



# KED

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## An Experience Out of the Ordinary

by Cecilia Carnefeldt  
CEO and President, KED

Curiosity and a search for new perspectives made me and my 14-year-old son Hugo relocate to India for one month. The first few days at Kunskapsskolan Gurgaon have been fascinating in so many ways. And that goes beyond the obvious differences in climate and culture between Stockholm and Gurgaon (yes, it is HOT in Delhi in May....) For Hugo, a 7th grade non-Kunskapsskolan student, to join 9th grade in Kunskapsskolan India was like entering a new world in several dimensions.

This new world of Kunskapsskolan in an Indian context means struggling with the advanced levels of math and science, and being initially confused by the personal schedules and workshop settings. But more importantly, being fascinated by the energy, dedication and passion shown by our

excellent teachers and other staff. An experience out of the ordinary.

I often say we have only touched the surface of what we can achieve with the unique opportunities in the KED Network. The possibilities for students, teachers and principals to be exposed to a global context within the KED family of schools. Network projects do not have to entail travelling to be effective. In the connected world of today, you have a buddy to collaborate with only a touch on an iPad away.

I want to encourage you all to consider what you can do to give your students – and yourself – a global perspective through a



project within the KED Network. The person to contact is of course our KED Network Director:  
[cecilia.aronsson@kunskapsskolan.com](mailto:cecilia.aronsson@kunskapsskolan.com).



## In Search of Excellence

by Richard de Boef

Associate Principal, Picasso Lyceum, the Netherlands

What makes students enthusiastic about learning? How can we motivate them to work hard? What helps them to improve the quality of their assignments? What kind of activities give more insight in the subject?

It is this kind of questions that set off the Post 16 Science Project in which Swedish, English and Dutch science teachers collaborate to find out how they can improve their lessons. In March, they started with a symposium at Picasso Lyceum in Zoetermeer, the Netherlands. During two days, they got background information, proposed first ideas and discussed the obstructions they perceived.

Just to make sure that they were thinking in the right direction, five students of Picasso Lyceum were present on the first day to give feedback on the teachers' ideas.

At the end of the first day, the group sat down for dinner, during which they were enlightened with a presentation by Anna van Duijvenvoorde, Assistant Professor at the University of Leiden. She talked about the research her group had done on brain development during childhood, and what the implications might be for learning.

On the next day, the teachers started off with speed dating to team up in small peer

groups. The peers will help each other in planning their instructional interventions and finding ways to measure the effects. So, at the end of the project we will all have a broader sense of what contributes to excellent science education and what does not.

In the coming academic year, there will be exchanges between the peers. During a week, the teachers will spend time at each other's schools. In between, there will be webinars to keep the whole group informed about the progress of the intervention investigated by each teacher. The whole Post 16 Science Project will end in June 2018 with the publishing of the research reports.

As a side effect of this project, there might be student exchanges as well. Students might be teamed up to work together on their theses. Besides the fact that this can

result in a rise of motivation and a higher quality of their papers, it will also contribute to their perception that there is much more out there. In a world where globalization is rapidly advancing, schools should offer many opportunities for their students to cross cultural borders and engage with youth around the world.



# KED Students at Beijing Model United Nations

by Melissa Budak and Sanna Wärf  
Graduating Students at Internationella Kunskapsgymnasiet

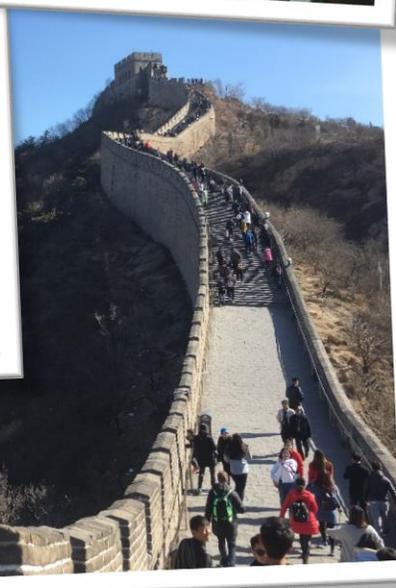
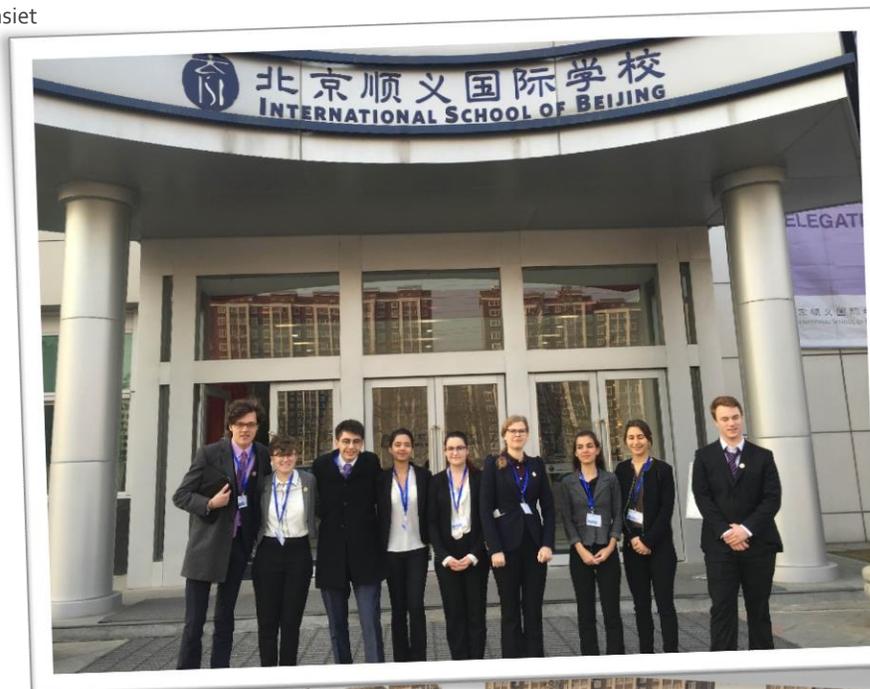
After having successfully administered a Model United Nations (MUN) at our Swedish upper secondary KED school Internationella Kunskapsgymnasiet, it was finally time for the International Group to participate in Beijing Model United Nations (BEIMUN). The International Group, consisting of nine students from varying programs, had a total of ten days to experience BEIMUN and the Chinese culture. Alongside the conference, we visited famous sites such as the Great Wall, the Forbidden City, the Night Market and the Yonghe Temple.

The conference itself was incredibly educational in the way that it allowed students to develop their abilities in debating, teamwork and academic writing. After returning, we found it easier, fun even, to hold speeches in front of larger groups of people. Participants of BEIMUN were divided into Model UN countries and commissions to debate both past and present global issues. For example, we debated how the safety of refugees fleeing the Syrian Civil war could be ensured, and how the Member States could facilitate the repartitioning and division of the Yugoslavian Republic.

Aside from the fruitful debates, we had the opportunity to connect with students from all over the world. Also, we got to learn of and witness the difficulties of cooperation that may arise among the MUN Member States, as their interests can differ in ways that prevent the progress of a resolution. We realized that these difficulties could only be managed through complex and intelligent debating. In the light of this year's BEIMUN conference theme, "Growth and Duality", it was evident that all countries must unite to enable this world to grow and prosper.

For us, this trip has been an opportunity to grow both academically and personally, as we have learned abilities that will be helpful in the future. It has been a crucial factor in our understanding of adulthood and our responsibility to take political action to ensure a sustainable future.

We can safely say that this is an experience that we will remember for the rest of our lives.



# How Do You Train Teachers to Inspire Students?

by Shreelata Bhaskar

Parent of two students at Kunskapsskolan Lucknow

Greetings from India, I am Shreelata, a parent of two boys, Rishi in Grade 5 and Rhythm in Grade 2 at Kunskapsskolan Lucknow in India.

As a school, Kunskapsskolan has been very well received here in India. We as parents are pleasantly surprised to find this school here in Lucknow. We are happy that we chose Kunskapsskolan for our boys and would now like them to grow with the school and metamorphose into responsible, creative individuals.



May I reiterate that I am not undermining the ability of the teachers or the staff at school. Going back to a few basics:

The Latin root of education means 'to draw out', while the root for inspire means 'to breathe into'. The difference is illustrative.

Education brings out knowledge that students did not even know that they had. Students have a wealth of knowledge, and by questioning them about it carefully, they can answer their own inquiries. To inspire students is in some ways a very ambitious goal. It requires not only drawing out what they already have, but also raising them to a new level – not only bringing out hidden knowledge, but also breathing in

new life. If the motto of education

is 'to know oneself', then the motto of inspiration is 'to know others' – to know how far a student can be pushed in the process of intellectual discovery and value formation. Education and inspiration form two sides of the same coin.

I strongly believe that students should learn to value learning for its ability to shape our lives. They should be challenged to question their own beliefs and assumptions, and in doing so, be forced to think more concretely about how they want to put their beliefs into

practice. Their experiences in school, where they spend close to 14 years of their life, should help them draw knowledge out of themselves, and help them develop a stronger commitment to self-improvement. At school, students should find not only an education, but also a source of inspiration.

So, I come back to my initial question: How do you develop teachers into educators who can inspire students at Kunskapsskolan? Think about how you train teachers to unlock and free their students' potential. For when you know this, you are ready to prepare children for the world.



I thank you for the invitation to share my ideas and suggestions with you. I have a few thoughts, and I look forward to hearing back from you.

The team of teachers and coaches at Kunskapsskolan Lucknow is formidable. The teachers – some new, some experienced – come from a system where education is handled in a totally different manner focused on rigor, structure and with limited experimentation. With this as the starting point, I would like to know how you develop these teachers into educators who can inspire?



# My Indian Driver

by Kiki Jerneheim

Academic Director/Head of school, Kunskapsskolan Bengaluru

Every morning my driver Gangha starts his car by driving half a meter forward, even if we are supposed to move in the reverse direction.

"Why are you doing this every morning, Gangha?" I ask him.

"You need to start the day by moving forward, Mam. This is how you set the standard of the day," he answers.

Living in India means learning to live with a philosophical outlook on life. Religion, stars, culture and Mother Nature are all-important factors in everyday life.

Currently I live with my husband in Bangalore. I am here to start Kunskapsskolan's fifth school in India, Kunskapsskolan Bengaluru. Bangalore is a cosmopolitan city in southern India. The population of Bangalore has increased by ten million inhabitants in ten years, but the infrastructure has not at all kept up with this immense population increase. Traffic in Bangalore is a joke, but at the same time, being stuck in the back seat is a perfect opportunity for philosophical reflections about what you can see from your car window.



The difference from my route to work in Stockholm could not be bigger. For a large part of the year, Stockholm is grey. Nine out of ten fellow companions on the subway are dressed in black, and everyone is silent. Outside my window here in Bangalore, I see colors, women in beautiful saris, boys and girls in fantastic school uniforms, animals, hustle and bustle. I am amazed and amused.

Our school is in a start-up period, which means that we do not have any students yet. I am meeting with parents and students, I hire teachers and do marketing. I am a Swedish school leader with an entirely Indian team, but the culture clashes are fewer than you might think. Openness, a good sense of humor and respect to the fact that I am the guest in this country, will certainly make life easier.

What are the differences? First and foremost, the time perspective. My first weeks here, I took notes of everything that was decided during our morning meetings, only to find out that all appointments and arrangements kept constantly changing. Nowadays, I never take notes. I go with the flow; tell me where to be and when! However, I insist to have a staff meeting every morning. We are a small team with a lot on our plates. Everyone needs to know what is going on and who is responsible for what. I have also realized that if I am not around, old decisions tend to change.

Our lunch together is the peak of the day. The Indians are the Italians of Asia; they live to eat and discuss food. The staff members come from various parts of India and there is a constant discussion about how to cook certain dishes and what spices to use. Everybody is sharing their food with the rest of us and we eat, taste, assess, discuss and enjoy it all. My husband and I try to cook as much Indian food as possible. All the excellent ingredients here make it both easy and enjoyable.



When I was about to leave Sweden, I met a Swedish lady who had lived in India for fifty years. I asked her what to bring when moving to India.

"Patience and a good sense of humor," she answered.

To be honest, I have had to exercise both. As my driver Gangha says:

"All is well that ends well, and if it is not well, it simply means that it is not the end yet."



# The Bottom Line of KED

by Cecilia Aronsson  
KED Network Director



As winter turned into summer, we gathered representatives from all six KED countries in Stockholm for three days of intense experience sharing. This annual conference is a unique opportunity for network members to share and collaborate, to discuss development and explore possibilities to improve teaching and learning in the growing number of schools working with the KED Program around the world. The active discussions provided solid proof that KED is a program interested in self-improvement, using empirical evidence to guide development.

The KED Program for personalized education is powerful – centered around students' progression through transparent courses towards personal goals, regular coaching by dedicated teachers, and effective sessions such as workshops that allow students to make their choices how to achieve.

Nevertheless, as our UK Education Director John Baumber points out, the KED Program is not just a set of tools. However great the power of the model we have pieced together, there is no substitute for great teachers. The KED Program is designed around each student's abilities and allows every student to learn at their own rate and in their own way. Even so, the teacher is the crucial factor in schools. Students can only be successful in the KED Program with competent, contributing and compassionate teachers there to lead them towards great



outcomes. The bottom line, therefore, is that KED schools should find the best teachers, grow them and believe in them.

Participants at the conference agree that the KED Network can help us a long way in this challenge. Through our global connections, teachers in KED and KED Inspired Schools get the opportunity to go on exchange projects abroad to find deeper knowledge about specific subjects and pedagogy, whilst refilling their motivation to teach. This week, two teachers from Kunskapsskolan in India are working alongside their hosts at Kunskapsskolan in Sweden.

The KED Network can also provide the avenue to innovate teaching methods and make students willing to learn. A quote on my desktop calendar, generously provided by KED's American partner organization Great Oaks, highlights this on the front page for May:



"Showing them a variety of cultures allows my students to see the diversity of our world and appreciate the diversity within their class," says Chelsea Ringen, 6th Grade Social Studies Teacher at Great Oaks Wilmington.

As this newsletter is published, a group of KED students from Sweden are starting their KED Buddies exchange at their partner school in the UK – discovering the diversity that Chelsea is talking about, and bringing it back as powerful fuel for continued learning.

Throughout the KED Network, we are committed to cultivating a joyful learning atmosphere. And as a parent in India pointed out to me the other day:

"If the teachers at KED love teaching, they will create students who love learning."