

KED

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Try a Different Route

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For five years, we have offered students and teachers the possibility to meet and work with buddies at other schools in the KED Network. This year, we run the first exchanges for school leaders.

My ambition is to provide the supporting framework for everyone in the Network to interact. The purpose of this interaction is to learn things that are valuable in your future learning, teaching and leadership. Unknown brilliance materializes when you search outside your local territory.

Last week, we evaluated the experiences so far by Swedish teachers who participate in exchanges this year. Each one has a unique story of discoveries – subject-related, pedagogical, personal and cultural – that they have gained from KED's homemade professional development format of stepping into the shoes of a Network colleague for a week. In this Newsletter, Pontus who teaches at secondary level at Kunskapsskolan Västerås explains what he learned from a week in primary.

The brilliant development comes from trying something different and challenging your existing conduct in a friendly context.

**Only when I step off track
can I reach my target successfully.**

KED → Skills → Jobs

Stuti Tiwari

Training Manager, Kedman Skilling, India

We believe there is only one thing that can enhance the living standards of any human: Education. Though most children in India are being schooled, not everyone is being educated. So how will you make them learn, ignite their interest and motivate them to improve their future? How will you make them believe that there is a bright day ahead?

For one year, we at Kedman India have embarked on a pilot project to bring the KED Program methodology to vocational classrooms in Indian government-run schools. These schools may not have the resources, but a complete determination to change the education scenario around them.

The project is called Skilled. It is a collaboration between India's Haryana State Government, National Skills Development Corporation (NSDC), Manav Rachna International University and Kunskapsskolan. Based on Kunskapsskolan's personalized approach to learning, it takes a goal-oriented approach that gives students the tools and skills to take ownership of their learning and achieve the result they aspire to. In the end, the concept offers them certified job roles.



The aim is to reach 100 schools chosen throughout Haryana by NSDC in consultation with state authorities.

Kedman provides the learning content for students in Year 9–12 for six different job roles within Retail, Beauty/Wellness and Information Technology. The students come from different walks of life, often with rustic backgrounds from the provincial, inland locations of India. The training will prepare them for jobs such as shopkeeper, hairdresser and IT support. The skills acquired in the program will allow graduates to start businesses where they could also create jobs for others.



The learning content is created in line with Indian vocational frameworks and standards. It is provided through the Learning Portal platform. Hence, the schools need computer resources. To start with, five schools out of the hundred have been fashioned into model labs, equipped with laptops, projector, internet facility and other necessary items.

The third model lab was inaugurated at the Government Senior Secondary School in Mahendergarh before Christmas. Kunskapsskolan's founder Peje Emilsson, Manav Rachna President Dr. Prashant Bhalla and Vice President Dr. Amit Bhalla as well as Haryana State's Minister of Education Shri Ram Bilas Sharma participated in the ceremony that marks a transformation of the present way of training the workforce in India.



“ I see that the state of Haryana has a lot of potential, as do many other states of India. In that interest, we are looking at taking Skilling and Vocational Education to the next level in the best possible way.”

says Peje Emilsson

Kedman's program for vocational training can be adapted to suit additional job roles, countries and collaboration partners. We intend to take this pilot further.



Building Bridges

Mónica Lindgren

Spanish, Arts and Crafts Teacher, Kunskapsskolan Borås

November 2018. The days were getting shorter in the Northern hemisphere. In Borås, the first national test in Spanish had been completed. In a few hours, I would be on the plane to India – one of the oldest and most fascinating cultures in the world.

I was going for my teacher exchange at Kunskapsskolan International (KI) in Gurgaon. I had a lot of ideas about establishing an educational exchange between their students and mine. When I got there, relating to the place, students, teachers and creative society around, I would learn how to bring my ideas to life.

Before my school week in Gurgaon, I had five days of vacation travelling through the Golden Triangle, visiting temples, palaces, markets and shops of handicrafts. I explored the streets, the art and the architecture, marveling at the costumes, colors and flavors. I decided to stay open to receive, observe and understand how the concept of Kunskapsskolan works in such a different country.



So, Monday 8:30 a.m. I arrived at KI. I observed the line of school buses, the children in uniforms, carrying their lunch boxes and backpacks even bigger than themselves. “Good morning Madame,” they greeted the newcomer in front of them as I climbed the stairs inside the

school. The air full of movement, we headed to the base group room, where the day started just as I am used to with a base group session; the students structuring their day, writing their schedule in the logbook and recording any changes to the daily routine. The annual Athletics day was coming up and students needed to rehearse.

I then experienced my first communication session in Hindi with the fifth graders. Luckily, explanations were in English. The students were learning the difference between formal and informal letters. At that moment, I saw the opportunity to learn this in practice by interchanging letters with students at Kunskapsskolan in Sweden. I contacted my colleagues in Borås and coordinated an online meeting for the students, who interacted happily with questions and answers. At the end of the week, they would send handwritten, informal letters to their new friends in Sweden.



Why by hand and not by e-mail? Technology makes communication and the search of information so efficient. However, the personal touch is sometimes lost. Writing by hand is slower, but it gives you time to think and phrase your message while the hand shapes the letters and words. The simplicity of using your own calligraphy gives your letter a personal touch; maybe it will become art.

I repeated this idea with the seventh graders at KI and connected them with my own base group in Borås – as pen pals but also as a personal search engine. Normally they turn to Google, but now they have a first-hand source; KED students in an English-speaking country from whom they can learn. They can exchange information and ask about life in India. This is my vision of building bridges coming true.





Sowing a Seed

Kiki Jerneheim

Head of school, Kunskapsskolan Bengaluru

In memory of the great Swedish innovator and donator Alfred Nobel, Kunskapsskolan Bengaluru once again has celebrated a Nobel week.

The idea is to let the students get inspired by excellent work in different subject fields. The Nobel prize is awarded for outstanding contribution in the areas of Physics, Chemistry, Medicine, Literature, Peace and Economics. In different ways, we covered all these six areas during our Nobel week. Throughout the week, the students have understood that hard work has no alternative and much hard work is needed for any kind of discovery.

In line with the Peace Prize and to develop social conscience, our school conducted an outreach program at a residential children's home called Thayimane. Our students interacted with the students of Thayimane and realized the challenges they face every day.



This helped our students understand the importance of being empathetic towards all.

Our younger students got the opportunity to interact with the children of our support staff at school. They played games and shared a meal together to develop compassion and a strong realization that sharing is caring.

The Nobel week ended with a performance where the students showcased their learning to their parents, grandparents and friends through drama, dance, singing and an exhibition.

Some students performed a play by India's first Nobel laureate Rabindranath Tagore (Literature, 1913) and there was a comic skit about the Indian economy. Students danced a variety of dances from India as well as the Swedish folkdance Hambo. Every student was awarded Kunskapsskolan Bengaluru's Nobel medals categorized in different skills, such as being observant, showing leadership skills and being good at goal setting.

India has several recipients of the Nobel Prize. Rabindranath Tagore was the first one. Mother Teresa is still the only woman from India to get it. She won the Nobel Prize in Peace in 1979.

As a school, we believe in lifelong learning from early learners to research. For us, the Nobel week is like sowing a tiny seed which has unbelievable possibilities waiting for the right opportunity.



Lunch with Kunskapsskolan Community Nederland

Willemien Noordhof

Educational Director, Kunskapsskolan Nederland

In December it was time for what has already become an annual tradition: A working lunch with the school board members and principals of the schools we work with in secondary education in the Netherlands. This year's edition was a new milestone for the development of the Kunskapsskolan Community Nederland. With more than 30 attendees present, our unique form of collaboration around personalized education was underlined. During a three-course lunch this unique collaboration was subject of our dialogue.

Five school leaders were asked to share their impressions of the activities of the Kunskapsskolan Community Nederland in the past year. They witness that schools are in various phases of their transition, but they experience similar challenges – questions on the pedagogical as well as the organizational level of the new personalized educational approach.

Challenges can also be triggered by the cultural change or the change in attitude required by personalized education. In 2018, around 30 'Community meetings' took place. Opportunities to reflect and learn from each other. Subject teachers, school- and project leaders met to share and learn, facilitated by colleagues of Kunskapsskolan Nederland. The attendees learned that it is important to share knowledge, experiences and tools. And that the need for this is growing.

“ A good teaching community is of good value for everyone when it holds a good balance in the giving and receiving of information for all. Form and content are dynamic. ”

says Peter de Jong,
Director of the school group
OSG Sevenwolden.

A group of school boards, together with Kunskapsskolan Nederland, have discussed the importance of collaboration in the Kunskapsskolan Community and how to facilitate this. It has resulted in a Statement of Intentions and a Working Agenda 2019-2021.

The Working Agenda 2019-2021 offers an overview of the areas where we share interests and goals and sketches the next steps to develop them together. These areas are connected to the core elements of the KED Program, as well as the national context for educators and how we can communicate effectively. Most schools present already signed the Working Agenda during the meeting. Thus, giving a sign of commitment to the shared goals and ambitions of the Kunskapsskolan Community Nederland.

Challenge Those Old Habits

Pontus Larsson

Social Science Teacher, Kunskapsskolan Västerås

Go for it! That is my advice.

Last semester, I had the privilege to spend a week at Hillcrest Primary School in Norfolk County in the East of England as part of the KED Teacher Exchange Program. This project has benefited both my teaching and cultural understanding.

Ever heard of Downham Market? It is a small town in the countryside of Norfolk, in the middle of nowhere, at least for England. This is where you find Hillcrest. It is a typical English primary school with slightly more than 400 students, where I had the pleasure of joining teaching and learning for a week.

The previous semester, I had hosted Joe who is a teacher at Hillcrest. He spent a week at Kunskapsskolan Västerås and stayed at my house. I immediately said yes when asked to do the exchange with him and have not regretted it.

Hillcrest is a primary school. I myself teach at the secondary level. How would that turn out? Very good! It was interesting

to see how they work with the younger year groups, get inspired and bring back ideas to implement in my own teaching. I looked particularly at how the team at Hillcrest works with long-term planning and how they go about regulating the teachers' workload. All teachers have time dedicated for planning every Friday, thus reducing the extra workload usually caused by lack of planning ahead.

An exchange like this also means a break from your daily practices. Many times, we just continue working without stopping to reflect on ourselves, finding out what we do well and considering different approaches.

During his week in Västerås, Joe was impressed by the high level of independence displayed by our students, and their ability to take ownership of their learning. Hillcrest is stricter and gives students little influence over their school day. Joe left us with an intention to



give students at Hillcrest more influence in the spirit of how we work in a KED School. When I came there, I was delighted to see that Hillcrest has indeed implemented more time for independent work in Year 5. It is a true sign how exchange projects like this bring new perspectives and practical takeaways to change old habits.

Go for it! I repeat my advice. Go for an exchange!

For me, it is more than professional development; it is a chance to live someone else's everyday teaching life and discover the local culture. Some might find it daunting to stay with a host family, but I tell you, it makes a whole difference when you do it. Gaining a new experience is what a teacher exchange is all about – and it makes it a memory for life.



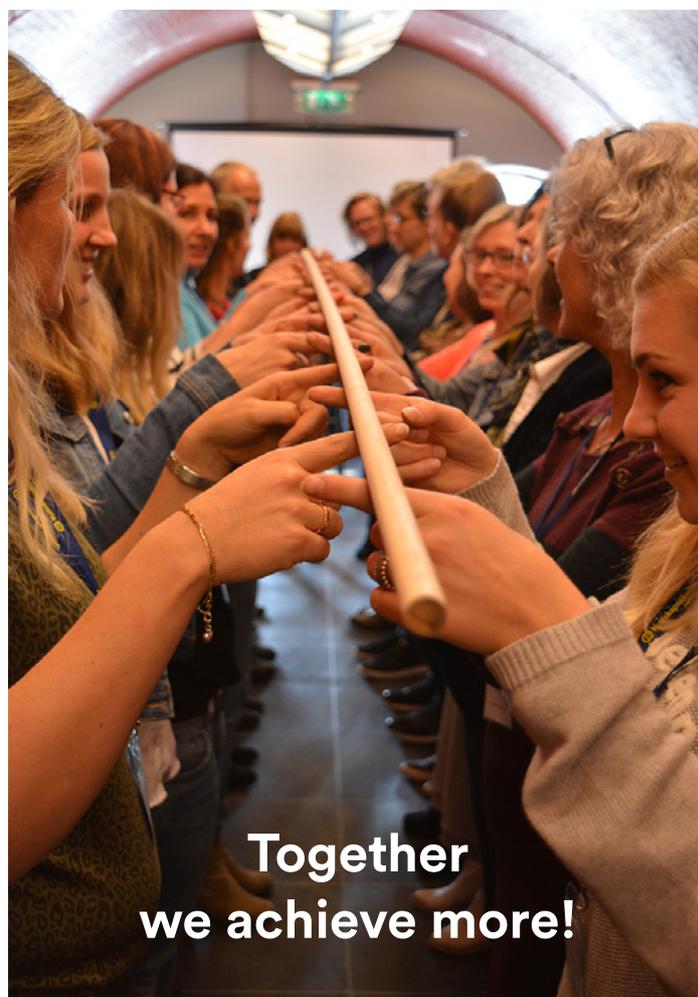
Save The Date 19–21 March 2019

Kunskapsskolan Nederland warmly invites representatives
from KED Network schools to

The International KED Network Event 2019 in the Netherlands

Teachers, project managers, team leaders, heads of school, principals and board members from all countries in the global KED Network are welcome to connect with colleagues globally, to inspire and learn from each other.

- The Event day on 21 March consists of many sessions, with plenty of English-spoken options.
- There is a side program on 19 and 20 March for international participants, including visits and workshops at the offices of Kunskapsskolan Nederland and Dutch schools working with the KED Program.
- This year there are 60 schools in the Netherlands using the KED Program for a selected number of base groups corresponding to 10,000 Dutch students and 2,000 teachers in total using the KED Program.



**Together
we achieve more!**

For more information and registration:

<https://kunskapsskolan.nl/ked-network-event-2019/event@kunskapsskolan.nl>

or via 003185 112 0000