



KED

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Dear Colleagues

Cecilia Carnefeldt
CEO and President, Kunskapsskolan Education

Almost three months ago, the Covid-19 virus changed our lives. The various restrictions imposed by the governments have differed somewhat between the countries of the KED Network, but we experience massive changes everywhere in how we can live our lives and how we can deliver education.

Kunskapsskolan's vision is to contribute to an education that empowers every student to master the challenges of today and shape the world of tomorrow. We put emphasis on helping students develop future skills required to navigate the fast pace of change of the world.

The past months have proven the importance of this and not only for our students, but for us all. To be ready for, and expect, the unexpected; the skills we have defined as "take action", "be innovative", "live digitally" are more relevant than ever.

Speaking to our colleagues around the world, I genuinely feel that Kunskapsskolan and the KED Program make a difference. We witness how the Learning Portal and personal coaching have made the difficult and rapid transition to online education less painful. We witness how the KED Network comes together

across borders to share experiences and advice on online education. We witness how collaborative projects between schools in different countries are set up to support the well-being of students. And what I find most impressive is the determined way in which our colleagues take this challenge on and ensure that the utmost is done to provide the best possible education and support of our students.

You are all heroes!

KED Country Updates

We asked our Educational Directors to give us an update about the situation in each of the six countries in the KED Network. A lot of good development is taking place despite the challenging times; preparations for the next school year are in full swing. Promising messages from around the world to make us look forward to getting started after the holidays.



Sweden

After a few hectic months with the transition to remote learning for our schools in Upper Secondary, we can now focus on our development projects again. We are excited to introduce new functionalities in the Subject Planner in the Learning Portal. For theme courses, we are going to introduce a work path tool and for step subjects, there will be a planning tool for communication sessions. This will enable teachers to share their planning and help students prepare for the different sessions. Both these tools have been piloted this spring, and students (and teachers) testify that they bring structure and clarity to the students' work.

Another welcome addition, we think, to the Learning Portal is the introduction of gamification. We will start small and introduce gaming elements to the logbook and as part of the onboarding journey you embark on as a new student in the KED Program. Parallel to this, a research project has been launched with Gothenburg University to see what evidence can be found that gamification has a positive impact on students' motivation and consequently, on their learning. The gamification elements will also mean that we introduce a new and exciting interface to the logbook.

And finally, the next academic year will also be the year when we create the Primary program for year 1–3. Kunskapsskolan Sweden will then be able to offer students of all ages the opportunity to have an education based on their goals, ambitions and needs. It is especially satisfying that we can launch this the same year that we celebrate 20 years of personalized learning with the KED Program, in Sweden and across the KED Network.

Pernilla Brorsson
Global Curriculum and
Portal Manager, Sweden

KED Country Updates, cont.



India

The last couple of months have been quite an experience, across the world. India has been in lockdown since mid-March and it does not seem likely that schools will begin operations soon. But the new normal has not dimmed the spirits of the KED India team. The team has arisen to the challenge and taken it head-on. The schools got barely four hours of notice before lockdown and it came at a critical time since the schools were gearing towards the start of a new academic session. Besides the challenge of providing learning online and introducing the new students to the KED Program, the schools also had to onboard quite a few new teachers.

Within a week the schools were ready to go online. Online training of teachers and developmental discussions held online were a new experience for everyone. The success of these two major events geared the team to take on the virtual classes. It was a first for

teachers to have a “third audience”, i.e. the parents, as part of their sessions.

The idea of online sessions for the three-year-olds had the entire team stumped, but ultimately the decision to engage in a blended model led to a good connect between the base group teachers, their students and parents. The “virtual home visit” conducted by the pre-primary teachers for their students enhanced the rapport with the little ones.

The endeavor of teachers has been to up-skill themselves and to ensure that the students continue to be at the center of all learning. Their new understanding of assessment, online teaching and learning and digital tools is here to stay.

Amidst focus on the students’ learning, the teachers’ well-being has been given due thought. The “Teacher Appreciation Week”, wherein parents and students

came together to convey their appreciation went a long way in boosting the morale of our teachers.

During these unprecedented times, the teams across schools have come together. Sharing of best practices amongst colleagues and between schools has become the norm. KED India plans to continue conducting online base group sessions, coaching sessions, reflection and workshops across grades after the summer break too.

For us, the medium has changed – not the essence of who we are.

Sunitha Nambiar
CEO/Educational Director,
Kunskapsskolan India

KED Country Updates, cont.



The Netherlands

We live in different countries, continents even, and although our cultures differ, we now all deal with the impact of Covid-19. During our last online meeting of Educational and Operational Directors we concluded that we all face the same challenges. And we also share the view that the core elements of the KED Program offer our students and teachers the structure and grip to perform in distance learning. Daily team day starts and base groups with students, working with learning goals, weekly coaching, online learning activities – these are the KED elements we all offer in our online education. Of course, in different forms, fit to the opportunities we have.

As of 16 March, the Netherlands are in an “intelligent lockdown”, which means people work as much as possible from home. Schools and some other sectors are closed. We can be outside our homes if we use this space wisely. After eight weeks, mid-May the primary schools restarted, and we expect secondary schools to start up the first week of June. But all of this is within the requirements of 1.5-meter

social distancing. So, for most schools, this means that only 30 percent of the students can be in school at the same time. Teachers who are in a vulnerable situation continue working from home. A lot of creativity is required from our schools to find the optimal blend of offline and online education. We see a lot of differences between the schools. The essential idea is to put the educational needs of students at the center of all choices. Some students need more guidance; some students flourish quite well in the online setting. We anticipate that this situation of blended education will continue after the summer holidays, since Covid-19 will still be around and even if a vaccine has been found, we believe that our world will not go back to normal.

Kunskapsskolan Nederland supports schools that collaborate with us and work with the KED Program. After the intelligent lockdown, we quickly changed our offline training program and performance support into an online version. We added a lot of support regarding pedagogical and didactical

aspects of online education and distance learning. More training is starting again, since the schools do not want to delay their transition to personalized education. Even better, there are more schools that observe that this forced situation of online education enables both teachers and students to take new steps and promote a growth mindset in the development of students' abilities.

And we continue to build a network of Kunskapsskolan Partner schools with online Quality meetings. In the next KED Newsletter, we will proudly introduce our fourth Partner school to the global KED Network.

This was written on 17 May 2020, in case of any changes to the situation since writing this post.

With best regards, stay safe and healthy.

Willemien Noordhof
Educational Director,
the Netherlands

KED Country Updates, cont.



Saudi Arabia

I think being part of a global network often allows us to appreciate how connected and similar we are no matter how seemingly different our context may appear. We often face the same challenges and can implement similar solutions in the face of those challenges. Adding to that global network a shared global experience like the Covid-19 pandemic only further brings to light how interconnected we all are, for better or for worse.

Given Saudi Arabia's proactive approach in the face of the pandemic, schools were ordered shut on March 9, 2020. With a great deal of hard work from the team we were able to get our virtual learning launched on March 11th. We are proud of the way our teachers responded to the challenge of distance learning brought on by the school closure. With very little notice they learned new tools and procedures and adjusted their lessons to an online environment to ensure continuous learning of our students. Our teachers had to master several digital tools like making screen-casts, posting lessons and meet ups and navigating Google Classroom and Seesaw. Moving forward, we will offer dedicated professional development for teachers to become even more adept at online lesson design and a variety of online tools to aid in lesson delivery. We will also be providing them with high-quality content and support in how to use those sources.

As we plan for next year, especially amid all the continued uncertainty over which type of a school start we will have, we are taking steps to create a robust digital learning plan that encompasses what we believe about teaching and learning, and also addresses some of the feedback we have received from parents, students and our faculty. Rather than trying to replicate the traditional classroom online, we aim to create a blended digital learning program that can stand on its own should we need to close the school again, with an aim to ensure continuous learning, adopt new and flexible ways of teaching and learning, and to take advantage of global resources and materials, as well as new tools for content creation. This must be done in parallel to preparing for a potentially "new" normal school start with all that it will entail from screening processes, social distancing and modified space usage and program implementations.

As any KED school grounded firmly in the quality of personal relationships, we continue to explore ways to engage with our learners and their families. Continuing coaching sessions and face-to-face virtual meet ups and maintaining an active Instagram page where we continuously update samples of students' virtual learning experience are amongst the ways we try to keep our community connected. In addition, running virtual parent meetings to hear

from parents and answer questions further helps us stay responsive to our community. Given the young age of our learners, it is especially important that we remain mindful of the effort parents are making and the support they need as they are often juggling working from home with navigating the virtual learning of more than one young learner, that are in many ways still unable to manage independently.

If anything, this process has shown us the human capacity for change and growth. Things that appeared unimaginable a few short months ago have occurred. Lifestyles have changed beyond what was imagined possible for human society as we knew it. So, while the upcoming school year is still shrouded in uncertainty, what remains certain is that we will rise to meet the challenge and our community will adapt to the needs of the moment whatever they may be.

Wishing you all the best as we continue navigating these uncharted waters. Thank you for sharing your experiences.

Stay safe, stay healthy and please stay in touch.

Nirmeen Alireza
Educational Director, Saudi Arabia

KED Country Updates, cont.



It has been a long journey.

I cannot quite do 20 years, but nearly! Who would have thought 19 years ago when I visited my friend Lars Jonsson, newly appointed to Kunskapsskolan Enköping, this is where we would be today? With nearly 30 schools in the UK that are inspired by the KED Program, it has been an interesting journey.

“Interesting” is one of those words that Englishmen use to mean something else. But through all those ups and downs fighting against an accountability system that renders anything progressive too great a risk, we have managed to build a network of committed school leaders who share our moral purpose. A group of schools that are seeing student motivation rise and progress exceed expectations.

Schools that collaborate to do mad things that excite. Whether it is sailing 120 young students in a sailboat around the UK or older students journeying off to the Catskills to take part in a Student Empowerment Summit on sustainability and the environment. These are moments that change lives and allow students to develop future skills in abundance.

But this is a more monumental year in other ways. From January the UK

network has moved to an arms-length partnership hosted at the University of Bolton. Kunskapsskolan and the University of Bolton have teamed up and now the university is the home of the initiative. It is not possible to go into things at length here, but this development includes establishing the International Centre for Educational Enhancement (ICEE) which I will lead and the creation of a laboratory school at the University Technology College across the road. The focus of the ICEE is educational leadership and school improvement and I am privileged to work with Professor David Hopkins, who is known as the world lead in these areas.

Our schools will benefit from this additional expertise as they develop their personalized approach, whilst at the same time being able to be research informed. Of course, this expertise will be available across our international network and we are already collaborating with schools in Sweden and the USA.

The second monumental impact has been the last two months of lock-down and the horrific statistics touching every community and weakening the well-being of our communities and especially our children. So, what has this to do with Kunskapsskolan? Everything!

Those of our schools that have been most advanced in their introduction of the Program have found that students have moved much more readily to remote learning and understood the planning and coaching elements of the online work that has been created. But in all our schools, teachers have really started to understand the blended learning of our approach.

Whenever we go back, we will face significant issues. Already we know that the disadvantage gap has grown, student mental health has deteriorated, and they will be worried as to how they will meet their hopes and dreams. We will be helping our schools use the goal setting development talks at the start of the year as well as the kick-off to the first theme course to re-engage, inspire and bring back their intrinsic motivation.

A final thought. Who would have thought two decades ago that the work that Birgitta and Torbjörn inspired, would have such currency all this time later and in such unexpected times? They probably did.

John Baumber
Educational Director, UK

KED Country Updates, cont.



As we pull together to make sense of how to support our learning community through these extraordinary times, it is exciting and re-energizing to be able to collaborate with so many colleagues and students, all in our personal lockdown, thousands of miles apart and yet together within our KED inspired family.

The KED pedagogy brings so many advantages in this challenging time. At the heart of learning and the KED Program are great relationships and so many of our students have benefited from KED connections across continents. How to build on this in the time of Coronavirus? How do we not only preserve but seek to see flourish opportunities for arts, collaborative and experiential learning? How do we use the relational power of the KED Program to give students a safe space to share their personal experiences of life in a pandemic through the arts and learning? And how do we blend these opportunities within a clear narrative for learning goals, success criteria and personal goal setting?

Our goal is simple. To use our KED pedagogy to create meaningful arts-based learning projects which bring students together across two continents to share their experiences and express their thoughts and feelings creatively in the time of Coronavirus.

Our success criteria are clear. We want students in isolation to be able to connect through learning and build great relationships; to enjoy collaborating on pieces of drama, art, photography, media and music; to make effective use of a safe learning space in which to reflect together on their experiences and work towards personal success criteria and to lead the curation of an arts-based legacy of their personal and learning experiences through the pandemic.

Colleagues have shared their ideas for students to work together on VLOGs, photo-journals, monologues, music, media and art projects, all with clear learning intentions and success criteria which students can explore and work through individually and together. Students at Woodstock Day School and Brannel School have already met and worked together through the earth summit and student exchanges. Students from Shevington High School and Northallerton will be joining them in the learning opportunities over the coming weeks. US and UK teachers together will lead virtual learning kick-offs through Google Classroom and hangouts. Students will have the learning goals, success criteria, resources and examples to explore and work through individually and together. Opportunities to peer critique and give feedback will be key elements of

co-creating. Although these are great learning opportunities, equally important will be the personal connections between students, sharing their experiences through learning and we expect to see students continuing to connect over the summer and beyond.

As colleagues around the world wrestle with the challenges of remote learning and phased/partial returns to face-to-face learning, we will be working to weave the arts project in to transition learning and planning across the KED inspired network here in the UK and the US. Most of all, we are looking forward to seeing what the students can create together and share across continents in these most challenging of times.

Andrea Atkinson
Consultant Principal, UK, US

Kunskapsskolan Innovates Like No One Else

Cecilia Aronsson
KED Network Director

“We need ambitious education innovations; innovative, impactful and scalable approaches that are effective also in low resource environments and help our children flourish in life.”

Guided by this belief, the Finnish organization HundrED collects innovative approaches to education around the globe. They discovered Kunskapsskolan. No surprise to anyone who has sensed the power of the KED Program. But to understand what makes KED schools special in the eyes of innovation experts, I asked Saku Tuominen, Founder of HundrED a few questions.



Innovation in education – what does it mean to you?

We believe that education can be improved through impactful innovations that are implemented well. However, this is a lot more complicated than it sounds. The first thing you must have in place is a common vision, a clear direction. What kind of education do you believe in and where do you want to go? And only then you can select suitable innovations. But you should do it together with teachers and students engaging them in the process and after that it will be all about continuous development. HundrED wants to be good in both, identifying great innovations and understanding deeply the challenges in high quality implementation.

What made you discover Kunskapsskolan?

HundrED is a global non-profit organization based in Finland. During the past five years we have researched over 5000 education innovations from over 160 countries. Our know-how about what is out there and what seems to work is deepening year after year. Kunskapsskolan has been on our radar for many years. We are big fans.

What makes Kunskapsskolan an innovator in your opinion?

There are two sides to this. First, there are many innovative and ambitious approaches that have been invented and are being used in Kunskapsskolan and many of them are not even expensive to implement. But we have also been impressed with the “not invented here” side. The school seems to have a genuine curiosity in its DNA and is constantly looking for better ways to help kids learn.



Kunskapsskolan Innovates Like No One Else, cont.



What do you like most about Kunskapsskolan's approach to teaching and learning?

There are many aspects but let me mention three. First, I really like the weekly one-on-one sessions between the teacher and the student. I think they are important and effective and well executed in Kunskapsskolan. I think every student in the world should have this kind of sessions weekly (and saying this I am painfully aware that this is impossible in many countries and schools). Second, the clarity and usability of the digital platform you use stand out. Third, I like the fact that you are using "old, rather modest buildings" and improve them instead of investing too much in flashy design.

How can Kunskapsskolan maintain its innovative spirit?

I think the key things are the same in every industry: staying open and curious and understanding that everything can be improved when great ideas are

implemented well. However, when you are trying new things, everything does not work, so accept that. Find a balance between what is "good enough" and what should be improved. Have patience and be bold at the same time. Don't fear risks but don't mess things up. Be optimistic, humble, excited and ambitious.

Is there anything in the events this spring that can benefit education going forward?

A lot. First, this has shown that online learning has massive potential, huge amount of benefits and can be effective if used well. At the same time, we have witnessed the obvious challenges of online learning. There are a lot of unexplored opportunities in global co-operation and in genuinely listening to student voice. The last thing I should mention is the crucial role of good leadership and clarity of communication with all target groups, from teachers to students and parents.

What will be the next big thing in education innovation?

I think there has been too much emphasis on the combination of standardized testing, data and AI (artificial intelligence), which is understandable because this is such a massive business. However, I hope this crisis has opened paths to other crucial areas like the holistic well-being of students, thinking skills (how to cope with uncertainty) and global co-operation. Personally, I am especially interested in innovations in leadership; leading an innovative school culture and creating an agile process of continuous development that is engaging everyone – teachers, students and parents.

Here you can read HundrED's full display of Kunskapsskolan:
<https://hundred.org/en/innovations/personal-coaching>

The Difference Between Boys and Girls

Cecilia Aronsson
KED Network Director

This year, Kunskapsskolan has operated schools for 20 years. To mark the milestone, educational researchers have been asked to share their research on various aspects of our work in KED schools. Fredrik Zimmerman, Ph. D. in the science about children and youth and active at the department of teacher education at the University of Borås, Sweden has analyzed the difference between girls' and boys' school results.



He argues that the results that will be discussed here are applicable in all parts of the KED Network.

Worldwide research and statistics show that boys as a group steadily underperform girls at school. Boys are worse at reading, losing the lead they used to have in math and are less likely to go to university. Dr Zimmerman gives us the reasons for this. This is a complex issue, but for clarity he has listed ten reasons for the negative trend for boys, to encourage the implementation

of remedies to the problem that will be discussed in the second part of this article. As it seems, the tools of the KED Program can put us on the right track to help mitigate the difference between boys and girls in our schools around the world.

Why do some boys neglect schoolwork?

It is hard for anyone to be in a social environment where you are considered a failure. It might be harder for boys to be in this environment because many of them believe that they should appear being tough and hard and not be vulnerable or ask for help. According to school norms you should be successful at school, so if you are having a hard time studying you feel like a failure according to those norms. Instead of asking for help with schoolwork, some boys change the norms. According to their norms, studying is a feminine activity and "real boys" do not study. Boys who have a hard time in school can adhere to the norm of distancing yourself from schoolwork to prove you are a "real boy".

If these boys get a leading position at school, an anti-school culture will emerge. In an anti-school culture, it is common for those who work hard and actively participate in lessons to get bullied by other boys in the class. These boys indicate that it is uncool to care about school; they do this to promote their anti-school culture. Together, such boys can set a norm that it is cool to neglect schoolwork. For many, it is

more important to belong to the group than to perform at school, and if the boys' entrance ticket to the social group is to have a negative attitude towards schoolwork, the problem of falling behind is catalyzed. It is important to understand that boys that show a distancing attitude towards schoolwork do not do this because they want to look cool. The main motive is to escape the feeling of failure.



Boys are less prepared for school

On average, girls have a larger vocabulary and are more used to communicating with adults when they start school. Mainly because adults do more activities with girls that promote these abilities. This makes it easier for them to adapt to the learning environment of a school. Boys often need more instructions and longer explanations from teachers, something that they cannot always get.

The Difference Between Boys and Girls, cont.

Boys hesitate to ask for help

There is a widespread belief that boys are expected to be strong and independent. This means that many boys do not naturally learn to ask for help or to receive help. Boys also tend to fall into behaviors like shunning studies or trying to be masculine and cool through adopting an aggressive attitude. This is the only way they have learned to deal with emotions, which makes it difficult for teachers to reach and help them.



Boys without a caring father

Studies show that boys are highly influenced by the way their fathers act in terms of wanting to ask for help and caring for their family without the need for acting tough or dominating. When the father displays this behavior, it encourages boys to the same (boys with a caring father generally have better grades and better social relationships), but if the father is absent or does not care so much it causes negative outcomes for their sons.

Society expects boys to be strong and independent

Globally, there is a rooted idea that men need to be strong in order to be reliable. Boys are implicitly told that they are unreliable if they show signs

of weakness, such as asking for help or indicating that they do not keep up. When boys are not supported to cope with failure and vulnerability, they tend to avoid situations and tasks they find difficult.

Many boys think it does not matter whether they apply themselves

Boys tend to think you are either good or bad at something, whereas girls to a larger extent believe that they can improve through effort. As a result, boys make less effort and consequently perform worse.

There is an ideal among boys to achieve good grades effortlessly

Boys think that high ability means achieving high grades without doing any work. This strategy rarely works, causing boys to fall behind.

Many boys are specialists rather than generalists

Boys tend to be good at learning subjects that interest them but find it hard to focus on subjects less interesting to them. They work well in subjects they like, but do not typically devote enough time and energy to subjects and activities challenging to them. Girls, on the other hand, are better at applying themselves in all subjects regardless of personal interest. As a result, they achieve higher average grades.

Biological reasons

The parts of the brain associated with maturity usually develop earlier in girls than boys. This means that boys usually require more control and support by teachers and parents to accomplish their schoolwork. Also, girls develop their communication skills earlier than boys, which is reinforced by the fact that adults communicate more with girls in the preschool years, as pointed out above.

Conventional examination formats suit girls better than boys

Girls tend to do better than boys at exams based on oral presentations and essay writing. Boys score higher on fact-based tests and tests to be completed on a computer rather than by hand. Boys' performance improves when the examination type suits them. However, some researchers argue that teachers expect girls to perform better than boys, resulting in a preconceived bias towards higher grades for girls.

So, what can be done to prevent boys from falling behind their girl school-mates? Dr Zimmerman points at the following solutions:

Firstly, it is important to have high presence of teachers among students to encourage a productive working culture that keeps boys from avoiding schoolwork for social reasons or a misbelief that they can succeed without effort. Teachers can secure the right values and behavior at school if they are aware of the potentially opposing forces.

Secondly, it helps to have regular discussions with boys about learning strategies, goals and what it takes to reach them. The personal coaching in KED schools proves precious in this respect.

The Difference Between Boys and Girls, cont.



When students – regardless if it is a boy or a girl – realize that their own effort makes a difference, they find it helpful with teachers who make them feel that they are seen. Coaching is one way of making sure students are seen. The regular base group session is another way of supporting students, boys and girls alike, with necessary guidance to complete their schoolwork productively.

The next point is to provide clear tasks and instructions, structured in a familiar way, to help boys who demand greater clarity as to what is expected of them. This resonates well with the standard set-up in KED schools with steps and theme courses presented in an identical format on the Learning Portal.

Going through the list above, it is important that adults at school and at home do a lot of activities with boys to sharpen their capability in expressing ideas using words, to mitigate girls' lead in verbal ability.

Self-discipline is another ability more typically displayed by girls. The ability of self-control and completing schoolwork before doing leisure activities is essential to doing well at school. Adults naturally expect more self-control from girls at a younger age by expecting them to take responsibility and help at home, such as laying the table and doing the dishes. By expecting the same behavior of boys the same age, boys get a fair chance to practice self-control in the same way as girls.

Why should there be a difference in expectations here?

Perhaps most importantly, boys need support to feel that it is all right to ask for help when they do not understand or know how to do.

The list above shows that boys face many challenges when it comes to keeping up with girls, but the ways to change and improve are within reach for all of us working with the KED Program.

Based on the report 'Tio orsaker till varför pojkar presterar sämre i skolan – och vad vi kan göra åt det' by Fredrik Zimmerman for Kunskapsskolan Sweden, freely translated by Cecilia Aronsson. All sources for information in this text can be found in the original report.

Your Network Is Strong and Healthy – But You Will Have to Make that Call

Cecilia Aronsson

KED Network Director

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Global co-operation will be the next big thing in developing education, said innovation expert Saku Tuominen earlier in this Newsletter. There are a lot of unexplored opportunities in global co-operation and we are determined to discover them as a Network.

Given the situation with remaining obstacles to traveling, co-operation between teachers and students across KED schools will ramp up online. We are determined to complete the teacher exchanges and KED buddy student projects that got interrupted in spring. Right after summer, I will announce the new round of KED Teacher Exchange 2020/21 and how to be part of it. The purpose and set-up of the exchange will be the same with teachers working in international pairs. The contact and exploring will start online, as we continue watching the possibilities to start traveling again.

The question in focus for the next round of KED Teacher Exchange will be how to use our newfound familiarity with the online learning format in the best way going forward. The learnings of the past months can make us stronger than before, and a buddy can help you through this lesson. Want to sign up for this? Drop me an email already today or watch out for the formal announcement in August.

There is a lot you can do already. Book a video call with the buddies that you used to connect with at that other school. Or let me know if you want me to connect you with someone new. Swedish teachers in the last round of exchanges signed up their students for an Indian debating contest together with Kunskapsskolan International. Small initiatives, triggered by the warmth of personal relationships, that result in valuable learning.

No one can take away our new understanding of online teaching and learning and our improved skills in using digital tools. Coupled with our 20-year-old understanding of the importance of putting the student at the center of all learning, we can enter the next school year with confidence, curiosity and the community spirit of a Network that has grown stronger.

But you will have to make that call.

