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OF MALTA



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TESTIMONIAL

Job Shadowing in Pärnu Kuninga Tänav Põhikool, Estonia

20th and 24th April 2026

As part of the Erasmus+ programme, I participated in a job-shadowing experience at Pärnu Kuninga Tänav Põhikool in Estonia. This mobility experience provided valuable insight into innovative teaching methods, student wellbeing practices, and the Estonian educational system.

Upon arrival, we were welcomed by the Head of School in the newly built gymnasium, together with visiting teachers from Germany, Spain, and France, as well as students from France and Spain. Due to renovation works, the school was operating across different buildings. During the introductory activities, the Physical Education teacher demonstrated interactive digital games and tools that can be integrated across various subjects to enhance student engagement and participation.

Throughout the week, I observed several lessons, particularly in Year 1 classes. Music education played an important role in daily learning. Lessons began with songs, followed by reading musical notes and playing instruments such as the xylophone. Observed that teachers used different ways of correcting students. One teacher raised her finger to form a zero shape to tell students to stop while another used a small harmonica. The students immediately directed their attention to the lesson.

The school promoted a calm, structured atmosphere. Between lessons children had a 10 minute break and were allowed to move freely across the school. Students could go outside, visit the music and dance area, and the library. A movement break was noticed even during the lesson. The teacher threw a dice, and the student who was chosen by picking a stick (to ensure fairness) had to read the activity aloud. Then, the whole class performed the activity together with the teacher.

During our visit to the kindergarten section, which caters for children up to seven years old, we observed a strong emphasis on nature, creativity. Each group was named after an animal or another nature-related theme in order to promote environmental awareness and a connection with nature from an early age. At the end of lessons, children sang songs and performed poems





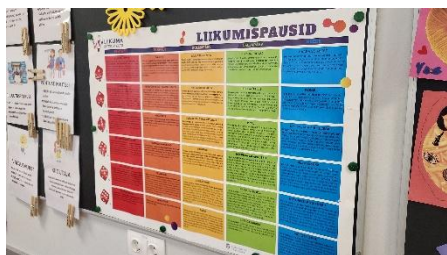
connected to the identity of their class group. During breaks, each group had access to a dedicated outdoor shed equipped with games and learning resources, creating a stimulating and enjoyable environment for play and social interaction. The children remained within the same group throughout their kindergarten years. An interesting tradition is that each group contribute a meaningful gift to the school, such as planting a tree when their years come to an end. During the visit, we also exchanged ideas and discussed similarities and differences between the educational systems in Malta and Estonia.

Students who needed educational support could join support sessions with specialist teachers. Regular teachers also offered extra lessons three times a week before or after school. Students with special needs could study in special classes with simpler lessons and learning goals made for their needs.

During our visit to a special school, three students welcomed us by playing different musical instruments. The school teaches alternative music methods with colour coded method along with hands on activities like woodworking, weaving and pottery were students make good luck charms.

Another visit included a music school; students could learn to play musical instruments. We observed art classes and dance lessons where students learn good posture and how to work together respectfully.

Overall, this Erasmus+ experience was highly enriching and provided practical ideas that can be applied within my own educational practice.



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