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TESTIMONIAL

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Through the job-shadowing experience in Modena, I gained first-hand insight into innovative pedagogical practices across Italian kindergarten, primary, and middle school settings. All schools visited adopted a flexible classroom system where students moved between specialised learning spaces, creating a calm, home-like environment that promoted independence and responsibility.



Lessons were inquiry-based and student-centred, with teachers prioritising critical thinking, discussion, and hands-on learning rather than content-driven or heavily written tasks.



The experience strengthened my professional competence in supporting inclusion, creativity, and interdisciplinary learning. Programmes such as STEAM Sisters, Digital Literacy, and Web Radio/TV demonstrated how learning in different subjects can

be meaningfully integrated while allowing students of mixed ages and abilities to collaborate and scaffold one another's learning.

The mobility also enhanced my intercultural awareness, helping me understand how Italy's cultural and educational values shape classroom practice, particularly the emphasis on student voice, autonomy, and trust.





From observing these practices, I identified transferable approaches relevant to our schools, including strengthening pupil agency, allowing longer learning blocks, and increasing opportunities for exploratory and reflective learning.

Finally, the visit supported my reflective and collaborative development, providing opportunities to discuss pedagogy with educators from different schools and to begin building meaningful European professional links.

