



Leadership mentoring for Early education and Primary schools

Headmasters as Mentors projects
have been carried out in multiple
southwestern Finnish
municipalities as well as Lohja in
southern Finland

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The Structure

01

An opening discussion with the mentor, the mentored and their supervisor

02

Presence in the school's daily routine

03

Mentor meetings

04

Evaluation of the process

05

A closing discussion with the mentor, the mentored and their supervisor

06

Follow-up

07

The mentor support team

1. Opening discussion with the mentored and their direct supervisor.



Addressing the expectations of the school's benefactors for this process

- What does the supervisor wish to achieve with the mentoring process for this school?
- How can this school's strengths be shared with the entire municipality's education network?

2. Present in the school's daily operation



Along with the mentored school's or early education facility's leadership the mentoring team will:

- Layout a mentoring plan and a schedule
- The mentor will be present in the school's daily operation; listening to the staff and students, messaging with them and discussing the themes of the mentor discussion - the mentee's own expectations as well as the goals for the mentor project.
- Create a common vision of what mentoring is and what it isn't.

The mentor is present in the school's daily routines

- At recess, in the teacher's room, at lunch, in lessons
- Discussions with the school staff

3. Mentor meetings at the school with the school's leadership

- **6-10 meetings and one 1-3 hour meeting for planning the mentoring period and setting goals based on:**
 - A fluid daily routine, potential institutional structures that affect routines
 - Clarification and simplification of institutional habits
 - The well being of everyone
 - Interactions and atmosphere
 - The organisation of success
 - Leading change in the school
- **When needed, some preparation tasks might be required before meetings**
- **After every meeting, the mentor will draft up a summary, to which the mentored may review and add their thoughts.**



4. Co-evaluation of the process with the school's leadership and staff.



- The mentor will draft a summary of the mentoring process from the meeting minutes and observation notes.
- Using the summary as a guideline, the mentored and mentors will have evaluation discussions.
- In combination with the discussion, participants will arrange ways to make use of the findings and the mentoring summary as well as go through findings in a staff meeting.

5. Mentorship reporting for the ordering authority



- Mentors will report the results of the mentorship process, presenting a comprehensive summary for the leading supervisor of the unit where the mentorship takes place.
- This is a face-to-face meeting and at least an hour will be reserved to thoroughly discuss the results of the mentorship.
- Leadership of the mentored units will also participate in this meeting.

6. Follow-Up



- After an agreed period, the mentor team returns to the school or early education facility to discuss with school leadership or participate in a staff meeting. The purpose of the visit is to evaluate the school's current situation.
- The mentors report on their visit to the unit's supervisors.
- Of course, the mentor's can be called upon before the arranged time if the educational unit feels the need.

7. Peer support for the mentors



- A mentor does not work alone in their assignments. They have the whole Headmasters as Mentors (Rexit - Mentoroi) team supporting them in their work.
- The team meets regularly to develop the 'Headmasters as Mentors' process - Constantly trying to increase its usefulness for developing leadership infrastructure in schools and early education facilities.
- Confidential or sensitive information is handled with discretion according to the desires of the mentored school's leadership. Confidential information is not even shared between members of the Headmasters as Mentors team.
- PhD. Timo Kultanen and Bill Griffiths (UK) work as mentors to the Headmasters as Mentors team