



Universitatea Creștină  
**Dimitrie Cantemir**

**Student Mobility for Traineeships**  
**Insights into Finnish School System and Teacher Education**

**ERASMUS + TEACHER TRAINING REPORT**  
**JUGUREANU MARGARETA-ROXANA**



**Erasmus+**

**Host institution:** Hollihakka School,  
Kokkola, Finland

**Activity carried out:** Pedagogical internship

**Role:** Assistant in classes 1E, 2E, 3E and 4E



**ONLINE COMPONENT**

08 October 2025

**IN-PERSON**

**COMPONENT**

20 October 2025

07 November 2025



## TEACHER TRAINING REPORT



### Hollihakka School, Kokkola, Finlanda

My participation in the Erasmus Teacher Training programme in Kokkola, Finland represented an important opportunity for both professional and personal development, giving me access to an internationally recognised educational system known for its innovation, quality, and strong focus on students' needs.

The selection process for this programme was filled with emotion, as it involved evaluating my personal motivation, professional competencies, and my potential to apply the experience within the Romanian educational context.

During the mobility, I was accommodated together with my colleague from the master's programme *Educational Management*, Adriana Manea. This collaboration made it easier to adapt to the Finnish environment, facilitating the exchange of ideas, reflections on the practices we observed, and a coherent, shared learning journey that was beneficial for both of us.

The experience in Finland provided an ideal context for exploring new educational perspectives and for developing the skills needed by a modern teacher—one who is open to change and innovation.

The selected groups are as follows:

<b>Group 1:</b>		<b>Group 2:</b>	
1	Spanu (Georgescu), Madalina Mirabela	1	Ciobanu, Roxana
2	Manole (Trițoiu), Corina	2	Târțea, Elena Iuliana
3	Jugureanu, Roxana	3	Voicu (Munteanu), Maria Mălina
4	Manea, Georgiana	4	Ifrim (Grecu) Mihaela



# 1. Activities carried out



The Erasmus+ mobility programme lasted three weeks, during which I completed a pedagogical internship at Hollihakka School in Kokkola, Finland—a modern and welcoming institution focused on collaboration, active learning, and personal development.

My daily schedule took place between 8:00 and 14:00, and my time was divided among classes 1E, 2E, 3E, and 4E. Most of the hours were spent with class 1E, an exceptional group taught by my mentor and teacher, Ilona Leimu.





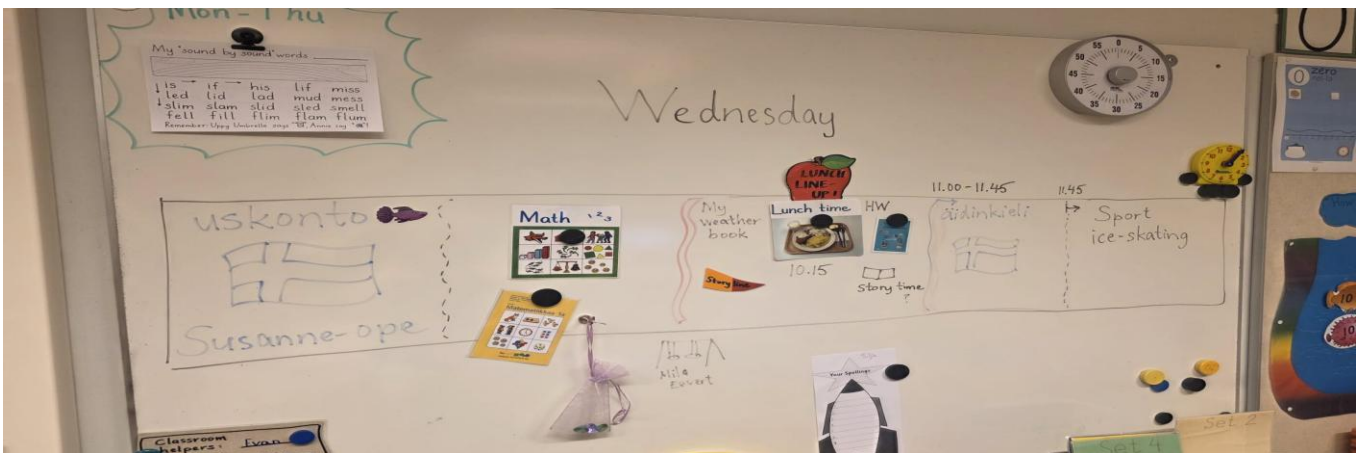
During this period:

- I participated in most of the lessons of classes 1E and 2E (E = the language of instruction, which is English), as well as in English lessons (3R, 2E and 4E), music lessons (2E, 3R and 4E), and practical activities (1E, 2E, 3E and 4E), observing teaching methods and the interaction between teachers and students.
- I provided individual support to students, helping them with exercises, translations, and vocabulary activities.
- I carried out simple teaching activities under the guidance of the class teachers, using games and English-language conversations.
- I participated in group projects, creative activities, sports activities, and practical workshops (drawing, crafts, science experiments, outdoor games, and ice-skating trips).
- I observed how teachers adapt the content according to each student's needs, taking into account that they, too, work with students who have special educational needs.
- I attended special “woodwork” and “textiles” classes, where children learned to use simple tools and the sewing machine..





I also had the opportunity to participate in lesson planning with the teachers, which helped me gain a better understanding of the organization of the Finnish educational system and its student-centered approach.





## Discover the **STORYLINE** method!

Find a creative and holistic approach to learning and teaching! Let yourself and your students enjoy what learning can be at its best: an exciting, fun and empowering experience that engages everyone into a co-operative learning process based on problem-solving.

The storyline motto goes: "The teacher has the line, children own the story!", which describes the core of the method. It's a wonderful way to design cross-curricular learning periods which integrate different school subjects in a creative way around a topic rising from the curriculum and which follows a plot. Children have roles and they find a strong motivation and commitment to their own learning, there's a supportive atmosphere and time for communication, drama and creativity... Storyline is a learning story told together by the whole class.

The great news comes here: **A Storyline workshop course in English is coming up soon in Kokkola!** On 8-9 February 2024 (Thursday at 13.30-15.30 and Friday at 8.30-15.30). During this 1,5 day course you will get to know the basics of the storyline method, originated in the 1960's in Scotland. You will join a storyline learning process "The National Park" designed by our trainer **Björg Eiríksdóttir** from Iceland, assisted by **Ilona Leimu** from Kokkola.

About the trainers:

**Björg:** teacher at the Kársneskóli primary school in Kopavogur as well as at the University of Iceland in the teacher education department. Storyline-trainer on many courses and consultant in different schools around Iceland. Björg has also presented lectures at several international conferences about Storyline over the years and she has had some courses also in Finland. She wrote a book about storyline for Icelandic teachers, "Söguáferðin".

**Ilona:** class teacher who uses Storyline in her English CLIL classes at Hollihaka school. "The feeling of flow is what I always love in storyline and to see how students get so excited about learning!" Teacher educator, internship mentor and workshop trainer on Storyline and on early second language learning. Author of *Kieli tarttuu leikiten* (PS-Kustannus, 2021).

Registration for the workshop opens in November 2023.



The workshop is free of charge. Everyone is responsible for their own travel and accommodation expenses.



## 2. What I liked the most

I particularly liked the relaxed and positive atmosphere in the Finnish school. The students came to classes with genuine pleasure, and the relationship between teachers and children was open, warm, and based on mutual respect and trust.



I was impressed by the freedom of expression given to the students. Each one was encouraged to express their ideas, opinions, and emotions without the fear of making mistakes. The teachers listened patiently, offering constructive feedback and constant encouragement.





I also appreciated the emphasis placed on subjects useful for everyday life: woodwork, textiles, cooking, environmental education, and community collaboration activities. These courses develop patience, practical skills, and self-confidence.



I was also impressed by the way the school spaces are organized. The classrooms are bright, simply but welcomingly arranged, with flexible furniture adapted to teamwork. There are relaxation



areas, varied materials, and an overall atmosphere of safety and comfort.



### 3. What experiences I had

For me, this mobility offered multiple educational and personal experiences.

- I** **learned:**
- to observe the differences between the Romanian and Finnish educational systems;
  - to apply modern teaching methods based on collaboration, discovery learning, and autonomy;
  - to work in a multicultural environment, using English in real-life contexts.

**On a personal level, I understood how important it is for the learning process to be anchored in well-being:** in the Finnish vision, an emotionally balanced student becomes a student truly capable of progressing.

**What was the least familiar and what I had to adapt to was:**

1. Lunch was served at 11:00 at the latest (each class had about 10–15 minutes to eat in order to make room for the next class).
2. At the entrance of the school, everyone had to take off their shoes, and the alternatives were either a pair of light indoor sneakers or slippers, or simply staying in socks



During every break, the students do not stay inside the school; they put on warm clothes specifically to spend the breaks together in the schoolyard.



I also had the opportunity to discover the Finnish lifestyle, in which saunas—present in almost every home—and the tradition of cold baths are part of their everyday routine.

This Erasmus+ mobility was a profound experience for me, enriching me both professionally and personally. I discovered an educational system in which respect, calmness, and genuine learning are real priorities, but I also discovered people, places, and moments that will stay with me for a long time.

In the last week of the program, we had the opportunity to visit three schools in Kokkola and to speak with their principals, which personally gave me an even broader perspective on how Finnish education is organized at the institutional level. We also visited the Kokkola University of Applied Sciences, a modern and well-structured environment where students' practical training is approached with seriousness and professionalism. These visits completed the overall picture of an integrated education, in which each stage has a clear purpose and a natural continuity.





Beyond the educational activities, Finland also offered me personal joys: a weekend spent at the Arctic Circle, another in Oulu, where I saw the sea and experienced the beauty of the Nordic nature. All these experiences brought me inspiration, peace, and a new perspective on the balance between life and profession.



I return home with an impressive luggage of ideas, practices, and experiences. This mobility helped me become a more open, curious teacher, more aware of the impact I can have on my students — but also a more fulfilled person, with a heart full of gratitude for everything I have experienced.

