lessons are conducted by two teachers.

Examples of special education:

Group teaching. 3rd - 4th ESO Curricular diversification

Curriculum Diversification Programmes (CDP) in secondary schools are for students in the 3rd and 4th year of ESO who have learning difficulties. These students work in small groups. Several subjects are taught together by the same teacher.

Students who can join the CDP:

They had learning problems last year that stopped their progress, and these problems are not because they did not study. They took part in support classes before, but they did not improve enough. They have low confidence in school and may feel discouraged or may leave school early. Students with special needs, if the CDP is better for them than other options, such as basic vocational training.

Students who cannot join the program:

- Students with intellectual disabilities who need different curricular adaptations.
- Students who have problems with attendance or with integrating into the school.
- Students who behave in a disruptive way or are not motivated and need other types of help.

Diversified teaching means that most school subjects are grouped into areas. Usually, one teacher teaches all subjects in the area: **Language and social area**: geography, history, Spanish language and literature, and sometimes the regional language. The school can also add the first foreign language. **Science and technology area**: mathematics, biology, geology, physics and chemistry. **Practical area**: technology, digital skills, and other simple practical activities. This area exists only in some regions. **The goal of this measure is to help students avoid school failure and to stop them from losing motivation.** It is not for students who mainly have behavioural problems, because they need different help.

To place a student in the PDC program, the school needs a **report from the counselling department**. The report explains what the student and the family expect. The school also keeps notes about earlier support and how it worked. A student can join the program only if **the parents or guardians agree**. The family must understand the reasons, the goals, and what the program expects from the student. They must help make the final decision.

The process includes meetings and regular communication between the school and the family. This helps everyone make the best choice and follow the student's progress without waiting for quarterly reports. Special lessons in the main areas (science-technology, language and social) take about 17–18 hours per week and are taught in a small PDC group. Other common subjects (music, art, religion/ethics, foreign language, etc.) take about 12–13 hours per week and are taught in a larger group.

In the lessons, they focused on practicing practical things:

- Percentages
- Equations



- Direct and inverse proportion
- Invoice - currency, exchange rate, taxes

Students with mental disabilities

During the job-shadowing, I had the chance to see how students with **intellectual, physical, and combined disabilities are taught**. These students work in a **small group of six**, together with two teachers. Their learning focuses on self-care, simple tasks, and basic skills.

During the week, these students prepared a Halloween celebration for the other pupils. They made snacks, decorated the school, and created masks and costumes.

Example of their tools in teaching mathematics:



Teaching mathematics in a regular classroom

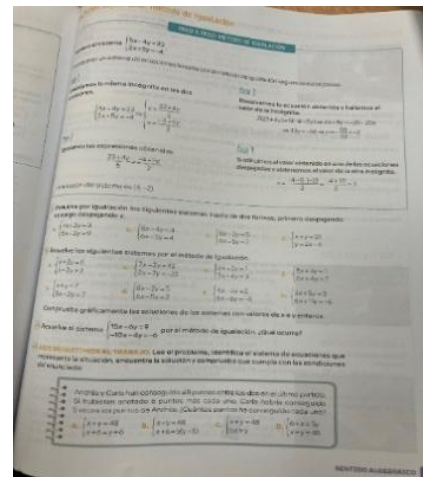
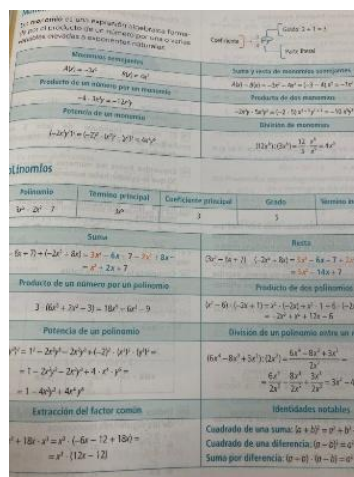
They used various teaching methods. Sometimes they **taught frontally, and other times they worked in groups or on projects**. They also used interactive methods, such as Kahoot, and often changed their teaching style.



For example, in the 7th grade, they taught students **factorization of numbers** into prime factors and worked with exponents (usually taught from the 8th grade in Czech schools). They reviewed working with fractions, such as multiplication. They did not use cross-cancellation for fractions, but students could use a calculator and then write the result in simplified form.

By comparing their all textbooks, it was found that the output of their knowledge includes, for example, **solving more complex equations, powers with negative exponents, sets, more difficult problems in statistics, quadratic functions, logarithms, and other topics that are not commonly taught in Czech primary schools**.

An interesting fact was that the **students did not use a separate notebook for each subject as is common in Czech schools, but instead used one binder with loose sheets for all subjects**. On the other hand, similar to our school, here teachers also assigned tests in a simplified version for students with special needs.





Teaching physics in a regular classroom

In this school, physics was taught as part of the so-called **natural sciences block**, which included – **biology** (for example: aquatic animals) + **physics** (hydrostatic pressure) + **chemistry** (pH).

During this week, I also had the opportunity to experience special activities and events with the students, such as:

- Student demonstration
- Halloween celebration
- Birthday celebration,
- First aid course,
- Programme Proud Andalusia



The stay gave me a lot of inspiration, new ideas, and experiences, which both I and our school will use in the further development of teaching and international cooperation.

V Brně dne 14. 11. 2025

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Mgr. Alena Hronová

