

CO-CONSTRUCTING A WHOLE SCHOOL MENTORING VISION

MenSI ToC - Summary of contributions

MenSI goal		Mainstreaming innovative teaching and learning practices with the use of ICT through whole school mentoring		
Long-Term Outcomes	Intermediate outcomes	Activities	Inputs	Outputs
<p>What is the long-term change we see as our goal.</p> <p>Changes in Learning environment and use of ICT</p> <ul style="list-style-type: none"> • Digital competence of teachers and students is improved • Advanced schools' expertise in the use of technology and digital tools for teaching & learning is transferred within the cluster and shared within each Mentee school 	<p>Outcomes expected of our intervention(s).</p> <p>Changes in behaviours and attitudes</p> <ul style="list-style-type: none"> • A change of mindset in the use of technology for teaching and learning is achieved • A need to start school innovation is generally perceived • A school learning culture that aims at continuous improvement and sees possible mistakes not as failures, but opportunities for learning is pursued. 	<p>Activities needed to reach our outcomes.</p> <p>Communication & mentoring</p> <ul style="list-style-type: none"> • Meetings at school level between Mentor and Mentee schools to discuss educational ideas and potential challenges • Online platforms to facilitate communication and networking between Mentor and Mentee schools • Creation of collaborative spaces to facilitate group work - both online and face-to-face - and to offer teachers opportunities to learn and improve class management and ICT skills. 	<p>Resources needed to conduct our activities efficiently.</p> <p>Human resources</p> <ul style="list-style-type: none"> • Constant help and advice from the national coordinators to help Mentee schools move from theory to practice. • ICT experts and trainers (both internal and external) for workshops and topic-related professional development 	<p>Measurable effects and wider benefits we produce through our activities.</p> <p>Desired effects</p> <ul style="list-style-type: none"> • 50% of teachers (in 3 years) use ICT in their lessons to improve learning every week. • All teachers use ICT for formative and/or summative assessment of students at least once a year. • ICT is used to collaborate more frequently.

<ul style="list-style-type: none"> ● ICT is used as a tool for better learning, not as a goal. ● ICT is used to enhance personalised learning ● More inclusion for students with special needs ● Enhancement of the learning process and reading skills for students ● Innovation contributes to changing the school's organisation: school becomes a creative learning organisation thanks to more flexible ways of learning and networking with other schools <p>Changes in school collaboration</p> <ul style="list-style-type: none"> ● School networks support teachers, foster their motivation, and contribute to their professional development and their well-being ● More learning from each other: pupils, teachers, schools within the cluster are involved in the process for change ● Extended collaboration with other schools in the hub, but also within each Mentor schools 	<ul style="list-style-type: none"> ● ICT skills are improved at whole school level and teachers become more confident in using digital tools and technology. ● Innovative teaching methodologies that shift from teacher-led to students-centred approaches are introduced. Classroom management is improved through active learning. <p>Changes in social relations & professional development</p> <ul style="list-style-type: none"> ● Collaboration is promoted through projects with other schools ● Communication is improved through active listening to others and understanding of their needs ● Professional development opportunities for teachers are offered ● Ideas and experiences of best practice are shared on online platforms ● Collaboration within the hub contributes to fostering teachers' motivation: <ul style="list-style-type: none"> ● Sharing good practice inspires other teachers ● Each mentor school can also learn from mentee schools 	<ul style="list-style-type: none"> ● Development of thinking routines and innovative teaching practices (e.g. Universal Design for Learning, PBL, Flipped Classroom, etc.) ● Cluster and school diaries to encourage reflection and documentation ● Creation of Digital Products for mentoring and documentation <p>Trainings</p> <ul style="list-style-type: none"> ● Teachmeets and other informal moments to share good practices in school (also with the involvement of students) ● Coaching workshops in face-to-face, online or hybrid settings - tailored to the needs of each school cluster ● Online courses with clear, practical ideas easy to implement in the classroom ● Webinars & lectures by experts and teacher trainers (both internal and external) ● Trainings for school leaders and middle managers to support Mentee schools along their transformational journey <p>Interviews, school visitations, peer reviews</p>	<ul style="list-style-type: none"> ● Time to train and substitute teachers involved in mentoring activities <p>Space/Facilities</p> <ul style="list-style-type: none"> ● More and larger spaces in schools ● Better infrastructure <p>Technology</p> <ul style="list-style-type: none"> ● Increased investments on ICT and labs ● Efficient Internet connection ● BYOD approach 	<ul style="list-style-type: none"> ● The SELFIE Tool is used to encourage Mentee schools' reflection, monitor their progress, offer constant support and measure improvement ● The impact of improved ICT capabilities is measured also in terms of more new methodologies implemented for teaching & learning (e.g. Flipped classrooms with self-regulated learning activities) ● ICT certifications for teachers and students are increased in number/proficiency level
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<ul style="list-style-type: none"> ● Cooperation with other stakeholders in the outside school community <p>Changes in pedagogical approaches</p> <ul style="list-style-type: none"> ● Improved pedagogical achievements through personalization, students' collaborative learning, more autonomous approaches and critical thinking 	<ul style="list-style-type: none"> ● We become more aware of our strenghts and weaknesses and ask ourselves what we can do to continually improve. ● Teachers do not feel overwhelmed ● We start small by setting achievable, measurable goals. Each small success counts. ● Mentor schools act as critical friends 	<ul style="list-style-type: none"> ● Lessons observations with specific focus on ICT ● School visitations and class observations (non-judgemental, always supportive) ● Job shadowing through learning walks: mentee schools visit the school and attend lessons ● Video recordings of lessons or using online conference tools (e.g. Teams, Zoom, etc.) 		
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Impact

By improving the way ICT is used in education we improve the quality of teaching & learning and therefore the wellbeing of students at school and the motivation of teachers to become “agents of change”. Teachers learn to collaborate with other teachers, share their best practices and become aware of the importance of using ICT in the Learning Process



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