



It is time to get to know
your new tool in school.

KED

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A New Species in School



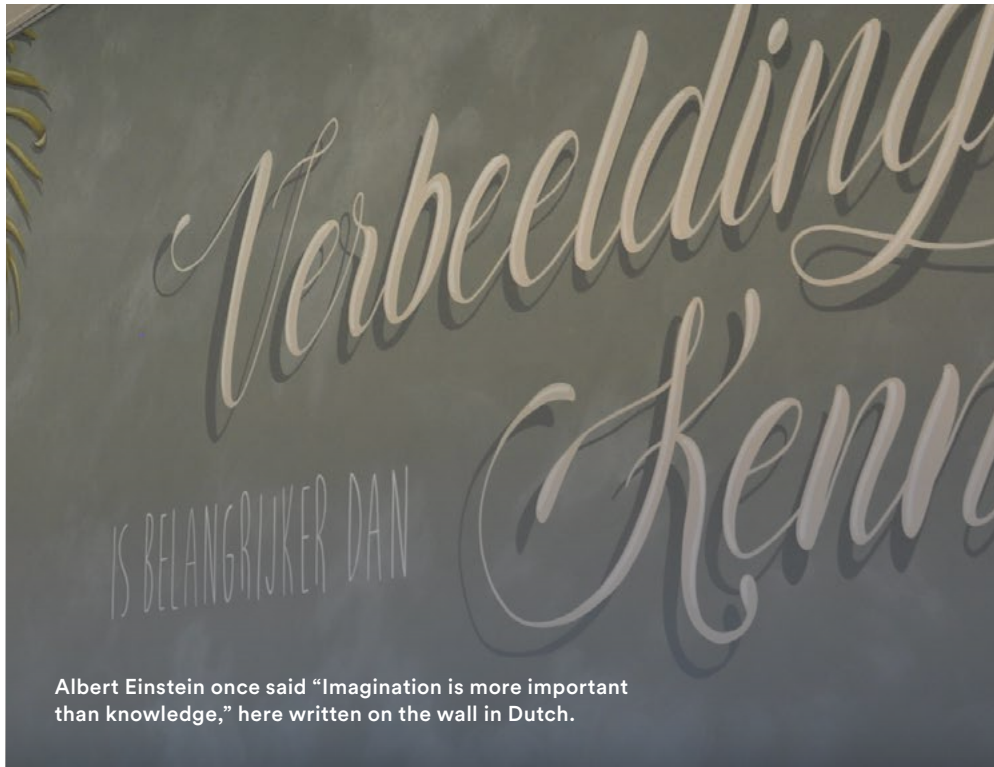
Artificial Intelligence (AI) in education is a hot topic. Pioneers and opponents face each other, but we can agree that AI is both a challenge and an opportunity. To get a panoramic view of how AI can improve education, we consulted experts in all parts of the Network to contribute to this special AI edition of the KED Newsletter.

The following articles will give you a good understanding of the future of AI in your work. As the current state of the world is chaotic and potentially very

dangerous, with people suffering from war and economic hardship, we need to strengthen our ability to relate with empathy to each other. Human interaction between teachers and students is essential for the development of social and emotional competencies such as empathy: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Balancing one-on-one interactions with the virtues of the new technology then becomes the burning issue.

AI is not human, but the key is to understand how to coexist in the learning ecosystem going forward. When you look around there are all sorts of species there already. Let's use our social and emotional skills as we welcome the new AI tool in school.

Cecilia Aronsson
Network Director
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Albert Einstein once said "Imagination is more important than knowledge," here written on the wall in Dutch.

Kunskapsskolan in Sweden Extends Google's AI Tool Gemini to All Team Members

Kunskapsskolan Sweden has decided to give teachers and all other team members access to Google's AI assistant Gemini.

"This is a first step in using AI on a larger scale within the organization and part of a larger trend we see throughout the education sector," says Kunskapsskolan Education CIO Annelie Fredsberg.

Gemini can be used, for example, to make lesson plans, write emails, or create differentiated assignments for students.

Kunskapsskolan Sweden has not yet extended Gemini to students. Google has a minimum age of 13 to use Gemini. There are identified risks with AI that generates answers and text. AI tools are designed



Annelie Fredsberg,
KED Chief Information
Officer

to always give you an answer and can create texts that are not actually true. AI can also exclude important facts and information in its responses. Therefore, Kunskapsskolan Sweden recommends users to view AI-generated material as the starting point, but you need to go through every suggested lesson plan, email wording and student task and make it your own. AI technology also consumes a lot of natural resources.

The next step for Kunskapsskolan Sweden is to work consistently to identify areas of use for different types of AI that facilitate teaching and learning and support Kunskapsskolan's develop-

ment as an organization. Annelie and her team regularly visit exhibitions and other forums to stay updated in the fast-paced world of digital tools. Earlier this year, they went to the British Educational Training and Technology (BETT) Show in London. Exhibitors presented digital educational tools that use AI in various ways, many of them focused on personalizing learning materials and tasks.

"I think it is very important to critically examine how suppliers use AI in their applications. It may look good on the surface, but in reality, many have not come that far. Good AI tools require huge investments. Then, privacy and

data protection are also very important to consider when introducing an application in schools," says Annelie.

Next year, new EU legislation will be introduced, where special emphasis is placed on protecting the privacy of children and young people. As AI continues to develop, Kunskapsskolan Sweden has chosen its motto: "We need to learn fast, but act slower."

Annelie Fredsberg
CIO, Kunskapsskolan Education

AI can:

- help us personalize teaching and learning, by adapting exercises and resources based on each student's needs and personal goals.
- help provide students with insights into their progress and areas for improvement.
- make learning materials accessible to students with different backgrounds or disabilities.
- help teachers analyze results and identify strengths and weaknesses in lesson plans.
- help teachers create lessons and subject plans that are well aligned with school policies and student needs.
- free up more time for personal interaction between teachers and students.

Source: Kunskapsskolan Sweden AI Guidelines

Google: “AI will revolutionize personalized learning”



Isabel González Miranda,
Google for Education
Account Manager

KED CIO Annelie Fredsberg walked over to Google’s Swedish headquarters to gain a deeper understanding of the potential of AI in education. Here is what she found out by talking to Google for Education Account Manager Isabel González Miranda.

Annelie: So, let’s start with the big question: How far has Sweden come with the use of Gemini in its schools?

Isabel: Well, over the past few months, there’s definitely been movement. But here’s the interesting part: right now, activation is mainly for teachers and staff, not students, even though the age limit for use has been lowered to 13 in Sweden.

Any idea why?
There seems to be some uncertainty among educational leaders regarding the Swedish Education Ministry’s attitudes towards digitalization

in schools, which might be playing a role.

Would you say that digital tools are generally well-accepted in Swedish classrooms?

You know, it used to be that everyone was pretty excited and curious about using digital tools in schools. But these days, there’s definitely more hesitation. Teachers and school leaders often say it’s challenging to keep up with all the new

tools, and it feels like something extra they have to squeeze in.

It sounds like there have been some challenges with digitalization in general.

Yes, definitely. Many organizations focused on simply distributing computers without thinking through the desired outcomes.

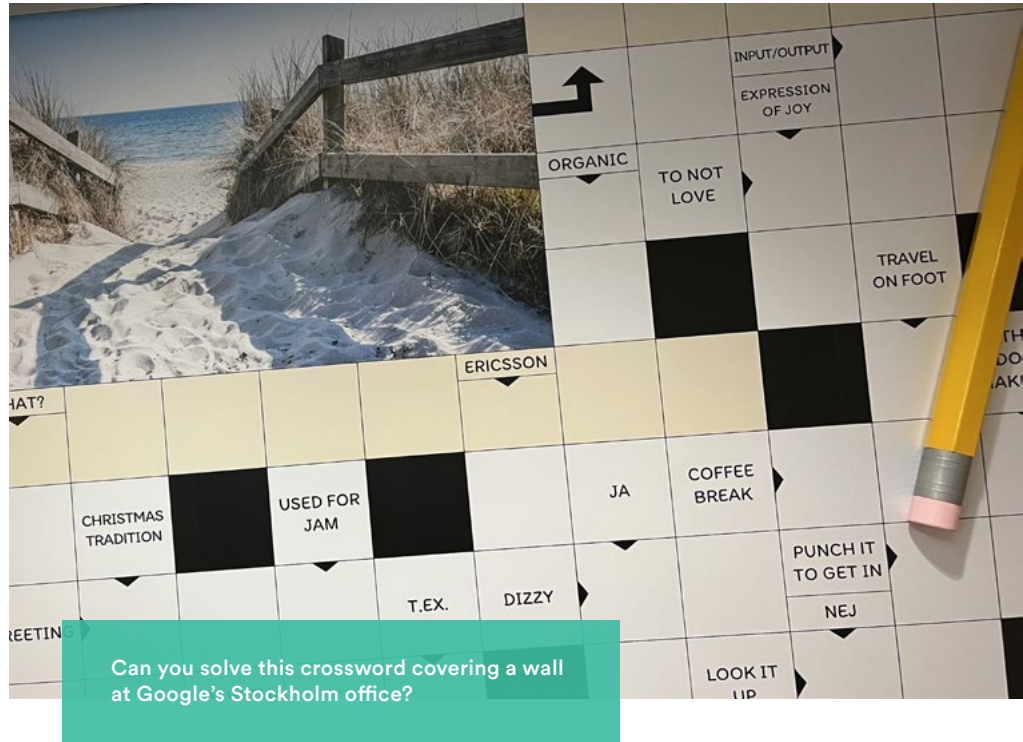
Are there any positive outcomes?

Absolutely. Despite this, we see great results. In fact, 56% of users report that their work has improved with Gemini. It's leading to clearer communication, more measurable outcomes, and saving time. People are using it for things like writing emails, rewriting materials, creating documents linked to spreadsheets, and building comprehensive reports.

Let's talk about students. How do you see AI improving learning?

AI definitely has the potential to improve learning, but it depends on how it's implemented. It's crucial to remember that all students are using digital tools in some way, but they don't always have adequate training in responsible screen use. Adults need to guide students in using AI effectively. The possibilities are vast, but it places high demands on the

“It's crucial to remember that all students are using digital tools in some way, but they don't always have adequate training in responsible screen use. Adults need to guide students in using AI effectively.”



education system to adapt. We need to ensure students gain these skills, just like we teach them reading and writing.

Let's delve deeper into how AI can support personalized learning. How can it cater to individual student needs?

AI has the potential to revolutionize personalized learning. Imagine a “Reading Buddy” AI that reads aloud to a student, provides feedback on their reading development and comprehension, and even adjusts the text to match their specific needs. This could include focusing on pronunciation or tailoring the complexity of the material. It keeps the student engaged with continuous feedback, making learning more dynamic.

When it comes to writing, students can input their essays into an AI system and receive direct feedback on how to improve their work in relation to the learning objectives.

Furthermore, some students learn best by listening, others by reading. AI can transcribe speech to text, allowing students to read or listen, as works best for each person. We can also consider AI-powered “Study Buddies” that offer personalized study strategies.

These examples show how AI can help personalize education, making knowledge accessible anywhere and tailoring it to individual needs.

Some people worry that AI will make us less reliant on thinking, becoming a convenience tool. What are your thoughts on that?

I don't see it that way. I experience AI as a filter that helps me express myself more clearly and confidently. It can make it easier for us to be our best selves and reach our full potential. Of course, there's the concern about cheating, but ultimately, it will show. We will always value the human perspective.

So, you believe AI can enhance our ability to think rather than replace it?

Absolutely. It's about enhancing, not replacing. It's about making learning more accessible, more personalized, and more effective.

So, how do you think AI will specifically help teachers?

I believe AI has the potential to change the teacher's role, and for the better. First of all, it can drastically reduce the time teachers spend on administrative

tasks, like grading tests and assignments. Imagine if AI could give detailed feedback on students' work, identify common misunderstandings, and even suggest individualized exercises. This frees up an enormous amount of time for the teacher.

But it goes deeper than just saving time. With more time available, teachers can focus on what's at the heart of teaching: coaching students to develop. They can spend more time with individual students, understand their unique needs and challenges, and provide personal support.

What's exciting is that AI can help the teacher see the individual student in a way that might not always be possible today. By analyzing data about the student's progress, learning style, and strengths, AI can give the teacher insights they might otherwise miss. This makes it possible to tailor the teaching in a much more personalized way.

And when teachers are less bogged down with administrative tasks, they can once again experience the joy of teaching. AI can be a fantastic tool, but it's the teacher's passion, empathy, and ability to build relationships with students that really make a difference. The teacher remains the heart of the school.

What do you see as the key competencies students will need in the future, and how does AI fit into that?

Problem-solving, critical thinking, communication, collaboration, and curiosity are going to be absolutely essential. Lifelong learning is going to become even more crucial. AI can play a huge role here by tailoring learning resources to individual needs.

And finally, considering AI is all about innovation, how does Google encourage innovation within the company?

At Google, we foster innovation in a number of ways. We allocate 20% of employees' work time to explore and develop their own ideas. Employees can propose and "pitch" projects they want to test. With the development of Gemini, we've realized the importance of increasing collaboration across different business areas within Google. A solution developed in one area can be just as relevant and valuable to another, such as Education.



To encourage innovation, Google allocates 20% of employees' work time to explore and develop their own ideas.

Embracing AI in Education



AI brings new possibilities to students in KED schools worldwide.

The rapid advancement of AI is reshaping a multitude of industries, and education is no exception. AI presents an array of opportunities to enhance the learning experience for students, streamline daily tasks for educators, and assist leadership teams in making informed decisions that elevate the quality of education.

Our vision for AI in education must be one of empowerment. We should aim to use AI as a powerful tool to enhance personalized learning, support teachers, and assist school leadership in making

“Our vision for AI in education must be one of empowerment. We should aim to use AI as a powerful tool to enhance personalized learning, support teachers, and assist school leadership.”

strategic decisions that benefit our entire school community.

As KED schools, we are providing opportunities for students through personalized learning experiences, and AI has the potential to further augment these opportunities by tailoring the learning journey to each student’s needs. We are also already leveraging various digital tools that enhance the effective delivery of the KED Program. These tools support personalized learning, assist with scheduling, grading, assessments, and goal setting, and facilitate overall plan-



component of personalized coaching ensures that this concern is mitigated, as one-on-one interactions remain a priority. Another concern is the over-reliance on AI, which could impede the development of critical thinking and problem-solving skills in students. There is a risk that AI might become a “crutch,” preventing students from developing the mental agility they need to face real-world challenges. As educators, we must remain mindful of this potential pitfall, ensuring that AI serves as a complement to, rather than a substitute for, human-guided learning.

As AI continues to permeate both educational and daily life, it is essential that we equip our learners, educators, and leadership teams with the skills

ning. With equal access to technology, reliable internet connectivity, and devices, our students are uniquely positioned to benefit from AI-driven tools—something that remains a significant challenge in many schools across India.

AI can offer the potential to further personalize education by enabling teachers to design tailored lesson plans based on individual student performance. With the combination of existing KED tools and AI, educators can easily differentiate instruction to meet the diverse needs of students.

Educational leadership teams at KED schools utilize our existing digital tools to analyze large sets of data, offering valuable insights into student performance, teacher effectiveness, and overall school operations. These insights guide informed decision-making in areas such as grade management and early intervention strategies. If we integrate AI into these processes, it will further streamline operations, enabling school leaders to manage resources efficiently and make data-driven decisions that enhance student outcomes.



While AI offers tremendous benefits, there are also challenges that must be addressed, particularly in terms of equity, privacy, and responsible implementation. One concern is the potential reduction in human interaction between teachers and students, which is essential for the development of emotional and social skills. However, in the KED Program, the core

and knowledge needed to navigate this emerging technology responsibly. When integrating AI into our schools, we must focus on three interconnected aspects: understanding, using and evaluating AI tools safely and ethically. This will empower teachers, students, and leadership to engage with AI technology in a thoughtful, informed manner.



To effectively integrate AI into our schools, a strategic, thoughtful approach is necessary. Teachers should be provided with ongoing professional development opportunities, ensuring they are not only trained on how to use AI tools but also on how to incorporate these tools into their teaching practices.

AI has the potential to revolutionize education, improving how we teach and learn. However, the success of its implementation depends on how we approach its integration—carefully and thoughtfully. By providing ongoing training for educators, ensuring equitable access to technology, and safeguarding

“AI has the potential to revolutionize education, improving how we teach and learn. However, the success of its implementation depends on how we approach its integration—carefully and thoughtfully.”

privacy, we can create a future where AI serves as a key ally in supporting student success and advancing educational equity. Together, we can unlock the full potential of AI to transform the learning experience and prepare students for the challenges of tomorrow.

Nidhi Sikri
Head of Digital Tools,
Kunskapsskolan India

The Potential of AI at Our School

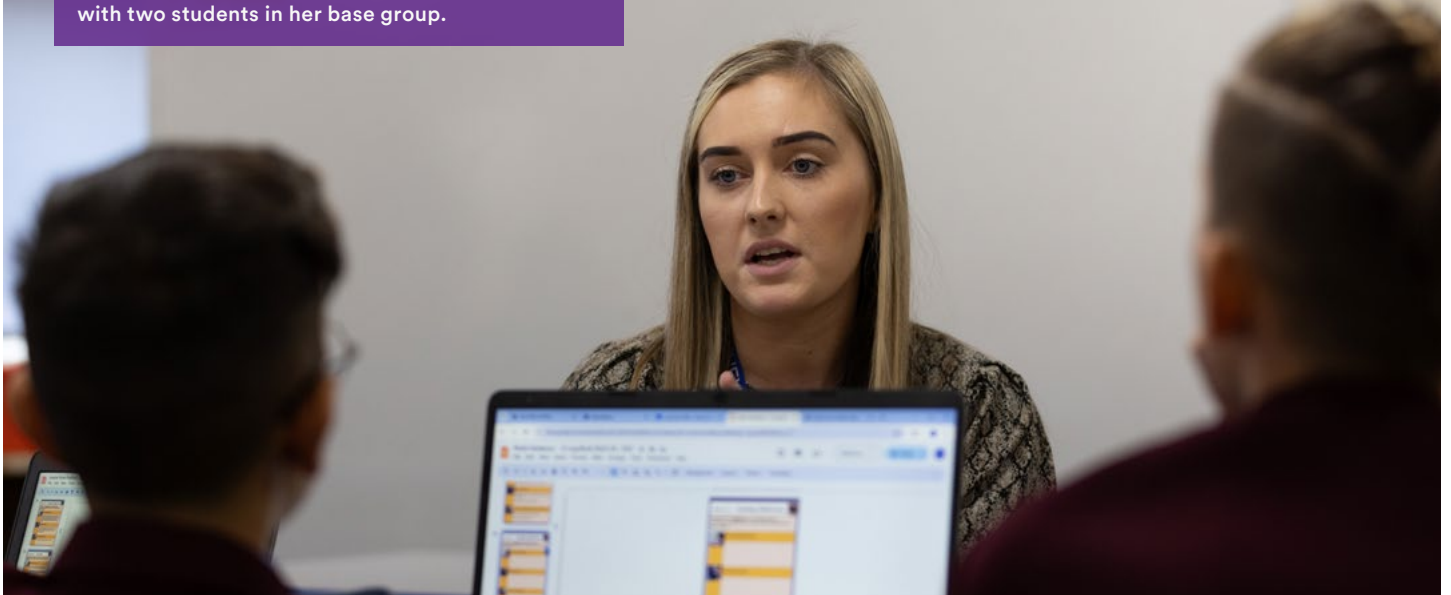
Teachers and technology will continue to complement each other, according to Bram Paulissen

Shevington High School is excited to explore and implement AI to benefit our students, staff, and the wider school community. We firmly believe that AI has the power to transform education, and we are committed to using it in innovative and responsible ways, with a key focus on supporting our staff and reducing their workload.



AI is part of Shevington High School's improvement plan.

Miss Atherton during a morning coaching session with two students in her base group.



Empowering Staff Through Collaboration and Learning

We believe that staff engagement is crucial to the successful integration of AI. Much of our work has been centered around providing opportunities for staff to actively participate in shaping our AI journey. This includes:

- **An Optional Working Party:** The AI Team focuses on different aspects of AI implementation, allowing them to contribute their expertise and collaborate with colleagues.
- **Optional CPD:** We offer a range of Continuing Professional Development (CPD) opportunities focused on AI, providing staff with the knowledge and skills they need to effectively use AI tools and integrate them into their practice.
- **AI Breakfast Jam:** We will be launching an “AI Breakfast Jam” in the summer term. This initiative will provide a platform for staff to come together, share ideas, and explore practical AI applications in a relaxed and informal setting.

Demystifying AI and Supporting Staff Workload

We’ve been actively providing training and awareness sessions for our staff to help them understand what AI is, how it works, and how it can be used effectively in an educational setting. These sessions have focused on practical tools and applications designed to save time and reduce workload, as well as the ethical considerations surrounding AI. Our goal is to empower our staff to con-

fidently and creatively integrate AI into their daily work, making their jobs more manageable and fulfilling.

AI in Action: Enhancing Teaching, Learning, and Administration

AI is already making a positive impact at Shevington High School, and we are particularly focused on its potential to support our staff. Here are some of the ways we’re using it:



Shevington High School is trialing the use of AI to provide students with feedback on their work.

KED Network member Shevington High School embraces the advantages of AI.



- Curriculum Enhancement:** We're using AI to review our curriculum and ensure it provides the best possible education for our students. For example, AI is helping us to identify strengths and areas for development in how we deliver important topics like British values, careers education, and SMSC (Spiritual, Moral, Social, and Cultural development). This helps to streamline curriculum review processes, saving valuable time.
- Direct Support for Staff Workload:** AI is being used to streamline tasks such as lesson planning, resource creation, and providing student feedback. This is a core focus for us, as we want to leverage AI to reduce the burden on teachers and allow them to focus on high-impact activities like teaching and student engagement.
- Administrative Efficiency:** We're also using AI to support administrative tasks, helping us to save time and improve efficiency. This includes using AI to collate notes from meetings and reviews, making it easier to share information and track progress.

- Gemini Advanced Pilot:** A group of staff are currently piloting Gemini Advanced, Google's AI tool, which integrates seamlessly with the Google for Education applications we use across the school. A key advantage of using Gemini is that it allows us to experiment with a wide range of AI applications without concerns about sharing data outside of our school.
- AI for QLA:** We are also exploring the use of AI for Question Level Analysis (QLA) to further support and enhance our assessment strategy, providing staff with more efficient ways to analyze student progress.
- AI for Student Feedback and Curriculum Analysis:** We are trialing the use of AI to provide students with valuable feedback on their work. Additionally, we are exploring how AI can analyze student work, providing teachers with insights to inform their teaching and address specific needs within the curriculum.

Responsible Innovation

We're committed to using AI responsibly

and ethically. We have developed guidelines for the responsible use of AI, and we're continually evaluating its impact to ensure it benefits our school community.

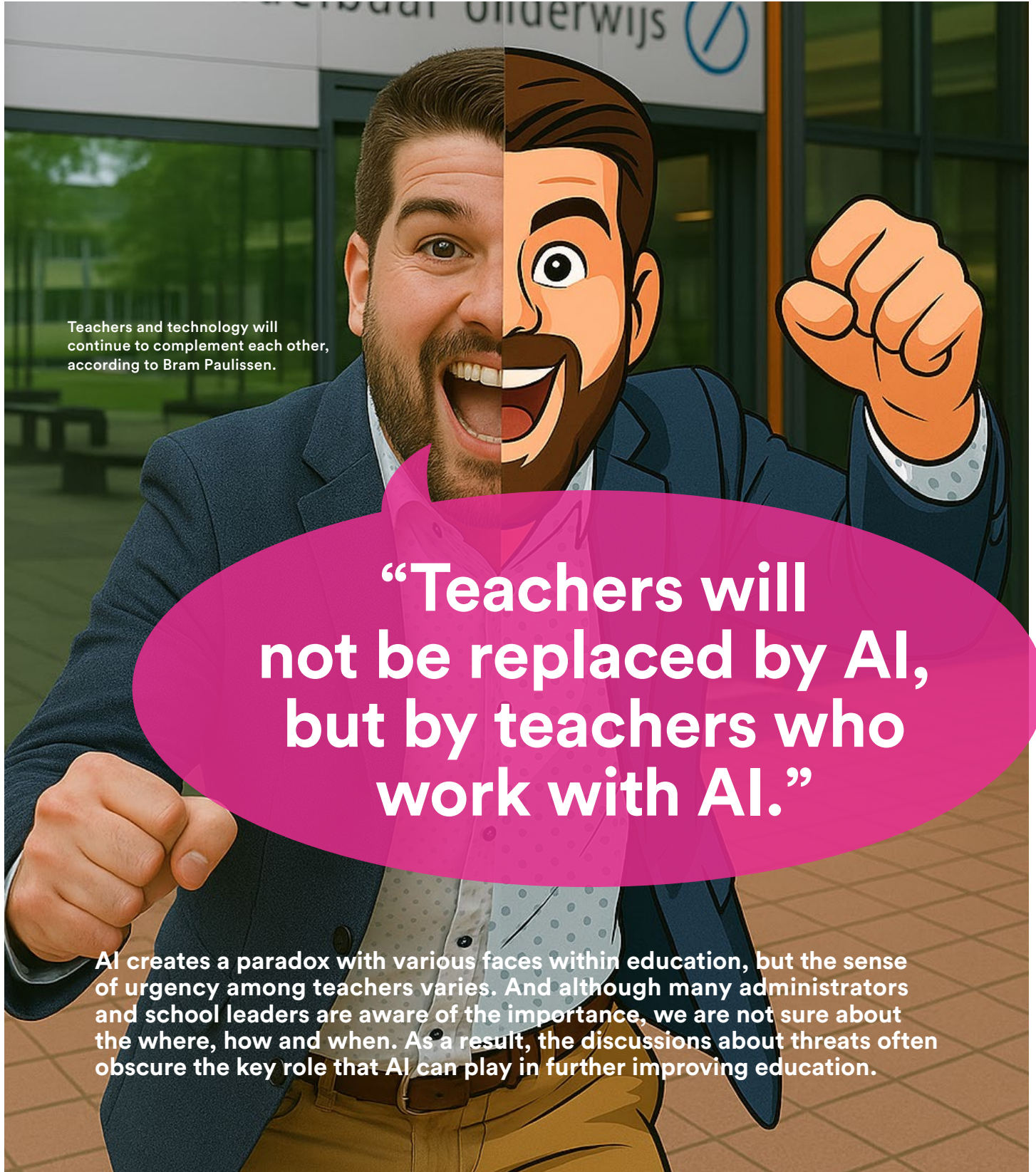
The Future of AI at Shevington High School

We believe that AI has a bright future in education, particularly in its ability to support staff and address workload issues. We will continue to explore new AI applications, provide ongoing opportunities for staff to contribute, and work to embed AI skills into our curriculum.

Shevington High School is dedicated to providing a cutting-edge education that prepares our students for success in a rapidly changing world. AI is a part of our school improvement plan, and we're excited to see the positive impact it will have on our school, especially in empowering and supporting our staff.

This text was crafted in collaboration with AI.

John Bennett
Headteacher, Shevington High School



Teachers and technology will continue to complement each other, according to Bram Paulissen.

“Teachers will not be replaced by AI, but by teachers who work with AI.”

AI creates a paradox with various faces within education, but the sense of urgency among teachers varies. And although many administrators and school leaders are aware of the importance, we are not sure about the where, how and when. As a result, the discussions about threats often obscure the key role that AI can play in further improving education.

Talk to educational scientists and you will hear that within the technological developments of the last 100 years – from an educational point of view – at least one relevant common thread can be discovered. Almost every revolutionary invention, when first presented, was immediately linked to the “disappearance of the teacher.” For example, the advent of radio, television, computer, the compact disc and the internet were all expected to push teachers’ significance and added value permanently into the background due to the superiority of the new technology. In hindsight, practice has always shown the opposite. The significance and added value of the teacher has only grown (as has the amount of work, by the way), because it was confirmed time and again that good and effective education is relationship-driven, and therefore people work.



Bram Paulissen, Ambassador for Educational Transition at the Ons Middelbaar Onderwijs association in the Netherlands, asked AI to produce a few more images to illustrate this article based on this original.

Maximize

There is no indication that this will be any different in the application of AI. In fact, AI is going to maximize the available energy for that human work in the relationships between teacher-student, teacher-teacher and teacher-school management. Marco Snoek, Lecturer in Learning & Innovation at the Amsterdam University of Applied Sciences (AUAS) and Specialist in the Professionalization of Teachers and Educational Innovation, says: “good education is not made by good teachers, but by good teacher teams that strengthen, complement and challenge each other and together look for the best answer to the needs of both pupils and society.”

Bram Paulissen, Ambassador for Educational Transition at the Ons Middelbaar Onderwijs association with more than

60 secondary school locations in the Dutch province of North Brabant, is also convinced that AI has the potential to help tremendously with this. He sees that AI is going to push back the administrative and operational burden of teachers – who all want to focus on their students. Bram also envisions more room for the creative thinking process, and more energy for the coach to dedicate to the student rather than reports (because a recorded conversation is easily worked out and stored with AI).

Approach as an opportunity

As far as Bram is concerned, you should approach AI as an opportunity, with an eye on the added value that leads to even more effective education:

“First map out the possibilities and then look at the threats. And yes, AI will shift the workload within schools and not make it less. And yes, the net effect of AI is going to be that the work in a school can eventually be done with fewer teachers. But I immediately add: teachers will not be replaced by AI, but by teachers who work with AI. So it is necessary for

teachers to develop themselves in this area. Saying: ‘I’m not participating’ is similar to saying: ‘I don’t work with a computer.’ If I were a school leader, I would say: ‘AI is part of your job. A key to better work results, better working environment and better possibility to make a difference,’” says Bram Paulissen.

Kunskapsskolan

AI comes with a paradox, it seems; increasing digitalization requires an equal intensification of personal contact. Within teams and towards learners. The burning question is how humans are going to learn and live together in an increasingly digital society. The answer is likely to evolve at school, where teachers are going to prove their indispensable added value in the context of AI just like they did at the debut of television and personal computers.

Koos Woltjes

Communication Manager,
Kunskapsskolan Nederland



A Task for AI or for BG?

In one of the activities, students used a ball of yarn to create a spider web, symbolizing teamwork, support, and the interconnectedness of their strengths.

Two KED schools in India, Kunskapsskolan International (KI), Gurgaon, and Kunskapsskolan Bengaluru (KKB), recently connected their Grade 3 learners in a base group online project. The purpose was to interact, collaborate, and learn together during their BG sessions.

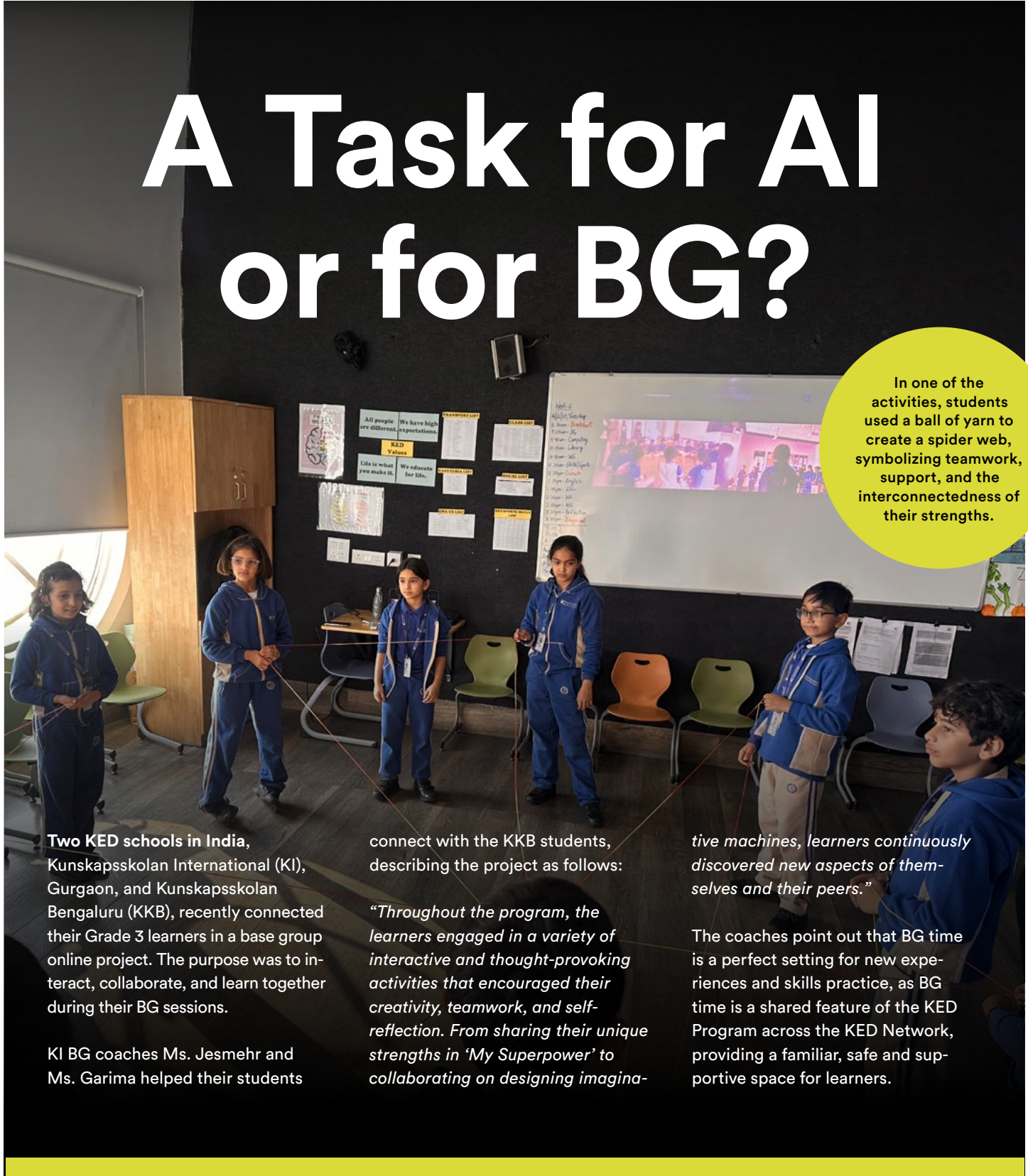
KI BG coaches Ms. Jesmehr and Ms. Garima helped their students

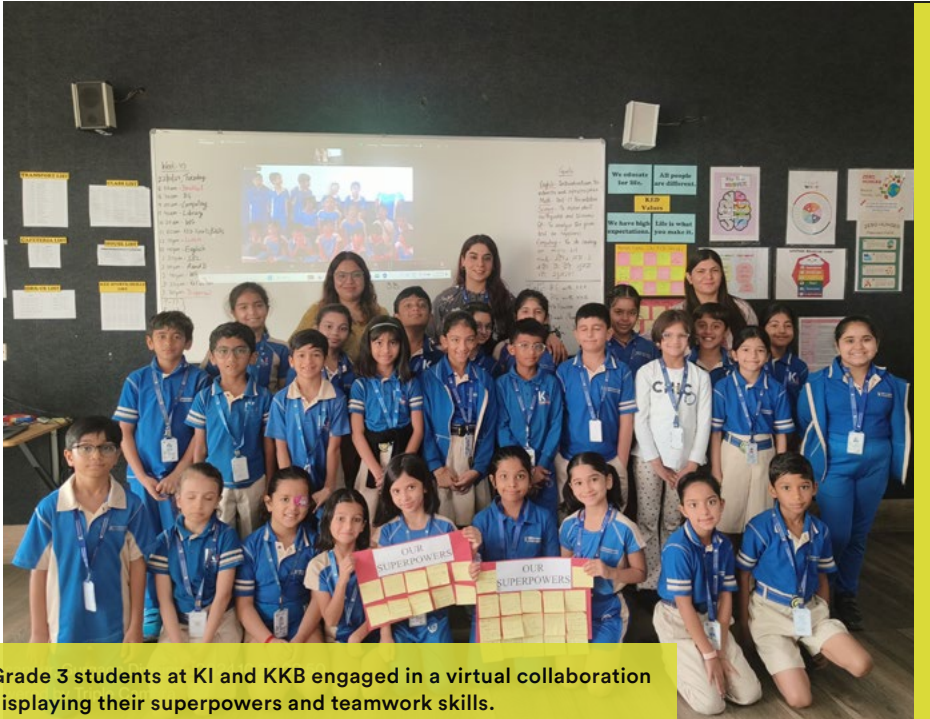
connect with the KKB students, describing the project as follows:

“Throughout the program, the learners engaged in a variety of interactive and thought-provoking activities that encouraged their creativity, teamwork, and self-reflection. From sharing their unique strengths in ‘My Superpower’ to collaborating on designing imagina-

tive machines, learners continuously discovered new aspects of themselves and their peers.”

The coaches point out that BG time is a perfect setting for new experiences and skills practice, as BG time is a shared feature of the KED Program across the KED Network, providing a familiar, safe and supportive space for learners.





Grade 3 students at KI and KKB engaged in a virtual collaboration displaying their superpowers and teamwork skills.

In other words, digital collaboration can apply both artificial and real minds. You can ask AI to provide an answer, or you can let your BG do it themselves. BG coaches Ms. Jesmehr and Ms. Garima provide an illuminating summary: *“This program was not just about learning skills - it was about fostering connections, building confidence, and helping students realize their potential. By engaging in collaboration, critical thinking, communication, and adaptability, learners strengthened their 21st century skills in an immersive and meaningful way. The impact of these sessions will extend far beyond the virtual meetings, shaping how students perceive teamwork, empathy, and lifelong learning. Together, we grow, learn, and build a brighter, more connected future.”*

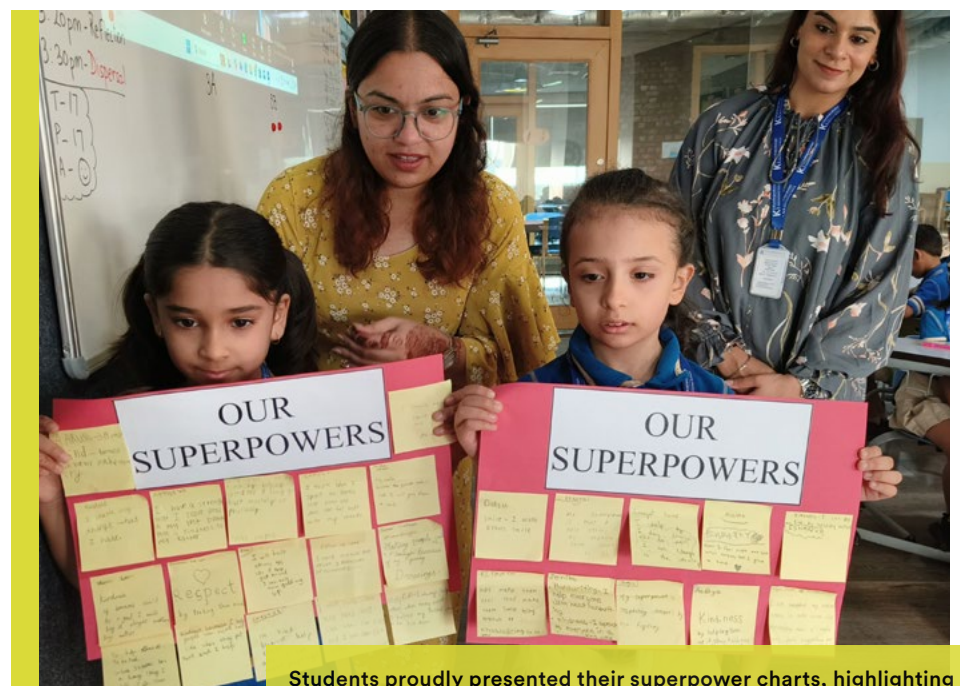
“Witnessing the transformation in the students was immensely rewarding. One moment that stood out for me was during the ‘Invent a Machine’ activity. One of my students suddenly lit up with excitement while sharing her idea of a ‘Negative Thoughts Eliminator’ machine. Seeing her confidence soar in that moment was truly inspiring,” says Ms. Garima.

Ms. Jesmehr was overwhelmed when students shared that their superpowers were kindness and respect, instead of the usual expected answers. For her, it was heartwarming to see them realize that true superpowers are not just physical abilities but the positive impact we have on others.

A base group online project like this leverages technology and dialogue to create learning experiences that go beyond the local curriculum and context. This particular project also challenged the students to apply their mindset to come up with innovative solutions.

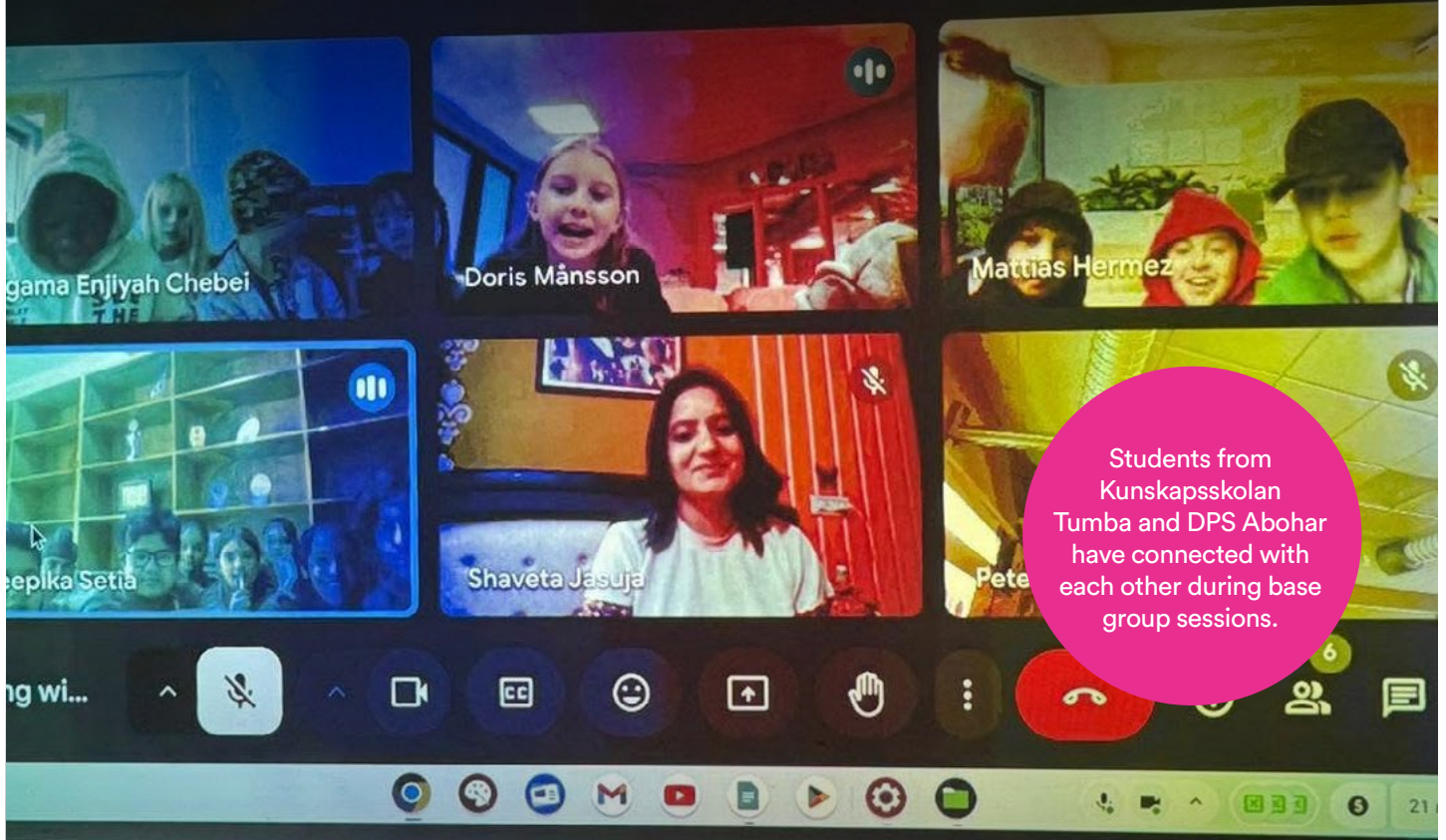
Leveraging technology and dialogue for innovative solutions - does it sound familiar? In fact, it could be a description of what AI is meant to do.

Cecilia Aronsson
Network Director



Students proudly presented their superpower charts, highlighting the values and qualities that make them unique.

Bridging



Students from Kunskapsskolan Tumba and DPS Abohar have connected with each other during base group sessions.

Distances

As teachers in an exchange program between Kunskapsskolan Tumba and Delhi Public School (DPS) Abohar, my colleague Peter and I have had the chance to see how schools from different countries can work together. What started as a teacher exchange has now also given students a small but important chance to connect online, giving us hope for more learning opportunities in the future.

Until now, there have been a few digital interactions between students from Kunskapsskolan Tumba and DPS Abohar. These meetings, small but valuable, were possible because of the good cooperation between teachers. Our time at DPS Abohar—last year with Peter Bankel visiting Shaveta Jasuja, and this year with me working with Sukhbir Kaur—has shown us how important it is for teachers to build relationships first so that, later, students can have more opportunities to connect and learn together.

In a recent interactive session between Grade 4 and 5 students, our young ambassadors from India and Sweden enthusiastically engaged, exploring cultural differences and similarities, education systems and practices, daily life and traditions.

One of the most eye-opening aspects of this exchange has been realizing how much we have in common in the field of education despite the physical distance and cultural differences. We face similar challenges and share the same aspirations in teaching and learning.

Kunskapsskolan Tumba Science teacher Rozana recently completed a teacher exchange at KED Network school DPS Abohar. She also conducted an exchange at Kunskapsskolan International the same month.

By discussing daily life, traditions, and educational systems, students can gain a broader perspective of the world beyond their own school.

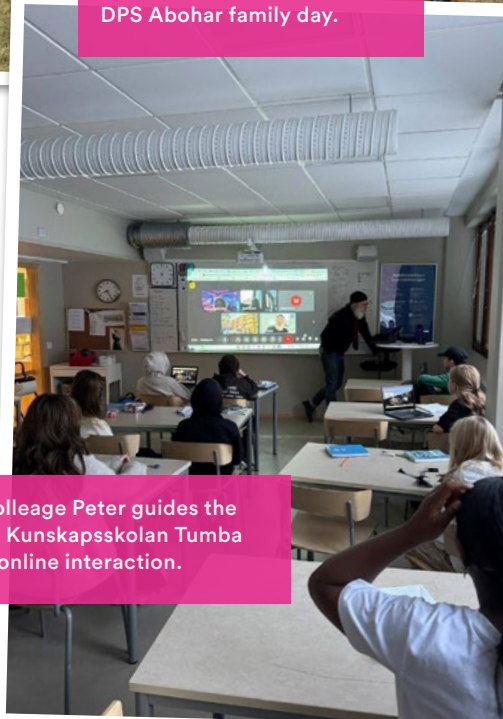
Building strong connections between us teachers has helped make the first student meetings possible, and it will facilitate more student exchanges in the future. Our experience shows that teacher exchanges can open new doors for students, helping them improve their cultural understanding, communication skills, and global awareness.

As we move forward, we hope that more teachers and schools will recognize the value of international collaborations like this. By stepping outside our familiar environments and embracing global connections, we can offer our students the invaluable gift of seeing the world through a wider lens—through conversations, shared lessons, and meaningful connections.

Rozana Orucoglu
Science Teacher, Kunskapsskolan Tumba



Rozana and her KED teacher exchange partner Sukhbir at DPS Abohar family day.



Rozana's colleague Peter guides the students at Kunskapsskolan Tumba during the online interaction.



Discussing daily life, traditions, and educational systems in Sweden and India.



The students interacted joyfully with confidence, curiosity and a global perspective.

KED NETWORK CONFERENCE IN STOCKHOLM

20–22 May 2025

Student Agency for the Future

Kunskapsskolan is celebrating 25 years of delivering personalized education with excellence. What is the way to stay on top as a world leader in nurturing student agency globally for another 25 years? We face both opportunities and challenges in developing students' ownership of their own learning, which will always be at the heart of the KED Program. How are we going to balance the benefits of AI with the virtues of traditional education on the road ahead? Conference guests include Principals, Educational Directors, Operational and National Management and KED Headquarters.

Keynote by Pia Skott – School Leaders: professional robots or self-conscious magicians?

In today's fast-paced educational landscape, school leaders are expected to be both strategic visionaries and operational experts—navigating between rigid structures and the unpredictable realities of human development. But what does it truly take to lead schools in a purposeful way?

Dr. Pia Skott, Assistant Professor at Stockholm University's Department of Education, draws from multiple research projects on school leadership to explore this paradox. As school leaders play a crucial role in shaping both academic success and well-being, she delves into the challenge of leading for knowledge while also fostering health and resilience. By weaving together insights from research on health-promoting leadership, principals' learning, and formal training, she questions what school leaders need to know, how they should act, and what kind of scientific foundation their leadership should rest upon.



Special Address by John Baumber – School improvement activism

At the core of John Baumber's work and moral purpose is the belief that when we build authentic relationships with young people, they thrive and achieve. To do this he believes we must personalize the offer we make to them, and we enable them to develop agency, so they have the intrinsic motivation to take charge of their learning and develop the skills to be resilient and creative decent human beings.

John is a writer, speaker and describes himself as a school improvement activist. He has worked with Kunskapsskolan in numerous roles; Head of School for Kunskapsskolan Saltsjöbaden, CEO of the Kunskapsskolan academies in the UK and Director of Education for Kunskapsskolan UK. He is now a Visiting Professor at the University of Sunderland and Manav Rachna University in New Delhi. John is also the founder of Global SpiritEd.



Keynote by Daniel Hjelte – Reinventing learning by human and technology ingenuity

Daniel Hjelte will talk about WHY holistic human well-being is critical to navigate our evermore complex world, HOW technology brings both unprecedented opportunities as well as new considerations for personalized experiences and development, and WHAT critical role the education system has in safeguarding our future generation of leaders, powered by humans and technology experiences.

Daniel is a Managing Director and Partner in Accenture Nordics helping organizations and leaders to become future-fit and deliver on both purpose and profit. His core passion is purpose-led, human-centric, and technology-enabled reinvention of human, organizational, and societal well-being and performance.



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