



# School-to-School Mentoring Report:

## *Our experience in MenSI*

**Mentor school:** ISIS "EUROPA" POMIGLIANO D'ARCO-ITALY

**Pilot school year:** 2021/22

**Mentor school coordinator:** Jacopo Varchetta

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# 1. Composition of the MenSI Pilot School cluster

School Name	Role	Location	Website	Nr students	Nr teachers
ISIS EUROPA	MENTOR SCHOOL	POMIGLIANO D'ARCO (NA)	<a href="https://www.isiseuro.pa.edu.it/">https://www.isiseuro.pa.edu.it/</a>	1460	240
Istituto di Istruzione Secondaria di II Grado "Matilde Serao"	MENTEE SCHOOL	POMIGLIANO D'ARCO (NA)	<a href="https://www.liceoserao.edu.it/">https://www.liceoserao.edu.it/</a>	992	99
Liceo "B. Rescigno"	MENTEE SCHOOL	Roccapiemonte (SA)	<a href="https://www.liceorescigno.edu.it/">https://www.liceorescigno.edu.it/</a>	883	78
IS "Leonardo da Vinci"	MENTEE SCHOOL	Poggiomarino (NA)	<a href="https://isisleonardodavincipoggiomarino.it/">https://isisleonardodavincipoggiomarino.it/</a>	844	76
ISTITUTO TECNICO TECNOLOGICO "Marie Curie"	MENTEE SCHOOL	Naples	<a href="https://www.itimariecurie.it/">https://www.itimariecurie.it/</a>	801	137



## 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

- Investigate and evaluate mentoring approaches
- Establish a community of practice
- Share good practices between school
- Provide support to the schools involved in the mentoring process
- Document and analyse mentoring practices

### Goals

- Analyse mentoring theories and practices
- Support and promote the community of practice
- Implement the Making Learning & Thinking Visible (MLTV ) methodology



# 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>
Interviews	Initial interviews were conducted in order to understand the mission and vision of each Mentee school and their approach to innovative methodologies	Mentee schools belong to different types of high school, so every school showed different needs
Meetings	Online and onsite meeting were organized in order to explain and put in practice the MLTV methodology. The Mentor school organized 3 onsite meetings and 4 online meetings	Since Mentee schools belong to different school types (technical, vocational, etc.) they all had different needs. Anyway, the Mentos school tried to customise solutions to every need.
SELFIE	Two SELFIE tests were carried out in the first year of MenSI. The tests helped to understand how digital technologies are used for teaching and learning	Based on the results of the SELFIE tests, the Mentor school was able to understand that digital technologies had different degrees of usage.



## 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>
Virtual space	The Small Schools "Piccole Scuole" website by Indire was used in order to document the mentoring process. The website allowed to appreciate the progress made by every Mentee School	No difficulties were faced
Team of experts	The Mentor School team included 4 people, every member belonging to a different subject area (ICT, STEM, languages), so that Mentee schools' teachers received direct help in their field	No difficulties were faced
Digital resources	Digital resources were used along the entire process of mentoring. The main website used was Nearpod since it allowed to put in practice the MLTV methodology even in the case of distance learning	No difficulties were faced

## 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>
Online sharing, Repositories, Regional meetings, Newsletter, Cluster diary	Online sharing, repository, regional meeting, newsletter, cluster diary were the main instruments to build up a community of practice. Every instrument was implemented to support the mentoring process, to document it and to reflect about it.	No difficulties

### 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>
Face-to-face workshops and courses, Teachmeets, Online mentoring	Face-to-face workshops and courses, Teachmeets, Online mentoring were used to create professional development opportunities for Mentee school teachers. They were	No difficulties



	used along the mentoring process that started in October 2021 and finished in June 2022.	
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### 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>
Face-to-face and online meetings	In order to evaluate the mentoring process and the progress, face-to-face and online meetings were organized. Every school had the opportunity to show the results achieved in the application of the MLTV methodology.	Due to the lack of time and considering the short time, no other strategies could be implemented to evaluate the mentoring process and progress.

### 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>
Cluster diaries; regional meeting	To document the outcomes of the mentoring process a regional meeting was organized. What is more, each school had to fill a cluster diary in order to document various aspects of mentoring	No difficulties





# 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?*

Going back to the beginning of the whole-school mentoring process, we would:

- Organise school visits to facilitate monitoring of the mentoring process and to evaluate progress
- Create a specific website to better document the project outcomes.

## 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?*

At the very beginning of the MenSI project ideas were not so clear. However, with the passing of time and after each meeting, strategies and actions to implement became clearer. The Mentor school was asked to support each Mentee school in their process of internal improvement. In order to help teachers improve their digital competences, we must be aware that change needs to affect the daily routine of teaching. A change in the way of thinking about education needs to happen as we cannot think of schools as they used to be in the previous century. For this reason, the schools of today need not only competent, but also passionate teachers.



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