

## Switzerland (Bern)

**REOSCH, Ressourcenorientierte Schule**

*This private secondary school for grades 7 to 11 has a focus on individualized learning and uses martial arts and meditation classes as forms of “mental training” of mindfulness. Prospective students decide after a one day trial whether they want to attend the school and follow its rules, admission is not selective. The students’ learning is individualized with weekly lists of tasks that the students use to plan their learning activities in a work journal. Students reflect on their work daily, in a diary and performance is evaluated regularly, with an emphasis on individual progress and no comparison between learners. Professional development is realized with weekly peer consulting sessions.*

**Main Focus of Innovation:** CONTENT, ORGANIZATION

**General Information**

**Name of the ILE:** REOSCH, Ressourcenorientierte Schule

**Location/Address:** Genfergasse 1 3011 Bern

**Website:** [www.reosch.ch](http://www.reosch.ch)

**Rationale**

*Why do you suggest that it should be included in the project? How does it respond to 21<sup>st</sup> century learning challenges?*

Attentiveness/mindfulness, personal learning technique, consciousness of resources: These are goals of our teaching from which domain- and subject-specific knowledge results. This is probably the ideal precondition for lifelong learning.

Mental training and martial arts as means for reaching these goals.

**Evidence**

*Is there any evidence or indications showing that this initiative achieves the outcomes that it is aiming at?*

At the moment, no large scientific study is available. Regarding the intended long-term effect of education, such a study may be difficult to realize. However one could investigate, whether transfer to other schools is possible in order to enable the intended individualization of learning in this way.

A new short external report documents the successful implementation of the school concept with its educational goals (Lüthi, Scheidegger, Weyermann & Wirz, 2009/ cf. 13 documentation).

The success however speaks for itself. Actually our capacity would be for 85 learners, but in fact we regularly have almost 100. Frequent “emergency” cases occur, when the public schools is at its end. Also paediatricians recommend us frequently. This successful integration of students which drop out of the regular school system is witnessed by authors of the mentioned report; all of them head teachers in another canton.

**Learning Aims / Intended Learning Outcomes of the ILE**

*What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners’ social, interpersonal, or meta-cognitive development)*

Learning aims:

Planning and analyzing tasks/works independently, in one’s own initiative  
 To overcome resistance  
 Ability to concentrate  
 Self-motivation  
 Stress-resistance  
 Ability to cope with pressure  
 Ability to reflect  
 Flexibility  
 Patience  
 Sense of responsibility  
 Responsible/conscientious handling of health  
 Competency in relationships and ability to deal with conflicts

**Learners**

*Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?*

Learners of grade 7 to 11

Intentionally, no selection is made, not even at admission.

Students decide after a conversation and a taster day/one day's trial whether they are willing to follow and accept the methods of the school.

**Facilitators**

*Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?*

The Teacher must have a diploma/certificate authorizing them to teach. In addition the team follows in-house training with "Intervision" (peer consulting) every Friday afternoon. During these sessions emphasis is laid on how tasks as coach may be fulfilled.

Regular exercises in meditation. The attitude of the teacher is very important. The learning aims for the learners are also valid for the teacher (e.g. responsible handling of health).

**Organization of the ILE**

*How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?*

The official curriculum of the public schools is valid. It is offered in "weekly schedule" (a set of tasks is defined; each student individually plans with which tasks he deals with and when during the week) or in modules. In the morning, the teacher declares which contents can be trained orally and when the classes/teaching will be interrupted by mental trainings or exercises in martial art (Kung-Fu, Aikido). In this way, the student can plan his time and document planning and results of this work in the work journal. Before the end of the class, the student reflects the day in the "energy diary".

Once a week a confidential coaching conversation/discussion takes place with the facilitator.

**Learning Context**

*In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?*

The learning context is rather modest, in order to keep the costs down. These are conditions to be adhered. Also, the classes are pretty big with 20 to 25 learners.

The book is the most important instrument for cognitive contents, which of course may also be trained orally.

**History of ILE**

*Who initiated it? For what reasons was it started and with what purpose? Have these changed since?*

I started the project 12 years ago. At the time, I collected first experiences in mental training and meditation and studied/reflected possible consequences of brain research (training in "Sophrologie", [www.sophro.ch](http://www.sophro.ch)).

Unintentionally, the project has mutated to a private school. Money was scarce in the pioneer time. The whole family contributed, taught or did accounting or took care of the classrooms. Now, my son Laurent is Head of the school, while my daughter Eveline, besides teaching, takes care of the administration. In total there are 7 teacher, plus 3 instructors for martial art (2 weekly lessons each).

I myself am teaching and try to bundle our experiences. A book is planned to be published end 2009. A lot of what was still in some way hypothesis at the start has been confirmed. The so-called “mental training” becomes an exercise in attentiveness /mindfulness and awareness. Suggestions are consistently avoided. In order to familiarize the learners with the topic “confrontation”, the subject “martial art” is compulsory. In addition it may be attended optionally, many students are training 4 hours a week.

### **Funding of the ILE**

*How is it funded?*

The annual tuition is CHF 11'000 per student. This has to be paid by parents. Since many parents have difficulties to pay that much, they get subsidies from private or public institutions. The canton does not pay anything to the school. So schooling expenses have to be lower than in the public system, where the mean annual expense (paid by the state – free for students) is CHF 15'700 per student in lower secondary (2006, source: national statistical office).

### **Learning Outcomes**

*What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?*

Corresponding to the learning aims, cross-curricular competencies and mental strength are important learning outcomes beside competencies in specific subjects. The cognitive learning aims (competencies in 8 subjects) are assessed in a report at the end of the year. Throughout the year, tests are frequent, but performances may not be compared between learners. The progress of the individual learner only counts.

The emotional learning aims and cross-curricular competencies are reported in a diploma, based on observations of the teachers throughout the year, during instruction, martial arts and mental training, and a common 10-day-trekking.

### **Documentation describing or evaluating the ILE**

*Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)*

The website: [www.reosch.ch](http://www.reosch.ch)  
School prospectus/leaflet  
Diploma

Lüthi, E., Scheidegger, A., Weyermann, T. & Wirz, R. (2009). Recherche zur Unterrichtsentwicklung. Reosch – Ressourcenorientierte Schule Bern. Aarau: Fachhochschule Nordwestschweiz, CAS "Schulqualität"

URL: <http://www.reosch.ch/images/stories/publikationen/Schulentwicklung.pdf>

### **Other information you consider to be relevant to describe the ILE**

Two recent publications illustrating the school philosophy:  
Daniel Golemann: Soziale Intelligenz, Knaur 2008  
Daniel J. Siegel: Das achtsame Gehirn, Arbor 2007