



KED

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Digital Strategies Becoming Real

In the previous issue, I wrote that I would stop watching a screen, wearing a mask, and delaying things. Now, I say the exact opposite. I am going to watch my screen even more carefully, with a new strategy behind. I am going to refill my stock of face masks, since a KED Buddies trip to Bangalore is approaching and masks still provide useful protection in airports and on planes. And sometimes, I am going to delay a few things, strategically putting them on hold in my

digital calendar and free some time for the unexpected.

Read about the new digital strategy that will serve KED schools in all countries. Teachers and students are out of the lockdowns, and we hope it lasts, but the computers still need to be unlocked daily. We are going to do this in a sustainable way – in line with Kunskapsskolan's stated priorities. Talking about sustainability, it is good to see that we

are walking the talk – KED schools at both secondary and upper secondary levels have been recognized for their consistent actions to support a sustainable KED lifestyle in everything we do, with or without computers, face masks and delays.

Cecilia Aronsson

KED Network Director

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Expanding Kunskapsskolan Community in the Netherlands

For many it is a physical reunion after more than two years. After all, the impact of corona has not excluded teachers. But after rain comes sunshine. And that is exactly what many participants in the Kunskapsskolan Community Event 2022 experienced. More than 350 teachers, teaching assistants, full-time coaches, care coordinators/pupil counselors, janitors, school leaders and administrators from the seven Kunskapsskolan partner schools all over the Netherlands gathered in the gym of one of the most beautiful school buildings in the Netherlands: Lumion in Amsterdam, which is also a Kunskapsskolan partner school.

Dutch Kunskapsskolan partner schools are public schools that base their education entirely on the KED Program and use the KED Quality Framework to structure their quality management. Together they are supported by the Kunskapsskolan

There is a growing interest among Dutch schools to enter the process of becoming a partner school.



Community Netherlands, enabling cooperation and exchange between all professionals engaged in developing personalized education through the KED Program. There is a growing interest among Dutch schools to enter the process of becoming a partner school. So far, seven schools have qualified:

1. 2College Ruivenmavo in Berkel-Enschot
2. Almere College Het Perron in Dronten (candidate partner school)
3. Dr. Nassau College in Aa en Hunze
4. Dr. Nassau College in Norg
5. Lumion in Amsterdam
6. Van Kinsbergen college in Elburg
7. Veenlanden College in Vinkeveen

The recent event had a broad objective. Because in addition to colleagues from the very beginning, there are also many new faces from the new partner schools that have joined the community lately. The purpose was to meet and share experiences. To explore, exchange and plan the next steps in line with KED DNA.

Pioneers

Cecilia Carnefeldt, CEO of Kunskapsskolan Education and one of the pioneering KED Program developers, Torbjörn Bindekrans, attended the event. For most participants it was a first encounter with these pioneers, who talked about the experiences and challenges they have faced since Kunskapsskolan started 22 years ago. Torbjörn Bindekrans struck



a sensitive chord when explaining the intended ownership of students in education based on the KED Program, using his favorite bus driver metaphor:

“As an experienced teacher, I tended to put all students in the back seat of the bus. And then tell them: if you sit still and listen well, you will learn well. But gradually I concluded that this is not enough. So, I wondered, ‘how can I improve this for all students?’ I decided to invite them one by one to sit next to me in the front of the bus. To go through all aspects of the journey with the student. How fast we had to drive, where we were going, when to brake and so on. I noticed that this individual approach stimulated students to learn at their own level and at their own pace. And after a while I decided to take the next step. I said to the students, ‘OK, we have determined together that you have learned a lot. Let’s now turn the tables, with yourself behind the wheel. Then I will sit next to you and help you where it is (still) needed.’ And as it turned out, students took control, applied what they had learned and proved – coached and challenged by me – that they were able to shape their further development. Still at their own pace and at their own level. More motivated than ever and more broadly educated than would have been possible in the original approach.”

Practical

This practice is supported by the research of Pritpal Chandan, a British chemistry teacher and expert in self-regulated learning, who works worldwide as KED Director of Curriculum Development. Pritpal shared guidelines that every education professional can connect to his or her own experience, such as describing the essential elements in supporting student self-regulated learning. And examples of what we see when students take ownership of their learning process and become more self-regulated. What skills do they need for this? What opportunities and support do we need to offer them as teachers to get there? If you are curious about those things, please listen to the

KED Talk episode with Pritpal about self-regulated learning that is available on Spotify and other podcast platforms.

The first event in the new style – with the teams of all partner schools – turned out a success, where success means learning by sharing experiences with others. Fitting with the saying of the Kunskapsskolan Community: ‘if you can’t divide, you can’t multiply’. In the end, by using the KED Program for personalized education, giving learners much more knowledge and skills than the exams require. ■

Koos Woltjes

Communication Manager,
Kunskapsskolan Nederland





New Strategy for Everything we do Digitally in KED Schools

Devices, digital tools, and data – everyone in the KED Network uses digital tools daily. The digital technology and working methods are central to education in KED schools. The Learning Portal is a core component of the KED Program. Teachers and students alike depend on well-functioning digital systems and practices. Now, Kunskapsskolan Education head office have decided to create a clear and robust digital strategy to guide everyone in the global KED Network to better take advantage of our devices, digital tools, and data. Let's look at what it means to you in practice.

To start with, Kunskapsskolan Sweden has formed a new organization unit called Digital Business Development, headed by Annelie Fredsberg, KED CIO,

The guiding principle is to select and use innovative ideas and technologies strategically on all levels to benefit teaching and learning.

and Pernilla Brorsson, Global Curriculum and Portal Manager. The job description is to encourage digital development in a coherent way in all countries of the KED Network. The decisions and investments in digital technology, tools and routines are meant to benefit as many students and teachers as possible.

The new digitization unit in Sweden plans to involve people in all parts of the KED Network to come up with new ways of using IT and digital technologies, and to share those ideas so that everyone in the KED Network can benefit from good ideas. The group is going to present more information along the way how you can help shape the digital development at your local school and beyond.

The guiding principle is to select and use innovative ideas and technologies strategically on all levels to benefit teaching and learning. To get there, three focus areas have been formed:

1. Basic conditions

We are going to improve the IT platforms and systems where needed, so



that more digital work is possible. We are also examining the quality of information, exchange, and replication of information so that we work effectively and securely. We will ensure that every KED school has the necessary level of IT competency so that students and teams can benefit from digital development.

2. Sustainability

Our working methods must be sustainable over time, and our choices, suppliers and practices must be environmentally friendly. To promote a sustainable workload, more basic routine work can be automated through digital technology.

3. Innovation

We think collaboration is necessary to develop our use of digital technology in the best way, so we will create new teams for digital development. Perhaps you want to join? We are going to evalu-

ate whether an innovation is good for us based on the expected effect on learning. And finally, we want to improve the conditions for remote learning and seize the unique opportunity of belonging to a global Network of schools, where teachers and students can learn a lot from connecting.

Above all, digitization is about simplifying and improving existing practices. And our new strategy is all about improving personalized education in Kunskapsskolan. The mission to let students stretch their boundaries and learn more than they thought possible remains the same. ■

Annelie Fredsberg
Chief Information Officer,
Kunskapsskolan Education

How Google Facilitates Learning in Kunskapsskolan



Using digital tools is an essential part of the KED Program. The Learning Portal integrates all work processes for students and teachers. And the logbook is going digital as well, so that students can list their assignments and goals directly through their devices.

The idea is to use the same digital tools across the entire KED Network, so that schools in different places can connect and share experiences more easily. Johann Johansson is the ICT project and development leader for Kunskapsskolan in Sweden. He is also helping the other countries in the global Network to use the preferred suite of digital tools. Many of those come from Google that has now published a case study of Kunskapsskolan's use of Google tools for education. Here, Johann explains that the main reason for using Google tools is that they are familiar and intuitive to people all over the world.

"It's easy to bring classrooms together around tools like Google Forms or Google Sites, and no one has any trouble grasping their possibilities and benefits," Johann says in a quote in the case study.

Johann has travelled several times to India to meet Kunskapsskolan's local teachers and explore the Google "Toolbox" together. To demonstrate the features of Google Forms, Johann created a quiz about Sweden for his Indian colleagues, resulting in a good laugh and continuing friendship facilitated by Google Meet. Not only teachers, but also students in various parts of the Network stay in touch that way.

The digital tools became indispensable during the pandemic when learning had to happen remotely. Online meetings and working from home

became the new normal. During this period, Google Meet developed several new functions to help manage online lessons, such as breakout rooms, a recording function and being able to mute all participants.

"The sudden introduction of remote learning meant teachers got a real crash course in IT, which raised their general level of computer literacy," Johann is quoted.

Going forward, KED schools will continue integrating its own tools, such as the Learning Portal and Educational Documentation System (EDS) with Google's tools.

Cecilia Aronsson
KED Network Director



Teachers Never Go Out of Fashion

Digital tools can help us a long way in reaching our goals, but the support of a teacher can never fit in an automated toolbox. The individual teacher always has a key role in strengthening the development of a student.

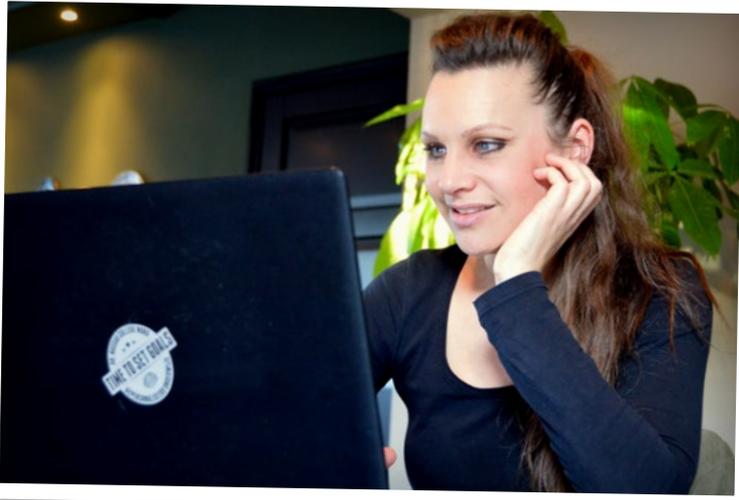
The importance of teachers in education has fueled ideas about giving teachers more influence as leaders of the development in their schools. In international literature, this is called “Teacher Leadership”. Leadership in which teachers influence their colleagues, school leaders and other actors inside and outside the school based on (their) expertise and affinity. On the ground occurring in various forms: formalized, as an individual competence or as part of the work culture in school.

But always seen as an important added value regarding the division of formal leadership.

So, how do you encourage and support such a development and what do we do about it in KED schools? These questions are on the table of the administrators within the Dutch Kunskapsskolan Community. Facilitating the exchange of experiences and sharing of solutions among Kunskapsskolan partner schools and closely cooperating with educational scientists.

Operating the KED Program to deliver education requires clarity and structure for teachers about what they are expected to do. Still, all are convinced that teachers should be invited to use their

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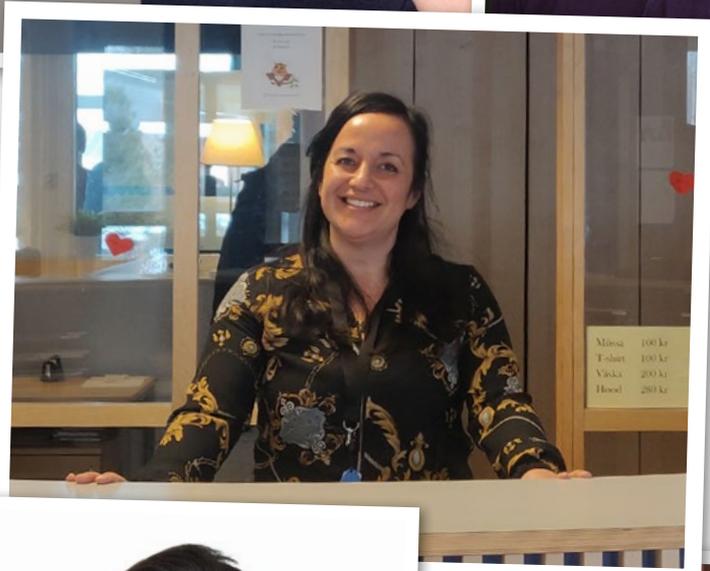
expertise in a culture in which they are supported, recognized, and challenged to take on their leadership.

But if we want teachers to take responsibility for – and lead – the development of education at their schools, the management and culture of the school must adapt.

One of the schools in the Netherlands that is working to become a full-fledged KED partner school provides a good example of the practical implications of giving teachers more space to lead. In the process to implement the KED Program, this school decided not to do everything with everyone, but to take on tasks in working groups and coordinating the progress every two weeks with the school leader – “who has gradually adapted her leadership style” to create an atmosphere of open collaboration. As a result, the team members experienced that “you are constantly in each other’s way, but we can accept that and should learn to deal with this through conversation and – when necessary – confrontation.”

Exactly how teacher leadership should take shape requires further exchange and discussion. Let’s make it a topic for the KED Network to continue exploring together.

Koos Woltjes
 Communication Manager,
 Kunskapsskolan Nederland



Celebrating and Supporting India



Kunskapsskolan India has reached its 10-year-milestone in educating students in the KED Program. It is now an essential, highly regarded locality in the KED Network with four rapidly growing schools. Cecilia Carnefeldt, CEO of Kunskapsskolan Education, just visited all four schools together with a support audit team from Sweden. Read about her impressions here:

Going back to the roots, why did Kunskapsskolan decide to start in India ten years ago?

Kunskapsskolan decided to expand in India because it is a country with huge growth and potential, an aspirational young population, and families who cherish good education.

In addition, we had identified a demand for a modern school that was far from the traditional “one size fits all”. In short, we believed that Kunskapsskolan and the KED Program would offer something that Indian parents and students would appreciate.

We realized early on that we needed a strong local partner. Our early contact with one of our partners in India, Kunal Bhadoo, was for that reason fundamental. Kunal had visionary thoughts on how to develop personalized education in India and reached

out to me. We found that we shared the vision of education for the future and shortly thereafter formed a strong relationship with Kunal and our other partner, the Bhalla family, who are experienced in operating schools in India.

Please give a brief overview of Kunskapsskolan’s development in India since 2013.

We employed the first team members in 2012. Then Kunskapsskolan Gurgaon started in April 2013,



followed by Kunskapsskolan International and Kunskapsskolan Lucknow in 2015, and Kunskapsskolan Bangalore in 2016.

stay, I conducted many interviews, and it is truly amazing and a bit emotional to speak to a 7-year-old in his uniform telling me in detail about the KED Program.

studying for exams. But the KED Program not only leads to high academic results; it empowers students with the knowledge, skills, and perspectives on life that they need to live and work in the world of tomorrow. Colleagues in India are dedicated and passionate about the KED Program, and they help enthuse students and parents who are very much involved in their children's education.



What has been the challenge of anchoring the KED Program in schools in India?

Of course, there have been challenges when introducing personalized education in a country with school traditions more focused on rote learning and

What is next?

All four schools in India will continue expanding. For example, Kunskapsskolan Gurgaon prepares a new building for the next school year. I believe there are also great opportunities to start more KED schools in India as demand for personalized education is increasing.

What are you most proud of?

What makes me most proud is to hear from students themselves how they benefit from the Kunskapsskolan approach; from personal coaching, goal setting and our way of structuring their teaching and learning so that school becomes fun and rewarding. During my



I am thankful to the team who fulfill Kunskapsskolan's mission in India with passion, dedication, and focus on what is best for the students. You are fantastic.

Cecilia Aronsson
KED Network Director



Kunskapsskolan Awarded for Sustainability Efforts

Sustainability is a high priority for Kunskapsskolan Sweden's 2025 Agenda. In addition to a focus on teaching quality and professional development, the promotion of goals and practices that incorporate sustainability, sustainable workloads, and the promotion of sustainable lifestyles for both teachers and students are integrated into student learning activities.

And it is great to see that we are walking the talk.

The Keep Sweden Tidy Foundation (HSR – Håll Sverige Rent), a non-profit environmental protection organization, awards schools in Sweden that continuously implement an action-based learning of sustainable development by granting them a so-called "Green Flag" certificate every year. This unique program is a part of the international Eco Schools network. Having now acquired two Green Flag certificates, Kunskapsskolan Trelleborg has recently been recognized by the foundation as one of Sweden's most sustainable secondary schools for 2022.

At the start of each academic year, the students strategically select some Global Goals to focus on. They then design and

implement action-based projects related to those selected Goals. Promoting water use efficiency, growing school's own lettuce without soil (hydroponic farming), and creating fashion garments from recycled material are a few examples. They are engaging with the local community to spread sustainable practices. Furthermore, and as written about in previous

Every student can become a change agent of sustainability.

issues of the KED Newsletter, they also work with students in other countries in the KED Network to promote sustainability. Our ambition is to cooperate with even more schools, so that we can inspire and empower each other to not only learn, but also think and act sustainably. Every student can become a change agent of sustainability, if provided with the right opportunity and support.

The school's Green Team has rapidly grown to 45 members, who are volunteer students from all student groups.

"Our most important task is to encourage and educate the rest of the school to adopt more sustainable habits," says Freja, the student leader of Trelleborg Green Team.

"It doesn't necessarily have to be boring or difficult," she says. "A simple switch is to consume food and drink in reusable containers, instead of buying disposable items that actually can cost more."

Kunskapsgymnasiet Göteborg has also been recognized as one of the most sustainable upper secondary schools by the same foundation, HSR. In just half a year, they have managed to reduce the school's food waste by half. The school has helped to clear 240 kilograms of waste from the local community, and they are planning to substitute all school lighting with environmentally friendly alternatives. Furthermore, every student there has been educated about the three dimensions of sustainability: economic, environmental, and social.

Dujaporn Palmberg

Teacher of English and Swedish and the Green Team's responsible teacher, Kunskapsskolan Trelleborg

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A podcast series brought to you from Stockholm by Kunskapsskolan Education (KED). Reflecting and connecting educators of more than 100 schools that use the KED Program for personalized learning across Sweden, the UK, the Netherlands, India, USA, and the Middle East.

Working around the globe to personalize each student's education according to their individual needs and abilities. Empowering the students to master the challenges of today and shape the world of tomorrow.