



Jane Wood is a primary teacher at Kunskapsskolan Borås, who recently completed her teacher exchange at Kunskapsskolan Lucknow. During her visit to India, she also had time to explore the local culture. Here, in front of the British Residency.

KED

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KED Network Power Unlocked



There is a new Partner School in the Netherlands. And Kunskapsskolan Bengaluru in India has won a prestigious award.

In this edition of the Newsletter, you can read about these achievements, followed by personal stories about how the schools in the Netherlands and India embrace collaboration to reach their goals. Collaboration in the KED Network is proving to be a quality aspect that helps

schools meet the high standards of the KED Program. It is a quality area that can help unlock the schools' full potential.

In Sweden, several KED schools are expanding into primary education. The school in Borås that is part of the exchange with Kunskapsskolan Lucknow pictured on the following pages, is soon followed by more Swedish Kunskapsskolan primary schools in Ystad, Katrineholm and Nacka. You will

hear more about this in the coming year. Kunskapsskolan India has a lot of experience of providing the KED Program to younger children, which they have generously shared with the Swedish school community when adjusting their Portals, coaching procedures, and goal setting to younger ages. This is KED Network Power at its best. I hope that the teacher exchange between Jane in Borås and Neha in Lucknow inspires you to unlock your full power. ■

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Dutch MY college

New Kunskapsskolan Partner School



Marjolein Scholten, Head of School at MY college together with one of her students and Willemien Noordhof, Educational Director, Kunskapsskolan Nederland.

The Netherlands has gained another new Kunskapsskolan Partner School: MY college in Spijkenisse. The official agreement was signed on Friday, January 12, and the special Kunskapsskolan plaque was presented to Head of School Marjolein Scholten. MY college has shown in its environment that persistent social patterns can be broken with Kunskapsskolan personalized education. This gives young people opportunities that they - and their parents - never thought possible.

For Head of School Marjolein Scholten, becoming a Kunskapsskolan Partner School is a culmination of seven years of hard work as a team. But as far as she is concerned, much more important are the results of this joint effort. Because there are now numerous examples of students for whom the years at MY college can be described as a 'game changer'. Often against expectations.

"The outcome is that we have now taken a great step towards equal

opportunities with and for students," says Marjolein Scholten.

Like with Ilonka (the name has been changed). A student so difficult in terms of behavior that many people attributed to her a life without a completed education. But still, things continued within MY college. On the one hand, with the intensive weekly coaching that is characteristic of the KED Program. And on the other hand, the - also characteristic - consultation in the triangle of



Willemien Noordhof, Educational Director, Kunskapsskolan Nederland and Juliette Bouw, School Board, Stichting Galilei to which MY college belongs.



My college students

coach, parents, and student. Added to the consistent belief in the possibility of developing Ilonka’s talents.

The result was a school diploma, appropriate further education, and the realization by Ilonka herself that she could make a difference. Her former mathematics teacher/coach Pepijn Droog says:



My college students

“It is special that you can make a difference together like this. That is what this personalized education - with everything that goes with it - makes possible. Moreover, Ilonka recognizes this herself and still visits us regularly.”

That is why the team at MY college can say that they give their students more than the final exam requirements require.

And for those who want to know whether it works, 20 percent of all students within MY college take one or more subjects at a higher level than they were expected to do at the end of primary school.

In addition to being a biology teacher and team leader at MY college, Luc Visser is active as a personal coach. He has experienced the entire seven-year journey that led to being a Kunskapsskolan Partner School. So, he remembers well when personalized education and coaching of students was seen as innovative and ‘hip’. But he immediately emphasizes:

“Coaching students only has real added value when you link it - as happens within the KED Program - to clear learning objectives, talking to students every week about how things are going and determining together how you are going to proceed.”

“I therefore constantly feel the need to explain to the parents what real student coaching entails. What the added value is and what it means within the practice of MY college. For example, we see that when the weekly coaching is briefly interrupted due to the illness of a colleague, it affects students’ results. Because on the one hand, coaching helps them to get the best out of themselves, and on the other hand, it gives them the realization that they are seen and heard as a person. Because real coaching is never focused on one element, but always on achieving the learning goals and the relationship between teacher and student,” Luc Visser concludes.

Koos Woltjes
Communication Manager,
Kunskapsskolan Nederland

Kunskapsskolan partner schools in the Netherlands January 2024:

- 2College Ruivenmavo in Berkel-Enschot
- Almere College Het Perron in Dronten
- Dr. Nassau College in Aa en Hunze
- Dr. Nassau College in Norg
- Lumion in Amsterdam
- MY college in Spijkenisse
- Van Kinsbergen college in Elburg
- Veenlanden College in Vinkeveen

Allia's KED Teacher Exchange at MY college

It was a great experience at MY college in the Netherlands. I stayed at Gaby's house and I am very grateful for her hospitality and the way she took care of everything in and out of school.

All week, I accompanied Gaby to school and observed personal coaching sessions, base group sessions, communication sessions and helped the students during workshop time. At MY college, the majority of students have learning disabilities, social and emotional challenges, and various types of diagnoses like ADHD, autism etc. Because of this, it is challenging for students to stay focused during communication sessions and workshop time.



Allia Naseem, teacher at Kunskapsskolan Borås in Sweden and Gaby Wiemans, teacher at My college in the Dutch city Spijkensisse are doing a KED Teacher Exchange project together.



My college students

I explored my personal research question related to students with learning difficulties. At MY college, many students are not good at asking for help, unfocused and lacking motivation. By observing their way of working I got ideas that can help students with different needs at my own school. I will try/test them for example by using leveled groups, where I can adjust teaching to the students' varying abilities. I will also try to implement a more structured format for math workshops with increased teacher guidance and assistance, recognizing that academically challenged students benefit from a structured, organized and clear learning environment. MY college uses the KED Program for personalized learning just like my school, but it differs a little from

I had the opportunity to exchange ideas and experiences with other colleagues and the school's student health team.

our way of working due to different education systems in the Netherlands and Sweden.

The Head of School took me on visits to some other schools in the same group of schools, where I observed math lessons. I had the opportunity to exchange ideas and experiences

with other colleagues and the school's student health team. One evening, I attended the school's open house where many parents and prospective students seemed interested in the KED way of teaching and learning. On another day, Gaby showed me around Rotterdam's beach and the city center.

The week went by so quickly, but I feel more equipped to meet the needs of different students now. In February, Gaby will come to my school for the second part of our exchange project. I am looking forward to more learning experiences together.

Allia Naseem
 Mathematics Teacher, Kunskapsskolan Borås



Gaby will work with Allia at Kunskapsskolan Borås for one week in February 2024.

Kunskapsskolan Bengaluru is a Top Dynamic School

Head of School Jayeeta Ganguly and Academic Director Thomas Moberg at Kunskapsskolan Bengaluru.

The organization Education Today has conducted The 11th National Conference on K-12 Leadership, distributing the India School Merit Awards to honor educational excellence.

At this big national ceremony, Head of School Dr Jayeeta Ganguly received the prize “The Dynamic school award 2023”, recognizing her team’s brilliant contribution to education in India.

This is a recognition of the KED Program, according to Academic Head Thomas Moberg:

“Amazing work, this shows that the KED Program and philosophy is applicable worldwide, despite

cultural, curricular, and contextual differences. We are honored and happy to receive this award and it is proof that excellent work is happening at Kunskapsskolan Bengaluru.”

The award was celebrated with cake and applause together with the whole crew.

Education Today has a growing reputation for impartial and reliable assessments of top-tier institutions across India. The evaluation of schools is accomplished by Education Today’s team in collaboration with education experts.

Kunskapsskolan India



Top Dynamic School Certificates



Kunskapsskolan 2.0



The Bara Imambara
complex in Lucknow

After more than 10 years as a teacher, I wanted new impressions and ideas. So, I applied to the KED Teacher Exchange Program. Since I work as a primary teacher, I wanted to go to one of the schools in India as they have the greatest experience of working with the youngest children according to the Kunskapsskolan approach.

After several emails and video calls, my exchange partner Neha Singh at Kunskapsskolan Lucknow came to

visit me in Borås last year in June. It was a fantastic week, and we became good friends.

In November, it was time for me to travel to India. After 18 hours of traveling from a wintry and cold Sweden, I arrived in 27-degree heat in Lucknow, where Neha met me at the airport.

By Swedish standards, Lucknow is a large city with almost 4 million inhabitants and there is a lot of

noise and cars everywhere, a huge difference compared to Borås. In Neha's home I got my own room where I could rest before my first working day.

Kunskapsskolan Lucknow has about 550 students, from pre-nursery to 12th grade. The school has 74 teachers, which means a high teacher density. My first impression was how polite and nice the students and adults were. I felt that everyone was genuinely interested and



Jane and Neha have worked side by side at each other's schools in a project aimed at developing KED teaching practice in primary school.

curious about me. Wherever I went, students greeted me with a smiling "hello".

My focus area in the exchange project is personal coaching sessions with younger students. I sometimes find it difficult to motivate and keep my students focused during personal coaching sessions. Kunskapsskolan India has more experience of coaching younger students, so I hoped that Neha and her team could share some ideas.

I had the opportunity to participate in most of the grades from pre-primary up to third grade. Neha had prepared a schedule for me, and I attended personal coaching sessions, as well as workshops and base group sessions. I quickly realized that Indian people are incredibly warm and welcoming.

In India, children are educated according to the KED Program from the age of three. Right from the start, they practice

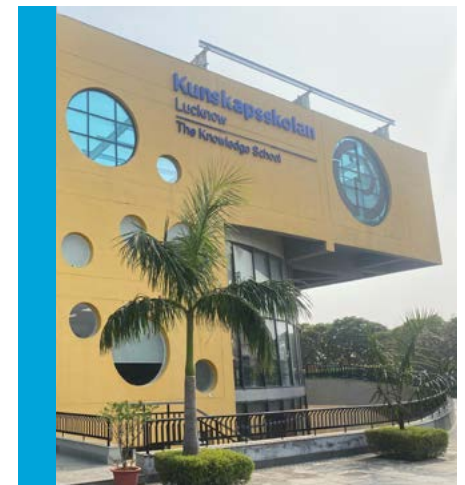
Kunskapsskolan's methods and tools. While facing the same challenges in conducting personal coaching sessions in primary school, it helps to use the working methods from a younger age. Here, even the youngest use logbooks, set goals, pick strategies, and evaluate extensively. It felt like "Kunskapsskolan 2.0".

I got a lot of new ideas. For example, I am going to decrease the number of students during group sessions to a maximum of four, to gain more from the conversation. Also, I want to do the coaching sessions earlier in the day when students are more alert, instead of the afternoons when they are tired.

Every day in primary school at Kunskapsskolan Lucknow ended with an evaluation of some kind. Not all my students know how to write, but we can still talk about our reflections and eventually get used to writing the evaluation in the logbook.

There are cultural differences between Sweden and India, but I got along very well with Neha and her family, and we had a lot of fun. With an open mind to each other's similarities and differences, you can learn so much. One thing I learned from living in an Indian family is that they eat a lot and at different times of the day. I have never eaten so much food or been so well taken care of before. I really appreciated the sense of family togetherness in their house.

During the evenings, we explored the city. Just going around in the car was an adventure, and I also got to stroll the park along the Gomti River, visit the fascinating Bara Imambara complex, the site of the British Residency and the incredible mazes.



Neha's and my KED Teacher Exchange is a memory for life, filled with new inspiration and ideas. It was a tearful goodbye, but as Neha's daughter said: "See you again soon."

Note: You can read Neha's story about her exchange visit to Jane's school in Sweden in KED Newsletter Issue 4, 2023.

Jane Wood
Primary Teacher, Kunskapsskolan Borås

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A podcast series brought to you from Stockholm by Kunskapsskolan Education (KED). Reflecting and connecting educators of more than 100 schools that use the KED Program for personalized learning across Sweden, the UK, the Netherlands, India, USA, and the Middle East.

Working around the globe to personalize each student's education according to their individual needs and abilities. Empowering the students to master the challenges of today and shape the world of tomorrow.