



Ramanjit Khinda, Vice Principal
Kunskapsskolan International, hands
over the school plaque to graduating
Year 12 student Laranya.

KED

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Congratulations and Celebrations

Ten years ago, I was preparing for my next lesson at Stanford Graduate School of Education. Professor David Labaree made us think about the benefits of school besides learning subjects and getting grades. "School, what is it good for?" he asked without being ironic. It can open the students' eyes to the world, I thought to myself, inspired by my own experience of getting to know the other side of the world as a student. That experience is rare in secondary school, the Professor replied. But then, returning to my job at Kunskapsskolan, I was determined to expand our teenagers' horizons. The start of Kunskapsskolan

India in the same year has been key in achieving the goal.

2013 – 2023 mark ten eventful years for Kunskapsskolan in India, as you can read about on the next page. There are now four Indian KED schools, and the second one, Kunskapsskolan International, just celebrated its first batch of students graduating from Year 12. The school's Facebook reports: "The welcoming foyer that once welcomed them as new admission seeker was decorated to bid them bon voyage as they brace to enter a future world of adulthood and higher education."

In August, Kunskapsskolan Sweden opens its 30th secondary school in the city of Motala, targeting grades 4–9. And the Dutch community of Kunskapsskolan partner schools keeps expanding (full report in here). Our opportunity to open students' eyes to the world is getting better every day. ■

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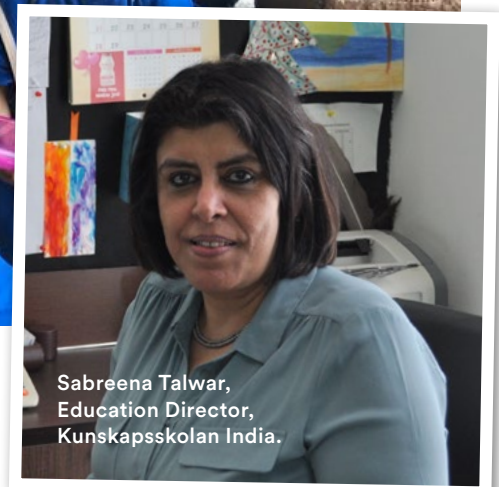
Kunskapsskolan India Celebrates 10 Years



The year 2013 is etched in the sands of time; it is in the year of inception that I joined Kunskapsskolan, Gurgaon as the Head Academic Coordinator – 199 students (Early Years to Grade VI), 7 base groups and about 20 team members were the proud inhabitants of Block A.

And 10 years down the line, 1600 students (age 3 to 18 years), 80 base groups, 145 team members occupy Block A, Block B and Block C.

My first round of interviews with Mats Rosén (the then Head of School) and Sunitha Nambiar (the then Program Di-



Sabreena Talwar,
Education Director,
Kunskapsskolan India.

rector) was a psychometric assessment of nerves and composure – wherein, I chased a revolving office chair to even-

tually sit down with as much poise as I could muster while Mats and Sunitha looked on patiently with beatific smiles.

The 10 years for me have been invigorating – initially as the Head Academic Coordinator then as the Head of School, and now as the Education Director. In all three roles, the journey has, and continues to be, exhilarating, demanding an even greater composure to ensure that personalized education is offered through the structures of the KED Program in the local context – that its tools and elements are used effectively and meaningfully as a way of life for human flourishing.

“I envision a wider ambit to provide this opportunity so that we continue to make a qualitative difference to the lives of our children and the world at large.”

I am washed over with excitement when I walk into school with a renewed sense of commitment to be part of the journey to make a difference, work alongside team members, be part of the class observations, train teachers to ensure quality delivery of the KED Program, work with teams in implementing a strong induction program, engage with students, parents and collaborate with colleagues in India and globally.

So far, Kunskapsskolan Gurgaon has seen three cohorts of alumni – placed in colleges across the globe and many of them even today start their day with a plan with clear strategies to be successful – something the KED Program has contributed to their DNA. In the words of Kunskapsskolan Gurgaon alumni I

met recently: “We cannot begin our day without planning.” A wonderful testimony to how the Program shapes the young to take charge of their own development.

As I walk through the corridors, it is wonderful to see students collaborate, reflect, internalize, plan, set goals, strategize, negotiate, revisit their academic and personal plans inculcating skills that go beyond preparedness for examination – these skills prepare them for life.

Collaborating with various teams has been both challenging and exciting. Today, the school has a robust Life Skills Program, International Model United Nations, strong Special Pedagogues and Counselling Department, Summer Internships for grades IX and XI, Personal & Career counselling, Community Service, Adventure Camps and College Fairs – initiatives I have had the opportunity to be part of, and contribute to, since their inception.

I would like to acknowledge and thank Sunitha Nambiar, Mats Rosén, Marcus Brunberg, Lena Odén and Niklas Dahlström for being great colleagues and contributing to the growth of Kunskapsskolan India by making the journey exciting with their presence, and adding strong dimensions to the delivery of the KED Program. I would also like to thank our parent community who have rooted for us and been our strong ambassadors.

I have been fortunate to have been part of the dynamic team at Kunskapsskolan Gurgaon, both as a leader and as a collaborator. Had we not been on the same boat, rowing in the same direction towards the same goal, the implementation of the KED Program and personalized education would have been as elusive as a fistful of smoke.

For us, respect, trust, and transparency are ubiquitous at all levels and with every stakeholder. While it has not all been smooth sailing, we continue to be resolute in our belief as for us, it is our way of life.

Today, as the Education Director, I look forward to ensuring quality implementation of the KED Program, training team members and working with leadership across our four network schools.

The report from UNESCO MGIEP states that personalized education is a human right; I envision a wider ambit to provide this opportunity so that we continue to make a qualitative difference to the lives of our children and the world at large – so that they may continue to achieve more than they thought possible. ■

Sabreena Talwar

Education Director,
Kunskapsskolan India





Two New Kunskapsskolan Partner Schools in the Netherlands

Dozens of Dutch schools are inspired by the Kunskapsskolan philosophy, use the Kunskapsskolan learning resources or are in the process of becoming a Kunskapsskolan partner school. And yet again, the Netherlands has two new Kunskapsskolan partner schools: 2College Ruivenmavo in Berkel-Enschot and Veenlanden College in Vinkeveen. Schools that not only offer personalized education according to the KED Program, but also meet the Kunskapsskolan quality requirements.

The route to Kunskapsskolan partner school has turned 2College Ruivenmavo into a completely new school. Unique for this part of the Netherlands.

“We made the choice about six years ago, when confronted with a minimal new student registration. We realized that we had to change and wanted to move towards inclusive education

that gets the best out of students, but without the stress that is experienced in regular education. We started looking around and eventually found Kunskapsskolan’s education in Sweden. By working hard with colleagues, we turned 2College Ruivenmavo into the

successful school it is now,” says Principal Lian Derks.

Since Covid, several reports have been published in the Netherlands in which students indicate that they suffer a lot from stress due to pressure to perform



Lian Derks, Head of School at Kunskapsskolan partner school 2College Ruivenmavo.



2College Ruivenmavo in Berkel-Enschot.



Veenlanden College in Vinkeveen.

There is a growing interest among Dutch schools to enter the process of becoming a partner school.

development. But then – because a lot of attention is paid to their personal development – they show an enormous acceleration.”

“And it is therefore also logical,” adds colleague team leader Heidi Hoop, “that students at 2College Ruivenmavo have the option of doing certain subjects at a higher level, or vice versa, one step lower. For us it is not about the highest possible marks, but about pushing personal boundaries in a responsible way.

We call this ‘Discover at Ruivenmavo’. And it works!”

Also, for Veenlanden College in Vinkeveen, acquiring the status of Kunskapskolan partner school is the last step in a journey that started about six years ago. Team leader Marga Hoohenkerk:

“We saw that students needed a different form of education than we provided at that time. During an educational conference, we then encountered the KED

at school (amplified by the effects of the pandemic). And at 2College Ruivenmavo “high expectations of students” is always the starting point. That seems problematic in the light of those studies, but it is completely logical within Kunskapskolan education, according to team leader Bram Paulissen:

“For us, it’s about stretching, not stressing. To get the best out of yourself at a pace that suits the student. So, in the beginning – compared to traditional education – our students take a little more time in terms of knowledge



Team leader Marga Hoohenkerk and Dutch teacher Titia Hauptmeijer together with students at Veenlanden College.

Program for personalized education and their nine-domain quality system, perhaps the most extensive quality assurance system in all Dutch education. That appealed to us enormously and now, after years of hard collaboration, we have realized this education in our school.”

“Perhaps the most extensive quality assurance system in all Dutch education”

With the aim to offer opportunities and achieve results. Inspiring students to achieve more than they – and those around them – ever thought possible. Coached by teachers who are so close to their students, that they can really make a difference. Suitable for every student, in an atmosphere that students find pleasant and safe. And so, the interest among parents is also great; at the last open house event, they literally stood in line outside the school.

Titia Hauptmeijer, Dutch teacher, and coach at the Veenlanden College, genuinely enjoys the progress students are making. She sees that they take the initiative to do certain subjects at a higher level:

“Challenged to get the best out of themselves, but never pressured,” she emphasizes.

“Many children come here with specific



Titia Hauptmeijer teaches Dutch at Kunskapsskolan partner school Veenlanden College.

advice (in the Netherlands, students are advised at the end of primary school which secondary education is best to follow) but gradually feel that they can handle more. What we then do is give space, encourage and above all give confidence. And the latter is particularly important: creating a sense of security. And when you see how students handle that it makes you very proud,” says Titia Hauptmeijer.

“Working together, learning together, and sharing together”

So far, there are seven Kunskapsskolan partner schools in the Netherlands:

1. 2College Ruivenmavo in Berkel-Enschot
2. Almere College Het Perron in Dronten (candidate partner school)
3. Dr. Nassau College in Aa en Hunze
4. Dr. Nassau College in Norg
5. Lumion in Amsterdam
6. Van Kinsbergen college in Elburg
7. Veenlanden College in Vinkeveen

By becoming a Kunskapsskolan partner school, 2College Ruivenmavo and the Veenlanden College are now also part of the Kunskapsskolan Community Netherlands. A community of teachers, school leaders and team members from the group of partner schools and Kunskapsskolan Netherlands headquarters with the aim of working together, learning together, and sharing together.

Koos Woltjes
Communication Manager,
Kunskapsskolan Nederland

The Latest KED Talk

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Kunskapsskolan and its critical friends: the independent Scientific Board

Kunskapsskolan not only has an established educational model and elaborate quality management system. It also nurtures educational science, advised by an independent Scientific Board. In this KED Talk we hear from two distinguished members of this board – Anette Olin and Petri Partanen. How does the Board operate? What challenges do they see? We find out in an in-depth conversation, together with KED Talk host Christian Wetell, Director of Education within Kunskapsskolan.

The Kunskapsskolan International Network: exchange on a daily basis

Kunskapsskolan education is a global affair. With a vibrant community of professionals exchanging knowledge, experience, and development on a daily basis. In this KED Talk we take a deep dive into this international Network. How does it work, what does it take to develop, what added values are achieved? We explore this with two Kunskapsskolan specialists from Stockholm – Kenneth Nyman, Director International Operations, and Cecilia Aronsson, the Network Director – together with two Kunskapsskolan networkers; from India Ramanjit Khinda, Vice Principal at Kunskapsskolan International, and from Sweden Lars Jonsson, Principal at Kunskapsskolan Västerås.

We plan to publish one new KED Talk episode per month going forward.

KED Talk – A podcast series brought to you from Stockholm by Kunskapsskolan Education (KED). Reflecting and connecting educators of more than 100 schools that use the KED Program for personalized learning across Sweden, the UK, the Netherlands, India, USA, and the Middle East. Working around the globe to personalize each student's education according to their individual needs and abilities. Empowering the students to master the challenges of today and shape the world of tomorrow.