



# School-to-School Mentoring Report:

## *Our experience in MenSI*

Mentor school: Osnovna skola „Mladost“ Osijek

Pilot school year: 2021/22

Mentor school coordinator: Nikolina Mandić Gregić

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This template is a simplified version of the [Mentoring Operational Plan](#) which mentor schools designed at the beginning of the MenSI project. The purpose of this report is to better capture and help different stakeholders understand how mentoring was specifically implemented and organised within some of the MenSI school clusters. Please note that the report is meant to be public and thus should not include personal data. The collection of reports will be published on MenSI website so that they can also serve the purpose to further disseminate the MenSI project results.

# 1. Composition of the MenSI Pilot School cluster

| School Name                                 | Role          | Location           | Website   | Nr students | Nr teachers |
|---|---------------|--------------------|---|-------------|-------------|
| OŠ „Mladost“ Osijek                         | MENTOR SCHOOL | Osijek             | <a href="#"><u>Osnovna škola "Mladost" Osijek - U školi Mladost... (skole.hr)</u></a>     | 499         | 44          |
| Medicinska škola Osijek                     | MENTEE SCHOOL | Osijek             | <a href="#"><u>Medicinska škola Osijek - Naslovnica (skole.hr)</u></a>                    | 670         | 90          |
| Industrijsko-obrtnička škola Nova Gradiška  | MENTEE SCHOOL | Nova Gradiška      | <a href="#"><u>Industrijsko-obrtnička škola Nova Gradiška - Naslovnica (skole.hr)</u></a> | 330         | 55          |
| OŠ Ivan Goran Kovačić, Gora                 | MENTEE SCHOOL | Gora               | <a href="#"><u>Osnovna škola Ivan Goran Kovačić Gora - Naslovnica (skole.hr)</u></a>      | 235         | 30          |
| OŠ Ivana Gorana Kovačića Staro Petrovo Selo | MENTEE SCHOOL | Staro Petrovo Selo | <a href="#"><u>Osnovna škola Ivana Gorana Kovačića Staro</u></a>                          | 90          | 20          |



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|--|--|--|--|--|--|
|  |  |  | <b><u>Petrovo Selo -<br/>Naslovnica (skole.hr)</u></b> |  |  |
|--|--|--|--|--|--|



## 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

flexible learning spaces (national priority)

top-down mentoring

### Goals

experiment with top-down mentoring

create collaborative group of schools who will help each other to improve their teaching practices and implementation of ICT

share good practices and experiences of implementing ICT in teaching and school management



# 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>   |
| <i>Initial meeting of school coordinators and questionnaire for mentee schools to find out their skills and knowledge, teachers and students, their needs, previous experiences in project and trainings about ICT.</i> | <i>It was useful to create a plan of activities.</i>  | <i>We had 2 vocational schools and 2 elementary schools, 1 elementary school was relocated due to the earthquake so all the schools worked in the 2 shifts.</i>                      |
| <i>2 SELFIE self-assessments</i>  | <i>Real image of school.</i>  | -  |
| <i>5 school coordinators meetings</i>   | <i>Collaboration in organizing activities which was very challenging, especially to find timing that would be good to everyone.</i>   | <i>Timing.</i>   |
| <i>1 live workshop, job shadowing and meeting in mentor school</i>  | <i>Collaboration, communication, open ideas sharing, "critical" friends. The best activities were those that were held in person.</i> | <i>Distance between schools and smaller number of participants.</i>  |
| <i>4 workshops in mentee schools (1 per mentee school)</i>  | <i>Collaboration, communication, open ideas sharing, "critical" friends. The best activities were those that were held in person.</i> | <i>Teachers from mentor schools needed to be well prepared, flexible, open themselves publicly, share their materials because each school was different and had different needs.</i> |



|  |   |   |
|--|---|---|
| <i>1 teachmeet</i>                     | <i>Sharing ideas.</i>   | <i>Not all the ideas were suitable for every school and every teacher.</i>  |
| <i>6 online workshops for teachers</i> | <i>It was the best way to organize activities that had the biggest interest due to the COVID, financial resources and distance between teachers. Since the timing was the problem, we recorded all the activities so teachers who couldn't participate would have a chance to watch it later.</i> | <i>Timing, finding topics suitable for most of the teachers, connection problems, platforms, each teacher is different and they need different amount of time for different activities.</i> |
| <i>4 webinars</i>                      | <i>It was the best way to organize activities that had the biggest interest due to the COVID, financial resources and distance between teachers. Since the timing was the problem, we recorded all the activities so teachers who couldn't participate would have a chance to watch it later.</i> | <i>Timing, finding topics suitable for most of the teachers, connection problems, platforms, each teacher is different and they need different amount of time for different activities.</i> |
| <i>1 workshop by external expert</i>   | <i>The theme was Minecraft and it was interesting and suitable for many teachers who participated.</i>  | <i>Some teachers weren't ready to try to implement it in their classrooms.</i>  |

## 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> |
|---|---|--|
| <i>Chanel for collaboration in Teams</i>                            | <i>Place to share ideas, resources and documents.</i>   | -                                      |
| <i>School teams and cluster team meetings</i>                       | <i>Collaboration, open communication, sharing ideas and experiences.</i>  | <i>Timing.</i>                         |
| <i>Collaboration with national coordinator and external experts</i> | <i>Help and new ideas.</i>  | -                                      |
| <i>Video recordings of all activities</i>                           | <i>Teachers who couldn't participate in live sessions could watch the recordings, as well as those who wanted to check some infomrations or presenters who wanted to improve their practices.</i> | -                                      |

### 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.)*

| <b>ACTIVITIES</b>                             | <b>ACHIEVEMENTS</b>  | <b>CHALLENGES</b>   |
|---|--|---|
| <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>  |
| <i>Chanel for collaboration in Teams</i>      | <i>Place to share ideas, resources and documents.</i>                      | <i>Chanel for collaboration in Teams</i>  |
| <i>National chanel in Loomen</i>              | <i>Place to share information, ideas, resources and documents</i>          | -   |
| <i>Regional meetings</i>                      | <i>Communication, collaboration, sharing ideas, needs and experiences.</i> | <i>Timing, financial resources and COVID situation so we only had 5 live meetings in cluster.</i> |



|                 |  |   |
|-----------------|--|---|
| Cluster diaries | They were motivating mentee schools to implement what they have learned. | It was challenging to motivate some mentee schools to write their cluster diaries and to hand them on time. |
|-----------------|--|---|

### 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>  |
| <i>Initial meeting of school coordinators and questionnaire for mentee schools to find out their skills and knowledge, teachers and students, their needs, previous experiences in project and trainings about ICT.</i> | <i>It was useful to create a plan of activities.</i>                             | <i>We had 2 vocational schools and 2 elementary schools, 1 elementary school was relocated due to the earthquake so all the schools worked in the 2 shifts.</i> |
| <i>2 SELFIE self-assessments</i>  | <i>Real image of school.</i>   | -   |
| <i>1 live workshop, job shadowing and meeting in mentor school</i>  | <i>Collaboration, communication, open ideas sharing, "critical" friends. The</i> | <i>Distance between schools and smaller number of participants.</i>   |





|  |   |   |
|--|---|---|
|  | <i>best activities were those that were held in person.</i>   |   |
| <i>4 workshops in mentee schools (1 per mentee school)</i> | <i>Collaboration, communication, open ideas sharing, "critical" friends. The best activities were those that were held in person.</i>   | <i>Teachers from mentor schools needed to be well prepared, flexible, open themselves publicly, share their materials because each school was different and had different needs.</i>        |
| <i>1 teachmeet</i>   | <i>Sharing ideas.</i>   | <i>Not all the ideas were suitable for every school and every teacher.</i>  |
| <i>6 online workshops for teachers</i>                     | <i>It was the best way to organize activities that had the biggest interest due to the COVID, financial resources and distance between teachers. Since the timing was the problem, we recorded all the activities so teachers who couldn't participate would have a chance to watch it later.</i> | <i>Timing, finding topics suitable for most of the teachers, connection problems, platforms, each teacher is different and they need different amount of time for different activities.</i> |
| <i>4 webinars</i>  | <i>It was the best way to organize activities that had the biggest interest due to the COVID, financial resources and distance between teachers. Since the timing was the problem, we recorded all the activities so teachers who couldn't participate would have a chance to watch it later.</i> | <i>Timing, finding topics suitable for most of the teachers, connection problems, platforms, each teacher is different and they need different amount of time for different activities.</i> |
| <i>1 workshop by external expert</i>                       | <i>The theme was Minecraft and it was interesting and suitable for many teachers who participated.</i>  | <i>Some teachers weren't ready to try to implement it in their classrooms.</i>  |
| <i>1 video recording of cluster activities</i>             | <i>Collaboration, creativity, sharing experiences, peer review.</i>   | -   |
| <i>1 video of mutual activity</i>                          | <i>Collaboration, creativity, students inclusion.</i>   | <i>Different amount of materials from different schools.</i>  |



### 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>   |
| <i>1 Cluster video with experiences from each school.</i> | <i>Collaboration, creativity, sharing experiences, peer review.</i>   | -  |
| <i>4 mentee schools visits (workshops)</i>                | <i>Collaboration, communication, open ideas sharing, "critical" friends. The best activities were those that were held in person.</i> | <i>Teachers from mentor schools needed to be well prepared, flexible, open themselves publicly, share their materials because each school was different and had different needs.</i> |
| <i>5 school coordinators meetings</i>                     | <i>Collaboration in organizing activities which was very challenging, especially to find timing that would be good to everyone.</i>   | <i>Timing.</i>   |
| <i>1 job shadowing in mentor school</i>                   | <i>Collaboration, communication, open ideas sharing, "critical" friends. The best activities were those that were held in person.</i> | <i>Distance between schools and smaller number of participants.</i>  |



|                             |  |   |
|-----------------------------|--|---|
| <i>2 SELFIE assessments</i> | <i>Base for creation digital plan for each school.</i> | - |
|-----------------------------|--|---|

## 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.)*

| <b>ACTIVITIES</b>  | <b>ACHIEVEMENTS</b>   | <b>CHALLENGES</b>  |
|--|---|--|
| <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>   |
| <i>Cluster diaries</i>   | <i>They were motivating mentee schools to implement what they have learned.</i> | <i>It was challenging to motivate some mentee schools to write their cluster diaries and to hand them on time.</i> |
| <i>Chanel in Teams</i>   | <i>Place to share ideas, documents and learning resources.</i>                  | -  |
| <i>Cluster video and poster, video of mutual activity in the cluster</i> | <i>Interesting materials that can be shared as a resources.</i>                 | <i>Different motivation and participation from mentee schools.</i>   |



# 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?*

I think that huge part in this project was motivation from the school principals, we had great experiences and collaboration from schools in which principals were actively included.

Since the timing for activities was a huge challenge and schools had different motivation, I would more adapt to the needs of the schools who showed bigger participation and collaboration since we had a situation to find timing that all the schools would agree on, and then from one school no one would participate.

Cluster diaries were challenging for many schools even with the mentoring so I think they should get an example.

## 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?*

*Being part of MenSI was great opportunity for our school. It helped us improve our ICT skills, collaboration, presentations skills, teachers learned from their colleagues as well as from colleagues*



*from different schools. We improved our mentoring practices, learned a lot about mentoring and different approaches and we would like to participate in future projects like this.*

*I think that all schools should be a part of these activities, not important is it as mentor or mentee schools, benefits are two-way and it helps schools to grow.*



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