



# Kunskapsskolan

Your child's passport to an education  
for the global generation







This school is one of over twenty schools in the UK and USA working on the Student Agency In Learning (SAIL) project.

It is a student centred, highly personalised approach to education pioneered by Kunskapsskolan in Sweden for over 15 years and now used across the world.

In Swedish, “Kunskapsskolan” means “the knowledge school.” The name is an expression of the organisation’s passion for providing excellence in learning and knowledge for the next global generation. We support schools to personalise each student’s education according to their individual needs and abilities. All resources in the school are carefully designed and organised around the student in a complete and coherent system – the KED Program™. Together with their personal coach, the student sets personal goals for all subjects. Equally important, the student and coach find strategies to reach the goals based on the student’s ability and way of learning. As subject experts and coaches, the teachers in the KED Program™ support the students in every step to develop their knowledge and skills. The material that we work with, the infrastructure, organisation, technology and other facilities support the personalised learning process.

Kunskapsskolan schools are the leading schools in Sweden. The success of its KED Program™ can be judged not only by students’ performance being higher than the Swedish national average, but also by the growth of Kunskapsskolan schools and those schools such as this one, inspired by its KED Program™ across international boundaries. The KED Program™ operates in over 100 schools and in 6 countries as part of a truly global partnership.

Together we believe we can provide an educational passport for the global generation that builds character and skills alongside academic qualifications.

This newsletter provides an overview of the opportunities available to your child through membership of the SAIL project.

# Calling All KED SAILers

by **Andrea Atkinson**

Consultant Principal, Kunskapsskolan UK

A growing number of schools in the UK want to work with personalized education like we do in the KED Program. Kunskapsskolan in the UK supports British schools in this process through a project called SAIL. SAIL stands for Student Agency In Learning. There are already close to 20 SAIL schools in the UK, and they are part of the global KED Network.

Now, the partnership between the SAIL schools and KED has inspired a truly amazing opportunity for students in SAIL schools in the UK and Kunskapsskolan schools in Sweden. With the support of two organizations called Whole Education and Extreme Classrooms, we invite our students to take part in a challenge called “The Wettest Classroom on Earth”.

The challenge consists of nine sailing legs from Liverpool to Stockholm via Milford Haven, Bristol, Padstow, Weymouth, Ipswich, Whitby, Kristiansand, Gothenburg, Copenhagen and finally, sailing in to Stockholm in time for Midsummer in 2019. The yachts will put in to port each night and each leg will cover about 50 miles.

Students will have the opportunity to apply for a place to take part in the expedition team on one of the yachts for one of the sailing legs of the challenge. Up to 140 students will be selected to undertake an assessment camp and



selection process in Snowdonia, in northwest Wales, in July 2018. This is when the final participants will be decided. All students who reach the assessment camp stage will be automatically included in the support crews for each leg. For the longer legs between Whitby and Kristiansand in Southern Norway, only Year 12 and 13 students will be selected.

The formal launch for the project will be in January 2018 with full details about the challenge and how to apply to be shared with all colleagues and students in SAIL and Kunskapsskolan Sweden schools. In the meantime, you can learn more about this amazing project by watching this video:

<http://www.venturersacademy.org/492/news-blog/post/449/the-wettest-classroom-on-earth-2019>



# Norrköping Meets North Birmingham

by Thilda, Leah, Alicia, William in Year 9  
and their teacher Cecilia Lundholm Pålsson  
Kunskapsskolan Norrköping, Sweden



The long-established Swedish KED school Kunskapsskolan Norrköping has formed an exchange link with KED Inspired British North Birmingham Academy. The link is going to involve exchanges between the two schools related to teaching and learning. So far, both schools have visited each other once – mutually rewarding experiences that motivate a new round of exchanges this school year.

An early Monday morning in April, the Swedish students took off to Birmingham where they were greeted in Shuttlesworth Airport by their hosts. In the coming week, the Swedish students would stay in the homes of their buddies and be part of their daily life. Just like the British students, the Swedish students had to wear a uniform to school, meaning white shirt and black trousers or skirt. For boys, tie and jacket on top of that. A student without a complete uniform risked being sent home. Overall,

the Swedes found the British school stricter than what they were used to. Students stayed in their workrooms for the full learning session without moving around. As a result, the corridors were completely empty and without a sound. The changes of sessions took only a few minutes, when the 1,500 students of the school quickly found their new seats.

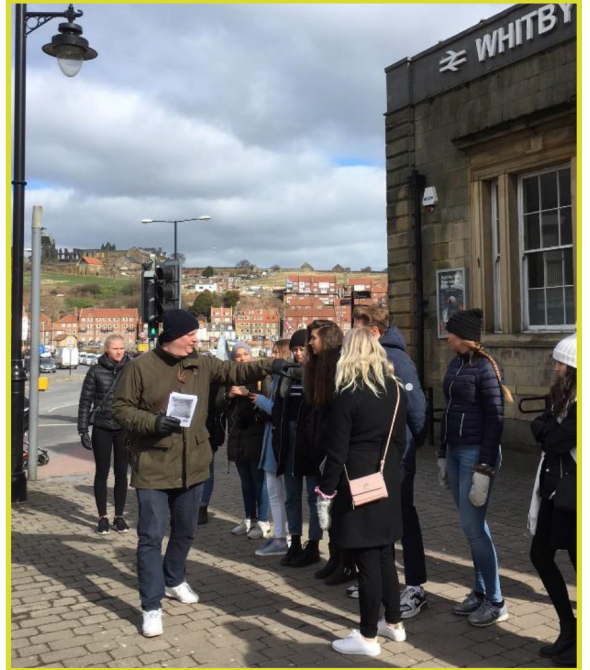
Silent on the outside, but the inside of the classroom was a lot more vibrant with plenty of decorations, paintings and posters related to the students' work. The room used for English Literature was filled with quotes and pictures of characters in a play analyzed and acted out by the class. It was creative in a way that differed from how we learn at home.

When the English students returned the visit to Norrköping a month later, they were surprised by the many open spaces and empty walls. But it was a very happy reunion. All the Swedish and

English students had stayed in touch since the first meeting in Birmingham. Now, it was time for the English students to experience a school different from their own – going to school without uniform this time, sightseeing in Stockholm and visiting the Swedes' favorite ice cream shop Smultronstället.

Something good happens to you when you open your home and show your familiar places to someone from another country. Other people's fascinated encounters add a new glow to what you used to take for granted, or even found uninteresting. This way, an exchange project provides new insights as well as appreciation of what you have. What if everybody in the world could get a buddy to visit for a while somewhere else, to share experiences with and bring one's own culture and habits in perspective. Imagine how this would change the world!





# The Business of Exploring Places

by **Tulio Capriles**

Head of Business Studies, Kunskaps gymnasiet Malmö

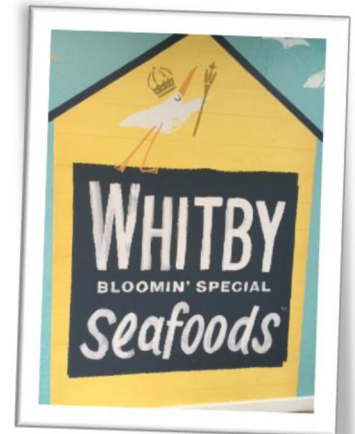
Students from seven schools in the Upper Secondary KED project Business Buddies have gathered at Caedmon College in Whitby, located on the North-eastern coast of England. This was the second part of the exchange project, following the English students' visit to Norrköping last term. At that time, the group visited the Swedish companies Ericsson and Saab Technologies to gather new perspectives on entrepreneurship.

This time, the Swedish students travelled by train from Manchester to Whitby, where they were greeted by their buddies at Caedmon College. After school hours, the students participated in a guided tour around Whitby, themed "Dracula". Whitby features in the famous Gothic novel "Dracula" by Bram Stoker from 1897, to the benefit of today's local tourist industry.

The purpose of the Business Buddies project is to inspire students' efforts as entrepreneurs. This academic year, there are 19 participating students from Caedmon College and the Upper Secondary KED Schools in Gothenburg, Malmö, Norrköping, Stockholm, Uppsala and Västerås.

The Business buddies also paid a visit to Whitby Seafoods, the world's largest producer of scampi. Company Director Edward Whittle explained how the production works and how it supports sustainable development. He shared his thoughts on current challenges, such as labor shortage and the effects of Brexit, Britain's exit from the EU.

Along the coast south of Whitby you find the city of Scarborough, home to Britain's first seaside resort and a pop-



ular getaway destination for centuries. Here, the Business buddies met with Lizzie Courtney, responsible for destination marketing in Scarborough. She outlined various marketing attempts to attract more visitors. She also told the students about her personal career in marketing and experience of living in Los Angeles for a year during her university studies, ending with some inspirational advice for the KED buddies:

"To travel places is an irreplaceable part of any education, where you gain important experience for your future working life. Besides that, it is good to occasionally step out of your comfort zone," says Lizzie Courtney.

# Replacing Bells with Fika

by Julian Grant

Headteacher, KED Inspired Shevington High School, England

This year at Shevington High School, we started to deliver a KED Inspired curriculum to Year 7 students, that included coaching and working on steps and themes. As a school, we had a strategy to immerse ourselves as much as possible into the KED philosophy. We have participated in study visits to several Swedish KED Schools, one member of staff had the fantastic opportunity to be involved in the Teacher Exchange Program, we hosted 20 exchange students from Kunskapsskolan Enköping in December and then we visited them.

The idea was to trail for a week some KED influenced practices to see if they worked within our UK context. Susanna Wahlqvist from Kunskapsskolan Enköping came here to support our efforts. We changed the timetable for Year 7 and 8 so they had a workshop session every day. In that time, they had three tasks to complete by the end of the week. We decided for Swedish week all students would hand in their mobile phones as we had seen it done so successfully in Enköping. It seemed to be one of the biggest challenges of the week.

We put on a Swedish inspired menu in school and staff were encouraged to eat together with students, which reduced the need for the usual supervision. This really made the atmosphere in the canteen so much calmer.

Another thing we tried was to turn the school bells off. We usually have a bell ring every hour to indicate a change of lesson. For Swedish week we had no bells at all. The movement around school was much calmer and relaxed as the students did not exit classes all at the same time. Punctuality was not affected; students were still quick to get to lessons.

The final but very successful approach adopted during the week was Fika. Every day at break time, we provided tea and coffee plus a range of refreshments, i.e. fika. The purpose was explained to all staff – to get them together and talk about anything other than school.

Swedish Week was an excellent way to fully embrace the KED principles; most staff participated in the workshop sessions and more students than ever had the opportunity to lead their learning. Now we are excited about planning for September. Fika Friday is already permanently in place due to the popular demand.



After a few days in Kunskapsskolan Enköping, it was quite clear we really needed to trail some of the strategies we had seen there before implementing them fully in September. This is when the concept of Swedish Week came about.





# KED Inspired Bond Grows Stronger

by Emil Burman

Principal, Kunskapsskolan Saltsjöbaden

Kunskapsskolan Saltsjöbaden, just outside of Stockholm, Sweden, and Ansford Academy in Castle Cary in Somerset, England, have established a strong link between the two schools. In May, last year, staff and nine students from Ansford Academy visited Kunskapsskolan Saltsjöbaden to explore the potential for collaboration. A year later, the student council from Kunskapsskolan Saltsjöbaden came to visit them in England. Now, the schools prepare a new round of exchanges.

The main purpose is to give our students a more international perspective on education. By letting them visit a school in England, with a different school system, set of traditions and values, students from both places get the opportunity to discuss and compare our schools, lectures, and concepts. During their visit, our students stayed

with English host families, contributing to a totally new experience.

It was an educational visit also for the teachers, who got to observe other types of teaching sessions, and discuss pedagogics and school related topics with their English teacher buddies.

We stayed in Somerset from Monday to Friday. The Swedish students came to school together with their hosting KED buddies. In the beginning, the students were a little nervous, but quite soon they felt more relaxed and got to know their buddies very well. During school hours, the Swedish students basically had the same schedule as the English students, participating in various sessions in different subjects. The English students had to wear their school uniforms, whereas the Swedish students could dress in their regular clothes. The Swedish students delivered a detailed

presentation about Kunskapsskolan and the KED Program. The English students listened curiously and offered many questions in return.

After school hours, we managed to do some sightseeing. On the way to Castle Cary we passed Stonehenge, and later in the week we visited the beautiful city of Bath. It was raining, but we still got to see the famous Roman baths.

One evening, we were all invited to a barbeque with the host families. It was nice to see the students getting along so well, while talking to everyone about our impressions and the next steps. Now we are looking forward to welcoming students and staff from Ansford Academy back to our school next month. We will then let our students in Year 8 visit them again in May. It is a privilege to become buddies in the KED Network.





# Discovering the Origins of KED

by Georgina Burdett

Teacher of Product Design, Poynton High School, England

Let me just say thanks again for allowing us to have this opportunity. We thoroughly enjoyed ourselves as well as gaining some very interesting experience of new systems which have potential to work in our school.

My name is Georgina and I did my teacher exchange at Kunskaapsskolan Enköping. My colleague, Kellie, did her exchange at Kunskaapsskolan Norrköping. Both schools are situated quite close to the Swedish capital Stockholm, where we met up for a sunny day of sightseeing, including the KED headquarters, halfway through our stay.

Upon being selected to participate in a teacher exchange opportunity, Kellie and I were excited about experiencing a different kind of learning in Sweden. As we had some exchange partners already come and visit us last year, we had heard so much about KED schools, yet we could not quite visualize, or understand, how they worked. Consequently, this meant that our entire Monday morning of travelling from Manchester to Stockholm was filled with enthusiastic questions and predictions bouncing between us. With our school in Stockport being a large 11–18 comprehensive with nearly 1,600 students on roll, we were eager to see the differences.

During the exchange week, everyone – staff and students – were amazing at answering my challenging questions to help me gain a full and varied experience over my short stay. When reflecting on my visit, I think I am still unsure about exactly how this system works, but it just does. Students enjoy the workshop style of learning; this was my favorite part of the whole process as they were provided the time, space and support needed to learn and flourish independently. They

set themselves goals that were constantly reviewed by caring and dedicated staff that ensured the students could maximize their potential and use their time effectively. Not only did this work brilliantly, it worked with much more freedom and flexibility than our system has. Rules were minimal; we have rules for everything. Everybody is accepted for who they are. I have since questioned the need for uniform, as we believe that a uniform ensures students are in the right mind-set to learn and eradicates bullying about being 'different'. In a KED school, it seems to be that students are in their own clothes and due to the very few rules it minimized bullying! I found this intriguing as it clearly promoted a sense of individuality that the students were proud to promote and celebrate.

At first, I was doubtful that secondary students could plan and organize their own learning. However, the coaching time each morning is obviously vital in guiding each student individually. This was something that I really enjoyed being a part of as it was so clearly valued by all students and staff members. This then led to workshop time being focused as students were studying, completing different tasks, and presenting to a range of supportive teachers to further their own development and reach their individual goals.

I do believe there is a place in our system for KED Inspired education. Workshops could work and in turn instill independence within learning to return, as our system seems to have lost it a little due to the demands of linear, external examinations.

The students, and staff, should be proud to be in a KED school.



# Creating a School for All Kinds of Dreamers

by Antonio Vance

Executive Director, KED Inspired  
Great Oaks Charter School, NYC



The instructional model in the U.S. must change. At Great Oaks Charter School in New York City, we are dedicated to taking a new and effective approach to teaching and learning, inspired by the ideals and approaches to individualized and student-centered learning in the KED Program.

Allowing American students to make choices about their own learning is as foreign as trying to say *Kunskapsskolan* three times fast. Getting teachers to trust in students and allow them to make decisions about their own learning is far from the norm and would strike fear in the hearts of most educators and school leaders. After all, isn't it the teachers who are the content experts and holders of all things sacred in their content areas and students don't know what is best for them and their learning. We know this is not true. It is a heavy lift to get educators to think differently about their students and learning, but our students are the reason we exist.

To begin our journey, we established a course called Dream Chasers. During Dream Chasers, students set goals with

their personal coach on Mondays, check in with their coach on Wednesdays to discuss their progress and reflect on the week every Friday. This constant cycle of goal setting, progress monitoring and reflecting is needed to keep students' goals at the forefront of their thoughts. Students track their goals, tasks and progress in their logbooks. Our students struggled at first to keep up with their logbooks and often lost them throughout the school year. However, after a short time and tough love from their coaches, students realized the value of their logbooks, and they were lost fewer times throughout the year.

In another jab at the traditional system of schooling, our students can select their own classes each Wednesday of the week. Workshop Wednesdays are

reserved for students to choose from a menu of courses, all geared toward giving students additional experiences and an opportunity to explore any content or topic in deeper detail. For most of our students this was the first time they could make any choice about their learning. Over time students were able to make the connection to the choices they were making and how those choices laid out a pathway toward reaching their goals. >>





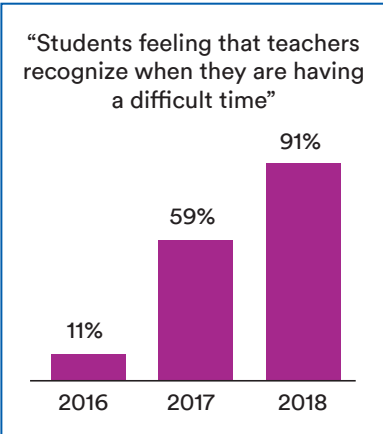
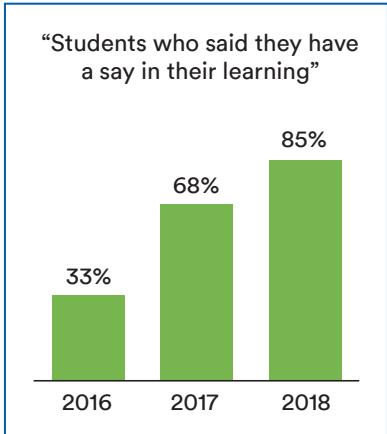
Teachers and coaches began to see the power of goal setting and student choice. In less than a year, we began to see tremendous growth in our students' English and Math assessments. The number of students in our lowest level reader decreased at a faster rate than it had in previous years. Students' growth on national exams showed marked improvement year over year.

However, the best results came from surveys to our teachers, parents and students. At the end of the 2018 school year, 85% of students said they have a say in their learning. This is up from 33% in 2016 and 68% in 2017. Along with their feeling of empowerment over their learning, students also demonstrated strong academic gains. We were most impressed with 91% of students feeling that teachers recognize when they are having a difficult time. This is up from only 11% in 2016 and 59% in 2017. A tremendous and encouraging change. Again, while we are seeing the positive results of our hard work, our journey is still ongoing.



Having the opportunity to create a goal and a pathway to reach that goal may seem logical and perhaps obvious to most. However, in public schools throughout America, students are given a path and if they stay on the pre-determined path, they are likely to be successful; if they deviate, the results could be negative. Unfortunately, we all know that is not what adulthood is

about. Our future generation must be able to create their own paths and go in directions never imagined. With inspiration from KED, we are on a journey to create a school that allows each student to dream about their future, set goals, and work with a coach to determine what steps to take next.



In the last two academic years, all of our network schools inspected by OFSTED have received positive praise - helping those schools to demonstrate at the very least good quality provision. It is helping schools to answer the curriculum-based questions currently being framed by OFSTED and the Department for Education in their search for a broad and balanced curriculum that enriches communities and advances society by instilling the importance of thinking rather than remembering.

Two schools were also accredited by the British Council in 2018 as International Schools in recognition of their integrated global pedagogy.



