

## Skills for the future



### Learn to learn

Reflection  
Strategy  
Self-awareness



### Cooperate

Communication  
Team work  
Management



### Act globally

Openness  
Change of perspective  
Sustainability



### Take action

Planning  
Implementation  
Responsibility



### Be innovative

Curiosity  
Creativity  
Problem solving



### Live digitally

Digital understanding  
Digital use  
Source criticism

# KED

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# Kunskapsskolan Does Not Mean Knowledge School

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The KED Program aims to give students a complete education that prepares them for the future. To accomplish this mission, teaching in the KED Program covers both knowledge and skills. Learning skills means learning how to apply the subject knowledge in the curriculum with a lifelong perspective.

Skills in the KED Program is about making students self-aware, for example by practicing cooperation and learning how they learn best, by working with different strategies and evaluating their results.

With our thoughtful focus on skills and a shared terminology for skills as a component in teaching and learning, we can proudly say that we promote our students' personal development and make them confident in approaching new challenges in school and out there. This school year, six pairs of base groups in Sweden and India are involved in the KED Skills Buddies project to refine their work on skills development through skillfully designed exercises from the KED pedagogy team.



# A New Chapter for Nün Academy

Pritpal Chandan  
KED Academic Director



This week I had the privilege of delivering workshops at our KED school in Jeddah; Nün Academy. The school in Saudi Arabia has been running successfully now for three years and is getting ready to welcome its learners for a fourth academic year. But this is certainly not a regular start of the year for Nün Academy.

Due to the excellent reputation the school has developed for itself, it is in high demand. Last year there were 220 students. This year, close to 540 students are waiting to be inducted and start their school year across Nursery to Year 6. The school has more than doubled in size, over a year! To accommodate the new KED students, Nün Academy has a new campus. A building which was previously the American International School, has now been transformed into a space fit to implement the KED Program for all.

The teaching staff at Nün has also grown; to 110. This team represents diversity in culture and experience. Many teachers have 10–20 years of experience and others are just starting out their career in education. I would like to take this opportunity to welcome the new Deputy Head-Academics; Ms Marie Gordon. Marie has over 25 years of experience in the field of Primary Education and firmly believes in student-centered learning environments that are grounded in positive relations.

During my stay, what stood out for me was the determination shown by Nün Academy teachers, to move the KED Program to the next level. 'What is the difference between differentiation and personalized learning', 'How do we use the logbook so that it is something students care about and not just fill in', 'What should a lesson goal look like, compared to a Learning Portal goal', 'How can we visually display the goal journey' were just some of the questions they explored over this week.

I congratulate Nün Academy for their success and very much look forward to seeing them develop the KED Program even further. At full capacity, Nün Academy, Kunskapsskolan Jeddah will go up to Year 13.



# 15 Months in India

Tyra Odén

Year 1 Student, Kunskapsgymnasiet Västerås

For 15 months I lived in India. My mom got a job offer to be Academic Head at Kunskapsskolan Gurgaon. When my parents first told me and my sister that we maybe were going to move to India, neither of us wanted to go. But then mom and dad promised us a dog when we would move back to Sweden again. Then we started to consider it.

I think there are more differences than similarities between Kunskapsskolan in Sweden and Kunskapsskolan in India. In both places, there are workshops and personal coaching and logbooks, but in Sweden the logbook is digital whereas in India they still have a book. In fact, everything we wrote in India was on paper. As a result, my handwriting improved a lot.

In 9th, 10th, 11th and 12th grade in India, the students partly leave the Learning Portal and get specific books and assignments for each subject. In Sweden, we are encouraged to find the necessary information ourselves in various sources. Even if it saves a lot of time and energy to have all the answers in books presented to you, I think it is better to practice searching for information, because that is an important skill to have in the future.

Something I liked more in India than in Sweden is how they teach French. There I got to learn a lot of grammar, which they did not teach that much in Sweden. In Sweden I learned sentences, but in India I got to know how to build them.

In our free time, my family took the opportunity to travel. We travelled to

so many places we were all tired of it at the end of the time in India. My favorite trip was when we went to Kerala, where we stayed on a backwater houseboat just like the family and three men



working there. The nature was beautiful, and it was so peaceful just being on that boat.

When we travelled in India, we got to experience the local culture. It is happy and colorful with many festivals, and I must say that Indians are very good at arranging those. Once we were invited to an Indian wedding, which was an

extraordinary experience. The marriage was arranged, which is common in India. The bride and groom had only met once and that was the day before the wedding. In Sweden we do not have arranged marriages, which made that wedding even more memorable for us.

I was not the biggest fan of Indian food. It is a little too spicy for my taste, but I really liked the local breakfast breads and stews. My favorite breads are Dosa and Poori. You eat them with different stews and gravies.

During these 15 months I have learned innumerable things and I have developed as a person. Before I went to India, my face turned red and my eyes filled with tears as soon as I said one English word. Giving presentations in a room filled with other students and speaking about Lucia in front of all teachers at school, all in English, are things I thought I would never do.

I have learned to appreciate things I used to take for granted. I now feel privileged to live in Sweden, in a house with a garden and a forest just a few steps away from my house. I feel privileged I can breathe clean air and ride my bike anywhere. And I feel privileged for the opportunity to go to a tuition-free school, including cooked lunches for everyone.

Living in India was not always wonderful, but I do not regret going there. The experience has given me new perspectives and values that I could not have gotten in any other way.



“Going from the overpopulated city of Bangalore, it took time to acclimatize myself with the scanty population in Sweden. It felt so empty, as if people were yet to show up.”

Lake Siljan, Dalarna, Sweden

# From Bangalore to Borlänge

**Upma Bhatnagar**

Teacher of Hindi and Coordinator, Kunskapsskolan Bengaluru

The same place can be viewed by different people and they may come up with different observations based on their own experiences and perspectives. A few days back, I had the opportunity to visit Sweden where I collected my own bag of lovely experiences which I am going to share with you now.

Going from the overpopulated city of Bangalore, it took time to acclimatize myself with the scanty population in Sweden. It felt so empty, as if people were yet to show up.

My host Anna lives in the province of Dalarna in central Sweden. I stayed at her place on the outskirts of the city of Borlänge. The place is in the lap of nature, quiet and picturesque.

Anna was kind to show me around and take me trekking. The places are unusually deserted yet surprisingly safe and secure. I saw lake Siljan and Leksand, Rättvik and Nusnäs, where I painted my own Dala Horse.

And Stockholm of course. I loved to visit the museum with the magnificent ship Vasa that sank on her first trip in 1628 because she was too heavy on top. There, I learned that failures can be celebrated too. Thanks Anna!



At Kunskapsskolan Borlänge, I had the chance to meet and interact with Swedish students in the KED Program. I made two lasting observations. First, that the students are good listeners, a quality that has been ingrained in them from childhood. Second, they are sincerely interested in learning new things. Students took part in my sessions of yoga and meditation with lots of zeal and enthusiasm and were eager to know more about India.

Swedish adults, be it teachers or parents, put great amount of trust in children. Students and teachers build a comfortable school atmosphere by being clear, confident and considerate towards each other and each other's point of view. As a result, less control and micro supervision is required.

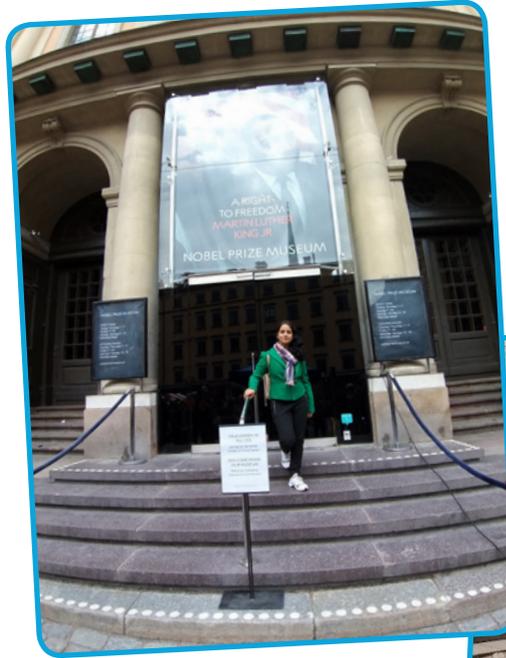
Just like India, English is not Sweden's first language, but Swedish students do not start learning it until grade 3, unlike in India where we start English language lessons long before the child goes to school. >>

## From Bangalore to Borlänge, cont.

But Swedish students' grammatical errors are minimal. Their development of expressions, verbal communication and listening skills is something we can learn from in India. The focus in Kunskapsskolan in Sweden is more on learning than teaching; experimenting, experiencing, discussing and critically examining, rather than writing and reproducing in the same format again and again.

From grade 8, students in Sweden participate in work experience projects for a couple of weeks, to become future ready. The thing that I like best about education in Sweden is that children are not treated as children in terms of their intellect. They are treated as little people with great intellect, who need to be respected; their privacy as important as adults', their time as precious as everyone else's and perhaps most importantly: their voice and opinions are heard and not discarded just because they have not yet reached a certain age.

**My teacher exchange in Sweden was a truly enriching experience.**



# An Educator and a Learner

**Jyotsna Tiwana**

Team Lead Kindergarten and Grade 1,  
Kunskapsskolan Gurgaon



A journey of four years at Kunskapsskolan Gurgaon, enriched with the finest learning experience in pre-primary environment, proved to be a sound foundation for my very first teacher exchange program to the UK. The four schools of The Keys Federation Trust in Wigan, Manchester welcomed me wholeheartedly and in a matter of just a few hours, the vibrant ambience of the schools piqued my inquisitiveness. As days unfolded in the unexpectedly cool summer, my list of all that I was craving to absorb from a learning environment set in an entirely different culture, kept growing. My focus was pre-primary and Year 1, but I decided to begin with Nursery. The very first impression from most classrooms was how language and reading skills were nurtured through the early years. There were definite meeting points when I compared our own pedagogical approach and the various methods that were being implemented in these schools. However, the consistency and the beautiful integration of context to excite language skills was something I decided to bring back home with me.

Catering to students' individual interests and empowering them with faith in their abilities has always been the guiding principle at Kunskapsskolan and it was nice to witness the same being incorporated in the four schools that I visited. There were moments when I simply beamed with pride thinking about how we work to nourish inquiry, independence, ownership and confidence in all schools across the KED Network.



I could have never really made the most of this experience had it not been for those charged up and rich pedagogical interactions with Tim Mooney, Principal at Keys Federation, Wigan and all the teachers who offered some great insight into early years education.

While each day opened new vistas that took me to different places, coming back home to my hosts John, Margaret and Freya (the charming Labrador) was always refreshing with delightful conversations and great food.

I still reminisce about those warm, buzzing classrooms and think of the curious little ones, who simply wanted me to either tell them a story or talk about where I came from.

As I write about this enriching experience, I realize that there is so much more that I yearn for, as an educator and a learner.

**Freya**  
(the charming Labrador)

# Discovering Sweden

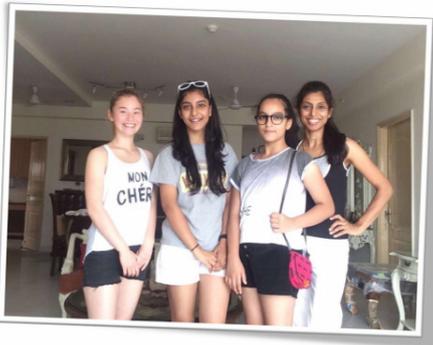
**Mriggya Sharma**

Year 12 Student, Kunskapsskolan Gurgaon

## KED Buddies Brought Nelly to Gurgaon

by Nelly Einvall

Year 1 student, Upper Secondary KED school Kunskapsgymnasiet Västerås



I travelled to Kunskapsskolan at the other side of the world – a journey that changed my life.

As part of a student exchange, I lived with an Indian family for two weeks as I went to Kunskapsskolan (also known as The Knowledge School) in Gurgaon, close to the capital Delhi. I got to learn a lot more about the Indian school system and Indian lifestyle in general, while trying new kinds of food with lots of spice and flavour.

My host, Mriggya, was in 9th grade just like me. Since children start school two years earlier in India compared to Sweden, the 9th graders in India are 13–14 rather than 15–16 years old. The school seemed quite serious, which is good as students then learn the value of good education. In Sweden, students do not take their education as seriously, I think.

Unlike my school in Sweden, there were no showers for students to use after P.E. class,



For the third time, I have been to Sweden to stay with Max Einvall for a part of my summer vacation. It began as a student exchange between my school and his, which turned out to be a great experience for me.

Swedish lifestyle is surely very different from India, but as I got to experience it so many times, I feel I connect these cultures better now. During my stay back in 2017 and again in 2019, I visited Kunskapsgymnasiet Västerås several times and attended classes and student activities. As I was there so close to graduation, I also got to experience inter-class graduation games.

The first time, Max was in grade 1 (Year 10) and this last time he was in grade 3 (Year 12). The basic difference between my KED school in India and the KED schools in Sweden is the education system, such as the age that students begin schooling and what we learn in

each year, considering that 12th graders in India are 16 or 17 years old and in Sweden they are 18 or 19. And we wear school uniforms in India but not in Sweden. Even so, schools in both countries are based on the same teaching style – the KED Program.

My best experience in Sweden was Max's graduation. The excitement and energy on that single day would probably not be seen any other day. Students dressed in suits and white dresses and peculiar graduation caps are running out of the school with music playing. They get loaded with stuffed toys and flowers around their necks along with a huge signboard featuring their childhood picture. Later, all students get on a truck, driving them around the city with music pumping and everyone dancing – a lot of fun.

It was hard to think of this as a tradition, because it seems so modern.

Going to Sweden is the best decision I have made. Learning about another country's culture and traditions by staying there with a family is far better than just reading about it. This way, as Swedish culture is so different from Indian culture, it became much easier for me to understand it.

# Because the Students Benefit

Willemien Noordhof  
Educational Director, Kunskapsskolan Nederland

**Marcel Klaverkamp has been the chairman of the Executive Board of the Dr. Nassau College in the Dutch city of Assen for one and a half years now. And has, in terms of personalized education, 'jumped on a moving train'.**

The Dr. Nassau locations in Norg and Gieten are well on their way to become Kunskapsskolan Partner Schools. And Klaverkamp fully supports that process. "But I'm not talking about the connection to the Kunskapsskolan name. For me it is about realizing the personalized education that creates added value for students. That is the only reason for me to do this."

Klaverkamp is critical of educational development in the Netherlands. "When I took my exam, many years ago, I was among the first students to do so after a major change in the Dutch educational system. And I got an economics teacher who said: I have no idea how to go about in this new regime. So, together we drew up a plan for the year. And that worked out well. But at the same time, I cannot help noticing – having worked my entire career in education – that although education has been permanently tinkered with in the last fifty years, in the core nothing has changed at all. It is still a stronghold of conservatism. You can see that in the negative way in which the educational world responds to personalized education. And in the emphasis that many teachers today still place on knowledge transfer."

## Teaching to learn

"We all know that the society our students ultimately will end up in, is no longer just about knowledge and diplomas. And not just about learning skills as well. It is about teaching young people to learn. In a way that best suits their individual talents and ambitions. That is, in my opinion, the core of personalized education."

And I experience, in Norg and Gieten, how students talk passionately about their school. I see teachers giving everything they got to realize this form of education, because personalized education requires a lot from teachers. I witness teachers (who feel comfortable in their role during 'workshop time') make work agreements with colleagues who excel in other more subject-oriented learning activities. They tell me how much they get back from the students. Making me think: I wish every teacher could experience this. So, we as administrators have a clear task: creating the peace, stability, security and space to allow this education to develop properly."

## Choice

Klaverkamp has therefore contacted his colleagues from other schools in Assen. To think about creating one broad school



for personalized education in the Assen area. "Although we are in a region with a shrinking population (the number of students decreasing by 24% in Assen), I am convinced that there is room for several schools. Moreover, it creates a choice. For parents and students, but also for teachers. And in addition, I am not 100% convinced that personalized education is suitable for literally every child. So, Dr. Nassau College with its 3,800 students does not transfer to personalized education in its entirety. But the 600 students in Norg and Gieten and their teachers must be able to continue unabated. And as far as I am concerned, we can go one step further and jointly develop a school for personalized education in Assen and the surrounding area."

## Partner School

KED Partner Schools are schools that choose to fully implement the KED Program. And in practice, that means experts from Kunskapsskolan – from the Netherlands and from Sweden – look 'under the bonnet'. But Klaverkamp has no problem with these audits in Norg and Gieten. "We are also a 'Culture-profile School' and a 'Technasium'. These labels require audits as well. >>

## Because the Students Benefit, cont.

And there is absolutely nothing wrong with hearing about opportunities for further educational improvements. Moreover, we have always invested in school satisfaction surveys here. Precisely because a critical eye can only make us better.”

### To take over

“Which does not mean that we are just copying everything. Of course, I also went to Kunskapsskolan in Sweden. And I think, based on that visit, that our approach in the school years leading to the exam must be different from the way it was organized in Sweden.

For me, becoming a Partner School means primarily – I often repeat that – that the pupils benefit from the added

value of personalized education. And I am still convinced that this is happening. So, I have also happily joined the Kunskapsskolan community for school-board members. Because we have a clear role to play in this conservative world of education. Because I see the tragedy surrounding schools that refer to other or innovative concepts purely because they are in a region with a shrinking population, or score below par in terms of results. While in the end it is only about one thing: preparing students as much as possible for the world of tomorrow. A world that demands different things from people than, say, twenty years ago.”