

SBW HAUS DES LERNENS  
**SBW MODEL**



Education is our passion. We dare to do things of which others only dream. Our aim is to encourage individuals to discover and expand their own identity, to focus on their own dreams, passions and potential, and to mature into personalities who are able both to cope with societal change and to actively shape the future. The spark of curiosity in our minds makes us want to repeatedly question, rethink and adopt new approaches to education. Because we have education in our blood, we keep abreast of the latest develop-

ments, continuously developing as a learning organisation; and with a mindful attitude in our hearts we put individuals and their ambitions at the centre of everything we do. Our objective is to support the development of children, young people and adults with tailor-made, customisable solutions. This booklet is intended to provide insight into our understanding of education and to show why and how we do what we do.

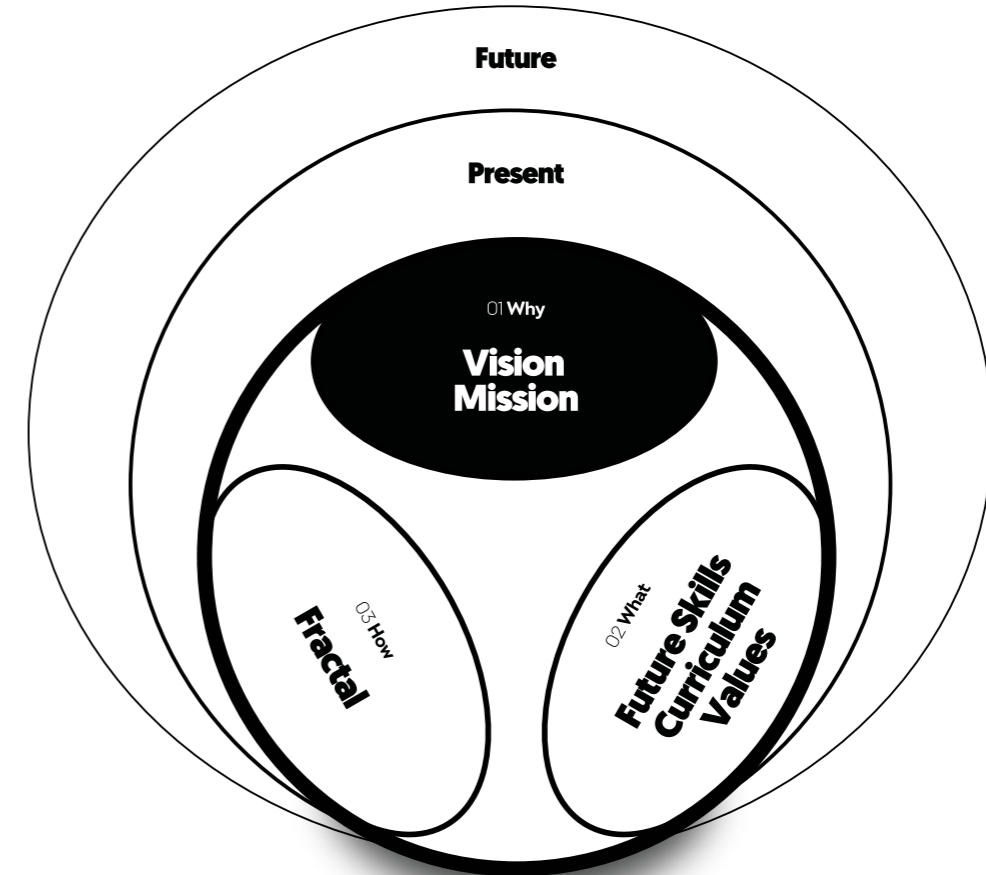
Reto Ammann, CEO, SBW Haus des Lernens AG

# Dare to do what you dream.

## The SBW Model

The SBW Model (2014/2021) encompasses the three basic questions: WHY (meaning & purpose, motivation), HOW (the fractal as our guiding principle) and WHAT (values, curriculum, Future Skills), embedded in a present diagnosis and future prognosis of our society. While the simplicity and self-similarity of the basic framework (values, attitudes and overall objectives) remain recognisably the same, individuals and teams should be given as much

freedom as possible to organise and optimise themselves. The SBW competence model is rooted in a foundation of basic values and attitudes, and applies equally to people and organisations. By encouraging the development of cultural techniques, curricular competencies and Future Skills, our intention is to ensure that students both graduate successfully and optimise their ability to make real-world connections.





# Present diagnosis



The question about what kind of society we live in is the starting point for all deliberations about education for the future. The sociologist Zygmunt Bauman describes the present as „liquid modernity“ (2000), whose characteristics are uncertainty and change, af-

fecting both society and individual experience. This diagnosis of society fits in with the framework of the VUCA model from the 1990s which is applied today in business and education: Volatility, Uncertainty, Complexity and Ambiguity.



# Future prognosis



Current trends mean that forecasts about the future are difficult and contradictory. The Gottlieb Duttweiler Institute (GDI) counters this unpredictability in its latest study „Future Skills - four scenarios for tomorrow and what we need to be able to do“ (2020), with four different scenarios for Switzerland in 2050 which are not intended as forecasts but as „cornerstones of a range of possibilities“. The uncer-

tainty of the future and the diversity of the four scenarios underscore the challenges of preparing children and young people for the future, which is why scenario-independent, interdisciplinary skills are becoming increasingly important - as confirmed in the Swissfuture study „Elementary School 2030. Four Scenarios for the Future of School“ by Georges T. Roos (2013).

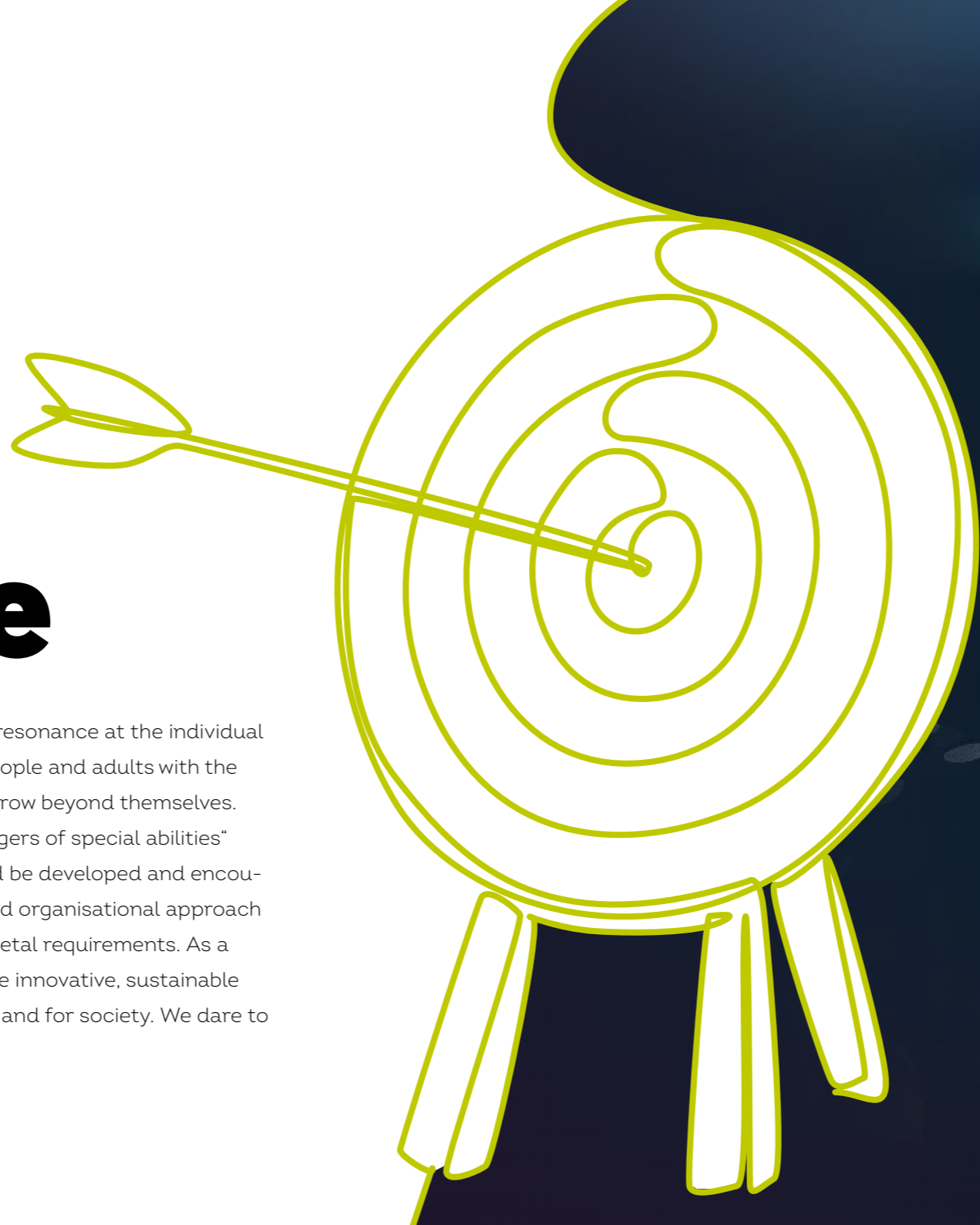
# Personal development

In a world where both the present and the future are uncertain, it makes sense to develop yourself and your potential, which are arguably the only constants of which you can be certain. „Become the unique, unmistakable human being that is inherent in you,“ the Greek philosopher Pindar (518 - 442 B.C.) urged his fellow human beings 2500 years ago: make it your purpose in life to become who you really are. At SBW Haus des Lernens, we support the development of children, young people, adults and organisational units, thus laying the foundations for a „good life“ (cf. Coaching). Individuals are encouraged to find their own path and to mature into personalities who are not only able to cope with societal change, but who also help to shape the future (change makers) or even actively drive it forward (game changers).



# Impact & resonance

With everything we do, we want to generate impact and resonance at the individual and societal levels. We aim to provide children, young people and adults with the time, space, challenges and mindset to enable them to grow beyond themselves. Wishes and dreams should be taken seriously as „harbingers of special abilities“ (J.W. Goethe), while interests, potential and talent should be developed and encouraged. To create such a place requires an educational and organisational approach that strikes a balance between individual needs and societal requirements. As a private educational organisation, we work today to create innovative, sustainable educational solutions for tomorrow, both for individuals and for society. We dare to do what others only dream of.



**Silvan Hefti** | Former student at Bürglen (now Talent-Campus SG)  
Professional football player, BSC Young Boys, formerly FC St.Gallen



# Values & attitudes

In contrast to most models, our competencies (curriculum, SBW Future Skills) are rooted in a foundation of core values and attitudes. Competencies have no positive effect per se unless they are anchored in a value system. For this reason, at SBW Haus des Lernens, communicating values is just as important as imparting knowledge. In addition to the fractal elements, values such as empathy, diversity and a focus on strengths are promoted among children, young people and adults and are also taken into account when selecting new employees.





## Curriculum

The curriculum of the SBW Haus des Lernens is based firstly on state requirements (Lehrplan 21, IB curricula, Cambridge Primary / Secondary / Advanced as well as admission requirements for technical colleges and universities), and secondly on the SBW Future Skills, which go beyond these requirements in order to ensure that students both graduate successfully and optimise their ability to make real-world connections.

It encourages children and youth to discover and kindle personal interests, inclinations and passions with a foundation of cultural techniques (literacy, numeracy, digital competences) and curricular competencies. The ultimate goal is to combine curiosity and passion and to blend them with the content of the curriculum. Wherever meaningful and possible, the curriculum should follow the individual's passion:

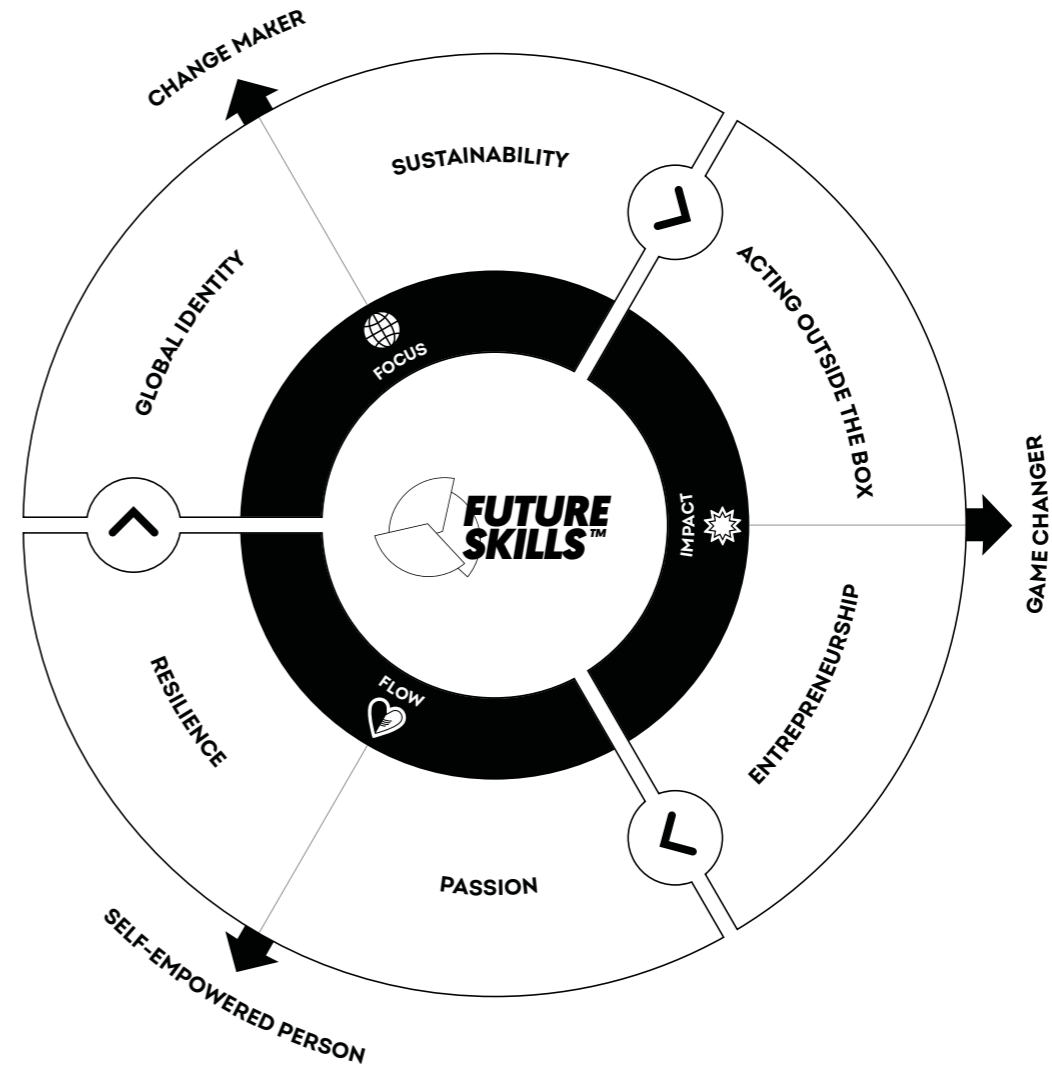
# Curriculum follows passion.



## Future Skills

For parents, teachers and educational researchers, the question of what competencies are needed not only to survive in society but also to play an active role in shaping the future is an issue of considerable concern. The SBW-specific answer to this question is set out in six Future Skills that go beyond the curriculum and focus on the development and strengthening of an individual's personality:

Passion, Resilience, Global Identity, Sustainability, Acting Outside The Box, and Entrepreneurship. In contrast to other competency models, the sequence of the SBW Future Skills is based on neurobiological criteria rather than pedagogic criteria: the focus is not on „knowing“ (the cortex), but on „wanting“ (the limbic system). (cf. Future Skills Booklet, available as download: [www.sbw.edu](http://www.sbw.edu))





# Fractal as principle

Fractals are a particular natural phenomenon that are found in all forms of life. When you look deeper into the structure of ferns, crystals or snowflakes, for example, you can see that certain basic patterns repeat themselves: they all consist of miniaturised copies of themselves. The smaller structures reflect the larger, and vice versa. Our seven fractal elements illustrate how we support and encourage the development of children, young people and adults, how we structure ourselves as an organisation, and how we harmonise simplicity and complexity. The principles of a fractal are a) simplicity of the basic pattern and self-similarity, b) self-organisation and goal orientation, and c) self-optimisation and drive. At SBW, we align our organisation and our work with these principles.





## Fractal element 1

Respectful treatment includes respect for oneself, for other people and the environment, for other cultures and generations, and for social and cultural values. Respectful treatment is not simply civility or

politeness, but an expression of a partnership on equal terms that generates trust and certainty, enabling independent and creative learning and thinking.

## Fractal element 2

Autonomous learning encourages an individual to assume responsibility for their own learning and actions: it develops the ability to set objectives, determine approaches and find appropriate means and methods that are suited to the individual's own

learning pathways and possibilities. It also gradually advances an individual's ability to take responsibility for their community and to use their own skills for the benefit of fellow human beings and the environment.

# Respectful interaction

# Responsibility

# Designed environments

# Believing in success

## Fractal element 3

An effective way of stimulating an individual's development is to design the environment in which they live and learn. This environment is determined both by the space itself and by its aesthetic, expressed as design,

light, colour, smell and sound. However, the designed environment is primarily shaped by the people within it who create the social climate and a culture of co-existence.

## Fractal element 4

In all SBW schools and across all SBW services, great emphasis is placed on „Believing in success“ – the importance of trusting each other and having confidence in one's own ability, daring to go beyond one's own limits and taking small risks.

Children and young people need challenges through which they can grow. „Believing in success“ strengthens an individual's competence to reach and expand the limits of their strength and ability by taking action with confidence.



## Fractal element 5

Self-development, actively searching for individualised, personalised solutions and providing development support requires coaching at all levels. Solution-oriented coaching focuses on an individual's desires, objectives and resources and takes the approach that the individual being coached is responsible for

their own change processes. This approach is combined with the firm conviction that every individual being coached already has the resources within them to find a solution and that this just needs to be developed and utilised. Every learning partner, teacher and school leader has access to individual coaching.

## Fractal element 6

To enable an individual to place their own passion at the heart of what they do, we have to create a special environment and a new way of thinking. Firstly, the subject matter must be prepared differently in order to gain time (compacting); secondly, the curriculum must also be rearranged in a meaningful way in order

to create longer time periods when the individual can focus on their own passion and on project-oriented, interdisciplinary work, and to enable experts to be brought in from outside school. Our definition of compacting is streamlining the basic curriculum to take account of individual needs and goals.

# Coaching

# Compacting

# Connecting

## Fractal element 7

Connecting and networking with others increases our ability to make real-world connections (both internal and external), generates multiple interfaces between ourselves and the environment, and strengthens networks. Our aim is to create connections: between people who come into contact with each other, build and maintain relationships; between different generations with complementary perspectives and competences; between educational and extracurricular experts from the

parent community, the wider community and the world of work; between organisations and companies with intersecting values, products and interests; between subjects and disciplines; between values, curricular competencies and SBW Future Skills; between tradition and innovation, between human beings, nature and technology. Boundaries become more fluid, are expanded and overcome. This in turn creates added value – and suddenly 1 plus 1 becomes (at least) 3.



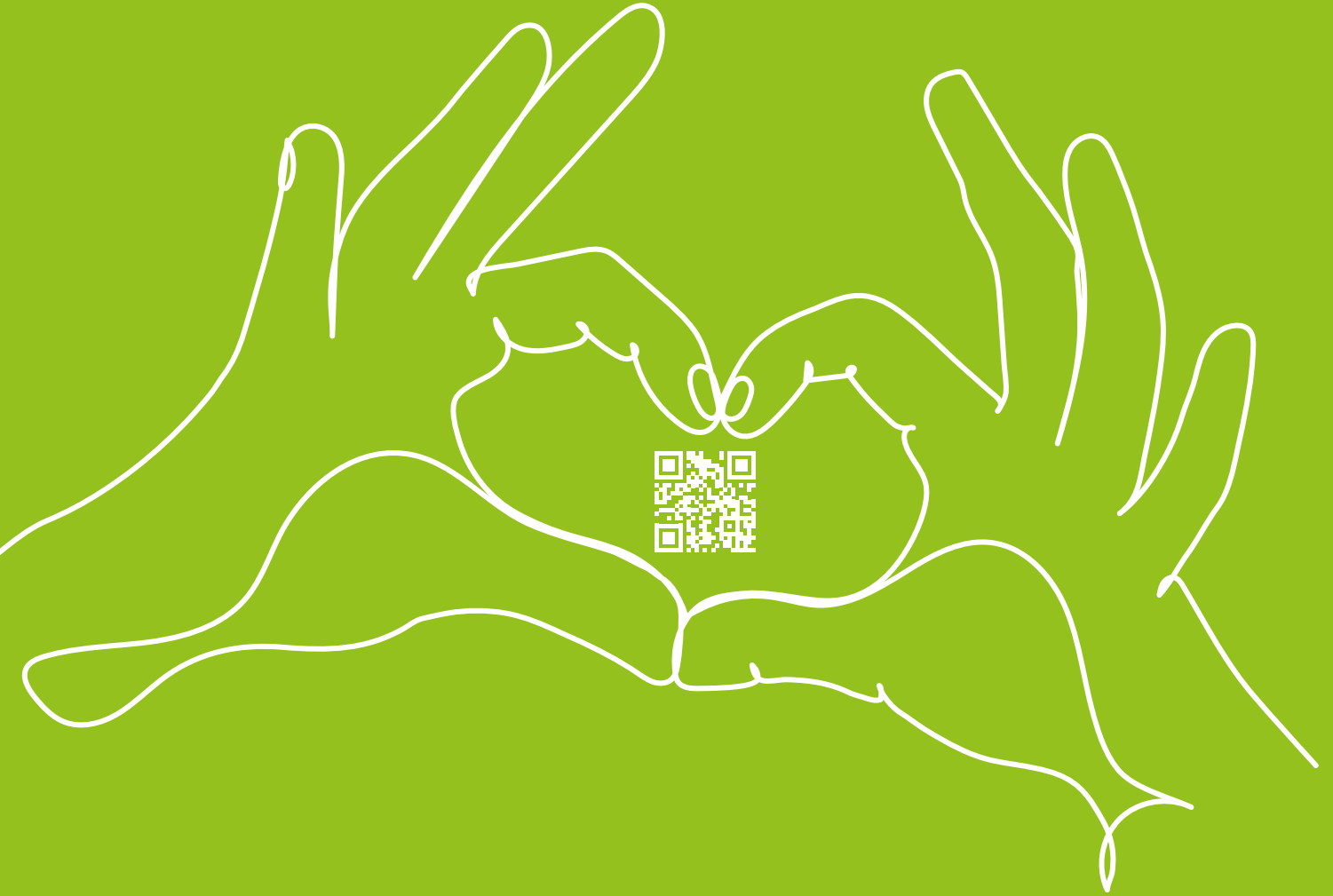
**Dare  
to do...**

**Fabia Löw (r.)** | Former student at Academia Euregio Bodensee  
Founder of the company Löw Delights

**what you  
dream!**

**Kevin Fiala** | Former student at NET  
Professional ice hockey player in the NHL & Swiss national team





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*Dare  
to do, what you  
dream.*