D6.4

Whole-School Mentoring MOOC

Beyond networking: School-to-school mentoring for digital innovation

29 November 2022

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[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

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1 Introduction

Deliverable 6.4 is the MenSI project's report to the Commission describing the Whole-School Mentoring MOOC scheduled for November 2022: **"Beyond networking: School-to-school mentoring for digital innovation".**

The tasks defined by WP3 and WP6 included 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:

1. A restricted online course for the mentor schools (described within Deliverable 3.5)
2. A 5.5-week MOOC in English building on the previous online course, providing training in whole school mentoring and promoting the MenSI results to the wider community.

This document presents a short description of the environment where the course has been hosted, the European Schoolnet Academy, the syllabus and course description. As this deliverable is due in November 2022, while the course is still ongoing, the report will not cover the course results that will be included within the final report.

1.1 The European Schoolnet Academy

The European Schoolnet Academy[3] courses target teachers and other education professionals such as head teachers, ICT coordinators or school counsellors. With more than 75 MOOCs, 165,000 enrolments and 40,000 learners across Europe, European Schoolnet Academy is positioned as the professional development hub in Europe.

The potential outreach of a course depends on the topic and 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 on average from 700 to 1000 participants.

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

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[3] http://www.europeanschoolnetacademy.eu/

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 Badgr[4] so that they can easily be shared with employers or other interested parties.
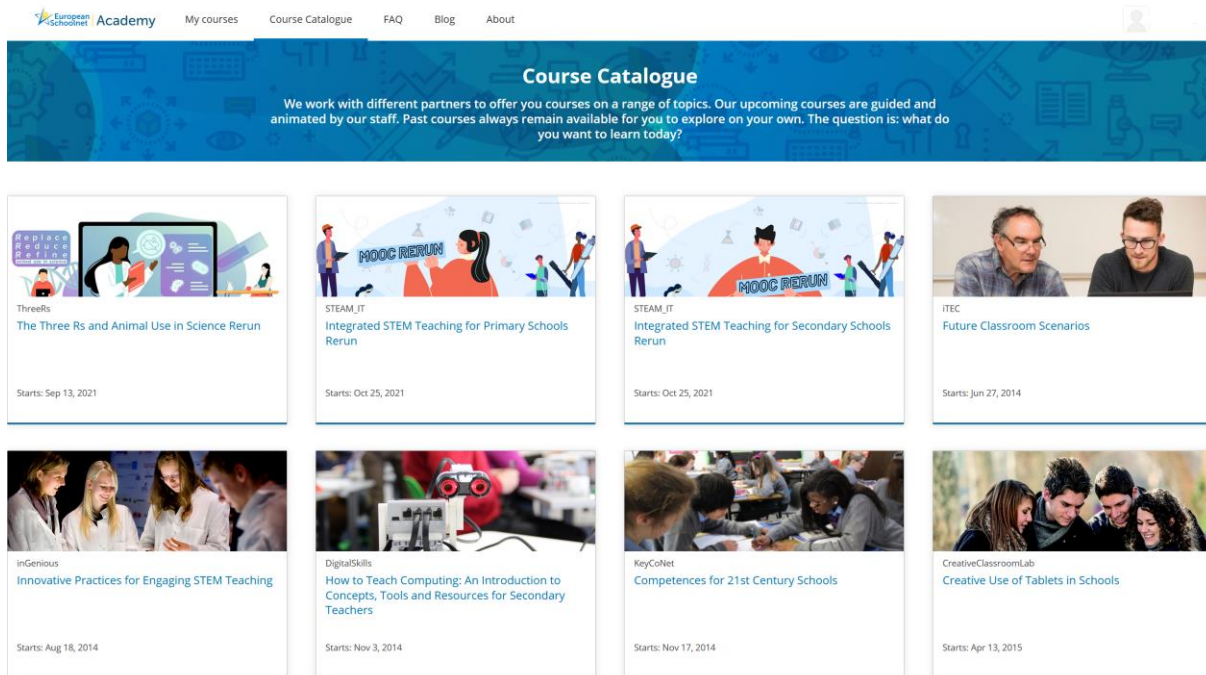

Figure 1: EUN Academy Course Catalogue

Figure 2: MenSI Beyond Networking course badge

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[4] http://www.badgr.com/

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

The Whole-School Mentoring MOOC has been hosted on the EUN Academy online platform, where the courses can tap into an already established and consolidated pool of teachers and education professionals. Therefore, it has ensured maximum outreach of the course content. The ultimate version of this important output has been developed as Open Educational Resources (OERs) and 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 most relevant training output targeting school heads and advanced practitioners will contribute to much wider capacity building, as the final MOOC has been 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 34 Ministries of Education composing the network of European Schoolnet.

The MOOC has thus contributed 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.

2 Syllabus and course description

2.1 General information

Start date	Oct 17, 2022 (Module 1 opens)
End date	Nov 23, 2022
Duration	5.5 weeks / 4 modules
Estimated Effort	3-4 hours per module (approx. 20 hours for all course activities and tasks)
Level	Introductory
Language	English
Provider	MenSI Project and European Schoolnet Academy
URL	[Beyond Networking MOOC registration](#)

2.2 Course description

2.2.1 Background

How can schools that are advanced in the use of technology for teaching and learning support other schools in adopting more innovative pedagogical approaches?

What role can teachers and advanced practitioners play in mentoring other schools?

Many teachers and school leaders operating in digitally advanced schools in Europe have developed over the years efficient frameworks for technology-enhanced teaching and learning. Such advanced practitioners could now take up an active role in mentoring fellow teachers within school networks and/or interschool subject departments, with the aim to foster the dissemination of innovative educational practices supported by digital technologies.

Mentoring at whole-school level can involve more experienced teachers in an advanced school guiding and supporting other colleagues in less advanced schools along a transformational journey for school improvement. This may include mentoring activities tailored to the specific needs of the partner schools by creating communities of practice and professional development opportunities

for a larger number of teachers and school staff. School-to-school mentoring can also help overcome the isolation of small and rural schools, where teachers may find less opportunities for professional development and exchange of innovative best practices with their peers.

The Beyond Networking MOOC is open to teachers of any subject and level (both primary and secondary), as well as school leaders, digital learning coordinators and professional development providers interested in exploring innovative whole-school mentoring approaches and networking strategies between teachers and schools through sustained and objective-driven exchanges within communities of practice. The course could also be of interest to policymakers and local area administrators, as well as researchers and pedagogical consultants interested in applying school mentoring approaches to develop innovative teaching practices in primary and secondary schools.

The course is designed around the experiences of schools in six countries in the Mentoring for School Improvement project (MenSI) who applied a range of mentoring models (e.g. advanced-less advanced, peer to peer) for school improvement.

During the four course modules, participants will learn about both theoretical and practical aspects of mentoring and peer networking and receive advice, guidelines and suggestions from experts and peers concerning how to effectively animate a community of practice and organise whole school mentoring activities across schools.

On the course forum, participants will find a community of peers with whom to discuss, share, and reflect on these topics. Also, a Facebook group has been created for the course participants.

By the end of the course, participants will:

- Have a deeper understanding of models of school-to-school mentoring
- Learn about strategies to set up and animate activities across a group of schools
- Be familiar with a range of digital tools to support collaboration and innovation
- Be part of an informed and supportive community of practice
- Find potential partners for school-to-school collaborative activities.

2.2.2 Learning objectives

- To learn about school-to-school mentoring in theory and practice including the strengths and weaknesses of different mentoring and school peer-to-peer networking models (top-down, bottom-up, virtual, etc.).
- Based on best practice and evidence, to understand how to implement the different models, including a lead mentor school working with mentee schools.
- To gain practical advice, guidelines and suggestions from experts on how to offer professional development opportunities for a wider group of school staff.
- To discuss and exchange ideas among peers on how to build and animate a community of practice and share best practice related to digital technologies for teaching and learning.

- To explore digital tools that can support mentoring and monitor the effectiveness of whole-school mentoring approaches in networked schools.

2.2.3 Prerequisites

The course is designed for participants with English understanding and writing level B1 (independent) [ref. CEFR] for supporting learning and exchange amongst colleagues across Europe where English is a second language.

2.2.4 Structure and activities

The course lasts 5.5 weeks and is divided into 4 modules: one week for modules 1, 2 and 3, and two weeks for module 4, plus 4 extra grace days at the end of the course.

Each new module will open every Monday and all modules will remain open until the end of the course.

Each module consists of:

- Several videos to watch and discuss;
- Practical tasks using a range of digital tools;
- Forums and discussion activities;
- A further reading section with extra resources.

2.2.5 Modules

- Module 1: School-to-school collaboration: why and how?
- Module 2: Models of Whole School Mentoring
- Module 3: Designing effective mentoring activities
- Module 4: Making whole-school mentoring work

2.3 Module Details

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

In this module, participants reflect on the objectives and goals that schools can achieve when working collaboratively - whether in networks, clusters and partnerships, 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 schools as learning organisations

4. To discuss and exchange ideas with peers on how mentor schools can support collaboration and school transformation within groups of mentee school**s**

This module contains 7 sections:

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 Live event: welcome webinar

1.6 Module round up and end-of-module quiz.

2.3.2 Module 2 - Models of Whole School Mentoring

This module provides an overview of effective school-to-school mentoring models and strategies that Mentor schools can implement to successfully coordinate clusters of mentee schools.

The learning objectives for this module are:

1. To learn about various approaches to school mentoring and school peer-to-peer learningTo have a clearer understanding of how communities of practice can promote transferring of knowledge and co-construction of educational progress within a school network
2. To receive practical advice, guidelines and suggestions from experts and peers about the type of initiatives that Mentor schools can organise to promote the dissemination of innovative teaching practices related to digital technologies in education.

This module contains 6 sections:

2.0 Module Introduction

2.1 Why whole-school mentoring?

2.2 Connecting schools through mentoring

2.3 Building up communities of practice within networked schools

2.4 Live Event: Expert talk

2.5 Module round up and end-of-module quiz.

2.3.3 Module 3 - Designing effective mentoring activities

This module focuses on action planning for school improvement. Participants first reflect on the importance of sharing a common vision with all stakeholders involved in a school network, and then receive practical advice and suggestions on how to design their own mentoring action plan.

Throughout the module, participants learn about the various types of continuous professional development activities that Mentor schools can organise to support capacity-building in Mentee schools and discuss with peers about the related advantages and disadvantages with the aim to shape an ideal CPD toolkit for school-to-school mentoring. The module also explores a series of tools that can encourage self-reflection and self-assessment within educational organisations as they progressively deepen their engagement with digital learning and pedagogies.

The learning objectives for this module are:

∉ To understand the importance of initiating professional dialogue and develop a shared vision for whole-school mentoring based on a theory of change
∉ To learn about collaborative development plans for school-to-school mentoring
∉ To explore tools that can enhance school capacity for innovation and provide professional development opportunities for Mentee schools
∉ To discuss and exchange ideas with peers on how to support constructive self-reflection and self-assessment for school improvement

This module contains 6 sections:

3.0 Module Introduction

3.1 Developing a shared vision based on a theory of change

3.2 Collaborative School Development Plans

3.3. Initiating dialogue and supporting school improvement through SELFIE

3.4 Creating professional development opportunities for Mentee Schools

3.5 *Module round up and end-of-module quiz.*

2.3.4 Module 4 - Making whole-school mentoring work

This module focuses on the strategies and techniques that mentor schools can implement to monitor progress in school-to-school mentoring and support the development process in the mentee schools. Participants reflect on which factors can enable mentee school improvement and explore a series of tools for effective peer reviews and job-shadowing formats to support the mentee schools as critical friends.

The learning objectives for this module are:

∉ To learn about strategies and techniques that can help mentor schools evaluate progress and results achieved through school-to-school mentoring
∉ To understand the value of acting as critical friends in peer reviewing other schools
∉ To explore tools that can optimise the process of monitoring progress in the networked schools
∉ To discuss and exchange ideas with peers on how to make the process of implementing innovation in Mentee schools become sustainable over time.

This module contains 7 sections:

4.0 Module Introduction

4.1 Success factors in school-to-school peer networking

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

4.3 Monitoring process and evaluating impact

4.4 Live event: Lessons learnt from whole-school mentoring - panel discussion with some mentor school representatives from the MenSI network

4.5 Module round up and extra resources

4.6 Learning activity (Designing a Mentoring Action Plan and Peer Review of 3 Mentoring Action Plans designed by fellow course participants)

2.3.5 Live events

The MOOC hosted three live events:

1. **WELCOME WEBINAR – 19/10/2022**
Participants could meet the team behind the course and learn more about the MenSI Project. They got to know more about the activities awaiting the participants during the course and had an opportunity to ask questions. The webinar video recording is available here.

2. **EXPERT TALK – 26/10/2022**
During this expert talk with Ed.D., university researcher Liisa Ilomäki and Ph.D., researcher Minna Lakkala from Helsinki University participants got to know more about the mentoring models and strategies that advanced schools in the use of technology can implement to disseminate innovative teaching practices and support the development of less advanced schools. The webinar video recording is available here.

3. **PANEL WEBINAR – 17/11/2022**
Participants could meet some of the participants in the MenSI network of European schools that have experimented innovative approaches to whole-school mentoring. They heard about their experiences and how they overcame challenges in mentoring other schools. At the end there was an opportunity to ask questions. The webinar video recording is available here.

2.3.6 Learning activities

To complete the course and earn a certificate, participants are required to:

1. Complete a short quiz at the end of module 1, 2 and 3 to demonstrate their involvement and understanding.
2. Complete the main learning activity assigned in module 4 consisting in two parts: a) designing a Mentoring Action Plan using the template developed in the MenSI project school pilot; b) peer reviewing the mentoring action plans submitted by three other participants on the course.

The participation in the quizzes count for 5%, and the mentoring action plan together with the peer reviews counted for 95%. Pass status is achieved after submitting an action plan and three peer reviews.

Participants receive a digital course badge and a course certificate upon completion of the full course.

2.3.7 Course results

Two anonymous surveys have been conducted respectively before the course and after the training (feedback survey). As the course has not ended yet, the full analysis of the participation rates is not available yet. As per 23 November 2022, a total of 994 participants have enrolled the course.

Coordinator

European Schoolnet

Partners

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