



KED

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KUNSKAPSSKOLAN BENGALURU

It Is Not Meant to Be Fun

by Cecilia Aronsson
KED Network Director

In this issue, you can read personal stories from three teachers recently completing their exchange projects in three different countries. We can learn so much from their experiences. And remember, we invite our teachers to these exchanges to give our students a better education. The fun of it is a bonus.

A recent study led by Stanford Professor of Education Geoffrey Cohen says that if students spend time writing about topics that matter most to them they are more likely to succeed in school. This is something that inspired us in creating the KED Science Student Journal, for students interested in science to share their stories with KED buddies worldwide.

In this issue, we publish one of those science articles written by a student from Kunskapsskolan Bangalore. The topic he has chosen matters a lot not only to him, but to all of us enduring winter with scarce sunlight.

Happy journey into spring!



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Inspiring Week at Shevington High

by Anna Wembelius Hallgren

English, Swedish and French Teacher, Kunskapsskolan Uppsala Norra

"Make sure to bring a raincoat!" Going to the UK in November is maybe not the best season if you want to spot the sun. Fortunately, the weather Gods were in my favor, and both upon arrival in Manchester and during most of the week I managed to get good glimpses of the sun. Certainly, visiting Shevington High School and my host John in Wigan lit up my week. The school has about 500 pupils in Years 7–11 (ages 11–16), and is considered a small school by UK standards.

Monday morning started in Assembly Hall with Year 9. Auburn red uniforms silently walked in and listened carefully when Miss Johnson presented an article on what jobs will give you a high salary. "Well done, now walk quietly to your next period." Strict but simple rules to follow, to collect points for an activity day later in term. The school and staff have high expectations, students'

results are displayed publicly and work is assessed at least every two to three weeks.

During my week at Shevington High, all pupils in Year 11 were busy preparing for next week's mock exams (the actual GCSE exams are held during spring term). My lovely host for the second day, Katie, sat through five hours of refreshing Shakespeare dramas and the equation of a line (new to me), plus an extra after school hour revising how to write a good enough essay, with only a short break for a pizza slice in the canteen and – luckily – an hour of trampoline to ease things up.

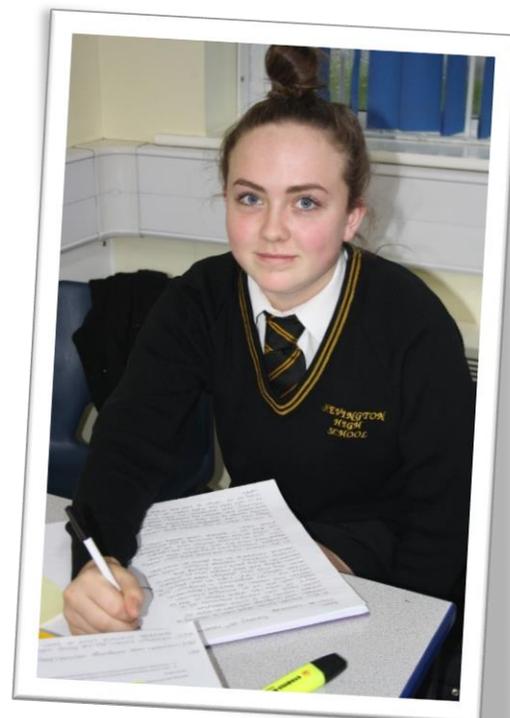
I attended a lot of different classes, from Media to Science, all with clear goals and monitored by professional teachers. Aiming to get students more independent in learning, this year they started their SAIL project (Kunskapsskolan in the UK supports British schools through a project called SAIL, short for Student Agency In Learning) in the earlier years, introducing their version of a logbook and coaching sessions once a week. It seems that they have been up for a good KED Inspired start, recently presenting the promising development at a parent evening.

Ever heard of PEEKER, SMILE and TIP TOP? At Shevington High, I was introduced to several good methods used to create texts and analyses. Good



examples are on display all over school, along with pretty decorations and work from previous courses covering the walls in each department, especially in the art department, where students loved spending time on various art projects, and were also very successful. Besides obvious differences between Swedish and British schools such as lunch, exams and uniforms, all teachers – and students – are equally devoted and focused on goals and objectives.

Thanks for an inspiring week, Shevington High!





Impressed by Dutch Progress with the KED Program

by Sofia Freij

English Teacher, Kunskapsskolan Borås

I have had the amazing opportunity to participate in the KED Teacher Exchange Program (TEP). I got the chance to travel to the Netherlands and stay for a week. A week full of inspiration, interesting meetings and new experiences. I visited Stella Maris College which is a large school with 2,100 students. Approximately 550 students (aged 11–15) study according to the KED Program.

The school is situated in Meerssen, a town close to Maastricht. Two years ago, the concept of personalized learning moved into a traditional school, and the idea is that the number of students within personalized learning should increase and include students who study at upper secondary level as well. Students work with the digital logbook, the Learning Portal, coaching sessions, workshop and various lessons. They have theme courses and work with steps. All very familiar.

My personal goal was to consider how students are informed about the requirements for different grades and how the communication about requirements impacts on students' motivation to learn. I found that the teachers spend quite a lot of time on giving the students feedback on their assignments. If the student does not reach the goal, he or she can improve their work according to the feedback and present it again. Meaning that the students are always

given a second chance to improve and reach their goal.

On the Learning Portal, students can find rubrics describing the competence required for different levels in each subject. The students say that they read them and that they are helpful, but sometimes somewhat difficult to understand, which is something that I recognize from my own students. My host Marij spends more time explaining them in relation to the student's performance after his or her presentation, whereas I spend more time trying to make my students understand the requirements in advance.

What really amazed me during my stay is how well the coaching sessions were conducted. Even though the Dutch teachers have not been practicing for very long, the quality was high. Personal coaching and the possibility to study at their own pace are the Dutch students' favorite parts of personalized learning, they said to me. Marij and I agreed on the fact that the coaching session is a vital, if not the most important, tool in personalized learning.

Even though there are differences between KED Inspired schools in the Netherlands and KED schools in

Sweden, the things we have in common were more significant than the things that separated us. My host and I immediately found common ground for vivid pedagogical discussions on how to organize and structure the daily work with students to enable and bring to life the vision and essence of personalized learning.

I am really looking forward to Marij's exchange at my school in March. I wish Stella Maris College the best of luck in continuing establishing personalized learning and adding something brand new to the educational system in the Netherlands.





Kunskapsskolan Is So Much More

by Jenny Holley

Woodwork and Textile Teacher, Kunskapsskolan Lund

In November, I spent a week at Kunskapsskolan in Bangalore, also known as KKB. Thanks to the KED Teacher Exchange Program (TEP), I have expanded my network of colleagues in another country and seen what Kunskapsskolan is like abroad. I have had an experience of a lifetime.

Being part of KED TEP gives you a chance to teach classes in a new context, share experiences with fellow colleagues, and see how the steps and theme courses are executed in another country with a different curriculum. Many things at KKB are just like Kunskapsskolan in Sweden; the way the school day begins with a base group assembly, planning the day ahead in the logbook and discussing news big and small. After the assembly, the whole school, pupils, teachers and other members of staff eat breakfast together. The breakfast is slightly different to what I am used to, muesli or cereals with hot sweet milk, parathas, chutney. Breakfast together – what a great start to the day!

A strong point of KED TEP is that you stay in a colleague's home and take part in the everyday life of your host family. I would say that enriches the whole experience. I have

also made friends for life. My host, Chayanpreet, and her family took such good care of me. Fantastic home-cooked curries, parathas, tours in and around Bangalore, birthday celebrations, presents, interesting discussions about Sweden and India. I am completely overwhelmed and grateful.

One of the days I went on a culture tour to see the non-traditional sites of Bangalore. I visited a snake temple, and had coffee with rava idli in the old-style cafeteria MTR.

I enjoyed the scent of fresh jasmine and roses in the flower market. In a narrow street we knocked on the door to a silk saree weaver. After lunch we went to the slums to meet a group of women who have changed their lives and now are the main breadwinners in their families. It was fantastic and hard-hitting at the same time. All these impressions contribute to a better understanding of the Indian culture. I also got to see the backside of Indian society – the deep cleft between the classes, extreme wealth and extreme poverty.

I have learned a lot from this trip, not only related to my work but also on a personal level. I have met so many friendly people, the

colleagues at KKB made me feel welcome and we have plenty of things in common. I strongly recommend anyone who gets the opportunity to be part of KED TEP to do it. It is an experience of a lifetime. We are colleagues around the world and we can achieve great things together.





Colorful greetings from Bengaluru

by Arnab

Student Year 6, Kunskapsskolan Bengaluru

One day, I went to the supermarket with my mom. She was buying capsicum and bell peppers, and I was surprised to notice that they had the same appearance but different colors. Then I looked at the fruits and vegetables around me, and they all had different colors. I kept thinking and thinking about it, and when I moved out I was amazed to see the different shades of green in plants. A little later, I saw the red and yellow leaves as well.

In school, we were learning about the structure of plants and the different pigments. I learned that most of the pigments are important for photosynthesis as they absorb the sunlight and use it to prepare food. Later, my science teacher gave

me a project to research on the different pigments present in plants.

During my research, I found that chlorophyll is the main pigment in green plants. The chlorophyll pigment is of various types such as a, b, c, d, p. All the green plants, cyanobacteria, and algae have chlorophyll a. The chlorophyll b is mostly found in green algae.

I also learned about carotenoids (xanthophyll and carotenes) that are found in carrots, tomatoes, chilies and mangoes, which explain their color. They are good for eyesight.

The flavonoids are found in flowers, berries, eggplant and citrus fruits. These can lower

your cholesterol levels. They are responsible for the yellow, red, blue and purple color in plants, fruits and vegetables.

Thus, I can say that pigments are natural dyes of nature that color our surroundings. Hopefully, this message can brighten your day, even if the sky looks winter gloomy today.

Kunskapsskolan Recognized by UNESCO Among Best Education Innovations

by Cecilia Aronsson
KED Network Director

Aboard the 72-seat propeller plane between Bangalore and Visakhapatnam, I learn that Mahatma Gandhi once said: "Literacy is no education." He meant that valuable learning takes more than becoming equipped with facts and knowledge. Education happens when a person also learns to become self-dependent, according to Gandhi. The same idea lies at the heart of the KED Program, expressed by our key words Future, Knowledge, Skills. Perhaps, this explains why Kunskapsskolan appeared as a winner at the Indian conference we were propelling towards.

Visakhapatnam is a port city and the industrial center of the state Andhra Pradesh on India's southeastern coast, by the Bay of Bengal. It is home to more than 2 million people, and known for its submarine operations and headquarters of the Indian Navy's Eastern command. In December, United Nations agency UNESCO held the Transforming Education Conference for Humanity here. Kunskapsskolan was selected as one of the world's best innovations in modern education technology to present its educational program at the conference, gathering more than 2,000 participants from around the globe.

Kunskapsskolan's founder Peje Emilsson and I were joined by the Chief Minister of the State of Andhra Pradesh, Shri Chandrababu Naidu, India's Minister for Higher Education, Shri Satya Pal Singh, many other ministers, and hundreds of international academics. Peje and I presented the digital components of the KED Program, within our universal structure for coaching, goal-setting and supervision of each student individually.

With new technological advancements, it is hard not to get carried away. Technology – games, devices, connectivity, virtual realities – can play a phenomenal role in students' learning, but only with a clear, well-designed pedagogical framework. In KED schools, technology is part of a complete structure for personalized education that transfers the knowledge of the relevant curriculum in each place, while also developing a range of skills useful in the future.

Kunskapsskolan presents a unique case that matches Gandhi's definition of sound education. The people listening to us in Visakhapatnam were curious to see that the KED Program works so well in practice, thanks to our structures for coaching and supervising each student individually, powered by great teachers motivated to help students become self-dependent.

