



MenSI

Mentoring for
School Improvement

D3.1

Mentoring Operations Manual

v. 31 May 2021



The MenSI project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004633. Neither the European Commission (EC) nor any person acting on behalf of the Commission is responsible for how the following information is used. The views expressed in this document are the sole responsibility of the authors and do not necessarily reflect the views of the EC.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004633.

Deliverable number:	D3.1
Due date:	31 May 2021
Nature ¹ :	Report
Dissemination Level ² :	PU
Work Package:	3 – Mentoring Network Building and Support
Lead Beneficiary:	MEC
Beneficiaries:	All MenSI partners
Copyright:	Creative Commons Attribution 4.0 International License

DOCUMENT HISTORY

V.	Status	Date	Comments	Authors
1	Draft	21 May	Internal	MEC and EUN
2	Submitted	31 May		MEC and EUN

¹ Nature: R = Report, P = Prototype, D = Demonstrator, O = Other

² 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)

Restraint UE = Classified with the classification level "Restraint UE" according to Commission Decision 2001/844 and amendments



Table of Contents

1	Introduction	3
1.1	About this document	3
1.2	About MenSI	3
1.3	School-to-school mentoring.....	4
1.4	Key project objectives	4
1.5	Expected project results	5
2	Roles (who-is-who)	6
2.1	MenSI project structure	6
2.2	MenSI schools	6
2.3	National coordinators	7
3	Benefits and commitment	8
3.1	Benefits	8
3.2	Commitment.....	9
4	Themes	11
4.1	Organizational.....	11
4.2	Pedagogical	12
4.3	Digital-technological	12
4.4	National policy challenge	12
5	Activities	13
6	Communities.....	14
6.1	National community	14
6.2	European community.....	14
6.3	Overview	15
7	Evaluation	16
7.1	SELFIE	16
7.2	Interviews & field visits	16
8	Data protection	17
8.1	General Data Protection Regulation	17
8.2	Contact information on data protection.....	18



1 Introduction

1.1 About this document

The document “Mentoring Operations Manual” is targeted to the Mentor and Mentee schools in the MenSI project and it includes information on the expected commitment of schools and potential benefits for being part of MenSI. It also outlines the support mechanisms and community activities put in place at national and European level, as well as other operational procedures that are part of the project. The document also includes any country-specific information when necessary.

This initial version of the document will be made available in six languages (Croatia, Czech, Dutch, Italian, Hungarian, Portuguese) and be regularly updated as lessons are learned as project schools work together. The schools will also receive guidelines that will help them to select a mentoring model and to successfully adapt and implement it. These two documents will be offered to the schools as part of the initial school info-pack.

Note to readers: certain small elements will be customised by the partners when localising and translating the document. These are marked in yellow.

1.2 About MenSI

The **Mentoring for School Improvement (MenSI)** project is a 28-month Coordination and Support Action (November 2020 – February 2023) funded by the European Commission H2020 programme. The project will carry out a pan-European investigation into **how different approaches to mentoring can support the mainstreaming of innovative digital teaching practices** in primary and secondary schools. It builds on the outcomes and lessons learnt from the earlier EU-FP7 Living Schools Lab project (2012-2014), which provided support to school clusters via ‘regional hubs’ and will also leverage the network of learning labs that are part of the current European Schoolnet Future Classroom Lab initiative.

Involving ministries of education in **six countries** (Belgium-Flanders, Croatia, Czech Republic, Hungary, Italy, Portugal), MenSI will create **a network of 24 Mentor Schools** working with some one hundred Mentee Schools. By the end of the project, the network will open up to other schools interested in applying school mentoring approaches to develop innovative pedagogical practice involving digital technologies in teaching and learning.

Partners’ acronyms





- BUL – Brunel University London
- DZS – Dum Zahranicni Spoluprace
- EUN – European Schoolnet
- GO! – Het Gemeenschapsonderwijs
- INDIRE – Istituto Nazionale di Documentazione per l'Innovazione e la Ricerca Educativa
- MEC – Ministerio da Educacao e Ciencia
- MZO – Ministarstvo Znanosti i Obrazovanja
- OH – Oktatasi Hivatal

1.3 School-to-school mentoring

Transferring and scaling innovation related to digital technologies in school education is an ongoing policy challenge across Europe. At individual teacher level, peer-to-peer networking and mentoring – an experienced teacher guiding and supporting a less experienced one – are effective mechanisms for career-long professional learning. However, at whole-school level, such approaches are less widespread despite the evidence for their potential.

School-to-school mentoring entails holistic, active collaboration between two or more establishments for specific purposes, such as professional development, to overcome isolation or overall organisational improvement. Such mentoring often takes place through school networks but there can be large differences in outcomes, depending on factors such as whether participation is voluntary or compulsory, instigated externally or internally, or recognised and supported by education authorities. It is therefore important to understand better how 'top-down' and 'bottom-up' approaches work and to explore different incentives and rewards that can motivate schools to be become engaged in whole-school peer learning.

1.4 Key project objectives

1. To investigate school-to-school mentoring theory and practice including the strengths, weaknesses and related costs of different mentoring and school peer-to-peer learning models.
2. To create and animate a network of over 100 Mentor and Mentee Schools to pilot a range of approaches to addressing policy challenges.
3. To analyse the effectiveness of whole-school mentoring approaches applied by network schools to support mainstreaming of ICT and address policy challenges in partner countries.
4. To offer evidence-based recommendations and guidelines for the cost-effective coordination of school clusters through different approaches (top-down, bottom-up, virtual, etc.).
5. To create a community of practice and professional development opportunities for a wider group of school staff and an exchange mechanism for policy makers.



1.5 Expected project results

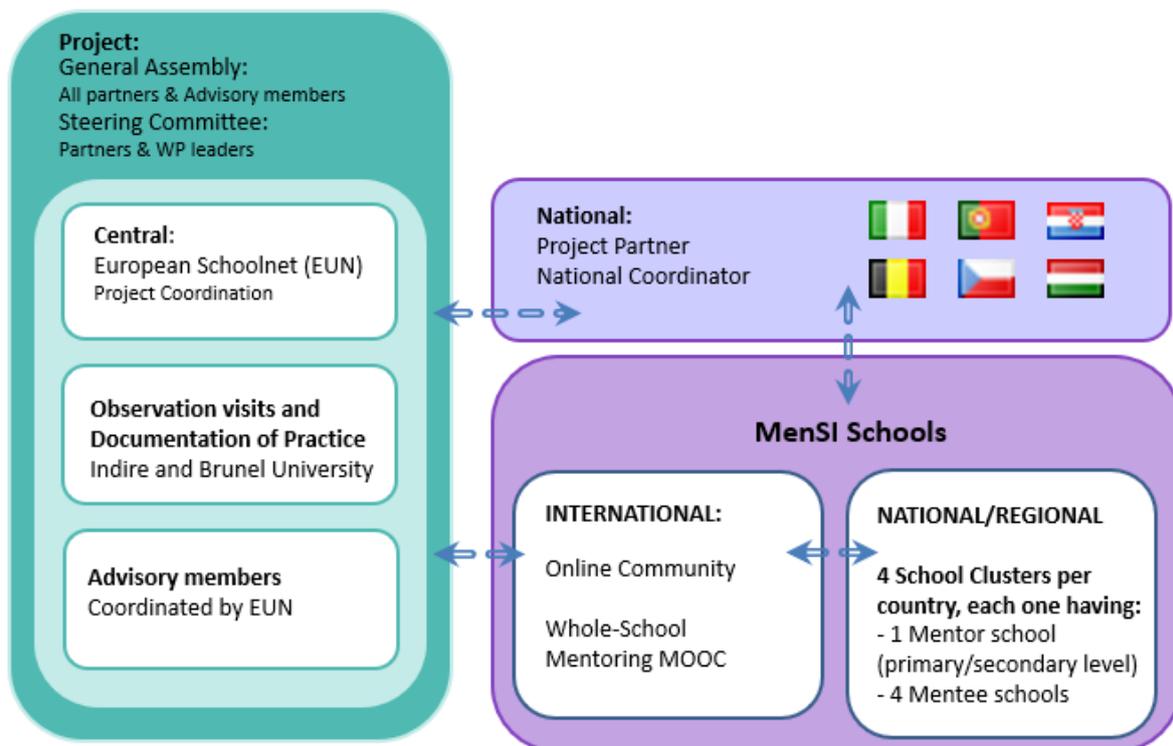
- An overview of school-to-school mentoring in Europe – Based on desk research, interviews and surveys, a report on different types of mentoring between schools in Europe, including examples and case studies, with reference to models of digitally supported innovation.
- 24 school clusters in six countries – The participating mentor and mentee schools will work collaboratively on developing digital competence and identified policy challenges (e.g. disadvantaged students), benefiting from customised professional development activities.
- Experimenting with different whole-school mentoring approaches – Information on regional hub mentoring approaches, including the role of online mentoring and different incentive/reward schemes, and how school clusters have implemented different types of bottom-up, self-organised approaches to cluster management.
- Documentation and analysis of mentoring practice – A summary on the different types of mentoring clusters with focus on innovative, effective and scalable strategies, practices, processes and digital tools used, and a report on effective whole-school mentoring, as evidenced in the project.
- MOOC and community of practice for practitioners – A MOOC on school mentoring open to teachers and school leaders across Europe and an open community of practice to share, exchange and improve.



2 Roles (who-is-who)

2.1 MenSI project structure

The diagram below illustrates how the MenSI project is organised and its different levels of communication. MenSI schools will be working at a European, National and Regional/Cluster Level.



2.2 MenSI schools

Based on the school criteria specified by the consortium, the partners have organised the school selection process independently in the 6 MenSI pilot countries (BE, CZ, HR, HU, IT, PT). This has resulted in a total of **24 mentor schools and 96 mentee schools** which will work in clusters, each composed of 1 mentor school working with 4 mentee schools. Each country has 4 clusters.



- **Mentor schools** are those with strong commitment to and experience of making innovative use of ICT across the school in teaching, learning, professional development and administration.
- **Mentee schools** are those school where ICT is not yet used systematically across the school but with a strong motivation and interest to develop further.

1 cluster = 1 Mentor School &
4 Mentee Schools

4 clusters per country

In total 24 clusters
in six countries

2.3 National coordinators

Each country has a **National Coordinator**, who provides the MenSI schools with first-line support using tools, platforms and communities that each partner organisation already has in place for school collaboration and peer exchange. They are also active in organising national workshops (online or on-site), meetings, etc. to animate the community of schools.

Partners to edit when they are translating the document:

The National Coordinator in **Italy** is: **Name and email**



3 Benefits and commitment

The MenSI project will create a network of 24 Mentor Schools working with 96 Mentee Schools to apply school mentoring approaches to develop innovative pedagogical practice involving digital technologies in teaching and learning. There will be 4 clusters in each of the participating countries: Belgium-Flanders, Croatia, Czech Republic, Hungary, Italy, Portugal.

3.1 Benefits

The **benefits** for the Mentor and Mentee schools include:

- Learning about school-to-school mentoring and how to carry it out in practice.
- Sharing practice and expertise with schools and teachers within your cluster, country and Europe how to successfully embed the use of technology in teaching and learning (T&L) across the whole school.
- Engaging further with specific topics based on the policy priorities of your country, and receiving concrete advice through the National Coordinator and/or other participating schools.
- Being part of the Community of Practice at national and European levels, to share ideas and examples of methodologies, activities, and resources.
- Using a collaborative school development model.
- Taking part in professional development activities, e.g., webinars and workshops (online & on-site) both at national and European levels.
- Receiving feedback on the school practices through evaluation and observation activities conducted within the project, which can feed into the school's future development strategies.
- Contributing to the project's outputs such as the MOOC³, recommendations and guidelines targeted to other schools and policymakers.
- Being pioneers of the network that will engage other schools and countries after the pilot period.

³ MOOC = Massive Open Online Course



3.2 Commitment

Being part of the MenSI project implies a commitment for both schools and the designated project coordinator at the school-level. For a successful implementation of the project, the pilot schools need to have an adequate level of commitment to participate, contribute, and share the practice and outcomes. In the following we outline what is expected of the schools in the context of the project.

School commitment

It is important that schools taking part in MenSI remain committed and motivated throughout the project. In particular, schools should:

1. Follow the guidance and instructions of the MenSI National Coordinator but also be proactive so that mentoring best practices are used across the whole school and by at least XX % of teachers.
2. Nominate at least one enthusiastic and motivated School Coordinator for the project.
3. Incorporate MenSI in the school development plan and share progress, evidence and outcomes with the whole school community.
4. Complete the SELFIE school self-review and share the results with organisers (according to the given instructions).
5. Think of flexible ways so that teachers can attend national meetings/workshops and school visits (virtually or on-site), and international training opportunities (e.g. allow time off from teaching).
6. Encourage teachers to actively participate in the MenSI Community of Practice at national and European levels.
7. Host observation visits in the school if requested⁴ and supporting any other evaluation activities (e.g. surveys/interviews on distance).

School coordinators' commitment

1. Promote the school as a participant in the MenSI project (also for Mentor schools: as leader in pedagogical use of ICT)
2. Active participation in the MenSI Community of Practice at national and European levels and supporting other teachers' participations as well (e.g. exchanging practice).
3. Maintain regular and timely communication with the National Coordinators, replying to inquiries and invitations promptly.
4. Flag up to the National Coordinator any possible issues encountered at the school or cluster level which may impact the progress of the foreseen activities.
5. Promote contacts between the different national and European clusters.

⁴ Taking to account the sanitary conditions and the regulations by the authorities.



6. Follow up the offer of workshops and other types of activities that can enrich the schools involved, sharing them with other teachers, and if possible, including such activities into the official plan of teachers professional development, with the respective certification.
7. Support evaluation and observation activities, e.g. by creating opportunities for feedback and discussion with the school management (head teacher) and with teachers during the observation visits/calls.



4 Themes

The main topic of the project is **whole-school digital innovation** to address the general challenge of mainstreaming ICT at an institutional level. In addition, in this chapter we propose a number of subthemes for these to be considered and addressed by the school clusters. Furthermore, each country may have specific policy challenges or priorities that is tackled also through school-to-school mentoring.

The generic themes below may of course be further detailed according to the national context/interest/needs and defined at the level of both the local clusters and the schools involved. The three major dimensions (organizational, pedagogical and digital-technological) are themselves divide into subthemes.

4.1 Organizational

Leadership

- Institutional support and leadership development
- Shared leadership
- Leadership collaboration

Professional development

- Teachers
- Dynamics and quality characteristics in Continuous Professional Development
- Networks between national policy makers and Teachers Training Centers

Collaboration and Communication

- Promoting collaboration between teachers
- School communication and information flows
- Collaboration and communications within the community and local partners:
 - Student involvement in school life
 - Parent involvement / Local partners involvement

Assessment and monitoring

- Collecting school data through dedicated assessment tools, surveys and questionnaires in order to:



- Understand the local context and share this understanding with the whole school community (such as teachers, parents and pupils) and ground in it the change to bring to our school.
- Keep yourself and colleagues up to date on change and progress.

4.2 Pedagogical

Use of Digital Educational Resources (DER) in:

Curriculum development and assessment

- Promoting the understanding of STEAM and/or robotics across the school
- Digital formative-summative assessment and self-evaluation

Pedagogical practices

- Learning scenarios using digital tools and resources in the teaching and learning process
- Processes of Pedagogical differentiation and methodologies/active learning:
 - Project-Based Learning
 - Problem-Based Learning
 - Inquiry-Based Learning
 - Flipped Classroom

4.3 Digital-technological

- Infrastructure, equipment and internet access
- Digital platforms
- Use of open/flexible learning environments:
 - Hybrid learning environments
 - Innovative educational environments
 - The importance of Makerspaces for student engagement.

4.4 National policy challenge

Partners to edit when they are translating the document: Each partner to add a short paragraph about their national challenge, relevant specifically for their schools.



5 Activities

If you are one of the Mentor Schools in the project you have a degree of freedom as to how to work with the four Mentee Schools in your country. For example, you may want to adapt your approach depending on how your Mentee Schools have already implemented ICT. Generally though, we expect that the work of Mentor and Mentee Schools will usually involve a mixture of observation visits, varying levels of online support, peer-to-peer exchanges between subject teachers, workshops, joint mini projects, etc.

The following main activities will also be organized by MenSI partners and European Schoolnet to support schools in the project:

Online training (Mentor schools only)

A 3-week online training in September-October 2021 will provide an overview of different mentoring approaches and related issues for the 24 Mentor schools.

National mentoring workshops

Online and on-site workshops will be organised by the National Coordinator at national and/or cluster levels for all the participating schools.

International Future Classroom Lab workshops (in Brussels)

Two on-site workshops will be organised by EUN for school leaders and teachers:

- 1) In October 2021 a workshop for the Mentor Schools to help prepare the school coordinators in the Mentee Schools.
- 2) In May 2022 a workshop for the Mentor Schools and a selected of Mentee Schools to exchange and reflect on the results of the mentoring activities.

If the on-site workshops can't be organised due to the sanitary conditions and official regulations, alternative online activities will be offered instead.

MenSI MOOC

As part of the online community of the project, a MOOC (Massive Open Online Course) will be developed and launched towards the end of the project in order to provide training in whole school mentoring and promote the MenSI results to a wider community of school leaders and teachers beyond the consortium countries. The MOOC will be hosted at the European Schoolnet Academy.

Other activities may include thematic workshops, study visits, case studies, video clip creation, and/or participation to webinars and conferences.



6 Communities

6.1 National community

The main community building and support activities will take place at national level by each partner using the tools and platforms they already have at their disposal.

There will be two strands to the work and experimentations carried out by the school clusters.

Top-down mentoring model

Supported by the National Coordinators, each Mentor Schools will draw up an initial operational plan and timetable for how they propose to work with their Mentee Schools. School clusters in each country will be also invited to explore new tools (including the EC's SELFIE school self-assessment tool and new approaches to online mentoring).

The clusters will receive advice and support from the National Coordinator regarding the suggested top-down mentoring model. Moreover, the cluster schools will work together to produce a diary/journal that outlines the mentoring work carried out and lessons learned (the cluster diaries will be published at the central MenSI website).

Bottom-up approaches for mentoring

Some school clusters, at least one per country, are aimed to be self-organised and self-managed to a much greater degree and follow a “bottom-up approach”. In some countries this approach is linked with schools that have a “learning lab” and the approach can therefore be used to accelerate the adoption of the learning lab model (originating from the EUN's Future Classroom Lab) and the innovative pedagogical practices supported by ICT available in these labs. Other types of bottom-up and self-organised mentoring initiatives will also be invited to join the project such as already existing initiatives/networks.

6.2 European community

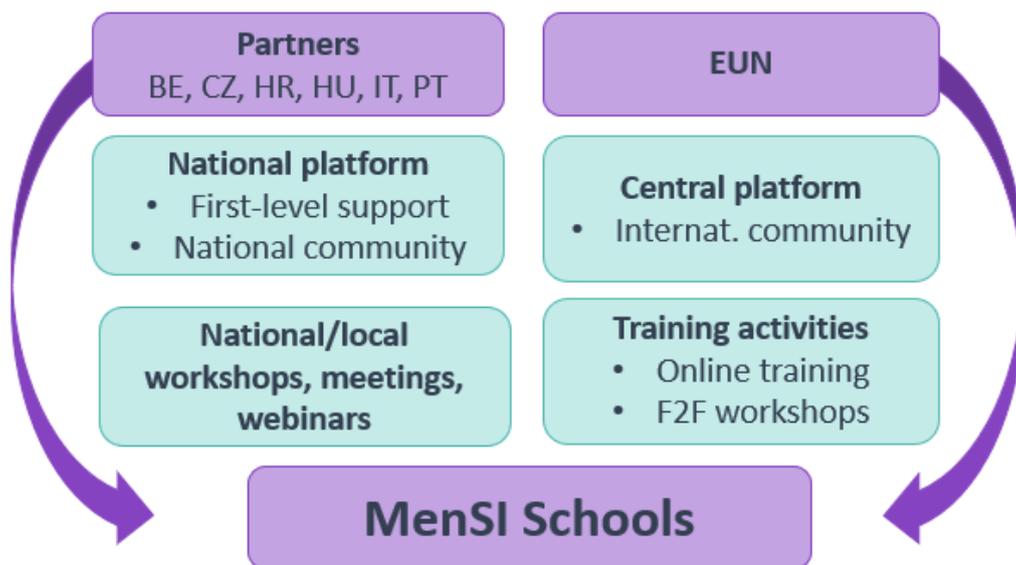
EUN (with the support of the partners) will also put in place a MenSI website including a community of practice for participating school at <https://mensi.eun.org/> as of September 2021. The community of practice will also be open to other schools and stakeholders, and promoted wider especially when the school clusters start to report on their mentoring activities.

The aim by the end of the project will be to host a community of >1,000 teachers, school leaders, and ICT support staff who will benefit from the results of the project and begin to embed MenSI mentoring good practices in their classes / schools.



6.3 Overview

The support infrastructure and teacher community both at central and national level are illustrated in the following graph, showing that the participant schools benefit from both systems which complement each other in terms of activities and support provided.





7 Evaluation

Several tasks have been designed for the documentation and analysis of the status of ICT provision, use and continuing professional development (CPD) within each school involved in the project (both Mentor and Mentee schools). Involved teachers and head teachers will provide information on their mentoring activities, including successes and challenges via online diaries and interviews. Data collection will be supplemented by observation visits to one or more of the advanced schools in each country to more fully document how they are mentoring less advanced schools. This may include visits to school clusters' on-site meetings and/or training sessions.

7.1 SELFIE

To obtain a picture of where schools are starting from in the project (their e-maturity), the schools will complete the SELFIE questionnaire in their language⁵. School leaders, representative teachers and, where possible, students should be involved in discussing and completing the survey, to obtain a balanced view of attitudes and access to ICT, use in teaching and learning, levels of digital competence (among students) and pedagogical digital competence (among teachers). As a by-product, self-evaluation will also encourage schools to reflect on their policies and practices, strengths and weaknesses.

At the end of the pilot, schools will complete again the SELFIE survey, helping them to better understand to what extent attitudes to and use of digital technologies in the school as whole have changed. School will also evaluate the mentoring activities in which they participated and their impact on the school. Data will be gathered through online surveys and sessions during the national workshops.

7.2 Interviews & field visits

INDIRE, supported by BUL, will conduct online interviews with lead practitioners from six of the Mentor schools to define the characteristics of these 'leading-edge' schools and how they have developed a whole-school approach to ICT deployment and use. BUL will also undertake observation visits to one or more of the Mentor schools in each country to more fully document how they are mentoring Mentee schools and investigate any emerging issues.

More information on the evaluation and observation activities will be provided during the pilot.

⁵ https://ec.europa.eu/education/schools-go-digital_en



8 Data protection

The project consortium has created a Data Protection Plan (DPP) that provides an overview of the key procedures and structures necessary for the adequate processing and storage of personal data generated and/or collected during the MenSI project. The information guides the partners involved in the processing of personal data throughout the life span of the project.

8.1 General Data Protection Regulation

All personal data processed in the project complies with EU's **General Data Protection Regulation (GDPR)**⁶.

The GDPR (Article 6) establishes a number of grounds for the lawfulness of processing of the personal data of the data subject. In MenSI the consortium has decided to put the **emphasis on consent of the data subject** for the processing of their data for one or more specific purposes. Consequently, whenever the partners wish to process the personal data of a person for the purposes of the project, they should make sure that they have obtained that person's consent, whether it is via registration form, a signed permission form or similar.

The project follows the **six principles of GDPR**, according to which any personal data must be:

- Processed lawfully, fairly and in a transparent manner.
- Collected for specified, explicit and legitimate purposes.
- Adequate, relevant and limited to what is necessary.
- Accurate and, where necessary, kept up to date.
- Kept only for a necessary duration.
- Processed in a manner that ensures appropriate security.

The **rights of the data subject** must be mentioned in a concise, transparent, intelligible and easily accessible form, using clear and plain language in all privacy notices. Where the data subject is a child and their consent is requested along with that of the parent or legal guardian, the language will be specially adapted to needs of a minor.

The key rights include:

- The Right of Access by the data subject to their personal data
- The Right to Rectification
- The Right to Erasure

⁶ Regulation (EU) 2016/679 of the European Parliament and of the Council on 27 April 2016.



- The Right to Restriction of Processing
- The Right to Data Portability

All privacy notices also indicate the name and **contact information** of the Data Controller who the data subject can contact in the event they have any questions about the exercise of rights under the GDPR, as well as the contact information of the official data protection agency at national level.

8.2 Contact information on data protection

For any questions regarding how personal data is handled within MenSI and or to exercise your rights, please contact the National Coordinator and the Data Protection Officer:

Partners to complete for their country when translating the document. See the details of the DPA in their country: https://edpb.europa.eu/about-edpb/about-edpb/members_en

- Data Controller: partner name and address
- National Coordinator: name and email
- Data Protection Officer: name and email
- National data protection authority (DPA): name, address and website for your country

Coordinator



Partners



#MenSI-schools

mensi.eun.org

mensi@eun.org



The MenSI project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004633. Neither the European Commission (EC) nor any person acting on behalf of the Commission is responsible for how the following information is used. The views expressed in this document are the sole responsibility of the authors and do not necessarily reflect the views of the EC.