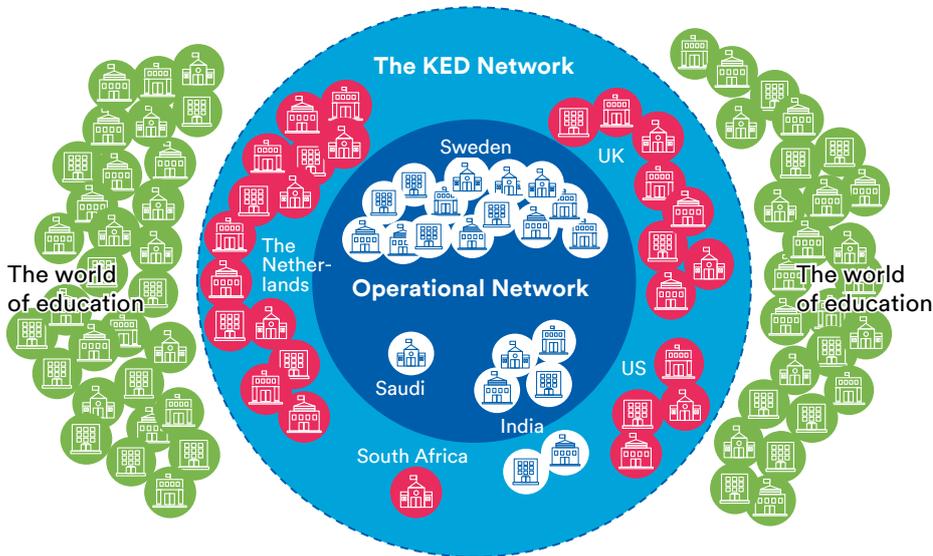


## The Global KED Network



# KED

Newsletter Issue 5\_18

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# This is Your Network

**Cecilia Aronsson**

KED Network Director

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Today I met with 16 teachers from Southern Estonia. They had spent the night onboard Baltic Queen to come visit two Kunskapsskolan schools in the Stockholm area. Their Head of School had heard about the international KED Program for personalized education and decided to take her entire team to see it.

It can be a pedagogical challenge to explain our global existence and diverse mix of footprints around the world. On a map, KED's growth trajectory is not self-explanatory. Gävle is a long way from Gurgaon. And what about Jeddah? A good image comes in handy.

"Can Estonia also enter the Network," exclaimed the science teacher who had kept silent until then.

Yes of course. The KED Network is open to any respectable school who supports our idea of personalized education and agrees with our values and vision to contribute to an education that empowers every student to master the challenges of today and shape the world of tomorrow.

Organizations outside Sweden sign individual contracts, stipulating what they get from KED and what they are expected to do in return. All of them agree to cooperate, share knowledge and support exchanges with other schools in the KED Network. In this way, we live by our values and can prepare students to live and work in the modern, global society.

**Who would you like to invite next?**

# Huge Potential for International Mindedness with All KED Students

**Debbie Middleton**

Head of School, Nün Academy, Kunskapsskolan Jeddah

Debbie Middleton from New Zealand has just started the position as the new Head of School at Nün Academy, Kunskapsskolan Jeddah. The school currently has 239 students and is fully operated on the KED Program. Debbie's previous school in Hong Kong had 45 nationalities represented. Now, she is keen to bring International Mindedness into the global KED Network.

## Please introduce yourself:

I have come to Jeddah from Hong Kong where I was head of a thriving international school for students from 5 to 14 years of age. Since I first started my educational career I have been using theme-based, interactive learning approaches, so I enjoyed the International Primary Curriculum (IPC) there and led the school to become the first – and currently only – IPC accredited school in Hong Kong.

My most recent position in New Zealand was also as Head of a school that had both primary and middle school levels. I am passionate about the environment, so signed the school up to become an Enviroschool and led it to achieve the Enviroschools' Green/Gold award. It was there also that I widened my knowledge and experience of innovative, flexible learning environments, collaborative teaching and personalized learning.

My international educational career started back in 1995. I thoroughly enjoyed the experiences gained from living, working and travelling in England, Ethiopia, Pakistan, Myanmar and Hong Kong. The students in Myanmar were the most angelic! >>



## What are the differences between this school and your school in Hong Kong?

Nün Academy	Hong Kong
Bilingual English/Arabic program.	English program (with one Mandarin class per day).
Female staff only (men are not allowed to teach girls in Saudi schools).	Both sexes present, both among students and teachers.
Mixed classes from day care to Year 1. Separate boys' classes and girls' classes from Year 2 (6-year-olds) and up.	All classes mixed.
Islamic basis.	Christian basis.
Students are mainly locals from Saudi Arabia.	45 different nationalities.
Cambridge International Curriculum and Saudi Curriculum.	International Primary Curriculum and International Middle Years Curriculum.

## Huge Potential for International Mindedness with All KED Students, cont.

### What are the similarities?

- Although I mentioned religion as being different, this is also a huge similarity. They are both faith-based schools. Students have the spiritual basis as part of their well-rounded, holistic education. Similar values, prayer and belief in one God are fundamental to both schools.
- Passionate teachers who treat their work with children as a calling rather than a job.
- A reputation in the community for providing a nurturing, caring environment.
- Thematic, integrated teaching and learning.
- Differentiation to help meet individual needs.
- A large variety of nationalities among the staff.

### What motivated you to move to Saudi?

I have worked and lived in Africa, Asia, Oceania and Europe; however, I had never lived and worked in the Middle East. I love travelling and experiencing different cultures at a deeper level.



I also love swimming, snorkeling and nature, so the Red Sea was a drawcard for me. Here I can swim, snorkel and see tropical fish and coral virtually every day of the year in their natural environment.

### What is it like to be a non-local woman working professionally in Saudi?

I have been pleasantly surprised living and working in Jeddah. I find it not very different from being a non-local woman working professionally in Hong Kong, Myanmar, Pakistan and Ethiopia. My preconceived ideas, fed by the media, have been changed for good.

### What do you like most about Nün and the KED Program?

KED seems to be best practice 21st century innovative teaching and learning practices and environments put into one package. I love both the potential for personalized learning at a deeper level and the flexible, innovative learning environments.

### How would you like to develop the school over the next few years?

While in a new school, in a temporary building, I am very much looking forward to the development of the school in the new purpose-built facility.

We have embarked on Nün's journey to become accredited with the Council of International Schools (CIS). This is a long process and will require a lot of self-evaluation and development in alignment with CIS standards. I think it goes well together with our values of Ethic of Excellence and High Expectations.



### Have you visited KED schools in other countries?

I was part of a team that visited the KED Head Office and the KED schools in Nyköping and Norrköping in Sweden for a week in March this year. I loved the design of the schools and the choice that students had to organize their day to maximize their learning. I was impressed by the responsibility students showed in setting high goals and achieving them. >>



## Huge Potential for International Mindedness with All KED Students, cont.

### What are the major things keeping you busy at Nün this fall?

Until the week before last, I was busy preparing the school for the CIS membership evaluation visit. I need to become familiar with the content on the English section of the Saudi Portal and think about ways to make the Portal more appropriate for our learners and helpful for our teachers. Planning and recruiting for next year will need to start very soon, especially if the new campus is built in time, as the school will more than double.

### You truly enjoy traveling – where are you heading next?

I have a holiday booked to visit The Gambia soon. Petra and Egypt are on the list for next year.

### The KED Network connects all schools working with the KED Program to different extents all around the world. Today, that includes more than 100,000 students. How do you think this global community can have an impact on the education we offer?

For the next phase of our CIS accreditation journey, Nün will need to formally integrate both Global and Digital citizenship into the curriculum. Through the KED Network it would be great to have our students connect digitally, working with students elsewhere in the world – this could be through similar projects or themes. The potential for International Mindedness to be developed at a more meaningful and practical level with all KED students is huge.

It would be helpful to be able to network easily with staff using the KED Program around the world, for example, a site where staff could connect with people teaching the same subjects and levels, experiencing the same challenges, trying to develop the same things. On this site staff around the world could post questions and suggestions. One of the questions I would ask is if anyone in the KED Network has rubrics for International Mindedness in child speak at different ages – 3-4-year-olds, 5-6-year-olds, 7-8-year-olds etc.

Perhaps older students could make special, regular connections with our young students to inspire them to reach their full potential!



# How to Learn the Skills

**Louise Klöfverskjöld-Smith**

Swedish Teacher and Base Group Teacher Year 4,  
Kunskapsskolan Spånga



We are in the middle of our exciting project together with our KED buddies at Kunskapsskolan Gurgaon in India. The idea is to let students practice their future skills during base group time, whilst connecting with students at another KED school somewhere else.

During the fall, we have worked with different tasks individually and as a group. All work is done in English. The students have filmed each other with their mobile phones and I have published the videos on our private YouTube channel. My role as a teacher is to prepare, structure and coach the students through the entire process.

The students are committed and enthusiastic towards our joint mission. In this way, it has become natural to them to build up the future skills, which is so valuable. In the beginning, the students found it a little difficult to write and speak in English, but after some weeks this is becoming much easier for them.

The students' first task was to introduce themselves individually and in pairs. They started by creating a mind map and then wrote short texts about themselves. I had divided them into



suitable pairs so that they could help each other. Next, they would practice doing an oral presentation of themselves by recording a video based on the texts. It took them some effort to figure out how to send me the video clips, but they solved it together.

“This is really an exercise in cooperating, living digitally and acting globally,” the students have expressed to me. It is great to hear such comments from students themselves.

My students then worked together creating a presentation of their base group and their base group teacher. Their mind map filled the entire whiteboard. The students decided which of them would present this in a video clip. They also decided who would do the

recording. Some students had the responsibility to select the best places in the school to record. Everyone in the base group got involved. With the help of their innovative way of doing their thing, they completed the recording.

During reflection time, the students said that they felt a wonderful sense of freedom by accomplishing a project based on their own decisions. They thought that it really gave them an opportunity to practice their skills in learning to learn.

Now, the highlight is to watch the videos created by our KED buddies in India. My students are bringing cushions, blankets and popcorn to the base group room. We watch the videos and learn what it means to be a student at Kunskapsskolan in India. And as one student put it:

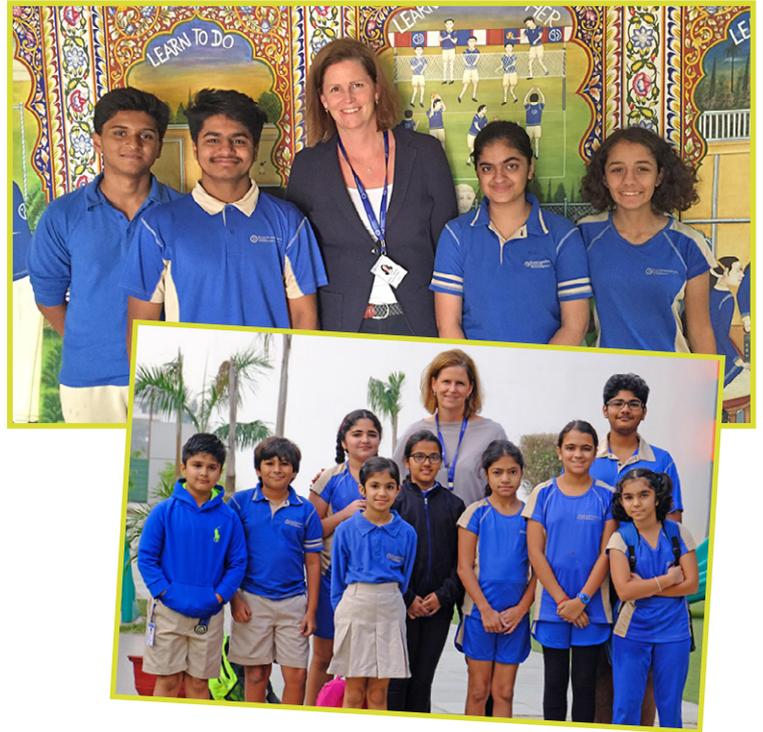
**“We could become friends for life!”**

# From Enköping to Gurgaon

## – Interview with Academic Head Lena Odén

Alya, Saumya and Neelima

Students Year 10 and 11, Kunskapsskolan Gurgaon, India



At the beginning of 2018, Lena Odén and her family moved from Sweden to India. Lena is the Academic Head of Kunskapsskolan Gurgaon. Her two daughters Alma and Tyra study at the school.

**Interviewer:** Good morning! We would like to ask you a few questions about your journey as a teacher and a member of the Kunskapsskolan family.

**Lena ma'am:** Of course!

**Interviewer:** What inspired you to become a teacher?

**Lena ma'am:** I started out as a substitute and found great joy in working with students; meeting them and discussing different things with them. I enjoyed the environment in schools. (Smiling) Unlike a 9-5 job, you cannot be bored as you never know what will happen in a school. There is not a single day when I find myself checking my watch to go back home.

**Interviewer:** Why did you choose to teach in Kunskapsskolan?

**Lena ma'am:** I was living in Geneva, Switzerland, and it was just time for my husband and me to go back home. My mother told me that I had to come back to my hometown as a new school was opening. At the time, privately

operated schools were very new in Sweden, and Kunskapsskolan seemed to have something different in it. So, without knowing much I applied and was called soon after. (Laughing) I didn't even know the age group, I didn't know much, really. But it was something new, so I think that I found it appealing. The first year was a learning year for me. I've been with Kunskapsskolan for 18 years now.



**Interviewer:** In what way do you think Kunskapsskolan is different from other schools?

**Lena ma'am:** Kunskapsskolan places the students at the center. All the planning is done around them, and they are a main part of it. Personal coaching, where the

teacher talks to the students individually, is valuable and extremely helpful. The relationship between the teachers and students is very good and there is communication from both sides.

**Interviewer:** What is your favorite part about the KED Program?

**Lena ma'am:** Personal coaching. If I had to choose from the tools, I'd go with the Learning Portal and the logbook. Everything is linked, but I think it's the personal coaching that is the most important.

**Interviewer:** What is your biggest responsibility as a teacher?

**Lena ma'am:** It is to make you (students) feel that you've grown as people. That you build self-confidence, so that you believe in yourself and your abilities. For example, in Sweden, I noticed that many students fear English and are not confident in pronouncing certain words. So, my aim was to make them feel comfortable and help them realize that it was all right.

This interview was first published in Kunskapsskolan Gurgaon's school magazine Expressions.



# Go Camping

**Charu Anand**

Team Lead Grades 8–11, German Language Teacher,  
Kunskapsskolan Gurgaon

At Kunskapsskolan we educate for life. This is also the motto of the annual camps at my school.

3 October 2018 – It was 4 in the morning and students had started coming through the school gates. The cafeteria was abuzz with excitement. The parents seemed more nervous than the students. Understandably so, as they were not going to be in contact with their children for five days.

Here I was, with three other teachers, and 50 students (14-16-year-olds), all geared for my first five-day nature and adventure camp in a hill station called Mussoorie, about 350 km from Gurgaon.

Education is not complete if the focus is not an all-round development. While books carry immense knowledge, a camp experience can be a life changer for many. It provides an unmatched opportunity to step out of their comfort zones and learn survival techniques from life's experiences. These experiences

encourage students to go beyond what they think their limits are – be it physical or emotional limitations. They discover strengths they never thought they had.

Another core KED Value “All people are different” is something which stands out at school camps. As students participate in many individual and team activities, they discover leadership and character skills by forming new friendships and facing new situations. They spend time with each other in a different environment and this truly breaks all barriers. They learn to appreciate each other's uniqueness and differences.

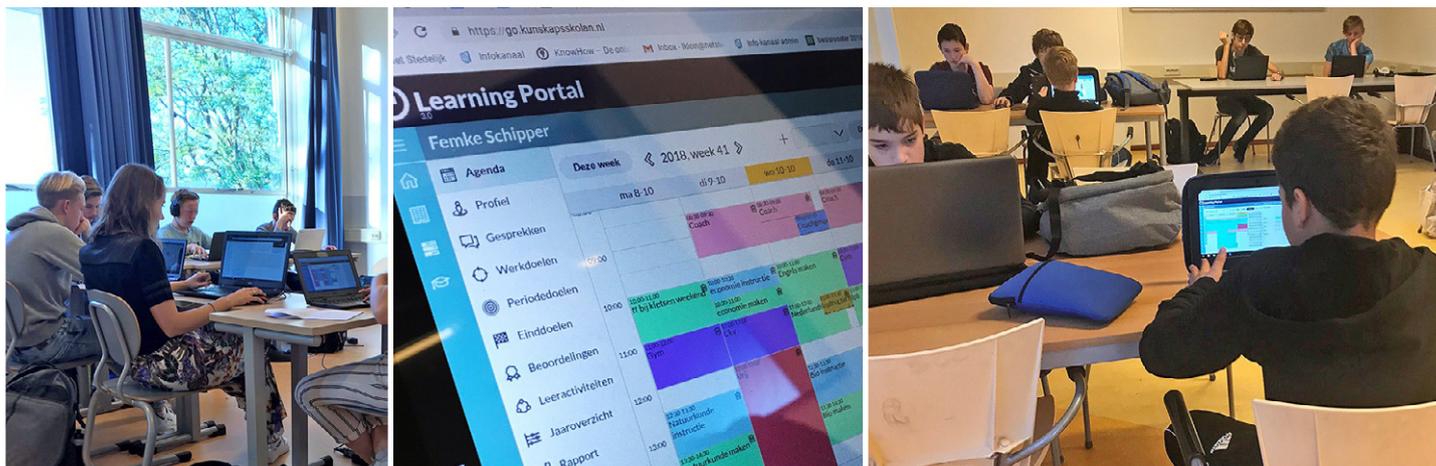
Something which really stood out for me, was the way the children were cheering for each other during the adventure activities. While for some it was a cake walk, some students mustered courage to give these activities a try. They did not let each other give up and enjoyed every milestone achieved, irrespective of how big or small it was.

The smiles and confidence were a true reflection of pride they felt.

This nature and adventure camp offered everything to students – long treks, team building activities, adventure activities, cooking, learning about nature and how one can contribute to keeping it protected.

Camps, most certainly, foster emotional intelligence, self-confidence, conflict resolution, risk taking ability – key skills needed by today's generation to be future ready.

After all, “life is what you make it!”



# A Swede in a Dutch School

**Anna Olsson**

English and Spanish Teacher, Kunskapsskolan Borlänge

A couple of weeks ago I went to Enschede, in the Eastern parts of the Netherlands. I spent four days at a school called Innova. I was there for a KED Teacher Exchange; normally I am a teacher at Kunskapsskolan Borlänge in Sweden. In Enschede, I joined and was hosted by Frederike, a teacher at the school. As well as experiencing the school, I got a bit of Dutch family life staying at her home. I was well taken care of and spent my week sleeping in a princess bed.

Already during the first meeting with the students, you recognize the teaching that comes with KED. It makes you feel at home even though we are not doing the same things all the time. There is a common structure and thinking about teaching. During this week I experienced coaching, lessons, meetings, student presentations and even some Friyay. The latter a social tradition among the teachers at the end of the last day of the workweek. I might have to introduce Friyay to my colleagues, as something that creates a good vibe between colleagues before leaving school and starting the weekend in a good way.

At home I teach Spanish and English. My colleague Frederike at Innova is also a teacher in English, which was perfect. During the exchange I took part in several lessons in English and had the chance to discuss and compare teaching methods and exchange ideas.

As part of the Teacher Exchange Program, I conducted my own lesson with one group at the school. I tested their knowledge about Sweden through a kahoot and they helped me creating a test for my students back home. We are hopeful about getting an exchange going to enhance and work with our future skill 'Act globally'.

I also realized that we share the same struggles. Our aim is to teach responsibility among the students through coaching. It does not matter where you are, but the younger the students are the more challenging our job is, and then we need to keep their motivation as they get older. However, as the students grow older and develop their skills and strategies, our work pays off if the motivation is there.

One of my personal interests in teaching is how we work with digital resources. I was happy to see that the students mastered Google and were responsible for their own Chromebook, so I felt right at home. They were keen to guide me through the Dutch Learning Portal, so I could compare it with the work we do with Kunskapssporten in Sweden.

At the end of the week, I went back home with new impressions and good memories to keep and share with my colleagues.



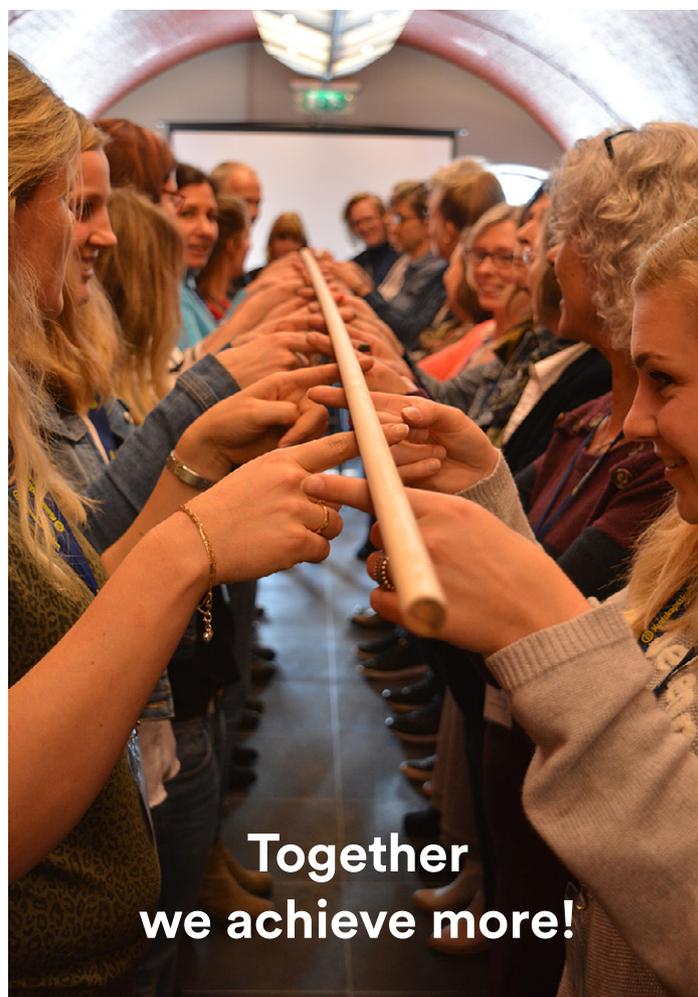
# Save The Date 19–21 March 2019

Kunskapsskolan Nederland warmly invites representatives  
from KED Network schools to

## The International KED Network Event 2019 in the Netherlands

Teachers, project managers, team leaders, heads of school, principals and board members from all countries in the global KED Network are welcome to connect with colleagues globally, to inspire and learn from each other.

- The Event day on 21 March consists of many sessions, with plenty of English-spoken options.
- There is a side program on 19 and 20 March for international participants, including visits and workshops at the offices of Kunskapsskolan Nederland and Dutch schools working with the KED Program.
- This year there are 60 schools in the Netherlands using the KED Program for a selected number of base groups corresponding to 10,000 Dutch students and 2,000 teachers in total using the KED Program.



**Together  
we achieve more!**

For more information and registration:

<https://kunskapsskolan.nl/ked-network-event-2019/event@kunskapsskolan.nl>

or via 003185 112 0000