



Montfortian Gabrielite Education in the Light of Magnifica Humanitas

Celebrating 125 Years of the Brothers of St. Gabriel in Thailand.

Adapted from the Address by Bro. Dionigi Taffarello, Superior General.

The French Foundation

**Saint
Louis-Marie
Grignion de
Montfort**

Education as an act of
love and liberation.

**Father Gabriel
Deshayes**

Renewing the mission:
forming the most fragile
and disadvantaged.

**Present
Day**

125 Years Ago

Brothers Martin de Tours,
Gabriel Ferretti, Auguste,
Abel, and Hilaire leave
France for Thailand.

**A Flourishing
Presence**

Building homes of
human, spiritual, and
cultural growth in
Southeast Asia.

The Thai Mission

*Schools as communities of life, spaces of integral growth, and laboratories of fraternity—
where the simple and concrete strength of the Gospel is lived through education.*

Section 1: The Educational Alliance

The Flawed Delegation Model

- **The Illusion:** Families entrust the educational task entirely to the school as a service provider.
- **The Consequence:** Digital habits and impulsive behaviors formed at home are left for the school to correct alone.
- **The Danger:** Educational work becomes fragile. Deprives young people of learning personal responsibility.

The Choral Alliance Model

- **The Reality:** Education is a choral work. A good teacher, leader, or family alone is not enough.
- **The Consequence:** The school acts as a companion on the journey, strengthening what the family sows daily.
- **The Result:** Corrections become effective, rules understandable, and growth harmonious.

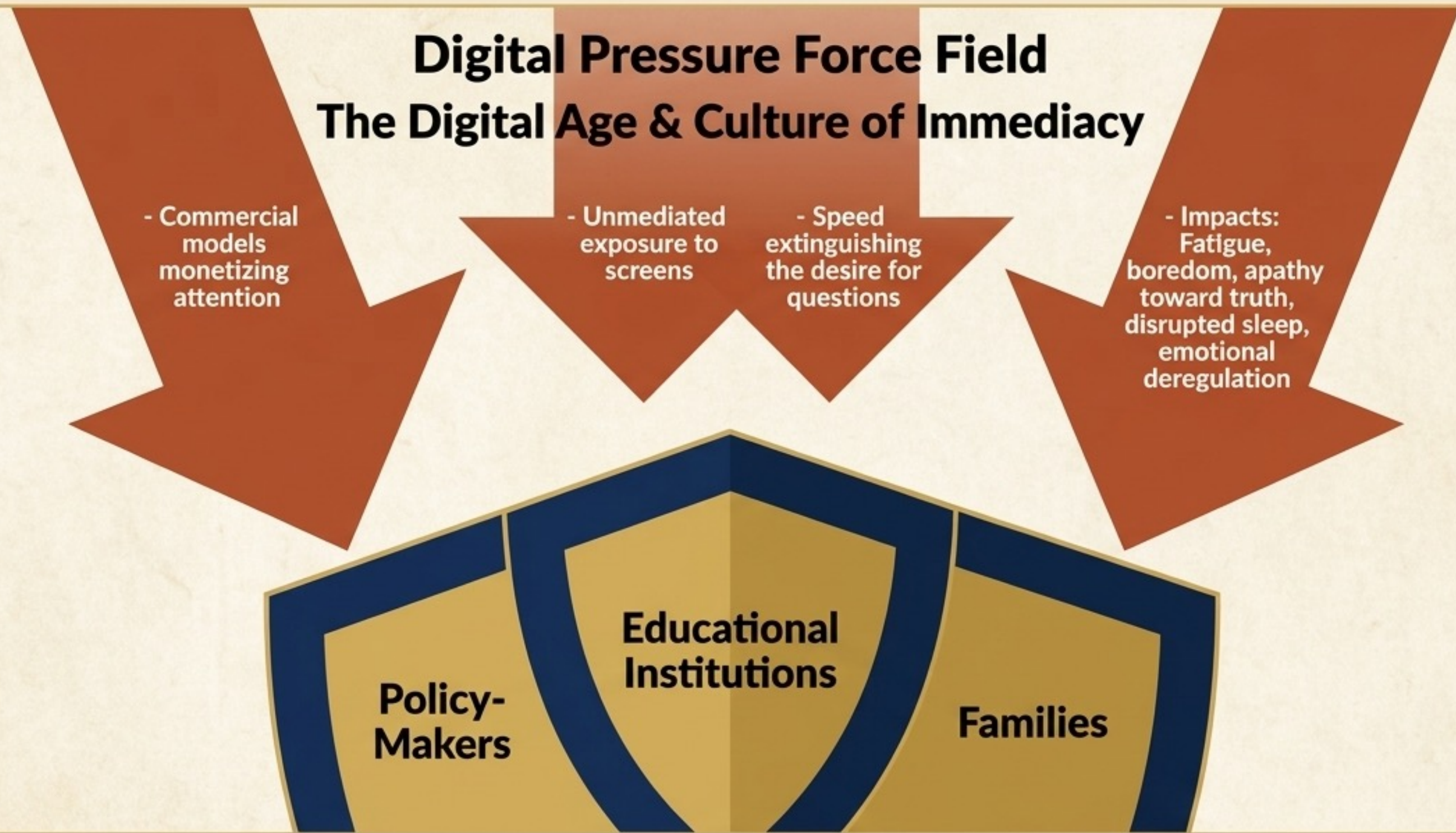
Montfortian schools thrive on collaboration between teachers, school leaders, parents, students, and external partners. (Manual of Good Governance)

The Educational Paradigm Matrix

Service Provider Paradigm	Educational Pact Paradigm
An agency to which children are delivered.	A companion and community that supports the family.
A spectator and passive receiver of services.	An active protagonist and safeguarder of messages outside the classroom.
Asking the school to lower expectations or solve the problem alone.	Helping the student reflect on choices and take personal responsibility.
Abandoning boundaries at home.	Speaking the same language as the school to align rules.

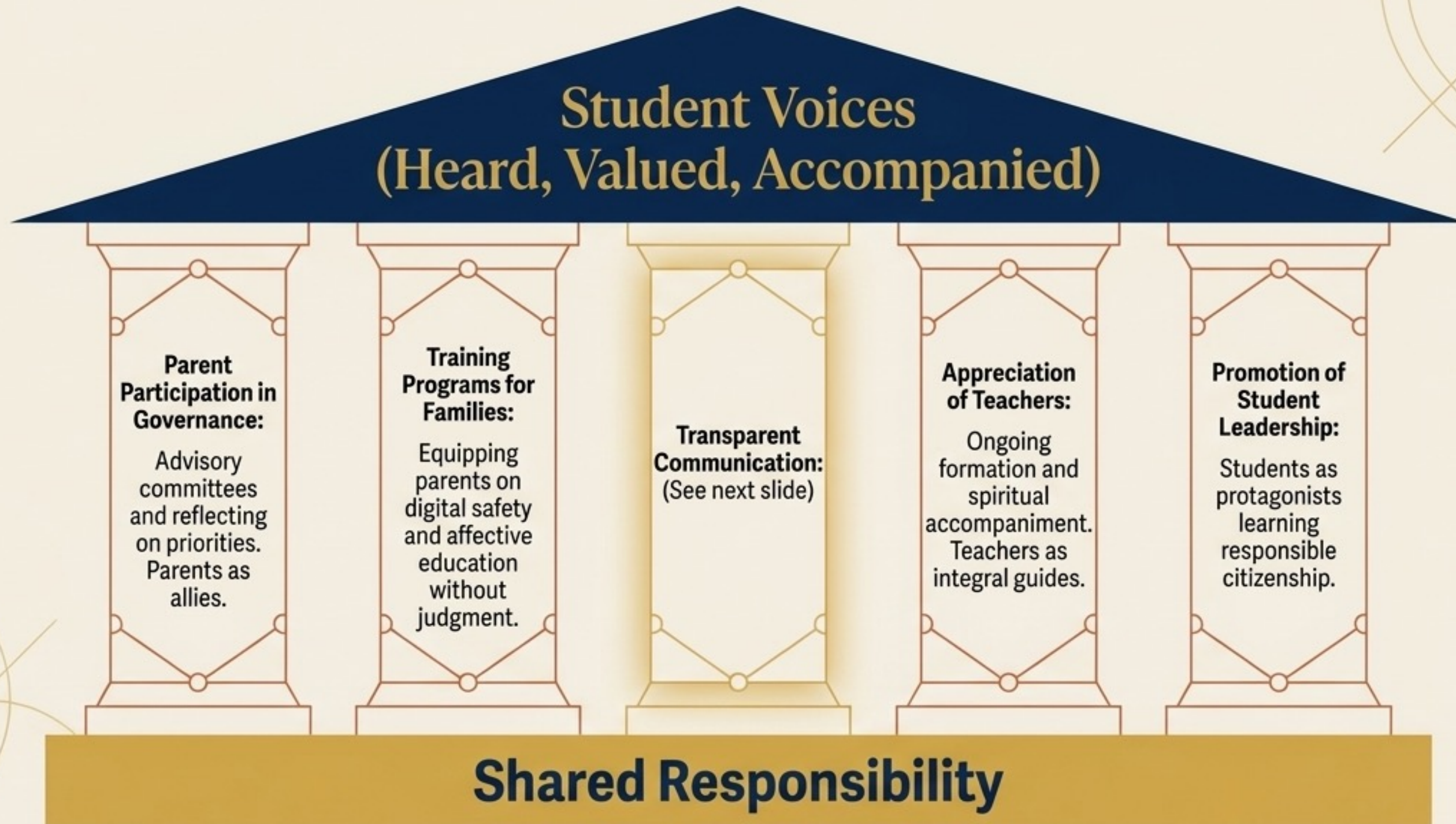
*The school is not a closed institution or a delegated task.
Mutual trust and a shared journey are required.*

Section 2: The Challenges of the Digital Age



Parents alone cannot withstand the pressure of commercial digital models. A unified alliance is required...
Our schools must be strongholds of humanity. (*Magnifica Humanitas* n.139 & 142)

Section 3: The Space of Listening



The Mechanics of Transparent Communication

Closed-Loop Feedback Cycle

The Trigger Event

A difficulty arises
(drop in performance,
inappropriate behavior,
personal suffering,
student conflict).

1.

Seek Truth Together

School and Family
unite immediately.

2.

Clear & Respectful Dialogue

Timely
communication
free of judgment.

3.

Early Intervention

Addressing the root
cause collaboratively.

Result:

The student is
guided back to
harmonious growth.

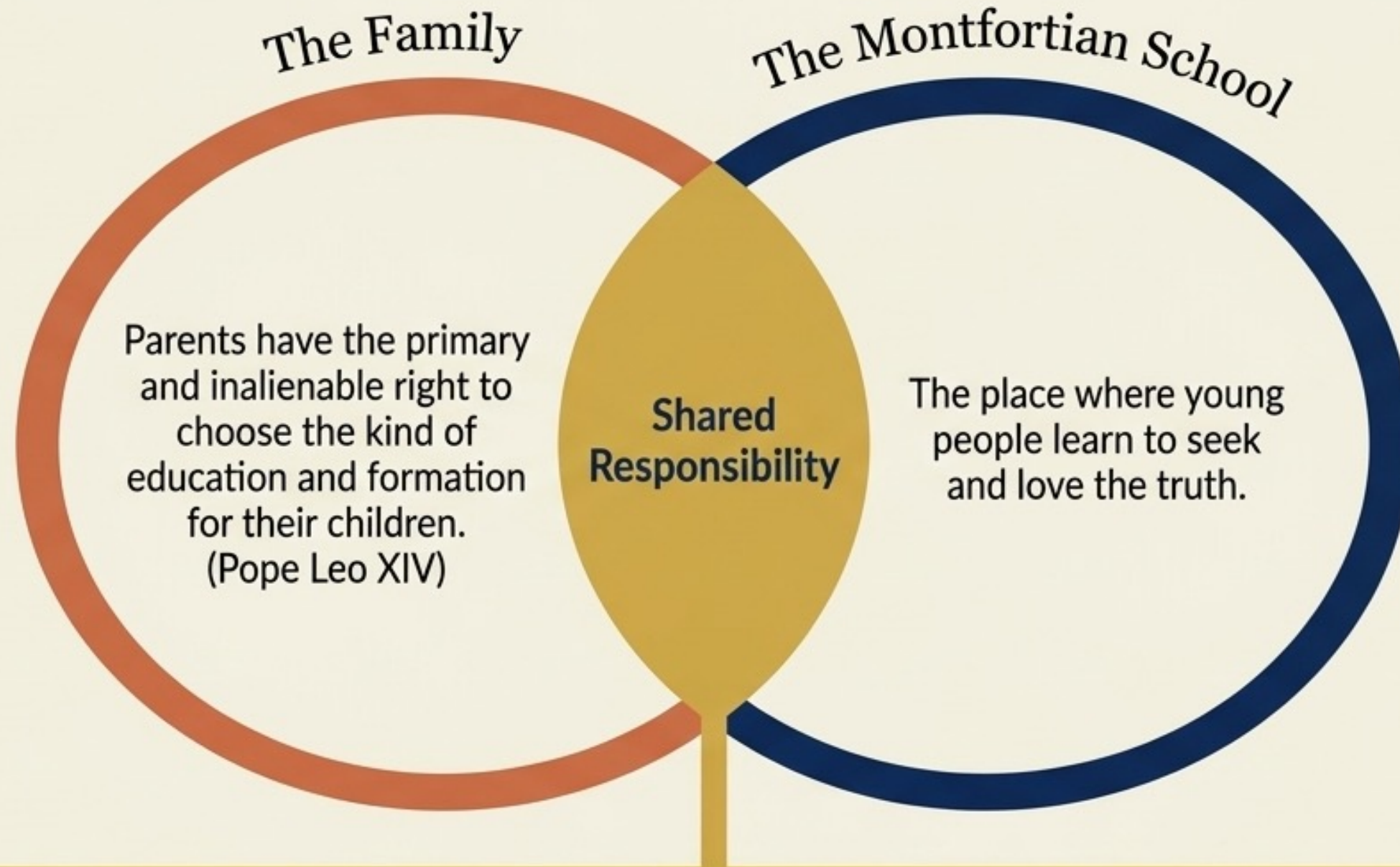
The Flawed Path:

Fear, confrontation,
accusation, or automatic
defense.

Result:

The difficulty becomes
a deep wound.

Section 4: The School as an Ally of Families



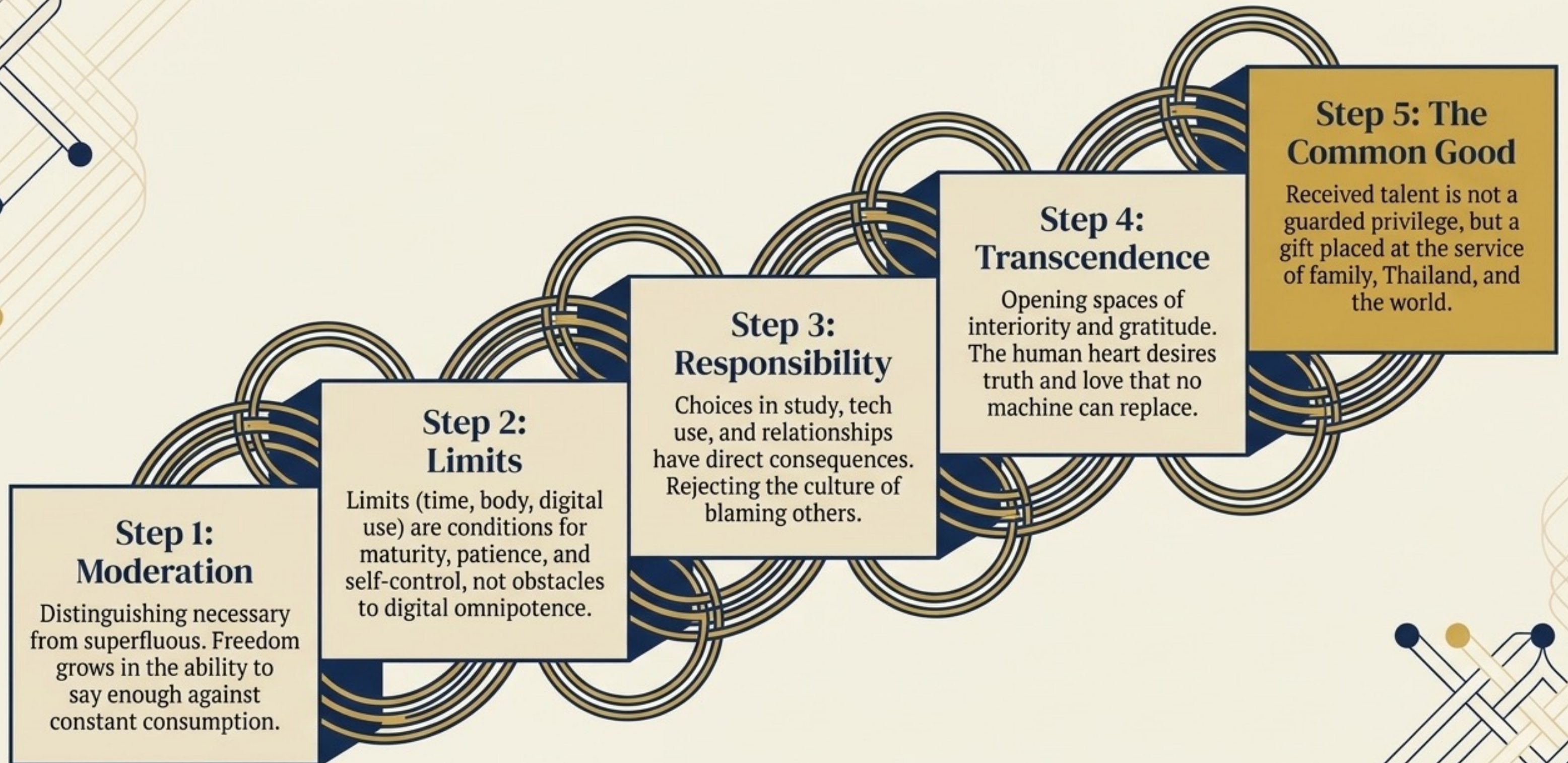
The Operating Principle:

The school does not replace, it supports.
The school does not impose, it proposes.
The school educates with parents, not in place of them.

The Thai Legacy Pathway:

For 125 years: Welcoming students from every background, offering inclusive education, and forming leaders and committed citizens.

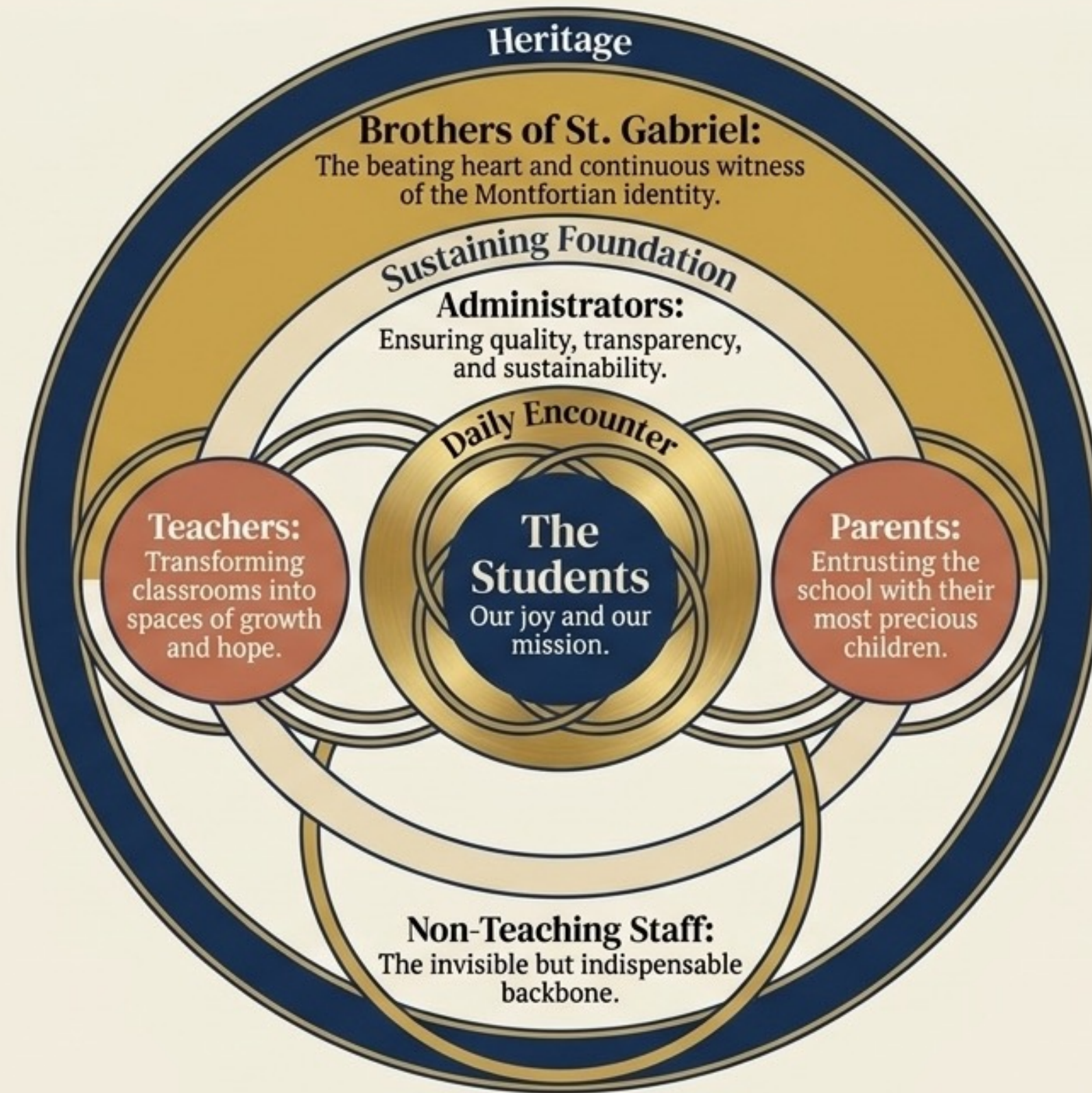
Section 5: Educating to Truth, Sobriety, Responsibility



The Environment Matrix

The Digital World	The Montfortian School
Immediate info & rapid connections.	Shared, slow time of growth, making mistakes, and asking deep questions.
Screens that transmit content.	Authentic relationships, a teacher's gaze, and adults who correct without humiliating.
Saturation of notifications and noise.	Essential silence, interiority, and discernment to prevent mere reaction to stimuli.
Simplification, acceleration, and fragmentation.	Connecting knowledge, seeking meaning, and reading reality with critical intelligence.
Deleting messages or closing windows.	Real encounter: listening, explaining, asking forgiveness, and rebuilding.

Section 6: The Ecosystem of Collaborators



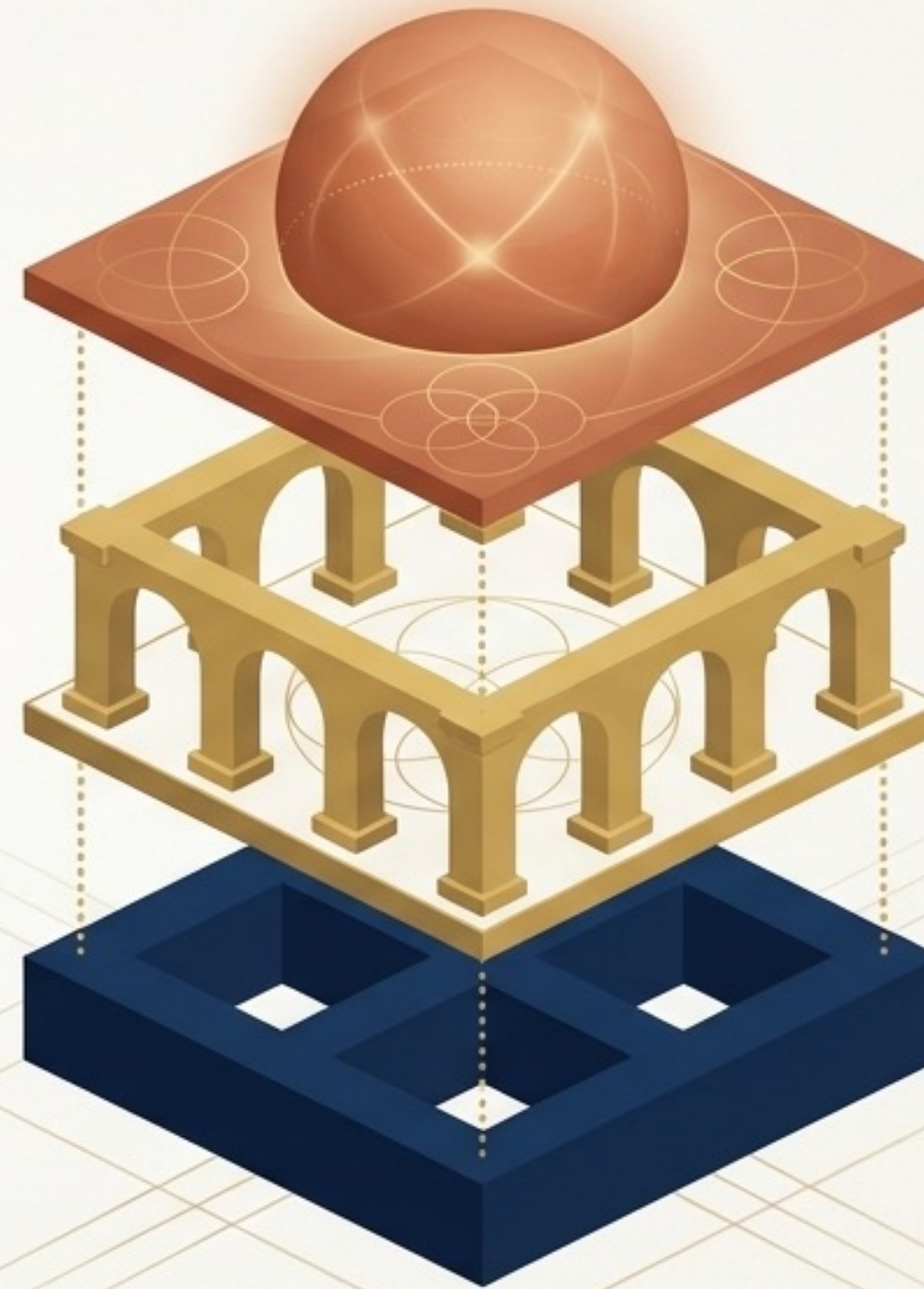
The Ecosystem of Magnifica Humanitas

“We do not celebrate only the past:
we celebrate a future that calls us.”

“The educational pact between
school and families is not optional.
It is the condition for continuing
the mission entrusted by Montfort
and Deshayes.”

Our Pledges:

- Educate with the heart.
- Educate with truth.
- Educate with community.



**The Flourishing
Student**

**The Educational
Pact & Alliance**

**The Historical
Foundation**

May our educational alliance be a shining sign of the human dignity we wish to safeguard and promote for the next 125 years. (Bro. Dionigi Taffarello)



Magnifica Humanitas

***Let us renew our commitment: to educate with the heart,
to educate with truth, to educate with community.***

May the next 125 years be even more fruitful than the first, standing
as a shining sign of the human dignity we wish to safeguard and promote.

Bro. Dionigi Taffarello, Superior General.