

This year, it is 150 years since
Mahatma Gandhi was born.

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KED

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Happy Birthday Gandhi!

Cecilia Aronsson

KED Network Director

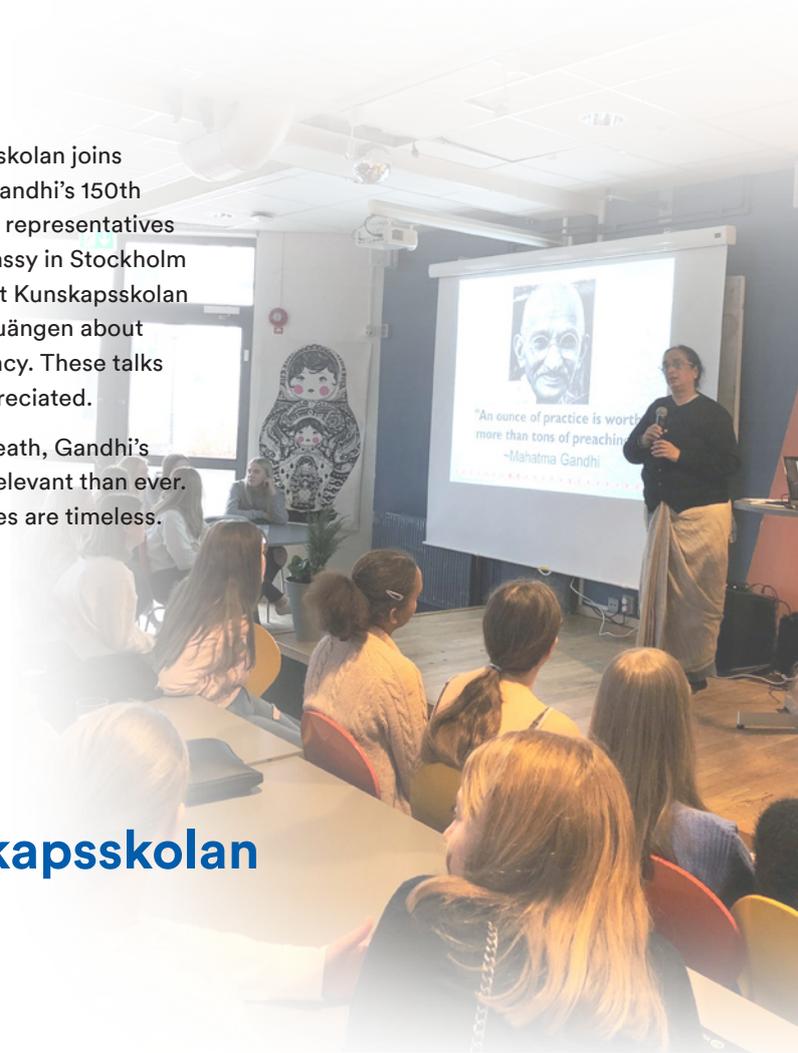
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This year, it is 150 years since Mahatma Gandhi was born.

Mahatma Gandhi was the leader of the Indian independence movement against British colonial rule. He is a universal role model for his values about nonviolence, simplicity and tolerance. His vision was that people with different backgrounds, religions and needs could live peacefully together. Gandhi told us that pluralism is good and differences should be respected. This corresponds to our KED value stating that all people are different. Different, but equal. Gandhi would have liked that teaching in the KED Program is adjusted to each student's different needs and abilities.

Of course, Kunskapsskolan joins the celebrations of Gandhi's 150th birthday. This spring, representatives from the Indian embassy in Stockholm have given lectures at Kunskapsskolan Spånga, Täby and Fruängen about Gandhi's life and legacy. These talks have been much appreciated.

71 years after his death, Gandhi's teachings are more relevant than ever. Genuinely good values are timeless.



Learning without Limits

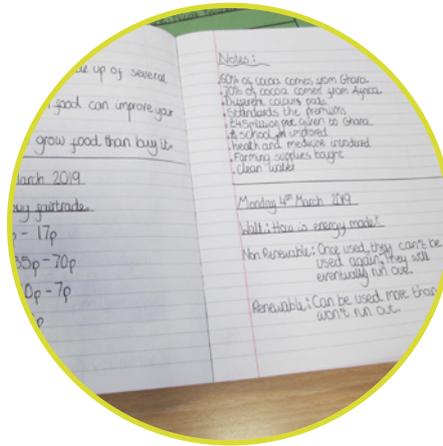
Lena Svensson

English Teacher, Kunskapsskolan Varberg

Earlier this year, I went to Framingham Earl High School in Norwich, England, thanks to the KED Teacher Exchange Program, to explore how they teach students with special needs. It was an interesting and informative week, from which I brought home useful ideas.

Fram, as the school is called, has about 700 pupils from Year 7 to 11. Before the start of a new school year, information about incoming pupils is gathered to know how many of them need extra support. During their first year at Fram, students who have insufficient knowledge of math, English and science study these subjects in the school's nurture department "The Den". The Den, whose pupils are called Dragons, is in a separate building and is therefore a calm and sheltered place for learning. Teachers conduct the learning sessions together with an assistant. The Den also has a Nurture group for students who have had a tough start in life and need extra training in social

skills so that they will be able to follow regular lessons in the coming years. These students practice going to regular classes, accompanied by an assistant.



The lessons I visited in The Den had a strong focus on feelings, with students practicing sharing their feelings and imagining the feelings of others in different situations. The teacher was good at making sure every student was seen and acknowledged them in

a positive way when they behaved well. When I had introduced myself to the group, she praised them for looking at me when I talked, thereby showing me respect.

The concept of Nurture is also found in regular lessons at Fram. A session is usually 60 minutes, divided into smaller portions of five to ten minutes. For example, the teacher could start by giving a short lecture. The pupils then worked on a short assignment, after which the teacher went through their answers together with the class, before starting all over with a new short lecture.

Another way was to put different sources around the classroom. The pupils would then have to move around to find what they were looking for. After some time, the teacher discussed with the students what they had found. >>



Learning without Limits, cont.

For some exercises, students could choose from three different difficulty levels of sources; bronze, silver and gold, with less information provided at each higher level of difficulty to point out what the students should look for. Students with special needs were placed close to the teacher's desk to be assisted more easily.

One project at the school is called Learning without Limits. The introduction reads:

“ We believe that anything is possible for children and young people; our job is to remove the barriers that prevent them from making progress and to open doors to learning. ”

I found this very similar to the values of my own school. We both emphasize high expectations and believe in bringing out the best of each student through a personalized approach.

Apart from this, Fram has a clear format for creating exercises, a rigorous system for reporting bad behavior and giving detention, as well as a House Point system to encourage an academic ethos –compelling ideas that I bring with me from England to develop my own teaching back in Sweden.



Together We Achieve More

Willemien Noordhof

Educational Director, Kunskapsskolan Nederland

“ I returned home smiling because I think I learned new things, got the chance to have interesting conversations and meet kind, smart and ambitious people engaged in education. ”

This is the value of the KED Network, on a national and global level. Petter Enlund, Project Manager at the Pedagogy Department of Kunskapsskolan Sweden, was clear after three days in the Netherlands with KED Network colleagues from all over the world, visits to personalized education in action in various Dutch schools and having met over 300 educational professionals from the Netherlands in a joint Dutch/global KED event with dozens of interesting workshops.

The international event program started on Tuesday with several workshops at the offices of Kunskapsskolan Nederland. The purpose was to get to know each other and provide the basic information and understanding of the Dutch KED context, i.e. national school system and the way of collaborating with schools.

On Wednesday, three Dutch schools were visited. They are in the transition process towards personalized education, but in different phases and each with different successes and challenges. Inspiring Karin Rådberg, Project Leader at the Pedagogy Department of Kunskapsskolan Sweden, to say:

“ It was relevant for me. I was happy to see all the things we have in common, for example the relations between students and teachers. ”

With Petter Enlund adding: “I think the visits helped a lot in understanding where Kunskapsskolan Nederland is in terms of transforming schools right now.”

The main event of the three-day program happened on Thursday in Fort Voordorp near Utrecht. It gathered more than 300 educational professionals from many of the 55 schools that KED presently collaborates with in the Netherlands. They all agree that transforming as a school, teacher or school leader into personalized education is not easy. Here, they were offered the

chance to exchange experiences and ideas in the dozens of workshops, or through talking to the participating international colleagues from the global KED Network.

“The community is now a fact,” one participant concluded after an intense day of exchange.

“Because,” added another, “colleagues are now willing to speak openly about their challenges.”

Supplemented by a third: “We had the feeling that our pace of development was not enough. But contacts with colleagues now show that we are not doing it wrong at all. And we can also help colleagues by providing advice based on what we do.”

Thus, proving the event title right:

Together we achieve more!





The Power of a Team

Cecilia Aronsson
KED Network Director

The annual global KED conference gathered KED Program operators in Stockholm on 6-7 May. For two days, colleagues with central roles in the provision of our model of personalized education met to discuss the current opportunities and challenges of operating the KED Program at the desired level of quality worldwide. Meetings like this catalyze improvements of what we do in varying educational systems and contexts around the world.



The intense line-up of conference sessions was divided into three major themes: **Operational excellence, KED Network and Leadership.**

On day two, awards were presented to teachers and schools that have participated in KED exchange projects this year. Our Network is full of achievements worth a trophy – and celebrations spark our energy levels and set us up for new achievements. Look out for more KED awards going forward.



Conferences are opportunities to blend your own thoughts with those of others. New ideas are born. Solutions are discovered. KED is a global team and we are all part of it by the roles we have in schools working with the KED Program. That feeling of being part of something bigger was reinforced at the conference. And you cannot overestimate the power of that feeling.

Petter Enlund and Karin Rådberg had an eye-opening session about the importance of year team leaders in KED schools.

The teachers at KED schools are organized in work teams that plan, develop and evaluate their work with the students. The work teams are led by team leaders, who need to be firm and receptive, structured and flexible – all at the same time. In the past year, team leaders at Swedish KED schools have participated in training to handle the ambiguity implicit in their role and grow their leadership skills. In an interactive

session, we were guided in promoting team leadership globally in KED schools, based on the assumption that work teams and their leaders are vital in creating a coherent structure for each student's development of knowledge and skills in the KED Program.

Petter and Karin wrapped up their workshop with a quote by Susan Wheelan, who is a leading researcher in the field of group dynamics and work teams. In fact, those words are a good conclusion of the overall atmosphere of the KED Network Conference 2019:

“When a group becomes a team, something unique happens. The work does not feel like a burden. It will be fun. Members of high-performing teams feel involved, engaged and appreciated.”

Let's carry this positive momentum into the new school year. The true meaning of being KED inspired is to feel that you are part of our global KED (Net) work team, which makes efforts fun and worth a trophy.

Njutarbete – Work is Pleasure

Ruchica Bhagat

Teacher in Computer and Science, Kunskapsskolan International, Gurgaon

Being part of the KED Teacher Exchange Program was the beginning of 'Njutarbete' for me. This Swedish word means to get pleasure from working. My exchange project was an opportunity to explore the different possibilities and enhance my professional skills while visiting Kunskapsskolan Borås in Sweden.

Borås is known for its textiles and art. Staying with Mónica, who is an Arts and Craft teacher, I got creative at my visit to the glass workshop in Limmared. Limmareds Glasbruk, founded in 1740 and Sweden's oldest now running glass-works, is currently located near Glasets Hus. A new exciting getaway with glass-works, glass-blowing and museum. The place includes a large exhibition with glass from the 17th century. It has shops and a café in the conservatory. Watching serene landscapes during forest walks in the neighborhood enriched my being with nature and its bounties.

I received a cordial welcome from everyone at Kunskapsskolan Borås. I was overwhelmed with their warm smiles and congeniality during my stay. They arranged an amazing after-work outing and Indian dinner for me, and I was deeply touched by this kind gesture to make me feel at home.

Spending time at Kunskapsskolan Borås provided me insights into their morning meetings, base group sessions, workshops and night school. The night school observed footfall of parents and students new to the tools of the KED Program. The teachers' passion for the pedagogy was evident during the interaction with students and parents

at the night school. I witnessed that the learning processes and systems are very similar to Kunskapsskolan International, Gurgaon. Amidst my various interactions, I felt the warmth in the bond between the teachers and students. Conversations with students made me realize that children around the globe are the same. They have similar conflicts concerning their learning, but KED pedagogy has been supporting and encouraging them to take ownership of their learning. Hence, boosting their confidence to take challenges in life.

When my exchange partner Mónica was in Gurgaon last term, we created a project called Building Bridges to connect our base groups in Borås and Gurgaon. This is now propelled by my visit to Sweden. Students are reviving their connections and exchanging messages with their KED buddies in Gurgaon. I will carry handwritten letters from the students in Borås with their favorite Swedish fika recipes for their buddies in India, sharing the passion for food, because food is an integral part of cultures across the globe. This project will further enhance communication among these students from such different parts of the world, still in the same Network of schools.

Furthermore, I focused on the usage of digital logbooks, which is a pilot project in Gurgaon. The project began the week I left for Sweden and hence, I utilized this opportunity to understand how this transformation to digital logbooks has influenced students and teachers at Kunskapsskolan Borås.



Discussions on digital logbooks were stimulating and provided different outlooks. Now, I am looking forward to sharing my recently developed ideas and perspectives with my team in India.

What the Students Have to Say

Linnéa Sjöberg and Elena Ekoutsoglou
Students, Kunskapsskolan Spånga

We are here to explain what Kunskapsskolan means to us. We are going to describe how the system of Kunskapsskolan – the KED Program – works, as well as the personal impact on us as individuals and most likely other students in KED schools. Our purpose is to reflect on our years at this school and to give you, as readers, a chance to learn more about the KED Program from a student's perspective.

To start with, we would like to present the most important difference between Kunskapsskolan and other schools: the KED Program itself. The KED Program is what makes it so unique and flexible. Instead of following the traditional style of education, this school has personalized teaching and places more responsibility into the students' hands. All students have their individual progress track, depending on their personal learning pace, goals and motivation levels.

According to the Swedish National Agency for Education, each subject must be included in a student's weekly education by a certain number of hours. Kunskapsskolan has chosen to divide that time into lessons and workshop sessions, i.e. dedicated time for the pupils to get work done independently.

In workshop, the pupils work on tasks in their steps and ongoing courses. Workshops take place between lectures and are placed in different locations at the school, where there is always a subject teacher present.

Since there is a limited number of fixed lessons in each subject every week, pupils spend a lot of time studying at their own pace. That is the reason why the KED Program divides certain subjects into steps:

modern languages (Spanish, French, German), Swedish, English and mathematics. Steps

are different knowledge levels, usually from 1 to 45, that each contains different tasks based on the required subject knowledge to be taught from fourth to ninth grade.

The rest of the subjects are categorized as course subjects, since they require more learning sessions guided by the teacher. These subjects are usually taught once every school year, commonly in a period of two months, with the purpose of making the pupils focus on one subject at a time. Based on a weekly teaching and studying plan, constructed by the teacher, the pupils get to work on

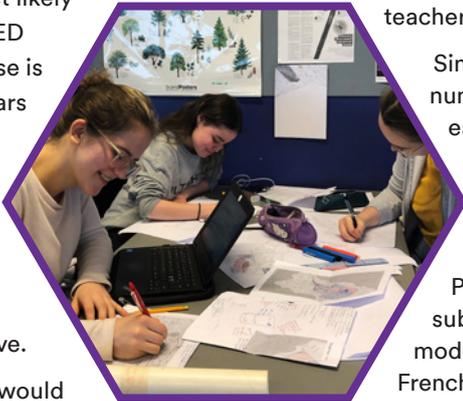
different parts of a subject.

For the teacher to have some basis for grading the pupils, they usually require some type of examination essay at the end of each course.

For the pupils to complete all their personal tasks in all their subjects, this school has created a webpage where the pupils can find all their steps and tasks, but also their personal planning sheet. The personal planning sheet allows the pupils and their personal coach to know what should be done and when; having access to it gives them complete control of their progress.

Because many individuals struggle to follow their plan and complete their tasks on time, the KED Program includes personal coaching sessions. A personal coaching session is a weekly fifteen-minute talk between a pupil and his/her personal coach, where the coach helps the student solve current problems, make a better plan or just talk about the past week and the upcoming weeks. This way, the pupils get help with planning, implementing and completing their tasks to receive their desired results.

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What the Students Have to Say, cont.

Another distinct characteristic of the KED Program is the habit of individual schedules.

The pupils of Kunskapsskolan have different schedules, depending on what classes they are supposed to attend.

Students can affect their schedules by choosing what type of workshop they have at what time. When planning their choices of workshops, they have information about their teachers' schedules, so that, if needed, they can match their workshops with their teachers. Because, as written before, the Swedish National Agency for Education requires every subject to be included for a certain amount of time each week, the students are given guidelines for planning their schedules. They schedule a certain amount of time for each subject in their weekly plan. All schedules must be approved by a teacher, as a way for the school to know that all students follow the requirements from the National Agency for Education. These schedules are created at the beginning of the school year and usually do not change until the next school year. Small changes, such as switching workshops or changing from one subject course to another, do occur. The time frame for subjects given by the National Agency for Education is not only a rule, but also an indication of the expected workload each week.

In the KED Program, pupils are not always attending classes together with their classmates, but also with other pupils at the same level. Depending on



their personal development, what steps they are on and what knowledge level they have reached, they are divided into different groups. As a result, the teachers can personalize their lessons to match the needs of each group. Individual students can get targeted exercises outside the regular steps.

Workshop is mainly about working on steps listed on the Learning Portal. Working with other things than steps happens in 8th or 9th grade for some individuals. The reason for not doing steps varies, such as a student having disabilities or being on such high level that he/she no longer needs to complete steps to advance their knowledge. Rather than being free from work, they are given other opportunities to learn.

Throughout the years at Kunskapsskolan, we have faced a lot of mixed feelings including stress, pressure, happiness and joy. These different feelings are caused by various factors and have affected our mental health and social life. We would say that our mental health has been both good and bad during our time spent at Kunskapsskolan. Going somewhere five days a week for six years can be challenging at times, as it can be hard to find motivation, but we have found a way to make it through. Not to portray this school as only challenging and hard, we must say that everything is not easy. Our time spent here was also fun and full of multiple learning experiences. Workload has been over-



whelming sometimes, but that gave us the chance to discover more about ourselves. In times of feeling down and when nothing was going the way we intended, we got to know how we work as humans, how we react in different situations and how we handle things; both in and outside school. What we have learned about ourselves outside school will be discussed further down.

To talk more about the mental health, we would say that during the difficult times that we experienced we were offered whatever kind of help we needed; whether that help would be through talking to someone or getting more practical help. It could also mean that we were helped to form a different and less stressful plan for our schoolwork.

To conclude what we have been taught at Kunskapsskolan, let us say that we are now prepared for our future. If we would mention all things that we have been taught it would take hours, but overall, we have obviously learned all kinds of things in all different subjects. For us, this has contributed not only to being more educated in general, but also given us the chance to do whatever we want in the future. A big part of our education is represented by the KED Program's skills for the future, which are different abilities such as learning to learn, cooperating and acting globally. These skills are merged into the steps and courses, to prepare students for the future. That is another great part of this school since we can learn more about different strategies and ways to communicate and understand the world outside Sweden.

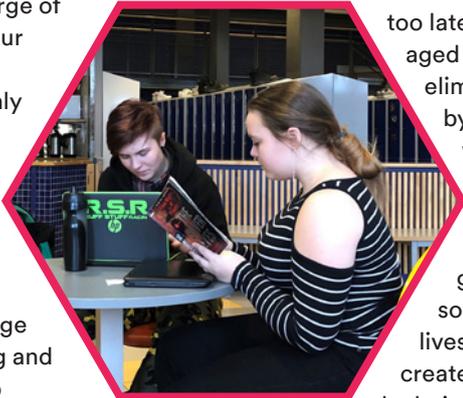
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What the Students Have to Say, cont.

Learning about different strategies to tackle not only schoolwork, but life itself, has given us the chance to turn into the people we want to become and made us who we are today.

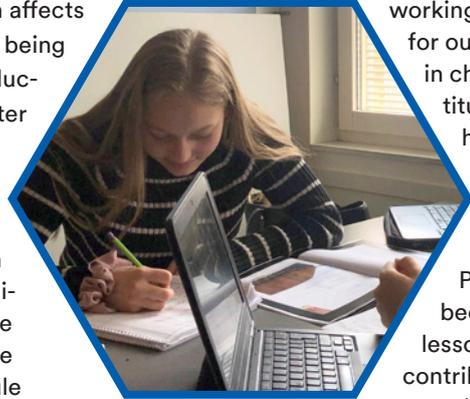
By studying in the KED Program for several years, we have, as mentioned before, learned a lot; factual as well as personal lessons. This concept of learning with its academic and mental requirements has changed our way of thinking.

Since succeeding in this school does not only originate from studying, but also from having the ability of planning and controlling your attitude, we have learned to be in charge of ourselves to reach our personal goals. This mentality has not only had positive impact on our results in school, but also on our personal lives outside school. By learning that planning is a huge factor of succeeding and by taking ownership



of our education that in turn affects our grades, we learned that being responsible, prepared, productive and organized has greater results than anything.

This attitude has helped us develop in different parts of our daily lives, such as training, eating, communicating and being responsible in general. Being responsible of having a personal schedule for your studies or research and planning things before they occur are core aspects of the KED Program. We have learned to plan and control tasks in our daily lives before it gets too late, and we have managed to understand and eliminate procrastination by using strategies that we learned in school. Exercising, eating healthy and doing other things to feel good as individuals are some habits in our daily lives that have not been created by magic, but only by being organized, hard-



working, responsible for ourselves and in charge of our attitude and mental health.

Finally, our experience of the KED Program has been a huge lesson and a great contribution to strategies for life. The insights during this time in school have a lasting impact on our personal development and strengthen our overall attitude towards life. The time spent here has been amazing. Getting to know the other students and creating strong bonds that we will cherish forever is the best part of this era of our lives here at Kunskapsskolan.

Thank you.