

Basic questions:

We would like to write a story about **a day of a student on a Kunskapsskolan**, to paint a picture for our colleagues, our students and the schoolboard in the Netherlands. Since we work at a school for special education our interest is mainly on the special needs students in a Kunskapsskolan. Therefore, it would be great if we would have the opportunity to follow, to shadow (in pairs of two colleagues) a special needs student for a half, or even better, a full day of school. It would be interesting to observe him or her during lessons, coaching sessions with teachers and other activities and speak to him/her afterwards.

We would also like to write a story about **a day of a teacher on a Kunskapsskolan**. Our aim is to paint a picture for our colleagues, the schoolboard and the PTA (parent-teacher association) of our school in the Netherlands. Since we work at a school for special education our interest is mainly on teachers who teach and guide special needs students in a Kunskapsskolan. Therefore, it would be great if we (in pairs of max. two colleagues) will have the opportunity to follow, to shadow, a few (special needs) teacher for a half, or even better, a full day of school. It would be interesting to observe them during lessons, coaching sessions with students, administration and other activities and speak to them afterwards.

- So; is it possible to match us (in pairs) with a student on one visiting day and match us with a teacher on the other visiting day?
- A small groups of us (2 or 3 colleagues) would very much like an interview / workshop with Christian Wetell (principal van KED Nacka). Topic: students and teacher timetable/schedule.
- Is it allowed to take pictures and video during our visit? We will use those pictures only to illustrate our stories in presentations for our colleagues at our school, they will not appear on the Internet! Unless the students have no objection to photo's on the Internet.

The participants from Mariëndael split up in small groups. Each group focusses on one theme. They filtered the questions from about 100 questions from ALL our colleagues from the last past months. Our overall focus is the student in general; how does he learn, how is his motivation, how does he feel in school? And we zoom in on the students with special needs, learning problems, dropouts etc.

The special questions the colleague-groups have are as follows:

Role teacher

Sander and Ineke

1. What tools have you explored and defined for coaching students? We are in particular interested in new methods that stand out in this concept.
2. How does the coaching of students look like in practice? Why separate teacher skills (didactic coaching) and social worker skills in coaching??
3. What is required to perform these two roles? How do you define the differences between the two? This is of special interest to us, as our system depends on a teacher-mentoring system and yours obviously doesn't.

4. How does the teacher supply knowledge in this apparently self directing structure? What is the balance between reacting on the needs of the student and anticipating on them?
5. What roles/disciplines in this concept do you identify in the total of teaching/(care)support and otherwise?
6. How dit you get here? What are the downsides, the pitfalls? What are the upsides and successes?

Role teacher (2)

Penny, Suzanne and Leontien

1. How are teachers and fellow workers assisted in the process from being a teacher at a municipal school to being a teacher at Kunskapsskolan?
2. Which skills/competences or expertise are required to do this job at a Kunskapsskolan?
3. How is the coaching of students organized?
4. Do you have a care support system for special needs students?
5. It is our understanding you work with social workers addressing social needs as to working with coaches addressing more didactic needs. Is this correct?
6. What lines of communication are there between pupil/parents/school. Who makes what decision and when?

Goals/ Learning Portal / Strategies / Teaching resources / Learning tools

Marc K and Laurens

1. How is the progress of the student checked and how do you make sure that the entire curriculum is covered?
2. How s collaboration between students organized and are there any projects that stimulate working togheter?
3. Are there any interdisciplinary projects organized in the curriculum?
4. What is the exact role of the coach when students set their own goal?
5. Is the learning portal flexible in order to add learning material? Or is it a fixed database?
6. What is done to learn and test skills, for example social skills, that are needed to function well in modern society?

Time / Room for Learning / Grouping.

Mark F en Wim

1. What is the relation between an individual and a group?
2. How does the learning environment looks like and is it challenging? What is a challenging learning environment?
3. What is the influence of the environment at problem behaviour?
4. How does a student manage to concentrate within an environment, where a lot of activities are taken place?

5. Which activities are taken place inside of the schools and which of the activities are taken place elsewhere?

Registration / Logbook / Measuring / Schedule-timetable

Netty, Cor, Bas

1. How does the student (and the teacher) track and measure his development in skills, social/emotional aspects?
2. Can we get the EDS (=leerlingvolgsysteem) and the use of the logbook explained by a student?
3. Can you explain how teams / teachers create rubrics.
4. How much time does it take for teachers to do their EDS / registration and when do they actually do that? During schooltime, in the evening?
5. Does KK use a Portfolio, and how?

Curriculum (cognition / skills / social-emotional)

Inge, Loes, Anita

1. How does career guidance fit into the system? Are there activities outside the school and if that's so, which are they?
2. Do you have a curriculum for social and emotional development? How do you deal with students who have social and/or emotional problems?
3. Does every subject have its own curriculum and do they work together on bigger projects or in other ways? Is this the same for physical education and art?
4. In which way do you monitor the development of the different skills like cooperate, presentation-skills, to plan and organize etc.
5. Are there problems for the students if they have to change school system? What do you do to prevent problems?

Students

1. We've heard that in Sweden, students with physical disabilities are accommodated in a separate unit within a mainstream school. The lessons and guidance are specifically tuned for them. The general facilities such as building and canteen are shared. Is this true and why do those students visit the regular (KK)schools in special units?
2. How does KK cope with students with other problems such as: emotional, psychiatric, anxiety problems, externalizing behaviour. Does KK concept have special adaptation of the concept or do you only coach the students in a different way?