D6.5 Videos

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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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Introduction

Deliverable 6.5 Videos (M26) is the MenSI project's report to the European Commission describing the official project videos linked to the development of the project's activities. The task was divided into 3 major outcomes:

- **Policy Interviews:** Video targeted to policy makers summarizing the project's results and some of the main findings from WP5.
- **MenSI Animation:** Video animation targeted to school leaders, teachers and the school community in general, providing guidelines, lessons learnt and inspiration to schools that wish to join the mentoring community after the end of the project.
- **National videos:** Official videos from every partner country focusing on the work done by the school clusters and the different mentoring approaches adopted.

All videos will be subtitled in the 7 project languages (Croatian, Czech, Dutch, English, Hungarian, Italian & Portuguese).

The document supposes that the reader is familiar with the MenSI project, its core activities and objectives. If not, relevant information can be found at the MenSI website[3].

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[3] https://MenSI.eun.org/

Policy-makers interview

The MenSI project interviewed the policy makers involved in the project regarding the implementation of mentoring approaches within a school-to-school perspective. Notwithstanding the circumstances due to the pandemic, policy makers managed to gather F2F and shot this video in the context of European Schoolnet's School Innovation Forum 2022[4] which tackled the topic of "Rethinking school innovation for future-proof learning". More importantly, the video highlights, with a combination of six different points of view (coming from 6 different countries), what policy makers can do in order to support collaborative networking in schools.

Link to the video:

https://www.youtube.com/watch?v=e6W-0yoWi0o

Figure 1: Screenshot from the "Policy Interviews" videos

Rational

The goal of the "MenSI Policy Interviews" video is to disseminate the project and facilitate the implementation of the project mentoring approaches, making school staff aware of its objectives

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[4] http://www.eun.org/school-innovation-forum-2022

and activities through first-hand experience and direct feedback from policy makers. Targeting mainly school staff and policy makers, it is intended to raise awareness about actions taken at policy level. It underlines the actions and support the schools must receive to understand and implement a school-to-school mentoring approach, ultimately making teachers feel they play an active role and show their support to the school leaders, projects, and actions involving the whole education community.

Planning

European Schoolnet contacted MenSI project partners to identify policy makers from their own pool of institutions which were involved in the project. The following list of representatives from various organisations was selected for this purpose:

- **Arjana Blazic** - *Ministry of Science and Education of the Republic of Croatia*

- **Fernando Franco** - *Directorate-General for Education – Portugal*

- **Ildikó Csordás** - *Educational Authority – Hungary*

- **Lucie Nováková** - *Czech National Agency for International Education and Research*

- **Silvia Panzavolta** - *INDIRE – National Institute for Documentation, Innovation and Educational Research – Italy*

- **Judith Verhaert** - *GO! Flanders – Belgium.*

Before the video shooting began, interviewees were informed about the questions for them to prepare their answers accordingly. The questions they replied to revolved around three topics:

1. Mentoring activities which have made the greatest difference for school improvement
2. How schools can be supported to advance whole-school digital innovation
3. What schools need to do to ensure online mentoring is as effective as face to face

The footage was recorded by European Schoolnet and final video editing and assembling was done by a professional video animation agency (Duckmotion) that created a fresh look and feel, consistent to the visual identity of the project.

Results

Once the final version was approved, the interviews video was published on the MenSI website as a news item https://mensi.eun.org/news/details?id=7088460 (see Figure 2 in the next page) as well as on YouTube.

The MenSI policy makers video is now available!

23/12/2022

Figure 2: News item post (screenshot)

As this deliverable is scheduled for December 2022 (together with the animation and some other key deliverables), promotion on social media channels will continue after the end of the project (February 2023) on various EUN and project social media channels including the L2C Facebook community, and Teachers' newsletter.

MenSI Animation

MenSI has developed a video animation targeted to school leaders, teachers (and the school community in general), providing guidelines, lessons learnt and inspiration to schools that wish to join the mentoring community after the end of the project.

The MenSI animation is a rich, engaging, and effective summary of not only mentoring school-to-schools actions, but also how the project has implemented its different approaches regarding collaborative networking. The promotional video will be hosted within the project website and other EUN and partners' channels. At the time of writing this report, the final edits of the video animation are being implemented.

Rationale

The goal of the MenSI animation is to facilitate the promotion and widespread awareness of the project, its objectives and activities, through visual media to ensure effective communication. Furthermore, the video includes information contained within the final brochure and the MenSI "Beyond Networking" MOOC (such as the tips shared for school networking). In this regard, the video will be disseminated to raise awareness and promote the school-to-school mentoring approaches mainly to teachers and school leaders; it is intended to help partners, school staff, and policy makers communicate the project in a more playful and effective manner.

Planning

European Schoolnet externalised the video animation to a professional animation agency (Duckmotion). First of all, the EUN team identified the main purpose of the video and the information to be portrayed throughout the video. A detailed draft version of the storyboard was created in order to thoroughly express how those messages were going to be represented (Annex 1) making sure the viewer would understand, using a combination of animated graphics and text, the idea behind the MenSI project and its implementation in the school community.

Once the storyboard was ready to be shared, the animators were informed about the MenSI visual identity in order to make sure the video followed a coherent look and feel to the rest of the MenSI materials. A first version was produced, together with a voice sample, in order to evaluate the style used was suitable for the target audience.

Results

Once the final version is approved, the animation will be published on the MenSI website as a news item as well as on YouTube and uploaded to the project's resource repository. Figure 3 shows two examples of the animated storyboard and Figure 4 a sample of the final character style frame.
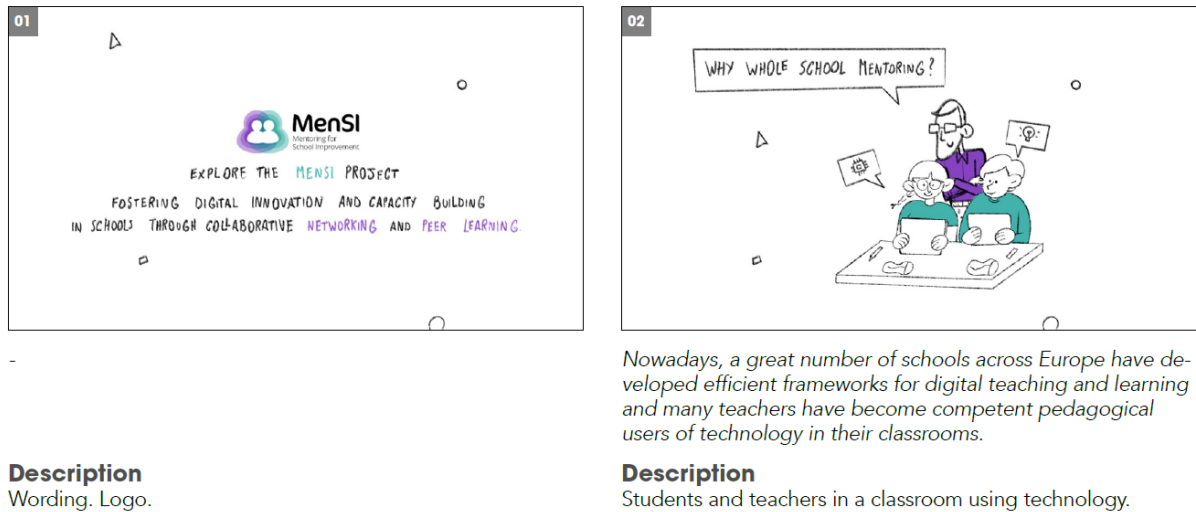

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Description
Wording. Logo.

Nowadays, a great number of schools across Europe have developed efficient frameworks for digital teaching and learning and many teachers have become competent pedagogical users of technology in their classrooms.

Description
Students and teachers in a classroom using technology.

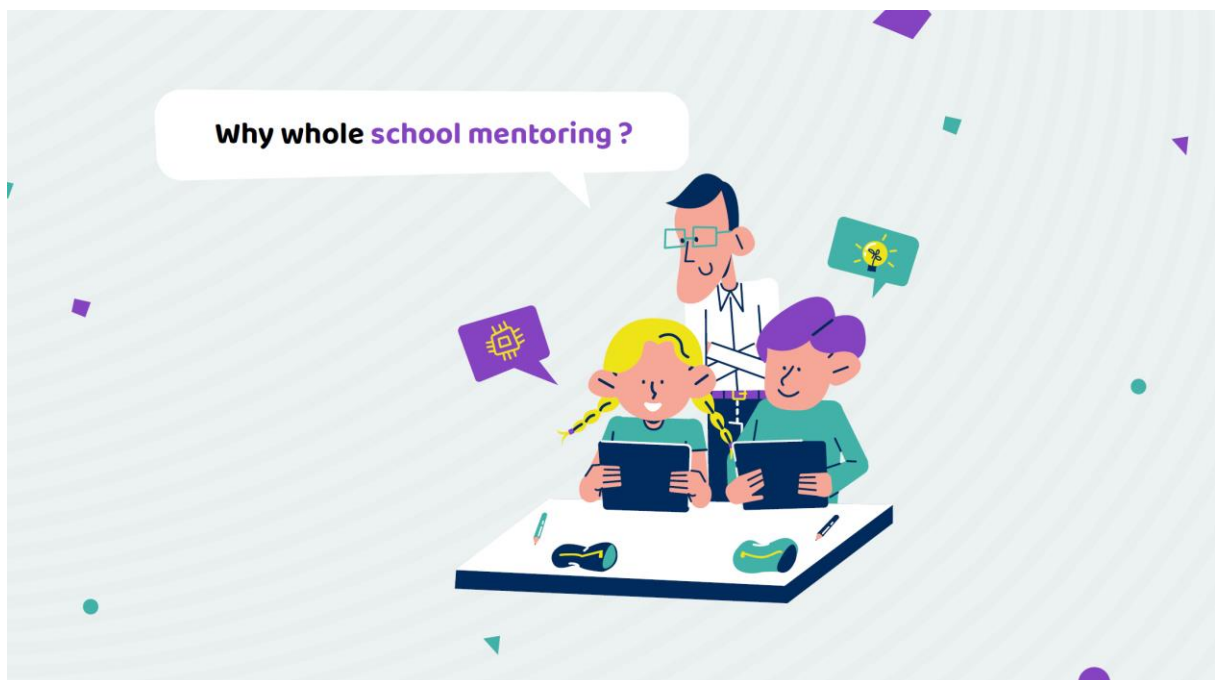*Figure 3: Animated storyboard sample*

Figure 4: Character style frame sample

National videos

Each partner country had the task to produce 2 short videos on the work the worked developed by the school clusters and the different mentoring approaches adopted. For this purpose, a professional intro & outro (see Figure 5 & Figure 6) was created and shared with the partners including the project logo and the EC disclaimer.

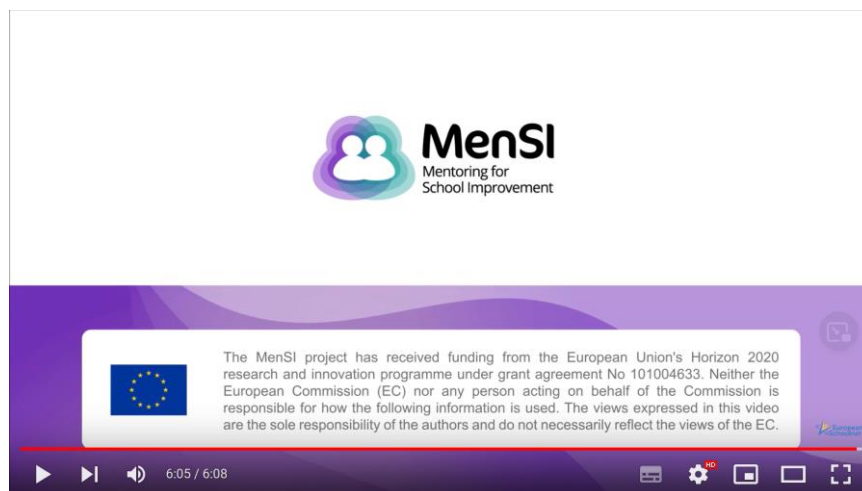*Figure 5: Intro screenshot*

Figure 6: Outro screenshot

All national videos have been uploaded to the resources section of the MenSI website and are being disseminated by the partners at the national level within the regional/national platforms.

Link to the resources section in the MenSI website: https://mensi.eun.org/resources

On top of the official national videos, national coordinators in collaboration with the MenSI schools have developed a number of video contributions (see Figure 7) for both the Second Schools' Workshop (D3.4) and the Whole School Mentoring MOOC (D6.4). To learn more about these contributions please see the corresponding deliverables available in the project's website.

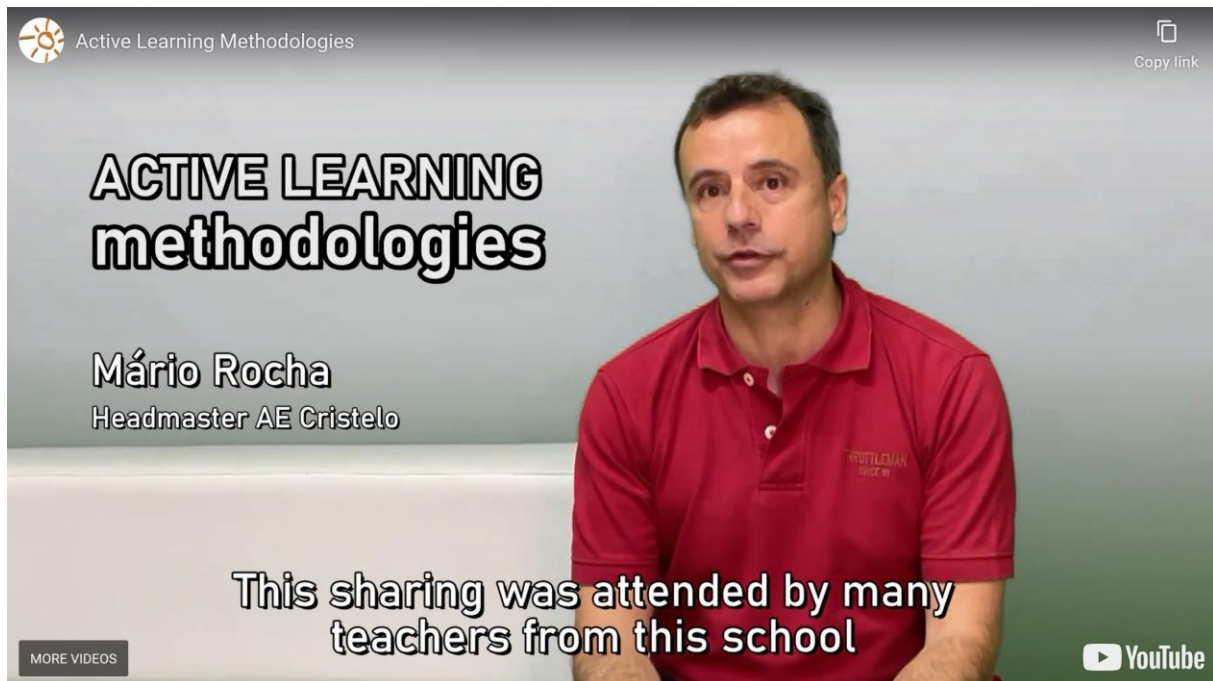*Figure 7: Screenshot from the Portuguese hub Cristelo contribution to the Whole School Mentoring MOOC*

Annex 1

Storyboard

Text

Segment title	Segment brief description	Text on screen	Voiceover	Action/animation
Video introduction	*Intro of the video, with logos, title of the video and brief context*	Explore the Mentoring for School Improvement (MenSI) project fostering digital innovation and capacity building in schools through collaborative networking and peer learning	[music]	
	Whole school mentoring	Why whole-school mentoring?	Nowadays, a great number of schools across Europe have developed efficient frameworks for digital teaching and learning and many teachers have become competent pedagogical users of technology in their classrooms.	Map of Europe with school icons that fail to "establish connections"
			And yet, mainstreaming digital innovation in education at scale remains an ongoing policy challenge across Europe.	
		What can be done to involve a greater number of schools and teachers on a transformational journey for school improvement?		
		Collaborative communities of practice to disseminate digital innovation in schools	Mentoring and peer learning within collaborative communities of practice can promote the transferring of innovative, technology-enhanced teaching and learning practices beyond a single school community.	

		Mentoring for growth	Mentoring whole schools is based on the idea that teachers and school leaders operating in advanced schools can take up an active role to support the growth of less advanced schools.	
	MenSI project	*The MenSI project*	*In the MenSI project, 24 school clusters – each including one mentor and four mentee schools - from 6 European countries participated in a 23-month school pilot,*	*Map highlighting Belgium-Flanders, Croatia, the Czech Republic, Hungary, Italy and Portugal*
			to develop innovative approaches to whole school mentoring and peer networking	
		Mentoring whole schools in MenSI	The MenSI schools have applied a variety of mentoring approaches	
		• top-down • bottom-up • virtual	(top-down, bottom-up, virtual, etc.) to help other schools improve their skills in using ICT pedagogically by pursuing two key actions:	
		1) Building up regional hubs and collaborative communities of practice	Each mentor school created collaborative spaces, both physical and virtual, such as	Zoom into one of the countries with points that start to interconnect. As a reference MenSI schools map? https://mensi.eun.org/schools
		• regional hubs • online sharing platforms • web-based networks and • virtual communities of practice	• regional hubs • online sharing platforms • web-based networks and • virtual communities of practice in which professional development opportunities such as courses, workshops, teachmeets, webinars, forums, etc. were hosted and teachers could collaborate and share their learning.	

		2) Acting as 'critical friends' of the mentee schools	Through school peer reviews, school visits, classroom observations and job shadowing, the mentor schools could act as 'critical friends' to the mentee schools in their cluster, providing them with professional support and constructive feedback as they progressively deepened their engagement with digital learning and pedagogies	Several school icons with people going from one to another "setting up connections" and increasing a "school innovation bar"
	tips for schools	How to create regional hubs for whole school mentoring	If you are thinking of developing a mentoring project and set up a collaborative hub of schools in your region, here are some tips from the MenSI network.	
		Planning and sharing your mentoring vision and mission	A shared conceptual framework and common vision about mentoring is the starting point! Create opportunities for all partners in your school network to reflect together on the importance of sharing a common vision and speak the same language.	Animations representing text for these sections…
		Co-constructing your mentoring action plan	Initiate professional dialogue with each partner school in your network to identify their real needs and co-construct your mentoring action plan. Remember to prioritise themes to be addressed in whole-school mentoring.	
		Disseminating best practices	Create regional hub meetings to bring schools together to spread good practice and provide opportunities for closer mentoring and collaboration between schools.	
		Creating training and coaching opportunities for teachers	Show teachers "hands on" models and examples that are easy to follow and implement in their own classrooms	

		Customise your mentoring activities	Recognise the diversity of schools - each one is unique and what works in one school may not work in a different setting.	
		Promoting self-awareness and self-assessment in schools	Use the SELFIE tool to support mentee schools' in assessing their digital competence and develop their own plan for school improvement.	
		Monitoring progress	Collect data on your mentoring practice through peer reviews and school visits, surveys and questionnaires that can help you formulate recommendations about possible improvements.	
		Helping other schools to grow by acting as a guide	Make sure that school leaders and experienced, enthusiastic teachers at the mentee schools are actively involved in the planning and implementation of mentoring activities. Create opportunities for both mentor and mentee schools to learn from each other.	
	summary	*What did MenSI schools learn in throughout the project?*		
		Change is a slow process	Real, long-lasting change cannot be achieved all of a sudden.	
		Developing a learning culture	To build up an effective community of practice it takes time and dedication, mutual trust and openness.	
		Strong and committed leadership	It is crucial that school leaders are involved in the project and motivate other teachers to get involved. They can validate the time spent, provide incentives and help spread innovation to the whole school.	

		Good communication and peer learning	Engaging in dialogue and peer learning with other schools is key to whole school capacity building.	
		See you at https://mensi.eun.org/	Visit the MenSI online platform and learn how you can develop a collaborative community of practice in your region!	

Coordinator

European Schoolnet

Partners

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