



KED

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Going All In

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Kunskapsskolan has now got three schools in the Netherlands that fully commit to the KED Program, so called Kunskapsskolan Partner Schools. Becoming a partner school means that the school fully transforms its practices in line with the KED Program and associated quality standards, at the same time keeping its independent school profile. The transition to partner school is preceded by tough auditing by KED Program experts and a board decision.

Lumion in Amsterdam reached this standard earlier this fall. The other week, van Kinsbergen college and Dr Nassau Norg got approved as Dutch partner schools. From now on, these schools go all in when it comes to giving their students personalized education according to the KED Program.

Going all in is also something that characterized last week's student exchange, whereby Kunskapsskolan Uppsala got almost everyone in Year 8

(108 students in total) on the bus to van Kinsbergen college for a KED Buddies project related to climate change. To make the most of the exchange, the Swedish students stayed in host families of students at van Kinsbergen college.

The idea of going all in is typical of KED. We are not giving special treatment to a few bright students that are worth the effort of coaching, personal goals and influence over their studies. We are giving this opportunity to all. **All in!**

New World Record for KED Buddies



It takes 19 hours to go by bus from Uppsala in Sweden to the Hanseatic town Elburg north of Amsterdam. 108 students and their teachers from Kunskapsskolan Uppsala just completed that bus journey both ways.

Kunskapsskolan Uppsala with long experience of running the KED Program functions as the buddy school for van Kinsbergen college in Elburg that just earned its accreditation as KED partner school. The two schools stay in close contact to help develop KED practice in their schoolwork. Earlier this year, they filed a joint application for a grant from Erasmus that resulted in a generous contribution to finance an exchange project for students in Year 8, related to climate change. The grant is big enough to include all students in Year 8 at the two schools, together with their teachers.

In the first round, the students from Uppsala go to spend four days with their Dutch buddies. In spring 2020, the Dutch buddies are taking the bus to Uppsala to return the visit and continue the project.

Van Kinsbergen college is a relatively small school with about 300 students, but they managed to arrange host families for all 108 Swedish students. Families from all year groups were keen to host the Swedish KED Buddies record breakers. So far, this is the largest group

of students participating in one organized collaboration through the KED Network.

The teachers at the two schools have designed a research project about climate change that links in with the curriculum for Year 8 at both schools. During the week in Elburg, the students are exploring subcategories of climate change. To start, everyone went on a field trip to explore how the Dutch are coping with rising water levels. The next day, students were divided into groups, Swedish and Dutch mixed, to explore subcategories of climate change on different scale, ranging from local to global. While some groups zoom in to the impact of extreme weather in places like Elburg and Uppsala, their friends investigate whether the countries who signed the "Paris agreement" are doing as they promised. With such a large group of student researchers, climate change can be investigated in depth.

The heads of school hope to run this project next year too, with another theme linked to the students' curriculum. The exchange is also an opportunity to get to know each other and practice English.

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New World Record for KED Buddies, cont.



“It is fun to get to know people from another place, another culture,” says one student as she and her team members are discussing what kind of solutions would have the biggest positive impact on the global environment.

Even though Elburg is only a bus ride away, the Swedish students note some clear differences. Food, for example. Schools in Sweden serve everyone cooked meals for lunch. In the Netherlands, students and teachers bring packed sandwiches for lunch. Often with chocolate spread and sprinkles on them, to the Swedish students’ surprise. A straightforward way of expressing yourself is something Dutch and Swedish people have in common. As an Uppsala student, who is not so fond of sweet lunches, frankly admits:

“ I thought I would never miss the food at the school canteen at home, but I do. ”

Lumion in Amsterdam Becomes First Kunskapsskolan Partner School

Cecilia Aronsson
KED Network Director



Ewald Weiss
Chairman of the Board



Sufayil Dönmez
Director Lumion

So that, in addition to the necessary knowledge for your diploma, you also learn to take responsibility, cooperate, plan and finish on time. Exactly the things that the rapidly changing world is going to demand of you today, tomorrow and the day after tomorrow. That is what the personalized education of Lumion stands for. Based on the Kunskapsskolan educational approach and quality standards,” says Lumion Chairman of the board Ewald Weiss.

But the reason for Lumion to become the first Kunskapsskolan partner school in the Netherlands extends beyond that:

“Up to now, it was all about developing and securing our personalized education,” says Ewald Weiss, and continues,

“but by becoming a Kunskapsskolan partner school, we now go to the next level. A level at which sharing is added. Benchmarking ourselves against dozens of other schools. Sharing to learn from our colleagues.”

“Resulting,” adds Lumion director Sufayil Dönmez, “in being able to offer even better personalized education to our students.”

Pioneer

Lumion has been active in personalized education since it started in 2012. That was even before Kunskapsskolan Netherlands was established. So, in the Dutch educational environment Lumion has played the role of pioneer, well ahead of its time. Immediately finding out – when visiting Kunskapsskolan in Sweden – that they had a lot to gain by establishing a working relationship, which materialized when Kunskapsskolan became active in the Netherlands. Bringing Raymond van Kerkvoorden, one of the founders of Kunskapsskolan Netherlands, to say:

“Lumion in every sense deserves to be the first Kunskapsskolan partner school in the Netherlands. It has played an important role in the translation of the KED Framework to Dutch educational

practice. So, we are truly proud to reach this milestone together.”

50 schools

Kunskapsskolan Netherlands supports around 50 schools in the Netherlands to develop their ambitions in personalized education according to the KED Program. Becoming a partner school means that the school fully transforms its practices in line with the KED Program and the KED Quality Framework (outlining the educational, organizational and cultural set-up). At the same time ensuring that the independent position of the partner school is guaranteed. In effect, Kunskapsskolan Netherlands helps schools realize their goals within personalized education, but at no point intervenes in the educational practice.

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Lumion in Amsterdam, cont.

Buddy school

Part of the sharing mentioned by Ewald Weiss, is the establishment of Kunskapsskolan Landskrona in Sweden – an experienced KED School – as a buddy school for Lumion.

The heads of school, but also individual teachers and team members at the schools keep regular contact. Furthermore, there is a teacher exchange between the schools this academic year.

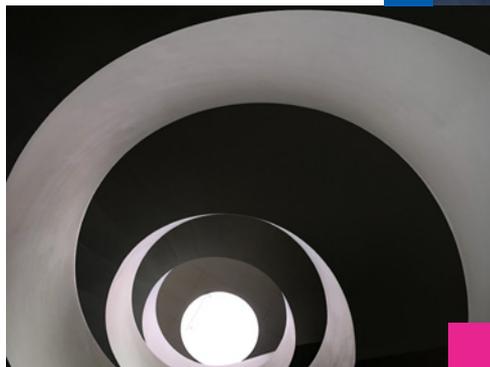
“We are convinced that an international connection is necessary to improve ourselves,” says Sufayil Dönmez.



More partner schools

More schools in the Netherlands are expected to qualify as KED partner schools soon. Peers on the national level that Lumion can benchmark with, in the mission to realize the best personalized education that makes every student learn more than they thought possible.

Warm greetings to Lumion – a newborn star that will not shine alone in the KED Network, constantly expanding like the Universe itself.



What Makes It Personal

Sanna Bayne

Natural Science Teacher, Kunskapsskolan Landskrona

I applied to the KED Teacher Exchange Program because I wanted to see how another country implements our methods of teaching – the KED Program – and to see if work teams in another part of the KED Network have the same personal connection with their students, as we do at the Swedish KED School where I work.

I teach Natural Science to Year 8 and 9 at Kunskapsskolan Landskrona, a school with 340 students. I did my exchange at Lumion in Amsterdam, Holland. A larger school with around 1,100 students that have just moved into their brand-new premises.

It was one of the most inspiring and informative weeks in my teaching career. Lumion's new building is amazing, incorporating the best aspects of the KED Program's typical design of teaching and learning spaces – lots of light, open areas and modern technology. I was

impressed with how quickly the school has adopted the KED Program. Whilst talking to the students, teachers and management team, everyone spoke highly of personalized learning and coaching. I was delighted by the way teachers interacted with the students and the openness between them. Such simple things as a handshake at the beginning and end of each lesson, or a hand on the shoulder when a student is feeling down. Things that make every student feel that they are seen.

I stepped in to teach English to a group of students at Lumion. I asked them what is best about their new school and what they still wish for. What came out of our discussion is that they really like the personalized way of learning with coaching and workshops, but they would like the base group sessions to be longer and include more activities than planning.

I realize that in order to be a personalized school, you need functioning personal relationships at all levels; between teachers and students, but also between teachers and between teachers and management. Someone who is there to greet you in the morning, someone to take care of you when you are mad or someone's shoulder to cry on when you are sad. Small things making a big difference in personalized education.

I would like to say a massive thank you to Mick, my exchange partner and to the rest of the Lumion team and students for having me and to the KED Network for giving me the chance of experiencing how Lumion works with personal development of their students.





New Advisory Board for Kunskapsskolan

Cecilia Aronsson
KED Network Director

Kunskapsskolan Scientific Advisory Board in Sweden consists of educational researchers. Together they will inspire, guide and evaluate the ongoing development of education based on Kunskapsskolan's model, the KED Program.

The idea is to strengthen the scientific foundation for developing our practice in KED schools. Twice yearly, the Advisory Board is going to meet with representatives of Kunskapsskolan Sweden's pedagogy team for profound discussions related to teaching and learning. The outcome becomes fuel for continued pedagogical development in the KED Network.

The five members of the Advisory Board have at least doctor's degree in the field of education or psychology: Alva Appelgren, Anette Olin, Petri Partanen, Marcus Samuelsson and Chairman of the Advisory Board Anders

Jönsson. I asked Anders Jönsson to clarify what this means for KED schools.

Anders, please tell us a little about your profession and research area:

I have a background as teacher in science and mathematics, where most of my teaching was in adult education. My dissertation, as well as the research done in the years after finishing my PhD, was on assessing professional competency, for instance in teacher and dental education. My current research, however, is almost exclusively related to different aspects of classroom assessment in school settings, such as feedback, students' self-assessment, and teachers' grading practices.

What brought you into contact with Kunskapsskolan?

I had a brief encounter with Petter Enlund, who's working at Kunskapsskolan Sweden, through the platform "Research Gate", where we discussed

some ideas about the concept self-regulated learning. I also shared some of my research with Petter*. Some time later, he contacted me and asked whether I'd be interested in joining the Advisory Board.

Why do you want to participate in the Kunskapsskolan Scientific Advisory Board?

One of my ultimate goals as an educational researcher is to bring schools and educational research closer together, so that teachers can make use of research to inform their practice, but also to help researchers keep up-to-date with the current challenges in schools and in teaching, so that this may influence the questions they ask in their research.

Ever since I started working as an educational researcher, I've been involved in numerous activities aiming for schools and teachers to make use of research to inform their practice.

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New Advisory Board for Kunskapsskolan, cont.

Besides writing books for teachers and supervising teachers who write master's theses and PhD's, I've led seminars with teachers and school leaders, where we read and discuss research literature together. I've also organized a kind of research clubs, where teachers conduct minor empirical studies in their own classrooms.

Currently, I'm acting as scientific leader of a research platform, where we encourage and facilitate research performed in collaboration between schools and the university.

Since the Scientific Advisory Board is an effort to bring schools and educational research closer to each other, I'm interested in participating.

What strikes you the most about Kunskapsskolan in comparison with other schools?

My research focuses on how formative assessment can support self-regulated learning, as a means for students to successively take increased responsibility for their own learning. Since Kunskapsskolan has a clear focus on student autonomy, this is the aspect of Kunskapsskolan's educational model that attracts my attention the most.

What do we mean when we say self-regulated learning?

Importantly, the concept self-regulated learning (SRL) should not be confused with terms like "individual work", because SRL is not a teaching

method. SRL refers to how students address tasks, for instance how they plan, execute, and evaluate their task performance, or how much effort they invest. Students who have strategies for planning, monitoring, and assessing their performance tend to be achieving more in school.

How can we use assessment and coaching of students to create a higher degree of self-regulated learning?

SRL can be supported in several ways, but in my research, I have primarily focused on communicating expectations to students (in order to facilitate planning, monitoring, and self-assessment) and on training in self-assessment. The latter, training in self-assessment, seems to be a particularly productive way to support students' SRL and self-efficacy.

What does the term self-efficacy mean, and how can we help students achieve that?

Self-efficacy refers to the student's belief about the personal capabilities to perform a task. Self-efficacy is important because the effort invested, and the strategies used to solve a task depend on the student's prognosis of success. If the student believes that she/he can solve the task, more effort is likely to be invested and more productive strategies are likely to be used. What we have seen in our research, is that training in self-assessment not only increases students' self-efficacy, but

also decreases the use of less productive strategies, such as avoiding engaging with the task in fear of failure.

What do you expect that the Scientific Advisory Board will bring to Kunskapsskolan in terms of developing teaching and learning?

I hope that we can have open, nuanced, and in-depth discussions about challenges identified by persons working at Kunskapsskolan, in relation to the KED Program. In that way, both parties could benefit from the cooperation; Kunskapsskolan by having their educational model discussed in relation to the areas of research that the members of the Scientific Advisory Board represent, and the Scientific Advisory Board members by taking part of the perceived challenges of the KED Program. Since this model differs from most of the mainstream teaching in Sweden, I get a unique vantage point.

*Anders Jönsson's research publications about self-regulated learning that caught Petter Enlund's attention are listed below. One is open-access and can be downloaded directly through the link provided:

Jönsson, A. (2018). Meeting the needs of low-achieving students in Sweden: an interview study. *Frontiers in Education: Special Educational Needs*, 3 (63). <https://doi.org/10.3389/educ.2018.00063>

Panadero, E., Jönsson, A. & Botella, J. (2017). Effects of self-assessment on self-regulated learning and self-efficacy: Four meta-analyses. *Educational Research Review*, 22, 74-98.

An Artistic Exchange

Ella, Agnes, Clara, Emma and Hillevi
Students Year 8, Kunskapsskolan Spånga

During the spring and fall of 2019, five students from Kunskapsskolan Spånga in Sweden have participated in an exchange with five students from Passmores Academy in Essex, UK. The exchange centered on art. We created sculptures, illustrations and dialogues on the theme "Identity and belonging" to explore what it means to be a young woman in Stockholm versus Essex.

We got to make our own sculptures of plaster that were supposed to resemble the image of our own female role model. All the girls in the exchange got along extremely well and it was such fun. The project made me think about my own identity and how I want to grow in the future.

When we arrived at Passmores Academy, our buddies ran down the stairs and welcomed us. Lots of hugs. It felt natural to meet again, even though six months had passed.

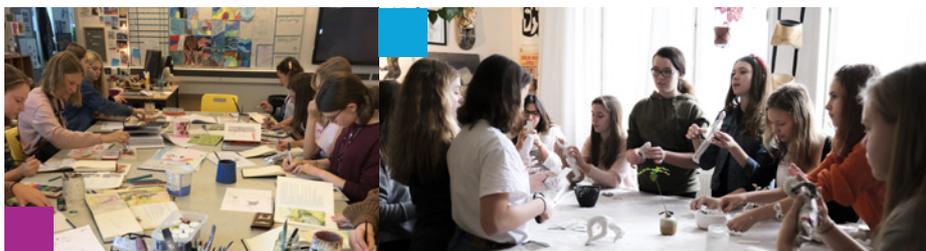
What struck me the most when we entered the school was how empty it was. Such a large building, but not a single student to be seen. Our buddies gave us a tour of the school and the missing students revealed themselves on colorful chairs in the classrooms. The interior of the rooms for learning reminded us of our own school, with many open spaces and contrasting colors.



Staying with a local host family was a good experience. They showed great care, gave me good food and a nice bed. One of the sisters had moved out for a few days to make space for me.

We spent the mornings at school, working on our project. Specifically, we looked at children's books that meant a lot to us as little ones and discussed how these have affected us. We also visited museums in London and played laserdome together. It was my first time and I was scared. Nice memories, many bruises.

I will never forget the moment of driving away on the last day; that moment will always stay in my heart. I am so grateful for the lifelong friends I have made.



Kunskapsgymnasiet Norrköping Set for New Expansion in Old Cotton Mill

Cecilia Aronsson
KED Network Director

The city of Norrköping is the cradle of Kunskapsskolan. The two pedagogical founders Birgitta Ericson and Torbjörn Bindekrans originate from Norrköping. And when Kunskapsskolan opened its first secondary schools in the year 2000, one of them was in Norrköping. One year later, the first upper secondary KED school opened there too – Kunskapsgymnasiet Norrköping. This has become a proud landmark for the unique merits of the KED Program and its ability to bring top-class personalized education to students from diverse backgrounds.

So far, a total of 1,728 students have graduated from Kunskapsgymnasiet Norrköping. The school offers three years of upper secondary school, where students specialize in any of the three strands Business, Natural Science or Social Science.

The school has become so popular that it had to turn down many students who applied. There was not room for all of them. For this reason, the school has moved into a new building just 200 meters from the previous one. Its new home used to be a cotton mill when Norrköping was a busy industrial hub. Constructed in 1854, the spacious building has 5,000 square meters divided into several floors. An imposing, airy place with high ceilings and large windows to light up the rooms and study zones.

The building has been refurbished to fulfill the needs of teaching and learning at a KED school. There is a large sports hall and a round library set in a tank previously used for the cotton manufacturing. The Arena has large windows facing a waterfall, encouraging focus and peace of mind right when it is needed.

“This feels like a university. It is much calmer compared to the other building,” two students in the final year commented in an interview with a local newspaper.

480 students are currently enrolled and there is room to expand in the coming years. Many of the students are active in international projects in the KED Network, such as the Global Buddies project where upper secondary Social Science students go to India for a week to do research for their diploma projects. The next group is off to Bangalore in early February 2020.



Not What I Expected

Emil Godonou

Math Teacher, Kunskapsskolan Fruängen



The general feeling of the school is a feeling of joy, enthusiasm and energy. I have just returned from my teacher exchange at Kunskapsskolan Lucknow (KKL).

On the first day, I observed sessions to get an overview of as much as possible at the school. Base group session with Year 5, the math of circles with the 7th graders, another math session about quadrilaterals with the 9th graders, a joint personal coaching session with two students, science with Year 7 about human respiration; I do not know how I was able to visit so many different classes – all before lunch – but I also went to the skills class with Ayosh and the 5th graders.

The second day I was no longer only an observer. It was a challenge to teach math to students I had only met for a day, but it went fine. They were quick in understanding and their calculations were fast and accurate, without using calculators.

A huge difference compared to Sweden was the politeness of the students, always greeting me with “Sir” and

grateful when I helped them. However, being that polite did not stop them from having close and good relationships with their teachers.

I think that the students’ behavior could partly be explained by cultural differences between Sweden and India. But I think that the teachers’ approach and expectations play a big part. At KKL I felt that the teachers expected a lot from the students. They expected the students to be curious, engaged and motivated to develop their knowledge and skills.

Life is what you make it – I connect this KED value to the point above regarding expectations of students. If you expect a lot from life, life will give a lot back to you. There is science suggesting that expecting certain results from the students will result in them trying harder.



“ Personally, and professionally, I have developed from this experience and will continue to do so. ”

Gandhi Visited Our School on the 150th Anniversary

Isabella Westerlind

Teacher of Languages, Internationella Kunskaps gymnasiet

Cloth, pom poms, glitter and acrylic colors, could that turn into art? At Internationella Kunskaps gymnasiet it did when the artist Doctor Sangeet Gandhi came to visit the school all the way from Bangalore, India, just in time for the celebration of another Gandhi.

150 years have passed since the birth of freedom fighter Mahatma Gandhi. To celebrate the occasion, we invited Dr Gandhi to come and have an art workshop with the International Relations students. Dr Gandhi is married to a relative of Mahatma Gandhi, thus the similar name.

The Swedish students had worked for weeks to finish their portraits of Mahatma Gandhi before the workshop to impress Dr Gandhi. They had also made an MG Road sign, leading the way as in every Indian city.

In Dr Gandhi's workshop, the students got to make their own pieces of India with bits of cloth, colors and lots of decors. They created things that are either known to be typical Indian or that the students found to be related to India. With a little bit of help by Dr Gandhi, some of her own artwork as inspiration and the stories she brought, the students accomplished artwork and discovered Indian culture, all at once.

“This is fantastic for our international profile and the global diversity of the school,”

says Michael Cross,
International coordinator

The students were happy about the workshop. Fanny got to know a country she had only heard about but never visited:

“It was special to be introduced to the Indian culture by a person from India. It gave me a deeper sense of respect for Indian culture,” she says.

Ylva liked the opportunity to get creative and reflect:

“We could turn the artwork into whatever we wanted; there were no limits. We got inspired by the animals in India, and the fabrics and decors that are typical for India, but it was still our piece of art. And Dr Gandhi really supported our work.”

