



# MenSI

Mentoring for  
School Improvement

## D3.5

# Online training

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<sup>2</sup> Dissemination level:

PU = Public

PP = Restricted to other programme participants (including the Commission Services)

RE = Restricted to a group specified by the consortium (including the Commission Services)

CO = Confidential, only for members of the consortium (including the Commission Services)

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# Table of Contents

1	Introduction.....	3
1.1	The European Schoolnet Academy .....	3
1.2	Course background .....	5
2	Course Plan.....	7
2.1	General information.....	7
2.2	Module focus and key learning objectives.....	10
2.2.1	<i>Module 1 - School-to-school collaboration: why and how?</i> .....	10
2.2.2	<i>Module 2 - Models of Whole-School Mentoring</i> .....	10
2.2.3	<i>Module 3: Making whole-school mentoring work</i> .....	10



# 1 Introduction

Deliverable 3.5 is the MenSI project's report to the Commission describing the online training scheduled for September 2021: "MenSI Initial Training for Mentoring Schools – Practical Introduction to School-to-school mentoring".

The tasks defined by WP3 and WP6 include the creation of an online training and the project's final MOOC. In this regard, the MenSI project relies on the potential offered by ICT and educational technologies by offering access to online training via two MOOCs (a restricted one for the mentor schools and an open MOOC for the dissemination to schools within the partners countries, European Schoolnet's Ministries of Education<sup>3</sup> and beyond). The online training (together with a F2F training in Brussels) will serve as a tool to develop the mentor school capacity in designing and planning their mentoring approaches.

This document presents a short description of the environment where the course will be hosted, the European Schoolnet Academy, and the course plan summary. As this deliverable is due in August 2021, the report will not cover the course results that will be included within the interim report. In this regard, the final content of the online training, to be launched on September 30<sup>th</sup>, 2021, may still undergo minor variations.

## 1.1 The European Schoolnet Academy

The European Schoolnet Academy<sup>4</sup> courses target teachers and other education professionals such as head teachers, ICT coordinators or school counsellors. By June 2018, the Academy had seen more than 23,000 enrolments from across Europe and the world. However, a significant proportion of participants comes from Southern and Central European countries.

The potential outreach of a course depends on the design of the course activities, the target audience, as well as the dissemination strategies utilized. However, there are no technical limitations to the number of participants to be reached and course numbers can go into the tens of thousands. A typical course on the Academy attracts an average of 1,500 teachers.

Participant engagement on European Schoolnet Academy courses reaches far beyond the participants of the courses as a significant degree of activity generated on the courses happens via a range of social media channels. A typical course tweet profile reaches close to 100,000 twitter

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<sup>3</sup> <http://www.eun.org/about>

<sup>4</sup> <http://www.europeanschoolnetacademy.eu/>



profiles. In particular, dissemination of course activity by European Schoolnet's Ministries of Education has a significant reach into the national education communities.

The MOOCs offered through the European Schoolnet Academy run for a limited time (see current course catalogue, Figure 1), are tutored and upon successful completion of a course, participants receive digital badges (Figure 2) and digital certificates. The MOOCs follow a connectivity and collaborative approach and include peer assessment between teachers. Digital badges can be exported into Mozilla's Badge Backpack (<http://openbadges.org/>) so that they can easily be shared with employers or other interested parties.

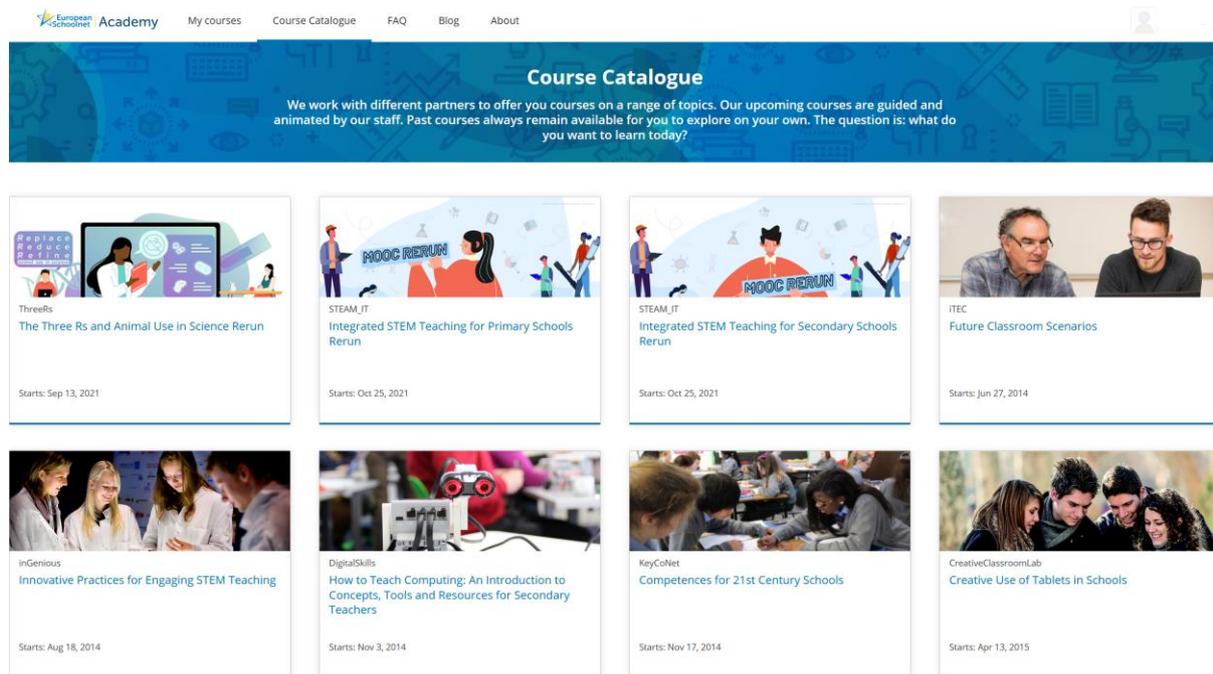


Figure 1: EUN Academy Course Catalogue



Figure 2: MenSI Online training course badge



While typical retention rates for MOOCs are around 10%, Academy courses have achieved retention rates of above 40% with an average across all courses of 36%.

The final MOOC to be developed by the MenSI project will be based on the current online training and hosted on the EUN Academy, where the courses are able to tap into an already established and consolidated pool of teachers and education professionals. Therefore, it ensures maximum outreach of the course content. The ultimate version of this important output will include Open Educational Resources (OERs) and will be made available under the 'Attribution-non-commercial-share alike' Creative Commons License, allowing anyone interested to freely remix, tweak, and build upon the MenSI work non-commercially. In this way, the project's significant outputs targeting practitioners will contribute to much wider capacity building, as the final MOOC will be open not only to all practitioners of the countries of the partnership but also to practitioners across Europe and beyond via dissemination and promotion activities handled at the level of the 33 Ministries of Education composing the network of European Schoolnet.

The MOOCs will bring an important contribution to the MenSI dissemination strategy, while also supporting the development and implementation of national strategies for the uptake and dissemination of school-to-school mentoring practices.

## 1.2 Course background

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Organized by EUN, the online training is scheduled on the first year of the project in order to provide an overview of different mentoring approaches and skills to the 24 mentor schools of the national school clusters. The aim of the course is to provide an introduction to the Community of Practice, good practices in digital classrooms, leadership, SELFIE use, effective workshops and CPD (within other elements). The online training will be provided in English and hosted at the European Schoolnet Academy.

Based on the work done for WP2, which includes the project's overview of the state of the art in school-to-school mentoring in Europe and an outline of effective and affordable models and scalable strategies ([Deliverable 2.1](#)), the following five key elements were addressed by the partnership during the development of the course:

- The methodology used to gather and analyze information
- The rationale behind mentoring between schools
- Top-down models of school collaboration
- Bottom-up models of school collaboration
- Success factors in school-to-school mentoring

A collaborative approach has been developed with the support from all partners for the construction of this online training. The process included several online exchange meetings, especially the 2nd MenSI General Assembly, where partners were provided with the possibility to discuss in further detail and agree on the different course modules content.



Following the discussion with the partners, a separate session was organized with the MenSI Advisory Board<sup>5</sup>, which includes relevant representatives from European stakeholders such as:

- Ministries of Education,
- Regional and municipal education authorities,
- Organizations working in the area of school-to-school mentoring,
- EU-funded projects,
- Private organizations.

After thorough discussion, partners and advisory members agreed on the basic course structure presented in the next section. Advisory members also suggested the inclusion of Theory of Change within the course content that has already been addressed. These inputs will be further reviewed, cured and organized by EUN in order to build the final international MOOC on school-to-school mentoring.

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<sup>5</sup> <https://mensi.eun.org/advisory-members-list>



# 2 Course Plan

## 2.1 General information

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<b>Course Title</b>	<b>MenSI Initial Training for Mentoring Schools – Practical Introduction to School-to-school mentoring</b>
<b>Target Audience</b>	<p>This introductory course is targeted at the teachers of the 24 Mentor Schools operating in the six MenSI countries (Belgium-Flanders, Croatia, Czech Republic, Hungary, Italy, Portugal), who will be leading participants in their school cluster and therefore also part of the network of Mentor and Mentee schools to pilot a range of approaches to whole school mentoring.</p> <p>The Mentor schools select the participants who will attend the course who can be both teachers and school management. It is recommended that a minimum of two representatives per school will attend the course.</p>
<b>Aims and Learning Objectives</b>	<p>Participants will learn about different mentoring approaches to support the mainstreaming of innovative pedagogical practice involving digital technologies in teaching and learning.</p> <p>The course will help participants to better understand how ‘top-down’ and ‘bottom-up’ approaches work and explore different strategies, including incentives and rewards, that can motivate schools to become engaged in whole-school peer learning.</p> <p>Participants will receive advice, guidelines and suggestions from experts and peers about how to organise activities within a cluster including 1 Mentor and 4 Mentee Schools. On the course forum, participants will find a community of peers with whom to discuss, share, and reflect on these topics. In this regard, a Facebook group will be created for the course participants.</p> <p>More specifically, the course will pursue the following objectives:</p>

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1. To learn about school-to-school mentoring theory and practice including the strengths and weaknesses of different mentoring and school peer-to-peer learning models.
  2. Based on best practice and evidence, to successfully coordinate school clusters through different approaches (top-down, bottom-up, virtual, etc.).
  3. To discuss and exchange ideas among peers on how to create and animate a community of practice and professional development opportunities for a wider group of school staff.
  4. To explore tools that can support the effectiveness of whole-school mentoring approaches applied by network schools.

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**Duration and estimated workload of course** 3-week online training in the months of September-October 2021.

Landing page opens: 1 September

Course start date & Module 1 opens: 20 September

Module 2 opens: 27 September

Module 3 opens: 4 October

Course closes: 13 October

3 modules for an estimated workload of 6-9 hours (being 2-3 hours per week).

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**Course Outline** **Module 1 - School-to-school collaboration: why and how?**

- 1.0 Module introduction
- 1.1 The rationale behind school-to-school mentoring
- 1.2 Types and models of collaboration between schools
- 1.3 Schools as learning organisations
- 1.4 The Living Schools Lab experience
- 1.5 Module additional resources
- 1.6 Module round up and final quiz

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## Module 2 - Models of Whole School Mentoring

2.0 Module introduction

2.1 Mentoring teachers vs. mentoring schools

2.2 Connecting schools through mentoring

2.3 Building up communities of practice and professional development opportunities for teachers

2.4 Creating professional development opportunities for Mentee Schools

2.5 Module additional resources

2.6 Module round up and final quiz

## Module 3: Making whole school mentoring work

3.0 Module introduction

3.1 Success factors in school-to-school peer networking

3.2 Self-assessment and peer reviews for whole-school mentoring

3.3 Collaborative School Development Plans

3.4 Monitoring process and evaluating impact

3.5 Module additional resources

3.6 Module round up and final quiz

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### Assessment and Certification

There will be a short quiz (or another activity) at the end of each module. Overall passing grade is 75%

There are two anonymous surveys: before the course (or right at the beginning) and after the training (feedback survey).

Participants will receive a digital course badge (see Figure 2) and a course certificate upon completion of the full course.

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## 2.2 Module focus and key learning objectives

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### 2.2.1 Module 1 - School-to-school collaboration: why and how?

In this first module of our course, advance schools will reflect on the objectives and goals that schools can achieve when working collaboratively, including creating synergies between stakeholders to scale innovation in schools, promoting knowledge sharing and enhancing the professional development of teachers through mentoring and networking.

The learning objectives for this module are:

1. To improve and deepen understanding of the importance of mentoring for school peer-to-peer learning.
2. To have a clearer idea of how collaboration and networking among schools can be developed with the aim to bring about innovation in education.
3. To better understand the concept of the school as learning organization.
4. To discuss and exchange ideas with peers on how Mentor schools can support collaboration and school transformation within clusters of Mentee schools.

### 2.2.2 Module 2 - Models of Whole-School Mentoring

The second module will focus on how advanced schools can help disseminate innovative pedagogical practices beyond their institution in the use of digital technologies in education.

The learning objectives for this module are:

1. To learn about various approaches to school mentoring and school peer-to-peer learning.
2. To have a clearer understanding of how communities of practice can promote transferring of knowledge and scaling of co-construction of educational progress within a school network.
3. To discuss and exchange ideas with peers on the role of Mentor schools and how they can provide continuous professional opportunities for Mentee schools.

### 2.2.3 Module 3: Making whole-school mentoring work

In this last module of our course, advanced school representatives will have an opportunity to reflect and discuss with their peers on which factors can enable Mentee schools' improvement and the activities that Mentor schools can initiate to support and constructively monitor progress in the Mentee schools. Participants will also explore a series of tools to encourage self-reflection and self-assessment within clustered schools as they progressively deepen their engagement with digital learning and pedagogies.

The learning objectives for this module are:

1. To learn about collaborative development plans for school-to-school mentoring.
2. To explore tools that can enhance school capacity for innovation and optimize the process of monitoring progress in the networked schools.
3. To discuss and exchange ideas with peers on how to make the process of implementing innovation in Mentee schools become sustainable over time.

## Coordinator



## Partners



EDUCAÇÃO



#MenSI-schools

[mensi.eun.org](http://mensi.eun.org)

[mensi@eun.org](mailto:mensi@eun.org)



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