



KED

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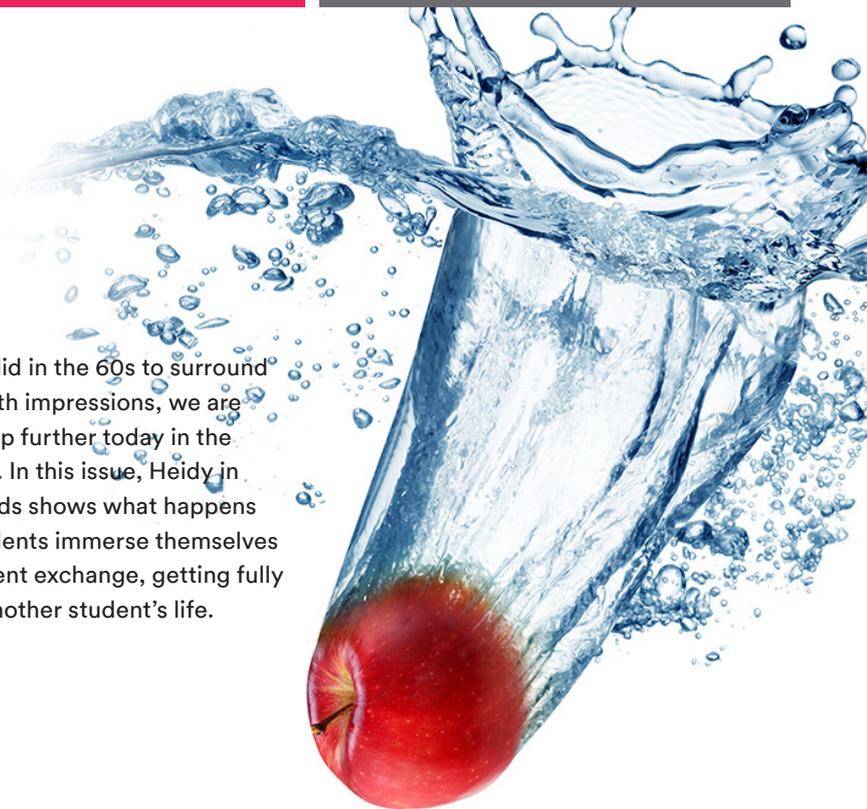
Immersion

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“Immersion is the act of dipping something in a substance, completely covering it. It might be something physical, such as plunging your body into water, or metaphorical, such as becoming totally immersed in a project.”
(www.vocabulary.com)

In the 1960s, the Berlitz company trademarked an idea for learning a language that they called “immersion learning”, meaning that students were placed in a situation where they could completely absorb a new language by spending all their waking hours engaged in it.

What Berlitz did in the 60s to surround the learner with impressions, we are taking one step further today in the KED Network. In this issue, Heidi in the Netherlands shows what happens when her students immerse themselves in a KED student exchange, getting fully dipped into another student’s life.



The Practical Outcome of an Exchange Visit

Claire Clay

Head of Mathematics, Northgate High School, England



A while ago I was lucky enough to travel firstly to Copenhagen and then across the bridge to Lund in Sweden. I was met by my host Sanna and her two bundles of energy one aged 7 and the other aged 5, all of whom welcomed me into their home.

My teaching exchange took place at Kunskapsskolan Lund, a school set in a beautiful part of this University town, just a short train ride from Malmö.

As Sanna is a science teacher and I am a math teacher, she had arranged my schedule to mainly be spent with a math teacher, Sara, in the school. Sara had thought very carefully about how to help me in the classroom. As she was teaching fractions she had created a glossary on the mathematical key terms that I or the pupils might need to use. Watching this first class I was surprised to see that all teaching was totally in the abstract with no pictures or manipulatives being used as we would do in my class at home. There were a few boys in the class who were not engaging fully so I spent time talking to them about their knowledge of fractions and they

were clearly not used to the methods I was using. As the day continued I could see how the KED learning system was in place and really liked the idea behind the problem-solving lessons and the student-led workshops but could see that the students were still having problems with the actual conceptual ideas to do with fractions.



Following conversations with Sara throughout the day she became more and more interested in some of the pictorial methods I was using, and you could see her, even after just a few minutes of conversation, starting to bring these into her teaching. This led to a massive change to my planned schedule. She and I decided to take some time the next day so that I could show her some of my lesson plans and resources on the topics she was currently teaching. We spent a couple of hours discussing strategies and methods of answering questions, looking at the way our teaching is structured and how to try to fit this around the KED structure.

The following day I was lucky enough to join a class she was teaching; it was one of the same classes I had seen on day one. This time Sara had decided to use some of the ideas I had shown her. The pupils responded in a very positive manner and all were fully engaged in the lesson. Sara left the lesson with a big smile on her face and one of the students asked if this was an activity they could do again even when the “British” lady was not there.



We have stayed in touch since and Sara has commented on how she has found her work more fun and rewarding and has found a way to like the profession again.

We are hoping to meet up again soon.

Fully Dipped

Heidy van den Berg

Principal, Van Kinsbergen college, the Netherlands

It started as a wish. My wish as a school leader to experience the true spirit of a Swedish KED school. Coming to Sweden and participating for a full week in a real Kunskapsskolan environment seemed to be the ultimate way of getting to know the system from the inside. Living the KED experience as it is meant to be lived at a school that works following the KED Program. Talking to teachers and school leaders about leadership and vision. Participating in team meetings and enjoying the passion and professionalism within the team.



I experienced that week in September 2017. The beginning of an educational and inspiring relationship with both the KED Program and the people in it.

When I returned to the Netherlands I realized that having had the opportunity to see pupils and teachers work within the KED Program made me eager to make changes and proceed in the process. I also realized that my teachers needed to experience the same thing to fully comprehend and embrace the concept.

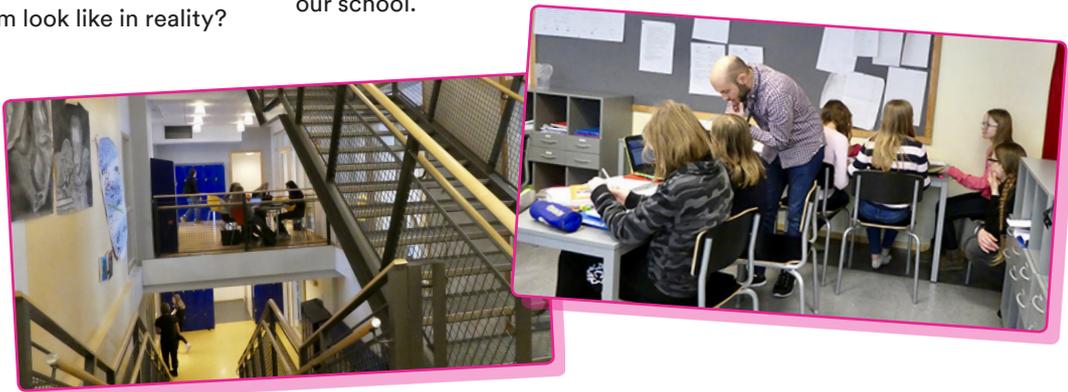
A few months later, five of my teachers visited Kunskapsskolan Uppsala. They had asked their colleagues what questions to explore in Sweden. So, they arrived with a list of matters in their backpacks concerning practical things such as the content of the staff meeting in the morning, use of the Learning Portal, workrooms and studying areas and assessment. And of course, the main question: What does education based on the KED Program look like in reality?

After visiting Kunskapsskolan Uppsala, taking part in the staff meetings, speaking to colleagues within their own subject areas and finding out what practical solutions are used at the school, the teachers came home inspired. They shared their findings with our team, which created support and gave progress to the transition towards the KED Program. Essential was the fact that we would have to focus even more on the principle of personal goals. It was great for them to find out that in some ways we were already well aligned with KED practice.

When all staff at Kunskapsskolan Uppsala visited the Netherlands for a teacher conference, they took the opportunity to visit our Van Kinsbergen college. We were delighted to tell them about the Dutch school system and the way we have implemented our KED experiences from Sweden into our school.

There was time for all teachers to discuss their own subjects. Contact details were exchanged so that we would be able to continue the dialogue. The idea of a more permanent form of teacher exchange was born, as well as the plan to start an exchange for our pupils. The aim being getting to know each other's cultures and staying with a family abroad to be fully dipped into the other pupil's life. An exchange based on exploring shared values in school and other parts of life. Pupils can work together as European citizens, address the problems of today and share their interests and concerns. To make such an exchange possible, we are applying for an Erasmus grant.

Working together with Kunskapsskolan Uppsala has an inspiring influence on all of us.



Pictures of a Powerful Reality

Koos Woltjes

Communication Manager, Kunskapsskolan Nederland

At the end of last year, live pictures of personalized education were taken at three Dutch schools belonging to the KED Network. The pictures would be used on the new website for Kunskapsskolan Nederland. What emerged were images of development, students and teachers alike. Some of the pictures captured the weekly personal coaching sessions – pictures that made me think back to my own time in school, now many years ago, where silence, obedience and diligence were the virtues of excellence. And sponging the offered knowledge, the overriding goal. The teachers’ desks stood slightly higher than my own, emphasizing the difference. As if that was not clear enough already.

Looking at the present-day pictures not only makes you realize how different

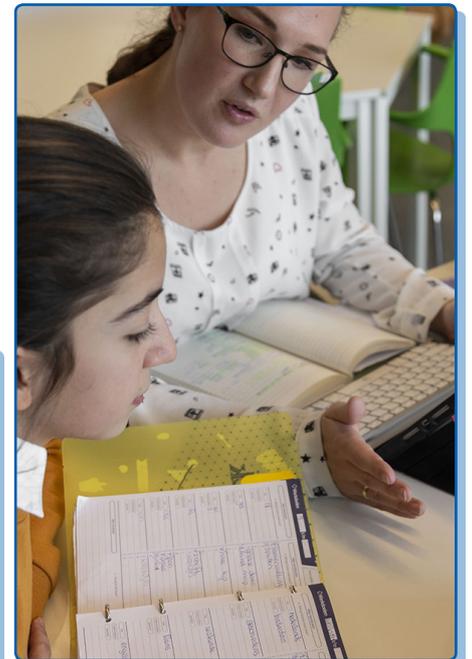
the educational world is today, but also – although a lot remains to be done and achieved – how far we have come with the KED Program. Here, teachers stand beside students, seeing and hearing them, connecting, guiding, getting the best out of them and helping students understand that they are the true masters of their own development. The pictures of coaching sessions then turn into images of growth, ambition and harmony, preparing students for their later life in the best possible way. And creating an environment in which being a teacher is a professional privilege.

Yet, becoming that professional personal coach of students does not always come easy for teachers.

Those who realize the essence of personalized education see the one-on-one coaching of students as welcome tranquil interruptions of the busy school day. But others struggle with the personal transition of their teaching role, as our coordinator for training and coaching within Kunskapsskolan Nederland, Christa de Graauw, witnesses on many occasions. This transition means shifting from being a traditional teacher in front of a group of students to becoming a hybrid educational professional: subject teacher, general teacher, personal coach and team member at the same time. Asking questions rather than providing knowledge. Pulling rather than pushing. Listening rather than talking. Often with results more significant than students ever deemed possible.



Pictures can tell us more than words. On the surface, they show situations that seem ordinary to many, but underneath there is a lot more visible for those who wish to see. As in these pictures taken late last year for our new website. Can you also see the learning and dedication on both sides?





My Top-Level Peers

Magnus Dahlberg

Principal, Kunskapsskolan Trelleborg

I arrived in a cold and windy New York on Saturday afternoon and had a warm and lovely welcome by my English KED Network colleagues Mark and John.

On Monday morning I walked to 38 Delancey Street where I was almost overrun by all the students, teachers and tutors as I entered Great Oaks Charter School. They were all hurrying to their lessons. As a Swede, I took extra notice of the school uniforms that we are not used to in Sweden. I also noticed that a student assembly at Great Oaks is very similar to our base group session in Sweden. Interesting.

Finding my way up to the third floor, I got to the Leadership room where I met Principal Atiyah and Executive Director Antonio. My English colleagues John, Mark, Mat and Becky were also there to observe and learn more about Great Oaks and how they work.

“ Standing there, I first noticed a poster of Winston Churchill that read “success is the ability to go from one failure to another with no loss of enthusiasm. So true.” says Magnus Dahlberg

After having been introduced to the school, I got my individual agenda for the week. I observed lessons before I met with Kate, Director of the Tutor Corps, who told us about her responsibilities at the school. (A tutor is like a personal coach for the students.) Kate explained how the team analyzes data to follow up the students’ achievement and progress toward their goals.

I attended different lessons and coaching sessions and was impressed by many teachers, tutors and students.

There was good interaction between coaches and students. Then I took part in the Leadership team meeting, learning from the discussion and contributing some advice based on my own experience.

I learned a lot that I bring back to Kunskapsskolan Trelleborg. Thanks to everyone who took care of me in New York City and made my week inspirational and educational. I am looking forward to welcoming you to my school in Sweden.

Contrasts, Connections and Gratitude

Sara Törnert

Social Science Teacher, Kunskaps gymnasiet Göteborg

I recently returned from six intense and eventful days in India together with upper secondary students in the Global Buddies project. I still work to digest all impressions. India is so much in so many ways that things happen inside of me every moment. It is about things that both make me warm and cold. The first thing that embraces me as a warm hug is the meeting at Arlanda with all students and teachers. I already knew some teachers from last year and I had been looking forward to meeting them again. I remember that their constantly positive attitude made me feel so good in their company. Faces of new teachers and students also appeared. However, not many minutes passed before I felt that we all formed a community. At that point I realized that it was going to be a good week.



India is the land of contrasts. Hearing my students thinking and reflecting on all new impressions is probably what affected me the most. How new thoughts

and perspectives were brought to life. How the students perceived world image suddenly expanded and changed. I hear this from my seat in the bus while I peek out and see a reality in front of me where people live by the side of the road among piles of trash. A reality so far from ours. I feel proud of the students' intelligence. We live in an unfair world, we know that. However, something happens in us when we see it with our own eyes and something happens in me when I get to experience it from the students' perspective. India arouses me as a stubborn alarm clock with high ringtones and the students help me stop snoozing. I am looking out again. A cold shiver through my body.

Even though the poverty makes me feel sadness, India with its contrasts also awakens something beautiful inside me. Gratitude. Parallel to sadness, at the same time I am fulfilled by the gratitude that has constantly circulated in our group. Gratitude for the privileged, often taken for granted, life that we live in Sweden. And I am grateful for the gratitude.

For many people in India, your worth and what you can do in life is already determined from the day you are born. But there is a way to affect the future and that is through education. Giving the children from poor families the chance to educate themselves can change their opportunities in life. It can also be a way to get away from child labor. To see the work that Pratham is



doing was one of the most rewarding moments of the journey. Our visit to their school means that we are in the environment where an important change is happening, and we have contributed to that change through our fundraising. An excellent thing is that the students not only write their upper secondary school assignment during this study visit; they are also able to experience what they are investigating with their own eyes. This way, their research comes alive.

So many mixed feelings, impressions and experiences in one week. The contrasts from poverty to overwhelming buildings such as the Taj Mahal. New food, colors and life. All the smiles. The warm treatment. The friendly meetings between students from Kunskaps gymnasiet Sweden and Kunskapskolan Gurgaon. Think about how young people from such different cultures can have so much in common and create such good bonds.





Findings from my Dream Project in India

Antonio Juric
Student, Kunskapsgymnasiet Göteborg

During my visit to Gurgaon as part of the Global Buddies project, I saw huge differences between Sweden and India, not least regarding gender equality. After students at Kunskapsskolan completed my survey and I interviewed local teachers, I saw clear differences when it comes to boys' and girls' future dreams.

The purpose of the study was to investigate how gender equality among men and women differs between Sweden and India and what factors can explain it. The purpose was also to look at how the perception of gender in each country affects men's and women's future dreams. I created a questionnaire that was answered by 15-year-old



students at Kunskapsskolan Gurgaon as well as a local school in Göteborg, Sweden.

What is remarkable is that there are many more young people in India who experience gender inequality around them. Another thing is that teenagers in India are more certain about what they are going to do in the future, compared to their counterparts in Sweden.

I found that the future dreams differ between India and Sweden. Young Indians are more limited in their dreams. When I asked girls what they want to work with in the future, almost everyone replied that they would become teachers, dancers or doctors. And when I talked to boys in India, it was mostly a future engineer, cricketer or doctor. In Sweden, the variety was much wider.

One plausible explanation for this is the divided responsibilities at home, where boys have more freedom than girls in India. Girls and women are expected to prioritize family life, which can adversely affect their working life.

I then asked the teachers what they dreamed of becoming when they were younger. One of them responded that she wanted to become a fashion designer, but her family chose the teacher profession for her. I think it is good that people like her become teachers, but it is even better if they want to become teachers.

