



# Job Shadowing Erasmus+



**PROF. MARIA CATERINA GATTO  
EL CID CAMPEADOR  
7-11 APRIL 2025  
2024-1-IT02-KA121-SCH-000213329**



Classes Observed:  
2nd ESO: *I am with puzzles*  
3rd ESO: *I am with academics*  
1st Bachillerato: *I am with derivatives*



Monday April 7th

### Activities:

Initial meeting with the teaching team of the mathematics department.

Presentation of the Spanish school system and the structure of IES Cid Campeador.

First observation in a 2nd ESO class, topic: primer grado puzzles.

Interactive teaching approach: use of practical examples, direct involvement of students in guided resolution.

### Considerations

I noticed a strong emphasis on intuition and active participation. Students often work in small groups and the teacher acts as a facilitator. The use of the digital whiteboard to visualize steps and solutions is very useful.



Tuesday, April 8th

### Activity:

Participation in a lesson with the 3rd ESO class, topic: descriptive statistics.

Analysis of real data from student surveys.

Use of spreadsheets (Google Sheets) for graphic representation and calculation of means, mode and median.

### Considerations

The integration between technology and content is well developed. Mathematics is seen as a tool applied to reality, an element that greatly stimulates student motivation. The collaborative approach between teacher and students is also interesting.



Wednesday, April 9<sup>th</sup>

### Activity:

Lesson observed with the 1st Bachillerato class, topic: derivatives.

Conceptual introduction to the derivatives as the slope of the tangent line.

Use of GeoGebra to visualize the concept graphically.

Exercises on elementary functions: powers, polynomials, exponentials.

### Considerations:

The visual approach is very powerful in introducing students to an abstract concept such as the derivatives. Students actively participate in discovering the meaning, rather than simply applying rules.



Thursday, April 10<sup>th</sup>

**Activities:**

Informal discussion with Spanish teachers on curricula, assessment and methodology.  
Exchange of teaching materials and comparison between Italian and Spanish programs.  
Second observation in the 2nd ESO class, with a focus on structured exercises and self-assessment.

**Considerations:**

I appreciate the flexibility of the Spanish system in proposing diversified activities. Teachers have ample teaching freedom and build lessons with strong attention to the students' context.



Friday 11° April

### Activities:

Participation in the final day of the European project: music, debates and final ceremony.

Meeting with other European teachers participating in the mobility.

Sharing the experience in a short public speech.

### Final Considerations:

This experience has been extremely enriching both on a professional and human level. I was able to observe new methodologies, compare myself with international colleagues and bring home concrete ideas to innovate my teaching. The constant interaction between theory and practice, the use of technology and the collaborative climate are elements that I will try to integrate into my daily work.



thanks  
FOR  
watching



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## Final Remarks

The experience at IES Cid Campeador has highlighted a teaching method that is more focused on the student as the protagonist of his or her own learning, which stimulates curiosity and critical thinking. The Italian system, represented by ITT Malafarina, remains solid on a theoretical and formative level, but can benefit from greater methodological flexibility and an openness towards more collaborative activities.

Integrating the best of both models could lead to a more effective, motivating Maths teaching.

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