FINLAND – ESPOO (HELSINKI AREA)

10.03.2026 – 12.03.2026

"A Job Shadowing Experience for Teachers and Educators: Connect, Explore & Learn"

Erasmus+ Staff Mobility - Job Shadowing

Host school: Karakallion koulu, Kotkakuja 5, Espoo, Finland
Supporting organisation: English Matters

Activity Description

This three-day job-shadowing mobility offers educators the opportunity to observe school life and teaching practices in a Finnish educational setting. Through direct observation, professional dialogue and guided reflection, the activity focuses on educational organisation, classroom approaches, student wellbeing and the transfer of relevant practices to participants' own schools.

Learning Objectives

- Gain insight into the organisation, management and everyday functioning of a Finnish school.
- Observe learner-centred teaching approaches, classroom interaction and the role of the teacher.
- Explore strategies supporting student autonomy, participation, inclusion and wellbeing.
- Reflect on assessment, feedback and learning environments in the context of Finnish education.
- Exchange professional experiences and identify adaptable practices for the home school.
- Strengthen intercultural understanding and European cooperation in education.

Main Themes Explored During the Three-Day Mobility

The Finnish education system. Overview of the principles and values of Finnish education, including equity, trust, accessibility, professional responsibility and the relationship between school culture and student learning.

School organisation and educational management. Observation of the school's daily routines, learning spaces, organisation of educational activities and approaches to collaboration among staff.

Teaching and learning practices. Attention to student-centred learning, active participation, differentiated support, collaborative tasks and the development of independent learning habits.

Student wellbeing and inclusive education. Exploration of a supportive school climate, respectful relationships, student voice, emotional safety and approaches intended to address different learning needs.

Learning environments and educational resources. Observation of the use of classroom spaces, teaching materials and digital resources to facilitate accessible, engaging learning experiences.

Assessment, feedback and reflection. Professional discussion of formative feedback, observation of learning progress and reflective approaches that help students recognise their development.

Professional exchange and transfer of good practices. Dialogue with educators, comparison of educational contexts and identification of realistic ideas that can be adapted to teaching and school development in Romania.

Expected Learning Outcomes

- Describe relevant characteristics of Finnish school organisation and educational culture.
- Identify teaching, inclusion and wellbeing approaches suitable for adaptation.
- Reflect critically on observed practices in relation to the needs of the home school.

- Propose practical ways to share and apply acquired insights through lessons, peer exchange and school activities.

Methodology

The mobility is based on school-based observation, professional conversations, reflective notes and comparative analysis of educational practices. It emphasises learning from the host institution rather than following a fixed daily course timetable.

European Added Value

The activity encourages international professional dialogue, mutual understanding and the exchange of educational practices. Its focus on inclusive learning, student wellbeing and professional development supports the wider objectives of Erasmus+.