



# KED

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# Change Lives Change Organizations Change the World

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**The pandemic has been devastating** in so many ways. Our lives, organizations and world will be changed forever. Step by step, we are trying to find the energy to reload and build something new. We are not going back to where we were before the crisis. We can do it better.

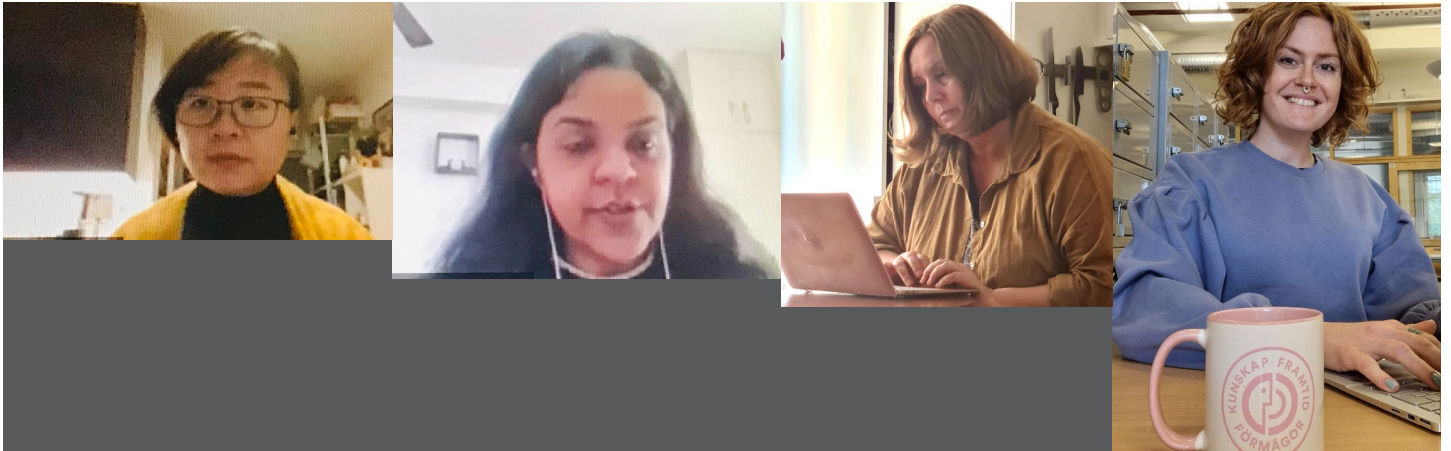
This edition of the Newsletter helps you focus on the world, organizations, and life ahead of us. What it will look like is uncertain, but collaboration will guide us. Look at the videos created by the

teachers in this year's round of the KED Teacher Exchange Program. Look at the high interest for Kunskapsskolan's working methods in the Netherlands. Hear from the students in Sweden who have logged on to teaching forums in England and India to get valuable directions into their future. And in Saudi Arabia, Kunskapsskolan's new Head of School makes sure to add a global perspective in all activities.

Determination to collaborate got stronger when we were closed off. This willpower

can fuel positive change for all of us. After summer, I will announce the new round of KED Teacher Exchange 2021/22 and how to be part of it. The contact and exploring will start online, as we continue watching the possibilities to start traveling.

And soon, the first episode of the new podcast KED Talks will be available with an in-depth coverage of international collaboration in our post-pandemic world. You will receive the link shortly. More willpower coming up.



# Video Presentations of This Year's Teacher Exchanges

KED Teacher Exchange is a unique opportunity for teachers in the KED Network to explore selected aspects of the KED Program in depth together with a colleague from a school in another country. The project has run for seven consecutive years. This year, the exchanges happened online. Each pair of teachers recorded the outcomes so that all of us can benefit from the professional development they have reached. You find the videos in the following link:



<https://drive.google.com/drive/folders/1uhdEFvGBxhYYFriYEdDBsT7-w5vDI1s3?usp=sharing>

## The teachers in the videos cover the following topics:

**Future skills and extramural English**

by Malin and Yamini.

**Purpose of learning, Learning Portal methods and strategies to support students in difficult times**

by Deepika and Yan Wang.

**Purpose of personal coaching sessions and the benefits of alternative ways of doing them**

by Katarina and Jasper.

**How the pandemic affected students' happiness and well-being**

by Kaysa and Viktor.



# Gaining Teaching Practice via Zoom

For a full week in May, master's students at Newcastle University taught pupils at various KED schools in Sweden about social issues and the global goals for sustainable development. Gaining teaching experience in a foreign country is part of the master's students' coursework to prepare for future jobs where they will battle challenges that require support from the young generation worldwide. Emily and Amber tell us how they used Zoom to catch the fifth graders' attention at Kunskapsskolan Borlänge:

We are studying a master's degree in International Development and Education at Newcastle University. International development is a course that understands the development of countries, rich and poor, with the aim of making the world a better place for all. With education, we can make a difference in the world, which is why we logged on to teach students at Kunskapsskolan.

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Kunskapsskolan has an intriguing method of teaching – from our knowledge and understanding there is a great deal of student-centered learning. This links to our course and interests because it is empowering to meet students that take advantage of their own education and want to study to achieve. Your school provides many opportunities to its students and from our experience in your classrooms the students grasp these opportunities with both hands. Teaching in your classrooms ignited our passion for child-centered learning as a method of empowerment and making a difference.

Logging 'into' your classroom via Zoom was an amazing but daunting experience for us. To host a class of students who have no idea who you are and are hundreds of miles away initially made us nervous. However, the students in the class were outstanding. They were immersed into our learning topics and committed to the lessons completely. There was never a quiet moment and the students really got involved. Everything we already thought about the school and its students was proved correct and taken further. Students are so dedicated to their work and always participated, even when we gave a little



bit of homework. We are truly grateful for the attitude and commitment from the students, it made our week brilliant.

During the lesson we taught the students about Sustainable Development Goals and what it is to be a global citizen. As previously mentioned, we both believe this is the key to changing the world. We seized the opportunity of teaching at your school to spread the word and help you to change the world too. Our lessons covered the tougher topic of gender equality, whilst also explaining

how recycling clothes can make a huge difference. The aim of our teaching was to help your school and students make better choices that contribute to a better place in the world for everybody. It was thrilling to hear the students further enquire about gender empowerment, equal quality education and how they can take climate action in their school.



Thinking about the future, this is what Amber and Emily would love to do for a living. We would love to work in schools

around the world and use our knowledge to continue to make a difference. We are both very hands-on and would love to change the world through our teaching.

We are extremely grateful for you to let us log into your classroom and share our knowledge and experiences with you all. It has truly meant a great deal and has changed our outlook completely. Zoom can be a dreaded word these days, but you all made it amazing, and we wish we could have stayed with your class a lot longer.

Thank you again to all the students who took part and contributed to a fantastic week. A huge thank you to Cecilia, for organizing this and supporting us in the lessons when we needed it. Hopefully, we might see you for a couple of lessons in Sweden soon.

**Amber Durrant and Emily Ridden**  
Students, Newcastle University

## What we Learned from our New Teachers

Here are some of the reactions from students at Kunskapsskolan Västerås, who also participated in the international development project with the master's students from Newcastle University:

*What have you been up to this week with teachers visiting you from England?*

Working, thinking and reflecting on important issues and problems in the world at the individual, group and community level. They taught us about global citizenship and the global goals set by the UN, and about how to improve the world.

It was interesting to meet new people from a different country. Being taught by people from a prestigious university in England amazes me. I am grateful to be part of the project.



*What did you learn?*

I learned about different inequalities around the world and how we could fight them together to make a better society. I learned what different countries are doing right now and what they could

do to help achieve the global goals. I got to reflect on what I think about concepts such as health, inequality, and global citizenship, and I learned how my actions affect the world.

I found it interesting to talk to people from another country and maybe develop my language skills at the same time as I got a lot of knowledge from new perspectives.

*How do you think it will be useful in the future?*

I think that all the knowledge you get can help in the future. You can be a big reason why the world is changing for the better, which I think is very important.

Thank you for a learning experience that was far too short but will be cherished.



# KED Working Methods Can Get Dutch Education in Shape

**As in most places,** Dutch schools have been impacted severely by Covid-19. Teachers have been overstretched and students are falling behind. So, the Dutch Ministers of Education recently launched a National Education Plan to remedy the situation. In reaction to that, nine Chairmen of the School Board attached to Dutch Kunskapsskolan Partner Schools and schools with the ambition to become Partner School published an open letter on their LinkedIn profiles. It reached more than 15.000 hits in little over a week. Here you find an edited version of the letter:

Most crises surface or visualize imperfections. That goes for businesses, governments and society in general.

That is why many crises throughout history can be recognized as 'markers of development'. Take, for example, the Dutch flood disaster in 1953. Almost 2000 people were killed, and vast parts of the Netherlands were covered with

And once again, it is a crisis that brings imperfections to the surface in many areas. Education is one of them.

water. After this disaster, the so-called Delta Plan was developed. It not only strengthened the Dutch dikes significantly, but also created a revolutionary flood defense system that until today is recognized as one of the technical wonders of the world. Achieved because 'never again' was on everybody's lips.

The corona pandemic is without a doubt the biggest crisis the Netherlands – and the rest of the world – faces in a century. And once again, it is a crisis that brings imperfections to the surface in many areas. Education is one of them. Many schools – shut down as a virus spreading precaution – have struggled with their switch to digital continuity. Subsequently leading to overstretched



teachers and students lacking attention and falling behind in their learning. It has resulted in increasing inequality, especially affecting homes unable to provide computer equipment and internet access. This ignited debates about the best ways of supporting students and schools and raised the question if exams should take place or not.

The Dutch Ministers of Education Arie Slob and Ingrid van Engelshoven have been receptive to the call for meaningful action. They have come up with the National Education Program. This initiative resembles a Delta Plan, and with a budget to match: 8.5 billion euros. Knowing all too well that the generation of students now hardest hit, will in ten, twenty, thirty years be the proverbial cork on which our economy must stay afloat.

“if you cannot divide, you cannot multiply either,” is an old saying among Dutch entrepreneurs.

### How to Spend it?

But will this mega investment in Dutch education lead to the desired improvement? Are we going to reduce inequality in schools? Do we ensure that the motivation of Dutch students – among the lowest in the world – gets a ‘boost’? Will we put an end to the early separation of students into academic or vocational programs at the age of 12? And will we recognize educational quality as our goal?

In short, will the pandemic spur the same level of determination as the flooding in 1953 or will scientists in 50 years’ time conclude that the Dutch educational world failed to provide a solution because the support was based on pre-crisis thinking?

### New Solutions

“if you cannot divide, you cannot multiply either,” is an old saying among Dutch entrepreneurs, meaning to become more successful yourself, you must be prepared to share with others. Sharing leads to connections, connections lead to new insights and insights lead to development and growth.

We are operating Dutch schools based on the KED Program and vision. Our teach-

ing and individual coaching of students continued almost uninterrupted during the lockdown periods, thanks to the digital infrastructure in place. Our students from a wide spectrum of backgrounds are not behind due to the lockdowns. They are permanently and individually challenged to get the best out of themselves, thereby battling inequality too.

### We Can Share

We do not say this to boast, but to act. The National Education Program is going to provide Dutch schools with extra money. So, we have decided to adhere to the old saying and share all the experience we have, based on the love we share: the love for our profession and the sheer will to provide young people the best possible start in life.

We cannot think of anything better than joining the effort of turning the biggest crisis of a century into a marker of educational development. We want scientists in 50 years’ time to conclude that students still experience the positive effects of our contribution. Therefore, we reach out to all school people to get in touch and get together to make a real difference. ■

### Koos Woltjes

Communications Manager,  
Kunskapskolan Nederland

# Designing my Future

Felicia Strå Lind

Student, Kunskapsskolan Enskede

**Kunskapsskolan Education** was approached by an Indian organization called Uable. They work with schools around the world to prepare students for future studies and working life. You could compare them to organizations like Young Entrepreneurs. Earlier this month, Uable organized a competition called Quest, focusing on the future of work for students around the world. There were participants from the US, UK, India, Brazil, South Africa, Sweden and several other countries. Felicia at Kunskapsskolan Enskede in Sweden participated in the event. Here is her report:

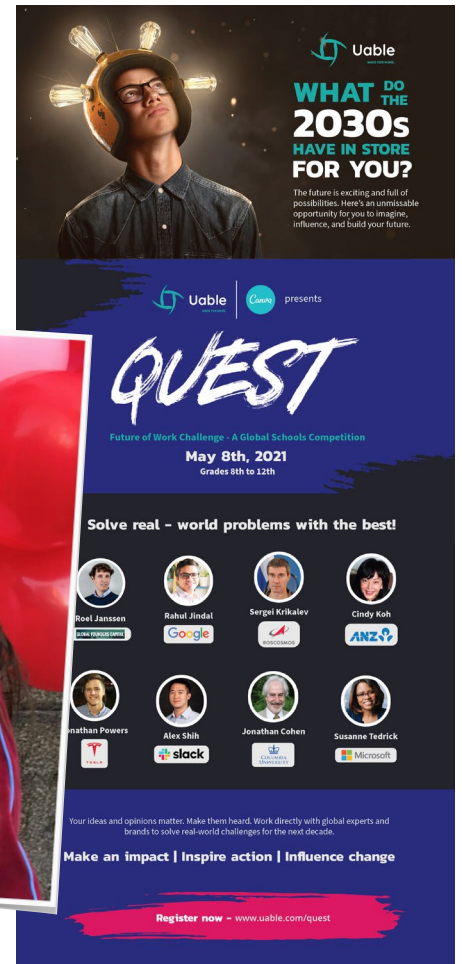
When the clock turned six on Saturday evening, the woman who was the host told us Quest started. I had absolutely no idea of what I was doing or what I was supposed to do or say. I thought we were going to sit in groups and discuss things, but boy, was I wrong.

I downloaded an app containing all the challenges. There were three guests, and the first was a man from the electric vehicle company Tesla. He talked about Tesla and how smart people he worked with. I am sure it was exciting if you are into cars. I am not super into cars, but I found it interesting to listen to how Tesla tries making their cars better for the nature and Tesla's visions of the future workplace.



The second speaker was a woman who works as a health coach. She talked about how social media affects us and answered our questions. I thought she was interesting, and she was a great speaker. The last presenter was an astronaut named Sergey, and I found it super cool listening to him speaking about his experiences in space and being an astronaut.

There were three small challenges, of which I completed two. I did the one where you were supposed to write three things that Tesla could improve in the future, and then I did the one where you were supposed to write your thoughts about a quote by Sergey, the astronaut. In the third challenge, which I did not get to, you were supposed to come up with a hashtag for kids to stop using their phones while being in a conversation.



Uable

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The future is exciting and full of possibilities. Here's an unbeatable opportunity for you to imagine, influence, and build your future.









Uable | Career presents

**QUEST**

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May 8th, 2021  
Grades 8th to 12th

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 Jonathan Powers Tesla	 Alex Shin Slack	 Jonathan Cohen University of Michigan	 Susanne Tedrick Microsoft

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Then there were some more challenges, where you could win prizes. The first was to come up with a fuel that could drive ships in a nature-friendly way. Second, we were asked how to improve smartwatches and finally how to improve the suit that astronauts wear in space. This was super fun to think about and work with.

One of the prizes was to get help writing a recommendation letter for university, which I hoped to win because I would love to go to college in the US. I did not win, but I enjoyed the competition a lot. I would recommend joining Quest next time. It was fun and something you should do in life. ■

In a story reminiscent of the movie itself, just one screening of the groundbreaking film *Eat, Pray, Love*, was all it took for Australian educator Karey Goodall to pack her bags, and head to the other side of the world for the first time. Ten years later, she finds herself back in a part of the world that holds such a special place in her professional and personal life.

**Karey Goodall**

Head of School, Nün Academy  
Kunskapsskolan, Jeddah

**“It is a cliché story,”** says Karey, Head of School at Nün Academy, Kunskapsskolan, Jeddah, Kingdom of Saudi Arabia.

“For me it challenged me to think about the wider world and that life does not have to stay the same, it can be complex, it can involve change and we can be mobile and not locked into living in one location. It reminded me of the power of cultural learning, the need for this and the beauty it could bring.”

That afternoon, ten years ago, Karey made a life changing decision.

“I had only been in our Sunshine Coast home for a few years after working for many years in Western Queensland, had just finished some major renovations and enjoyed a stable government job.”







“Life was pretty good, great in fact, yet the movie’s message made me reflect on whether this was my life for good, or whether I should challenge myself and embrace a significant change. That evening I googled ‘international school’ and ‘Dubai’ and the school I ended up working at for the next four years popped up. I was interviewed for the role of Head of Junior School at the Australian International School (AIS) UAE, was fortunate to be offered the position and within a couple of months of doing the Google search I was on an Emirates flight bound for Dubai.”

It was here that Karey’s first exposure to Middle Eastern culture took place which ultimately has drawn her back to this part of the world.

“You can live a very privileged life there though this is something that I was conscious of. I was aware that this was not my reality and so I immersed myself in the richness of the culture instead.”

A long way from the color of Noosa, living in Dubai offered a lifestyle that

was different – yet equally as magical – as the one Karey left behind. After four years in the UAE, she returned to Australia.

“I firmly believe that life presents us with windows of opportunity and that with every opportunity, you should respect it.”

“I firmly believe that life presents us with windows of opportunity and that with every opportunity, you should respect it.”

Her substantive role with Education Queensland, had offered her an attractive high performing school to lead, so whilst she felt incredibly attached to the UAE,

she accepted. This resulted in a culture shock of a different, reversed kind.

“Returning four years later I recall being challenged on so many levels. The way of going about business and interactions with families I had now accepted, embraced and lived.”

Karey now had to rapidly adapt back into an Australian setting in leading a large school, as she encountered reverse culture shock. While the difference in culture was stark, Karey says the experience has changed her for the better.

“Australia is so geographically removed from the rest of the world that it can be a challenge to engage in genuine cultural learning. I now see myself as a global citizen, and for me as a child I never thought this way of being and living was possible.”

But while Karey cherished her time back home in Australia, the Middle East had left a significant imprint on her heart.

“On leaving the UAE, I always knew that I would return as I consider this part of the world now a second home.”

Karey had made lifelong friends in the UAE, one that she considered her second mother. Miss Huda, a former Head of Arabic at AIS in the UAE, shared a special professional and personal bond with Karey over the four years they worked together, and when Huda relocated to Jeddah and assumed a new position at Nün Academy, another future opportunity to work together was born.

Karey recalls connecting with Huda when the school was in conception and her speaking of Academy Director Nirmeen Alireza in the highest regard.

“It caught my attention from day one,” recalls Karey, as she explains in detail

how the values of the school aligned with her previous experience.

Four years quickly passed and then this new, incredible opportunity to join the Nün family as Head of School came to life while Karey was holidaying with her family in Europe in December 2019. It was over a lunch meeting between Nirmeen and Karey, ironically back in Dubai, that Karey got to learn so much more about Nirmeen and her vision for Nün Academy and its journey since opening five years earlier.

“I walked into the lunch meeting with an open mind and only one short hour later I had decided to join Nirmeen and her team. It was really that simple.”

Returning to the Middle East, and in particular Jeddah, Karey appreciates this amazing part of the world in a whole new light:

“The colors. The simple things like how natural the sands are, how blue the sea is and how the sky is seamlessly uninterrupted with no clouds. Seeing different stars at night from the other side of the world reminds you of where you really are positioned on our Earth.”

Karey continues, “being in the desert can provide a landscape that can be far from grayscale and whilst occasionally the sky may be hazy from sandstorms, I often catch myself spellbound by the colors of the natural environment and the architecture including the largest outdoor art gallery which features on most roundabouts in Jeddah.”

Karey’s passion for enabling, enhancing, and placing importance around young children’s connectedness to their culture and mother tongue is what Nün Academy’s vision is built upon. Nirmeen’s vision for Nün Academy,



Kunskapsskolan is clear and one that Karey is committed to. By means of a personalized education model, a holistic curriculum and the presence of well-trained and passionate educators and role models, the school is committed to preparing students for a meaningful life as educated, productive and compassionate citizens of the global community: rooted locally yet connected globally and prepared to adapt and succeed anywhere in a rapidly changing world.

“I see my role now as Head of School at Nün Academy to encourage today’s students to study, live and work in a globalized world. Regardless of what education or profession students choose, they will collaborate and work with people and ideas from other countries, cultures and languages.”

Staying true to Nün’s values, Karey insists that this does not mean giving up your own language and heritage. On the contrary, the more globalized the world becomes, the more important it is to also preserve strong knowledge of and

anchorage in children’s language and culture. It is the reason many parents choose Nün for their children.

While the Sunshine Coast, Australia is where Karey was raised, she admits home really is where the heart is:

“Right now, you will find me with my feet in the sand and my head in the stars!”

She continues, “the stars aligned, bringing me back to this part of the world and I feel fortunate to be living and working here especially in light of the new course being charted by the Kingdom’s Vision 2030 and within a school that delivers International Cambridge Curriculum, bilingual education and a “glocal” approach and personalized education using the proven KED Program. I have very much come to the realization that it is not a structure that holds us to the place we call a home, rather it is the connections we make.”