



KED

Newsletter Issue 2_22



April 19, 2022

Personalized Collaboration

The sequence of articles in this Newsletter marks a trend. One more dimension of life is available again: The dimension of meeting in real life (IRL). Pandemic restrictions have been lifted to the extent that we can see each other again. We can get together, connect and exchange visits to each other's schools. Yet, we have learned the benefits of digital working methods so we can combine digital and IRL for an even better outcome.

Students in Örebro and Gurgaon exchange letters and presentations online, while primary school specialists gather for digital global discussions

about goal-setting and effective coaching. Learning and deepening of skills in particular areas of the KED Program, accomplished without that extra flight.

However, when there is need to give the full perspective of ongoing KED practices, complete a project together and get to know each other closer, members of the KED Network can decide to jump on that bus, train, or plane, and immerse themselves in KED IRL.

The first three articles here show the digital possibilities for our shared Network. The following three articles illus-

trate projects in real life that happened in the last month.

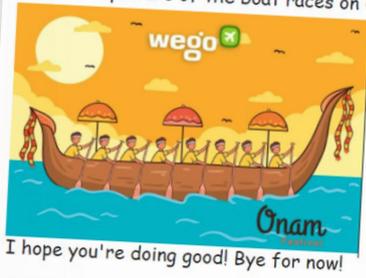
The next issue of the Newsletter brings you the filmed reports from teachers who complete their teacher exchange projects in spring, some digitally and some IRL. In the hybrid KED Network, we now personalize collaboration based on your goals and needs.

Cecilia Aronsson
KED Network Director
cecilia.aronsson@kunskapsskolan.com



Hi Freja, nice to hear from you!

Today I'll tell you about the Indian festival Onam. The festival Onam is the biggest festival celebrated in Kerala (Kerala is a state in south India). It is celebrated at the end of monsoon season. Onam marks the first month of the Malayalam calendar. (Malayalam is the language spoken in Kerala). It is celebrated with prayers, cultural programs, boat races and dance performances. I don't celebrate Onam but many of my friends do. I Below is a picture of the boat races on Onam.



I hope you're doing good! Bye for now!

Dear Nida

I'm happy to connect with you as well. Personally I'm doing great. I hope you're doing great as well.

My name is Majken Mangnäs and I'm a 14 year old girl, turning 15 in august. I'm currently studying in 8th grade at Kunskapsskolan Örebro. I live in the city of Örebro, Sweden. The subjects I like in school are history, science and spanish.

I have a father that for the moment doesn't work, he is going to start his own business soon but he is still working on it. My mother works for the company where I work. I have a little brother that also goes to my school but he is 2 years younger than me which means that he goes to 6th grade. I also own a dog named Mia, she is 3 years old. I was quite surprised that you have a kunskapsskolan that starts in grade 2 already, here kunskapsskolan starts in 6th grade.

Just like you, I also like to draw and play video games. My favorite video games at the moment are Valorant, Dead by daylight, The forest and Raft. I also like to read books. I've swum since I was 4 years old but I stopped swimming when I was 11 years old because I found it quite boring at the end of my childhood. I also listen a lot to music and I really like all kinds of music but especially Metal/Speed Metal. In my spare time I also watch a lot of movies, anime and cartoons.

I hope I hear from you soon again! :)

Greetings,
Majken



Recognizing what Students Learn from Global Projects

Students in the KED Network have a unique opportunity to get to know friends in different places. The KED Buddies projects have become highly popular and come in many different shapes, for various age groups, topics and countries involved. The basic idea is to connect students from different schools to get insights that would be hard to nurture independently by a local school.

“Our students started exchanging letters, introducing themselves and sharing details about their lives and interests.”

skolan in Sweden. My group at Kunskapsskolan Gurgaon worked with students at Kunskapsskolan Örebro. My Swedish counterpart Ulrika and I agreed that our students' task would be to write letters to each other, thereby practicing English and learning about life and culture in another continent.

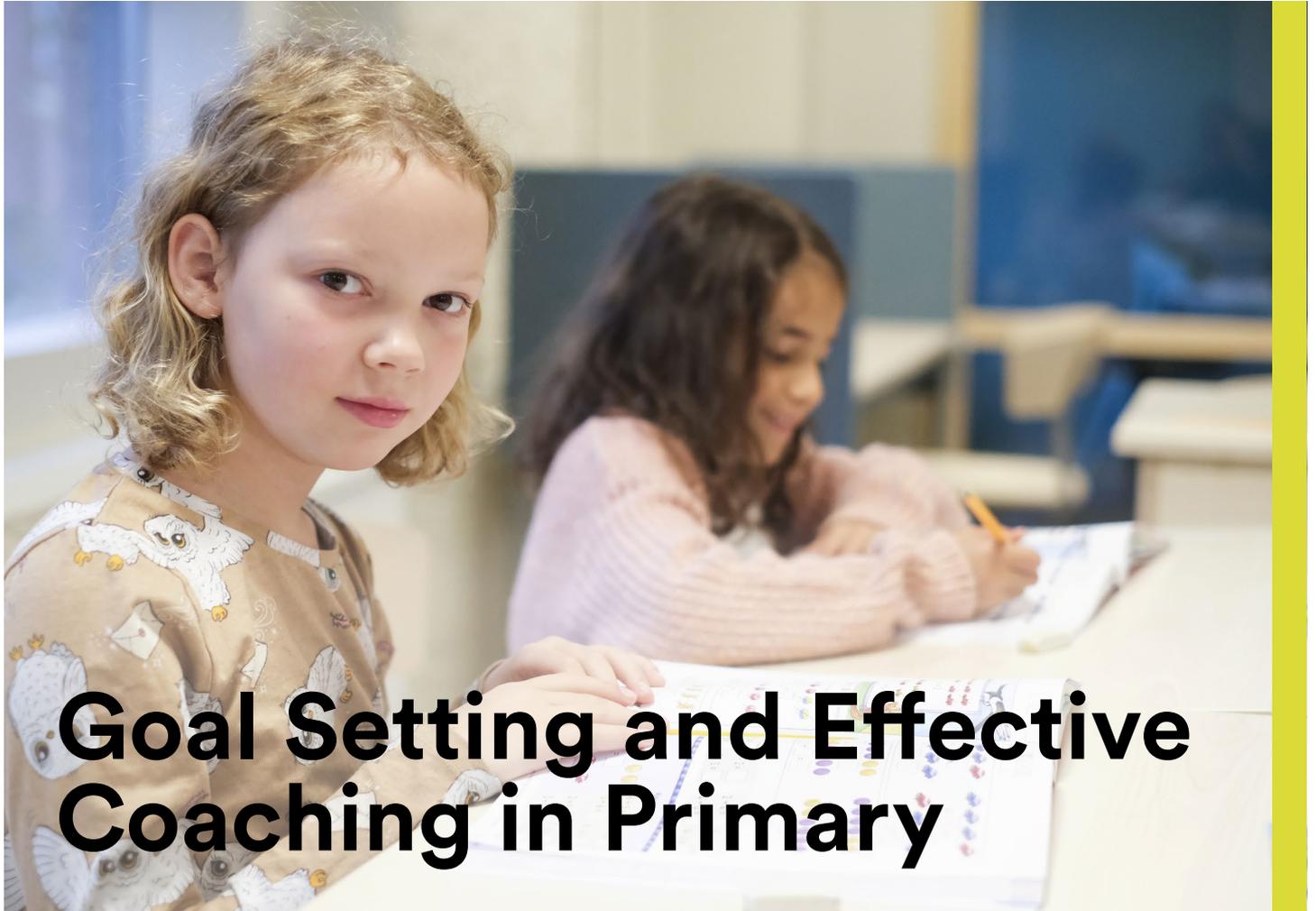
Our students started exchanging letters, introducing themselves and sharing details about their lives and interests. As teachers, we could tell that the students changed their preconceived views of what the other place would be like. By authentic means, students could challenge their prejudice and learn from a first-hand source what a person from India and Sweden is like. This is valuable for anyone who aspires to live and work in the modern, global society with its ever-changing challenges and difficult choices. The KED Value 'Education for life' is brought to life.

Our team in India started thinking about the learning and personal development that students gain from KED Network activities. These things do not show as marks or merit points in the student's grade results. Would there be another way to credit the buddies for what they have achieved? We came up with the idea that students could earn a diploma that can be presented as a qualification when applying to higher education or future jobs – indeed a valuable part of their resume.

To try this out, we started a KED Buddies Diploma Project pilot case. Students at Kunskapsskolan in India connected with students at Kunskaps-

Sadhna Prabhakar
Team Lead and Teacher of English and Environmental Science, Kunskapsskolan Gurgaon





Goal Setting and Effective Coaching in Primary

Colleagues around the KED Network have so much to learn from each other. You know that, and you have asked for more forums to get together and learn across schools.

KED is happy to accommodate that demand. We now introduce KED Seminar as a new format for targeted in-depth discussions about different aspects of the KED Program. These KED Seminars will be held regularly for targeted groups of participants, such as team leaders, teachers of a particular subject or those interested to develop their practice within personal coaching, goal setting, workshop organization or assessment as a bridge between teaching

and learning. The agenda for each KED Seminar is going to be clear with a predicted learning outcome and supported by a highly qualified host.

“The agenda for each KED Seminar is going to be clear with a predicted learning outcome and supported by a highly qualified host.”

A few days back, Sunitha Nambiar, Education Director and CEO Kunskapsskolan India, hosted a KED Seminar about using the KED Program in primary grades. A highly interactive and informal conversation with the following take-aways.

Remember, most students do not understand the word ‘Goal’ when they start primary. So, the first step is to introduce the language of goals to the children. You can encourage their thoughts about goals by using goals in all situations at school, including play-time and lunch, i.e., what is my goal this ten-minute break? The primary students in Sweden set weekly goals not only for



reading, math, and writing, but also for their social activity with friends.

Pictorial representation is another method used frequently by KED primary teachers, who make the goals visible in the rooms for learning and create goal sheets with symbols that inspire. The logbook, of course, is the extended version of this, and the Learning Portal supports focus on goals, as Fatma Sheibani from Nün Academy Kunskapsskolan, Jeddah, reminds us.

Setting goals is a skill. The beginners need simplified goals, i.e., the goals must make sense for the child's mental age. The primary teachers at the seminar find that students can take more responsibility for their goal setting from Year 3, but they always need strong base group teachers to help them set clear, challenging, and realistic (CCR) goals. The India team recommends that learning goals are presented well in advance so that students can digest them over the weekend before the new school week begins.

In the personal coaching sessions, it is important to make students reflect on why we set goals. To encourage such analysis, you can speak in sentences like "I'm setting this goal because..." and "I'm going to work like this because..."

Goals motivate, keep you on task and on time, and let you feel successes. Students that have worked consistently with goals from an early age develop reflecting and planning skills that will benefit all their future work in school

"Setting goals is a skill. The beginners need simplified goals, i.e., the goals must make sense for the child's mental age."

and beyond, our primary experts agree. Something many students do not realize until they have graduated from Kunskapsskolan, according to Björn Nyman, Head of School at Kunskapsskolan Borås that recently started Sweden's first KED for primary. Convincing students about this life-long benefit could be an untapped marketing opportunity for our schools, he thinks.

In India, there are 1350 students in grades 1 to 5. In Saudi, there are 300 primary students. At Kunskapsskolan Borås, Sweden, there are about 120 students in the four new primary grades.

We have a wealth of knowledge and experience amongst us. Upcoming KED Seminars will be announced continuously. If you have an idea for a KED Seminar topic, please email cecilia.aronsson@kunskapsskolan.com.

Cecilia Aronsson
KED Network Director

KED Students Secure Sustainability in New Enterprises

KED Business Challenge 2022 was a tough contest between twelve participating teams that study the business program at the various KED Upper Secondary schools in Sweden. As part of their studies in the final year before graduation, the students have formed their own businesses that they develop and manage in line with professional company practice. Today's challenge was to present the business ideas and progress in front of a professional jury from various industries. Each team got five minutes to present their business case. The jury provided formative feedback and ultimately selected the winning case.

This year, the students' enterprises indicate a clear trend. Reusable straws, non-plastic golf pegs, decorative containers for litter

and parking aid to reduce emissions; our students show that sustainability is key to entrepreneurial success. A popular strategy is to select an existing product and improve its green qualities.

The winner of Business Challenge 2022 is the company Green Padel UF formed by students at Kunskapsgymnasiet Norrköping. They offer a way to recycle balls used in the racquet sport padel, which has gained broad popularity in Sweden lately. Padel balls tend to lose pressure after a few games. Green Padel UF noticed the many balls being wasted around padel courts, abandoned to harm the environment and cause players to buy expensive new balls. Was there a better way to do it? Green Padel UF thought so and found a way to recycle

padel balls by restoring pressure. They have already packaged and resold hundreds of balls and partnered with several local padel courts.

What has been most challenging in starting your business?

"Getting the technology right. We ordered a pressure vessel and modified it for our purpose. It was a little tricky, but we worked it out," says Alex Holgersson, one of the students behind Green Padel UF.

Sustainability is one of three major focus areas for Kunskapsskolan Sweden overall, in addition to top-level teaching quality and continuous professional development. Students and teachers deal with environmental impact and protection. As the KED values state, Kunskapsskolan aims to educate for life, giving students the ability to see context and patterns, understand and interpret events, take decisions, and make choices. In other words: sustainable learning.

As a final point, the organization Junior Achievement (In Sweden, Ung Företagsamhet) that provides the platform for KED students' business ventures has been nominated for the Nobel Peace Prize 2022. Sustainable development and peace are often viewed as two sides of the same coin, when you ask business-minded KED students. ■

Cecilia Aronsson
KED Network Director



Oscar Jakobsson, Alex Holgersson, Gustav Werme, Theo Jansson and Tage Sandberg won this year's Business Challenge.

Global Earth Summit in Southern Sweden

Kunskapsskolan Trelleborg is actively supporting sustainable development of the world. Just before Easter, they got together with students from Kunskapsskolan Lund and three schools in the UK part of the KED Network, Shevington High School, Northgate High School, and Pasmores Academy. The joint mission: Working together on their respective climate actions that they started more than two years ago. Here is the travel diary by Fatma, Freja and Sofia.

Day 1

After several digital Earth Summits, we finally got to meet up. On Monday morning, the students from Trelleborg and England went by bus to Lund. We spent almost the whole day in the Vattenhallen



develop and improve our schools' joint sustainability council.

We ended the day at a place called Trelleborgen, where we learned how to make bread the old-fashioned way and what it was like when researchers found that humans have an impact on the climate.



Science Center. All students were divided into smaller groups. There were six activities, all about the global goals. At one of the stations, we learned how to eat more sustainably.

In Lund, we also had an online meeting with Elodie Linck from The Wild Center in New York State. She helped us



Day 2

We went to Lund University to interview some researchers. My group met with senior lecturers Barry Ness and Mine Islar, who focused on how to solve problems in different ways. I learned a lot from this, and I have already started to inform and share this knowledge I have gained so that we can improve our sustainability council. We ended the day with a Science Show.



"I learned a lot from this, and I have already started to inform and share this knowledge I have gained so that we can improve our sustainability council."

Day 3

On the last day, everyone gathered at Kunskapsskolan Trelleborg to give our presentations about what we had learned and how to continue our climate actions in the future. After everyone had presented and received feedback, we gave a tour of our school to the students from England. Then unfortunately it was time for them to go to the airport in Copenhagen.

Fatma Ciftci, Freja Frostberger and Sofia Thell
Students Year 8,
Kunskapsskolan Trelleborg





First Impressions of Kunskapsskolan in Sweden

By Koos Woltjes
Communication Manager, Kunskapsskolan Nederland

How is Kunskapsskolan perceived by a first-time visitor? The other week, representatives from the supervisory boards of the schools in the Netherlands that are – or aim to become – KED partner schools visited Stockholm. Most of them had not seen a KED school in Sweden before. The purpose was to look at the origin of the KED Program in practice in some of the Swedish KED schools, and to meet and discuss with professionals from the Swedish Kunskapsskolan team. It turned out this would lead to a better understanding of the KED partner schools, once back in the Netherlands.

The Supervisory Board fellow travelers notice that the facilities within the Kunskapsskolan schools visited in Stockholm are more ordinary than in the Netherlands. In terms of buildings, space, but also in terms of resources. There is amazement that not a single digital whiteboard is found in a learning environment that otherwise has a high degree of digitization. The Stockholm Kunskapsskolan school buildings are more basic than the Dutch visitors expected. It makes sense to them, however, when they hear that Swedish schools have more limited funding. In Sweden, the annual allowance for each student from the municipality must cover all

”There is amazement that not a single digital whiteboard is found in a learning environment that otherwise has a high degree of digitization.”

Supervisory Board members and education administrators from the community of partner schools in the Netherlands recently visited Sweden.



”The professionals of Kunskapsskolan believe in what they are doing and show things as they are, convinced that nothing is perfect and therefore everything can be improved.”

costs, whereas school buildings in the Netherlands are usually financed by the municipality separately from the yearly allowance per student.

Although this is the first Supervisory Board trip, delegations from Dutch schools have been visiting with great regularity for years, so the Swedish team is used to Dutch visitors. But what is striking is that there are no ingrained stories. The professionals of Kunskapsskolan believe in what they are doing and show things as they are, convinced that nothing is perfect and therefore everything can be improved. Furthermore, they know from experience that full transparency is the best way to

share. So, the visiting board members were allowed to address students and ask anyone at the schools about their experiences. People here are proud of their schools and confident without any frills or filters – the KED Program is powerful just as it is.

The travel companions found the trip useful. They comment that the KED Program is a distinctive educational vision and approach, contained in a strong quality model, and based on one central principle: every student is unique, learns in his/her own way and pace and we must learn to guide each student personally. ■

Time to be Brave

In March, Bolton University arranged a conference for school leaders in collaboration with Kunskapsskolan. School leaders from more than 20 British schools traveled to Gothenburg in Sweden, where they were joined by an equal number of Heads from the Swedish secondary KED schools. For two days, the school leaders explored current issues and future directions in education, guided by experts from various parts of the world.

Yong Zhao, Professor at the University of Kansas, emphasized that every student is different. Thus, personalization is always necessary:

“Education is much worse than vaccination. You can’t find a solution that works for everyone,” says Yong Zhao.



Andreas Schleicher, Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at OECD, spoke at the conference.

“Education is much worse than vaccination. You can’t find a solution that works for everyone,” says Yong Zhao.

He encouraged the Heads to reimagine the possibilities in their schools without being limited by the curriculum – so that students are prepared not only for the next grade, but for their future. Today’s students are going to create the future, and we should think about them like that, Zhou argues. A way to start is to make sure that teaching and learning is linked to a social purpose that students find meaningful.

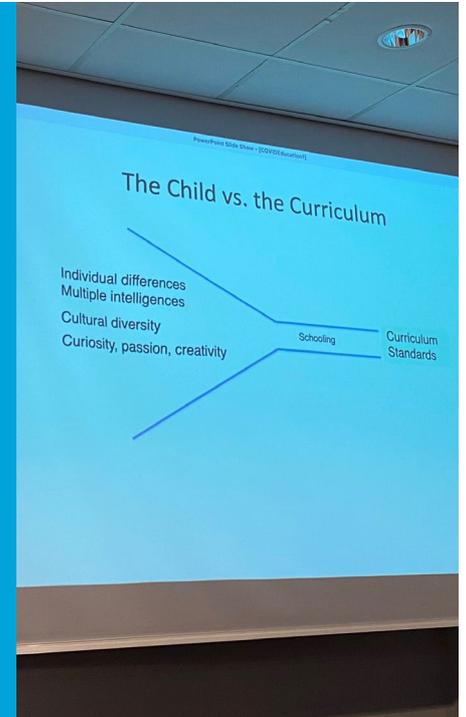
The volatile situation in the world brings the quest for well-being to the fore. How do we uplift students in difficult times? How do we support team members under pressure?

“Engage” was a frequently repeated message in Gothenburg – getting students engaged in their learning; getting teachers engaged in the students’ learning and well-being.





Professor David Hopkins, Chair of Educational Leadership at the University of Bolton, gave a lecture followed by a panel debate.



Students from Kunskapsskolan Trelleborg are working actively on non-curricular projects about the environment, collaborating with students and schools from other countries in the KED Network, as you can read more about in this Newsletter.

“The feeling that we can influence the world empowers us,” says Freja, one of the students in the project called “There is no planet B”.

The experts in Gothenburg agree that a sustainable future requires a new curriculum, where students are viewed as future global citizens who need to build capacities and confidence. Social cohesion, democracy and well-being start in school. And cognitive learning of subjects needs to be complemented by social emotional development of students into considerate, caring, confident citizens with knowledge, skills and, not least, values.

Good societies need good schools. So, ask yourself: “Do my students feel that they can have an influence in the world?”

Well-being could be a result of experiencing meaningful learning in a positive, friendly environment, according to David Hopkins, Professor at the University of Bolton. Alli Klapp, Professor at the University of Gothenburg, specialized in assessment and grading, agrees that ability and well-being follow each other.

For our school leaders, it is time for a brave step to set a good example for their students and team members by displaying our values in everything we do. These values were right from the beginning, now is the time to underscore them. ■

Cecilia Aronsson
KED Network Director

We believe that all people are different

We have high expectations

We educate for life

We believe that life is what you make it