



MARKETING THE NEW SCHOOL IN LUCKNOW

# KED

## Newsletter Issue 1

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# KED Newsletter issue 1

by Cecilia Fällgren  
KED Network Director

The KED Program for personalised learning is spreading quickly around the globe. In addition to our 29 Kunskapsskolan and 7 Kunskapsgymnasiet KED schools in Sweden, the KED Program is inspiring an increasing number of schools in England, the Netherlands, the United States, India, and from September onwards Saudi Arabia as well.

Many students and teachers already connect as KED Buddies and in various exchange projects that provide new experiences, perspectives and knowledge.

This newsletter is created to introduce you to the different parts of the KED world. You are an important member of our network. We are united to learn.

Feel inspired!

Cecilia Fallgren  
KED Network Director

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Please send me an email if you have an idea that you would like to realise through the KED Network.



## Launching Lucknow

When we unpacked the little chairs and tables in bright colours the other day that will go in the nursery, it suddenly became clear that this building under construction soon will be filled with enthusiastic young students eager to take their first educational steps.

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## Voices from the network

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# The KED-Way

by John Baumber

Director of Education, Kunskapsskolan UK

When you are setting up new schools in new countries or regions, parents often ask if there is any research which shows our way of working has been proved to be successful. You usually mention the success of various schools – the most successful group of schools in Sweden, Gurgaon the best new school in Delhi, Elizabeth Woodville identified as making more progress than other schools. But sadly there is little actual specific research to prove our approach is successful.

But we could look at this in a totally different way; that every aspect of what we do is well researched and identified as practice that leads to best outcomes. Some of you will have heard me talk about how John Hattie's top ten strategies are all present in the KED Program. In particular, by far the most important factor is 'students having high expectations'. Isn't that what our goal setting is about? Isn't that what when coaching we do – building a growth mind set. We say "There is always a way". It is about having a goal and then looking for the strategy to achieve it.

Other of Hattie's top ten favourites are acceleration, reciprocal learning and feedback. We are all about letting students move forward at pace, getting them to talk about their learning and explain to others,



and having constructive formative feedback so students know what they have to do to be better. These success criteria are on the Learning Portals; they are a core part of coaching and how teachers use feedback to check on the learning. The KED Program is a way of bringing all those approaches together to help achieve those great outcomes in so many of our schools.

Then there is 'Bildning'. This is a Swedish word that does not translate effectively into the English 'Education'. What we are talking about here is creating the 'educated person' in its broadest sense. Much of what we read and hear through the media is a collection of quick sound bites and opinions. Behind all that is a complicated and detailed picture

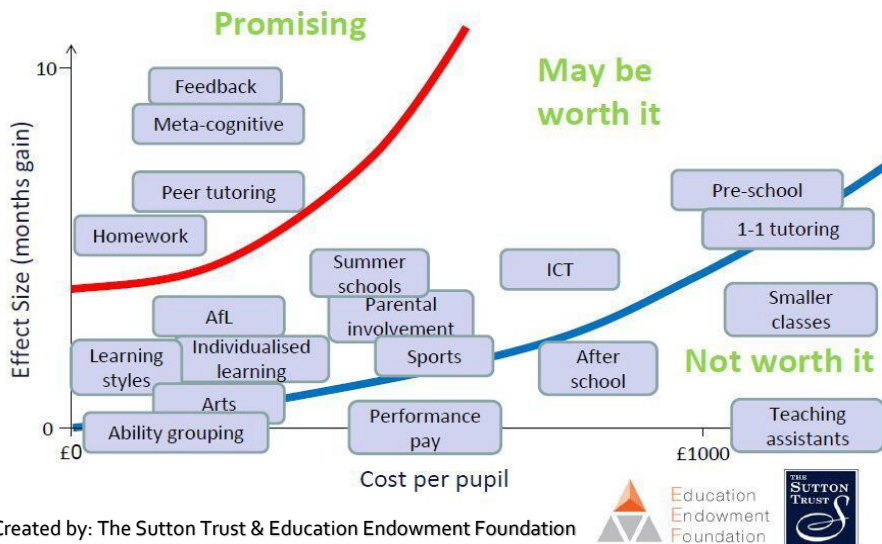
that we need to understand before we reach our own opinions. It is the same thing as in Science. There are no absolutes here. There is just what we think now and all the time we test that knowledge and re inform our knowledge. Through the different approaches to learning in any school week, the KED Program students can build up an increasingly sophisticated understanding of the world. They have to have time to think, research and discuss.

But there are two further things to consider – cost and implementation. However good the Learning Portal is, however many of the KED tools are in place, they will only be effective if they are implemented with consistency and quality. Having all the things in place does not automatically lead to a great school. The Sutton Trust recently published a graph looking at the effectiveness of teaching and learning strategies against the cost of their implementation.

It does not show coaching here, but if you look at the 1-1 tutoring by way of example. This has a moderate impact on the graph but is very expensive. Similarly for us, we know that personal coaching has a very big impact, but it is also expensive to implement. So if the coaching is not of high quality and not helping students take charge of strong progress it is a luxury. It is about quality and implementation. You have to do these things properly.

Finally there is much talk about life skills and preparing students with the skills to be successful in this century. You only have to

## Toolkit findings



visit our schools to know that something about the way we work develops those personal skills and creates talented, confident and articulate young people. I was at a lecture the other day given by Dr. Andy Hargreaves, from Boston College, who said people believe there are only two additional 21st century skills; digital fluency and global understanding. Well with our global network, how well placed are we to ensure our students appreciate that and become global citizens able to solve tomorrow's problems today!

So in the future if you are asked if what we do works, then there is lots of evidence to refer to. There are lots of other ways to create great schools and lots of progressive sounding models – expeditionary learning, immersive education, project based learning etc. Although we would say ours is a personalised model that perhaps does not have as catchy an impact. The p-word has been adopted by many and often to little effect. So let's just be proud to say "It's the KED-Way!"



Created by:  
Linus Gellerstedt

## Launching Lucknow

by Linus Gellerstedt

In April Kunskapsskolan Lucknow, situated in Uttar Pradesh in northern India, will begin its first sessions. Sitting in the school reception in the middle of January it is sometimes quite hard to believe that. Especially when most of the work at this point concerns practicalities such as getting Internet connectivity, giving driving directions to people trying to find the school, teaching people how to pronounce Kunskapsskolan or simply trying to find a table and a chair for everyone.

However, when we unpacked the little chairs and tables in bright colours the other day that will go in the nursery, it suddenly became clear that this building under construction soon will be filled with enthusiastic young students eager to take their first educational steps.

The school itself will be something special with a beautiful modern structure and a big

sports field – including the mandatory cricket ground, tennis courts, basketball court and a roofed badminton court on the terrace on top of the school building.

The reception has massive glass windows and a spacious and modern feel to it. Any visitor will feel that this school is something different to what they have seen in the past. Of course the more important differences – the ones related to our pedagogical model, the KED Program – will become equally clear to everyone in time.

Traditionally, the approach to teaching and learning in India is quite far from what you might call the KED way. A lot of effort will go into guiding and supporting the teachers we have recruited so that our practice will stay KED, through and through. In my view that includes always having the individual student as the starting point, personalising the

practice, putting emphasis on learning rather than teaching and, above all, always seeking to improve the practice.

On a personal level my family and I are slowly getting to know the spectacular city of Lucknow, with its rich history, lush parks and bustling streets. People are extremely friendly to us and trying hard to make us feel welcome and comfortable living as expats in Lucknow. We have also experienced what it must be like to be some big football or movie star, at least when it comes to people looking at you, taking pictures candidly or asking you to pose with them while taking a selfie

Spring is just about to start and we have been told that the rise in temperature will not stop until the thermometer shows just below 50 degrees Celsius. So perhaps we should savour the last days of winter which, by the way, is a lot like the Swedish summer.

# The top three challenges to students globally

by Michael Duffy

President of the Great Oaks Foundation

The KED Network is expanding rapidly. In addition to our 36 KED schools in Sweden, we have a growing number of KED inspired schools in England, the US, the Netherlands, India and Saudi Arabia.

The schools in our network are different in their local conduct of education, but two things are always the same – a strong belief in personalised learning and a curiosity to connect and learn with other members in the network. At a meeting of the international KED Network in Stockholm recently, our US KED team posed the following question:

“What do you believe are the top three challenges to students globally in the 21st century”

## Nirmeen Alireza, Educator from Saudi Arabia:

“One of the challenges is the move away from classical education. We have not given our children the skills for logic, the ability to analyze information. I am thinking of a more traditional frame in some way...I think we have moved away from authentic texts and primary sources—it is a very impoverished environment. Second I would say is the ability to think critically. Often times the political debate simplifies things...we spoon-feed too much. Students need tools for analyzing content. Third, we need to help our students connect with each other by focusing on differences and also to connect by understanding our common humanity...that is the only way we will get away from this culture of violence and destruction.”



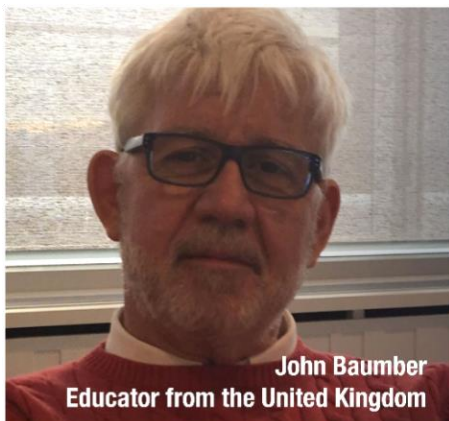
## Kenneth Nyman, Educator from Sweden:

“Students in the 21st century will need to take ownership of life-long development skills and we (adults & educators) need to train them how to do so. There is a difficulty in really measuring the ability to develop these skills, as opposed to, for instance, using standardized test scores to measure the retention of facts or other information. It is important that we include students in this conversation, ‘what did you learn? how did your education prepare you?’



## John Baumber, Educator from the United Kingdom:

"I think the biggest challenge that students face is making sense of the volume of information all around them. It seems that the strident voices (like that of a Donald Trump) are the ones that seem to garner the most attention. How do we help students to better understand what is true? Another big challenge is technology. Its not that young people have trouble using technology – they are usually among the early adopters of the newest forms of technology. No, instead it is being able to help students to create a space for mindfulness, and not be carried along by the chaos. Creating a balance between real-life and their life online. Finally, how do we help students to become life-long learners? The world that they will face will be a place where they will need to be independent and to adapt. Not too long ago I heard someone say that the average person would have 17 different jobs in their lifetime. Now and in the future, I don't think that they will even have jobs, as much as they will have 'gigs' – engagements that come and go, without a steady employer."



**John Baumber**  
Educator from the United Kingdom

## Sunitha Nambiar, Educator from India:

"I think that for the students that I see in India, the biggest challenge is knowing who they are and how they fit into the big picture. Related to that are the questions, 'who am I and what should I study in order to become the person I want to be in the future?' So much of what education has been, has been about the rote memorization of facts; students need to be able to think critically."



**Sunitha Nambiar**  
Educator from India

## Madelief Keyser, Educator from the Netherlands:

"We need to help students to become critical thinkers because of all of the information that is available to them...how should they weigh it? You don't just accept information uncritically.... students need to be able to make up their own mind and they need a framework for doing that. Creativity. Students need to be able to look at something from a new perspective. To connect things that have never been connected before. This is one of the things that makes us human, differentiates us from computers. Making connections between different disciplines. Finally, seeing all of the trouble in the world today.... being able to see the other person as a human being, with feelings.... the Syrian refugee crisis is bringing that issue into sharp relief.... our ability to tell stories that help us to recognize the human being in all of us."



**Madelief Keyser**  
Educator from the Netherlands

## Pernilla Brorsson, Educator from Sweden:

"We need to help students prepare for the ever-changing world that they might be facing, in a way that feels very different than their predecessors. They will have to adapt to change that is more rapid than it has been in the past. They need to have the ability to sift through information, which is going to be a challenge. There is information – being critical thinkers has never been so important. Finally, how do we help students to tap into their intrinsic motivation, to find their grit and self-discipline?"



**Pernilla Brorsson**  
Educator from Sweden