



# School-to-School Mentoring Report:

## *Our experience in MenSI*

Mentor school: Elementary School “Petar Zrinski” Čabar  
Pilot school year: 2021/22  
Mentor school coordinator: Tanja Šebalj-Kocet

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# 1. Composition of the MenSI Pilot School cluster

School Name	Role	Location	Website	Nr students	Nr teachers
Elementary school "Petar Zrinski" Čabar	MENTOR SCHOOL	Čabar	<a href="http://os-pzrinski-cabar.skole.hr/">http://os-pzrinski-cabar.skole.hr/</a>	223	58
Elementary school Kozala Rijeka	MENTEE SCHOOL	Rijeka	<a href="http://os-kozala-ri.skole.hr/">http://os-kozala-ri.skole.hr/</a>		38
Elementary school Trilj	MENTEE SCHOOL	Trilj	<a href="http://os-trilj.skole.hr/">http://os-trilj.skole.hr/</a>	648	85
Elementary school Kamešnica	MENTEE SCHOOL	Otok	<a href="http://www.os-kamesnica-otok.skole.hr/">http://www.os-kamesnica-otok.skole.hr/</a>	345	46
Gymnasium Vladimir Nazor Zadar	MENTEE SCHOOL	Zadar	<a href="http://gimnazija-vnazora-zd.skole.hr/">http://gimnazija-vnazora-zd.skole.hr/</a>	543	64



## 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

Among the most important priorities for us was the provision of peer-to-peer support in the use of digital tools. We presented examples of good practice and motivated teachers to apply them.

### Goals

In the mentoring school, we strengthened our skills in using digital tools, and in the mentees school, we increased the number of teachers who started actively using ICT in teaching. From the multitude of digital tools for teaching, we selected those that proved to be the best in practice. So we made it easier for beginners to choose the best digital tools to use in class.



# 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>
<b>Teachmeet</b> (9.12.2021)	The Online TeachMeet had the goal of getting to know the participants in the project cluster and forming concrete topics and content on which we would base future cooperation and mentoring.  We agreed on the topics and types of digital tools on which to base our mentoring and cooperation.	Due to the large number of participants, not all of them could present themselves individually, but the coordinators presented their school and colleagues. We solved this deficiency with an online survey in which teachers could write what and which digital tools they wanted to learn.
<b>Webinars</b> (8.2.2022) (15.2.2022) (1.3.2022) (22.3.2022)	Through webinars, we offered guidance and training on the digital tools that the teachers had chosen. The teachers from the mentor school showed how they use these tools and offered practical workshops for the teachers who attended the webinars. Teachers could	We had difficulties in determining the timing of the webinar, since some schools work in shifts, so not all teachers were free in the afternoon.



	try out digital tools and ask for individual help from lecturers.	We solved this by recording all webinars and publishing the recordings on the MS Teams platform. Teachers who could not attend the live webinars could see them later.
<b><i>Guest lecture (13.4.2022)</i></b>	In the guest lecture, Minecraft was presented as a learning platform and teachers were able to see how it can be used for teaching purposes.	We had no difficulties.
<b><i>Visits to mentees schools (26.5.2022.) (1.6.2022.) (2.6.2022.) (3.6.2022.)</i></b>	Since all participants in the project expressed a desire for teachers from different schools to meet in person and get to know each other, we organized mentoring visits to all mentee schools. For the F2F meetings, we prepared workshops through which teachers practiced the use of new digital tools for teaching. At the same time, we organized talks where we exchanged experiences and agreed on future cooperation.	We had no difficulties.
<b><i>Visit to the mentoring school (14. - 15. 10.2022.)</i></b>	We organized a visit of teachers from the mentee schools to the mentor school "Petar Zrinski"( elementary school in Čabar). Teachers from the cluster could get to know the work of teachers in the mentor school. We presented the application of digital tools for education. We visited sights in Čabar and presented them to teachers through digital tools in a way that can facilitate students' learning on study trips.	We had problems with accommodation capacity in Čabar and had to accommodate guest teachers in several locations.



## 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>Use of Viber application, MS Teams platform and MOOC.</i>	To coordinate mentoring activities and facilitate cooperation within our school cluster, we opened a Viber group for mentors and a group on the MS Teams platform for all participants in the project. We used the MOOC platform to publish materials and use discussion forums.	We had no difficulties.
<i>Regular communication between mentors</i>	We had very good cooperation between the school coordinators, and we arranged every activity without any problems. The communication between the school leaders was also excellent.	We had no difficulties.
<i>Use of modern ICT equipment</i>	In cluster activities, we used smart boards, graphic tablets and virtual reality.	We had no difficulties.



<i>Rewarding active teachers</i>	We rewarded the teachers who contributed in any way to the activities in the cluster with monetary compensation.	We had no difficulties.

### 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>
<i>Sharing resources</i>	We published all the contents of the work (presentations, surveys, teaching scenarios, tutorials, etc.) on the MOOC Loomen for Mensi.	We had no difficulties.
<i>Effective communication</i>	We used the forum on the MOOC Loomen for Mensi for questions related to the use of digital tools. We used MS Teams to publish news and announce activities.	We had no difficulties.
<i>Cluster diaries</i>	Mentored schools made their own diaries in which they recorded their activities.	We had 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>
<b><i>Face-to-face workshops and courses</i></b>	Through workshops and on-site meetings, we got to know each other, became friends and agreed on future collaborations.	We had no difficulties.
<b><i>Webinars and expert lectures</i></b>	Through webinars and professional lectures, we acquired new knowledge and developed new skills in working with digital tools.	We had no difficulties.
<b><i>Panel discussions</i></b>	Through discussions, we presented the difficulties we face on a daily basis and proposed solutions. We agreed on activities in mutual cooperation through the project.	We had no difficulties.
<b><i>Teachmeets</i></b>	Through Teachmeets, we presented our digital skills and facilitate transferring of knowledge to other colleagues.	We had no difficulties.





	We motivated each other to improve work through the use of digital tools.	
<b>Online mentoring</b>	Through online mentoring, we provided daily support to colleagues from the mentee schools when they encountered some difficulty in using digital tools in class.	We had no difficulties.

### 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*

<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>
<b>Online meetings</b>	Through online meetings, we encouraged teachers from the mentored schools to show the works they created using the digital tool they learned about through the webinar.	There were teachers who were insecure and hesitant to show their digital creations.



<b>Surveys and questionnaires</b>	At the end of each webinar, lecture and workshop, we conducted surveys. Through surveys, we asked teachers to evaluate the lecturers, lectures and workshops.	We had no difficulties.
<b>SELFIE self-assessment</b>	At the beginning and at the end of the project, teachers filled out the SELFIE questionnaire, through which they showed the digital maturity of their work done at their school.	We had no difficulties.
<b>School visits</b>	Through visits to mentored schools, we had an insight into the work of the teachers involved in the project and were able to advise how they could improve their work with students.	We had no difficulties.

### 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>
<b>Article on the official blog of the MenSi project</b>	The coordinator of Elementary school Trilj wrote an article about the work in our cluster. The article was published on the official website of the MenSi project.	We had 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?*

We would try to organize more live meetings with teachers from the partner schools. This was unfortunately impossible because of the pandemic restrictions.

## 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?*

*Through MenSI, we became aware of our skills in working with digital tools. We saw that it makes us happy when we share our good practice with other teachers. We recommend schools that enter a school-to-school mentoring project to participate without any hesitation or fear. In projects like this, teachers can learn from each other, regardless of whether they are mentors or are mentored.*



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