



PEJE EMILSSON MEETING INDIA'S PRIME MINISTER MODI

KED

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The Circle of KED

by Cecilia Aronsson
KED Network Director

KED Schools in India are now regularly conducting exchange projects with Sweden that we considered bold for neighboring England to attempt with Sweden four years ago. The magic of the KED Network is making Ystad neighbor to Lucknow; Meerssen next door to Borås.

"Knowing people from a different country and finding similarities in them isn't easy but Kunskapsskolan made it easy," says Krati from Lucknow after her teacher exchange in Ystad.

Worth a smile, isn't it? As we learn from the learning experts, being happy is key to real learning. The happiness experts, in turn, say that getting responsibility and applying ourselves to learning lead to real happiness. The Swedish Schools Inspectorate, as you can see in this issue, concludes that getting responsibility and applying ourselves to learning is what KED Schools do consistently every day. So, keep up the good learning, resulting in more happiness, feeding into more good learning. This is the virtuous circle of KED.

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Kunskapsskolan
EDUCATION



Hej Sweden

by Gurbani, Ayushi, Sanskaar and Sarvesh
Students Year 11, Kunskapsskolan Gurgaon

And here we are, the first KED Buddies exchange students from India to Sweden. We were warmly welcomed by our host families at Stockholm Arlanda Airport. Their smiling faces filled us with joy and enthusiasm. Sanskaar left with Linnea, Sarvesh with Jonathan, Gurbani with Stina, Ayushi with Susanna and Ramneek ma'am our teacher with Linda.

The next day was a Sunday; perfect to mingle with the families. Our buddies and their parents made a lot of effort to get us comfortable. We did sightseeing, went grocery shopping and tried public transport. In the supermarket, they bring a scanner with them, which makes shopping both easier and faster.

Public transport was more systematic than in India and turned out to be very enjoyable. Swedish teenagers seem more independent. All this did come as a surprise to us. Another surprise was that the water is pure enough to drink from the tap.

Our host families handled the household collectively and we actively participated in helping them. In Sanskaar's host family with Linnea, everyone has set days to cook dinner.

We found Swedish food extremely good, although it lacked the Indian spices.

Kunskapsskolan Spånga is more casual than Kunskapsskolan Gurgaon; they do not wear uniforms and it is ok to address the teachers by first name. Workshop and base group sessions (BG) are similar. After the morning BG on Tuesday, we enjoyed our visit to the Vasa museum and Skansen, seeing many animals that we do not have back in India. We sensed that Swedes are fond of nature and long walks. On the last night, our hosts organized a dinner party for us on an island in the Stockholm archipelago. We take along these precious memories that will last a lifetime.

Ystad Felt Like Next-Door

by Krati Bajpai

CBSE Coordinator and Team Lead Grades 1 to 3, Kunskapsskolan Lucknow

From a developing economy to developed infrastructure. Little goose bumps out of excitement, taking this journey head-on. I traveled from Lucknow to Ystad with a short list of questions, not knowing that I would end up answering a lot more than I thought.

As said by Cicero: "The beginnings of all things are small." My trip started with a 5-year-old boy, whom I met at the airport in New Delhi, where he asked me for a chewing gum. I explained that chewing gum is bad for health (though I was chewing one myself). That was when I suddenly realized that my profession is not confined by the four walls of a classroom. On the plane, there was a group of students going for a school trip. Having children around all through the journey kept me reminded of the purpose of my visit: learning and experiencing new things to use in my teaching at Kunskapsskolan Lucknow.

I reached Copenhagen on the same day, after experiencing the beautiful transition of a night into a day just by crossing different time zones. My colleague Sandra, with whom I stayed during my visit, met me at the airport. She made my stay the best, by showing me the wonderful places around, being a translator for me and giving me great support.

My first day at school did not seem to be the first, because many things at Kunskapsskolan Ystad are just like in Lucknow; the way the school day begins with a base group session, planning the day ahead in the logbook and discussing news; and of course, the happy children. I attended a lot of different sessions, from music to English, all with clear goals and monitored by professional teachers aiming to get students more independent in learning.

I can talk endlessly about the trip, as I have observed, experienced and learned so much, but I conclude by recommending anyone who gets the opportunity to participate in the KED Teacher Exchange Program. It is an experience for life to meet people in different parts of the world working the same way.



Meeting India's Prime Minister Modi

by Peje Emilsson
Founder of Kunskapsskolan

About 30 business leaders from Sweden got the opportunity to meet with Prime Minister Narendra Modi for one hour today.

The ten largest companies were given two minutes each to introduce themselves. PM Modi then spoke for ten minutes with a focus on why to choose India for low-cost production. He also said that with 65 percent of the population under the age of 35, India can be used to source skilled labor for many corporations in other countries. He shook hands with all of us, which gave me an opportunity to speak with him for 15 seconds.

I rapidly told Modi about the KED Schools in the Indian state of Haryana and about the good cooperation with the National Skill Development Corporation (NSDC). As you can note from the enclosed picture, I got positive feedback.



Kunskapsskolan Gets Top Marks from Schools Inspectorate

by Christian Wetell
Head of Quality and Deputy Director of Secondary Education, Kunskapsskolan Sweden

The Swedish Schools Inspectorate has scrutinized the quality of education in all 36 KED Schools in Sweden (29 secondary and 7 upper secondary). The inspection also looked at the managing organization for Kunskapsskolan in Sweden.

The result is outstanding. 31 out of the 36 schools had no remarks at all and came out with full credit for their work. Five schools had minor remarks, which are already being dealt with, as noticed by the Inspectorate. We exceed the national expectations by far:

"We have not seen a systematic quality model and work on this level in Sweden before. The understanding, professional language and structured views of quality on all levels in the organization are impressive. The relation and trust between schools and

upper management is complete," the Inspectorate comments.

The Quality Model for Kunskapsskolan Sweden consists of specified Quality Areas to support individual KED Schools in securing high quality in all aspects of their work, ranging from excellence in teaching to a sound working environment for staff as well as for students. It gives us the security and strength to achieve high academic results, as well as effective personal skills. The inspection shows that the Quality Model works and inspires other countries in the KED Network to adopt it.

"A shared Quality Model gives us the opportunity to learn together globally. I am happy for the achievement in Sweden and look forward to our future work and

achievements in the KED Network," says Cecilia Carnefeldt, CEO of Kunskapsskolan Education.



Education on Tour

by Inge van de Goor

Teacher, Mother, Camper, the Netherlands

Hi, Kunskapsskolan family! We, a Dutch family on tour, are thrilled to introduce ourselves: Ronald, Inge and our three children Feie (11), Jonah (9) and Leiah (6). We have been driving around Scandinavia in our motorhome since the end of January. We are on a special road trip: Education on Tour. We are travelling from school to school to find the essence of education. Besides being parents, we are qualified teachers.

Denmark, we caught the boat to Sweden. Following our visit to a school in Åseda, the road brought us to Kunskapsskolan Täby. With a growing number of schools across the Netherlands now adopting the KED Program, we were interested to see how it works in a school that has been using this concept for many years. Some critical voices in the Netherlands say that personalized learning gives children too much freedom that they simply cannot deal with, so they do not learn the things they should. In Kunskapsskolan Täby, we saw something different. We met students who get the opportunity to excel at what they are good at and can go through the subjects at their own pace, while setting personal, realizable goals based on how they want to perform and what the teachers and parents expect from them. These students have the autonomy to learn how to make a plan that works for them, with the teacher next to them as an important coaching friend and process monitor. Students learn to be aware and responsible for their own choices.

Another good thing about the KED Program is to create more time for teachers to see every child, at the daily base group sessions and during personal coaching sessions. In this way, The KED Program makes a pedagogical statement: If you want to see and include every child, the teachers' actions are the most important aspect of the school.

It is great that KED School teachers can be flexible to smoothly move between student groups. They are not stuck in a system that feeds stress. Another misconception we hear is that students do not get enough instruction through personalized learning. From day one in Täby, we saw that this is not true. A teacher confirms: "It's about finding the balance between being instructed and practicing independently, processing what has to be learned."



With a bag full of inspiration our journey continues, first to Karlstad and then on to Norway. You can follow us on our website: <http://educationontour.com>



The goal of our trip is to explore and experience the essence of education in different schools in different countries and to connect our experience to research on what education is all about. We are going to Scandinavia, because we think that in this part of Europe educating and raising children is particularly different from the Netherlands.

Living in a camper van and gaining new impressions and insights at school every day requires a lot of energy. The journey is intense. After visiting five schools in



Passion, Teamwork, Empathy

by Marij Wijnands

English Teacher, KED Inspired Stella Maris College, Meerssen, the Netherlands

I am Marie and I teach English at Stella Maris College, Meerssen in the Netherlands. Since August 2016, our school has been implementing personalized learning based on the KED Program. We started with a pilot group of 95 students. Today, approximately 350 students are being educated in the KED Inspired way. Our school is a learning organization and every opportunity to be informed by experts is seized with both hands.

In November I had the pleasure of hosting Sofia, an English teacher from Kunskapsskolan Borås, Sweden. Now it was my turn to come to Sweden, the cradle of Kunskapsskolan, and work together with Sofia at her school.

Kunskapsskolan Borås has got about 550 students and 35 teachers. The building, beautifully situated on the outskirts of town, is spacious and light. I was immediately struck by the peace and quiet. Now I am fully aware of the fact that the Swedish school system is different from the Dutch system; not only in terms of organization and grading system but also with respect to funding. A building like this for that relatively small number of students is something we can only dream of in the Netherlands. However, over the past few years I have learned that it is no use complaining about things that cannot be altered and instead focus on the things we want to achieve and find ways to make the KED Program work at our school.

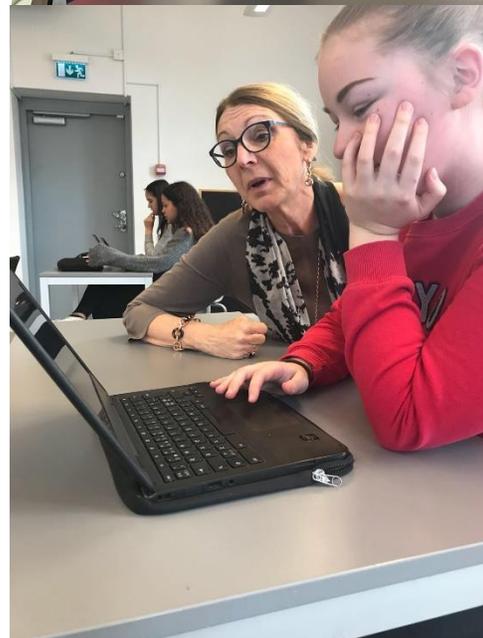
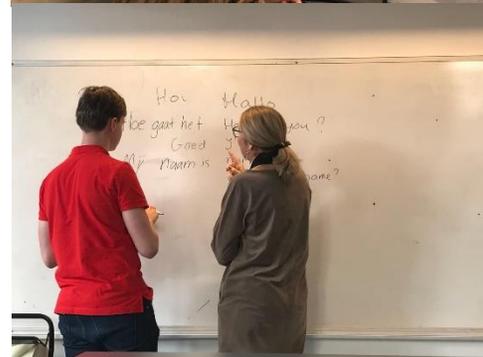
One of the many things I wanted to find out more about is workshop. Workshop at my school means that students can work on any subject they want – something we are slightly worried about because they do not take full advantage of the presence of the subject teachers. In Borås, I learned that workshop can be organized in such a way that it is more effective, both for students and teachers. Workshops for the various subjects in Borås are tied to specific areas in school, where students can readily consult

the teachers of each subject. There are guidelines for how much time per week students are required to work on each subject.

I had the privilege of teaching some of Sofia's students and helping them in workshop. It was a week in which I was fully immersed in the day-to-day routine at this school and it has given me a better understanding of what it means to be a teacher in the KED Program.

Working in a system of personalized learning requires passion, teamwork and empathy. The key to success is the way in which teachers and students interact. Not only during lessons, workshops and coaching sessions, but also during school lunch and other situations in and around school. I spoke to a boy from a special needs group, who made it all clear to me. When I referred to the special needs teacher as his "teacher", he corrected me and said: "he is not my teacher, he is my partner." I think that is the greatest compliment a teacher can get.

Working alongside Sofia has been terrific. I sincerely hope that we will keep in touch and that our two schools will continue cooperating in many ways.





The Business of Exploring Places

by Tulio Capriles

Head of Business Studies, Kunskaps gymnasiet Malmö

Students from seven schools in the Upper Secondary KED project Business Buddies have gathered at Caedmon College in Whitby, located on the Northeastern coast of England. This was the second part of the exchange project, following the English students' visit to Norrköping last term. At that time, the group visited the Swedish companies Ericsson and Saab Technologies to gather new perspectives on entrepreneurship.

This time, the Swedish students travelled by train from Manchester to Whitby, where they were greeted by their buddies at Caedmon College. After school hours, the students participated in a guided tour around Whitby, themed "Dracula". Whitby features in the famous Gothic novel "Dracula" by Bram Stoker from 1897, to the benefit of today's local tourist industry.

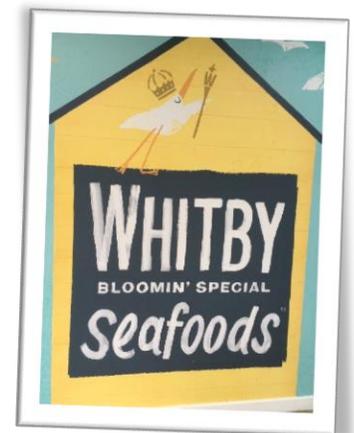
The purpose of the Business Buddies project is to inspire students' efforts as entrepreneurs. This academic year, there are 19 participating students from Caedmon College and the Upper Secondary KED Schools in Gothenburg, Malmö, Norrköping, Stockholm, Uppsala and Västerås.

The Business buddies also paid a visit to Whitby Seafoods, the world's largest producer of scampi. Company Director Edward Whittle explained how the

production works and how it supports sustainable development. He shared his thoughts on current challenges, such as labor shortage and the effects of Brexit, Britain's exit from the EU.

Along the coast south of Whitby you find the city of Scarborough, home to Britain's first seaside resort and a popular getaway destination for centuries. Here, the Business buddies met with Lizzie Courtney, responsible for destination marketing in Scarborough. She outlined various marketing attempts to attract more visitors. She also told the students about her personal career in marketing and experience of living in Los Angeles for a year during her university studies, ending with some inspirational advice for the KED buddies:

"To travel places is an irreplaceable part of any education, where you gain important experience for your future working life. Besides that, it is good to occasionally step out of your comfort zone," says Lizzie Courtney.



Replacing Bells with Fika

by Julian Grant

Headteacher, KED Inspired Shevington High School, England

This year at Shevington High School, we started to deliver a KED Inspired curriculum to Year 7 students, that included coaching and working on steps and themes. As a school, we had a strategy to immerse ourselves as much as possible into the KED philosophy. We have participated in study visits to several Swedish KED Schools, one member of staff had the fantastic opportunity to be involved in the Teacher Exchange Program, we hosted 20 exchange students from Kunskapsskolan Enköping in December and then we visited them.



After a few days in Kunskapsskolan Enköping, it was quite clear we really needed to trail some of the strategies we had seen there before implementing them fully in September. This is when the concept of Swedish Week came about.

The idea was to trail for a week some KED influenced practices to see if they worked within our UK context. Susanna Wahlqvist from Kunskapsskolan Enköping came here to support our efforts. We changed the timetable for Year 7 and 8 so they had a workshop session every day. In that time, they had three tasks to complete by the end

of the week. We decided for Swedish week all students would hand in their mobile phones as we had seen it done so successfully in Enköping. It seemed to be one of the biggest challenges of the week.

We put on a Swedish inspired menu in school and staff were encouraged to eat together with students, which reduced the need for the usual supervision. This really made the atmosphere in the canteen so much calmer.

Another thing we tried was to turn the school bells off. We usually have a bell ring every hour to indicate a change of lesson. For Swedish week we had no bells at all. The movement around school was much calmer and relaxed as the students did not exit classes all at the same time. Punctuality was not affected; students were still quick to get to lessons.

The final but very successful approach adopted during the week was Fika. Every day at break time, we provided tea and coffee plus a range of refreshments, i.e. fika. The purpose was explained to all staff – to get them together and talk about anything other than school.

Swedish Week was an excellent way to fully embrace the KED principles; most staff participated in the workshop sessions and



more students than ever had the opportunity to lead their learning. Now we are excited about planning for September. Fika Friday is already permanently in place due to the popular demand.

Wolves, Elephants and KED

by Cecilia Aronsson
KED Network Director

The annual KED Network Conference was held in Stockholm earlier this month, with 70 representatives from Sweden, India, Saudi Arabia, the Netherlands, England and USA. For two days, we discussed how to help students achieve more and build an organization around that. In our schools worldwide, we are aiming for high academic results and effective personal skills development. The KED Program is the starting point for this, but we also need a Framework to make sure we stay on the right track towards our goal.

This Framework was one of three major themes at the conference. Ten Quality Areas are embedded in the Framework, as topics for colleagues in the KED Network to continue collaborating around.



The second theme focused on the personal skills that we want students to acquire in addition to excelling academically. Educational leaders from all six countries in the Network presented what skills they find most relevant for the future. Here is their selection of the most important skills:

- Working with people who are different from you/Acting globally with an open mind
- Learning independently
- Being creative
- Showing perseverance
- Being human/emotionally intelligent
- Mastering problem-solving

A practical outcome of the conference's sessions on skills is the decision to expand the perspective in setting students' goals, to include personal skills that students work toward besides academics.

So, what about the animals in the headline of this article? Yes, this brings us to the third theme of the conference; the unique selling points of the KED Network. John Baumber, Educational Director UK, made the answer clear to us when he compared the KED Network to a pack of wolves moving forward together through deep snow. Demonstrating their deep sense of belonging, the wolves position themselves so that no one is ever left behind. The similarity with KED is striking; like wolves, elephants and other animals that live in packs, KED is a team with extraordinarily strong bonds between its members. If there is only one unique selling point of the KED Network, this is it.