



The 2026 KED Conference at Shevington High School was opened by keynote speaker James Royal and featured engaged and inspiring students

KED

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What jobs will we miss in 20 years?

Picture Stockholm in the late 1800s: a man tapping on windows with a long stick as a living alarm clock, horse-drawn carts delivering milk and ice and someone walking the streets to put out gas lamps.

We don't miss these jobs today, innovation replaced them. Electricity, alarm clocks, and refrigerators made these jobs unnecessary.

Fast forward to today: AI is reshaping education and work at lightning speed. From the KED Conference in Manchester to head of school sessions in the Netherlands and this year's Bett Show in London, the conversation keeps growing. And yet, some things remain timeless: like students choosing to take handwritten notes in every class, as seen during a KED Teacher Exchange.

We may not know which jobs will disappear next, but combining new tools, prior knowledge, and ethical thinking opens up limitless possibilities for learning, teaching, and shaping the next generation. It has never been more important to focus on future skills.

Welcome to the KED Newsletter, my very first as KED Network Director. I'm so glad you're reading! Please don't hesitate to reach out with exciting ideas or stories. There is incredible innovation happening in our schools every day, and we are excited to share it and inspire one another.

I am honoured to continue and further develop the strong work that Cecilia Aronsson has so thoughtfully built. With more than 25 years in education and school leadership, I have had the privi-

lege of working with learners of all ages, from preschool to adult education and skills development, in both the public and private sectors.

I joined Kunskapsskolan in 2012 as a principal in Stockholm and later served in several roles at the head office. I have since worked in both Swedish and international school contexts outside Sweden. I now return, or, as I like to say, "come home", in a new role as KED Network Director.

I look forward to meeting and collaborating with you in the work ahead. I truly believe we reach further together!

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KED Network Conference 2026

About 60 participants attended this year's KED Conference

A Shared Vision for Future Education

The KED Network Conference 2026 brought together educators from three continents for two days of inspiration, collaboration, and professional exchange. Hosted by Shevington High School, the conference focused on personalized learning, wellbeing, and the role of artificial intelligence in education.

We were deeply grateful for the incredibly warm welcome at Shevington. Participants had the opportunity to listen to students who spoke openly and honestly about their personal learning journeys within the KED Program. Several school leaders, with over 20 years of experience in education, shared afterwards that they were truly moved, some even describing goosebumps.

It was a powerful reminder of why this work matters: developing young people for the world of tomorrow. Not only by sharing knowledge, but above all by fostering personal development.

The event began with a school visit, where participants explored how the KED Program had been successfully implemented in practice.

KED offered two packed conference days



Team India waiting for Fish and Chips

This set the tone for a conference built on both real-world examples and forward-looking ideas.

Keynote Speakers

The conference focused on wellbeing, inclusion, and personalized learning. James Royal, Chair of Governors at Shevington High School, invited participants to consider whether the growing responsibility for wellbeing in schools is a burden or an opportunity to deepen human connection. James shared practical strategies for creating caring and sustainable learning environments. Building on this, Gary Aubin, Director of SEND Programmes at Whole Education and a leading expert on special educa-

tional needs and disabilities, highlighted how inclusive teaching can ensure that every student thrives in the classroom.

After that inspiring input, Dr Nandini Chatterjee Singh, a cognitive neuroscientist and professor at Ashoka University, introduced the concept of “potentiality.” It offers a fresh approach to assessment that recognizes each learner’s evolving path and supports truly personalized learning.

Finally, Isabel González Miranda explored the role of AI in education, emphasizing that technology can enhance learning while maintaining the essential human elements of empathy, ethics, and professional judgment. This session gave several practical tools that can be used strategically in the classroom.

Together, the speakers offered a connected vision: one where student wellbeing, personalized support, and thoughtful use of technology work hand in hand to strengthen teaching and learning. After the presentations, participants continued these conversations in well-prepared, engaged panels, reflecting on the ideas and sharing experiences from their own schools.



Gay Aubin provided the tools to help every student in the classroom succeed



Dr Nandini Chatterjee Singh presented complex concepts in a clear and accessible way

Looking Back

The conference created a space for meaningful dialogue, new insights, and global collaboration. We also witnessed new friendships forming over fish and chips at a charming local pub in Standish, Wigan.

We are already looking ahead to planning the 2027 KED Conference. There has never been a more important time to continue meeting and collaborating across geographical boundaries.

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WELCOME TO
Bett UK 2026

37 000 visited Bett in London January 2026

BETT 2026 in London: Inspiration for modern teaching

Following the KED Network Conference

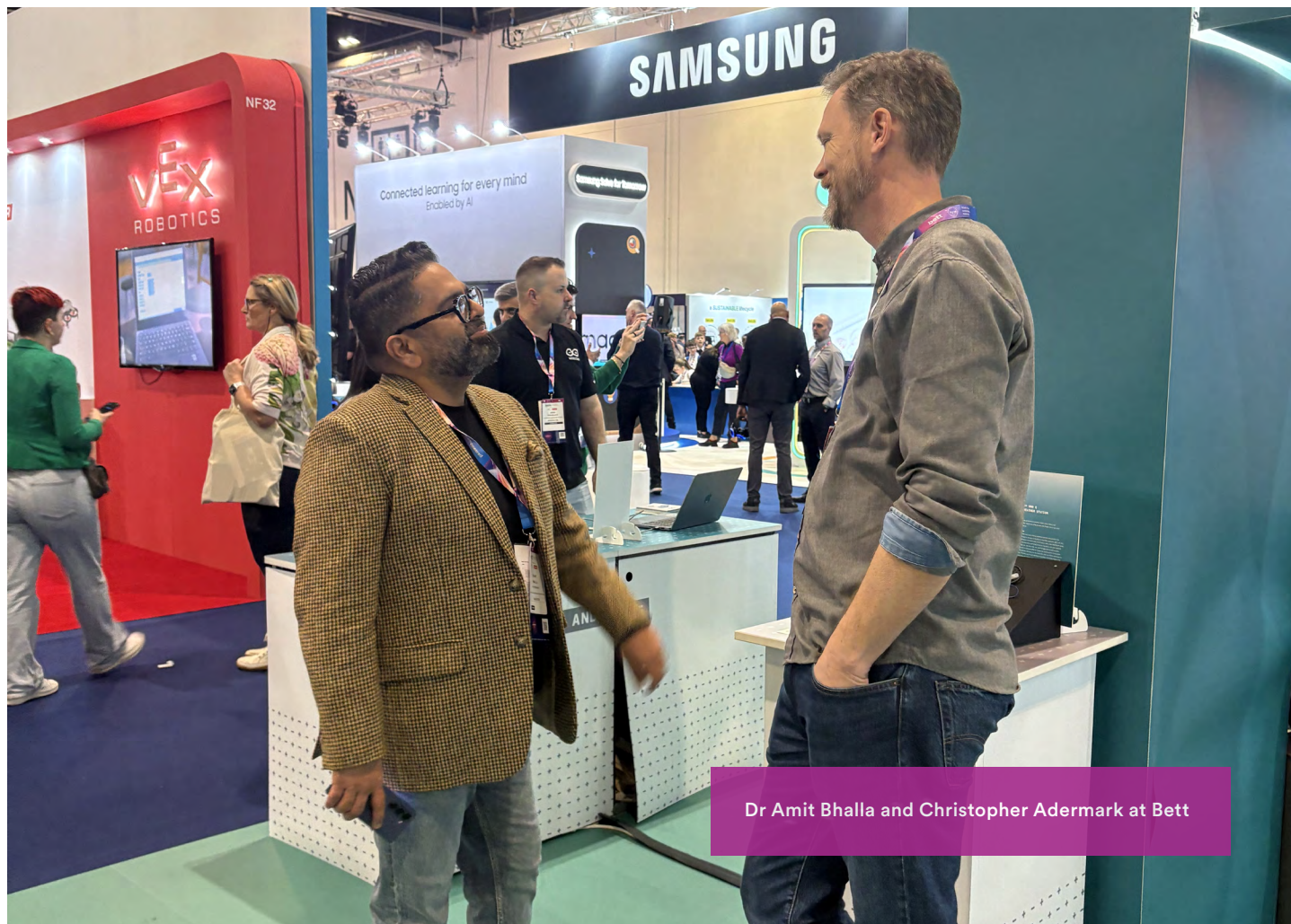
in Wigan, many educators extended their visit to the BETT Show in London. BETT, which stands for the British Educational Training and Technology Show, is the world's leading event for education and technology. The timing was no coincidence: the themes explored at the KED Conference, personalized learning, wellbeing, and the role of technology in education, connected seamlessly with the

innovations at BETT. This combination allowed participants to reflect on new ideas, see them in action, and gather practical inspiration for their own schools.

Technology Supporting Teaching and Learning

The show was a lively space for teachers, school leaders, and innovators. While technology was central, the focus remained on how it can support teach-

This combination allowed participants to reflect on new ideas, see them in action, and gather practical inspiration for their own schools.



Dr Amit Bhalla and Christopher Adermark at Bett

ing and learning rather than replace the teacher. Participants explored personalized learning approaches, where lessons adapt to each student's pace, and discovered how interactive tools and hands-on experiences bring subjects to life. Workshops and demonstrations showed how technology can complement traditional teaching methods while keeping the human aspect at the center.

Wellbeing, AI, and Collaboration in Focus

Wellbeing and human development ran through many sessions, with presenters emphasizing that technology should support both students and teachers, helping

everyone feel connected, confident, and capable. Global Head of Digital Tools, Christopher Adermark, observed that AI has reached a new level of maturity, shifting from underlying technology to

Workshops and demonstrations showed how technology can complement traditional teaching methods while keeping the human aspect at the center.

practical impact. Conversations and collaboration extended beyond sessions, with informal discussions sparking new ideas. Patrik Olsson, Quality and Development Manager at Kunskapsskolan Head Quarter, noted how tools like Google for Education Gemini encourage users to think for themselves rather than simply providing answers. Together, the Wigan conference and BETT in London showed how teamwork, technology, and personal growth can shape the future of education.

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Signed MOU presented by Cecilia Carnefeldt, President and CEO Kunskapsskolan Education, Cameron Runyan CEO & superintendent at the Charter Institute at Erskine and team
Photo by Ashley Epperson

KED Network expands its global reach through new U.S. partnership

The KED Network is growing its international presence through a new partnership with the Charter Institute at Erskine in South Carolina, USA, one of the fastest-growing education organizations in the state. This is an exciting step in KED's work to support more student-centered learning around the world.

By bringing together KED's approach with a strong U.S. partner, and with support from Teach Right USA (TRUSA), the collaboration creates new opportunities to improve student outcomes and build school environments that better meet each student's needs. TRUSA contributes extra resources and a dedicated

team, helping the Charter Institute at Erskine move toward its goal of becoming the highest-performing school district in South Carolina. In a country where school choice and quality are important, the partnership also brings new ideas and perspectives into KED's global network.

A key part of the collaboration is learning by doing. This spring, KED math educators will visit classrooms in South Carolina and work closely with local teachers. They will explore what works best in practice and turn those insights into real improvements in teaching.

The partnership was officially launched during the KED Conference in Manchester, where a Memorandum of Under-

standing (MOU) was signed to support a long-term collaboration.

This is more than just a partnership, it's a shared commitment to helping more students reach their full potential, wherever they are. We are proud to welcome the Charter Institute at Erskine to the KED Network and are very grateful for all the generosity and hospitality that has already been shown to us.

In the next KED Newsletter, we'll share more about the collaboration and our first joint mathematics project.

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**About the Charter Institute at Erskine**

The Charter Institute at Erskine is the fastest-growing school district in South Carolina, serving 28 schools and around 30,000 students across the state. The Institute is known for its focus on innovative, creative, and high-quality education.

For more information, visit: www.erskinecharters.org

**About Teach Right USA**

Teach Right USA is a nonprofit educational organisation based in South Carolina that trains and supports teachers through certification programs, hands-on classroom experience, apprenticeships, and professional development. The organisation also provides consulting services to schools and partners with colleges to strengthen teacher pipelines.

For more information, visit: www.teachrightusa.org



Ready to take the next step:

Ked: Cecilia Carnefeldt (President & CEO), Christian Wetell (EVP, Head of International Operations). Whole Education: Shonogh Pilgrim (CEO), Julian Grant (Director of Secondary and International Networks and Programmes).

KED Network takes next step in partnership with Whole Education

Whole Education, a leading UK-based organization, is known for its holistic approach to learning and its ability to bring together large communities of educators. Through its conferences, lectures, and events, the organization regularly gathers hundreds of school leaders and teachers to share best practices and explore innovative ways to support the whole child.

Building on several years of successful collaboration, the KED Network is now taking its partnership with Whole Education to the next level by signing a Memorandum of Understanding (MOU). This formal agreement strengthens our joint commitment to student-centered learning.

The MOU builds on what both organizations have already learned from each other and creates a clearer framework for

collaboration. By combining KED's experience in student-centered teaching with Whole Education's holistic approach, we can continue to develop methods and environments that support not only academic success, but also students' social, emotional, and ethical growth.

The partnership was formally confirmed during the KED Conference in Manchester, where the MOU was signed as a symbol of our long-term commitment. Now we continue to build a stronger partnership; sharing knowledge, inspiring teachers, and helping schools give every student the best possible education.

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WHOLE EDUCATION

About Whole Education

Whole Education is a UK-based network of schools and organizations working to provide a more complete education for every student. Its focus on well-being, relationships, and the development of life skills makes it a leading voice in holistic, student-centered education. Through its wide network and well-attended events, Whole Education helps schools across the UK innovate and improve.

For more information, visit:
www.wholeeducation.org



The brand new school building at MyCollege

Shaping the future of education

Ethics and AI in Focus at My College

In March 2026, school principals and board members at Partner-schools in The Netherlands gathered at the brand new school building My College in Spijkenisse for quality days. The central theme, -except working with surveys and critical friends, was the integration of Artificial Intelligence (AI) and

digital tools in education. Joined by a researcher and experts, the participants explored how to balance technological innovation with ethical responsibility.

The Human Element in an AI Era
Stefan Buijsman, a researcher at TU Delft and co-founder of the Delft Digital Ethics Centre, opened the discussion by addressing the shift from simple “expert systems” to

modern AI driven by complex pattern recognition. With a background in the philosophy of mathematics and AI ethics, Buijsman emphasized that while AI offers huge power, it also introduces risks such as “cognitive debt”, where students may become overly reliant on tools at the expense of their own critical thinking.

“We must translate ethical values into design requirements,” Buijsman

noted. “The goal is to ensure human agency and oversight remain at the heart of the learning process, even as the algorithms become more advanced.”

Practical Opportunities for Personalized Learning

Christopher Ademark, KED’s Global Head of Digital Tools, followed with a practical perspective on how AI can enhance the educational experience. For Kunskapsskolan, which has prioritized personalized education since 2000, AI is seen as a natural evolution to further support individual student needs.

Key practical benefits highlighted included:

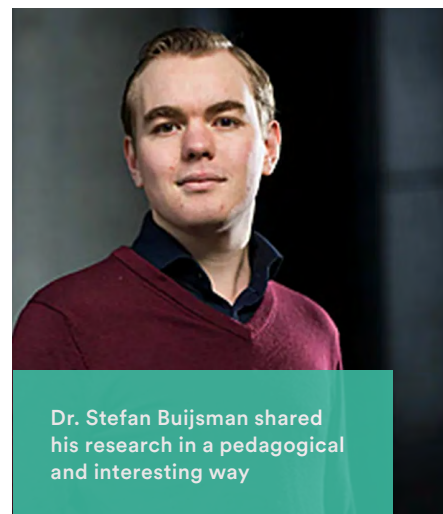
Efficiency: Streamlining the creation of high-quality educational materials.

Personalization: Developing adaptive study paths and tailored feedback for every student.

Accessibility: Providing enhanced support for students with diverse learning needs.

A Proactive Path Forward

The consensus among the experts was clear: AI is here to stay, and the educa-



tion sector must move from a reactive to a proactive stance. Ademark emphasized that the most important success factor is having a clear purpose: “Initiatives without a clear goal and alignment with pedagogical convictions have a high risk of failure.”

By focusing on teacher training and maintaining a strong ethical framework, schools can ensure that AI serves as a partner in pedagogy rather than a replacement for it. The gathering in Spjkenisse concluded with a shared vision: to empower students to navigate a digital future with both technical skill and independent, critical minds. It was also clear that there is great interest in the topic and a strong appetite for discussion, and we are already planning the next phase for the upcoming quality days.

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We met the spring in
The Netherlands





Teacher Exchange, so much more than just professional skilling

When I woke up in Tilburg on March 2, the first thing that struck me was the sun. The night before, when I left Sweden, there was still snow on the ground in Stockholm. But here in the Netherlands, the sun was shining as Ruud picked me up for my first school visit.

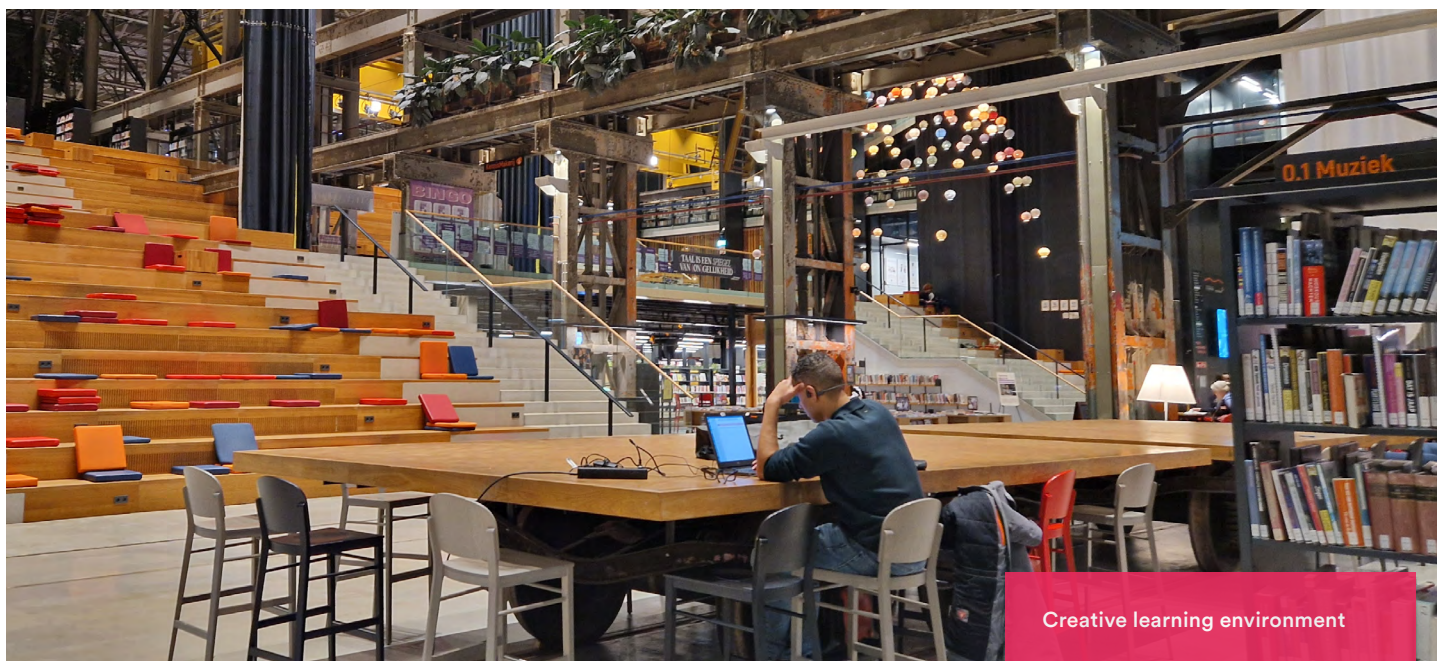
I had applied to KEDexchange with the hope of seeing how reading and writing are taught in the Netherlands, a country with students very similar to ours, even if the school system is different. I knew they were facing challenges similar to ours, especially when it comes to motiva-

tion around these skills, particularly in a time when digital tools have opened up a few too many shortcuts. That became my main focus in my application, since I've personally felt like I've been fighting an uphill battle for several years. Maybe this wasn't just my problem, or even just a Swedish problem, but something bigger, maybe even a European issue. So joining forces around literacy and learning from each other felt like the natural next step.

Through KED, I got in touch with a principal in the Netherlands who

put together an excellent program based on my wishes. During my week there, I had the chance to shadow different classes and schools every day, which meant I got to see as much as possible, different ages, subjects, and approaches, both within and outside of KED.

Back home in Sweden, digitalization has long been seen as the answer to many pedagogical challenges, spell-check tools supporting students, keyboards helping tired hands. But now, the pendulum has finally started to swing back, something



that was very clear in the Netherlands. In every school I visited, there had been a clear shift back to writing by hand, regardless of age. Students had dedicated notebooks for each subject and were expected to take notes.

What stood out was how intentionally this was done. In every lesson, there was a clear idea of what students should write down and how. They weren't just copying the teacher's presentation, a shortcut many students tend to use back home, but instead worked with structured note-taking templates they were familiar with. These varied between subjects and teachers, but all shared the same core idea: it was clear what to capture, and everything was written by hand, without computers.

Students were encouraged to spend time on their notes, making them neat and useful, almost like their own personalized textbooks to study from before exams. And the laptops? They mostly stayed in their bags. They were used when needed, for longer writing tasks or specific programs, but otherwise, pen and paper had once again become the primary tools, with computers taking on a more supporting role.

I found this fascinating, especially since I've struggled for a long time to get my own students to take notes. But here, students did it in every subject. And because notebooks were required everywhere, more students actually came prepared to class. When it's expected in every classroom, it becomes important.



Teachers who may have felt a bit alone before, like math teachers insisting on working by hand, were now backed by the whole staff, which made collaboration and consistency much easier.

In many classrooms, textbooks have also made a comeback. Physical books that students needed to bring to class were now at the center of learning, replacing digital materials and websites. In the Netherlands, there's also a stronger focus on national exams that all students take, and more frequently than in Sweden. That likely influences how textbooks are designed and helps ensure consistency in what is taught across schools."

Textbooks also meant that reading was naturally part of almost every subject. With a book, reading becomes a method, not just listening to lectures. And as we all know, students with strong reading skills tend to perform well across subjects, since most subjects require a certain level of reading comprehension. This created opportunities for language teachers to connect more closely with other subjects.

After observing many lessons across different schools and subjects, these

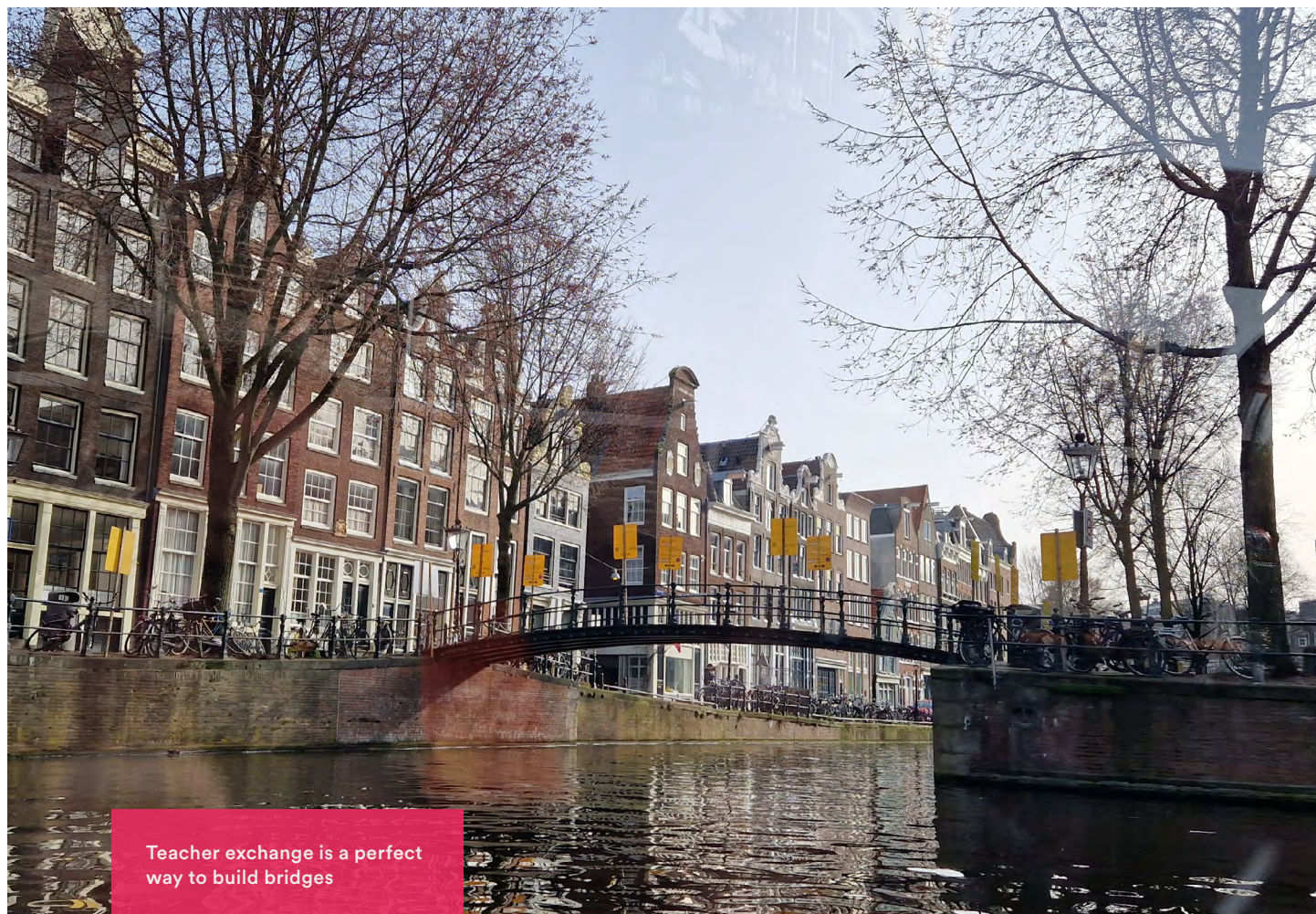
patterns, especially around note-taking and textbooks, became very clear. But there was one piece I felt was missing, something we often work a lot with in Sweden. While study strategies and helping students understand how to do something are important, it's just as important to help them understand why they're doing it.

In Sweden, we often make the purpose of each lesson or activity explicit, and I missed that in the Netherlands. Maybe it's because their stronger focus on national exams already provides that "why," or perhaps because their lessons are generally shorter and more intensive than ours. But this felt like a piece of the puzzle where we might have something to contribute.

Because imagine combining the two: helping students understand the purpose of what they're learning, while also giving them the tools to retain that knowledge through reading and note-taking. That would create a really strong foundation for teaching. So, with the sun still in my mind and on my skin, I said goodbye to the Netherlands and everything I had learned. But taking part in KED Exchange is about more than just exchanging teaching ideas. I'm already thinking ahead, how I can create more exchanges with the Netherlands, for both teachers and students. And I've built real connections. Beyond all the students I met, I also got to know so many inspiring teachers and school leaders. The principal who planned my trip, I hope to see again, maybe I'll get

the chance to return the wonderful dinner I shared with her family in her home. And Margrite, one of the teachers I followed, and I are already talking about swapping homes for future holidays, so her family can experience Sweden, and mine can experience the Netherlands. So KED Exchange is more than just a professional exchange of teachers and ideas, it's an exchange between people, cultures, and perspectives. If you ever get the chance, apply for KED Exchange. It gives you so much more than I ever dared to hope for.

Mikaela Schmidt
Kunskapsgymnasiet Stockholm



Teacher exchange is a perfect way to build bridges