



Erasmus+ Job Shadowing Program

Etz Chaim Primary School

Aim of the Job Shadowing

The program aims to empower European educators to build inclusive, relationship-driven, and innovative primary classrooms. Participants will gain practical insights into managing culturally diverse student groups, embedding well-being into daily routines, and replacing traditional grading pressures with highly engaging, project-based learning.

Job Shadowing Summary

1. Program Structure & Timeline

- **Module 1 – The Inclusive & Multicultural Classroom**
 - *Sessions:* Classroom observation, intercultural integration techniques, and anti-stereotype workshop methodologies.
- **Module 2 – Well-being Over Rankings**
 - *Sessions:* Shadowing relational teaching methods, observing small-group dynamics, and analyzing school well-being initiatives.
- **Project-Based Learning (PBL) in Action**
 - *Sessions:* Cross-curricular lesson design, observing active student projects, and a collaborative final debriefing roundtable.

2. Overview of Topics & Acquired Knowledge

Participants will explore multicultural integration, empathetic communication, psychological safety in primary education, and cross-curricular project planning (blending languages, sciences, and arts).

3. Dissemination & Information Spreading Methodology

We utilize a "**Peer-to-Peer Reflection Loop.**" Every shadowing session is paired with a guided 30-minute debriefing where host teachers explain the *why* behind their choices. Participants receive lesson plans and workshop frameworks to easily share with their colleagues back home.

Job Shadowing Learning Outcomes

1. Acquired Skills & Competencies



- **Intercultural Management:** Ability to adapt lessons for non-native and culturally diverse young learners.
- **Relational Teaching:** Skills to implement mindfulness, peer conflict resolution, and support emotional intelligence.
- **PBL Design:** Competency to structure long-term, hands-on student projects without relying on rigid grading.

2. Measurable Objectives

- Design one concrete cross-curricular project framework ready for implementation.
- Adapt at least three inclusive classroom routines to fit your home institution's environment.

3. Real-World Scenario

Scenario: A participant observes a morning circle where students from three different national backgrounds collaborate on a mini-science project using shared vocabulary. The participant learns how the teacher facilitates communication without linguistic barriers, then copies this exact scaffolding technique to use with their own diverse students.

Participant Requirements

- **Experience:** Open to primary school teachers, school counselors, and educational directors. A basic background or strong interest in inclusive education or project-based learning is highly recommended.
- **Language:** B1 level of English or higher to participate comfortably in discussions and observations.
- **Technical/Equipment (optional):** A personal laptop or tablet for the final day's collaborative planning session and access to digital resource sharing.

Validation & Certification

- **Assessment Criteria:** Validation is based on active daily participation, engagement in reflective debriefings, and the creation of a personalized "Implementation Plan".
- **Recognition:** Upon successful completion, participants are awarded the official **Europass Mobility Certificate** alongside an institutional Certificate of Attendance detailing the competencies acquired.
- **Feedback & Evaluation:** On the final afternoon, participants complete an anonymous digital evaluation form to review the program's delivery, helping us continually refine our hosting practices.

ETZ CHAIM



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