



MenSI
Mentoring for
School Improvement

School-to-School Mentoring Report:

Our experience in MenSI

Mentor school: III. gimnazija, Split
Pilot school year: 2021/22
Mentor school coordinator: Danica Bavčević, dipl.psiholog



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1. Composition of the MenSI Pilot School cluster

School Name	Role	Location	Website	Nr students	Nr teachers
III.gimnazija, Split	MENTOR SCHOOL	Matice hrvatske 11, 21000 Split , Croatia	www.trema.hr	650	52
OŠ Vela Luka	MENTEE SCHOOL	Vela Luka, Croatia	https://os-vela-luka.skole.hr	248	38
Zdravstvena škola,	MENTEE SCHOOL	Šoltanska 15, 21000 Split Croatia	http://ss-zdravstvena-st.skole.hr/	752	74
OŠ Mokošica	MENTEE SCHOOL	B.Kašića 20,Mokošica, Dubrovnik Croatia	http://os-mokosica.skole.hr/skola/ploca	780	68
OŠ Spinut	MENTEE SCHOOL	Teslina 12, Split Croatia	http://os-spinut-st.skole.hr/	548	43



2. Priorities and Goals

(Please describe the priority areas and goals of the mentoring activities that were implemented within your school cluster in terms of innovative pedagogical practices and use of digital technologies to improve teaching and learning)

Priorities

Personalization of learning

Goals

1. Through the process of mentoring and quality cooperation among teachers of schools in the cluster, encourage the development of innovative pedagogical practices by including digital technologies in teaching and learning.
2. Encourage reflection and peer to peer evaluation process in the teacher's daily work.
3. Exchange as many examples of good practice as possible, encourage creativity of teachers and students and professional development.
4. Connection and collaboration of teachers on the common MOOC platform.



3. Mentoring activities

3.1 Preparation

What steps did you undertake in order to initiate dialogue within your cluster of Mentee schools and identify their specific needs (e.g. Describe approximately how many interviews, meetings, questionnaires and surveys, SELFIE tests, etc. did you implement?)

Please add/delete rows as appropriate.

ACTIVITIES	ACHIEVEMENTS	CHALLENGES
<i>What did you do to achieve your goals?</i>	<i>What positive results did you achieve?</i>	<i>What difficulties did you face?</i>
<p>Getting to know the schools in the cluster and the beginning of cooperation.</p> <p>III.gimnazija, Split (Croatia) was selected for the Mentoring School within the MenSI project. In our cluster there is one secondary vocational school from Split and 3 primary schools, one from Split and the other two from small towns, Mokošica and Vela Luka. When we found out which schools were in our cluster, it was clear to us that we would have a hard time deciding which way of mentoring would be best given the great diversity of schools in the cluster.</p> <p>As the leader of the MenSI project in III. Gimnazija, Split and a longtime school psychologist, I suggested that we should invite representatives of all schools to a live meeting, so we could get to know each other and develop mutual trust, as a prerequisite for future successful cooperation in the project.</p> <p>I prepared and held a Coaching workshop where participants were introduced to the main guidelines of the project, introduced themselves and exchanged views and experiences. School representatives were given advice on how to plan the changes, and I prepared summaries of all three</p>	<p>After presenting the answers to the questions asked, it was much clearer to all participants what the needs, opportunities and conditions of individual schools in the cluster are.</p> <p>The mentor school gained insight into the priorities in improving the digitalization of each school, which enabled it to further plan the mentoring process.</p> <p>After the workshop, 8 short lectures were given by the teachers of the mentor school. The lectures were from different subjects and extracurricular areas and we wanted to present to the mentored schools what we do in school and what we can offer them for the purpose of teacher training.</p> <p>At the end of the first cluster meeting, we asked the participants to evaluate all the activities carried out.</p> <p>Through the evaluation, we came to the conclusion that all the activities carried out at the first meeting were evaluated as excellently</p>	<p>..</p>



<p>modules of the Launching MenSI seminar and links to materials that can encourage the development of school digitization. During the group work, the participants answered questions together and presented the answers to the whole group. They developed an initial action plan to improve the digitalization of their schools, according to the GROW model most commonly used in the coaching process. GROW model means: Goal (what do you want to achieve), Reality (what is happening now), Options (what could you do), Will (what will you do). The questions aimed to encourage thinking about the priorities for the development of digitalization in schools and ways to conduct further mentoring activities. In this way, we wanted to determine the starting points and needs of individual mentored schools. The questions we sought answers from mentored schools are:</p> <ol style="list-style-type: none"> 1-Define 2 goals of your school (development priority) and make a simple action plan according to the GROW model (coaching model of activity planning). 2-What do you think should be changed in your school to go in the direction of innovative digital practice in teaching and learning? What help do you need? Which way of training would be most useful for you? 3- What are the innovative digital teaching methods that contribute to better student achievement and that your teachers should adopt and apply in their daily work with students? Give a few examples. 4- Reflection (for the whole school): What are we doing well? What are we doing wrong? What could we change for the better? 5- Identify possible constraints in your school to make progress in using innovative digital practice in teaching and learning. 	<p>presented and very useful for improving the digitalization of all schools. Through a detailed analysis of the evaluation forms, the mentoring school project team adjusted and planned activities for the second cluster meeting. Conclusion at the end of the first cluster meeting:</p> <ol style="list-style-type: none"> 1- The mentor school presented WHAT WE CAN OFFER to the schools in the cluster, and the mentored schools had the opportunity to say what their needs were and whether the offered way of training suited them and what they EXPECTED from the mentoring school. 2- All participants agreed together on the type and manner of implementation of future project activities, manner of communication, cooperation and evaluation. 3- It was agreed that all materials would be available and recorded for the MOOC. <p>We wanted to design the mentoring process together, so that the participants could be active creators of learning and not merely passive listeners.</p>	
<p>SELFIE was conducted at the beginning and at the end of the project</p>	<p>We have successfully assessed progress.</p>	<p>Some teachers and students did not want to participate.</p>



3.2 Creating a framework for school-to-school networking

What steps did you undertake in order to coordinate mentoring activities and facilitate collaboration within your school cluster? e.g.

- Spaces both physical and virtual (e.g., hubs, online forums, platforms, etc.)
- Human resources (e.g., teams of school leaders, coordinators, experts and teacher trainers, reviewers, students' representatives, etc.)
- Digital infrastructure and resources
- Incentive and reward schemes to offer a tangible return on the schools' additional workload.

ACTIVITIES	ACHIEVEMENTS	CHALLENGES
<i>What did you do to achieve your goals?</i>	<i>What positive results did you achieve?</i>	<i>What difficulties did you face?</i>
We held several meetings of the MenSI school coordinators, of all schools in the cluster.	At the meetings, we regularly analyzed what was working well until then and what needed to be changed in order to make the further process of mentoring as efficient as possible.	
The coordinators of all the schools in the cluster were connected via a WhatsApp group to exchange information as quickly as possible.	Over time, more and more teachers communicated with each other and shared examples of good practice.	



3.3 Building up a community of practice

What steps did you undertake in order to facilitate dialogue and exchange of best practices within your school cluster (e.g. online sharing / repository / community platforms, regional hubs meetings and forums, blogs, websites, newsletters, cluster diaries, etc.)

ACTIVITIES	ACHIEVEMENTS	CHALLENGES
<i>What did you do to achieve your goals?</i>	<i>What positive results did you achieve?</i>	<i>What difficulties did you face?</i>
Thanks to the successful process of mentoring, we tried to establish regular, effective communication between the schools in the cluster. After meetings and determining common needs and goals, the mentor school coordinator wrote a detailed work plan so that all schools in the cluster would know in time what was planned and inform their colleagues in time.	The school coordinators of the schools in the cluster were constantly in contact and actively planned and contributed to improve the work program for each meeting. Their role was crucial for the successful implementation of the project.	The coordinator of one school perceived his duty as imposed and his school benefited the least from the project.
A large number of teachers from all schools participated in the MOOC MenSI (about 120) and on that site they could follow all the information, programs, videos, materials, download certificates of participation, etc.	Many teachers from all schools in the cluster participated very actively in all cluster meetings and in all project activities, live and online.	It was difficult to involve all teachers in the activities. Those who were motivated for improvement and cooperation participated mainly.
All schools kept a detailed work diary in which all project activities and the way of implementing the MenSI project in the cluster and individual schools were described.		

3.4 Creating professional development opportunities for Mentee school teachers

How often did you provide any of the following forms of professional development and support to Mentee schools?

- *Face-to-face workshops and courses*
- *Online courses*
- *Learning snacks (or Digital Pills / eTapas)*
- *Webinars and Expert talks*
- *Panel discussions*



- Teachmeets
- School-based study groups along MOOCs
- Articles and guides on dedicated blogs and websites
- Online mentoring
- Video recordings of classroom practice
- Other

ACTIVITIES	ACHIEVEMENTS	CHALLENGES
<i>What did you do to achieve your goals?</i>	<i>What positive results did you achieve?</i>	<i>What difficulties did you face?</i>
<p>1. CLUSTER MEETING III.gimnazija, SPLIT (duration 7 hours) The meeting was held on November 19, 2021 at mentor school III. gymnasium, Split. The teachers of the mentor school presented several digital tools through examples of good practice. 26 participants were present live and 2 online from Mokošica Primary School.</p> <p>Program of the first meeting:</p> <ol style="list-style-type: none"> 1. Coaching workshop - introduction and determination of the starting point in the project and the desired results 2. Presentation of the planned event "eTwinning week" in which the mentored schools were introduced to the creation of a quality eTwinning project and the way to use modern means of communication and ICT tools. 3. Presentation of eTreme. 4. Presentation of different possibilities of using Word Wall and Canva applications in class 5. Presentation of the conducted workshop "Digital technologies as support for monitoring and evaluation in creating tests with different types of questions in Loomen or Moodle." 6. Presentation of the "Knowledge Bus" project as an excellent example of innovative digitization of learning and teaching. 7. PADLET app / student portfolio /dashboard - Presentation of a wide range of possibilities for using PADLET in monitoring the quality and timeliness of student assignments. The role of PADLET in personalized learning 8. Photography in physics class. Presentation of an innovative approach to the use of photography in mastering and applying knowledge in physics. 9. Presentation of simple digitization using the example of creating an animated PowerPoint presentation. 10. Discussion and evaluation of the meeting 	<p>The F2F meeting made it possible to get to know each other better and develop mutual trust and cooperation, as well as consensus about the type and method of conducting future project activities, communication, cooperation and evaluation.</p> <p>Through short presentations, we showed how we use technology in our school and what we, as Mentor schools, can offer for the training of teachers at the partner schools.</p> <p>-Mentored schools had the opportunity to say what their needs were and whether the offered training method suits them.</p> <p>We designed the mentoring process together, so as to enable the participants to be active creators of learning and not passive listeners.</p> <p>The program, all materials and the</p>	



	evaluation of the meeting were in our video contribution to the EUN MenSI MOOC.	
<p>2. MEETING OF CLUSTER III.gimnazija, SPLIT (duration 6 hours) The meeting was held on December 18, 2021, online via the Zoom application. 78 participants from all mentored schools were present.</p> <p>Program of the meeting:</p> <ol style="list-style-type: none"> 1. Danica Bavčević, dipl. psi. - Uvodna riječ 2. Mia Milun, prof. - Digitalni alati u nastavi, predavanje i rasprava 3. Ines Alujević, prof. i Vesna Dobronić, prof. - E-prirodoslovna zbirka kao alat u inovativnom načinu poučavanja, predavanje i rasprava 4. Ana Oreb, prof. - Mogućnosti <i>Loomena</i> kao programskog alata za izradu e-kolegija, održavanje nastave na daljinu i kombinirane nastave uživo i na daljinu, radionica 5. Marina Luetić, prof. - Izrada animacije modela atoma, radionica 6. Julijana Novaković, prof. - Izrada <i>eTwinning</i> projektne dokumentacije - korak po korak, radionica 	Recordings of all lectures and their evaluations were shared, so that teachers can access and use the materials whenever they want.	
<p>3. CLUSTER MEETING III. gimnazija, SPLIT The third meeting of the cluster took place in the period from January 27, 2022. until 10.2.2022. and included 4 one-hour lectures. All lectures were online through the Zoom application, each lecture had about 45 participants. We covered the following topics:</p> <ul style="list-style-type: none"> • Phet simulations • Wiser valuation with the Wizer tool • Creating tests with different types of questions in Loomen and Moodle • Liveworksheet - 	Recordings of all lectures and their evaluations were shared, so that teachers can access and use the materials whenever they want.	
<p>4. MEETING OF CLUSTER III. gimnazija, SPLIT (duration 6 hours) The meeting was held on April 8, 2022 at mentor school III. gymnasium, Split. Teachers from all mentored schools participated, except from Spinut Primary School.The participants attended two workshops and then attended three classes. 18 participants were present.</p>	Recordings of all lectures and their evaluations were shared, so that teachers can access and use the materials whenever they want.	



<p>Realizirani program:</p> <p>I. Mirjana Gaćina Bilin održala je radionicu „Canva - izrada radnih listića“ (60 minuta)</p> <p>II. Marija Jurišić Šarlija održala je radionicu „Online ploča za sinkrono i asinkrono učenje“ (60 minuta)</p> <p>III. Mia Milun održala je 2 ogledna nastavna sata matematike u 4.razredu:</p> <p>1-Formativno vrednovanje alatom Formative</p> <p>2-Metoda suradničkog učenja, ekspertna i matična skupina (90 minuta)</p> <p>IV. Nela Dželalija održala je 2 ogledna nastavna sata fizike u 1..razredu:</p> <p>1-Laboratorijske vježbe iz mehanike za 1.razred</p> <p>2-Korištenje digitalnog alata Tracker u analizi gibanja (90 minuta)</p> <p>IV. Ivana Pločkinić održala je 2 ogledna nastavna sata engleskog jezika u 2.razredu:</p> <p>Na temu “Sigurnost na internet”- učenici su istraživali te izradili video uratke s ciljem prenošenja poruka o sigurnosti na internetu. (90 minuta)</p>		
<p>5. MEETING OF CLUSTER III. gimnazija, SPLIT (duration of two days)</p> <p>The meeting was held on 14 -15 June, 2022 at Mentor School Mokošica, Dubrovnik</p> <p>Three teachers from the mentor school spent a whole day at Mokošica Elementary School. They observed several lessons and saw how digital tools were used with students. Together with the host teachers they visited Dubrovnik and, in the evening, attended the school day celebration.</p> <p>During the visit to the mentored school, the final, 5th meeting of the cluster was held online via Zoom.</p> <p>At the last meeting of the cluster, the representatives of all schools presented the project activities done, the way the project was implemented in classes and the effect it had on the whole school.</p>	<p>Recordings of all lectures and their evaluations were shared.</p>	
<p>6. MEETING OF ALL CLUSTERS, HELD IN ZAGREB 2.9.2022</p> <p>A joint conference of all participants of the MenSI HR project was held in Zagreb, organized by the Ministry of Education.</p> <p>From mentoring and from mentored schools in cluster III. gymnasium, Split, two representatives each participated, the school coordinator and another teacher from the school.</p>	<p>At the final conference, all participants of the MenSI project in Croatia presented the mentoring method applied and the activities implemented in all clusters.</p>	



3.5 Monitoring the mentoring process and evaluating progress

How often did you provide any of the following peer reviewing activities in order to evaluate how Mentee schools were progressing?

- Semi-structured interviews
- Face-to-face or online meetings
- Surveys & questionnaires
- Ongoing SELFIE self-assessment
- School visits
- Instructional rounds
- Job-shadowing & learning walks
- Video-based observations
- Others

ACTIVITIES	ACHIEVEMENTS	CHALLENGES
<i>What did you do to achieve your goals?</i>	<i>What positive results did you achieve?</i>	<i>What difficulties did you face?</i>
<p>Implementation of the evaluation online questionnaire (January 2022) Teachers filled out an extensive questionnaire on all aspects of implementing the MenSI project in their schools (54 participants). The evaluation questionnaire was recorded in the work diary of the MenSI project.</p>	<p>By analyzing the questionnaire, we were able to conclude how successful the previous mentoring activities were and what needed to be changed for better collaboration. In the future.</p>	<p>Lack of motivation of some teachers to fill out the evaluation questionnaire.</p>
<p>Meeting of the MenSI school coordinators in the cluster (duration 1 hour)</p>	<p>The meeting was held on January 19 2022, online via the Zoom application. An agreement was reached on the ways to organize further cluster meetings and on the evaluation process.</p>	
<p>Meeting of the MenSI school coordinators in the cluster</p>	<p>The meeting was held in February, online through the Zoom application. We agreed on how to organize future cluster meetings.</p>	
<p>Google forms We evaluated the effectiveness of all held meetings and each individual lecture using Google Forms. All evaluation results were made available to everyone.</p>	<p>All comments were taken into account for planning further project activities.</p>	



3.6 Documenting outcomes

What initiatives did you undertake in order to document mentoring activities and to share progress, evidence and outcomes with the whole school community (e.g. video interviews, school observations reports, cluster diaries, articles on blogs and/or websites, etc.)

ACTIVITIES	ACHIEVEMENTS	CHALLENGES
<i>What did you do to achieve your goals?</i>	<i>What positive results did you achieve?</i>	<i>What difficulties did you face?</i>
Article on the MenSI blog Getting to know the schools in the cluster and the beginning of cooperation.	We disseminated the results of the project.	
Cluster diaries	We wrote cluster diaries with the aim to have a detailed retrospective of everything done, all in one place.	
Video contributions to the MenSI MOOC We recorded two videos about the implementation of the MenSI project in our cluster. One video is more of a promotional video about the project and the other shows video interviews with teachers in our cluster. Teachers talked about their experiences in the project and what the project meant to them.	The video is uploaded on YouTube channel https://youtu.be/BTx1rxGUEYk	



4. Lessons learnt in MenSI

4.1 Looking back to one year in MenSI

If you could go back to the beginning of your whole-school mentoring experience in MenSI or if you are planning to continue collaboration in your network, what would you do in a different way?

Our initial work plan would be less ambitious.

We would provide more time for teachers to practice using different digital approaches and tools.

We would also try to do more to involve teachers who were not immediately motivated at the beginning.

4.2 Final considerations / recommendations

What are your lessons learnt through MenSI? What recommendations would you give to schools that are willing to undertake a journey in school-to-school mentoring?

Looking back to our experience in mentoring whole schools, we think that the process and methods applied proved successful and beneficial to our partner schools. We would therefore recommend the following steps:

- Conduct mentoring more as guidance and encouragement than as teaching
- Encourage the recognition of one's own possibilities and abilities
- Be flexible while planning ways of training, adapt to the needs of mentored schools
- Continuously conduct surveys for the purpose of identifying the needs of schools and for the purpose of evaluation
- Each school in the cluster needs to determine where it is along their transformational process, where it wants to be and how it will get there. This is a prerequisite for achieving progress.
- Using the GROW model in creating a work plan
- The school coordinator is the key person for encouraging and motivating his/her colleagues, and to foster cohesiveness among school employees



- Teachers should share the wish to become stronger and to learn together. This is how everyone, not just individuals, can achieve progress.
- Monitor the time frames of the project tasks
- Make efforts to ensure good cooperation and communication
- Foster teamwork to enable progress, growth and better cohesiveness among employees



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