



School-to-School Mentoring Report:

Our experience in MenSI

Mentor school: **AE Cristelo**

Pilot school year: **2021/22**

Mentor school coordinator: **Manuel Lourenço**





1. Composition of the MenSI Pilot School cluster

School Name	Role	Location	Website	Nr students	Nr teachers
Agrupamento de Escolas de Cristelo	Mentor School	Paredes	https://agcristelo.edu.pt/	1008	115
Agrupamento de Escolas de Paredes	Mentee School	Paredes	http://www.site.aveparedes.net/	1727	190
Agrupamento de Escolas de Paço de Sousa	Mentee School	Penafiel	http://agpsousa.pt/	1029	112
Agrupamento de Escolas de Frazão	Mentee School	Paços de Ferreira	https://aefrazao.wixsite.com/aefrazao	997	113
Agrupamento de Escolas do Pinheiro	Mentee School	Penafiel	http://ebspinheiro.net/cms/	1650	138



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

Promote comprehensive and active collaboration between the involved school clusters in areas of professional development, and overall organizational improvement.

Goals

Connecting the theory and practice of mentoring between schools, including the strengths, challenges and related costs of different models of mentoring and peer learning in school;
Promote knowledge sharing and dissemination of practices, as well as enable faster evolution of innovations;
Reinforce the professional development of teachers and support the development of skills in schools;
Optimize the use of time and resources.



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>
Moodle Hub Cristelo	Sharing practices, documents. Engaging with other teachers and students via chat and/or forum.	Nothing relevant to mention
Digital Ecosystem (EDD)	Reflect on the Strengths/ constraints and Opportunities/Threats existing in each cluster's EDD.	Operationalization of the workshops for EDD analysis in the different schools, according to the activity plans of each school
SELFIE	Promote self-reflection on the type and quality of learning through the use of innovative educational technologies.	Only mention the necessary monitoring of the process to ensure deadlines are met



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>
Meeting between Schools Headmasters	It was important to articulate a work schedule, namely at the meetings to be held in person, but also to strengthen communication channels between teams.	Nothing relevant to mention, only the need to agree on agendas of the different stakeholders.
Meeting between Team Coordinators	These contacts, some formal and others non-formal, were important to develop the work plan, namely at the level of meetings held in each school.	Nothing relevant to mention, only the need to agree on agendas of the different parties involved.
National meeting	This face-to-face meeting was important not only to strengthen ties with schools with which we already work closely, but also to get to know other schools with other solutions and practices. The Headmasters in the meeting also recognized the interest and potential added value in finding ways to continue this project, but giving it a more national scope, maintaining communication channels between schools that wish to do so.	Nothing relevant to mention, only the need to agree on agendas of the different parties involved.



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>
1 st . HUB Meeting AE Cristelo	Provide a better understanding of Cristelo Digital Ecosystem, through the presentation of the PADDE (Action Plan for the Digital Development of the School) and a SWOT analysis.	Some difficulty in reconciling the different agendas of all the elements involved from the different schools. Problems related to the digital infrastructure, namely wireless internet access, which is completely inefficient for generalising some of the practices that have been shared between schools and which require internet access
2 nd . HUB Meeting AE Pinheiro	Provide a better understanding of Pinheiro Digital Ecosystem, through the presentation of the PADDE (Action Plan for the Digital Development of the School) and a SWOT analysis.	
3 rd . HUB Meeting AE Frazão	Provide a better understanding of Frazão Digital Ecosystem, through the presentation of the PADDE (Action Plan for the Digital Development of the School) and a SWOT analysis.	
4 th . HUB Meeting AE Paço de Sousa	Provide a better understanding of Paço de Sousa Digital Ecosystem, through the presentation of the PADDE (Action Plan for the Digital Development of the School) and a SWOT analysis.	
Cluster meetings	Sharing practices and digital platforms in use in the cluster. It was an opportunity to celebrate and appreciate the achievements of the teachers and students, recognizing their work and sharing their experiences, contributing to strengthen the educative community and inspire the participants to continue with this work.	Despite the excellent sharing among the participating schools in the various meetings, given the strong identity of each school, naturally the sharing/adoption of practices is always observed with some caution.
Moodle Hub Cristelo	Sharing practices, documents.	Nothing relevant to mention



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

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<p>Panel discussions</p> <p>Face-to-face workshops and courses</p>	<p>Panel discussions at schools are an important tool to foster critical reflection and dialogue on issues relevant to our learning community. From the reflection carried out we can highlight:</p> <ul style="list-style-type: none"> - Knowledge sharing, which can help broaden understanding about digital technologies and their applications in the educational context; - Identification of challenges and opportunities through the sharing that occurred in the panel discussions may lead to tried and more effective solutions; - Development of skills through discussion, but especially through sharing, particularly in using digital in formative assessment, but also in fact-checking information found on the internet, as well as understanding the importance of privacy and digital security. 	<p>Some difficulty in reconciling the different agendas of all the elements involved from the different schools and ensure the participation of external elements, such as partners or parents.</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>
School visits Face-to-face or online meetings	<p>By monitoring the digital mentoring process through school visits, it proved to be an effective way to monitor the mentoring program and identify possible areas for improvement and sharing among the participating schools.</p> <p>This type of activity not only facilitates direct observation by visiting schools in person, but also allows you to directly observe existing practices and interaction. As well as allowing face-to-face communication, which allowed us to establish a closer relationship, this can help to better identify needs and issues that could be the subject of intervention. We also assure better engagement, because it was easier to keep participants engaged and focused, as there are fewer distractions and more opportunities for active participation.</p>	<p>Nothing relevant to mention, besides some difficulty in reconciling the different agendas of all the elements involved, the location and the technology available.</p>



<p>SELFIE self-assessment</p>	<p>All schools participating in our HUB have applied SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies), as this is an excellent tool designed to help schools incorporate digital technologies into teaching, learning and assessment, encouraging us to reflect to identify not only our strengths and weaknesses, but also good practices that can be shared.</p>	<p>Nothing relevant to mention, only mention the necessary monitoring of the process to ensure deadlines are met</p>
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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>
<p>Video of best practices: Active learning methodologies</p>	<p>With this video it was possible to demonstrate what good can be done with the use of various Active Learning Methodologies, in solving a problem or to achieve a goal, and this can be inspiring for other schools to do the same.</p>	<p>The availability of the volunteers who gave their testimonies, the time needed for recording and editing the video.</p>
<p>Moodle Hub Cristelo</p>	<p>The use of the Moodle platform allowed greater flexibility, both in sharing and in communication, guaranteed by the various existing resources. It was also an excellent way for the various elements to monitor the development of the work.</p>	<p>Nothing relevant to mention besides the time required to update the platform.</p>



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?*

The project could provide for exchanges not only of teachers but also of students, as in the case of Erasmus+ mobilities, allowing not only sharing but also experimentation in the field.

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?*

Mentoring projects like MenSI can be extremely important for the development in many areas of a School's life, namely the digital field, especially when a trusting relationship is developed between the mentoring School and the mentee. Especially because the rapid evolution of digital technology, making it difficult to keep up and having a significant impact on various areas and sectors, technology mentoring programs between schools offer the opportunity to share knowledge and experience, facilitating the acquisition and updating of the necessary skills in this area.

Continuing the spirit of this project is essential, not only among the schools in each HUB, but also with schools in other locations that have also participated. An interesting topic to address in the near future may be how each School will work with Chat gpt, or other artificial intelligence platforms and put them at the benefit of student learning.



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