



KED

Newsletter Issue 1_20

January 27, 2020

A Wealth of Knowledge

Cecilia Aronsson

KED Network Director

cecilia.aronsson@kunskapsskolan.com

The KED Network is a library. A library of universal know-how to be shared during teacher exchanges, student exchanges, coaching sessions and projects out of the ordinary, as indicated by the stories in this Newsletter. It hit me when I read the following passage in Kunskapsskolan Bangalore's publication The Kunskapsskolan Times:

"When most people think library, they think books. And while that is certainly true, these days books take different shapes, such as e-books and audio books."

Another shape of a library would be our KED Network, offering students and teachers access to a wealth of experiences that they would not find elsewhere. The passage from Bangalore continues:

"Kunskapsskolan libraries store the energy that fuels the imagination. They open up windows to the world and inspire us to explore, achieve and contribute to improving our quality of life."

Another similarity between a library and the KED Network is the ability to build a community. A community that opens our eyes and hearts to the world beyond our own.

Been to the library lately? Do it!

I am a Lucky Woman

Ulrika Gullberg

Science, English, Swedish and Special Education Teacher, Kunskapsskolan Örebro

“WOW” is the word that comes to mind as I enter the gates to Kunskapsskolan Gurgaon (KKG) and the school building materializes through the polluted air. WOW, is this going to be my working place for the next two weeks? WOW, I am a lucky woman. And wow, what an experience it came to be.

KKG proved to be everything I hoped for and more. My host Nidhi helped me structure my days with lessons and sessions. I met the principal, the academic head, the special ed team and of course I taught lessons.

I am amazed by the special education team at KKG. They work with all year groups up to grade 8, helping children with basic routines like how to dress, brush their teeth and tie their shoes, and academic tasks in reading and writing. They have their own space at school, with rooms where the students' needs are met at their own level.

The special ed teachers also assist in the regular learning sessions, so that every student can be included.

KKG is close to the capital New Delhi and has around 1,500 students from pre-primary to Year 12. About 150 people work here; teachers, educators and support staff. They all work together in a positive spirit; no one is left behind. The school is built with a lot of windows and big open spaces. Both the rooms and areas for workshop are spacious and peaceful environments to study and learn new things.

I have always believed in trust, respect and honesty. From my point of view, this is the KED way and the way of life. Teaching students to have goals, how to set goals and find strategies is the proven way – the determining factor of achievement. This is what I do at my own school and this is what I discovered at KKG. Schools and continents far apart, linked together the KED way.





Once You Break the Ice

Zandra Sjögren

Math Teacher, Kunskapsskolan Enköping

A few weeks ago, two teachers and 20 students from Kunskapsskolan Enköping got the opportunity to do an exchange at Shevington High School in England.

Shevington belongs to the KED Network and applies parts of the KED Program in their teaching and learning.

The students from Enköping were paired with buddies at Shevington and stayed at their homes during the exchange. They attended school and joined their buddies in after-school activities.

The Swedish and British students connected with each other through email and social media before meeting in England, but to break the ice, upon meeting in person, the school organized games with questions to make them talk and get to know each other. The first day they also participated in their buddies' Physical Education class where they did team building games and exercises. I believe this was a much-needed start to let go of the nervousness and awkwardness that comes with a first encounter.

To give the Swedish students a new school experience, we had a whole day with drama classes. Drama is not a subject in Swedish schools, but the

students from Enköping took the tasks seriously and enjoyed the learning.

While the students had their learning sessions, the teachers from our school spent time with the English teachers and exchanged experiences of working in school. Even though our schools are in different countries, we discovered that we face the same challenges, for example how to engage students with varying understanding of a subject in the same session. We also discussed textbooks and simple ways to improve as teachers.

Aside from school activities and classes, the students had the opportunity to visit the nearby city of Manchester and take a guided tour. Furthermore, some of the host families organized trips to Liverpool, bowling and trampolining, among other things. The weekend was filled with fun and interesting activities that the students appreciated.

To be sure, we had a wonderful experience and are now waiting for the English buddies to come and visit our school in February.



Personal Coaching Changed my Job

Cecilia Aronsson
KED Network Director

“I would not want to go back to traditional classroom education. Now, my students actively look for information, being more aware and motivated in their schoolwork. They don’t mind staying a little longer in school for their weekly coaching session. Moreover, I have ten times closer relationships with each one of them. And it is more rewarding for me as a teacher, since I have a new platform to shape the value that I add in their learning process. I can make a difference together with each individual student.”

Youki Erdkamp teaches Sport and English at van Kinsbergen college in Elburg, one of the new Dutch Kunskaps-skolan Partner Schools that fully commits to the methods of personalizing education through the KED Program. This way of being a teacher has stolen her heart.

At the student level, Youki sees that personalized education, and weekly coaching as a central part of it, helps students taking what she calls thinking steps:

“In secondary school, students can see the immediate consequence of an exercise or learning activity but looking beyond that is still difficult. Personal coaching, I notice, ensures that students learn to reflect more about their learning and why they are doing something. Coaching helps students understanding their learning goals and how to achieve them. This, in turn, stimulates their motivation to get the best out of themselves. You cannot overestimate how important this skill is going to be for them in life, which will require them to keep developing permanently,” says Youki.

As Lead Teacher, Youki supports her colleagues in mastering personal coaching. Each teacher gets added responsibilities when they act as personal coaches in addition to teaching their subjects. Both teachers and students can find coaching quite difficult at the beginning. Because coaching is not about telling the student how things are. It is about them coming to get information, asking questions and learning by asking. The time and support to reach that stage varies:



Youki Erdkamp,
teaches Sport and English at van Kinsbergen college in Elburg.

“As a teacher, you naturally want to come up with solutions straight away. But that is not the best support in coaching. The effects are huge if you let the students learn to think for themselves. They start working more consciously, become more independent and can be stimulated more easily to get the best out of themselves, ”

says Youki .

She makes her students prepare for each coaching session by filling in a reflection map with three sections: Looking back (for example “What was my goal last time?”), Now (“I feel that...”) and Looking ahead (Next week I want to make the following change”). Youki does not start a coaching session unless the student has done his/her preparation.

“Ultimately, you want to encourage students to make optimal use of the available time. And as a coach, you want to have the space to address all relevant points.”

Each day, a group of four students from each base group stays at school an hour longer to have their 15-minute coaching session. This way, a poorly prepared pupil (occasionally occurs) still has time to prepare, when the coach starts with students who have already completed their preparation.

“That works great in practice,” Youki remarks.

The personal coach also needs to prepare for each session, by checking the Learning Portal and catching up on feedback from other teachers and issues there may be. Personal coaching guarantees that students are seen and heard – from a learning perspective but also in a broader sense by acknowledging if something is going on at the personal level or at home. And Youki sees a lot of enthusiasm among her colleagues:

“Being a teacher here has become more versatile and dynamic. It is more fun, and you see the direct effect of your work. Every day again,” Youki says.

Video Session Between Bangalore and Borlänge

Anna Söderberg

Language Teacher, Kunskapsskolan Borlänge

Since Upma and I met for the first time in Bangalore in November 2018, we have been in contact regularly. She came to visit me and Kunskapsskolan Borlänge in May 2019 and since then we exchange experiences from our schools in Sweden and India. We compare teaching, subjects and schedules, give advice and encourage each other. Upma has not only become my colleague, she is also a very dear friend. We share moments and photos from outside school, like travels, Christmas, Diwali and things from our ordinary daily lives as well.

Some weeks ago, Upma contacted me and asked if we could have a video session with our students. I informed my base group 8:1 and they were excited. As we did not have that much time, I asked them to come up with a lot of questions in their Google Classroom – everything they wanted to know about the Indian students and their school. My students only knew that they were going to talk to students in Year 7 or 8 in Bangalore. Due to the time difference between Sweden and India, we scheduled the meeting at the beginning of the school day in Borlänge, which is mid-day in Bangalore. We had the video session on Google Hangouts and it worked well, only some minor glitches with the sound. There were many curious questions about workshop, coaching, logbooks, teaching, favorite

subjects, school lunch, the principles of the KED Program and so on. It was wonderful to see the dedication from the students in both places and I think it was successful. Upma and I have

decided to do this again and we would like to see our students become regular pen pals. Hopefully this is a beginning of a lasting relationship for many people at our schools.





Nobel Memories to Treasure

Tamoshi Ghosh

Headmistress, Kunskapsskolan Bengaluru

A fond tradition continues when Kunskapsskolan Bengaluru celebrates the Nobel week for the third consecutive year.

The purpose is to highlight the connection between Kunskapsskolan in India and Sweden, whilst reflecting on the KED Values surrounding students' work and achievements.

The Nobel Prize is an honorary recognition provided to awardees for exhibiting their intellectual abilities and commitments in the fields of Medicine, Physics, Literature, Peace, Economics and Chemistry.

Inspired by the Nobel laureates who persevere, succeed and make distinct contributions, Kunskapsskolan Bangalore dedicates a week acknowledging and showcasing their students' skills and learning in different fields.

During Math Day, students exhibited their mathematical skills and understanding of concepts through various activities such as riddles, puzzles and games on 2D and 3D models. These activities helped them validate and display the connection of concepts in math with real world situations.

As part of Language Day, students got to explore their creative side by writing stories and poems, participating in speeches and debating. They practiced voice modulation and active listening as they paid attention to the message of their peers.

On Science Day, we focused on Environment and Sustainability. The idea is to learn about environment friendly habits that can help reduce pollution and make our surroundings healthier.

Nobel week at KKB is an opportunity for students to work together towards their goals and add to their learning. Just like the Nobel laureates, our students received medals that matched their achievements in different areas connected to learning.

We designed our own prize categories and called them Observer, Adaptable, Reflective, Collaborator, Resilient, Creative, Reader, Goal-oriented, and Independent – valuable characteristics for any aspiring Nobel laureate.

