



# School-to-School Mentoring Report:

## *Our experience in MenSI*

Mentor school: II. osnovna škola Bjelovar  
Pilot school year: 2021/22  
Mentor school coordinator: Milka Fofonjka

---





# 1. Composition of the MenSI Pilot School cluster

School Name	Role	Location	Website	Nr students	Nr teachers
II. osnovna škola Bjelovar	MENTOR SCHOOL	Bjelovar	<a href="http://os-druga-bj.skole.hr/">http://os-druga-bj.skole.hr/</a>	703	68
Osnovna škola Trnjanska	MENTEE SCHOOL	Zagreb	<a href="http://os-trnjanska-zg.skole.hr/">http://os-trnjanska-zg.skole.hr/</a>	202	33
Poštanska i telekomunikacijska škola	MENTEE SCHOOL	Zagreb	<a href="http://www.ss-pts-zg.skole.hr/">http://www.ss-pts-zg.skole.hr/</a>	428	52
Srednja škola Topusko	MENTEE SCHOOL	Topusko	<a href="http://ss-topusko.skole.hr/">http://ss-topusko.skole.hr/</a>	225	44
Osnovna škola Antuna Mihanovića Petrovsko	MENTEE SCHOOL	Petrovsko	<a href="http://os-amihanovica-petrovsko.skole.hr/">http://os-amihanovica-petrovsko.skole.hr/</a>	176	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

- Flexible places for learning
- ICT in classes

### Goals

- Learning assessment
- Communication channels and cooperation
- Online teaching (creation of webpages in Google sites)
- Games in the classroom
- Reading in the digital age
- Creation of multimedia products
- Projects (school, annual, international)



# 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>
Two online meetings	Through two online meetings, we examined the needs of mentored schools. We could communicate and exchange ideas simply, quickly and cheaply (there was no need to travel or cover the cost).	It was difficult to fix a time that suited all participants
Groups for communication (Teams, Viber)	A simple and fast way of transferring and sharing information.	Some participants did not have the application, so they had to install it
One Live meetings	At the beginning of the project, we organized a live meeting where we got to know each other and presented the plan we came up with through online meetings and data collection from the survey. Communication and activities carried out in this form were very productive.	Spatial limitations and financial cost.
Questionnaires	In this form, we got an insight into the needs, interests and	Some of the participants didn't do the questionnaire



	satisfaction with what was planned and implemented.	
Two SELFIE surveys	A quality survey through which the schools themselves gained insight into their needs.	

### 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>
Groups for communication (Teams, Viber)	Through communication groups, we could easily and quickly exchange information, share documents and exchange ideas.	Some of the members didn't use this way of communication
Website	We launched a website where we stored all activities, notifications and materials.	
Live meetings	We held two meetings for the participants to get to know each other better, learn from each other, exchange and share materials, new knowledge and skills.	Spatial limitations and financial expenditure.
Webinars	As the project took place during the pandemic, we organized lectures and workshops in the form of webinars. In this way, we	We could not adjust the time of the event to all participants. The technical equipment of the



	shared new knowledge and skills. We recorded the webinars so that the participants could watch them later.	participants was sometimes a limiting factor.
--	--	---

### 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>
Groups for communication (Teams, Viber)	Through communication groups, we could easily and quickly exchange information, share documents and exchange ideas.	Some of the users did not use this form of cooperation
Website	We launched a website where we recorded all activities, notifications and materials.	
Live meetings	We held two meetings where the participants could get to know each other better, learn from each other, exchange and share materials, new knowledge and skills.	Spatial limitations and financial expenditure.
Webinars	As the project took place during the pandemic, we organized lectures and workshops in the form of webinars. In this way, we shared new knowledge and skills. We recorded the webinars so that the participants could watch them at another time,	We could not adjust the time of the event to all participants. The technical equipment of the participants was sometimes a limiting factor.



### 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>
Live meetings	We organized 2 meetings	
Online course	One course that was 3 weeks long	
Webinars and Expert talks	We organized 6 webinars and 1 expert talk	
Teachmeets	We held one Teachmeet during which 13 participants presented innovative ways of teaching with the help of ICT.	
Articles and guides on dedicated blogs and websites	We advised the participants to study certain websites and blogs in order to deepen their newly acquired skills.	



### 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>
Surveys & questionnaires	After each activity, we conducted a survey (eight in total) to get feedback and get new guidelines in our work.	
Job-shadowing	We invited the mentee schools to observe how teachers apply ICT in their classes at our school.	
Online meetings	We organized online meetings where we got an insight into the progress and possible difficulties encountered by mentee schools.	
School visits	We planned school visits, but were not able to do any because of the pandemic restrictions..	

### 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>
Website	Pokrenuli smo webstranicu na kojoj smo bilježili sve aktivnosti, mentee škole su uređivale i dijelile sa svim sudionicama napredak i postignuća koja su ostvarili.  <a href="https://bit.ly/MenSIIIOSBJ">https://bit.ly/MenSIIIOSBJ</a>	
Cluster diaries	Schools wrote diaries and published them on the platform.	
Blogs	From our cluster, one of the elementary schools (OŠ Trstenjak) published an article on the official blog of this project.	



# 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?*

This project was a great experience for our school. We became aware of our own strengths, possibilities and capacities. We only regret that it was held during the pandemic so that we were not able to reach all the goals and objectives the way we had imagined it to be.

## 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?*

We learned that a good plan and a quality team are important for the success of a project. Not all mentored schools were equally motivated to participate and their growth depended precisely on that factor. We think it would have been better if we had only primary schools in the cluster (we, as a mentor school, are a primary school) because it was difficult for us to recognize all the needs of a secondary school. In future projects, it should be ensured that the schools are divided in such a way so that there are only primary or only secondary schools in the cluster.



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license.